

LCM 2022



# The choreography of dining and interacting in family dinners

Christophe Parisse, Stéphanie Caët, Marion Blondel,  
Claire Danet, Aliyah Morgenstern





# Content of this presentation

Approach and theoretical perspectives

Data and method

First results

Qualitative analyses



# Content of this presentation

Approach and theoretical perspectives

# Characteristics of family dinners

Opportunity to study **language socialization** (Ochs & Schieffelin, 1994))

**Multi-party communicative habitat** (De Leon & Martinez, 2008) and **multiple participation frameworks** (Goffman, 1981)

Impacts **our organization, our environment** and vice versa (Kendon, 1990)

Involve **co-activity**:  
dining and languaging  
(Haddington et al., 2014)

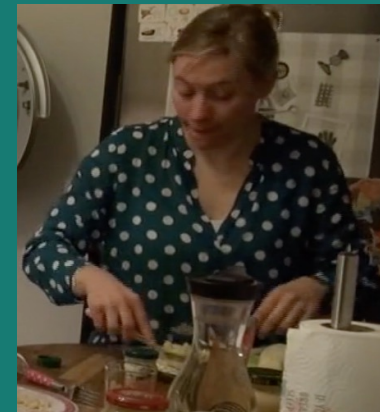


Their specialized practices fully engage **many body components and semiotic resources** (intertwined semiosis, Goodwin 2017)

Orchestrated **in time** and **over time** (Morgenstern & Goldin-Meadow, 2021)

SPEAKERS

SIGNERS



SPEAKERS

SIGNERS

HOW DO THE PARTICIPANTS MANAGE THIS ORCHESTRATION?

HOW DO CHILDREN IN PARTICULAR MANAGE?

HOW ARE CHILDREN SOCIALIZED TO CO-ACTIVITY?

HOW DO CHILDREN LEARN TO COORDINATE ACTIVITIES?

MOT: mange ce que tu as dans ta bouche parce qu' on comprend pas du tout.

MOT: Eat what's in your mouth because we can't understand you at all **DF-F1-D2**

MOT: je comprends pas quand tu parles avec du pain plein la bouche .

MOT: I can't understand when you speak with bread in your mouth  
**DF-F6-D2**

FAT: si tu parles la bouche pleine je comprends pas c(e) que tu dis.

FAT: if you speak with your mouth full, I can't understand what you say  
**DF-F4-D1**

NIC: maman, pourquoi tu parles pas ?

NIC: Mum, why aren't you talking?

MOT: parce que j'ai la bouche pleine.

MOT: Because my mouth is full

ARM: ah, t'as parlé la bouche pleine.

ARM: Oh you spoke with your mouth full

**DF-F2-D1**

**MOT: allez, arrête de parler et mange .**

**MOT: come on, stop talking and eat.**  
**DF-F8-D1**

MEL: c'est pour nous laisser tranquilles. It's to leave us alone  
MOT: hum.

MOT: mais ferme la bouche. But close your mouth  
**DF-F6-D1**

FAT: ma puce finis ta bouchée avant de parler.

FAT: darling finish what you have in your mouth before your speak

**DF-F2-D1**

FAT: parle pas la bouche pleine L.  
Don't speak with your mouth full L.

...

FAT: L. ta bouche. L. your mouth

FAT: L. ferme ta bouche. L close your mouth

**DF-F7-D1**



# Content of this presentation

Data and method



Ethnographic methods

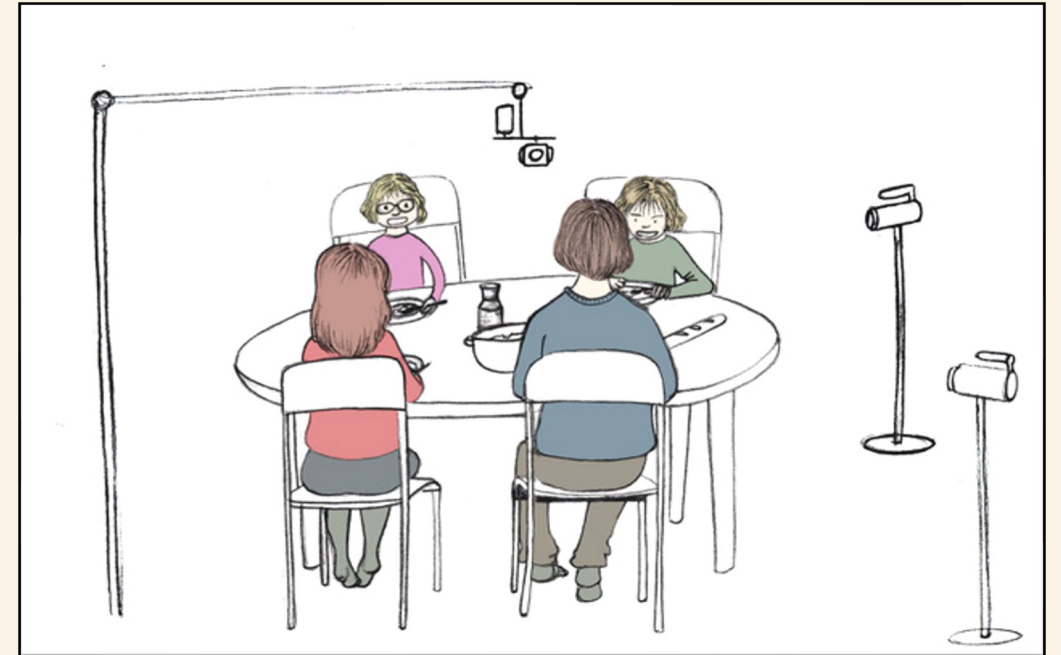
20 families who primarily use French

20 families who primarily use LSF

One 360° camera

One 360° sound recorder

Two wide-angle cameras

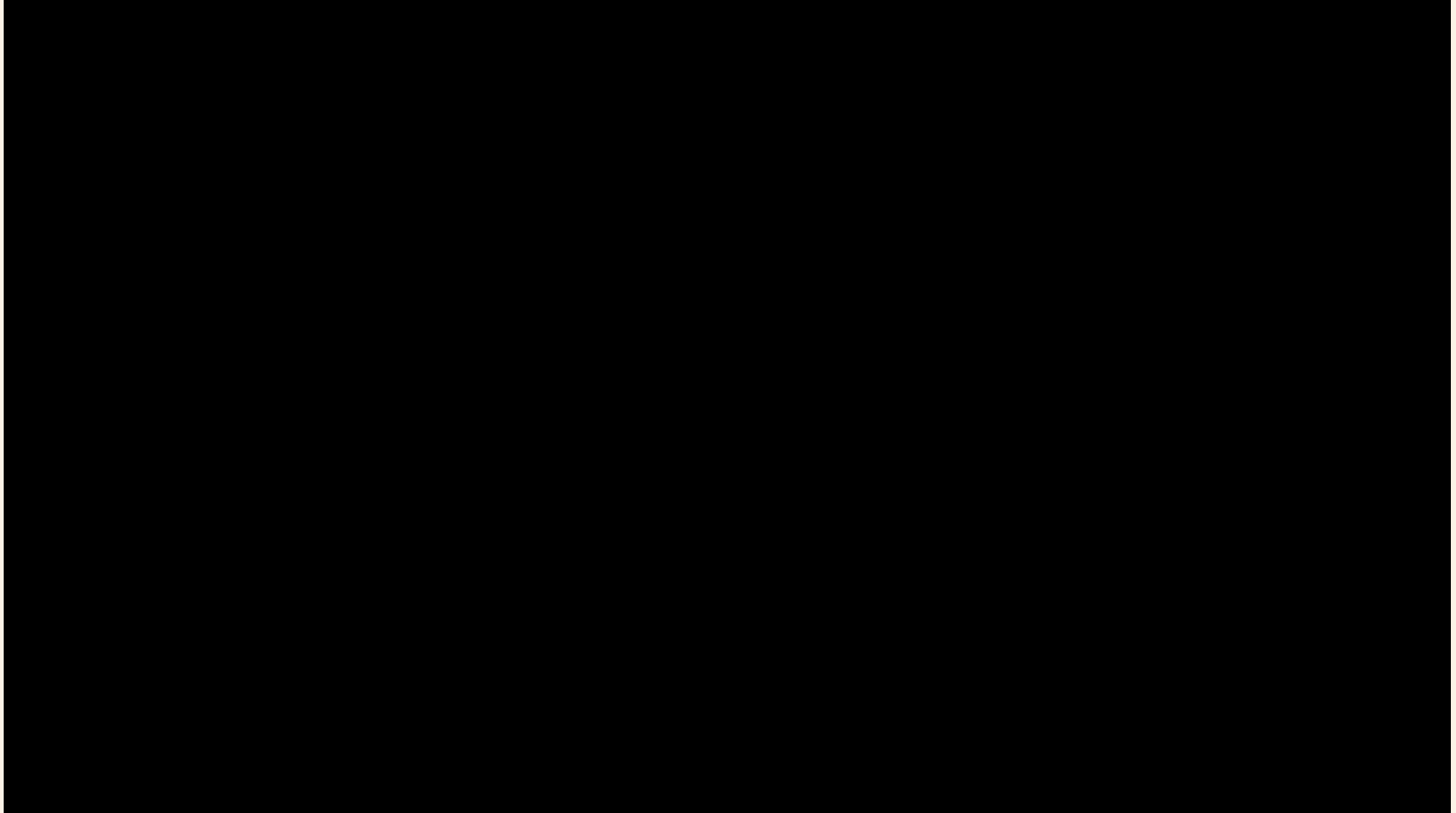


All the data is synchronized, integrated into ELAN

Analyzed from the first call to the table  
until all participants have left the table



# Viewing the data from multiple perspectives



# DATA & CODING

## French

- 1 dinner from the family dinner corpus
  - DF-F4 : 39' (4 courses) ; children: 4 & 9 y-o
- 1 dinner from the DinLang corpus
  - DL-FRA1 : 45' (3 courses) ; children: 5 & 8 y-o



## LSF

- 2 dinners from the Signes en famille corpus
  - SF-F2 : 34' (3 courses) ; children: 3;6 & 5 y-o
  - SF-F4 : 33' (2 courses) ; children: 2;6 & 6 y-o



Camera 1

Camera 2

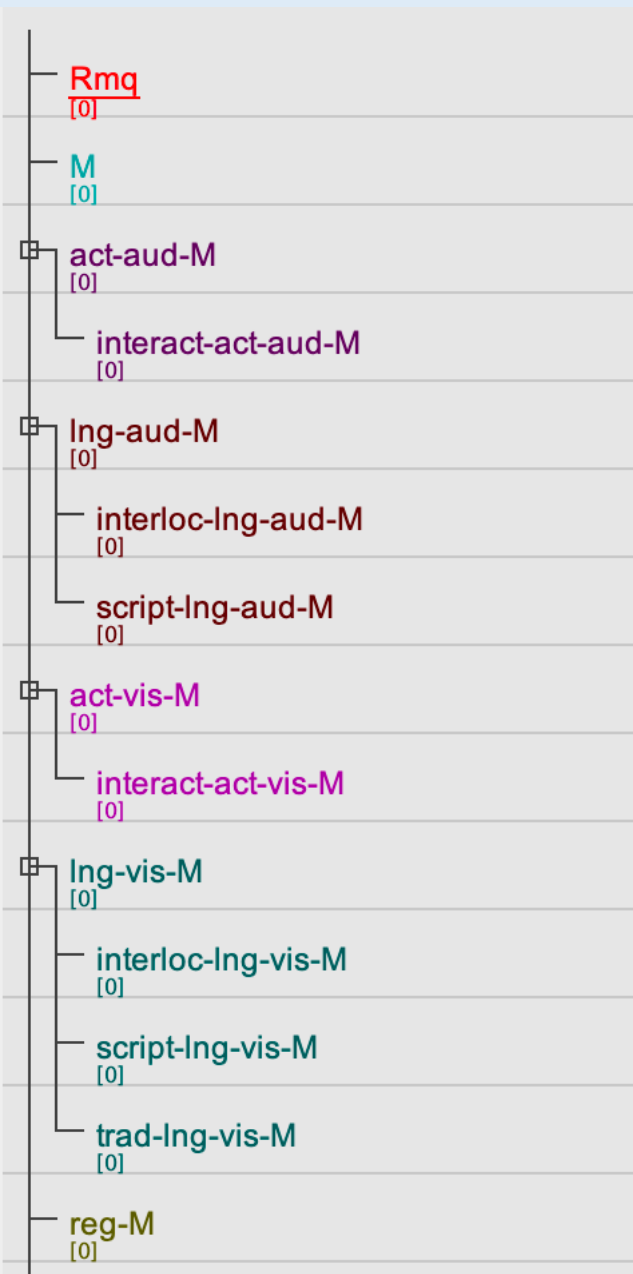


Choice of 3 soundtracks

M: mother  
P: father  
Ea: 1st (eldest)  
Eb: 2<sup>nd</sup> child  
Ec: 3rd child



# Tiers for each participant



Comment

Visibility on camera

**Audible acts** (coughing)

- if addressed, to whom

**Audible languaging**

- addressed to whom

Transcription of speech

**Visible act**

- if addressed, to whom

**Visible languaging**

- addressed to whom

ID gloss for LSF -gest

Translation of LSF

**Gaze**

- on whom or what

## Controlled vocabulary for all annotations

dining  
other activities  
or both

din

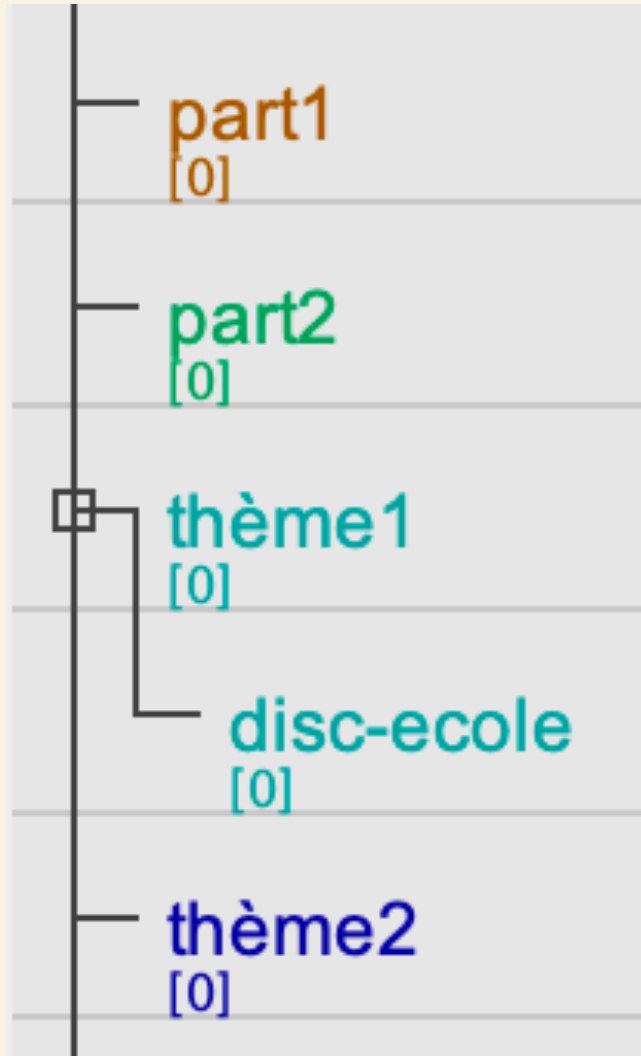
non-din

din-non din

din/non din

ind

# General tiers



Participation framework 1

Participation framework 2

Theme 1

Discourse about school

Specific dependant tiers

Theme 2



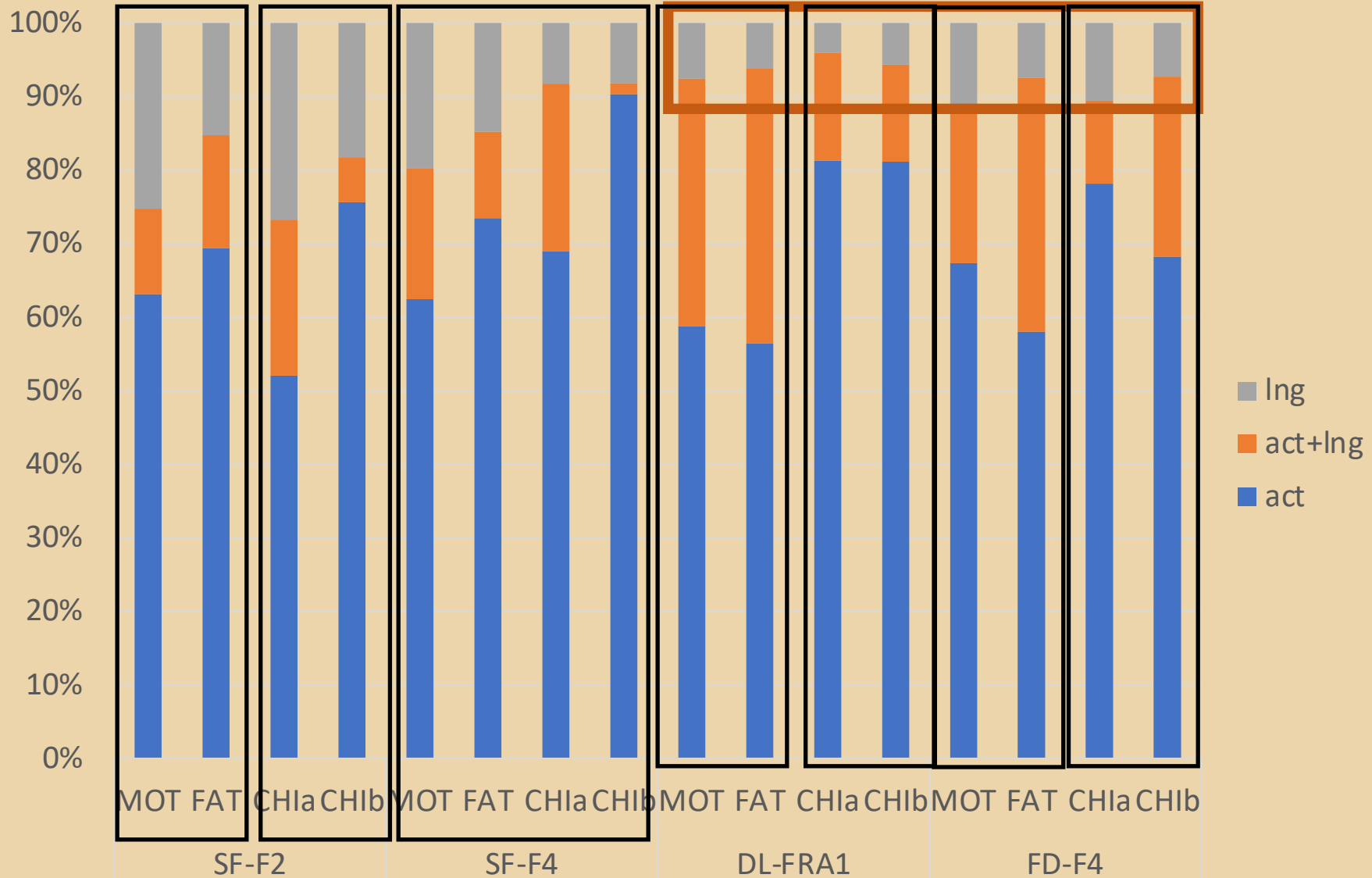
# Content of this presentation

First results



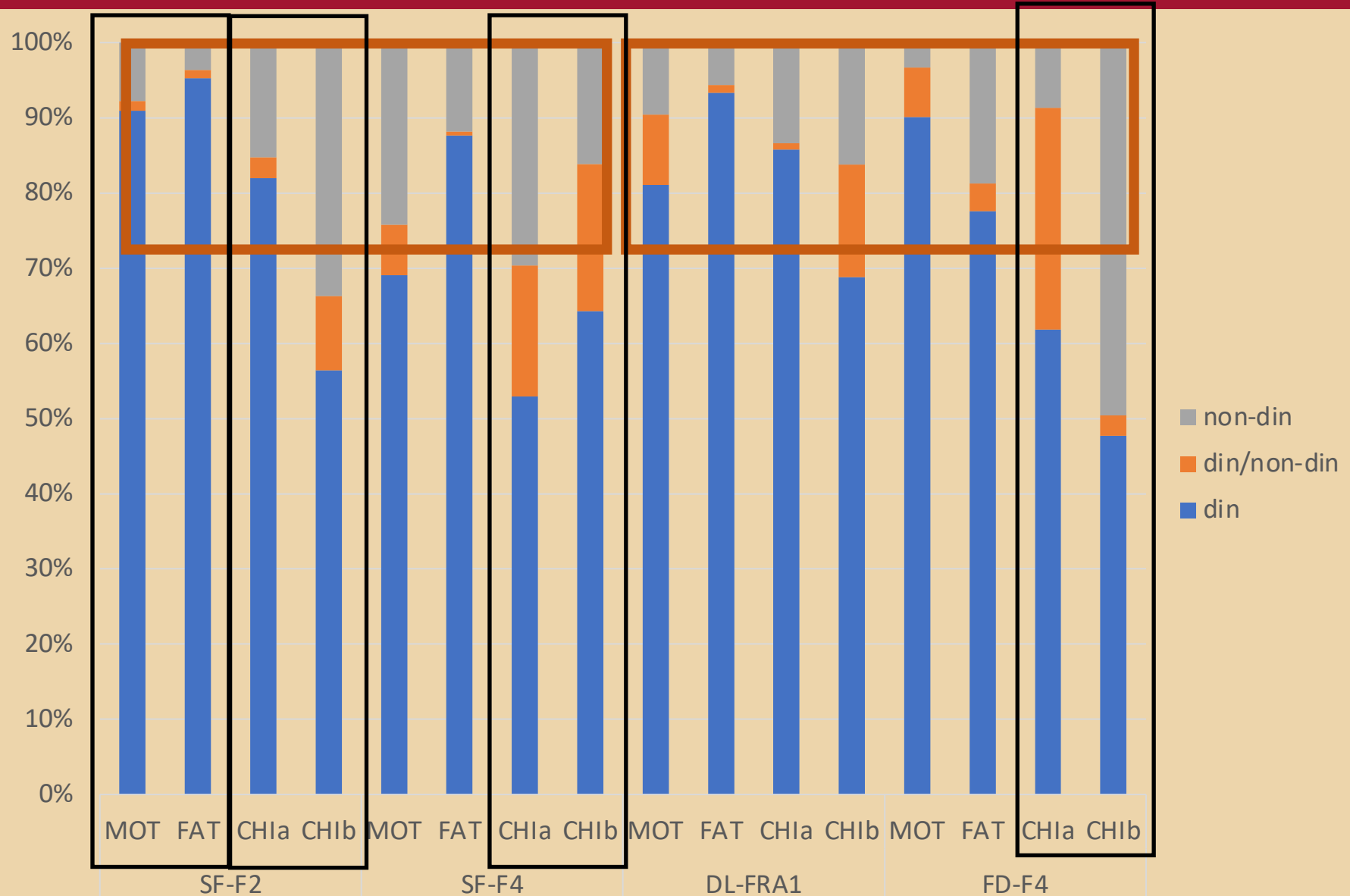


# HOW MUCH TIME DO PARTICIPANTS SPEND ACTING / LANGUAGING / BOTH AT THE SAME TIME?



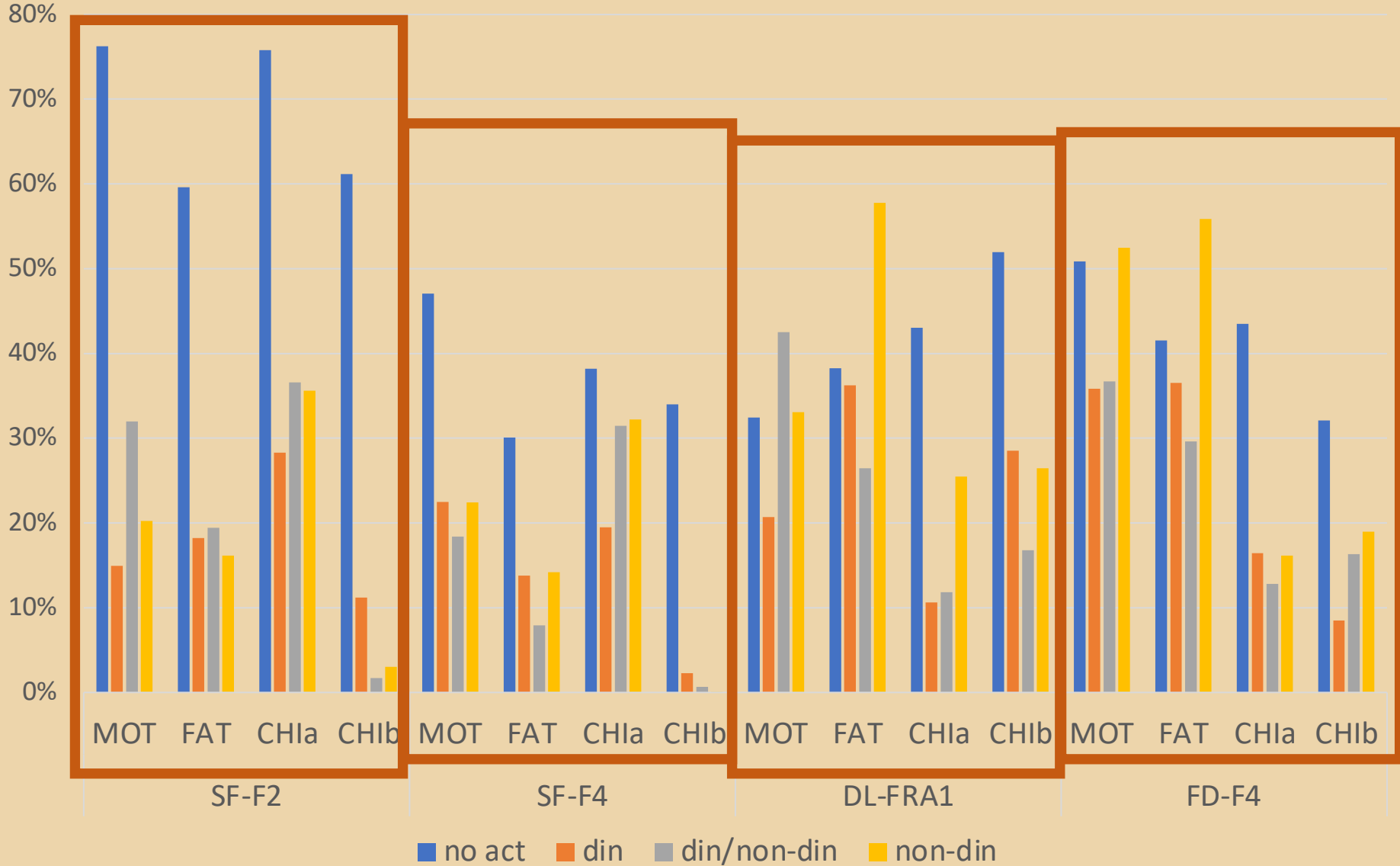


# HOW MUCH TIME DO PARTICIPANTS SPEND DINING / NOT DINING / BOTH AT THE SAME TIME?





# HOW MUCH TIME DO PARTICIPANTS SPEND LANGUAGING DURING NOT ACTING, DINING / NOT DINING / BOTH?





# Content of this presentation

## Qualitative analyses

# HOW ARE ACTING AND LANGUAGING COORDINATED?

## SPEAKING FAMILIES

Adults

Children

Socialisation

## SIGNING FAMILIES

Adults

Children

Socialisation

# HOW ARE ACTING AND LANGUAGING COORDINATED?

## SPEAKING FAMILIES

Adults

Children

Socialisation

## SIGNING FAMILIES

Adults

Children

Socialisation

# SIGNING ADULTS (SF-F2)



# HOW ARE ACTING AND LANGUAGE COORDINATED?

## SPEAKING FAMILIES

Adults

Children

Socialisation

## SIGNING FAMILIES

Adults

Children

Socialisation



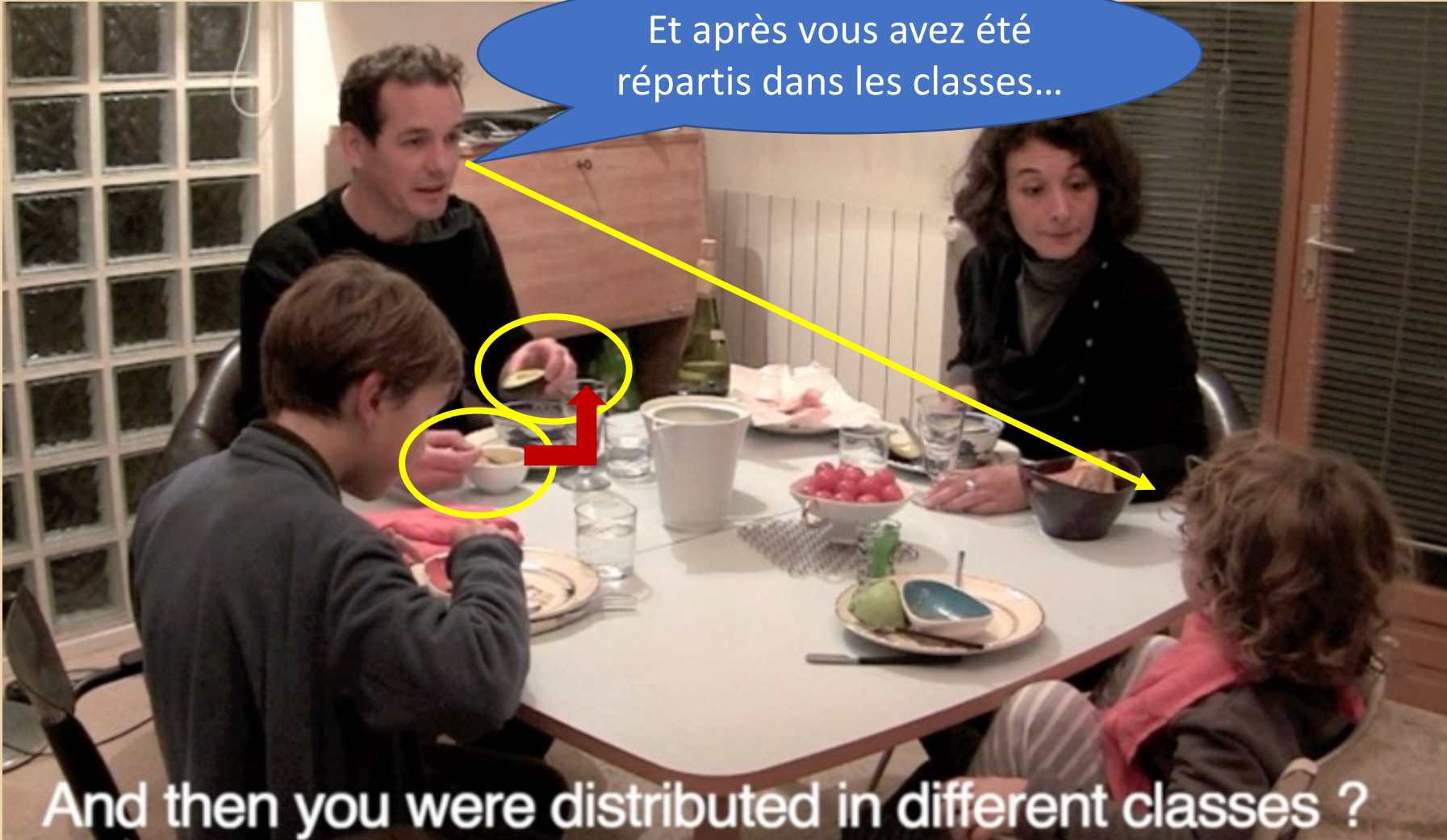
## SPEAKING FAMILY (DF-F4)



Mouais attends, une seconde regarde, nous on n'a même pas mangé l'avocat

*Yeah, wait a little, look, we haven't even eaten the avocado*





Et après vous avez été répartis dans les classes...

And then you were distributed in different classes ?



# CONCLUSION

- Finely tuned coordination and orchestration of activities between adults
- Progressive development in children
- Parents collaborate in managing and transmitting co-activity in interaction



## More to explore:

- central role of gaze monitoring
- how multimodality (and various body resources) helps the construction of meaning in multi-activity and multi-party interactions

**Thank you**

