

## THE ROLE OF INTERACTIVE GESTURES IN EXPLANATORY INTERACTIONS

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### THEORETICAL BACKGROUND

• explanatory interactions follow a routine series of interactive tasks (jobs) ([3],[8], [11], [10]):

• Relevant semantic content (nodes) ([4]) is mainly explained in job (3)

➢ **FIGURES, BOARD** and **GOAL** are the most common nodes ([4]) that tend to occur in almost all explanatory interactions  
 ➢ This nodes tend to occur systematically ordered: **BOARD > FIGURES > GOAL**

(1) <i>Establishing topical relevance</i>	Negotiation of the <b>activity explanation</b>
(2) <i>Constituting an explanandum</i>	Negotiation of the <b>explanandum</b>
(3) <i>Explicating procedural, conceptual and/or causal relations</i>	<b>Core job</b> of an explanation
(4) <i>Closing</i>	Negotiation of the <b>end of the explanation</b>
(5) <i>Transition</i>	Negotiation of <b>next topic</b>

### METHOD, CORPUS & SETTING

#### Transcription

• minimal GAT2 transcript [12]

#### Micro analyses

• Ethnomethodological Conversation Analysis (EMCA) [14], [2], [13], [6]

#### Corpus

• 26 dyadic explanatory interaction (Explainer (EX) & Explanee (EE))  
 • **Explanandum:** Boardgame Quarto!



RQ: How are gestures, especially iconic [5], [9] and interactive [1]gestures, used during the core job of an explanatory interaction?

### MICROANALYSIS OF CODED SEGMENTS BOARD AND FIGURES

Example 1:

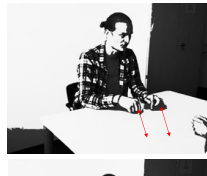
VP18\_P2\_A04:

017	EX	FOLgendermaßen;#	#00:00:17.24	BOARD
018		like this DA gibt_s ein SPIELbrett, there is a game board		
019		da GIBT es, there are		
020		hm d? das VIER mal VIER, that four by four		
021		so LÖCHER# drin; holes in it	#00:00:23.01	
022	EE	hm hm, Hm hm (affirmativ)		
023	EX	und? and		
024		also sechzehn# LÖCHer, so sixteen holes	#00:00:26.01	
025		und du hast auch sechzehn SPIELfiguren;# and you also have sixteen game figures	#00:00:28.26	FIGURES
026	EE	JA_ha, Yes		



I. 17, #00:00:17.24

• palm lateral/down open hand downwards to the table  
 • generating space on the table → iconic gesture  
 • iconic gesture depicting the the object board on the table  
 ➢ Verbally and gesturally introducing a new node **BOARD** relevant for the explanatory interaction



I. 21, #00:00:23.01

• Repeated beats on the table  
 • Space on the table represents board (cf. iconic gesture I. 17, #00:00:17.24)  
 • repeating beats with extended index finger on the envisioned board  
 • The node **BORAD** is enriched with holes in a board should be clarified  
 ➢ Specification of new detail regarding the node **BOARD**



I. 24, #00:00:26.01

• palm down rotation  
 • EX rotates hands in a squared manner over the depicted board  
 • two objects are represented: the envisioned board (palm down open hands) and holes on the board (rotated gesture)  
 ➢ Serves as a possible transition to introduce the node **FIGURES** and the quantity of figures



I. 25, #00:00:28.26

• palm down open hands; repeated beats with left hand  
 • Left hand: two taps on the side of the envisioned board (cf. iconic gesture: I. 17, #00:00:17.24) for depicting the location of the figures  
 • Right hand: hovers over the space where the envisioned board is located  
 • Verbally and gesturally marking the link between the board, the amount of the figures and the location of figures  
 ➢ Connecting the nodes **BOARD** and **FIGURES**

### CONCLUSION

- Iconic gestures are used to refer to specific semantic content
- Iconic gestures enrich the explained content by using an additional interactive relevant modality
- Interactive gestures are used to structure the interaction
  - a) To clarify the connection between two node (cf. I. 24 & I.25)
  - b) To introduce something new withing one semantic node (cf. I. 17 or I. 21)

### DISCUSSION

- Describing the physical aspects of a (technical) artifact, e.g. the figures and board of a board game seems to be essential for explaining
- The introduction of a new and relevant node is marked multimodally (cf. I. 17)
- The connection between two nodes is marked at the discursive level (cf. I. 24)

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