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### ***Aligning Bodies in Demonstrations. Corporeal Adjustment and Synchronization in the Interactive Transmission of Body Knowledge***

The paper focuses on moments of bodily alignment between the teacher and the learner of a bodily skill. Such alignments involve the real-time adjustment of the participants' body postures in order to map onto each other. In this process, the participants typically arrange their positions in space to attain visibility of the teacher's body for the student. In the aligned position the teacher performs a demonstration – involving bodily movements and verbal utterances – which is experienced by the student, who may (or may not) synchronize his/her own movements to those of the teacher. The aim of the paper is to analyze how such alignments are interactionally achieved. The data is taken from a 60 hour corpus of classes of Argentine Tango, especially phases of private tuition between a teacher and a single student or couple.

Following Goffman, demonstrations may be defined as "performances of a tasklike activity out of its usual functional context in order to allow someone who is not the performer to obtain a close picture of the doing of the activity" (Goffman 1986 [1974]: 66). Previous research has pointed out that demonstrations in general are selective (Clark 1996, Clark/Gerrig 1990) and, more specifically, that teachers tailor their demonstrations to the learners' needs, e.g. by quoting and reproducing the learners' mistakes and contrasting them with the desired versions, thereby highlighting specific aspects of the entire movement (Keevallik 2010). Furthermore, it has been shown that, to provide multisensory opportunities for learning, in demonstrations participants may organize their bodies interactively in such a way that they become 'analogous' (Nishizaka 2017). Such an analogous structuring of co-present bodies constitutes a specific case of intercorporeality (Merleau-Ponty 1964, Meyer et al. 2017) that can be related to the concept of 'joint body schema' in cognitive terms (Soliman et al. 2015).

Building on this research, the paper focuses on the process through which bodily alignments between teachers and students are achieved interactively, i.e. how the participants move in and out of an alignment and how (more or less) synchronized movements are accomplished. Using methods from conversation analysis and interactional linguistics, the paper will analyze the sequential organization as well as the verbal and non-verbal means that are used in this instructional practice. The paper will furthermore address the question of which advantages such an alignment offers, e.g. in contrast to other ways of teaching, as for example the teacher dancing with the student.

#### References

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# **Transferring embodied knowledge**

Multimodal approaches to interactive practices for knowledge constitution

International symposium

Albert-Ludwigs-University Freiburg  
February 25-26, 2019

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Haus zur Lieben Hand, Löwenstraße 16 ,79098 Freiburg im Breisgau

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