



Interactional Competences and Practices in a Second Language

**Fifth international conference
24 - 26 August 2026**

Book of Abstracts



Table of Contents

Welcome	3
Local organising committee	4
1. Keynote Presentations	5
Seedhouse	5
Lam	6
Kunitz	7
2. Regular Presentations	8
3. Panel Presentations	56
Burch et al.	56
Lilja & Kurhila	62
Malabarba et al.	69
Pekarek Doehler & Skogmyr Marian	76
Schirm & Gubina	81
4. Poster Presentations	87

Welcome

Dear ICOP-L2 delegates,

We are delighted to welcome you all to Newcastle University in the beautiful north-east of England, for the fifth international conference on Interactional Competences and Practices in a Second Language!

The ICOP-L2 2026 conference programme reflects the growth in excellent research in this area – not only in terms of size but in the range of topics covered. In terms of size, this is our largest conference to date, with 109 total presentations (including 70 individual presentations, and 33 as part of panels). With presentations from 148 individuals across 81 institutions and 23 countries, this is also the most internationally diverse ICOP-L2.

The growth of the field, and the strength of our research community, is perhaps also reflected in the joint presentations in our programme – over one-third of presentations are joint-authored, and exactly half of these are the result of international collaborations!

The field is also broadening, as we have tried to reflect in our organisation of the conference programme. For the first time ever, ICOP-L2 will run five parallel strands – these will broadly cover: the development of L2 interactional competence; competence and practices in classroom and pedagogical contexts; the role of technologies for L2 interactional competence; and competence and practices in international workplace settings; and a fifth strand providing spaces for still-growing research across a broader range of topics. We hope you'll agree that there are so many riches to be found in this programme!

We have no doubt that this growth in the breadth and scope of contributions will facilitate a stimulating and enriching three days. We hope you will all find the conference rewarding, and that it supports our field in going from strength to strength.

And we also hope you will make time to enjoy this wonderful part of the world.

Happy conference!

Best wishes,

Chris Leyland

(ICOP-L2 Conference Chair, on behalf of the Local Organising Committee)

Local organising committee

Chris Leyland (chair)

Senior Lecturer in Applied Linguistics, Newcastle University

Adam Brandt

Senior Lecturer in Applied Linguistics, Newcastle University

Spencer Hazel

Reader in Applied Linguistics, Newcastle University

Lois Hodgkinson

Operations Administrator, Newcastle University

Müge Satar

Reader in Applied Linguistics, Newcastle University

Paul Seedhouse

Emeritus Professor of Human Spoken Interaction, Newcastle University

Katherina Walper

Lecturer in TESOL, Newcastle University

Zemo Hongze Yang

PhD candidate in Applied Linguistics

Student Support

Lewis Hayes

Postgraduate Student, MA Applied Linguistics & TESOL

Naoki Itakura

PhD candidate in Applied Linguistics

1. Keynote Presentations

Human talk emerges from the interplay of two separate complex systems: Language and the interaction engine

Paul Seedhouse (Newcastle University, UK)

This paper revisits Sacks's (1992) aim of uncovering the 'machinery' which 'spews out' interactions. Using Complexity Theory (CT) and Information Theory (IT) lenses, I suggest that talk emerges from the interplay of two separate complex systems: the universal 'interaction engine' (Levinson, 2006; 2025) and language(s). This two-systems solution for talk evolved for three reasons: a) it provides a balance between heterogeneity and homogeneity, enabling cultural evolution via thousands of languages whilst retaining whole population resilience so all humans can still communicate; b) the action of two opposing forces enabled talk to occupy an optimal evolutionary niche; c) this helped circumvent the 'verbal bottleneck' for language transmission by adding non-verbal resources with no informational cost and added benefits.

I argue that: a) the two systems have different roles as language deals primarily with information processing, whereas the interaction engine deals primarily with social networking and intersubjectivity; b) they operate in different ways as language works in a statistical way, unlike the interaction engine; c) the interaction engine evolved well before language and is acquired before language; d) both systems can function independently of each other.

The paper outlines the relationship between talk, language and the interaction engine and their fundamental similarities with all other life-related systems. We consider the implications of the two-systems model for interactional competence and CA.

Paul Seedhouse is Emeritus Professor of Human Spoken Interaction.

Conversation analysis and language assessment: Celebrating the road less travelled and exploring new avenues

Daniel Lam (University of Glasgow, UK)

Conversation Analysis has paved new ways to investigate crucial questions in the development and validation of language tests behind the scores – from test constructs, test and task conditions to rubric development. Meanwhile, epistemological and methodological differences meant that making CA-based contributions to language testing and assessment has been a bumpy road. This talk celebrates researchers who took the road less travelled, and ponders new avenues where CA may continue to contribute to language assessment research and practice.

Daniel MK Lam is Senior Lecturer in TESOL and Deputy Leader for the Culture, Communications and Education Research and Teaching Group at the School of Education, University of Glasgow.

Daniel is known for his research on interactional competence in language assessments, and developing CA-informed “worked examples” for teaching, feedback, and examiner training. His works in the past few years advocate “interactive listening” as a way of bringing IC into the teaching and assessment of L2 listening.

Daniel’s work appears in journals such as Language Testing, Applied Linguistics, Research Methods in Applied Linguistics, ELT Journal, and RELC Journal. He has also recently contributed a chapter on “CA and Language Testing and Assessment” in the Routledge Handbook of Conversation Analysis.

Daniel is an editorial board member for the journals Classroom Discourse, Language Assessment Quarterly, and Language Testing. He has also been recently appointed as an Associate Editor for Applied Linguistics.

Task-based interactions: A research-informed and practice-oriented exploration

Silvia Kunitz (Linköping University, Sweden)

Ethnomethodological conversation analysis has greatly contributed to research on task-based language teaching. Specifically, task-based interactions have been explored to analyze, for example, the sense-making procedures accomplished by participants to implement the task, the participants' observable (dis)engagement with the task, their interactional skills, their semiotic resources, and their use of pedagogical materials (e.g., task instructions, pictures, etc). In other words, analytical attention has been brought to the task-in-process, which represents one side of the "split personality" (Seedhouse, 2005) of tasks. While providing an overview of CA findings in task-based research, this talk also discusses whether and how the existing empirical evidence about tasks-in-process may offer relevant implications for the design of tasks-as-workplans and for L2 teaching in general. It is suggested that the key to this issue lies in engaging in the research-practice dialogue at varying degrees: from discussing empirical findings with teachers to conducting collaborative, practice-based research with and for teachers.

Silvia Kunitz is a Senior Lecturer at Linköping University (Sweden) and a coordinator at Stockholm Teaching and Learning Studies. Silvia's research focuses on interaction in formal (e.g., classroom settings) and informal (e.g., language cafes) language learning environments and explores how participants do learning and teaching as socially situated activities in various material ecologies. More recently, Silvia has focused on the relevance of the construct of interactional competence to describe L2 students' interactional skills and inform the design of teaching materials that promote such skills.

2. Regular Presentations

Accounts: From virtual spaces to the language classroom

Macarena Agüero (University of Göttingen, Germany)

Naiara Kohlmann (University of Göttingen, Germany)

Even though non-physical exchanges have existed for many years (Dooly & Vinagre, 2022), technology-mediated initiatives have seen a stunning increase in the recent years. Despite that fact only few studies so far focus on interaction (e.g. Drixler, 2024; Balaman & Sert 2017) and even less focus on other languages than English (García García & Martínez Niño, 2024 as an exception).

To address this gap, we draw on two different projects: a Virtual Exchange (VE) and a Conversations for Learning (CfL) initiative, both of which used Spanish as the lingua franca. The conversations in these two settings were carried out via Zoom and took place between 2021 and 2022. In total, approximately 19 hours of multi-party and dyadic interactions were recorded, with participants' proficiency levels ranging from B1 to L1. The data collection was analyzed using Multimodal Conversation Analysis. In this study, we will identify the resources students use in reproach–account–evaluation sequences (Cody and McLaughlin, 1988: 116), the types of accounts they provide (such as excuses and justifications), and how these accounts can be used to avoid conflicts. We will also analyse potential differences between the two settings and the number of participants involved. The main results will show how the different groups of speakers manage interaction when unfolding accounts and which interactional resources they employ to construct these sequences. Furthermore, the results will indicate whether there are differences between proficiency levels and to what extent activities related to accounts are present in Spanish language teaching materials for higher education students.

Turn-initial agreements as self-selection practices: A conversation analysis study of L2 interactional competence in online group speaking tests

Fatma Badem (International University of Catalonia, Spain)

Chris Leyland (Newcastle University, UK)

Katherina Walper (Newcastle University, UK)

Michael Stephenson (Newcastle University International Study Centre, UK)

Second language (L2) group speaking tests are widely used to assess large cohorts of students on language teacher training courses. During these tests, participants are typically given discussion prompts and are then expected to organize the interactions amongst themselves. Test-takers (TTs) must make use of a range of turn-taking practices to ensure a smooth transfer of speakers and the development of topics. While most would agree that turn-taking practices are an important component of Second Language Interactional Competence (L2-IC), only a small body of research investigates their use during L2 testing interactions. Existing research has shed some light on the use of Current Speaker Selects Next (e.g. Greer & Potter 2008; Al Abbas 2019) and Current

Speaker Continues practices (e.g. Leyland under review), little is known about the ways TTs use Self-Selection methods to progress the test-talk further. The current presentation explores TTs' use of self-selection practices. Data consists of 33 video-recorded group speaking tests that took place online at a teacher training programme at a university in Türkiye. Multimodal Conversation Analytic findings reveal a particular self-selection practice that consists of a turn-initial agreement (such as 'I agree') to secure the interactional floor. Such turn-initial agreements are then followed by a series of follow-up actions, not only accounts and elaborations but also disagreements and complicating factors. These actions serve to develop the topic further and create a new context for subsequent talk. This presentation will discuss these findings in relation to L2-IC and implications for test design, evaluation and teaching.

Reaching consensus in goal-oriented cooperation activities: A conversation analytic study in the Spanish as a foreign language classroom

Jaume Batlle Rodríguez (Universitat de Barcelona, Spain)

Paula Redondo-Juárez (University of Glasgow, UK)

Teaching language under communicative parameters implies that students, as social agents, participate in interactional practices that allow them the opportunity to develop their Interactional Competence (IC). However, interactional practices are highly varied, since their characterization is interwoven with the pedagogical focus, in a reflexive relationship between pedagogy and interaction (Seedhouse, 2004). Within these interactional practices, the Common European Framework of Reference for Languages (Council of Europe, 2001, 2020) highlights the goal-oriented cooperation activities.

These are types of group-based activities characterized as convergent interactional practices (Duff, 1986; Samuda & Bygate, 2006), since the expected learning outcome requires students to solve a problem or reach a consensus, and to display features of mutuality, joint attention, and shared task alignment (Stephenson & Leyland, 2025). With the aim to deeply understand how goal-oriented cooperation activities are carried out in the Spanish as a foreign language classroom, this study examines how students achieve the pedagogical goal and what interactional resources are unfolded to do it. The research adopts Conversation Analysis as its methodological framework (Sidnell & Stivers, 2013) to analyze 46 oral interactions (with a total amount of 2 hours and 54 minutes) performed by intermediate-level learners of Spanish as a foreign language across four distinct contexts (Spain, the United Kingdom, Germany, and the Czech Republic).

Results show that students reach consensus through interactional resources to take an alignment stance and mutual agreement with respect to the initial proposals put forward, with few instances of disalignment and with few reformulations and summaries of prior talk. Moreover, the study reveals that targeted instruction is required on the interactional resources involved in the expression of disagreement and misalignment stance, in order to be consistent with the descriptors formulated by the CEFR.

Retro-examining language accuracy in L2 interactions in a virtual exchange

Amelia Biesek Lovatto (Universidade Federal do Rio Grande do Sul, Brazil)

Ana Cristina Ostermann (Universidade Federal do Rio Grande do Sul, Brazil)

Conversation-analytic research, grounded in the view of learning as a social activity, has examined how second language (L2) speakers contingently create learning opportunities during ongoing activities (Kasper & Wagner 2014). Prior studies have identified that such opportunities arise from actions such as word searches, noticing, and knowledge checks (Brouwer 2003; Greer 2019; Kim 2019). The present study describes a previously underexplored sequence in which L2 learners suspend the ongoing activity to retrospectively examine the language accuracy of a prior production, a sequence we name retro-examination of language accuracy (RELA). The analysis draws on a dataset of 21 hours of Teletandem Oral Sessions (TOS) (Aranha & Lopes 2019). TOS are video-mediated interactions between Brazilians and US-Americans who meet weekly to support each other's English and Portuguese language learning, respectively (Telles 2015). Analysis reveals that RELA sequences are initiated by the L2 learner with either (a) delays, gaze aversion, and verbalization of revised versions of earlier language production with rising intonation, or (b) polar question requests for confirmation/correction. The findings indicate that RELA sequences emerge as sites where learning is co-constructed with L2 speaker's initiation and L1 speaker's assistance. While RELA sequences resemble previously described word searches in L2 interaction (Goodwin & Goodwin 1986; Skogmyr Marian & Pekarek Doehler 2022), they differ in two key respects: (a) the L2 speaker's gaze aversion does not discourage co-participation but instead renders the L1 speaker's assistance relevant [AO2.1], and (b) the L2 speaker is not prospectively searching for a missing word but assessing the correctness of their own previously used form. Furthermore, RELA sequences are not treated as transgressions; rather, they are afforded by the institutional context of Teletandem. This study advances understanding of L2 speakers' agency in their learning and informs the pedagogical design of autonomous language-learning environments, particularly in video-mediated contexts.

Peer involvement in post-expansion sequences in Swedish higher education classrooms

Merve Bozbiyık (Mälardalen University, Sweden)

In recent years, a growing body of research has explored peer involvement for varying interactional and pedagogical purposes in higher education classrooms, such as addressing teachers' insufficient knowledge and resolving understanding troubles in teacher-fronted interaction (e.g., Bozbiyık & Nilüfer Can Daskın, 2022; Wing-Yu Tam, 2025). However, there remains an increasing need to examine participation frameworks in peer involvement, particularly as they emerge in the sequential organisation of classroom talk. This study investigates peer involvement in post-expansion sequences as students share their contributions within ongoing classroom interaction. Drawing on 24 hours of video-recorded data from Linguistics and Communication courses at a Swedish higher education institution, the study employs multimodal Conversation Analysis to examine the fine-grained sequential and embodied practices through which

peers become interactionally relevant participants. Preliminary findings demonstrate that university students orient to their peers' contributions through peer-initiated formulations (e.g., asking questions, challenging prior contributions), display reciprocity through listenership and acknowledgement tokens, and mobilise embodied resources such as gaze orientations. These practices enable students to extend prior turns, re-open topical trajectories, and collaboratively elaborate ongoing contributions within post-expansion environments. By explicating the interactional organisation of peer involvement in post-expansion sequences, the study contributes to classroom discourse research by showing how peers constitute interactional resources for increasing student participation and fostering a more collaborative classroom environment.

On the 'interactional potential' of conversational technologies for the development of L2 interaction competence

Adam Brandt (Newcastle University, UK)

Spencer Hazel (Newcastle University, UK)

Tim Greer (Kobe University, Japan)

In recent years, new tools have become available for L2 conversation practice. These tools might be glossed as 'conversational AI', a category which encompasses a wide range of technologies, from general-purpose AI assistants (such as ChatGPT) to conversational agents built for the specific purpose of L2 conversational practice. The variation across these technologies, in terms of system configuration and design, means they differ in their 'interactional potential' – the extent to which they approximate naturalistic human conversational behaviours, and are thus effective tools for conversational practice.

We demonstrate this by drawing on data from two datasets, both involving Japanese students engaging in L2 English discussion tasks as part of assigned university assessment and homework. Dataset 1 involves 31 student conversations with Microsoft Copilot, a general-purpose AI assistant, working from a general prompt written by the language teacher, to discuss a pre-set conversation topic. Dataset 2 involves 78 conversations between students and Janae, a conversational agent built by one of the authors specifically for this task and user group. By examining turn-taking and preference organisation across the two datasets, we illustrate how Janae, while still far from perfect, is more effective than Microsoft Copilot in facilitating conversation and approximating practices found in human-human interaction.

We argue that CA researchers are particularly well-placed to highlight and unpack this interactional potential of conversational technologies, and to communicate this to users and the language teaching profession. We also argue that, as a community, we must avoid the risk of treating 'AI' as a stable, unitary object of study, when different technologies afford such different interactional experiences for users. Finally, we close by considering whether the notion of interactional competence can be meaningfully applied to interactions involving conversational AI technologies, and questioning

whether such technologies will support, or potentially undermine, the development of interactional competence in human-human contexts.

Recipient orientation and interactional trajectories: How educator and peer responses shape participation in early L2 interaction

Catherine E. Brouwer (University of Southern Denmark, Denmark)

Few studies have examined how young immigrant children with minimal proficiency in the host language engage in interaction within institutional settings — from a conversation analytic perspective. How educators and peers may support very early-stage language learning in a context of integration into childhood education and care seems under researched. This study examines how a 3-year-old immigrant boy with minimal Danish proficiency participates in interaction during a 3-hour kindergarten outing, including walks, lunch and play. Video-recorded data reveal how his multimodal initiations — including pointing, gesturing, object handling, and vocalizations — are treated differently by his teacher and his peers. Using multimodal conversation analysis, the study aims at demonstrating how the educator consistently responds verbally to the boy's initiations, treating them as opportunities for linguistic engagement. However, no cases are found where the boy offers a reply in return. Subsequently, interaction halts, as the teacher does not pursue a response. This pattern contrasts with other sequences in the data. First, there are instances, where the educator has extended, scaffolding conversations with an immigrant girl, beyond the early language learning stage. Second, the data contains sequences where other children respond to the boy's initiations with smiling, laughter, and reciprocal gesturing — and these responses are then followed by further action from the boy. This reveals an asymmetry: the educator's orientation appears to be toward verbal language use — privileging verbal response as evidence of participation — while the peers' orientations are toward communicative interaction — treating multimodal resources as sufficient for co-construction. The findings are discussed in relation to earlier insights in the integration of immigrant children in preschool, focussing on participation frameworks and how interaction with peers may offer opportunities for integration which differ from those with educators.

Marking, repair and response tokens: Emerging interactional competence in Japanese EFL students

John Campbell-Larsen (Kyoto Women's University, Japan)

Participants in interaction have two tasks to accomplish: 1) message transmission and 2) interaction management. For many L2 learners, the focus of study is to acquire lexis and grammar sufficient for accurate message transmission, with the tacit assumption that the interactional skills will arise naturally (Widdowson 1978). The written language bias in linguistics (Linnel, 2004) often manifests in language teaching by promoting rigorous standards for successful message transmission, while downplaying or ignoring the management aspects of spoken interaction.

This presentation will outline the development of some management skills that were the subject of explicit instruction over the course of an academic year. The participants were undergraduate Japanese native speakers enrolled in an elective English course at a private university in Japan. Initial recordings of student interactions revealed several common interactional traits. There was a tendency for interactants to default to L1 for the management functions of marking, repair and using response tokens. There was also a tendency for participants to rely on a 'current-selects-next' turn allocation system. Subsequent to this analysis, explicit teaching of English discourse markers, repair strategies and response tokens was carried out, alongside awareness raising of turn-taking norms. In each lesson students were given ample opportunity to engage in free conversation, intermittently monitored by the teacher. Later recordings showed a clear decrease in the use of L1 management utterances and less reliance on current-selects-next for turn transition. It is proposed that explicit teaching (with constant review), combined with ample opportunities to engage in interaction can help learners shed some unconscious traits and develop key interactional management practices that help them reconfigure their identities from language learners to language users.

Evaluating interactional norms in L2 French: Judgments of du coup across contexts **Ashton Carter (University of Texas at Austin, USA)**

This paper investigates how L2 speakers of French orient to interactional norms through their evaluations of the pragmatic marker *du coup* across contexts framed as spoken and written interaction. Situated at the intersection of interlanguage pragmatics and interactional competence, the study approaches pragmatic resources such as discourse markers and register as shared, interactionally relevant means through which participants establish intersubjective understanding in interaction. Drawing on research in interlanguage pragmatics, the study treats appropriateness judgments as evaluative practices through which participants display their understanding of the social-indexical meanings associated with particular pragmatic choices (van Compernelle, 2014; Kasper, 1996; Bardovi-Harlig, 2013). The analysis focuses on how such judgments reveal sensitivity to social roles, activity types, and genre-specific expectations, and how this sensitivity varies across interactional environments.

The dataset consists of appropriateness judgments and explicit metapragmatic commentary from 80 intermediate–advanced American learners of French and 12 native French speakers, each evaluating *du coup* across eight scenarios. Native speaker judgments show that norms governing *du coup* use are context-sensitive rather than uniform, consistent with previous work on the genre- and interaction-dependent behavior of pragmatic markers (Abouda, 2022). Learner judgments are analyzed using a cumulative divergence measure, which quantifies alignment with native speaker mean judgments across contexts. Results reveal graded variation in learner alignment, with lowest divergence in informal peer interaction and highest divergence in interactionally complex settings involving institutional roles or power asymmetries.

These findings demonstrate how interactional competence is displayed through learners' evaluative practices and metapragmatic accounts, and how such competence

develops unevenly across interactional environments. Greater divergence in interactionally complex contexts suggests that learners' sensitivity to pragmatic resources may be more fragile when multiple contextual expectations converge, highlighting the value of judgment and explanation tasks for examining emerging orientations to interactional norms.

Training the teacher to develop learners' interactional competence: A case study of a Sinophone FFL learner

Bin Chen (Aix-Marseille Université, France)

In the field of second language acquisition (SLA) research, studies drawing on conversation analysis (CA) are particularly distinguished by their capacity to shed light on the nature and development of interactional competence (Skogmyr Marian et al., 2017, Skogmyr Marian & Balaman, 2018). A recent epistemological trend seeks to integrate insights from conversation analysis into language teacher education, aiming to enhance practitioners' awareness of interactional mechanisms (Walsh, 2013; Huth et al., 2019; Sert, 2019, 2021; Waring, 2021, Balaman, 2023). In this vein, we designed a fully online training program for teachers of French as a foreign language (FFL), focusing on the specificities of oral interaction in videoconferencing contexts. The objective was to investigate whether a trained teacher could subsequently influence learners' interactional competence.

This study examines pedagogical interactions in classroom settings, analyzing the development of interactional competence (Wagner et al., 2018) among FFL learners. Based on a corpus of six interactional sessions totalling 120 minutes, collected over a three-month period from sinophone learners and their teacher—who completed the aforementioned training—the research identifies key developmental trajectories. The conceptual framework draws on Hall's (2018, 2023) notion of "interactional repertoire," defined as the sequential and practical resources learners deploy and adapt during interactions. To operationalize this concept, we developed an analytical grid based on cumulative evidence synthesized by Skogmyr Marian (2023), enabling fine-grained quantification of repertoire expansion and objective measurement of progress.

The analysis focuses on one learner, Mélina, addressing three research questions: (1) How does the learner engage in interactional practices? (2) What interactional resources does she mobilize? (3) How do these practices and resources evolve over the observation period? The final discussion synthesizes findings and highlights potential connections between the teacher's pedagogical interventions and observable transformations in the learner's interactional repertoire.

What is oriented as instruction by L2 learners and teachers? A conversation analytic study in French classrooms in the integration program

Tsun Yang Chuang (KU Leuven, Belgium)

Morgane Jourdain (KU Leuven, Belgium)

Emmanuelle Canut (Lille University, France)

One dimension rarely addressed by CA is the context of instruction (Markee, 2015), despite its omnipresence in L2 classrooms (Seedhouse, 2004). In CA literature, instructions have been treated as an analyst-defined phenomenon, defined as directive turns designed to elicit learners' participation in pedagogical activities (Lindwall et al., 2015). Following this line of work, CA studies have advocated a better formulation of teachers' instructions, as non-comprehension resulting from teachers' instructions has been shown to hinder learners' task followability (Somuncu & Sert, 2019). However, since what counts as an instruction has been taken for granted from the researchers' perspective, little is known about what learners and the teacher orient to as instructions in situ.

This study adopts a participant-oriented perspective and investigates which teacher turns are treated as instructions as they arouse learners' task-related actions. Data comprises 96h video recordings of three A1-level French as integration classes in Belgium. We used CA to examine participants' orientation, such as verbal responses, embodied movements, or gaze shifts, that make a teacher's turn relevant as instructions.

Our findings indicate that the scope of instructions extends beyond the conventionally defined directive turns. Repetitive questioning practices (e.g., "What is your birthday?" or "What is your address?") are oriented by learners as instructions as well. Learners display an orientation to repeated interrogatives as requiring the reproduction of previously modelled phrases in successive rounds by: (i) answering the question posed to them, and (ii) asking the same question to the next peer. Therefore, the instructional nature is interactionally accomplished through sequential positioning of turns, rather than through directive grammar alone. By grounding the analysis in participants' orientations, this study provides an empirically grounded account of how instructions are recognized and accomplished in real-time L2 classroom interaction, with implications for future research and L2 teaching.

Tracing knowledge-based repair in human-AI interaction: A focus on L2 English speakers' movie guessing task with ChatGPT

Yonhee Chung (University College London, UK)

Seongyong Lee (University College London, UK)

Although repair is significant to accomplishing mutual understanding in task-based interaction, less is known on how it operates in human-AI interaction, especially in guessing tasks where an AI repeatedly offers candidate understandings. Using Conversation Analysis (CA), this study traces repair trajectories in L2 English speakers' movie description-guessing interaction with GPT-5.2. Five L2 English participants

interacted with GPT-5.2 via audio only in an AI-mediated guessing task. Specifically, using a predefined list of 40 well-known non-franchise films, participants described as many movies as possible within approximately 30 minutes, while GPT-5.2 attempted to guess the target titles. Participants' knowledge states were determined on their familiarity ratings as a boundary between knowing and not knowing. Explicit negation (e.g., "No") appeared in most cases; however, what distinguished the two categories was not negation itself but the repair that followed. When participants described movies they knew, repair involved progressive specification. After rejecting GPT's guesses, participants gradually added details, including phonetic clues, word counts, and scenes. In contrast, when participants described movies they did not know, they stated in the initial prompt that they did not know the movie, and repair showed progressive reduction. Initial attempts relied on posters or limited indirect knowledge they believed relevant. After repeated failures, they shifted to explaining individual words or breaking the title into everyday meanings, sometimes misidentifying the target, becoming stuck in GPT's incorrect frame, or abandoning it. These findings show that repair in human-GPT guessing interaction is shaped not only by what participants' cognitive access to the target film but by GPT's candidate-guessing practices. The study demonstrates how repair moves either toward elaboration or toward reduction and abandonment depending on participants' knowledge states. The findings suggest implications for designing AI-mediated L2 speaking tasks, as such tasks highlight the phonological and metalinguistic resources that L2 speakers adopt in negotiating understanding.

Preference organization in a Turkish L2 classroom

Sonay Doyğun (Koç University, Türkiye)

Progressivity is one of the main principles on which talk-in-interaction is organized, as noted by Schegloff (2007), who emphasizes the relevance of "nextness" in interactional organization. Although a response becomes relevant through the selection of the next speaker in interaction (Sacks, Schegloff & Jefferson, 1974), it has been argued that a "second-order" organization is also oriented to, prioritizing the principle of progressivity. This orientation reveals a preference for the progressivity of the talk-in-interaction rather than merely securing a response from the selected next speaker (Stivers & Robinson, 2006). However, in certain institutional contexts, these principles may be overridden by locally relevant interactional goals. For example, Hosoda and Aline (2013) indicate that a preference for a response from the selected student is prioritised over the principle of progressivity being maintained in an L2 English classroom. Nevertheless, there is limited research examining such preference organization in classrooms where other second or foreign languages are taught. Against this background, this study investigates preference organization in question-answer sequences in a Turkish L2 classroom. The data were collected from a language classroom at a private university in Türkiye and consist of 33 hours of video recordings. Multimodal conversation analysis is adopted to examine the data. Following an unmotivated-looking approach (ten Have, 2007), a pattern of preference for students' responses is identified. The close analysis of the cases illustrates that a response by the selected speaker is preferred rather than the answer being provided by another and the instructor uses various resources to enact

this preference. When this principle is ignored by some students, their actions are sanctioned in different ways. In this regard, the study offers implications for the preference organization in institutional contexts and might provide insights for L2 classroom interaction and pedagogy.

Schrödinger's turn: An interactional examination of willingness to communicate **Nathan Ducker (Miyazaki Municipal University, Japan)**

Interaction as a core tenet of second language (L2) pedagogy can be supported by research into learners' willingness to communicate (WTC). Yet, in WTC research, the connection between interaction and intention is rarely made, and research produces teacher-fronted pedagogical advice, such as creating a good atmosphere or choosing appropriate topics. Ultimately, this neglects the role of learner agency in communication research and pedagogy.

To understand the relationship between learners' intentions and their ability to turn these feelings into actions, this study investigates WTC and classroom talk through the lens of Complex Dynamic Systems Theory (CDST). CDST views language learning as a non-linear, adaptive process where interconnected elements, such as individual learner traits and the classroom environment, constantly interact and evolve. This permits a situated, time-adaptive, learner-centric understanding of how students navigate practices such as turn-taking and floor sharing.

To capture the challenges novice EFL speakers face when maintaining interactions with fluent interlocutors, the study involved group conversations between Japanese L2 learners and international students in Japan. Sixteen group conversations were recorded. Then, immediately after, participants utilized idiodynamic software to rate their WTC during those conversations. The video data were transcribed and subjected to conversation analysis, thereby juxtaposing conversational maneuvers and WTC ratings.

The findings reveal a phenomenon termed "conversational superposition." Specific interactional practices could simultaneously stimulate and impinge upon subsequent WTC and talk, with voluble and tacit students responding differently to identical maneuvers. This highlights the asymmetry and unpredictability of L2 interactions, particularly for learners navigating multicultural communicative demands. The study concludes that interactional competence should be reframed as the ability to both recognize and take advantage of these conversational superpositions. To enhance the ability of L2 learners to exploit turn-taking junctures and realize WTC into talk, I suggest training L2 learners in "if-then" protocols and visualization strategies.

Domain-specific epistemic asymmetries in a Turkish EMI setting

Fatma Kübra Durna (Abdullah Gül University, Türkiye)

Sonay Doyğun (Koç University, Türkiye)

Despite the increasing popularity of English medium-instruction (EMI) across countries where English is not among the official languages, data-driven classroom interactional body of research in EMI contexts has remained insufficiently conducted, particularly in higher education (Macaro, 2018). Along with this, Bozbiyık and Balaman (2023) highlight the scarcity of conversation analytic studies in EMI contexts, in which the main objective is to teach the content rather than the language (Duran & Sert, 2021) and English is used as a tool for communication. Moreover, in spite of the importance of studies on epistemic stance and how knowledge is built during interactional sequences, further research is needed across different disciplinary contexts (Bozbiyık & Morton, 2024). To this end, this study strives to analyze epistemic practices in an EMI classroom through a micro-analytic approach and implements multimodal conversation analysis (CA) in order to find out how epistemic positions change in the interactional unfolding of a course at the Psychology Department of a public university in Türkiye. The unmotivated exploration of seven lesson hours of video recordings reveals domain-specific epistemic asymmetries, which are employed in two patterns with recurrent epistemic positioning shifts based primarily on word-search and pronunciation repair instances. Accordingly, the study has implications in EMI education by providing insights on how epistemic status changes through practices such as claim of insufficient knowledge and establishing epistemic authority, as well as how epistemic asymmetries emerge during talk-in-interaction.

Overlap management in human-AI interaction in L2 English

Semih Ekin (TED University, Türkiye)

Teppo Jakonen (University of Jyväskylä, Finland)

Conversational applications making use of Artificial intelligence (AI) and Large Language Models (LLMs) have become increasingly common tools for facilitating language teaching and learning opportunities. At the same time, research on how humans interact with AI in real time in order to teach and learn L2 is only emerging (e.g., Choi & Oh, 2026). The current study contributes to this line of research by examining how human-AI interaction unfolds from a multimodal conversation analytic perspective.

In this study, twelve adult participants in Türkiye engaged in role-play tasks with a laptop-based spoken dialogue agent (ChatGPT-4+) in L2 English. Each participant was provided with a list of different role-play tasks (such as renting a car, booking a hotel room) and corresponding prompts for initiating interaction with ChatGPT. The task interactions between the human participants and ChatGPT were screen-recorded, yielding 300 minutes of human-AI interaction data.

Using multimodal conversation analysis, we focus on overlap management during the role-play task conversations. We identify how human participants orient to overlaps and

take steps to resolve them in order to maintain the progressivity of talk-in-interaction. More specifically, we show how the participants deal with overlap by (i) letting obvious trouble pass and (ii) by interrupting ChatGPT using imperatively formatted turns. These results provide new insights into how users adapt the turn-taking system in human-machine interaction (see e.g., Pelikan & Broth, 2016) and the potential of AI-based conversational partners for developing L2 interactional competence. The findings also have implications for using AI tools in role-play tasks with language learners and for understanding their human-(un)like competences.

Interactionally achieved teacher noticing and epistemic change in post-observation conversation

Fatma Melike Eşdur (TED University / Social Sciences University of Ankara, Türkiye)

"This study investigates how teacher noticing (Van Es & Sherin, 2002) and epistemic change (Piirainen-Marsh & Tainio, 2014) are interactionally accomplished in a post-observation meeting which took place as a professional development activity at the preparatory school of a foundational university in Turkey. Employing the affordances of Multimodal Conversation Analysis (Mondada, 2018), the paper analyzes the mentioned stimulated recall based post-observation meeting in which a novice teacher initially formulates time management and classroom management as her primary improvable pedagogical practice. Towards the end of the meeting, she claims an epistemic change and offers echoing as the real problem that she has noticed as a result of the reflective practice. The analysis demonstrates how noticing emerges not as a private cognitive event but as a publicly displayed, collaboratively scaffolded achievement in reflective talk. By detailing the micro-sequential organization of this epistemic change and claim of noticing, the study contributes to Conversation Analytic Language Teacher Education (Balaman, 2023) research and advances understanding of how professional learning is accomplished in dialogic reflection in the existence of a video-recorded lesson.

Multimodal interaction in hybrid classrooms: Design principles for equal participation

Diana Feick (Friedrich-Schiller-University Jena, Germany)

Tatsuya Otha (Nanzan University, Japan)

Hybrid teaching settings are blended learning formats that use web conferences to combine the synchronous participation in a physical location with location-independent participation in virtual spaces (Rachbauer & Hanke 2022). They offer diverse opportunities for participation and collaboration, as well as for the inclusion of remote students (Feick & Schmidt 2024). Initial studies show that the engagement and participation of virtual learners in particular is lower than that of physically present learners (Raes 2022, Raes et al. 2020). However, there are currently few empirical findings on the design for successful hybrid settings, especially in multilingual groups or language-sensitive course arrangements. The relevance of such formats is evident in programmes such as 'German Studies Partnerships Worldwide' that include international teaching collaborations and virtual mobility programmes. As part of this

programme, our research setting is a seminar for pre-service German teachers from Germany (in person), Latin America, and East Asia (both attending virtually), (N=19). This hybrid teaching arrangement was explored through the methodological framework of Design Based Research (DBR) (McKenney & Reeves 2012), focusing on evidence-based principles for designing hybrid course formats and opportunities for language-sensitive and multilingual interaction and (language) learning.

For the first phase of the DBR exploration, seven class sessions (16 hours in total) were video-recorded in the physical classroom and simultaneously recorded via Zoom. In addition, observation protocols by five researchers and seven interviews were conducted with participating students. All data were analysed using the software MAXQDA and combined qualitative content analysis and multimodal interaction analysis. This paper focuses specifically on the first findings from the analysis of interactional data, exploring multimodal turn taking, social presence and multimodal participation. It presents the first evidence-based design principles for hybrid teaching settings, which will be tested and evaluated in subsequent iterations.

Building mutual understanding in L2 Spanish: A longitudinal CA study of intersubjectivity work

Víctor Garre León (Lawrence University, USA)

This study investigates the developmental trajectories of second language (L2) learners' interactional resources occurring in interactions with L1 speakers of Spanish. Despite many qualitative studies after the 'social turn' in SLA (Block, 2003; Firth & Wagner, 1997), there is a dearth of research on the development of interactional competence (IC) from a socially-oriented perspective, which has only recently started to appear (Pekarek Doehler & Skogmyr Marian, 2022; Pekarek Doehler & Eskildsen, 2022). This presentation examines 'intersubjectivity-related episodes' as L2 learners develop their interactional competence resources in Spanish. To do so, I analyze L2 learners' resources to deploy turn-taking, topic management, repair strategies, and frame their participation framework in the interaction. The research questions guiding the study are the following: How do participants accomplish and display intersubjective understanding through sequentially organized practices (turn-taking, repair, topic work, participation frameworks)? How do these resources evolve over time in L2-L1 interactions?

The study design is longitudinal in nature, comparing two intermediate-level L2 Spanish learners speaking with L1 speakers. Each dyad completed four semi-elicited conversation tasks (Nguyen, 2017, 2019) collected over 15 weeks to account for a stepwise progression of interactional resources over multiple collection times. The videotaped qualitative data were through turn-by-turn sequential analysis informed by multimodal CA tools (Jefferson, 2004).

Results showed L2 learners' functional diversification of interactional resources over time, revealing how these speakers gradually deployed interactional strategies to carry out more effective sequences in the co-construction of intersubjectivity, including a

higher frequency of intersubjectivity-related episodes over time, a reduced number of instances of other-repair sequences, and disjunctive topic changes as L2 learners become familiar with their L1 interlocutors. Over time, L2 learners expanded their strategies to deploy more extended turns at talk, showing also how the interlocutor shaped the learners' talk and identity to promote intersubjective understanding during the interactions.

From rule talk to learner autonomy: Teacher practices after incorrect responses in L2 classrooms

Emma Greenhalgh (University of Central Lancashire, UK)

Elizabeth Holt

Ray Wilkinson (University of Southern Denmark, Denmark)

Within sociocultural approaches to second language (L2) learning (e.g. Lantolf & Beckett, 2009), learner participation is widely understood as a necessary condition for acquisition, motivating pedagogical practices that encourage interaction. In L2 classroom research, the Initiation–Response–Evaluation (IRE) sequence has often been associated with constrained learner agency (Mehan, 1979; Waring, 2008). Focusing on teacher responses to learner errors within 'form and accuracy' pedagogical contexts, this paper shows how post error practices may range from explicit metalinguistic 'rule talk' to designs that foster L2 interactional competence and learner autonomy, even in environments where IRE sequences typically dominate (Seedhouse, 2004; Walsh, 2011).

Drawing on Conversation Analysis, we examine L2 classroom interaction occurring in form focused activities. The dataset comprises video recordings from adult ESL classrooms in further education colleges and private language schools, collected in two cities in the north of England.

Analysis focuses on the evaluation turn, i.e., the third turn in the three-part IRE sequence. We show how this turn is not a fixed accept/reject slot but a dynamically designed interactional space for epistemic work. We identify a repertoire of teacher-initiated repair practices through which levels of scaffolding and learner autonomy are systematically managed. Explicit side sequences expand the evaluation slot into metalinguistic 'rule talk', prioritising declarative knowledge. By contrast, implicit cluing, through rejection tokens and embodied actions, elicit learner self-repair. Finally, minimal rejection tokens foreground procedural application, either offloading repair responsibility to individual learners or redistributing it to the classroom collective through peer-repair.

These findings show that teachers design their post error moves, expanding or compressing the IRE sequence to manage the tension between pedagogical control and learner autonomy. We argue that the teacher's evaluation turn constitutes a key locus of pedagogical and epistemic negotiation, where responsibility for 'knowing that' and 'knowing how' is interactionally recalibrated (Heritage, 2012; Seedhouse, 2004).

Giving Directions in Virtual Reality: Discovering resources for managing fragmented perception

Tim Greer (Kobe University, Japan)

Adam Brandt (Newcastle University, UK)

Zachary Nanbu (Doshisha University, Japan)

Communicating in Virtual Reality (VR) environments presents interactional challenges because spatial orientation and perceptual access are not always mutually shared. In this presentation, we use Conversation Analysis (CA) to examine how such fragmented ecologies impact the way that participants formulate and follow directions during a way-finding activity. The data consist of video- and screen-recordings of three playtesters moving around for the first time in Wander, a place-based VR application that enables users to explore real-world locations via Google Street View.

Focusing on sequences in which one participant guides the others from one virtual location to another, we show how direction-giving practices is incrementally adapted as participants discover the affordances and constraints of this particular VR environment. Our analysis demonstrates that, unlike in physical settings, shared reference and spatial orientation must be actively established, resulting in expanded preparatory work, including perspective checks, reformulations, and technologically enabled affordances. We further show how participants orient to emerging interactional resources for dealing with this via affordances, such as avatar-simulated embodiment. The study contributes to CA research on instruction-giving and way-finding by showing how interactional practices are reshaped in (dis)embodied yet visually rich environments, and by illuminating how individuals negotiate shared perception in virtual space.

“Here” as an interactional resource for establishing shared analytic focus in video-mediated pre-service language teachers’ discussions

İzge Gültekin (Çankaya University, Türkiye)

Video-mediated interaction has been increasingly investigated in recent years, and previous studies have demonstrated how mutual understanding in video-mediated settings is co-constructed through a variety of interactional resources. Despite this, the role of deictic expressions in organizing interactional activity in video-mediated environments has received limited attention. This study examines how participants deploy the deictic expression “here” as an interactional resource for establishing shared analytic focus at the sequential initial position while they are analyzing classroom videos on a shared screen. Adopting Multimodal Conversation Analysis, the study analyzes 10 hours of screen recordings from online group discussions among physically distant pre-service language teachers on Microsoft Teams. The findings indicate that participants systematically deploy “here” at the outset of classroom video analysis to establish shared analytic focus, enabling subsequent collaborative analysis on a shared screen. This research contributes to a deeper understanding of interactional resources in video-mediated settings by demonstrating how deictic expressions

function as interactional resources for indexing screen-based analytic moments rather than physically co-present space in a video-mediated teacher education setting.

Development of a group practice in an L2 self-introduction activity: A micro-longitudinal study of applause cues and their use as a strategic resource

Eric Hauser (University of Electro-Communications, Japan)

Early conversation analytic work on applause in political meetings showed that it may be cued more by rhetorical devices than by the content of talk. One thing to note about this work is that it shows applause as an already-established group practice. In this presentation, I extend this early work by tracing: 1) how applause develops as a group practice across an L2 activity, 2) how different things emerge as applause cues, and 3) how a newly-established applause cue can be used as a strategic resource by L2 users to manage their participation. The data come from interaction at an English-village type educational institution in Tokyo, which groups of students visit to experience English outside the language classroom. The interaction involves an agent (a type of teacher) and eight Japanese secondary school students (aged 13-14). The agent has just met this group of students and has initiated an activity in which the students have been instructed to introduce themselves in English. Following the first student's self-introduction, the agent produces a single clap, possibly as a device to transition to the next student. However, two students interpret this as initiation of applause and begin clapping, which is joined by other students and the agent. As the activity continues, applause following each self-introduction becomes a regular feature, with two linguistic applause cues emerging: a positive assessment by the agent and a "Nice to meet you" (NTMY) exchange. Throughout most of the activity, the agent exerts control over deciding when each student is finished. However, the final two students make strategic use of the second cue by initiating an NTMY exchange to implicitly claim that their self-introduction is complete. This study thus contributes to research on L2 practices by tracing development of one situated group practice and one interactional outcome of this development.

Participation patterns in EMI task interactions in Japan

Martin Hawkes (The University of Shiga Prefecture, Japan)

This presentation examines participation patterns in English as a medium of instruction (EMI) classes at a Japanese university, focusing on how mixed groups of local English as a lingua franca (ELF) speaking students and English as a native language (ENL) exchange students organise and contribute to discussion task interactions. Using 360-degree video to capture whole-group behaviour, eight task performances were recorded involving eight local and four ENL student participants. The analysis proceeded in two steps: (1) a simple quantitative account of token/turn shares to profile participation volume, followed by (2) micro-analysis using the tools of conversation analysis and Goffman's (1981) participation framework to trace evolving roles (leader/organiser, spokesperson, scribe), teacher-like footings, repair practices, and the management of task stages.

Across all recordings, the ENL students dominated talk, typically starting proceedings, framing the tasks, allocating roles, and acting as the spokespersons during interactions with the monitoring teacher. ENL participants also produced extended, uninterrupted turns and performed other-initiated, other-repair, maintaining a teacher-like footing while ratifying or reformulating the local students' utterances. In contrast, local ELF users' turns were often minimal and reactive (backchannels, single-word suggestions, repetitions), and they sometimes relinquished control of key task stages, rarely challenging ENL proposals—even when those proposals were factually questionable. However, there were notable exceptions which highlighted occasions of agency from the local students, such as resisting an incorrect suggestion or re-orienting the group when task materials were misremembered.

These patterns suggest that native-speakerism may have shaped interactions in these multilingual EMI tasks and point to practical task design moves to support more equitable participation including pre-task planning time, specific and explicit role designation, and potentially ELF-aware consciousness-raising training for ENL students.

Co-teacher reformulation in team-taught language classrooms: A conversation analytic study of whole class interactions in Japanese high schools

Lewis Hayes (Newcastle University, UK)

The JET Programme, the Japanese government's scheme for importing Assistant Language Teachers (ALT) into Japanese language classrooms, has expanded almost continuously since it began in 1987. These ALTs, as L1 speakers of English, have become an integral part of the Japanese education system and a ubiquitous aspect of Japanese Teachers of English's (JTE) working lives. Much has been written about ALTs' role(s) within Japanese language education relating to best practice and cross-cultural communication. However, less is known about what transpires inside the classroom, particularly in the triadic interaction among ALTs, JTE co-teachers and students. This presentation examines the ways Japanese teachers manage interactions between ALT co-teachers and students *in situ*, and what interactional resources and sequential organisations are used to accomplish this work. Drawing on six hours of video-recorded data from senior high school English Communication II classes, this presentation uses Multimodal Conversation Analysis to examine occasions in which JTEs produce and redesign turns following interactional moves initiated by ALTs. Rather than translating preceding talk, JTEs recurrently expand, reformulate or otherwise build upon ALT contributions in ways that shape students' opportunities for participation. Analysis demonstrates three recurring graded practices through which JTEs use insert-expansion sequences to facilitate redesign of prior teacher talk, namely: (1) clarifying prior talk in L2, (2) clarifying or elaborating in L1 and finally (3) managing students' and ALT epistemic access in L1 and L2. The findings show how co-teachers collaboratively manage participation and understanding through locally produced sequential practices. In doing so, the presentation highlights how classroom interaction in co-taught settings departs from more typical teacher–student participation frameworks and reveals the interactional work involved in coordinating instructional responsibilities across two teachers. The study contributes to research on classroom interaction,

participation, and multilingual educational settings, while offering insights into the interactional organisation of co-teaching in Japanese senior high schools and implications for team-teaching pedagogy.

Displaying and managing interactional trouble in human–robot task-based L2 conversations

Hilla-Marja Honkalammi (University of Turku, Finland)

The emergence of AI-powered social robots provides a unique context for examining how second language (L2) speakers exercise and develop interactional competence in a variety of scenarios (e.g., Jakonen et al., 2023; Peura et al., 2025). This paper investigates the situated practices of advanced French university students as they engage in conversational tasks with a NAO6 robot, integrated with a generative AI. Adopting a conversation analytic approach (Stokoe et al., 2024; Mlynář et al., 2025), the study attends to how L2 speakers construct and display interactional competence in dialogue with an embodied AI.

Drawing on twelve video-recorded French-language conversations (approximately 2.5 hours), this study focuses on two institutional interaction types: job interviews and collaborative event planning. These genres serve to highlight participants' capacity for managing complex communicative demands, including formulating questions and answers, negotiating roles and responsibilities, and jointly structuring courses of action. The analysis is especially concerned with moments in which the L2 speakers struggle to express themselves, exploring how these episodes are managed and potentially mitigated within the human–robot dialogue.

The analysis reveals that interactional competence is collaboratively achieved in human–robot exchanges. The robot demonstrates the ability to repair and reformulate the humans' unclear utterances, thereby offering support when participants encounter difficulties in expressing themselves. However, there are also occasions where the robot does not appear to comprehend the human speaker, prompting requests for clarification or resulting in autonomous turns not evidently linked to the participant's input. The data further show moments in which participants deflect or employ non-committal responses to avoid answering difficult questions. These episodes provide insight into how interactional resources are deployed and adapted in response to communicative challenges, revealing a careful negotiation of participation and competence within the affordances and constraints of both human and robot interlocutors.

‘My English is weak’: Self-categorization, epistemics, and L2 participation in English-medium Bangladesh

Monowar Hossain (Independent University, Bangladesh)

Tanvir Mustafiz Khan (East West University, Bangladesh)

In this paper, we examine how categorial formulations of (in)competence, such as “My English is weak”, organize L2 participation in English-medium university classrooms in Bangladesh. Drawing on Membership Categorization Analysis (Sacks, 1992) and conversation-analytic work on epistemics (Heritage, 2012), we investigate how self-categorization operates as a resource for epistemic positioning within unfolding classroom interaction. It builds on research that conceptualizes L2 interactional competence as a situated, sequential accomplishment (Hall et al., 2011; Pekarek Doehler, 2018).

The analysis draws on a corpus of video-recorded seminar discussions collected over one academic term in two Bangladeshi private universities, where English is the medium of instruction. Using fine-grained multimodal conversation analysis, the paper assembles a collection of episodes in which participants produce explicit verbal self-categorizations and/or embodied displays (e.g., hesitation, gaze withdrawal, laughter) that accomplish comparable categorial work. These formulations are shown to function as pre-emptive accounts prior to extended turns, as turn-yielding devices, and as epistemic downgrades (K- stances) that recalibrate entitlement to knowledge display. Crucially, the meaning of these categorizations is interactionally determined through co-participant response. Peers and instructors variously ratify, mitigate, resist, or recalibrate the claimed K- stance by providing lexical assistance, completing turns, pursuing elaboration, or treating the speaker as fully competent. Through such sequences, participation rights and epistemic territories are reorganized in real time.

Situated within a postcolonial English-medium context where English indexes academic legitimacy and mobility, these practices draw on locally circulating ideologies of fluency and correctness. We argue that L2 interactional competence is developed in and through participants’ ongoing management of the moral and epistemic implications of presenting oneself as a particular kind of L2 speaker. Beyond the Bangladesh context, the study illuminates how competence and speaker legitimacy are interactionally constituted wherever linguistic authority is socially stratified.

Authenticity or stereotype? Critical interactional competence (CritIC) in GenAI-simulated clinical communication

Zilin Jia (University College London, UK)

David Wei Dai (University College London, UK)

Zhu Hua (University College London, UK)

The rapid advancement of large language model-powered generative artificial intelligence (GenAI) in L2 communication learning presents a double-edged dynamic: while GenAI offers situated praxis for learning contexts (e.g., McCoy et al., 2024; Salloum et al., 2024), it simultaneously reproduces systemic bias (e.g., Dai et al., 2025;

Zawiah et al., 2023). Framed through critical interactional competence (CritIC), this study explores the interactional dynamics in GenAI-simulated clinical communication, emphasising on the significance of developing Critical Interaction Competence.

Employing a qualitative comparative case study, we analysed the interactional trajectories of two international medical trainees (a cultural insider and outsider) engaging with a GenAI-simulated patient. Both trainees acted as clinicians interacting with a 65-year-old Nigerian woman presenting with a sore throat, generated from the same prompt. Findings reveal that GenAI's identity construction was not a continuous embodied state, but a series of discrete, keyword-triggered profiles, with cultural stereotypes. Across cases, the study uncovered a distinct mismatch between real-time interactional conduct and post-task reflections. While the cultural outsider resisted Nigerian English markers during the consultation, she evaluated the simulation as “genuine” and “natural”. In contrast, the cultural insider’s moment-by-moment responses exposed the epistemic risks of the simulacrum (Jones, 2025; O'Regan & Ferri, 2025) through aligning with GenAI's cultural narratives, yet retrospectively critiqued the performance as a “Hollywood” caricature.

These findings reveal ethical concerns not as an abstract consideration, but as an interactional accomplishment shaped by participants’ orientations to algorithmic positioning. They also highlight the pedagogical risk of stereotype reproduction when learners lack CritIC (Dai et al., 2025). We therefore advocate for developing CritIC across the learning trajectory through transpositioning (Li & Lee, 2024), where trainees release themselves from the default role of communication learners and enact multiple relevant positions to interrogate GenAI's stances.

Explaining vocabulary through mobilizing social and cultural identities: A conversation analytic study of Iranian EFL classrooms

Soheil Kargar Dahr (University of Jyväskylä, Finland)

Leila Kääntä (University of Jyväskylä, Finland)

Research on vocabulary teaching in L2 classroom interaction has detailed how moments of impromptu vocabulary explanation emerge in situ (e.g. Duran & Jakonen, 2022) and how participants deploy a range of multimodal resources to accomplish explanation and establish shared understanding (e.g. Waring, Creider & Box, 2013). However, comparatively little attention has been paid to how identities may be interactionally mobilized as a pedagogical resource to make lexical meaning understandable. Drawing on 16 hours of video-recorded data from Iranian English-as-a-Foreign-Language (EFL) classrooms, this conversation analytic (CA) study explores teachers’ interactional competence to explain vocabulary by making relevant socially and culturally grounded identities (e.g. socially knowledgeable citizens, morally accountable actors, religious actors and potential victims of scams). The analysis identifies a recurrent interactional sequence in which a vocabulary item is (1) singled out as potentially problematic and (2) explained through references to socially and culturally familiar entities and events, (3) followed by an interactional space for learners to display their understanding. Throughout these sequences, identity mobilizations

remain embedded within the instructional frame of classroom talk, functioning as integral components of the pedagogical activity rather than departures from it. In light of this, we argue that explaining vocabulary requires not only being responsive to the moment-by-moment unfolding of classroom interaction, but also orienting to whom the learners are beyond the immediate instructional context. To this end, the findings contribute to CA studies on teachers' classroom interactional competence (Walsh, 2011) by shining light on how the mobilization of participants' social and cultural identities functions as an interactional resource for accomplishing impromptu vocabulary explanation.

Dual categorical enactment in story-based pretend play: The adjustability of instructionality and playfulness

Haruka Kikuchi (Nagoya Institute of Technology, Japan)

In early childhood English education, sociodramatic play based on storybooks has gained increasing attention as an activity that fosters children's pragmatic competence to propose and negotiate ideas about how the play unfolds, as well as to support story understanding. However, little is known about how such L2 play moves are made teachable to young learners or how understanding is locally accomplished through participation in sociodramatic play.

Based on video-recorded data from an English afterschool program in Japan, this study examines 46 interactive book-reading activities between teachers and preschool children. Among these, 13 cases include spontaneously inserted story-based sociodramatic play sequences initiated by either teachers or children. Using conversation analysis and membership categorization analysis, the study demonstrates how teachers position themselves as imaginary interlocutors to story characters and perform L2 routine exchanges such as greetings and requests. These play moves are prosodically and bodily marked as repetition-seeking, inviting children to produce corresponding second play moves while simultaneously socializing them into L2 exchanges.

Teachers thus accomplish dual category-bound activities—as interlocutor and teacher—strategically foregrounding or backgrounding the teacher category to adjust the instructional orientation of the play. Notably, these sequences often proceed without confirmation checks, suggesting that understanding is presupposed through participation. When children initiate play moves, teachers enact story characters and downplay their teacher category, thereby granting children greater epistemic primacy over how the play unfolds.

The teachability of play moves is evidenced micro-longitudinally within single activities: children learn and perform the expected categorical enactment with reduced teacher support. These findings illuminate how teachers interactionally design playful L2 activities to enhance children's agentive L2 use. The study proposes an interactional repertoire through which teachers can adjust their categorical positioning to modulate instructional intensity according to children's L2 proficiency.

Managing K- epistemic stance in L2 interaction with AI and peers

Skylar Seungjoo Kim (Carnegie Mellon University, USA)

As AI interaction becomes increasingly common in language learning, a key question is whether learners manage knowledge and understanding differently with AI and human peers. Yet little is known about how interlocutor type shapes the moment-by-moment organization of epistemic work in L2 interaction. This study examines how learners design K- epistemic displays, which position them as having limited knowledge, understanding, or access relative to a co-participant, and how AI and peer recipients treat these displays turn by turn. Data come from 40 Korean learners of English who completed the same communicative task. 20 learners interacted individually with ChatGPT through voice interaction, while 20 participated in 10 peer dyads. AI interactions were preserved as automatically generated text transcripts, whereas peer interactions were video-recorded and transcribed. Conversation analysis identified 27 K- sequences: 18 in the AI group and nine in the peer group.

The analysis identified three opening practices. Remedy-specifying displays requested a particular form of assistance, such as a definition or shorter explanation. All 11 cases occurred with ChatGPT, which usually provided the requested assistance in the next turn. Open access-trouble displays made limited knowledge or understanding public without specifying a remedy. Seven occurred in each condition. ChatGPT responded with explanations, re-questioning, promises of accommodation, or redirection, while peers responded with reciprocal not-knowing, alignment, affiliation, or extended problem localization. Checking practices presented a specific item or provisional proposition for confirmation or correction. Both cases occurred in peer interaction. The findings show that K- displays do more than report not knowing. Their design shapes the recipient's next action and distributes responsibility for identifying and addressing limited access. Recipient responses may accept, defer, share, or renegotiate the epistemic positions learners establish. The study shows that AI and peer interaction provide distinct environments for managing epistemic stance in L2 interaction.

Minimal response token as an interactional resource in L2 classroom interaction

Sude Kıtık (Istanbul Sabahattin Zaim University, Türkiye)

Cihat Atar (Yıldız Technical University, Türkiye)

Conversation Analysis for Second Language Acquisition aims to understand how a second language is acquired by examining the dynamics of natural interactions in the classroom setting. That is, it focuses on how teachers and students mutually construct interaction and how they jointly construct meaning. Classroom interactional competence concerns how learning opportunities in the second language acquisition process are shaped through the interactional decisions and actions taken by teachers and students in the classroom interaction. In this regard, developing teachers' awareness of the micro-level characteristics of classroom interaction is seen as an important part of professional development. Therefore, this study focuses on English as a foreign language teachers' micro interactional practices, specifically examining the role of the minimal response token "Okay" in L2 classroom interaction. Conversation

Analysis is used to analyze L2 classroom interaction in detail regarding its sequential organization and the actions it achieves. Therefore, the data for this qualitative study consists of a total of five hours and forty minutes of classroom audio recordings from the lessons of four teachers working at a higher education institution in Türkiye, as well as stimulated recall interviews. The findings show that the teacher's use of "Okay" provides an assessment of student contributions, enables topicalization, facilitates the turn allocation and close interactional turns, thereby displaying key features of classroom interactional competence. Additionally, teachers perceive the "Okay" as a multifunctional interaction token that contributes to the co-construction of meaning, manages classroom interaction, and increases student participation. In conclusion, this study argues that integrating conversation analytic and reflective interview practices into teacher training and professional development programs is essential for creating a more qualified and conscious L2 classroom interaction environment.

From choral response to individual nomination: Teacher redesign and peer monitoring in "How are you?" sequences in Japanese elementary school English classes

Chris Leyland (Newcastle University, UK)

Mika Ishino (Doshisha University, Japan)

This Multimodal Conversation Analysis study examines how "How are you?" sequences are launched and organised in 12 Japanese elementary school English lessons, involving either a single Japanese teacher or Japanese and American 'team-teachers'. Focusing on lesson-opening extracts, this presentation explores how participants move from routinised whole-class greeting exchanges (e.g. "hello everyone", "good morning") into an activity that makes individual, one-at-a-time self-reports relevant (e.g. "I'm fine", "I'm hungry", "I'm sleepy"). The analysis targets the transition from the teacher's initial "How are you?" and the establishment of hand-raising, teacher nomination and individual student self-reports. This transition is interactionally delicate because of what we call 'choral carryover': when students treat the first "How are you?" as another collective-response slot, continuous with the preceding choral greeting sequence. Teachers' redesigns of the "How are you?" first pair part can therefore re-specify the relevant participation framework, shifting students from choral responding to individual nomination. In several cases, this re-specification is accomplished through prosodic and embodied resources: repeated formulations, shifts in stress and intonation, and a movement from open-palm class-address gestures to raised-hand modelling that makes individual self-selection visibly relevant. Students, in turn, monitor both the teacher and their peers: early hand-raisers provide visible models that can recruit further hand-raising as the teacher initiates a chain of consecutive "How are you?" sequences with several students. The presentation demonstrates that teachers' embodied (re-)formulation of the FPP and students' early modelling practices jointly accomplish the shift from a choral-response to an individual-nomination participation framework. We argue that this shift has pedagogical import beyond participation framework management. As "How are you?" solicits a recipient's individual state, the sequence socialises students into a culturally and interactionally specific way of

participating in English-language classroom openings, one not straightforwardly equivalent to normative Japanese classroom greeting practices.

Developing L2 interactional competence in one-to-one online tutoring: A multimodal conversation analytic study

Jiajun Li (University of Nottingham Ningbo China, China)

This paper investigates how L2 interactional competence (IC) is co-constructed and developed in synchronous one-to-one online English tutoring. Drawing on principles of ethnomethodology and multimodal conversation analysis, the study examines how tutors and learners accomplish teaching, learning, and sense-making through turn-by-turn interaction in digitally mediated environments.

The dataset consists of 30 video-recorded online EFL tutoring sessions, each involving a unique tutor–student dyad. Analysis focuses on recurrent questioning sequences and response trajectories, tracing how specific interactional practices—such as comprehension checks, confirmation checks, display questions, and referential questions—shape opportunities for learner participation and epistemic positioning. Particular attention is paid to multimodal resources, including screen-based materials and movements, and how these semiotic resources organize repair, scaffold understanding, and index epistemic authority.

Findings demonstrate that learner IC development is not simply reflected in increased linguistic complexity, but in the gradual expansion of learners’ interactional repertoires: initiating repair, managing epistemic asymmetries, aligning or disaligning with pedagogical agendas, and mobilizing multimodal resources to display understanding. At the same time, the institutional logic of efficiency-oriented supplementary tutoring constrains interactional space, often favoring rapid IRF-like sequences over expanded negotiation.

By situating online tutoring within technologically mediated L2 interaction, the study contributes to ongoing discussions of IC development beyond traditional classrooms. It highlights how digital materiality and platform affordances reshape participation frameworks and recalibrate opportunities for IC growth. The paper thus speaks to strands on technologically mediated interaction, multimodality, and L2 interactional competence development, offering empirically grounded insights into how IC emerges in contemporary digital learning ecologies.

The multilingual and multimodal negotiation of cultural knowledge in an EFL classroom

Stephen Daniel Looney (Pennsylvania State University, USA)

HyeEun Jung (Pennsylvania State University, USA)

Co-teaching in English as a foreign language classrooms typically involves a lead teacher from the country where the class occurs and a co-teacher from an inner circle

English-speaking country, with the latter assumed to bring linguistic and cultural expertise to the classroom. Studies show how pairs of teachers manage turn taking (Aline & Hosoda, 2006) and IRF sequences (King, 2022; Lee, 2016, 2017, 2025), but nothing has been said about the management of cultural knowledge among co-teachers and their students. This study analyzes how two teachers and their students manage epistemic asymmetries involving American cuisine and cinema. Conversation Analysis is the methodological framework for the study. The data are 64 hours of video recordings from a 16-week semester-long English course in South Korea. The participants are two teachers, one Korean and one American, and five students. Both teachers speak Korean and English. The students speak Mandarin, Korean, and English. The recordings were transcribed according to Jefferson's (2004) conventions, and the authors conducted line-by-line analysis of participants' orientation to the emergent activity as realized in the multimodal design and sequential deployment of their turns. The analysis reveals multilingual (Korean, English, and Mandarin), material (screen, smart phone), sequential (other-initiated self-repair), and bodily-visual (nodding, clapping, pointing) resources were used to display epistemic stances and pursue intersubjectivity. For instance, teachers and students use change-of-state tokens (ah and oh), laughter, and facial expressions to display epistemic stances and subsequently draw on multiple languages, repair, and objects to achieve epistemic symmetry. The findings show how participants orient to their relative expertise in cultural domains of knowledge and collaborate to establish intersubjectivity. It expands understandings of the multimodal management of epistemics in the classroom (Sert & Jacknick, 2015) by illuminating how co-teachers and students use and orient to multiple languages and objects to resolve epistemic imbalances.

Remote and co-present participants' coordination of telepresence robot movements in the physical classroom in a virtual exchange project

Milla Luodonpää-Manni (University of Turku, Finland)

Teppo Jakonen (University of Jyväskylä, Finland)

Ufuk Balaman (TED University, Türkiye)

This paper presents evidence-based insights into the interactional and pedagogical affordances of telepresence robots (i.e., moveable videoconferencing devices) in the context of an international and intercultural language teacher education (LTE) partnership. Building on earlier research on telepresence robots, we introduce how robots were employed to support hybrid micro co-teaching interactions between remote (Turkish) and local (Finnish) pre-service language teachers, organized in a physical classroom in Finland. The robot-mediated virtual exchange partnership consisted of four major steps: (1) hands-on training how to use a telepresence robot, (2) small-group micro-lesson co-design in video-mediated interactions in Finnish-Turkish mixed groups of pre-service teachers, (3) co-teaching of the co-designed micro-lessons in hybrid classroom interactions (i.e., one Turkish student was controlling the robot remotely while one Finnish student was co-teaching in-person), and (4) small-group post-teaching reflective conversations.

Pre-service teachers' video-mediated small-group interactions were screen-recorded (11 hours via Teams), and their robot training (1.5 hours) and robot-mediated micro co-teaching sessions (3 hours) were video-recorded in the classroom and by using screen recording technology. In this presentation, we draw on multimodal Conversation Analysis (CA) to analyse classroom interaction data from the hybrid co-teaching activity to explore how transnational co-teacher dyads manage the movements of the telepresence robot during micro co-teaching, and how students orient to these movements. The findings of the study extend research on conversation analysis informed language teacher education in technology-enhanced and intercultural learning environments by providing the first empirical investigation of telepresence robots in micro co-teaching.

Teacher-initiated retrospective orientations in instruction-giving in EFL classes **Nigel Musk (Linköping University, Sweden)**

This EMCA study focuses on teacher-initiated retrospective orientations (TIROs) in instruction-giving sequences. Retrospective orientations entail a temporal perspective linking instructional moments at two points in time, one in the past to one in the present, and constitute loci for studying “how resources are accumulated, recalibrated, and put to use” (Jakonen, 2018, p. 758). Previous studies on teacher-initiated retrospective orientations have focused primarily on practices for informal formative assessment in tertiary education (Can Daşkın & Hatipoğlu, 2019) and for creating learning opportunities in primary social studies classroom interaction (Kardaş İşler & Can Daşkın, 2020). In contrast, the current study shows how TIROs are deployed as a resource when teachers are giving instructions. Although there have been several CA studies on instruction giving in the L2 classroom (e.g. Markee, 2015; Lien, 2018; Somuncu & Sert, 2019; Badem-Korkmaz & Balaman, 2020; Kunitz, 2021; García García, 2025; Majlesi, 2026), to date none have drawn attention to the role of TIROs as a potential resource in such sequences or its role as part of the teacher’s classroom interactional competence (CIC) repertoire (Walsh, 2011).

The dataset currently comprises 8 EFL classes that were video recorded in two different countries, Sweden and Türkiye, at upper secondary and tertiary level, respectively. The preliminary findings indicate that TIROs in instructions are mostly formulated as affirmative statements and occasionally as interrogatives, both having a contextualising function reminding students of previous activities to establish common ground for an upcoming activity (e.g. “so let’s do like we did yesterday”). Alternatively, they arise in a broader interactional project to model how to perform an upcoming or potential future activity (e.g. “I just wanted to show you what I did ...”).

From claiming no knowledge to managing talk: The emergence of jeg vet/ved ikke as an interaction-organizational resource in L2 development

Marte Nordanger (University of Inland Norway, Norway)

Søren Wind Eskildsen (University of Southern Denmark, Denmark)

Paulina Horbowicz (Adam Mickiewicz University Poznań, Poland)

Interactional usage-based second language (L2) research has documented the emergence of increasingly productive linguistic resources from interactional usage and the development of interactional competence (IC) as a matter of functional diversification and routinization of linguistic resources (Pekarek Doehler & Eskildsen, 2022). Building on and advancing our understanding of these insights, this paper examines whether two L2 users of Norwegian and Danish, respectively, diversify and/or routinize their uses of epistemic constructions corresponding to the English “I don’t know”, namely jeg vet ikke (L2 Norwegian) and jeg ved (det) ikke (L2 Danish), over time.

Our data come from (1) a corpus of L2 Norwegian spanning four months and consisting of biweekly recordings of dyadic conversations-for-learning and (2) a corpus of L2 Danish spanning 15 months and consisting of, on average, biweekly recordings of everyday interactions (the first four months), and a combination of everyday interactions and conversations-for-learning (the remaining 11 months). The closely related target languages ensure comparability, but the different data types (conversations-for-learning vs. naturally occurring talk) and the different timescales of the corpora provide fine-grained perspectives on varying developmental spans and on how contextual specifics of usage play into L2 IC development.

Findings indicate that both L2 speakers use, respectively, jeg vet ikke / jeg ved det ikke (‘I don’t know’) literally as responsive claims of no knowledge throughout development and diversify their uses of the expressions for exiting turns and closing sequences. Interestingly, however, the Norwegian data showcase a slightly less clear-cut development with interaction-organizational uses emerging early but with increasing frequency over time. Overall, the study provides further evidence that linguistic constructions in L2 IC development evolve from literal meanings to interaction-organizational devices (Pekarek Doehler & Skogmyr Marian, 2022; Horbowicz & Nordanger, 2025; Zheng et al., 2025), while also adding new detail to the significance of individual trajectories.

Comparative analysis of small-group task openings in L2 remote and onsite environments of a multinational crisis management course

Elina Nuutinen (University of Oulu, Finland)

Tuire Oittinen (University of Jyväskylä, Finland)

Using multimodal conversation analysis, this study examines how participants in a hybrid crisis management course accomplish small-group task openings. We unravel and compare the situated resources instructors and learners deploy in parallel groups that consist of either 1) onsite participants or 2) participants who connect with each other using the Zoom video conferencing tool. Previous research has highlighted the

multimodal nature of openings of encounters across settings such as classrooms (e.g., Jakonen et al., 2025). In the context of VMI, prior studies have shed light on the complex organization of openings (Licoppe, 2017; Oittinen & Piirainen-Marsh, 2015), which unfold in a stepwise fashion, consisting of successive appearances and greetings (Licoppe, 2017). Short greetings as “check ins” are a way for participants to announce their presence in remote meetings (Oittinen & Piirainen-Marsh, 2015).

The data concerns situations where parallel groups (3 onsite and 1 online group) work on the same task with a designated facilitator present. The participants come from diverse professional and sociolinguistic backgrounds, and they use English as a Lingua Franca. Our preliminary findings show that the openings in the two environments include the following organizational structure: 1) the establishment of co-presence, 2) an instructor-initiated opening of the interaction, and 3) a learner-initiated transition into task-related talk. Whereas participants in the onsite groups make use of verbal, bodily-visual and material resources to accomplish the necessary steps, openings in the Zoom environment call for additional verbal negotiation work (e.g., checking the audio, asking everyone to turn on their cameras). In the online setting, transitions between the three phases are also more marked than in the onsite environment. Overall, the study sheds light on 1) teachers’ and learners’ interactional competence in collaborative activities across social and digital settings and 2) their reflective ways to adjust to the changing conditions of learning.

The micro-longitudinal development of L2 interactional competence in classroom-based iterative peer interaction

Muhammet Öcel (Hacettepe University / Amasya University, Türkiye)

In language classrooms, peer interaction (PI) holds a significant potential in L2 learning and teaching in that it can create learning opportunities for learners to take the initiative. Relatedly, engaging in interaction on the same topic with different recipients can be valuable in enabling interactants to develop and practice the L2, and L2 interactional competence on micro-longitudinal basis over successive slots. Tracking language development in such iterative interactional activities has drawn researchers’ attention; however, examining the affordances of iterative PI in L2 classrooms remains under-explored within CA-SLA research.

In this study, using micro-longitudinal CA, I investigate a 3-hour-long video recording of second language (L2) learners, engaging in an iterative PI activity. The data comes from an intermediate-level preparatory EFL classroom from a state university in Türkiye. In the dataset, students are tasked with forming two concentric circles, to pair up and face each-other. Provided with unscripted role cards including ‘useful words and phrases’, pairs are prompted to interact with each-other for 3 minutes in each slot. This configuration, commonly referred to as a ‘speed-dating’ activity, structures iterative peer rotation, enabling learners to re-enact the instructed role with a succession of different recipients. Preliminary findings show that, even though the activity does not require linguistic accuracy but rather the progressivity of talk in L2, students design their turns with increased accuracy through local self-repair practices, with longitudinal

changes emerging over successive slots. Furthermore, word search practices involve soliciting L2 counterparts or meanings from peers, the instructor and multimodal artefacts (e.g. mobile dictionary), which are subsequently deployed in successive slots. The findings are promising in uncovering observable changes in the learner's interactional repertoire within this unique pedagogical setting in the L2 classroom.

A time to speak and a time to write: Management of a shared resource in multimodal L2 interaction

Yosuke Ogawa (Kobe University, Japan)

Novice language users demonstrate various and frequent physical practices in their interactions to support their lack of language proficiency. They also regularly use any readily available physical materials such as paper and pen as resources. Writing practices have been extensively analysed as a multimodal phenomenon in social interaction and have been investigated in detail regarding the moment-by-moment unfolding of social practice. However, many of the analysed data demonstrate an interactional function of handwriting as memorising/recording the content under discussion, or clarifying/emphasising the detailed meaning of an utterance, as can be observed in contexts such as business meetings or classroom interaction. In contrast, the analysis in this presentation draws on data from a naturally occurring interaction in a jewelry shop in a Cambodian market. A Japanese L1 customer and a Khmer L1 shop assistant interact in English as a Lingua Franca (ELF) and rely heavily on indexing, handwriting, and gestures. In this presentation, I focus on their writing of numbers on a piece of paper as they negotiate a price. Specifically, I analyze how the participants manage writing turns by passing their one pen in turn. It is shown that 1) speech-turn and inscription-turn are not always synchronized, 2) gaze shifts from the paper to the interlocutor are frequent, displaying interactionally meaningful text-centered/interlocutor-centered focus, hesitation, consideration and rejection, 3) the moment one participant writes an indexing number does not designate that the writer holds the speech turn, 4) the inscription-recipient can take a speech turn while tracing the trajectory once the written numbers are recognised, 5) the closing sequence includes gazing off and giving up taking the pen which reveals accepting the offered price. These findings have implications for understanding the importance of multimodal practices and indexing with writing/drawing in the co-construction of interactional competence in low-proficiency ELF interaction.

Building social relationships through self-presentational sequences in L2 conversation circle

Seren Özgür (Istanbul Aydın University / Hacettepe University, Türkiye)

Hatice Ergül (Hacettepe University, Türkiye)

Conversation analytic research has documented how participants get to know each other in ordinary interaction (Kim, 2023; Maynard and Zimmerman, 1984; Svennevig, 2000); however, relatively less attention has been paid to how such sequences unfold in a peer-led L2 conversation circle, where participation frameworks are fluid, and

establishing a certain interpersonal relationship must be collaboratively negotiated without institutional guidance. This study investigates how L2 English speakers with differing L1s (Arabic and Turkish) in a multi-party, peer-organised English conversation circle come to know one another and establish social relationships through self-presentational sequences (Svennevig, 2000). The single-case analysis draws on video-recorded data from a session designed for international and Turkish university students to engage in spontaneous L2 interaction talk without an interlocutor or instructor present. Drawing on ethnomethodological Conversation Analysis (CA), the findings demonstrated that the self-presentational sequences in multiparty L2 interaction do not simply exchange personal information; they serve as common ground for participants to transform emergent biographical information into resources for teasing, shared laughter, and playfully taking stance. The micro-analytic lens on talk-in-interaction also showcased that participants collaboratively mobilize repair, employ return questions, embodied conduct, and L1 resources, expanding the self-presentational sequence into a playful frame. The implications of the study provide insights into how a peer-led multiparty L2 conversation circle, where talk is oriented to social connection rather than pedagogical goals, could create opportunities for L2 speakers to draw on their interactional resources to build social relationships with other members of the conversation circle.

Alignment in L2 peer interactions: A multimodal case study of verbal and embodied repetitions among advanced learners of English

Pauliina Peltonen (University of Turku, Finland)

Loulou Kosmala (Université Paris-Est Créteil, France)

Research on second language (L2) interaction has highlighted the role of verbal and embodied repetitions in supporting learning, displaying reciprocity, and maintaining intersubjectivity. Verbal (other-)repetitions have been studied for their role in interactional fluency, especially in creating cohesion and confirming the interlocutor's contributions (Peltonen, 2017). In classroom-based conversation analytic studies, embodied repetitions, then again, have been shown to address prior actions and create learning opportunities during correction instructional sequences (Majlesi, 2015) as well as contribute to the joint construction of meaning in collaborative tasks (Eskildsen & Wagner, 2015). Beyond instructional settings, gesture repetition has been described as a broader communicative strategy for resolving lexical, syntactic, and pragmatic difficulties (Gullberg, 2011; Kosmala, 2024), with phenomena such as gesture mimicry or parallel gesturing to display understanding or provide feedback (Kimbara, 2006; Bergmann & Kopp, 2012; Graziano et al., 2011). Recent alignment models further emphasize the multimodal nature of interaction, showing that verbal and gestural alignment interact across multiple levels to achieve mutual understanding (Rasenberg et al., 2020, 2022).

Building on this work, the present study investigates how verbal and embodied (other-)repetitions contribute to signaling understanding and promoting alignment in L2 peer interactions. The data consist of multimodal L2 peer interactions, collected from Finnish and German university students of English for two fluency-related projects.

Each pair completed a problem-solving task in both their L1 and L2. Focusing qualitatively on selected fragments from two pairs' L2 interactions, the analyses show how verbal embodied repetitions serve both pedagogical functions—facilitating access to L2 linguistic features—and interactional functions, such as displaying alignment, reciprocity, and shared understanding, thereby highlighting the central role of alignment in multimodal L2 peer interaction.

Interactional troubles in online BELF pragmatics-focused intercultural negotiation activities

Kaisa S. Pietikäinen (NHH Norwegian School of Economics, Norway)

Miya Komori-Glatz (WU Vienna University of Economics and Business, Austria)

The integration of English as a business lingua franca (BELF) into English for business communication (EBC) courses has recently gained traction (Roshid and Kankaanranta, 2025). For teaching BELF pragmatics, scholars recommend using role plays and virtual modes of communication (Kaur & Birlik, 2021). Drawing on this background, we have developed an intercultural negotiation activity for our bachelor-level economics students in Austria and Norway, in which the students negotiate the details of a business deal on Zoom (authors, forthcoming). While our activity focuses on developing students' pragmatic BELF skills (Kankaanranta et al., 2015), the current paper seeks to identify what communicative problems our students still face within this activity, even after being taught BELF pragmatics.

To address this question, we adopted an interactional approach to examining “interactional troubles” (Sidnell, 2016) in five 40-minute negotiations recorded in 2024. We interpret interactional troubles broadly, including repair (Schegloff et al., 1977), disagreements evidenced by dispreferred responses (Pomerantz, 1984) and turn-taking problems (Schegloff, 2000) in our analysis.

Applying conversation-analytic and discourse-analytic methods, our analysis yields three major observations. Firstly, while some of our students had been taught chairing practices, several of the negotiations entailed turn-taking trouble resulting from vague speaker appointment. Secondly, blunt or adversarial assessments of the other team were revealed through other-corrections uttered by the criticized teams, despite the explicit win-win focus of the assignment. Such impoliteness was often concealed under the premise of “miscommunication”, however. Thirdly, actual miscommunication was observed relating to the progression of the negotiation and lack of business logic.

Our findings point to the need to further develop EBC students' interactional competence in: (1) turn-taking in online settings, (2) cordial business conduct that prioritizes relationship-building – one of the key factors of BELF (Pullin, 2010), and (3) maintaining meeting progression while pursuing realistic business goals.

Managing interaction in L2: Transitions with the discourse particle “no niin” in peer interaction among Finnish learners

Emmi Pollari (University of Helsinki, Finland)

The Finnish discourse marker "no niin" is versatile and used in various contexts such as giving instructions ("No niin, mennään" = 'Okay, let's go') or reacting to news ("Mä tapasin just tosi kivan tyypin. – No niin!" = 'I just met a really nice guy – There you go!') (Ristonen, 2009). It appears in online memes and has been referred to as “the most useful word in Finnish,” as noted by U.S.-based Finnish comedian Ismo Leikola. Comprising two short and memorable words, "no niin" functions both as a response to informings and as a tool for managing progressivity, akin to "okay" in English and in many other languages (see Betz et al., 2021).

This study explores how intermediate L2 Finnish speakers use "no niin" in peer interactions during out-of-classroom tasks without teacher presence. The findings indicate that learners employ the discourse marker in various positions within the conversation, most frequently during transitions—specifically when initiating or closing topics, or when returning from a story telling sequence to the institutionally designated main activity. Using multimodal conversation analysis (Mondada, 2018), the study examines not only verbal instances of "no niin" but also the embodied conduct in face-to-face settings and the use of material resources in online meetings, e.g. when moving on and scrolling the document shared on a screen.

Peer interaction offers language learners numerous opportunities to use "no niin". It serves as an essential device for managing tasks, but by using it the learners can also playfully frame the situation as “doing being a Finnish learner”. Thus, the peer interaction context extends beyond language acquisition to include “making personal connections and negotiating relationships through face-work” (Reichert & Liebscher, 2018; Goffman, 1955). The diverse applications of "no niin" underscore its significance in Finnish conversational practices, also among language learners.

Learners’ interpretation and understanding of task goals shape L2 oral interaction: Using feedback to foster dual interpretation

Paula Redondo-Juárez (University of Glasgow, UK)

Jaume Batlle Rodríguez (Universitat de Barcelona, Spain)

Feedback is a widely recognised and relevant pedagogical tool in education (Sadler, 1989; Hattie & Timperley, 2007). Its role in the development of Interactional Competence (IC) has mainly been studied in speaking assessment (May et al., 2020), focusing on improving the evaluation system and ensuring assessments reflect the characteristics of this competence (Malabarba & Betz, 2023). Nonetheless, research on feedback addressing learners’ interactional skills remains limited (May et al., 2020; Lam, 2025).

This proposal analyses how written feedback - aimed at the management of oral interaction - fosters students' IC development during peer oral activities in Spanish as an additional language. More specifically, our study examines the interactional features that students mobilize after the feedback and how targeted feedback on their interactional skills influences the characteristics of their performances. Our corpus consists of 69 peer oral interactions and 43 written feedback comments provided in a lower-intermediate Spanish course at a British University. Oral interactions were analysed following the parameters of Conversation Analysis (Sacks et al., 1974; Sidnell & Stivers, 2013) and considering the pedagogical and institutional characteristics of these interactions (Seedhouse, 1996), while feedback comments were examined using Thematic Analysis. Both analyses were combined to assess the impact of feedback.

Results show that students produce relevant contributions, select speakers, demonstrate listenership and understanding, and keep the interaction, according to the interactional features mentioned in the written feedback. Therefore, feedback fosters IC's development by guiding students' contributions toward both the interactional context and the ongoing discourse. The study reveals that students' understanding of the activity's objectives remains the main factor shaping their interaction, but feedback encourages the use of interactional resources to support the dual orientation.

Contrasting interactional ecologies: A multimodal CA study of peer learning in technology-mediated vocabulary tasks

Simin Ren (University College London, UK)

Müge Satar (Newcastle University, UK)

Paul Seedhouse (Newcastle University, UK)

This study investigates how distinct group-level interactional ecologies shape the co-construction of learning trajectories within technology-mediated second language environments. While traditional SLA research often focuses on individual cognitive outcomes, this paper adopts a multimodal conversation analytic framework to examine learning as an emergent property of moment-by-moment coordination.

The data consists of two dyads performing an identical Catalan vocabulary activity (Sant Jordi: Rosa de Sant Jordi) via the ENACT app. Despite constant task conditions and similar participant demographics, the dyads produced markedly different interactional outcomes and vocabulary retention scores. Our analysis traces these divergences to the specific mobilisation of multimodal resources, including talk, gesture, gaze, and digital interface engagement, which define the 'interactional ecology' of the task.

One ecology, associated with high performance, was characterised by collaborative turn-allocation, extended repair sequences, and continuous embodied co-orientation. Conversely, the lower-performing ecology exhibited asymmetrical participation, uneven turn distribution, and repair sequences that were prematurely terminated (Schegloff et

al., 1977), leading to disjointed material engagement and a reliance on external intervention (the research facilitator).

The findings highlight repair as a critical site of learning-in-action, demonstrating that epistemic progressivity is not a product of prior individual knowledge, but is contingent on how participants organise semiotic resources in sequence. By contrasting these participation frameworks, the study demonstrates how the synchronised use of vocal and embodied conduct either enables or forecloses opportunities for the development of L2 interactional competence. We conclude by arguing that ‘success’ in L2 vocabulary development in digital environments is a locally managed, multimodal accomplishment rather than a purely cognitive one.

Italian grammar for Swedish-speaking course participants: Leveraging a translinguaging approach to L2 instruction

Adrian Rexgren (Stockholm University, Sweden)

The interaction that is accomplished by conversation participants in L2-classrooms has at least a bilingual approach by default. For this reason, discussion of new vocabulary is done by interspersing elements from more than one linguistic code, sometimes even blending these elements in items that partially belong in both L1 and L2 grammars. While such a linguistic phenomenon has been described as code-switching from a CA perspective (Auer & De Stefani, 2023), the intentional, flexible, and hybrid co-occurrence of linguistic varieties is often termed translinguaging from student-centred pedagogical viewpoints (García, 2009). Teachers and students in L2 education, who purposefully resort to a hybrid word that does not really exist in the language of instruction or the language that is being learnt, may closely replicate the composition of an L1 unit. Thus, by blending two grammars into a single lexical item, exemplification and analogies are provided, aiming at influence on students’ bilingual idiolect. At times, classroom talk-in-interaction encompasses these words as a straightforward way to explain unknown vocabulary, inexistent concepts in the culture of the L1, or simply to make L2 grammatical constructions more available and explicit, so that students can have a clear idea of how the target syntax, semantics, or morphology works. In this presentation, such translingual tokens are examined as produced in a B1-level Italian course that has L1 Swedish-speaking participants. Pedagogical implications derived from the use of hybrid lexicon are considered. The sequences studied show that these tokens occur as part of a teaching strategy that rests on “implanting” word roots and endings that capture L2 internal constructions. Although these hybrid words are not grammatical in any of the involved linguistic systems, they seem to play an important role in the L2-classroom translingual practices in favour of the implemented pedagogy.

Testing the untestable? The relationship between interactional practices, embodied resources, and examinee scores during an L2 oral proficiency exam

David Ryška (University of Hradec Králové, Czech Republic)

In this paper I address the question of whether the examinees' use of embodied resources (ERs) can be meaningfully operationalised into ratable features for L2 speaking assessment. Since participants in interaction regularly deploy and integrate various bodily, visual, and material resources alongside speech to perform social actions (Andries et al., 2023; Goodwin, 2018; Pekarek Doehler et al., 2022), traditional oral assessment practices with their linguistic focus may not be fully representative of the skills required from L2 learners to become proficient users of the target language (Plough et al., 2018). Following recent suggestions of L2 IC assessment research that any study of ERs should consider how the resources are deployed within the immediate sequential context of interaction (cf. Glasson & Halley, 2024), I therefore explore whether there is any meaningful relationship between ERs, interactional practices (Waring, 2018), and examinee scores. I do so by drawing on video-recorded pair and group oral proficiency tests conducted at a university in Czechia, and by combining qualitative conversation analytic methodology with subsequent coding and statistical analyses (Stivers & Deppermann, 2025). In my findings, I report on three emergent categories of interactional practices performed via a rich array of ERs: aiding turn-transition, displaying (dis)alignment, and displaying distancing. I demonstrate that although ERs do represent a rather idiosyncratic feature of examinee performance, some interactional practices such as the accomplishment of turn transitions exhibit differences across proficiency levels and are worthy of further investigation for the purposes of constructing assessment rubrics.

“What else?” As a response-pursuing question in a higher education EFL classroom **İlayda Şahin (TED University, Türkiye)**

Teacher questioning is a common practice in classroom interaction and teachers use questions for various purposes, including pursuing responses from students. This study focuses on the use of the question “What else?” as a response-pursuit practice in a higher education English as a Foreign Language (EFL) classroom. The data come from a larger corpus of classroom interaction recordings collected for a broader project. Using multimodal conversation analysis for the examination of video recordings, this study focuses on one particular classroom in which the focal teacher recurrently uses the question “What else?” as a response-pursuit practice. The analysis shows how the focal teacher uses the question “What else?” following both preferred and dispreferred student responses. When asked following preferred responses, “What else?” functions to elicit further preferred responses from students. On the other hand, when asked following dispreferred responses from students, it is used to pursue a preferred response, leading either to students producing a preferred response or the teacher providing the response herself. By demonstrating how the question “What else?” functions as a response-pursuing practice in classroom interaction, the study contributes to a deeper understanding of teacher questioning practices and offers implications for classroom interaction research.

Mhm in English and m̥m in Norwegian? A case study of bilingual particle use in a Norwegian-English speaking family

Paul Sbertoli-Nielsen (University of Oslo, Norway)

Dorothee Schulz-Budick (Tampere University, Finland)

In this contribution, we will present noticings from an ongoing collaboration on the use of the particles mhm and ñm (Sbertoli-Nielsen, 2023; 2025) in bilingual family interactions. Our data stems from three video-recorded dinner-table interactions of a family using Norwegian and English on a daily basis (Schulz-Budick, 2022; 2025). In contrast to other families in the data set, this family make an explicit decision on which language to use at the beginning of each recording.

We see confirmation of recent research (Sbertoli-Nielsen, 2023; 2025) that the particles mhm and ñm follow language-specific habituation processes (cf. Haspelmath, 2002). Mhm is often found in data in English and other languages but appears to be rare and marked in Norwegian (for an overview of existing research see: Sbertoli-Nielsen, 2023). What is ubiquitous, however, is ñm, with a high-low-high pitch wave known as the ‘second tonal accent’. Accommodating the surrounding language (Giles, 2016), the participants predominantly use mhm when speaking English, and ñm when speaking Norwegian, with two exceptions:

Firstly, even when speaking Norwegian, the participants do use mhm for continuer work but with a granular nuance: Where ñm accepts the prior talk and encourages continuation, mhm in Norwegian has a sceptic twinge, seemingly withholding acceptance pending the continued talk (Sbertoli-Nielsen, work-in-progress).

Secondly, the mother, who is a sequential bilingual user of English (cf. Baker, 2001; Cook, 2008), sometimes uses ñm when the surrounding language is English. However, the daughter, who has grown up as a simultaneous Norwegian-English speaker, does not use ñm when the surrounding language is English.

These observations lend some cautious support to Sbertoli-Nielsen’s suggestion that mhm could be an export from English to the world. We examine the form-action relationship of these two particles in a multilingual context by describing their specific prosodic realisation as valuable interactional resources.

Interactional linguistics for language teacher education on agreement

Paul Sbertoli-Nielsen (University of Oslo, Norway)

Agreeing or disagreeing with our co-participants in social interaction is consequential for human affiliation, and has been studied extensively within CA/IL. The majority of these studies have been based on data in English (e.g., Pomerantz, 1975; Heritage & Raymond, 2005; Ogden, 2006), but early work on (dis)agreement in even relatively closely related languages such as German, suggest both universalities and language-/culture-specificities (see Auer & Uhmann, 1982). Still, in the great majority of the world’s 7000+ languages, interactional (dis)agreement remains under-investigated (Couper-Kuhlen & Selting, 2018, p. 298), including in Norwegian and most varieties of Spanish.

The role of (dis)agreement in second language interaction has been largely unexplored, but Pekarek Doehler & Pochon-Berger's work on disagreement in L2 French showed that learners do not simply transfer their interactional competence from one language to another but rather recalibrate their methods for accomplishing actions, including the linguistic means to do so (2011, p. 238). Such recalibration can also involve routinizing certain linguistic resources, such as the Norwegian expression "det er sant" ('it is true'), in ways that "do not necessarily comply with target language norms" (Horbowicz & Nordanger, 2025, p. 31).

Due to the importance of (dis)agreement for social affiliation in a wide range of everyday and institutional contexts, we need both fundamental research on how it is done in Norwegian and Spanish, and to understand how and to what extent learners of these languages recalibrate (dis)agreement practices. Furthermore, in order to raise awareness and assist such recalibration, research should be communicated to second language teachers and to educators of second language teachers. I have therefore applied for funding for a project titled Interactional Linguistics for Language Teacher Education on Agreement (ILTE-AGREE), that aims to empirically explore and demonstrate, and spread knowledge of, interactional (dis)agreement in Norwegian and Spanish as primary and secondary languages.

Managing interactional spaces among co-teachers in a bilingual classroom

Götz Schwab (Ludwigsburg University of Education, Germany)

Sabine Hoffmann (University of Palermo, Italy)

Focusing on selected interactional practices in team-teaching, this contribution examines a specific form of classroom discourse. Team teaching, following Beninghof (2020), is understood as a coordinated, institutionalized teaching and learning context involving multiple instructors and is clearly distinguished from other forms of cooperative teaching (Sandholtz, 2000).

The data were collected within the framework of the BiKla cooperation project—Bilingual Classes German–Italian—funded by Ludwigsburg University of Education in collaboration with the University of Palermo. In March 2024, nine lessons were video-recorded at an Italian humanistic upper secondary school with a German section. Multiple cameras were employed to capture different perspectives. The recordings were transcribed in accordance with the GAT 2 conventions (Selting et al., 2009) and analyzed following the principles of multimodal conversation analysis (e.g., Mondada, 2019; Nevile, 2015).

The goal of the study is to investigate the interactional mechanics and coordination between two teachers and their students, with a particular focus on how both teachers coordinate their actions in classroom spaces—using their interactional resources at hand. How do the teachers shift between coordination and lack of coordination and how is this process negotiated between them? What are the implications of uncoordinated actions for classroom discourse? Do such instances occur in particular

phases of the lesson? Moreover, we ask whether and how the interactional behavior of the two teachers are linked to their distinct roles fulfilled in the classroom.

Our findings to date indicate that participants engage in coordinated interaction with few overlaps or interruptions despite frequent turn changes at the sequential level. At the same time, also a struggle for the turn can be observed, i.e., the distribution of speaking rights is decided situationally and rather spontaneously. Furthermore, spatial positioning is employed as a nonverbal indicator of claiming a turn.

Demonstrating and assessing word knowledge during L2 task preparation

David Shimamoto (Kobe University, Japan)

L2 tasks are often supported by instructional materials designed to prompt target language and task-related content. One way instructors can prepare learners for such tasks is by identifying potentially problematic lexical items in these materials and checking that learners understand them. This presentation examines such a pedagogical practice at an experiential language-learning institution, where English learners use task instruction cards to carry out role-plays of service interactions. During the pre-task phase, instructors initiate vocabulary checks (Duran & Jakonen, 2022) by targeting specific lexical items on the instruction cards and eliciting demonstrations of knowledge (e.g., “What does X mean?”). Learners respond using a range of multimodal definitional practices, including gestures, synonyms, examples, and descriptions. The analysis focuses on how instructors assess these candidate definitions. In some cases, exemplification and stand-alone gestures that attempt to convey abstract meaning are treated as insufficient demonstrations of knowledge. Instructors orient to such responses as claims of knowledge and may pursue further elaboration by requesting the use of alternative definitional practices. In contrast, descriptions, synonyms, and depictive gestures of concrete referents are more readily accepted and positively evaluated. Following acceptance, instructors may expand the sequence by providing supplementary explanations that highlight additional aspects of word knowledge, such as the meaning of word stems. The findings show how instructors assess a learner's grasp of a vocabulary item and tailor subsequent instruction to previously demonstrated knowledge. This study offers new perspectives on the collaborative accomplishment of L2 vocabulary instruction, particularly in relation to explanations that integrate multiple aspects of word knowledge (Duran & Kääntä, 2023) and draw on multimodal resources (Waring et al., 2013).

Membership categorization analysis of identity work in a Finnish-Iranian virtual exchange

Mahnaz Shirdel (University of Jyväskylä, Finland)

Margarethe Olbertz-Siitonen (University of Jyväskylä, Finland)

This article explores the micro-interactional practices of participants in a virtual exchange project between Iran and Finland. The virtual exchange, titled “Stories, Lives, Languages,” took place amidst significant social unrest in Iran during the autumn of

2022. This unrest imposed significant technological constraints, particularly internet instability. Additionally, sociopolitical sensitivities limited the space for sharing explicit political views on the social movement. Some researchers have critically questioned the usefulness of such virtual exchanges, particularly when there are constraints such as inequality in terms of access to stable internet connections (e.g., O'Dowd, 2025). To investigate how five participants navigated their interactions in the presence of various contextual constraints, this research employs Membership Categorization Analysis (MCA) (Stokoe, 2012). The data focuses on a recorded synchronous meeting where participants are narrating their own stories. MCA provides the analytic framework for observing how individuals index membership categories, which serve as indicators of presumed common-sense knowledge or social structures in talk-in-interaction. This is a work in progress, but the preliminary findings reveal that participants, from diverse backgrounds, engaged in identity work by sharing their stories and drawing upon various membership categories. Notably, the micro-level analysis reveals the indexing of categories that imply similarities, leading to the co-construction of shared identity categories based on shared experiences (Holliday & Amadasi, 2019). This process fostered a sense of group membership and a safe space for sharing personal perspectives. It created a valuable opportunity for deeper, personal interactions that bypassed the differences, contextual constraints, and the potential inequalities. This work underscores the power of situated micro-interactional practices in achieving connection even under conditions of adversity and constraint.

Managing interactional (in)competence through laughter in peer L2 word search sequences

Aki Siegel (Stockholm University, Sweden)

The current study examines how laughter is used to manage interactional (in)competence (Nguyen & Malabarba, 2024) during word search sequences in peer L2 English interactions. While research has highlighted the diverse roles of laughter in L1 interaction (e.g., Glenn, 2003; Holt, 2012) and L2 classroom discourse (e.g., Hasegawa, 2018; Matsumoto, 2018), little attention has been paid to its role in L2 peer talk, particularly in online environments. Drawing on 548 min of Zoom conversations among 16 university students in Sweden and Japan, this study employs conversation analysis (CA) to explore how laughter emerges during word search sequences, moments where speakers display difficulty retrieving a lexical item. Analysis identifies four recurrent positions for laughter: post-candidate word, pre-candidate word, with candidate word, and post-word search marker. Findings show that laughter functions not merely as an affective marker (e.g., Adelswärd, 1989), but as an interactional resource that can (a) display difficulty in lexical retrieval, (b) pre-emptively flag a candidate word as potentially problematic, and (c) invite interlocutor to join the word search. However, the effectiveness of laughter as an interactional resource depends on a shared context, explicit cues, and the affordances of online communication. In some cases, laughter failed to facilitate progressivity, leading to prolonged or abandoned searches. Beyond its interactional role, laughter also reveals tensions between speakers' current linguistic repertoire and their awareness of the linguistic repertoire they need. The study argues that laughter reveals both interactional competence, through cooperative management

of trouble, and interactional incompetence, through reliance on laughter and their interlocutor. The findings suggest the need to raise awareness of explicit word search markers to enhance communicative clarity.

‘I will take many times to explain myself’: How students use multimodal resources to narrativize their L2 competence in the language classroom

Nathan Speirs (University of Glasgow, UK)

In the L2 classroom, students not only pursue interactional competence in a new language but must create a new sense of themselves and the world they inhabit; the body is an intrinsic part of this process in action (Byram, 1997; Tai, 2023: 52). This paper draws on data from two conversations in a wider doctoral research project which uses multimodal conversation analysis to examine how postgraduate student to student conversation in university seminar tasks (Mondada, 2016). In these extracts we see two pairs of second language learners respectively reflect on their progress in their course. The students appear to draw on a synchronous deployment of multimodal resources to construct a sense of themselves as L2 learners; utilising gaze, gesture and speech together to create a holistic sense of themselves linguistically (Trujillo & Holler, 2023). The result of this process is that students simultaneously relativise their identities physically in relation to the course material embedded in their notebooks as a representation of the course, deploy representational gestures to construct narratives of their journeys, and subtly use gaze to establish parameters for what can be done in turn-taking during their exchanges (Abner, Cooperidge, and Goldin-Meadow, 2015: 438; Rossano, 2012). These findings corroborate the idea that the pedagogy of the language classroom is intrinsically linked to interaction and that multimodal resources must become more deeply embedded into L2 pedagogy (Park, 2017; Seedhouse, 2009). The realisation that students communicate not in words alone, but in multimodal gestalts, opens new territory for the effective instruction of L2 speaking skills (Stukenbrok, 2021). This paper argues that L2 language learning must innovate on this new ground in the years to come.

Rhetorical questions and second language interactional competence: Inviting others to engage during group-based L2 oral assessments

Michael Stephenson (Newcastle University International Study Centre, UK)

Chris Leyland (Newcastle University, UK)

This talk investigates examinees' use of rhetorical questions (RhQs) as an interactional practice during group-based L2 oral assessments at a UK higher-education institute. Drawing on conversation analysis of video-recorded assessment interaction, we examine four sequences in which RhQs are deployed to prompt further discussion at points where a sequence appears to be closing. Positioned against more straightforward information-seeking questions, they do not seek direct answers but occupy a middle ground between affiliation and disaffiliation by (1) delaying agreement while (2) introducing new ideas and inviting further analysis. However, not all RhQs achieve this balance: the analysis also shows how unclear delivery or an overbalance towards disaffiliation can fracture group cohesion or derail the discussion into conflict. The findings have potential to inform learner and assessor training and to refine

descriptors of spoken interaction in current assessment criteria and proficiency frameworks.

Same-turn self-repair in decision-making tasks: A conversation analysis of L2 group discussions

Sumita Supakorn (Thammasat University, Thailand)

Self-repair (Schegloff, Jefferson & Sacks, 1977) is regarded as evidence of the development of spoken language, and this forms an important component of L2 learners' interactional practices (Gass & Selinker, 2008; Wong & Waring, 2020). However, despite a growing body of research on task-based interaction, the constitutive role of this repair type in performing a particular task-in-process remains under-explored. Hence, the present study investigates same-turn self-initiated self-repair (SISR) in a role-play group decision-making task undertaken in an English language lesson involving 15 Thai undergraduate students aiming not only to reveal which repair types students adopt, but also illuminate how these operations function to support the interactional demands of collaborative decision-making. This employs Schegloff's (2013) ten repair operations framework within a sequential microanalysis of conversation analysis (CA) methodology. The dataset comprises three hours of video of a classroom discussion task carried out by five groups of students. Overall, 129 instances of same-turn SISR were seen. These were used as an interactional resource to maintain progressivity, reasoning and task alignment. Additionally, the study shows how replacing is used to improve lexical accuracy and conceptual clarity, searching is used as a marker of lexical awareness and turn-holding, and recycling is a strategy for emphasis and fluency. Sparingly but strategically adopted, inserting is used to add precision and expand arguments, while aborting is deployed as a strategy for reformulation and group alignment. The findings offer insights into the relationship between linguistic and social dynamics within a specific decision-making discussion task, and this has implications for EFL instruction. Pedagogically, this study underscores the importance of teaching same-turn self-repair strategies to students for use in self-monitoring in high-stakes conversations. The research also compliments prior CA literature on same-turn SISR in task-based interaction, as well as literature applying Schegloff's framework to EFL students' use of repair strategies.

"Do you plead guilty?" Legal terminology as a trouble source in police investigative interviews

Jan Svennevig (University of Agder, Norway)

Aafke Diepeveen (University of South-Eastern Norway, Norway)

Søren Sandager Sørensen (University of Agder, Norway)

Previous research from the United States has shown that L2 users who are questioned by the police may be considered more competent than they actually are because they can talk relatively effortlessly about everyday matters. However, this does not necessarily mean that they understand institutional language characterized by complex syntax and specialized legal terminology (Pavlenko, 2024). It has also been shown that even advanced L2 users do not understand their legal rights in interrogations as they are

read to them from standardized formulations (Pavlenko et al., 2020). Against this background, this presentation will examine how legal terms are introduced and used in Norwegian police investigative interviews, and how they are perceived by L2 users. The data is taken from a corpus of more than 100 audio and video recordings of authentic police interviews with suspects conducted in Norway. Using conversation analysis as a method, we seek to analyze how and to what extent the interviewers anticipate problems with the legal terms and how the interviewees show their understanding of the terms. The analysis will focus on a question asked towards the end of the interview about whether the suspect ‘pleads guilty’ (Norwegian ‘erkjenner straffskyld’). This question is well suited to investigate understanding as the suspect must answer it and thus to a lesser extent can feign comprehension (as they may do while being informed about their rights). The interviewers’ anticipation of problems will be investigated by their use of pre-emptive repair techniques (Raymond & Gill, 2025), whereas the interviewees’ understanding will be explored by analyzing how they respond, either producing an answer or initiating repair. The study is relevant for understanding how professional terminology is treated in expert-lay conversations, and for making the police aware of possible sources of problems in communication with L2 users and strategies to prevent them.

Questioning suspects about word definitions during police interviews

Søren Sandager Sørensen (University of Agder, Norway)

The purpose of a police interview is to collect information. The type of information is tied to the type of possible crime committed. Understanding the terms used to describe the crime thus matters for the information provided by the suspect, as certain kinds of crimes are assessed on the basis of specific details. For this reason, a police interviewer may ask a suspect to define a legal term, or a term that, in the context of a crime, may have special meaning or implications. For instance, a police interviewer can ask “when I say the word violence, what do you consider part of that word?”.

Employing Conversation Analysis, my presentation will focus on this type of understanding checks used for legal or crime-relevant terminology in police interviews with suspects speaking Norwegian as a second language. I investigate how the sequences play out in the interest of information-gathering and how they arise, what kind of question type they get treated as, and how they reveal the goals of the information gathering. It turns out that these are common in cases of rape and sexual violence, such as how suspects understand terms like sex and violence. Uncomfortable topics and the level of detail sought by the police seem to be a barrier for further elaboration. The understanding checks may also be seen as treating the second language suspects and their competence in an unfortunate way, beyond the relevant information gathering by requesting specific details. Many sequences work out so that the police ends up offering a definition, and it seems that the interviewer provides their definition even if they also acknowledge the suspect’s definition as sufficient. The practice does not seem to prevent understanding problems. Some definitions may also be affected by different cultural conceptualizations of the term involved.

“Do you agree?”: Teacher-initiated peer-agreement solicitation as a pre-evaluative practice in EFL classroom interactions

Şükran Buse Tatar (TED University, Türkiye)

Research in classroom interaction has extensively examined the organization of Initiation-Response-Feedback (IRF) sequences and the management of evaluation in classroom settings (Cazden, 2001; McHoul, 1978; Mehan, 1979). Subsequent work has demonstrated how teachers manage evaluating student contributions with teacher feedback and immediate teacher evaluations (Lee, 2007; Waring, 2008; Wong & Waring, 2009), which leaves the practices that do not include feedback or evaluative teacher turns in third positions relatively unexplored.

Using multimodal conversation analysis, the present study addresses this gap by examining delayed direct teacher evaluation and solicitations of peer agreement instead. More specifically, teachers' recurrent use of the question “Do you agree?” (DYA) to the whole class immediately after a student response, and how these teacher-initiated solicitations work as pre-evaluative student turns are explored. Data for this study are six hours of video recordings of EFL classroom interactions in the higher education context collected from three different classes with different instructors and cohorts of students.

The findings show that DYA operates as a pre-evaluative device that reorganizes the participation framework (from student-teacher to student-teacher-whole class) and redistributes epistemic rights (Heritage & Raymond, 2005) by increasing student participation and opening up space for students' peer evaluations. Therefore, DYA expands dyadic exchanges into multilogue sequences (Schwab, 2011) by mobilizing third-party uptake, thereby creating negotiation-rich opportunities (Waring, 2009), and making peer (dis)agreement conditionally relevant prior to teacher evaluation. Across the three pedagogical contexts, DYA enables shifting students from being overhearers to being accountable (peer) evaluators. By explicating peer-agreement solicitation as a systematic interactional resource, the study brings new insights into the role of teacher questioning in evaluating student contributions and managing whole-class student participation, thus into CA research on L2 classroom interactions.

Children's unsolicited translation as an interactional resource in English-as-a-foreign-language classes in Italian primary classrooms

Daniele Urlotti (University of Modena and Reggio Emilia, Italy)

In foreign language (FL) classes, especially when teachers orient to a FL only policy, preventing or overcoming students' comprehension difficulties becomes paramount for achieving interactional and pedagogical success. The existing literature has shown that, to attain this goal, both teachers and students may orient to various strategies: while the former may elicit translations from pupils (Stower 2018), implement practices of language alternation (Filipi 2018), or delegate peer repair (Battle Rodriguez & Evnitskaya

2024), the latter have been shown to tackle their comprehension difficulties by shifting into their mother tongue with their peers (Chen & Ye, 2022). Based on a dataset of approximately eight hours of video recordings, involving eight primary school classes of Italian children aged eight to nine years old in their third year of FL learning, this study analyses interaction in English-as-a-foreign-language classes from a multimodal conversation-analytic perspective (Seedhouse 2004). Data show that, when teachers orient to only rarely using Italian, and conversation in English stalls or problems with understanding emerge, pupils may spontaneously produce unsolicited translations of the teacher's talk, either addressing them to a specific classmate interacting with the teacher or, at times, to the whole class. In doing so, children seem to orient to restoring the stalled progressivity of the interaction, thereby displaying a preference for progressivity (Stivers & Robinson 2006), or to publicly displaying their understanding of the task at hand. The aim of the study is to shed light on this understudied practice and its interactional implications for the whole class.

Managing criticism and responsibility in pre-service teachers' online reflection sessions

Gülşah Uyar (Erzincan Binalı Yıldırım University, Türkiye)

Following the increasing emphasis on reflective practice in teacher education, a substantial body of research has focused on it (e.g., Dikilitaş & Comoglu, 2022; Farrell, 2018; Mann & Walsh, 2017; Schön, 1983). However, despite its extensive exploration, how reflection is accomplished in video-mediated interaction without presence of a teacher educator remains under-investigated. To address this gap, the current study aims to explore how transnational pre-service teachers (PSTs) manage criticism and accountability while reflecting on students' task performances in technology-mediated reflection sessions. The data were collected in the scope of an Erasmus+ project, DIGITASK4IC and involved a three-step procedure. In the first step, PSTs designed an online task through video-mediated interaction. Then, students performed the tasks created by the PSTs and recorded their screens. Finally, the PSTs watched the recordings of the students' performance and engaged in data-led reflection through video-mediated interaction. The current study utilizes data which comes from the third phase of the data collection procedure, namely data-led video-mediated reflections of the transnational PST groups. Drawing on conversation analysis, the study examines these online reflective conversations among the transnational PST groups on students' performance and their own virtual exchange experience. The analysis focuses on moments where participants identify problems in learners' task performances and collaboratively negotiate responsibility for these issues. The findings reveal a recurrent interactional pattern in which participants initially formulate critiques of students' behavior but subsequently reframe the problem as a matter of task design or instructional clarity. In doing so, they delicately balance professional accountability with pedagogical reasoning. The sequences often culminate in proposals for task improvement, transforming potential blame into opportunities for professional learning. Overall, the study contributes to understanding technology-mediated reflective interaction as a site of teacher learning and accountability negotiation, showing how reflective discourse operates as a pedagogical work.

Students' non-intrusive embodied displays and reports of trouble in a hybrid educational setting

Minttu Vääntinen (University of Jyväskylä, Finland)

Hybrid educational settings are susceptible to disruptions to interaction and activity progression due to participants' asymmetric access to each other's embodied behaviour, physical space, and task materials (e.g., Jakonen et al., 2025; Jakonen & Jauni, 2024; Oittinen, 2022). Participating in a hybrid L2 learning setting thus requires interactional competence related both to L2 and to participating in hybrid activities as well as sensitivity to the challenges and affordances of hybrid configurations.

This presentation illustrates how students in a hybrid university course deal with trouble related to the technological configuration. The course is an advanced-level English course run as a collaboration between two Finnish universities, where the teachers and the students are L2 speakers of English. There is a teacher and a group of students on each campus, and the groups are connected through a Zoom call, visible on a large screen in each location. The teachers share the responsibility for teaching and take turns instructing the students. The data are video recordings from both physical locations and screen recordings from the Zoom calls. The analysis draws on multimodal conversation analysis.

The findings show how students display and report trouble (Drew & Kendrick, 2018; Kendrick & Drew, 2016) related to technology in their physical location, for example, when a screen stops showing the material shared on Zoom by the remote teacher. Students do this primarily in embodied ways, e.g. through gaze shifts and silent pointing, and recruit the co-located teacher without disrupting the remote teacher's turn. The participants thus orient both to resolving the trouble and to ensuring the progressivity of the ongoing activity and interaction. In this way, they display competence in participating in the hybrid setting in a context-sensitive way.

Decision-making in digital technology assisted collaborative writing among L2 English learners in junior high school

Karla Vrbova (Østfold University College, Norway)

In this presentation, I explore students' decision-making sequences during collaborative writing in an L2 English class in junior high school in Norway. Digitally assisted collaborative writing sessions in English classes are complex learning situations in which students need to make decisions about the text they are jointly creating. Multimodal conversation analysis offers a methodological framework for analysis of video recordings of these interactions.

Stevanovic (2012) argues a four step hierarchical model of joint decision-making with the following steps (1) proposal, (2) access, (3) agreement and (4) commitment based on her analysis of dyadic distal decisions. Magnusson (2021) adapted this model for

proximal multi-party decisions introducing three steps into the access phase, (1) delimiting (2) agreement/absence of disagreement and (3) production of a writable, augmenting agreement with absence of disagreement, making commitment optional and adding a step of execution. Magnussons' (2021) model affords a discussion of the status of written text in this Word-assisted collaborative writing.

This presentation explores a decision-making process of a student dyad during collaborative writing in an English class. Like in Stevanovic (2012), this is a dyadic decision-making process and like Magnusson (2021), the students are making proximal decisions. During this decision process, the students orient towards two concerns (1) quality, referred to as what is "good" and (2) progression, referred to as "moving ahead" in their decision on the narrator perspective in their text. Preliminary analysis suggests that the digital text is oriented to as a writable in Magnussons' (2021) model as it is at occasions followed up with requests for agreement confirmations like "You agree?" or "Like this?".

Building social networks for language learning in the wild (L2W)

Johannes Wagner (University of Southern Denmark, Denmark)

Language Learning in the wild investigates the acquisition of a second language outside of the classroom. This presentation reports on an ongoing project that investigates L2-learners access to the host community in which they live. Access is relevant since, as Nguyen & Malabarba (2025) argue, interactional competence (IC) develops gradually in specific well-defined environments, i.e., speech exchange system, through guided participation, peer support, and repeated engagement in collaborative activities. Access can be described as participation in social networks where the second language is spoken.

The project is organized along three lines:

1. We are interviewing a number of migrants to Denmark (N>10) to learn more about their social networks, i.e., the ways they build new networks or get access to new networks, how these networks are used and developed, and how this is reflected in their IC. The interviews are conducted every 6-12 month.
2. In parallel, for a period of 6 months, we meet weekly with a second group of migrants where we discuss their network activities and design ways in which they can access new networks and make use of their existing networks for their acquisition of Danish. After 6 months we begin the process again with a different group.
3. Based primarily on the second group, we design activities and practices that help the participants to increase their access (Wagner, 2025).

Data, stickers, and diagnostic sequences: Multimodal participation in telemedicine LINE consultations

Li-Fen Wang (National Chiayi University, Taiwan)

This study examines how institutional participation is accomplished through multimodal resources in asynchronous telemedicine consultations conducted via LINE within a continuous glucose monitoring (CGM) programme in Taiwan. Using Conversation Analysis (CA) and Membership Categorization Analysis (MCA), the study primarily analyzes consultations between medical educators and a Taiwanese patient with diabetes, supplemented by an exploratory case involving a Vietnamese-born pregnant participant whose dominant language is Vietnamese. Rather than treating L1/L2 status as an analytic premise, the study asks whether and how linguistic identity is made procedurally relevant by participants themselves. The analysis shows that consultations rely on persistent multimodal artifacts, including meal photographs, CGM screenshots, short text messages, and stickers. These function as interactional resources sustaining clinical consultation despite the absence of physical co-presence. In the primary dataset, these resources support diagnostic reasoning, treatment negotiation, and the progressive development of patient self-management, as participants collaboratively construct clinically relevant actions through the sequential organization of uploaded physiological data and visual evidence. In the exploratory case, participation is accomplished through a recurrent photo-plus-label reporting format, confirmation tokens, and the medical educators' pursuit sequences, with lapses in reporting made accountable and repaired. Notably, linguistic expertise is never oriented to as relevant: non-standard forms pass without repair, and the categories participants demonstrably invoke are institutional and medical (such as patient, educator, and pregnant participant) rather than linguistic. Multimodal reporting practices appear to sustain full institutional participation nonetheless. By showing how participation proceeds without occasioning language-identity categories, the study contributes to research on digitally mediated institutional interaction and speaks to CA-informed research on second language interaction, inviting reflection on what interactional competence means in multimodal and asynchronous environments.

The co-construction of absurd carnival in an EFL young learners' classroom from China

Zemo Hongze Yang (Newcastle University, UK)

This study adopts a Conversation Analytic (CA) approach to examine teacher and students' use of designedly absurd formulations (DAFs) in English-as-a-Foreign-Language (EFL) classrooms for young learners. DAFs are interactional devices through which a speaker offers a deliberately deviant, exaggerated, or pragmatically incongruent proposal, typically designed to invite rejection or the production of a more reasonable alternative by the recipient. The dataset comprises approximately 36 hours of video-recorded classroom interaction collected from a private language school in China, involving one teacher and seven students. Preliminary analysis indicates that the teacher employs DAFs as an elicitation device to prompt students' rejection and

production of contextually appropriate items. However, students do not always simply reject the teacher's absurd proposals. Instead, they frequently respond by producing further DAFs of their own. Teachers typically acknowledge and develop these student-generated DAFs through laughter, repetition, or humorous expansion, rather than treating them as errors or initiating correction, before skillfully re-establishing the instructional agenda. In the design of DAFs, both teachers and students mobilize a range of multimodal resources—including prosodic variation, laughter, facial expressions, and embodied actions—to mark the talk as non-serious. This recurrent sequential pattern gives rise to what this study terms an "absurd carnival": a collaboratively sustained interactional event in which teachers and students temporarily suspend epistemic seriousness and jointly construct increasingly exaggerated absurdity. Within this framework, teacher–student affiliation is co-constructed, student agency is enhanced, and interactional competence is expanded, demonstrating the pedagogical value of absurdity and humor in young learner L2 classrooms.

Creating learning opportunities for pronunciation development in an EFL debate task: A longitudinal conversation-analytic study

Tarık Yütük (Hacettepe University, Türkiye)

How learning is documented in moment-to-moment classroom interaction has been a central concern in research regarding creating learning opportunities. Although debate tasks in classrooms constitute interactionally rich sites for student participation, little is known about how pronunciation troubles are managed and transformed into learning opportunities (cf. Sert, 2017) in meaning-and-fluency contexts. Accordingly, this conversation-analytic study investigates how pronunciation of a vocabulary item becomes interactionally emergent and relevant as a teachable in a debate activity.

Drawing on 41 hours of video-recorded interaction from an EFL preparatory classroom in Türkiye, the study traces a teacher's longitudinal treatment of a focal student's pronunciation for a specific word. It demonstrates how: (i) the teacher initially bypasses the focal student's pronunciation of a word, (ii) the teacher subsequently repairs the focal student for the incorrect pronunciation of the same word in another instance, (iii) then, the peers repair the focal student without teacher's invitation for the pronunciation of the same word, and (iv) the focal student eventually pronounces the item in a changed (correct) way that complies with the repair of both the teacher and the peers. What is more striking is that (v) the focal student orients to the correct pronunciation of the same item three weeks later in another repetition practice.

Overall, this study documents a learning trajectory in which responsibility for managing the pronunciation trouble shifts from the teacher to peers and, ultimately, to the student himself. By tracing how a single lexical item is longitudinally oriented, this study contributes to the understanding of interactional trajectory of a teachable by demonstrating how learning is enacted in interaction (Pekarek Doehler, 2010).

3. Panel Presentations

Engagement as interactional accomplishment

Alfred Rue Burch (Nanzan University, Japan)

Silvia Kunitz (Linköping University, Sweden)

Eunseok Ro (Pusan National University, Korea)

Educational research in recent years has increasingly theorized engagement as observable behavior and action (Philp & Duchesne, 2016). Despite this shift, however, engagement is still commonly treated under the rubric of individual differences, conceptualized as the outward manifestation of learners' internal psychological states. While prior research has productively examined how task design, difficulty, and learner characteristics shape engagement, comparatively little attention has been paid to the interactional infrastructures through which engagement is publicly displayed, negotiated, sustained, or withdrawn in real time. This panel takes up this gap by examining engagement as an interactional accomplishment, achieved in and through participants' moment-by-moment actions in social interaction.

In particular, existing work has rarely examined how engagement is constituted through the sequential organization of action, participants' orientations to conditional relevance and progressivity, the management of epistemic and deontic asymmetries, moral accountability, and multimodal conduct. Moreover, engagement research has focused largely on conventional classroom and assessment tasks, leaving underexplored how engagement unfolds in contexts beyond the classroom where participants may need to manage and prioritize competing concerns such as task progressivity, participation rights, and institutional responsibilities.

This panel advances an interactional reconceptualization of engagement as a co-constructed, moment-by-moment achievement. Bringing together conversation-analytic and ethnomethodological studies from diverse institutional settings—including multilingual classroom interaction, telecollaborative teacher education, second-language-mediated cooking classes, and multilingual dementia care—the panel demonstrates how engagement emerges through participants' situated management of action, rather than as a stable individual disposition.

Across the papers, engagement is shown to be closely tied to participant orientations to task relevance and priority, how task progress should be achieved, and how participation is distributed and made accountable. In multilingual classroom settings, students display engagement and persistence even with limited linguistic resources, mobilizing multilingual repertoires, embodiment, prosody, and laughter to sustain participation, and through their contributions (or lack thereof) to the task interaction and completion. In telecollaborative teacher education, engagement is accomplished through screen-mediated collaborative correction practices, where participants coordinate talk, gaze, gesture, cursor movement, and inscription to refine analytic

formulations and develop interactional awareness in publicly visible ways. In institutional care settings, caregivers deploy multimodal and multilingual “engagement packages” to re-launch stalled task trajectories while maintaining accountability for care and progressivity, and in environments such as multilingual cooking classes where participants must navigate multiple relevant activities, participants’ engagement is displayed through shifting prioritizations of task completion and interactional participation, shaped by deontic authority and epistemic access.

Overall, the papers suggest that engagement can be (re)specified beyond an individual’s psychological state, and instead be viewed as a co-constructed interactional accomplishment achieved through participants’ ongoing management of task progress, participation configurations, and accountability within specific activity ecologies. By examining engagement in and beyond the classroom, and by foregrounding participants’ own orientations to action, the panel aims to contribute a fine-grained interactional perspective that complements dominant psychological approaches to engagement.

Engagement in multiple activities: Task orientation and prioritization in multilingual cooking classes

Alfred Rue Burch (Nanzan University, Japan)

This study is a continuation of a larger project respecifying engagement vis-a-vis the affordances and constraints of 1) sequential organization, especially initiating actions and the role of conditional relevance (Schegloff, 2007) and preference (Pomerantz & Heritage, 2013), 2) multiactivity, including the simultaneity and/or prioritization of multiple courses of action (cf. Keisanen et al, 2014; Nishizaka, 2014), and orientation to the progressivity (Stivers & Robinson, 2006) of one activity over the other, and 3) deontic and epistemic asymmetries between participants. The data come from a cooking school in Japan that was advertised as providing opportunities to learn to cook international dishes while using English. The cooking instructors are from a variety of backgrounds and are given leeway to conduct the classes as they see fit, which results in some classes more heavily prioritizing the progress of the cooking task while others prioritize the opportunity to use and practice English conversational skills. This diversity of approaches leads to the instructors exercising deontic authority to differing degrees, and thus creating differing affordances for and constraints upon learner participation, especially in regards to whether or how the learners initiate courses of action (including initiating repair) and how they orient to or prioritize the ongoing activities. This study focuses on learners who attended multiple classes, thus allowing observation and comparison of how they display differing orientations and mobilize differing resources for managing their participation in the activities. Based on these comparisons, the study argues that research on task engagement within the wider field of applied linguistics (cf. Philps & Duchesne, 2016 inter alia) can benefit from fine-grained analysis of the interaction within which the task is operationalized and accomplished.

"But wait, we can do a little more": Task engagement at lower proficiency levels

Silvia Kunitz (Linköping University / Stockholm Stad, Sweden)

Jessica Berggren (Stockholm University / Stockholm Stad, Sweden)

Ida Appelgren (Saltsjöbadens Samskola, Sweden)

Johanna Duré (Saltsjöbadens Samskola, Sweden)

Karina Pålsson Gröndahl (Mariaskolan, Sweden)

This EMCA study investigates task engagement in dyadic interactions between year 9 students of Modern Languages (MLs) in Sweden. The study is part of a collaborative practice-based project aiming to provide students with opportunities for communicative use of the target language (TL). From a practice-based perspective, it is interesting to investigate how ML students complete communicative tasks because they are (a) at a basic proficiency level and (b) are not familiar with this type of activity as they typically receive focus-on-forms instruction (Aronsson, 2023). The dataset used here consists of 12 video-recorded interactions (5 in French; 7 in Spanish) between students working on open-ended problem-based tasks (Berggren et al., 2023). Each student pair received a bag or a box containing a set of laminated cards and was instructed to figure out to whom the bag belonged or what happened on the beach where the box was found. Despite not (fully) understanding the instructions, most students attempted to make sense of the task input and to solve (their interpretation of) the task problem. To do so, they used a range of resources, both linguistic (the target ML, their L1, and English) and embodied (such as embodied demonstrations) and accomplished various actions-in-interactions (e.g., proposals, disagreements, and even accounts for their emerging hypotheses). They also frequently collaborated in searches targeting vocabulary, grammar, and pronunciation. Overall, the students observably engaged with each other and with the task, despite their limited TL resources. That is, they attended to and elaborated on each other's contributions while collaboratively attempting to solve the task; when faced with TL-related trouble, they used other resources to keep their task-based interaction going, thereby orienting to task progressivity. The data therefore show that engagement is an interactional achievement resulting from the concerted effort to solve the assigned task.

"I think they punched him": Counterproposals as engagement in EFL task-based interactions

Amanda Hoskins (Linköping University, Sweden)

This EMCA study explores EFL students' engagement during the implementation of open-ended problem-based speaking tasks. Specifically, the study focuses on counterproposals as a practice through which the students' engagement with each other and with the task becomes observable. The data comprise approximately 4 hours of video recordings of dyadic task-based interactions between EFL students at Swedish upper secondary schools. The speaking task was designed following an existing blueprint (Berggren et al., 2023) to foster the practice of students' L2 IC. The students were instructed to solve the problem of what could have happened to a missing inventor; the problem was to be solved in relation to six items found in the inventor's office. These items were presented to the students in three different ways: i) as actual

objects, ii) as pictures, or iii) in a list. The analysis shows that, as the students work with the task, they engage in collaborative imagining (Murphy, 2005) by co-constructing storylines and narratives around the given items. When a storyline is proposed, it may be responded to in a range of ways, including counterproposals. With this action, a participant displays attentiveness to and (partial) disagreement with the coparticipant's ideas. Moreover, students typically account for their counterproposals by reasoning around the items and the scenario in the instructions. In this way, counterproposals are oriented to as relevant contributions that sustain task progressivity and display participant engagement as a moment-by-moment achievement. Overall, this study contributes to the research on task-based instruction and task design in L2 classrooms by showing how the open-endedness and selection of items allow for multiple interpretations and solutions to emerge. These features thereby create interactional conditions in which counterproposals can arise as opportunities for students to display and practice their L2 IC.

Active listenership as interactional engagement in an L2 oral narrative task

Erica Sandlund (Karlstad University, Sweden)

Silvia Kunitz (Linköping University, Sweden)

While the importance of narrative competencies for human existence and learning is frequently emphasized, research on the potential of various types of tellings in second language (L2) teaching and learning (cf. Pavlenko, 2006; Kasper & Monfaredi, 2021) is limited. The present study draws on data from a project on narrative competencies in L2 education focusing on the interactional affordances of different oral narrative tasks, such as opportunities for practicing telling and reciprocity as aspects of interactional competence (IC). In this paper, we focus on a personal experience telling task, implemented by year 9 student pairs in L2 English classrooms. The task was designed to provide students with the opportunity to engage in a teller – recipient interaction. Specifically, students were instructed to take turns to tell their co-participant about a particularly memorable day in their life. In our analysis we focus on how learners engage or disengage with their co-participant's telling, and with the task itself. Findings indicate that some students display active listenership through acknowledgement tokens, other-initiated repair, topic-elaboration questions, and collaborative completions. Conversely, others display disengagement through disassociated embodied conduct and minimal receipt. In cases where trouble is displayed by one learner producing the telling of a shared experience, the co-participant may engage by prompting memory triggers, thereby allowing for the collaborative recounting of a shared memory. Overall, this type of communicative tasks affords the practice of aspects of IC that are transferable to everyday life skills such as the ability to tell a personal experience to a counsellor and to play an active recipient role when coparticipants share their stories. Pedagogically speaking, our observations call for the importance of designing a variety of tasks that can facilitate the development of a range of IC skills beyond the traditional interview-like or discussion activities that often lead to parallel interaction.

From noticing to inscription: Engaging in screen-based collaborative correction practices during telecollaboration for L2 teacher education

Olca Sert (Mälardalen University, Sweden)

Mika Ishino (Doshisha University, Japan)

Eunseok Ro (Pusan National University, Korea)

This study investigates how telecollaborative tasks in CA-informed language teacher education become sites for collaboratively noticing and refining descriptions of classroom interaction, and how such practices constitute interactional accomplishments of engagement. Focusing on a parallel-course project linking student teacher (ST) education programs in Japan, Korea, and Sweden, we ask: How do STs collaboratively notice, formulate, and correct descriptions of a teacher's specific pedagogical practice during telecollaborative writing, and what correction trajectories and participation configurations organize these processes and sustain participants' engagement in the task?

The dataset consists of 687 minutes of screen-recorded interactions from multinational triads engaged in guided discovery tasks using classroom video clips and multimodal transcripts; our analysis focuses on two groups who jointly authored answers on a shared online PowerPoint. Using multimodal conversation analysis, we examine how talk, gaze, gesture, cursor movement, and on-screen inscription are coordinated when STs negotiate technical labels for teachers' actions.

The analysis identifies three recurrent correction trajectories: (1) seeking confirmation while writing, then correcting; (2) writing first, then correcting after negotiation; and (3) correcting during negotiation, then writing. These trajectories intersect with three participation configurations that distribute noticing and corrective agency between the screen controller and peers. Across three excerpts, we show how STs move from broader or initially less-fitted terms (e.g., denomination, explicit correction, scaffolding) toward more analytically precise formulations (e.g., teacher nomination, designedly incomplete utterance, encouragement).

We argue that these collaboratively accomplished corrections constitute learning-in-action and function as a key interactional infrastructure through which engagement is displayed, negotiated, and sustained. Through publicly visible, screen-mediated refinements of wording, STs manage task progress, epistemic authority, and participation in real time, thereby developing a more fine-grained professional vision of classroom interaction and a shared professional knowledge of classroom interactional competence. By reconceptualizing engagement as an interactional accomplishment rather than an internal learner disposition, the study contributes to research on telecollaboration, collaborative writing, teacher noticing, and interactional approaches to engagement in teacher education.

Doing a task, doing a relationship: Language alternation as an accountable practice in multilingual dementia care

Ali Reza Majlesi (Karolinska Institutet, Sweden)

Sophia Lindeberg (Linköping University, Sweden)

This study examines how caregivers and residents manage language alternation (Gafaranga, 1999; Musk & Cromdal, 2018) in a multilingual residential dementia care home, showing how language choice functions as an accountable institutional practice (cf. Auer, 1998) through which task progress, relational engagement, and responsibility for care are managed. Using multimodal Ethnomethodological Conversation Analysis (EMCA) of video-recorded everyday care activities (e.g., assisted eating, mobilising, coffee time), the analysis traces how Swedish is established and maintained as the institutional medium for task-relevant action, while residents' first languages (L1s) are selectively recruited at sequentially sensitive moments.

The analysis identifies recurrent engagement packages in which brief switches into residents' L1 (single words, terms of address, song lines, key directives) are coordinated with prosody, touch, and body orientation as part of multimodal practices for re-launching stalled task trajectories, managing resistance or distress, and intensifying affective alignment (Goodwin, 2006) without abandoning the institutional frame. At the same time, caregivers sometimes redirect residents' talk back into Swedish, treating language choice as consequential for mutual understanding, accountability, and the seriousness of the activity (Mondada, 2012).

The findings show that language alternation is not simply a matter of bilingual competence but an accountable care practice through which caregivers display responsibility for progressivity and residents' participation (cf. Svennevig, Hansen, Simonsen & Landmark, 2019). By specifying when alternation is ratified, ignored, or treated as problematic, the study contributes an EMCA account of how multilingual resources are mobilized to do care as both task and relationship.

Creative practices for overcoming linguistic challenges and for supporting local language learning at multilingual workplaces

Niina Lilja (Tampere University, Finland)

Salla Kurhila (University of Helsinki, Finland)

In many Western countries the population is rapidly aging, and it becomes necessary to recruit workers from abroad. At the same time, the globalized economy continues to reshape the linguistic landscape of work, and the mobility of the workforce is continuously increasing (Pennycook, 2022). As a result, multilingualism is becoming a defining feature of many work environments. Increasing linguistic diversity creates new kinds of challenges for everyday interaction at work and highlights the need to develop practices to support the learning of the local language in the workplace. Learning the local language is particularly important for the employment trajectories and long-term inclusion of adult migrants (see e.g. Lønsmann & Kraft, 2018; Lilja et al., 2022). Previous research has shown that different work contexts provide different affordances for language use and learning. In care work, for example, various interactions may provide opportunities for language learning (Kurhila & Lehtimaja, 2019). In contrast, in the physical work in factories or in the cleaning industry, opportunities for local language use and learning may be limited (Piller & Lising, 2014; Strömmer, 2017; Hoovens, 2021). Opportunities may also be restricted to acquiring only essential vocabulary and phrases. Studies on multilingual construction site interactions have shown that the names of tools and materials are known in the local language, even if other work-related communication takes place in another language or in several languages (see e.g. Kahlin et al., 2022).

Although research on multilingual workplace interactions is accumulating, we still lack a systematic understanding about how the challenges brought about by multilingualism are managed in everyday workplace interaction and how language learning happens as part of differently organized work practices. More interaction-based analyses are needed to examine how language use is connected to the organization of tasks in different work contexts, and how the challenges brought about by multilingualism are solved across different organizational settings.

This three to three-and-a-half-hour colloquium gathers researchers working on interactional data from different multilingual work settings (such as care work and construction sites). The presentations in the colloquium use (multimodal) conversation analysis to address the following research questions:

1. How are challenges brought about by multilingualism solved in work-related interactions? How is mutual understanding maintained and repaired?
2. What are the interactional practices that support local language learning at work?
3. What is the role of technology in supporting understanding (and learning)?

Problems of understanding on hold – delayed third-party repair in L2 workplace interaction

Lari Kotilainen (University of Helsinki, Finland)

Inkeri Lehtimaja (University of Helsinki, Finland)

Salla Kurhila (University of Helsinki, Finland)

Within today's increasingly transient and multilingual workforce, achieving mutual understanding can pose significant challenges. Conversation Analysis has established that when problems of understanding occur, repair organisation serves as a mechanism to restore intersubjectivity (e.g. Schegloff et al. 1977). However, even if asymmetric language skills may cause understanding trouble in second language (L2) conversation, language issues, especially outside pedagogic contexts, are not necessarily targeted with repair practices (e.g. 'let it pass', see Firth 1996, see also Kurhila 2006).

In this presentation, we focus on cases of workplace interaction in which no repair initiations signalling trouble in understanding occur, yet it becomes clear later that a L2 speaker has not understood what was said. This is evidenced by the L2 speaker taking up the problem retrospectively with a third party, after the producer of the trouble turn has left the conversation. We demonstrate how and in what kinds of situations this type of delayed repair is used.

Our data consist of video recordings within a Finnish expert organisation, focusing on the work interactions of a Ukrainian trainee. We will show that she does not initiate repair especially in socially routinized interaction – e.g., in the closing phase of the conversation. In these cases, the trainee provides minimal "claims of understanding" (see Sacks 1992), such as confirming particles or head nods. Nevertheless, the trainee verbalises understanding trouble afterwards, retrospectively verifying understanding with her supervisor.

From a CA perspective, these examples provide insight into the limits of repair practices as means to resolve problems of understanding with restricted language skills. From the L2 perspective, the cases highlight the potential of team talk as a resource for the L2 employee's participation in professional activities.

Repair in instruction-giving within multilingual construction site interaction

Regina Göke (WU Vienna University of Economics and Business, Austria)

This paper investigates workplace interactions within multilingual construction site teams from a multimodal CA perspective. Construction sites are highly task-oriented workplaces where the foreman serves as a team leader. Their work primarily involves determining the timing and sequence of each work step and issuing corresponding instructions to the co-workers. Given the growing diversity of teams in the construction sector in Germany (Destatis, 2026) and the persistent spatial and material constraints on construction sites, this managing role poses considerable interactional challenges, which become particularly visible in moments of trouble with understanding, hearing,

or speaking, and thus when participants initiate and engage in conversational repair (Schegloff, 1992).

Against this background, the paper aims to explore the conversational repair practices that multilingual construction site teams deploy to address interactional trouble in instruction-giving sequences. Based on 10 hours of video recordings from construction sites of a German steel construction company, a collection of 40 instruction-giving sequences was compiled, in which participants engage in repair. The analysis addresses four sub-questions: (i) What sources of trouble do participants orient to? (ii) Who initiates repair? (iii) What multilingual and multimodal resources are mobilised? (iv) How do participants display understanding?

Preliminary findings suggest that trouble recurs when visual access is limited, pointing gestures are ambiguous, or unfamiliar lexical items are used (e.g., an action verb in the instruction). Self-initiated repair appears to be preferred and serves not only corrective but also anticipatory functions. Multilingual resources are drawn upon, for instance, when co-workers spontaneously translate task instructions or terms for one another. Overall, the study aims to contribute to research on multilingual interaction in settings involving manual activities (e.g., Hazel & Svennevig, 2018; Lilja et al., 2025; Urbanik, 2021; Urbanik, 2024) and on the role of multimodal resources in conversational repair (Saalasti et al., 2023).

What needs to be repaired when Polish doctors talk to Norwegian patients **Magdalena Solarek-Gliniewicz (OsloMet – Oslo Metropolitan University, Norway)**

Norway has for a long time reported on the lack of specialised physicians in the country. Numerous Polish doctors learnt Norwegian and moved to work there.

How is the interaction between doctors and patients when the doctor speaks to the patient using his/her second language? What are the strategies the Polish physicians use to secure mutual understanding with their Norwegian speaking patients?

My data consist of 40 video-recordings of patient-doctor consultations from 6 Norwegian hospitals. The theoretical framework for the study is other-initiated repair theory (McCabe & Healey, 2018). I analysed my data using Conversation Analysis (Sidnell & Stivers, 2013).

In my talk I will show:

1. What the trouble sources that lead to repairs in the analysed consultations are,
2. how the repairs are initiated and solved,
3. how the feedback given by the patients is used to correct and adjust doctor's language use.

My results show that there is almost twice as many repairs initiated by patients as by physicians. Repairs initiated by the patients mainly occur after utterances containing physicians' grammatical anomalies (especially quantifiers and time expressions). Repairs initiated by the physicians mainly occur after utterances containing dialectal

features and neighbour languages. In addition, I have found that the physicians in most cases respond to patients' repairs (by approving, clarifying, repeating, correcting own mistakes and explaining professional terms), only occasionally they misunderstand the feedback or do not respond to it at all.

My study has further implications for teaching foreign languages to medical professionals and introducing the importance of different types of repairs to secure mutual understanding with their patients.

Freeze-look as a sign of understanding problems in conversation between supervisor and L2 trainee

Aino Tikkasalo (University of Helsinki, Finland)

As work-related migration increases, so does the need for language training. There is therefore a clear need to expand language learning from classrooms 'into the wild' (see Hellermann et al. 2019). From a working life perspective, the central context for this is different kinds of internships. Yet there is a lack of knowledge about the language used and interaction that occurs in internships. Likewise, there is a need to study practices that support language learning and understanding.

In this presentation, I address this issue by analysing understanding problems in internships. I will focus on adjacency pairs in which the first pair part produced by an L1 speaker does not receive a response from the L2 trainee. In particular, I examine cases in which the L2 speaker adopts a freeze-look during the trouble turn (freeze-look, see Stolle & Pfeiffer 2023). In these cases, the L1 speaker initiates self-repair; she redesigns her turn by either repeating it in a simplified form or translating it into English. Additionally, the L2 speaker's behaviour indicates that the interpretation of understanding problem was correct, as she immediately responds or reacts after the redesigned first pair part.

My data consist of video recordings from internships that are part of Finnish integration training. The interaction is between the L2-speaking trainee and her supervisor, who is an L1 Finnish speaker. The method used is multimodal conversation analysis, which is well-suited for studying L2 interaction since embodied actions can complement challenges in verbal communication (for embodied actions in L2 conversation, see e.g. Seo & Koshik 2010; Oloff 2018). The results of my study provide insights into the interaction in L2-internships and how embodied actions refine our understanding of repair organisation that is based on verbal interaction.

Materiality as a barrier and a resource for intersubjectivity and co-operation in multilingual manual labor workplaces

Louise Tranekjær (Roskilde University, Denmark)

This paper presents an analysis of video-recordings of interaction in superdiverse (Blommaert 2013) manual labor workplaces (slaughterhouses, cleaning, laundry) where

the reality of employees lacking a shared language (Tranekjær, 2020; 2025) makes the use of material resources central for achieving intersubjectivity.

The data for the analysis has been gathered through ethnographic field work that I have carried out over several years in as part of a development project focused on developing digital second language learning resources for migrant manual labor workers. It consists of video-recordings of 30 team meetings from the cleaning and laundry industry as well as video-recordings, observations and photos of daily work practices in cleaning, laundry and slaughterhouses.

The paper builds on ethnomethodological and interactional studies of second-language workplace interactions (Jokipohja 2023; Svennevig 2018; Svennevig and Hazel 2018) and studies of the role of materiality in achieving intersubjectivity and co-constructed practices (Piirainen-Mash, Lilja, and Eskildsen 2011; Lilja and Piirainen-Mash 2022; Jokipohja and Lilja 2022).

The analysis focuses on multilingual situations where material objects and/or the ‘staging’ or performing of material objects are employed as means to achieve intersubjectivity, shared epistemic territory (Heritage 2012) and co-membership (Tranekjær 2017) between managers and employees.

The paper argues that while materiality can provide a non-verbal instrument for co-construction of knowledge and instrumental cooperation (Goodwin, 2019) between workers, it does not necessarily provide for establishing the shared knowledge needed for mutual engagement and co-operation (Ibid.), that is, knowledge about not only HOW to carry out the work but the ideological, cultural and moral dimensions of WHY particular work is expected to be carried out in particular ways.

AI-mediated translation as an interactional practice in multilingual workplaces

Azar Raoufi Masouleh (Stockholm University, Sweden)

As multilingualism has become a defining feature of contemporary workplaces (Gunnarsson 2013; Angouri 2018), employees increasingly rely on digital translation tools to manage linguistic diversity in everyday work. While previous research has examined multilingual workplace interaction (Hazel & Svennevig 2018; Kurhila et al. 2023) and identified affordances for situated language learning, less is known about how AI-based translation tools are interactionally mobilized in ongoing work activities and how their use reconfigures participation and intersubjectivity.

The analysis is based on 14 hours of video-recorded technology-mediated interaction, including the use of ChatGPT for speech-to-speech translation, within a broader corpus of multilingual workplace data collected in Sweden between 2020 and 2026. The workplaces include a food production company, a graphic design firm, a car sales and repair business, a restaurant, and a café, where employees often lack a shared working language and must coordinate tasks in real time.

Adopting an Ethnomethodological Conversation Analytic (EMCA) approach, the study examines how employees integrate AI translation into task-oriented interaction, particularly in moments of instruction delivery, uncertainty, or communicative breakdown. The analysis shows how employees treat AI as an accountable interactional participant. Across recurrent cases, human participants reposition smartphones, redirect gaze, suspend ongoing manual activity, and reformulate talk into machine-directed speech, thereby reorganizing turn-taking and epistemic positioning (Raymond & Heritage 2006; Heritage 2012). Processing delays, ambiguities, and mistranslations are treated as sequentially relevant and collaboratively managed through repair and embodied coordination.

In these sequences, participation frameworks shift into triadic human–AI–human configurations, and responsibility for achieving mutual understanding becomes distributed across human actors and technological artefacts. By demonstrating how AI participation is interactionally achieved rather than technologically given, the study extends conversation analytic research on workplace interaction and mediated communication, showing how technological mediation reconfigures the distribution of epistemic accountability and authority in multilingual work.

Language-focused sequences in multilingual construction site interaction

Niina Lilja (Tampere University, Finland)

The construction industry in Finland provides employment for an increasing number of adults with immigrant backgrounds. It also attracts temporary workers. The diversification of the workforce brings about increasing multilingualism which, in turn, creates challenges for work-related language practices. In physical construction work, language is especially needed to coordinate collaborative tasks and negotiate the ways to accomplish projects (Lilja & Tapaninen, 2019; Lilja & Jokipohja, 2024). Although opportunities for local language learning are somewhat restricted in physically demanding construction work, construction sites can nevertheless be an arena for language learning. Every newcomer to the site needs to learn the relevant technical terminology and locally appropriate interactional practices (Holmes & Woodhams, 2013). For the workers with immigrant backgrounds, construction sites may also be an actual environment for acquiring the local language (Svennevig, 2018).

This paper uses multimodal conversation analysis to examine sequences in which a second language speakers of Finnish ask explicit questions about the language of interaction. Such sequences typically occur during transitional phases between work tasks. The analysis illustrates that questions about language are motivated by work-process needs, such as the need to verbally refer to a certain tool or action. The material ecology of the interaction is an essential part of the design of these questions; tools and materials are made relevant by pointing at them or by demonstrating instrumental actions associated with them.

The analysis is based on a dataset of 100 hours of video recordings from two multilingual construction sites. Language-focused questions are rare in the dataset,

and their analysis reveals interactional and structural challenges connected to language learning in manual work settings. At the same time, the findings demonstrate how such questions create opportunities for language learning in the complex ecology of the interactions at multilingual workplaces.

Multimodal projections as a site to investigate L2 IC

**Taiane Malabarba (Leibniz Institute for the German Language /
University of Potsdam, Germany)**

Søren Wind Eskildsen (University of Southern Denmark, Denmark)

Carmen Konzett-Firth (University of Innsbruck, Austria)

This panel examines resources for projection as a window onto the development of context-sensitive conduct within L2 interactional competence. Projection is a core feature of human social interaction. Turn taking is not merely reactive but relies on participants' capacity to anticipate the unit underway and render their talk recognizable as projected action in the making (Sacks et al., 1974; Schegloff, 1996). Research in interactional linguistics and conversation analysis shows that projection operates at multiple levels of interactional organization and is configured through, e.g., syntactic-semantic elements (Auer, 2005), phonological and prosodic phenomena (Local/Kelly, 1986), gaze (Rossano, 2012), and bodily conduct more generally (Goodwin, 2000; Streeck, 1995; Stukenbrock, 2018). These resources shape the production and interpretation of what is being projected, be it speakership (Kääntä, 2014; Konzett-Firth, 2023; Mondada, 2007; Mortensen, 2008), a word (e.g., in word searches, Goodwin & Goodwin, 1986), larger chunks of talk (e.g., a story or compound turns, Mandelbaum, 2012; Berger & Pekarek Doehler, 2018; Nguyen & Malabarba, 2024), and actions (e.g., Schegloff, 2007; Pekarek Doehler & Balaman, 2021; Uskokovic & Talehgani-Nikazm, 2022; Konzett-Firth & Balaman, 2025). However, little is known about how projection practices in an L2 emerge, routinize, or change over time (but see CA-SLA references above).

The contributions of this panel aim to fill this gap by addressing the following questions:

1. What resources – verbal, bodily, material – do L2 speakers use to project upcoming actions and turns and monitor and respond to others' projections?
2. How do projection practices, i.e., linguistic formats (grammar, lexicon), multimodal packaging (prosody, embodied conduct), and sequential fittedness (positioning and timing), change over time?
3. In what ways are projection practices similar and different across contexts and projectables?

Drawing on data from classrooms, video-mediated learning, vocational training, and workplaces across multiple L2s (English, Finnish, French, German, Spanish), the panel advances a multimodal, interactionally grounded, and developmentally account of projection as a core dimension of L2 interactional competence.

"I don't know if I told you" as a practice for managing common ground and projecting multi-unit turns in L2 English tutoring

**Taiane Malabarba (Leibniz Institute for the German Language /
University of Potsdam, Germany)**

Søren Wind Eskildsen (University of Southern Denmark, Denmark)

Participants in “reciprocally grounded relationships” (Enfield, 2013) continuously define, negotiate, and enact the rights, duties, and status of their relationship through social interaction. A central aspect of this work concerns how speakers orient to the common ground that accumulates over repeated encounters. This study examines the emergence and development of one recurrent resource used by an upper-intermediate L2 learner to manage common ground in video-mediated tutoring: the construction I don’t know/remember if I + verbum dicendi (e.g., tell, say, talk). Using multimodal conversation analysis and interactional linguistics in a longitudinal design, we analyze 46 video-recorded interactions collected over 16 months. In total, 20 instances were identified, first appearing in Month 3 and increasing in frequency and lexico-semantic stabilization, culminating in a cluster of uses in Month 11 and subsequent routinization of I don’t know if I told you.

In addition to changes in turn design, our analysis traces changes in sequence organization and interactional import. While early uses appear primarily in responsive position, functioning as epistemic checks on shared knowledge and treated as response-mobilizing, later uses appear in first position and operate less as checks and more as prefaces that project extended multi-unit tellings at sequence boundaries and topic transitions. These findings suggest that while the construction is used as an interactional device throughout, its interactional scope and functional range expands over time, and it becomes an increasingly routinized interactional resource for managing sequence initiation and expansion.

The study contributes to research on L2 interactional competence and the development of grammar-for-interaction (Pekarek Doehler & Skogmyr Marian, 2022) by demonstrating how learners develop context-sensitive practices for negotiating common ground and securing the floor in a recurring interactional framework with the same interlocutor. It also showcases how participants’ interactional histories (Deppermann & Haddington, forthcoming) may afford opportunities for the emergence of such practices.

Action projection in L2 sequence initiations: Learners' multimodal and plurilingual resources

Carmen Konzett-Firth (University of Innsbruck, Austria)

In plenary L2 classroom interaction with adolescent learners, the institutional context usually affords highly routinized sequence structures and topic trajectories with learners typically producing responsive turns in second position. By contrast, they only rarely find themselves in a situation where they have to use the L2 to produce sequence initiating turns. When they do, it is often for the purpose of solving a comprehension problem.

In this study I investigate instances in which learners of L2 French initiate insertion sequences during plenary classroom interaction in order to carry out epistemic requests. One of the challenges for L2 learners when making a first-position interactional contribution is to recognizably project the action underway (Jacknick, 2009). In contrast to second position turns, sequence-initiating turns cannot rely on pragmatic or sequential implications from a prior stretch of talk (Schegloff, 1996). The learners' task is made even more difficult by the discursive hierarchy inherent in teacher-student talk, by spatial arrangements and by the specific participant constellation of plenary talk (Reddington, 2018).

Learners draw on a number of different resources to deal with the task of projecting a sequence-initiating epistemic request, ranging from gestures, body movements, mimics and vocal signals to verbal means in both L2 French and German (the language of instruction). I will present results from a cross-sectional comparison of learners' practices at different levels of proficiency across six years of instruction. The analyses show a tendency towards more context-sensitive conduct by more proficient learners, exhibiting a greater ability to refine action projection through more precise sequential timing, less hindrance to progressivity and a greater ability to comply with accountability.

Making next actions explicit: "Soll ich X" as a format to invite confirmation of what to do next in L2 German

Maxi Kupetz (Leipzig University, Germany)

Understanding teachers' instructions is crucial for classroom participation. This paper explores projection by focusing on instruction sequences in the L2 German classroom (Kupetz 2021) and investigating how trouble in fulfilling an instructed task can be displayed by language learners as they formulate but delay a next action through the format "soll ich X" ("shall I X" or "do you want me to x", Gubina et al. 2024).

Research has shown that L1 German speakers use "soll ich X" to initiate a specification of how to carry out an upcoming action that the speaker herself is responsible for (Gubina 2022: 130ff). Speakers use the format in courses of actions that are already established or after instructions to seek clarification or confirmation regarding the upcoming action (ibid.). The format's function is thus dual: It formulates a next action, thereby projecting it, and at the same time delays the next step in an ongoing activity by making relevant a specification or confirmation.

The present study focuses on L2 speakers in GSL preparatory classes (with recently enrolled students) and in additional GSL lessons (with advanced language learners). In line with the methodological premises of Conversation Analysis and Interactional Linguistics, conducted in L2 classroom interaction, a cross-sectional perspective is adopted (e. g. Gardner 2013; Pekarek Doehler 2018). Students' displays of trouble in instructions sequences are investigated, with a focus on the format "shall I X" and variants (n>30). It will be shown that (more proficient) L2 speakers use the format (and variants) to make specific understandings of what to do next explicit, thereby requesting confirmation and revealing their competence to (partially) follow the goings-on in the

classroom at the same time. These observations shall contribute to a discussion of the role of projection as a core phenomenon in L2 IC across proficiency levels.

"Mister Müller, do you need to pick up your medication?" Anticipating customers' requests in pharmacy interactions in L2 German

Sam Schirm (Bielefeld University, Germany)

In German community pharmacies, many customer requests require documentation. While digital documentation is possible for many prescriptions (see ABDA, n.d.), paper documents remain common. In this presentation, I use multimodal conversation analysis (see Mondada, 2018; Sacks et al., 1974) to explore how two L2 German-speaking pharmacists orient to paper documents as projections of upcoming requests. I base my analyses on a corpus of 41 video-recorded and transcribed interactions from a pharmacy in north-western Germany.

I begin by showing how pharmacists and customers orient to paper documentation early. When customers have a paper document, they routinely enter the pharmacy visibly holding the document and hand the document to the pharmacist before or while uttering the associated request. The pharmacists thus have direct access to the document before hearing the verbal request. I then analyze cases in which customers with paper documentation either 1) demonstrate troubles of production while uttering their request (e.g., initiate a word search) or even 2) do not verbalize their request; in these contexts, the pharmacists use the paper documentation to maintain the progressivity of the encounter, for example by collaboratively completing an emerging request or by uttering a candidate request for the customer to confirm (e.g., "Mister Müller do you need to pick up your medication"). The paper documentation therefore projects what kind of request the customer will make, and the L2 pharmacists can use this projection to maintain and restore the progressivity of the interaction. I conclude by discussing how recognizing the projection of actions in progress and upcoming actions is central to interactional competence, both in the workplace (Pekarek Doehler & Petitjean, 2017) and in an L2 (Pekarek Doehler, 2019; Nguyen & Malabarba, 2024).

Projecting trouble: Longitudinal changes in multimodal word search practices in L2 German

Haley Grubb (The Ohio State University, USA)

This presentation reports on a longitudinal conversation-analytic study tracing how a beginning L2 German learner mobilizes multimodal resources to project word searches. Drawing on videorecorded conversations-for-learning collected over three university semesters, I examine how verbal and embodied practices such as head tilts, gaze shifts, hesitation markers and depictive gestures are assembled to display "doing thinking" (Goodwin & Goodwin, 1986) during such searches.

By situating the analysis around projection, word search sequences offer a particularly revealing environment for longitudinally tracing the emergence and transformation of L2

interactional competence. Initially, the learner relies on embodied cues to signal the onset and progression of a search, producing extended gaze aversion and searching gestures before soliciting or accepting help. Multimodal displays make searching visible to the L1 coparticipant and provide opportunities for scaffolded assistance. Across later semesters, shifts are observed in both the design and trajectory of projection practices. The learners initiate repair more efficiently, deploy fewer embodied search markers, and engage in selective recipient design practices, explicitly requesting words or narrowing the trouble source verbally before resorting to gestures. These developmental patterns align with previous work from Skogmyr Marian & Pekarek.

Projecting affiliation: From nodding to collaborative turn completions in L2 Spanish online interactions

Marta García García (University of Göttingen, Germany)

In everyday interactions, when participants express an opinion or an affective stance, they often seek affiliative moves from their interlocutors, these being “small” responsive actions, such as continuers or response tokens, or more elaborated such as other-turn completions. Specifically, collaborative turn completions are considered in the literature to be a key indicator of L2 Interactional Competence (Sert, 2019), since “they require recipient to closely monitor the details of the unfolding action” (Bolden, 2003, p. 188). Therefore, speakers who produce a collaborative completion demonstrate a high degree of monitoring of the previous turn’s projections in order to complete the turn in a way that fits both semantically and syntactically.

In this study, I draw on approx. 18 hours of screen-recorded data from Virtual Exchange interactions and online Conversations for Learning in L2 Spanish. In both settings there is a tension between the delicate nature of the topics discussed and participants’ limited familiarity with each other, making a prosocial orientation expected (Flint et al., 2019). I will focus on such moments when speakers producing a turn-at-talk project an “interactive turn space” (Iwasaki, 2009) or an “opportunity space” (Lerner, 2004), specifically examining how their interlocutors recognise and react to these displays.

In particular, I will compare instances of successfully produced affiliative moves – in which the collaborative completion is accepted by the first speaker – with other more problematic examples, such as when 1) the turn-at-talk projects an opportunity space for an affiliative response or a completion, but it fails to appear, or 2) a collaborative completion is produced, yet the first speaker neither accepts nor rejects it. Preliminary results suggest that the successful production of collaborative completions is related not only to proficiency levels, but also both shapes and is shaped by the relationship between the participants.

Projection and response pursuits in multilingual workplace meetings **František Tůma (Vienna University of Economics and Business, Austria)**

The shortage of qualified workforce and recent demographic developments have resulted in multilingual workplaces (Hazel & Svennevig, 2018). A central interactional challenge in meetings where diverse staff members plan and coordinate their work concerns their ability to project and recognize next actions in an L2, and to respond contingently when projected actions are delayed or absent.

The present paper draws on four hours of video recordings of naturally occurring face-to-face meetings at two multilingual production-oriented companies located in Germany and near the Austrian-Czech border. The dyadic or small group meetings revolve around discussing issues in planning and production, typically involving workers with diverse specializations and L1s. Examples have emerged from my data of moments where L2 speakers produce information requests or informings to seek information or acknowledgement, thus projecting a next action by the co-participant, but where no such action is forthcoming.

This analysis focuses on these moments, specifically how participants pursue a response that was projected by their initial turn and, simultaneously, how the co-participants (L1 or L2 speakers) respond. The analysis suggests that alongside re-specifying the projected action or potentially problematic parts in the initiating turn, the L2 speakers monitor and mobilize reciprocity through gaze and make the underlying problem recognizable through depictive gestures that enhance or elaborate the problematic actions in question. These verbal and embodied resources are deployed incrementally, sensitively, and contingently on the co-participant's actions and can be understood as methods for restoring the projectability of an action when an uptake is not forthcoming.

In this way, this paper contributes to a multimodal account of projection as a core dimension of L2 interactional competence. Simultaneously, these practices are necessary for the success of collaborative work in the multilingual workplace and, in the case of coordination within production and construction sites, also for the workers' safety.

Projecting trouble when talking to a virtual patient during a professional simulation **L2 learning activity**

Teppo Jakonen (University of Jyväskylä, Finland)

Laura Eilola (Tampere University, Finland)

Laura Kohonen-Aho (University of Oulu, Finland)

Riikka Partanen (Lapland University of Applied Sciences, Finland)

Katriina Rantala (University of Oulu, Finland)

Technology is shaping language learning practices by providing new environments for language use and interaction with other humans and various conversational agents, such as ChatGPT and social robots. CA studies have shown that the organizational

features of human-machine interaction can be quite different from human-human interaction (Mlynář et al., 2025). This requires adjustment from the human participant(s) in the domains of projection and repair. In this presentation, we explore how L2 speakers monitor a conversational agent's responses to their talk.

We draw on a video-recorded dataset (c. 5 hours) showing students in an English-medium (EMI) nursing program in Finland interacting in a virtual reality (VR)-based simulation activity designed to develop professional interactional competences in L2 Finnish. In the activity, one student interacts with a virtual patient in a simulated hospital environment with the help of a VR headset. The task involves discharging the patient after a knee operation by following pre-scripted lines displayed on the VR interface. The student's teacher and peers observe the interaction in the same physical space and view the virtual environment on a screen.

We analyse projection in turn-transition moments, after the student has finished their turn and is waiting for the virtual patient's response. Specifically, we analyse instances where the relevant next action (such as a response to a question) is not produced by the virtual patient or is delayed, and analyse how and when L2 speakers anticipate 1) trouble in the patient's recognition of their talk and 2) a need to perform corrections to their just-prior turn. We show how the L2 speakers orient to their own pronunciation as the source of these troubles as they pursue the projected response. Through a micro-longitudinal case study focusing on one student's activity, we consider processes of short-term routinization in interacting with a virtual patient.

Combining methods in research on L2 interactional competence: Benefits and challenges

Simona Pekarek Doehler (University of Neuchâtel, Switzerland)

Klara Skogmyr Marian (Stockholm University, Sweden)

The past two decades have witnessed an ever-increasing proliferation of studies investigating the nature and the development of interactional competence (IC) in a second language (L2), mostly drawing on the methodological and conceptual apparatus of Conversation Analysis (CA). It is also based on CA, and its roots in Ethnomethodology, that dominant theorizations of the notion have defined L2 IC in terms of L2 speaker's 'methods' (in the ethnomethodological sense; Garfinkel 1967) for accomplishing actions and coordinating these with others.

While the field is still comparatively young within SLA, it has seen continuous expansion, for instance in terms of increased multimodal analysis that feeds into a more fine-grained understanding of IC (Skogmyr Marian 2022), research on IC assessment that contributes to operationalizing IC (e.g., Lam et al., 2023), and studies on L2 grammar-for-interaction that help us understand linguistic resources as constitutive of L2 IC (Pekarek Doehler 2018). This panel is designed to showcase the most recent moves in this expansion of the field by addressing the ways in which CA methods are currently being combined with procedures and analytic tools stemming from other research paradigms in both fundamental and applied research. Such an endeavor is not without challenges, as it implies incorporating 'extrinsic' parameters into CA-based work, and may run the risk of corroding one of the most basic CA analytic principles, namely to ground analysis in the participants' perspective (emic perspective). Yet, recent work also testifies to the new insights and avenues for future research that such methodological combination offers, when done soundly.

In this 3-hour panel we showcase research on L2 IC that has managed to fruitfully integrate CA with methods and insights from usage-based linguistics, ethnography, pragmatics, or corpus linguistics while maintaining CA's analytical rigor. The studies highlight what can be gained by such combinations, but also discuss the challenges these imply, in terms of data preparation, analysis, and/or interpretation. They examine L2 IC in Danish, French, Mandarin Chinese, Swedish and English, both in pedagogical settings and in 'the wild'. While some studies address IC development others are concerned with IC testing, thereby showcasing the breath of current methodological developments in the field. The five papers are followed by a discussion session that critically engages with the individual contributions and scrutinizes what we can learn from them. Overall, the panel sheds light on how recent methodological advances, cumulatively, contribute to enriching our understanding of L2 IC and its development, and outlines desiderata for future research.

Environments and L2 learning: A conversation-analytic, usage-based perspective **Søren Wind Eskildsen (University of Southern Denmark, Denmark)**

Drawing on conversation analysis (CA) and usage-based linguistics (UBL), I scrutinize L2 learning as developing resources in and for social interaction – that is, locally instantiated, observable learning practices as well as long-term development of linguistic resources for accomplishing actions in concert with others. As such, I build and expand on work that understands L2 learning (1) as socially observable; (2) as accumulating and entrenching a set of construction-based linguistic resources through use; and (3) as developing interactional competence, i.e., routinisation and diversification of semiotic resources for accomplishing social actions (Pekarek Doehler & Eskildsen, 2022).

Specifically, I show how two types of interactional environments, (1) service encounters and (2) grocery shopping and cooking with friends, are distinctively instrumental to routinization and diversification. The former are relatively homogenous ecologies, where strangers prototypically fulfil expected roles and follow predictable pragmatic requirements, making these environments conducive to routinization and entrenchment. Activities with friends, on the other hand, are more heterogeneous ecologies, prototypically dependent on recurring participants and their social-interactional histories being built and talked into being through language, including the L2. This requires a wider variety of semiotic resources, making such contexts fruitful environments for routinization and diversification alike.

I present empirical examples of routinization and diversification and discuss how CA and UBL combined allows for investigations of different, but related aspects of L2 learning. CA and UBL are a powerful combination because of overlapping yet different epistemologies, and I will argue that nagging issues, e.g., the ontological nature of linguistic constructions which is central to usage-based arguments about language acquisition but a concept toward which CA is agnostic, are theoretical rather than practical and hence solvable through epistemological advances. Spanning seven months, my data consist of recordings of an L2 Danish student's real-life service encounters and grocery shopping and cooking activities with friends.

Combining CA with quantitative corpus linguistics methods in IC development research

Melissa Juillet (University of Neuchâtel, Switzerland)

Klara Skogmyr Marian (Stockholm University, Sweden)

Simona Pekarek Doehler (University of Neuchâtel, Switzerland)

This paper addresses a challenge in research on L2 interactional competence (IC) and particularly L2 grammar-for-interaction (Pekarek Doehler 2018): how to link qualitative interactional analysis with frequency-based evidence. Inspired by recent developments in 'interactional usage-based SLA' (Pekarek Doehler & Eskildsen 2022), we demonstrate how CA can be combined with corpus-linguistic methods to examine the ways in which

changes in the frequency of linguistic patterns relate to changes in interactional functions. We discuss challenges and opportunities of such a combination.

Our analyses are based on the longitudinal corpus Pauscaf-L2 (Skogmyr Marian 2022: 80h of audio-video recorded conversations between adult L2 French speakers over 6-18 months), transcribed in two formats: verbatim transcripts, compatible with corpus-linguistic extraction tools; CA transcripts (Jefferson 2004), enabling sequential and multimodal analyses.

We exemplify the procedures through two types of studies on L2 grammar-for-interaction development, the one focussing on fixed expressions (tu vois ‘you see’, en fait ‘in fact’), the other on more open constructions (pseudo-clefts). The analyses rely on back-and-forth between quantitative and qualitative methods. Using the corpus-linguistics software AntConc (Anthony 2022), we identify collocation patterns, frequencies and distribution over time and across proficiency levels, highlighting basic acquisitional trajectories that may also serve as entry points for qualitative investigations. Qualitative analyses in turn document the focal patterns’ interactional workings over time and proficiency levels. The combination of methods allows us to interrelate changes in frequency and changes in interactional functions, shedding light on the development of speakers’ IC.

The approach entails several challenges, including the need for dual transcription formats, and the manual categorization of interactional functions to maintain an emic perspective. While CA remains the primary analytical framework, we argue that quantitative analyses provide added value by helping to identify relevant analytical objects in large corpora and by supporting or refining qualitative claims with frequency-based evidence.

Evaluating language learning talk: Why mixing methods is necessary

Paul Seedhouse (Newcastle University, UK)

The language evaluation argument is that language learning talk is too complex a phenomenon to evaluate using a single methodology. CA is excellent for revealing L2 interactional competence, L2 learning as a process and for socially-distributed cognition. However, it proved extremely difficult to find concrete evidence of the learning of specific individual language items in the interaction in terms of change of individual cognitive state. Language testing specialises in doing this. We therefore experimented with ways of combining the study of interaction and vocabulary testing within the same cycle to reveal both product and process. We wanted a research design enabling valid pre- and post-testing whilst allowing pairs of users to interact during a digital learning task unperturbed by testing procedures. We present the result as the figure (Seedhouse 2024) of intertwined cycles for tasks and tests which we used to research the Lancook, Linguacuisine and ENACT digital learning environments.

CA and ethnography in research on L2 interactional competence: A critical exploration

Klara Skogmyr Marian (Stockholm University, Sweden)

Maria Rydell (Stockholm University, Sweden)

Stefan Norrthon (Stockholm University, Sweden)

The relationship between Conversation Analysis (CA) and ethnography has for long been debated among representatives of both approaches, with scholars arguing for their complementarity or incommensurability (see e.g., Hopper 1990; Moerman 1988). A recurrent discussion point is the role of context: Where CA focuses on the micro-level details of talk and typically only considers the immediate sequential environment as context, ethnography adopts a broader perspective. In a critical discussion, Maynard (2006) argues for a “limited affinity” between the two approaches, whereby ethnographic insights may be used in CA for choosing what aspects of participants’ “doing” of their identity that are worthy of analytic attention, for explicating technical vocabulary and other details of talk that the researcher is unfamiliar with, for explaining curious interactional patterns that sequential analysis does not explain (cf. Chatwin et al. 2022), and for understanding changes in practices over time.

In this talk, we extend this discussion by exploring if and how ethnography adds to or changes anything in the study of L2 interactional competence (IC) among immigrant teenagers enrolled in a Swedish language introduction program in Sweden. Data were collected during one school year and consist of 50 hours of video-recorded classroom interaction, photographs, field notes, and interviews, as well as 13 hours of observations when the students attended dance and theater performances as well as art exhibitions, as part of the performative second language teaching (Piazzoli & Dalziel 2024) used in the class. We examine the role of ethnography not only in the analysis, but also in the data collection, affecting e.g., the grouping of students in conversation tasks used for assessing baseline IC. We also discuss how we as researchers become part of the collected data and the potential effect on the investigation of L2 IC, and offer empirical examples to illustrate our observations.

Integrating CA into test design and the quantification of interactional features: The case of semi-interactive role-plays

Soo Jung Youn (Daegu National University of Education, Korea)

This study illustrates how the analytical apparatus of Conversation Analysis (CA) can be integrated into the design of a semi-interactive role-play test and the examination of quantified interactional features. While role-plays are commonly used in interactive speaking assessment, they can introduce inherent variability stemming from human interlocutors and logistical challenges of interlocutor training. As an alternative, semi-interactive role-plays offer a promising possibility for assessing IC. A critical remaining question, however, is how to balance the authenticity of elicited interactional features with the needs of standardization for assessment purposes. In this study, six semi-interactive role-play items were developed, covering a range of pragmatic actions (e.g., apologies, requests). For each action, the sequential placement of turns and

forthcoming actions were carefully considered to determine which pre-recorded turns would best elicit test-takers' subsequent turns within an anticipated course of interaction. Fifty L2 English learners at varying proficiency levels completed the semi-interactive role-play items and their performances were scored by five trained raters using analytical rating criteria. Multi-faceted Rasch measurement was employed to determine item difficulty, test-takers' ability levels, and rater performance. Once the test-takers' audio-recorded turns were transcribed, various interactional features (e.g., sequential position of discourse markers, actions related to active engagement) were coded and quantified. These quantified interactional features are compared across test-takers' performance levels and item difficulty to examine their predictive power. The findings demonstrate the extent to which CA-informed interactional features can be quantified to support the validity and reliability of semi-interactive role-plays for assessing IC. The study argues that without the analytical apparatus of CA, gathering assessment evidence for semi-interactive role-plays would be impossible. At the same time, the study addresses the challenges and conceptual tension inherent in the quantification of interactional data.

Uncooperativeness in interactions with L2 speakers

Sam Schirm (Bielefeld University, Germany)

Alexandra Gubina (Leibniz Institute for the German Language, Germany)

Interaction is fundamentally a pro-social and cooperative endeavor (Clayman 2002). For those learning to interact in an L2, the developmental task is in large part acquiring and deploying L2 resources in cooperative, i.e., context-sensitive and recognizable, ways (see Firth & Wagner 1997; Hall & Pekarek Doehler 2011). While L2 speakers and their co-interactants generally orient to the cooperativeness driving social interaction, uncooperative moments are unavoidable. From conversation analytic (CA) and interactional linguistic (IL) perspectives (see Couper-Kuhlen & Selting 2018; Sacks et al. 1974), uncooperativeness refers to actions and practices that halt the progression of the ongoing activity and/or resist the prior speaker's agenda or interactional project (Levinson, 2013) or the normative order and expectations in a particular environment in general (Clayman, 2002), for example, by misaligning with the prior speaker's activity on a structural level (Stivers et al. 2011; Steensig 2013). A speaker can also disaffiliate with the prior speaker, either by failing to recognize their intended communicative project (Imo 2013) or by not going along with their stance in the prior turn (Pomerantz 1984), challenging or countering (Koshik 2005), or criticizing and/or initiating conflict (Coulter 1990).

In interaction, both L1 and L2 speakers can be actively uncooperative by displaying resistance or unwillingness to participate in an ongoing course of action (e.g., by not answering a question or, in classroom settings, refusing to contribute to group work). Uncooperativeness may also be inadvertent, particularly when an interactant lacks the interactional competence (Hall & Pekarek Doehler 2011) to act cooperatively. For example, an L2 speaker might interrupt in ways perceived as impolite due to differing conversational norms (Gumperz & Roberts 1991), or provide minimal responses that are interpreted as disinterest in workplace or classroom settings (e.g., Cekaite 2007). Research on uncooperativeness in interactions with L2 speakers and its interplay with L2 development remains, however, scarce, with a major focus on how L2 speakers develop methods for disagreeing (see, Bardovi-Harlig & Salsbury 2004; Pekarek Doehler & [Pochon-]Berger 2011) or producing dispreferred responses (see Hellermann, 2009).

To address this gap in the research we propose the panel "Uncooperativeness in interactions with L2 speakers". We define 'uncooperative behavior' as actions that fail to go along with the projected or expected conduct, project, or activity. This includes both misaligning actions (i.e., those that diverge structurally from the prior speaker's activity) and disaffiliative actions (i.e., those that challenge the stance displayed by the prior speaker; see Stivers et al., 2011).

Panel contributions pursue such research questions as:

1. What practices do L2 speakers employ to produce uncooperative actions, and how do these practices develop over time? (e.g., Fiedler & Schirm on practices

for disconfirmations and disagreements; e.g., Thörle on responses to “difficult” questions in L2)

2. How and when do co-interactants orient to actions by Self and Other as misaligned, disaffiliative, or dispreferred? (e.g., Taleghani-Nikazm and Uskokovic on apologies; Wagner, Gubina & Konzett-Firth on dealing with non-cooperative conduct by LLMs; Balaman on language policing).

Investigating uncooperativeness through lexical form: The case of nein ‘no’ in L2-German

Sophia Fiedler (Leibniz Institute for the German Language, Germany)

Sam Schirm (Bielefeld University, Germany)

Canonically, no-particles (e.g., German nein “no”) express refusal or disagreement in response to a prior utterance (Imo, 2017). In interaction, no-particles are structurally dispreferred compared to yes-particles in response to polar questions (Raymond, 2003). There are, however, formal configurations in which no-particles agree or confirm (e.g., ANN: Spülmaschine habt ihr nicht oder? RAC: Nee ‘ANN: You don’t have a dishwasher, eh? RAC: Nope’; see Deppermann et al., 2024). In German, nein ‘no’ also functions as a repair initiator in non-responsive positions (Pfeiffer, 2017), halting progressivity in favour of intersubjectivity. Therefore, although no-particles’ canonical meanings suggest they contribute to structural uncooperativeness, they can indeed promote both social cooperativeness and social uncooperativeness (Stivers, 2022). With a focus on L2-German, we ask: How do L2-speakers of German use no-particles in talk-in-interaction?

This paper pursues this question. Using Interactional Linguistics, we compare the use of no-particles by two L2-speakers of German – Rachel and Nina. Analyzing 12 hours of audio-/video-recorded everyday German interactions during their individual sojourns in Germany, we argue that their respective use of no-particles is representative of each speaker’s larger interactional focus.

Nina produces no-particles from several languages (German nein “no”, English and Spanish no “no”) primarily to initiate self-corrections of linguistic formulations, thereby demonstrating a focus on form. That is, Nina uses no-particles to halt progressivity – a structurally uncooperative move – in order to maintain intersubjectivity by producing a linguistically acceptable utterance – a socially cooperative move. Rachel, conversely, relies primarily on German no-particles (e.g., nein, nee), and not in linguistic corrections. Rachel implements German no-particles similarly to L1-speakers, i.e., in both socially cooperative and socially uncooperative responsive actions. Her uses of nein therefore display an orientation to the interactional business at hand. Our analyses demonstrate an approach to studying (un)cooperativeness in the structural and social organization of (L2-)interaction through a lexical item.

Redirecting progressivity through "sorry": Task-oriented misalignment as strategic uncooperativeness in L1-L2 video-mediated talk

Budimka Uskokovic (The Ohio State University, USA)

This paper examines how L2 German speakers mobilize the lexical apology sorry (Fatigante et al., 2016; Robinson, 2004) to intentionally misalign with an ongoing course of action and re-establish task orientation in video-mediated L1–L2 interactions. Drawing on 28 hours of video-recorded sessions, I adopt Conversation Analysis (CA) and a multimodal lens to show how apologies can function as transition markers that redirect progressivity toward goal-relevant topics. In doing so, they enact a locally accountable form of uncooperativeness that resists the prior speaker's agenda while sustaining the activity's overarching trajectory. Building on work that documents alerting practices and technology-mediated resources in L2 interaction (e.g., embodied displays and gaze; see Uskokovic & Taleghani-Nikazm, 2022) and on research on joint attention and coordination, I track how L2 speakers sequence verbal apology tokens with embodied conduct (gaze shifts to materials, cursor movement, posture changes) to recruit the L1 interlocutor's uptake for a topic shift.

Focal analyses demonstrate that sorry accomplishes (a) public acknowledgment of a perturbation to the current line of talk, (b) a claim of responsibility for interrupting, and (c) a pragmatic pivot to the assigned task, often after brief social talk or technical setup. In these moments, L1 recipients display neutral acceptance (okay) and align by suspending their prior project, thereby revealing interactional norms for managing misalignment without escalation.

The study contributes to the panel's agenda by specifying how uncooperativeness can be an adaptive resource for L2 speakers with limited repertoires to negotiate progressivity and relevance in institutionalized tasks. It refines accounts of apology in intercultural talk by detailing its sequential environments and multimodal formatting in remote settings, extending CA work on joint attention, embodied conduct, and technology-supported coordination in L1–L2 interactions. Implications address pedagogical design that normalizes strategic misalignment for task management and equips learners with recognizable transition devices.

Apology as an interactional resource in managing intersubjectivity and progressivity in L2-L1 conversations for learning

Carmen Taleghani-Nikazm (The Ohio State University, USA)

The social action of apologizing plays a crucial role in maintaining social harmony. When apologizing, speakers index specific offenses and make a claim of having offended someone, thereby acknowledging personal responsibility for the wrongdoing (Goffman, 1971; Robinson, 2004; Heritage and Raymond, 2016). In English, brief apologies like "sorry" index a virtual offense as minimal, whereas more complex structures, such as "I'm very sorry + account", present the virtual offense as more significant (Heritage et al., 2019).

Focusing on apology sequences in dyadic L2-L1 video-mediated interactions conducted as part of a German language course assignment, this talk analyzes how German L2 speakers use of explicit apologies in English and/or German, particularly at the beginning of their conversations with L1 speakers (e.g., apologies for their inadequate German) and in repair sequences (self-repair and word searches). The L2 speakers were first, second, and third semester learners of German at an American university. The data corpus comprises of 25 hours of L2 conversations.

The analysis shows that, at the start of interaction, L2 speakers apologize to highlight potential intersubjectivity problems and disruptions to the progressivity of their turn and interaction caused by their German competence, treating these as potential offenses for which they take the blame. In this sense, the apology is forward-looking. In the context of repair sequences, explicit apologies occur when L2 speakers encounter trouble producing or retrieving the target word in German, thereby momentarily halting the progressivity of their turn. By apologizing, the L2 speaker assumes responsibility for the disruption. Here, the apology is backward-looking, addressing the just-now hindrance of progressivity of the course of action. In both interactional environments, L2 speakers treat their linguistic limitations and disruption to progressivity as an act of uncooperative behavior.

Excluding L2 speakers with parallel L1 talk: Uncooperativeness in multiparty video-mediated interactions

Ufuk Balaman (TED University, Türkiye)

In this paper, I deal with how the use of a language not shared by all co-participants becomes a dispreferred, misaligned, and uncooperative action as it is problematized in the next position in interaction in a video-mediated setting. The data for the current study comes from a transnational collaboration (telecollaboration, online intercultural exchange, virtual exchange) project between a South Korean and Turkish university. The project consisted of small-group work of the participants with a composition of two South Korean and two Turkish higher education students. The group members accomplished collaborative project work using English as an L2. Examining the screen-recordings of video-mediated multiparty interactions, I present how participants initiate parallel talk in their L1s addressed to the co-participant sharing their L1 - that is, parallel participation frameworks between Turkish-Turkish and Korean-Korean dyads. More specifically, I deal with a sequential structure unfolding as (i) a sequence maintaining the transnational participation framework (Turkish-Korean using L2 English), (ii) another sequence in L1 in the next position teasing potential L2-related troubles in the previous sequence, (iii) repair initiation in L2 by the excluded party to problematize the L1 use, and (iv) account giving by the excluding parties in the L2. I frame the phenomenon as a form of uncooperativeness and bring new insights into preference organization, uncooperativeness, and conflict in video-mediated multiparty L2 interactions.

Misaligned responses to "difficult" questions in L2 French interviews

Britta Thörle (University of Siegen, Germany)

The paper examines misaligned responses by L2 speakers in peer-to-peer interviews. In these interviews, international students at a French university were asked by local master's degree students (proficient speakers of French) about their experiences at university and their lives in the French city. 10 interviews were recorded at two points during the international students' stay abroad, once shortly after their arrival in France and a second time 6 months later (total length: 11 hours).

The interviews are characterized by the participants' joint focus on the interviewing activity, which generally results in a high degree of cooperation when producing the question-and-answer sequences of the interview. Intentional "non-responses" (Stivers & Enfield, 2010) are not to be expected. However, uncooperativeness arises when L2 speakers are unable or unwilling to readily answer questions (due to knowledge deficits, potential threats to their or their interlocutor's face, or lexical problems). These responses then fail to meet conditional relevance and jeopardize the progressivity of the conversation.

The analysis focuses on the types of responses that the participants in these interviews typically treat as misaligned and structurally dispreferred (Schegloff, 2007) and how these responses are managed interactionally. Examples include displaying a lack of understanding of the question, rejecting presuppositions contained in the question, or providing incomplete or epistemically uncertain answers. Particular attention is given to the practices of the L2 speakers (e.g., filled pauses, laughter, hedges, metacommunicative comments, and justifications) and how these practices change during their stay in France, potentially indicating a development in interactional competence (see, for example, Pekarek Doehler & Pochon-Berger, 2015).

Developmental constraints underlying uncooperativeness in L2 paired speaking tests

Kathrin Siebold (Philipps-University Marburg, Germany)

Interaction is generally organized as a cooperative enterprise in which competent speakers achieve intersubjectivity and maintain alignment with co-participants (e.g. Stivers 2022). In foreign language classroom contexts, where interaction is not only a medium of learning but also an explicit object of evaluation, cooperation and the achievement of intersubjectivity constitute central indicators of interactional competence. Consequently, in settings such as L2 paired speaking tests, candidates are expected not only to accomplish task requirements but also to display supportive, affiliative, and mutually oriented conduct towards their co-candidate. Yet, especially at lower proficiency levels, such cooperation may be difficult from an acquisitional perspective.

Drawing on conversation analysis and interactional linguistics, this study examines how uncooperative interactional patterns – understood as failures to achieve

intersubjectivity, misalignment with a projected course of action, or disaffiliation from a co-participant's stance – emerge in German L2 pair exams at CEFR levels A2 to C1. Building on established conceptualizations of L2 interactional competence (e.g., Hall & Pekarek Doehler 2011, Konzett-Firth 2023), the paper argues that limited linguistic and interactional resources at lower proficiency levels as well as the institutional nature of the setting restrict candidates' ability to engage in cooperative practices. Instead, interaction frequently exhibits parallel task orientation (Storch 2002) as a form of uncooperativeness: candidates prioritize individual task fulfilment and performance display (Luk 2010), with minimal uptake of the partner's contributions (Lam 2018), limited co-construction (Hırçın-Çoban 2023), and scarce mutual assistance. Based on a corpus of video-recorded pair exams, the analysis describes both the developmental stages of cooperative practices and the systematic occurrence of non-cooperative conduct across proficiency levels. While A2 interactions are characterized by reduced responsiveness, delayed uptake, and locally fragmented sequential organization, higher-level interactions (B1–C1) display increasingly differentiated practices of turn uptake, stance alignment, and collaborative repair (Burch et al 2020, Galaczi 2014, May 2011).

Dealing with AI's (non-)cooperation: L2 learners' orientations to misaligning LLM conduct

Paulina Luise Wagner (University of Vienna, Austria)

Alexandra Gubina (Leibniz Institute for the German Language, Germany)

Carmen Konzett-Firth (University of Innsbruck, Austria)

Research on (non-)cooperation in social interaction has shown that participants treat each other's actions as un-/cooperative depending on whether or not they advance an established shared agenda or project (Clayman 2002; Levinson 2013). Failures of cooperation can occur (a) on a structural level, e.g., when speakers misalign with the proposed activity, sequence, or terms of the prior action, or (b) on an affiliative level, when speakers fail to match the other's stance, display empathy, or orient to the action preference (e.g., Steensig 2013; Stivers 2008; Stivers et al. 2011). While these norms are well described for human-human interaction, we still know little about how such expectations are projected, violated, and managed in human-AI interaction (Mlynář et al., 2025), where one party is not an accountable social actor (Pelikan, 2023). In this paper, we examine how (non-)cooperation by LLMs is dealt with by L2 learners. We focus on moments in which learners orient to conversational AI's conduct as not aligning with expectations projected by a prior turn or sequence. Drawing on approximately 20 hours of video-recorded interactions between conversational AI systems and L2 learners of French and German, we show how learners orient to the systems' conduct as problematic and/or inapposite. Specifically, this occurs when the chatbot (1) fails to produce a conditionally-relevant next action, (2) does not follow the locally established agenda, (3) projects an action that is not subsequently produced, (4) produces an action that is not recipient-designed (e.g., does not orient to the learner's linguistic competence or to interactional histories). We show how learners implement a range of practices, including repair initiations, verbal and nonverbal responses, metapragmatic comments, task reformulations, and challenges.

4. Poster Presentations

Beyond talk: Multimodal interaction in the L2 classroom

Kazumi Namiki (Rikkyo University, Japan)

This study examines how L2 learners display interactional competence in classroom discussion activities by mobilising both linguistic and embodied resources. While previous research has highlighted the importance of developing L2 interactional competence in instructional contexts (Pekarek Doehler, 2021; Pekarek Doehler & Pochon-Berger, 2015), the role of multimodal resources in learners' interactional practices remains limited.

The analysis draws on audio- and video-recorded data from ten groups of English learners at a Japanese university, each consisting of three to four participants engaged in classroom discussion tasks. Using applied Conversation Analysis (CA), the study analyses how explicit instruction in target discussion phrases becomes consequential for the organisation of talk-in-interaction.

The findings show that learners orient to the instructed phrases as resources for managing turn-taking and sustaining participation. They collaboratively support one another's target language production and use the learned expressions to facilitate smooth transitions between turns. In addition, embodied resources such as gestures and laughter contribute to the coordination of participation and the maintenance of intersubjectivity. Overall, the analysis illustrates how learners integrate linguistic and multimodal resources in the moment-by-moment unfolding of interaction, thereby displaying interactional competence as a situated and collaborative achievement.

Disruptions: Learning opportunities in the L2 classroom

Macarena Agüero (University of Göttingen, Germany)

After the pandemic, the number of L2 learners migrating from in-person to technologically mediated activities have risen significantly. This had an impact in language learning and users started testing the different opportunities that technology was offering them to practice additional languages. This study analyses dyadic technologically mediated interactions (Sert & Balamán, 2018) of Spanish learners (C1 level) as part of their conversations for learning (Choe, Nguyen & Vicentini, 2022). During these dyadic conversations, learners contribute with spontaneous sequences after external technological disruptions that are not possible to project because they do not correspond to the conversation so far (Schegloff, 2007).

The data of this research consist of fourteen dyadic conversations of L2 learners of Spanish with a total of 230 minutes of recordings in Zoom platform. Across these different talk-in-interactions, I draw on conversation analysis to identify how the L2 students unfold their interactions after external disruptions. Furthermore, this study analyses how L2 speakers manage external disruptions and put into practice different

interactional resources to reconstruct the main topic collaboratively. To conclude, this investigation discusses the impact and advantages of disruptions on the L2 classroom.

Participation and engagement in L2 hybrid learning interaction

Sara Poikonen (University of Jyväskylä, Finland)

This poster presents my ongoing doctoral research on interaction in synchronous hybrid learning environments (i.e., both onsite and online participants) focusing on participation and engagement (see Jacknick, 2021). While hybrid teaching is increasingly common in universities, interactionally oriented research on hybrid learning remains limited (but see, e.g., Oittinen, 2022; Jakonen et al., 2025). Prior research shows that hybrid collaboration requires interactional competence, functional technology, and inclusive spatial organization (see Oittinen & Vääntinen, 2025). It has also been noted that participants in different locations have asymmetrical access to interaction (Jakonen et al. 2025), which can pose challenges for language learning or L2 use – this highlights the importance of local interactional work that supports student participation.

The data is collected from hybrid lessons from two university courses in Finland: an advanced English course and a Dutch beginner course. It includes video and screen recordings of lessons (ca. 30 hours) and interviews conducted at the end. The courses employ different hybrid configurations: the English course uses a group-to-group configuration and the Dutch course a group-to-screenfaces configuration (i.e., there is a group of student onsite and individual students on Zoom). My research draws on Multimodal Conversation Analysis (CA, see Sacks et al. 1974; Sidnell & Stivers, 2013) in the examination of the video data and to investigate teachers and learners' situated practices in constructing participation in hybrid ecologies. A secondary aim of the study is to investigate possible changes in practices during the courses.

The preliminary findings show that the teachers employ verbal and embodied resources to support student participation, e.g., technology-related instructions and verbalized expectations. The students draw on different resources depending on whether they participate in classes in person or online. Further research will clarify these practices and provide insight into developing hybrid education.