



Mannheim (Germany) | July 2–5, 2019

[← Submissions](#)

12:31:15 CEST

[Oliver Ehmer](#) ▾[Logout](#)[Overview](#) > [Your Submissions](#) > [Show Abstract](#)**Abstract of Contribution 310**A<sup>+</sup> A<sup>-</sup> A<sup>u</sup> ⓘ**ID: 310 / P127-S01: 1****Individual paper proposal submission (Panel ID 127: Embodied practices in sports and performing arts)***Topics:* Interactional Linguistics, Conversation Analysis, Art and Performance, Classroom Interaction, Embodiment, Gesture, Materiality, Mobility, Multimodality, Space**Adaptability in Instruction****Oliver Ehmer**

U Freiburg, Germany

Following Fuchs (2012), it is possible to distinguish between different kinds of 'body memory', among which 'procedural memory' prominently figures as a kind of knowledge that comprises patterned and well-practiced sequences of movement. While procedural knowledge may be acquired in different ways, e.g., implicitly as 'learning-by-doing', it is common for many embodied practices – such as sports, dance and music – to be taught and instructed in institutional settings.

Recent research has shown that instruction is in itself a highly structured social practice and that instructors have a broad range of devices at hand to transmit their knowledge (Reed/Szcepek Reed 2014; Zemel/Koschmann 2014). Importantly, instructors may bodily demonstrate positive and negative versions of (a part of) the embodied practice, which are delivered in minute coordination with the verbal level (Keevallik 2010, 2015). In addition, instructors may give the learners verbal instructions adapted to specific situational needs, e.g., the temporal immediacy of implementation (Deppermann 2018; Mondada 2014).

The present paper analyses how instructions are shaped depending on the local activity environment in classes of Argentine Tango. It focuses on the question of how instructors adapt their instructions to changing circumstances in this specific instructional context (cf. Raevaara 2017). In Tango classes, the participation framework changes continuously, alternating between (a) the teachers' explanations and demonstrations in front of the class and (b) the students' practice with one-to-one coaching by the teachers. In addition to changes in the bodily configurations and the immediacy of implementation, these activity environments also differ with regards to, for example, the skill level of the students and the progression of their learning during the class and in individual coaching. The paper will explore how the design features of instructions at the verbal level (e.g. the use of declarative formats, imperatives) as well as at the bodily level (e.g. touch, spatial configuration) are adapted in real-time to different activity environments.

The data is taken from a Spanish spoken corpus of 50h of Tango classes collected in Argentina.

*References*

- Deppermann, Arnulf (2018): "Instruction practices in German driving lessons: Differential uses of declaratives and imperatives." *International Journal of Applied Linguistics*.
- Fuchs, Thomas (2012): The phenomenology of body memory. In: Koch, Sabine et al. (Eds.): *Body Memory, Metaphor and Movement*, Amsterdam: Benjamins, 9–22.
- Keevallik, Leelo (2010): "Bodily Quoting in Dance Correction." *ROLSI* 43(4), 401–426.
- Keevallik, Leelo (2015): Coordinating the temporalities of talk and dance. In: Deppermann, Arnulf/Günthner, Susanne (eds.): *Temporality in Interaction*, Amsterdam: Benjamins, 309–336.
- Mondada, Lorenza (2014): "Instructions in the operating room. How surgeons direct their assistant's hands." *Discourse Studies* 16, 131–161.
- Raevaara, Liisa (2017): Adjusting the design of directives to the activity environment: Imperatives in Finnish cooking club interaction. In: Sorjonen, Marja-Leena et al. (Eds.): *Imperative Turns at Talk: The design of directives in action*, Amsterdam: Benjamins, 381–410.
- Reed, Darren/Szcepek Reed, Beatrice (2014): "The emergence of learnables in music masterclasses." *Social Semiotics* 24(4), 446–467.
- Zemel, Alan/Koschmann, Timothy (2014): "Put your fingers right in here": Learnability and instructed experience." *Discourse Studies* 16(2), 163–183.

[Overview](#) > [Your Submissions](#) > [Show Abstract](#)[Print View](#)

[Contact and Legal Notice](#) · Contact Address: [iemca19@ids-mannheim.de](mailto:iemca19@ids-mannheim.de)  
[Privacy Statement](#) · Conference: IEMCA19

Conference Software - [ConfTool Pro 2.6.126+TC](#)  
 © 2001 - 2019 by [Dr. H. Weinreich, Hamburg, Germany](#)