

ICOP-L2 2026

Final programme

Notes on presentations

- Presentation Sessions runs across five parallel Strands (A–E). When we refer to a specific Session, we use the notation Session 1A, Session 3D, and so on.
- Presentations within each Session have been grouped thematically. We recommend that delegates do not move between Strands mid-Session (but you can do so if you wish).
- Individual presentation slots are 30 minutes. This is made up of 20 minutes presentation, 5 minutes for Q&A, and 5 minutes for changeover to the next presenter (with a 5 minute buffer at the end of each session).
- Panel presentations follow their own internal schedule, which may differ from the 30 minute slots used in other Strands. Break timings are at the discretion of panel organisers. We therefore ask that delegates do not move in and out of panel sessions mid-Session.

Monday 24 August			
8:00	Registration opens		
9:00-12:00	Workshop 1 room 1.16	Workshop 2 room 2.14	Workshop 3 room 2.15
Workshops	<i>Visualization of video data for different audiences</i> Nathalie Schümchen-Schram	<i>Analysing interactions in digital spaces</i> Tuire Oittinen	<i>Conversation Analysis and Conversational AI</i> Adam Brandt & Spencer Hazel
12:00-13:00	Refreshments and pastries on arrival		
13:00-13:15	Conference opening Lecture Hall G56		
13:15-14:15	Keynote presentation: Paul Seedhouse (Newcastle University, UK) Human talk emerges from the interplay of two separate complex systems: Language and the interaction engine Lecture Hall G56		
14:15-14:30	Break		

14:30-16:00	Strand A room 1.17	Strand B room 2.14	Strand C room 2.15	Strand D room 1.16	Strand E room 1.18
Presentation session 1	L2 IC: longitudinal perspectives <i>Chair: Kurhila</i> <u>Hauser</u> <u>Öcel</u> <u>Garre León</u>	Teacher practices in the classroom: instruction and participation organisation <i>Chair: Kääntä</i> <u>Leyland & Ishino</u> <u>Chuang et al</u> <u>Doyğun</u>	Interaction in hybrid learning spaces <i>Chair: Oittinen</i> <u>Feick & Otha</u> <u>Vänttinen</u> <u>Luodonpää-Manni et al</u>	Discourse markers and pragmatics <i>Chair: Skogmyr Marian</i> <u>Pollari</u> <u>Carter</u> <u>Sbertoli-Nielsen & Schulz-Budick</u>	Professional and institutional interaction <i>Chair: Lilja</i> <u>Sørensen</u> <u>Svennevig et al</u> <u>Wang</u>
16:00-16:30	Break (refreshments and pastries) + Meet the authors at publications tables				
16:30-18:00	Strand A room 1.17	Strand B room 2.14	Strand C room 2.15	Strand D room 1.16	Strand E room 1.18
Presentation session 2	L2 IC: social and affective dimensions <i>Chair: Burch</i> <u>Siegel</u> <u>Özgür & Ergül</u> <u>Wagner</u>	Teacher practices in the classroom: instructions and explanations <i>Chair: Hazel</i> <u>Musk</u> <u>Kargar Dahr & Kääntä</u> <u>Kitlık</u>	Technology-mediated L2 tasks and collaborative activity <i>Chair: Taleghani-Nikazm</i> <u>Nuutinen & Oittinen</u> <u>Ren et al</u> <u>Vrbova</u>	Testing and assessment <i>Chair: Hauser</i> <u>Stephenson and Leyland</u> <u>Badem et al</u> <u>Ryška</u>	IC in simulated and real world situations <i>Chair: Greer</i> <u>Ogawa</u> <u>Shimamoto</u> <u>Pietikäinen & Komori-Glatz</u>
18:40	Walk from conference venue to welcome reception (15-20 minutes approx.)				
19:00	Welcome reception: Barbecue and drinks at ABOVE, Vermont Hotel				

Tuesday 25 August					
8:30	Registration opens (refreshments and pastries)				
9:00-10:00	Keynote presentation: Daniel Lam (University of Glasgow, UK) Conversation analysis and language assessment: Celebrating the road less travelled and exploring new avenues Lecture Hall G56				
10:00-10:30	Break (refreshments and pastries) + Poster session				
10:30-12:00	Strand A room 1.17	Strand B room 2.14	Strand C room 2.15	Strand D room 1.16	Strand E room 1.18
Presentation session 3	L2 IC: emerging practices <i>Chair: Seedhouse</i> <u>Campbell-Larsen</u> <u>Nordanger et al</u> <u>Yütük</u>	Teacher practices in the classroom: managing student responses <i>Chair: Musk</i> <u>Greenhalgh et al</u> <u>Tatar</u> <u>Şahin</u>	Virtual and video-mediated interaction <i>Chair: Balaman</i> <u>Greer et al</u> <u>Uyar</u> <u>Gültekin</u>	Panel: Multimodal projections as a site to investigate L2 IC <u>Malabarba, Eskildsen & Konzett-Firth</u> Panel introduction Konzett-Firth Kupetz Schirm	Panel: Creative practices for overcoming linguistic challenges and for supporting local language learning at multilingual workplaces <u>Lilja & Kurhila</u> Kotilainen et al Göke Solarek-Gliniewicz
12:00-13:00	Lunch + Research Connect				

Tuesday 25 August (continued)					
13:00-15:00	Strand A room 1.17	Strand B room 2.14	Strand C room 2.15	Strand D room 1.16	Strand E room 1.18
Presentation session 4	Panel: <u>Uncooperativeness in interactions with L2 speakers</u> <i>Schirm & Gubina</i> Fiedler & Schirm Uskokovic Taleghani-Nikazm Balaman	Young learners <i>Chair: Leyland</i> Yang Urlotti Kikuchi Brouwer	Virtual and video-mediated interaction <i>Chair: Satar</i> Li Shirdel & Olbertz-Siitonen Agüero & Kohlmann Biesek Lovatto & Ostermann	Panel (cont.): <u>Multimodal projections as a site to investigate L2 IC</u> <i>Malabarba, Eskildsen & Konzett-Firth</i> Malabarba & Eskildsen Grubb García García Tüma Jakonen et al	Panel (cont.): <u>Creative practices for overcoming linguistic challenges and for supporting local language learning at multilingual workplaces</u> <i>Lilja & Kurhila</i> Tikkasalo Tranekjær Masouleh Lilja
15:00-15:30	Break (refreshments and pastries)				
15:30-17:00	Strand A room 1.17	Strand B room 2.14	Strand C room 2.15	Strand D room 1.16	Strand E room 1.18
Presentation session 5	Panel (cont.): <u>Uncooperativeness in interactions with L2 speakers</u> <i>Schirm & Gubina</i> Thörle Siebold Wagner et al	Teacher education and professional development <i>Chair: Walper</i> Paul Sbertoli-Nielsen Bin Chen Fatma Melike Eşdur	Multilingualism and translanguaging in the classroom <i>Chair: Musk</i> Looney & Jung Rexgren ----- (16:30-17:00 clear)	Panel (cont.): <u>Multimodal projections as a site to investigate L2 IC</u> <i>Malabarba, Eskildsen & Konzett-Firth</i> Discussion (Pekarek Doehler) ----- (16:00-17:00 clear)	(No session)
18:00	Walk from conference venue to Gala dinner (30 minutes approx.)				
18:30	Arrival at Riverside venue, Baltic Centre for Contemporary Art for Gala dinner (meal at 19:00)				

Wednesday 26 August					
08:30	Registration opens (refreshments and pastries)				
9:00-10:30	Strand A room 1.17	Strand B room 2.14	Strand C room 2.15	Strand D room 1.16	Strand E room 1.18
Presentation session 6	Combining CA and learner self-ratings <i>Chair: Skogmyr Marian</i> <u>Ducker</u> ----- Panel: <u>Combining methods in research on L2 interactional competence: Benefits and challenges</u> <i>Pekarek Doehler & Skogmyr Marian</i> Eskildsen Juillet et al	Panel: <u>Engagement as Interactional Accomplishment</u> <i>Burch, Kunitz and Ro</i> Burch Kunitz et al Hoskins	L2 interaction and AI <i>Chair: Konzett-Firth</i> <u>Ekin & Jakonen</u> <u>Honkalammi</u> <u>Chung & Lee</u>	Peer interaction and collaborative learning <i>Chair: Hazel</i> <u>Peltonen & Kosmala</u> <u>Supakorn</u> <u>Batlle Rodríguez & Redondo Juárez</u>	English-Medium Instruction <i>Chair: Hauser</i> <u>Durna & Doyğun</u> <u>Hawkes</u> <u>Hossain & Khan</u>
10:30-11:00	Break (refreshments and pastries)				

11:00-12:30	Strand A room 1.17	Strand B room 2.14	Strand C room 2.15	Strand D room 1.16	Strand E room 1.18
Presentation session 7	<u>Panel (cont.):</u> <u>Combining methods in research on L2 interactional competence: Benefits and challenges</u> <i>Pekarek Doehler & Skogmyr Marian</i> Seedhouse Skogmyr et al Youn	<u>Panel (cont.):</u> <u>Engagement as Interactional Accomplishment</u> <i>Burch, Kunitz and Ro</i> Sandlund & Kunitz Sert et al Majlesi & Lindeberg	L2 interaction and AI <i>Chair: Konzett-Firth</i> <u>Kim</u> <u>Jia et al</u> <u>Brandt et al</u>	Peer interaction and collaborative learning <i>Chair: Walper</i> Speirs Redondo-Juárez & Batlle Rodríguez Bozbıyık	Co-teaching <i>Chair: Leyland</i> <u>Hayes</u> <u>Schwab & Hoffmann</u>
12:30-13:15	Lunch				
13:15-14:15	Keynote presentation: Silvia Kunitz (Linköping University, Sweden) Task-based interactions: A research-informed and practice-oriented exploration Lecture Hall G56				
14:15-14:30	Conference closing Lecture Hall G56				

Regular presentations

Strand 1A: L2 Interactional Competence: longitudinal perspectives

Eric Hauser (University of Electro-Communications, Japan)

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

Muhammet Öcel (Hacettepe University / Amasya University, Türkiye)

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

Víctor Garre León (Lawrence University, USA)

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

Strand 1B: Teacher practices in the classroom: instruction and participation organisation

Chris Leyland (Newcastle University, UK)

Mika Ishino (Doshisha University, Japan)

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

Tsun Yang Chuang (KU Leuven, Belgium)

Morgane Jourdain (KU Leuven, Belgium)

Emmanuelle Canut (Lille University, France)

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

Sonay Doyğun (Koç University, Türkiye)

Preference organization in a Turkish L2 classroom

Strand 1C: Interaction in hybrid learning spaces

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

Tatsuya Otha (Nanzan University, Japan)

Multimodal interaction in hybrid classrooms: Design principles for equal participation

Minttu Väänttinen (University of Jyväskylä, Finland)

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

Milla Luodonpää-Manni (University of Turku, Finland)

Teppo Jakonen (University of Jyväskylä, Finland)

Ufuk Balaman (TED University, Türkiye)

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

Strand 1D: Discourse markers and pragmatics

Emmi Pollari (University of Helsinki, Finland)

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

Ashton Carter (University of Texas at Austin, USA)

Evaluating interactional norms in L2 French: Judgments of du coup across contexts

Paul Sbertoli-Nielsen (University of Oslo, Norway)

Dorothee Schulz-Budick (Tampere University, Finland)

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

Strand 1E: Professional and institutional interaction

Søren Sandager Sørensen (University of Agder, Norway)

Questioning suspects about word definitions during police interviews

Jan Svennevig (University of Agder, Norway)

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

Søren Sandager Sørensen (University of Agder, Norway)

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

Li-Fen Wang (National Chiayi University, Taiwan)

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

Strand 2A: L2 Interactional Competence: social and affective dimensions

Aki Siegel (Stockholm University, Sweden)

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

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

Hatice Ergül (Hacettepe University, Türkiye)

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

Johannes Wagner (University of Southern Denmark, Denmark)

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

Strand 2B: Teacher practices in the classroom: instructions and explanations

Nigel Musk (Linköping University, Sweden)

Teacher-initiated retrospective orientations in instruction-giving in EFL classes

Soheil Kargar Dahr (University of Jyväskylä, Finland)

Leila Kääntä (University of Jyväskylä, Finland)

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

Sude Kıtık (Istanbul Sabahattin Zaim University, Türkiye)

Cihat Atar (Yıldız Technical University, Türkiye)

Minimal response token as an interactional resource in L2 classroom interaction

Strand 2C: Technology-mediated L2 tasks and collaborative activity

Elina Nuutinen (University of Oulu, Finland)

Tuire Oittinen (University of Jyväskylä, Finland)

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

Simin Ren (University College London, UK)

Müge Satar (Newcastle University, UK)

Paul Seedhouse (Newcastle University, UK)

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

Karla Vrbova (Østfold University College, Norway)

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

Strand 2D: Testing and assessment

Michael Stephenson (Newcastle University International Study Centre, UK)

Chris Leyland (Newcastle University, UK)

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

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)

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

David Ryška (University of Hradec Králové, Czech Republic)

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

Strand 2E: Interactional Competence in simulated and real world situations

Yosuke Ogawa (Kobe University, Japan)

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

David Shimamoto (Kobe University, Japan)

Demonstrating and assessing word knowledge during L2 task preparation

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

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

Interactional troubles in online BELF pragmatics-focused intercultural negotiation activities

Strand 3A: L2 Interactional Competence: emerging practices

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

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

Marte Nordanger (University of Inland Norway, Norway)

Søren Wind Eskildsen (University of Southern Denmark, Denmark)

Paulina Horbowicz (Adam Mickiewicz University Poznań, Poland)

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

Tarık Yütük (Hacettepe University, Türkiye)

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

Strand 3B: Teacher practices in the classroom: managing student responses

Emma Greenhalgh (University of Central Lancashire, UK)

Elizabeth Holt

Ray Wilkinson (University of Southern Denmark, Denmark)

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

Şükran Buse Tatar (TED University, Türkiye)

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

İlayda Şahin (TED University, Türkiye)

“What else?” As a response-pursuing question in a higher education EFL classroom

Strand 3C: Virtual and video-mediated interaction

Tim Greer (Kobe University, Japan)

Adam Brandt (Newcastle University, UK)

Zachary Nanbu (Doshisha University, Japan)

Giving directions in virtual reality: Discovering resources for managing fragmented perception

Gülşah Uyar (Erzincan Binalı Yıldırım University, Türkiye)

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

İzge Gültekin (Çankaya University, Türkiye)

"Here" as an interactional resource for establishing shared analytic focus in video-mediated pre-service language teachers' discussions

Strand 4B: Young learners

Zemo Hongze Yang (Newcastle University, UK)

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

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

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

Haruka Kikuchi (Nagoya Institute of Technology, Japan)

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

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

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

Strand 4C: Virtual and video-mediated interaction

Jiajun Li (University of Nottingham Ningbo China, China)

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

Mahnaz Shirdel (University of Jyväskylä, Finland)

Margarethe Olbertz-Siitonen (University of Jyväskylä, Finland)

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

Macarena Agüero (University of Göttingen, Germany)

Naiara Kohlmann (University of Göttingen, Germany)

Accounts: From virtual spaces to the language classroom

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

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

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

Strand 5B: Teacher education and professional development

Paul Sbertoli-Nielsen (University of Oslo, Norway)

Interactional linguistics for language teacher education on agreement

Bin Chen (Aix-Marseille Université, France)

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

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

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

Strand 5C: Multilingualism and translanguaging in the classroom

Stephen Daniel Looney (Pennsylvania State University, USA)

HyeEun Jung (Pennsylvania State University, USA)

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

Adrian Rexgren (Stockholm University, Sweden)

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

Strand 6A: CA and learner self-ratings

Nathan Ducker (Miyazaki Municipal University, Japan)

Schrödinger's turn: An interactional examination of willingness to communicate

Strand 6C: L2 interaction and AI

Semih Ekin (TED University, Türkiye)

Teppo Jakonen (University of Jyväskylä, Finland)

Overlap management in human-AI interaction in L2 English

Hilla-Marja Honkalammi (University of Turku, Finland)

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

Yonhee Chung (University College London, UK)

Seongyong Lee (University College London, UK)

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

Strand 6D: Peer interaction and collaborative learning

Pauliina Peltonen (University of Turku, Finland)

Loulou Kosmala (Université Paris-Est Créteil, France)

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

Sumita Supakorn (Thammasat University, Thailand)

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

Jaume Batlle Rodríguez (Universitat de Barcelona, Spain)

Paula Redondo-Juárez (University of Glasgow, UK)

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

Strand 6E: English-Medium Instruction

Fatma Kübra Durna (Abdullah Gül University, Türkiye)

Sonay Doyğun (Koç University, Türkiye)

Domain-specific epistemic asymmetries in a Turkish EMI setting

Martin Hawkes (The University of Shiga Prefecture, Japan)

Participation patterns in EMI task interactions in Japan

Monowar Hossain (Independent University, Bangladesh)

Tanvir Mustafiz Khan (East West University, Bangladesh)

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

Strand 7C: L2 interaction and AI

Skylar Seungjoo Kim (Carnegie Mellon University, USA)

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

Zilin Jia (University College London, UK)

David Wei Dai (University College London, UK)

Zhu Hua (University College London, UK)

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

Adam Brandt (Newcastle University, UK)

Spencer Hazel (Newcastle University, UK)

Tim Greer (Kobe University, Japan)

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

Strand 7D: Peer interaction and collaborative learning

Nathan Speirs (University of Glasgow, UK)

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

Paula Redondo-Juárez (University of Glasgow, UK)

Jaume Batlle Rodríguez (Universitat de Barcelona, Spain)

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

Merve Bozbıyık (Mälardalen University, Sweden)

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

Strand 7E: Co-teaching

Lewis Hayes (Newcastle University, UK)

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

Götz Schwab (Ludwigsburg University of Education, Germany)

Sabine Hoffmann (University of Palermo, Italy)

Managing interactional spaces among co-teachers in a bilingual classroom

Panel presentations

Simona Pekarek Doehler (University of Neuchâtel, Switzerland)

Klara Skogmyr Marian (Stockholm University, Sweden)

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

(Sessions 6A–7A)

Søren Wind Eskildsen (University of Southern Denmark, Denmark)

Environments and L2 learning: A conversation-analytic, usage-based perspective

Melissa Juillet (University of Neuchâtel, Switzerland)

Klara Skogmyr Marian (Stockholm University, Sweden)

Simona Pekarek Doehler (University of Neuchâtel, Switzerland)

Combining CA with quantitative corpus linguistics methods in IC development research

Paul Seedhouse (Newcastle University, UK)

Evaluating language learning talk: Why mixing methods is necessary

Klara Skogmyr Marian (Stockholm University, Sweden)

Maria Rydell (Stockholm University, Sweden)

Stefan Norrthon (Stockholm University, Sweden)

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

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

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

Alfred Rue Burch (Nanzan University, Japan)
Silvia Kunitz (Linköping University, Sweden)
Eunseok Ro (Pusan National University, Korea)
Engagement as interactional accomplishment
(Sessions 6B–7B)

Alfred Rue Burch (Nanzan University, Japan)
Engagement in multiple activities: Task orientation and prioritization in multilingual cooking classes

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

Amanda Hoskins (Linköping University, Sweden)
"I think they punched him": Counterproposals as engagement in EFL task-based interactions

Erica Sandlund (Karlstad University, Sweden)
Silvia Kunitz (Linköping University, Sweden)
Active listenership as interactional engagement in an L2 oral narrative task

Olcay Sert (Mälardalen University, Sweden)
Mika Ishino (Doshisha University, Japan)
Eunseok Ro (Pusan National University, Korea)
From noticing to inscription: Engaging in screen-based collaborative correction practices during telecollaboration for L2 teacher education

Ali Reza Majlesi (Karolinska Institutet, Sweden)

Sophia Lindeberg (Linköping University, Sweden)

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

Niina Lilja (Tampere University, Finland)

Salla Kurhila (University of Helsinki, Finland)

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

(Sessions 3E–5E)

Lari Kotilainen (University of Helsinki, Finland)

Inkeri Lehtimaja (University of Helsinki, Finland)

Salla Kurhila (University of Helsinki, Finland)

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

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

Repair in instruction-giving within multilingual construction site interaction

Magdalena Solarek-Gliniewicz (OsloMet – Oslo Metropolitan University, Norway)

What needs to be repaired when Polish doctors talk to Norwegian patients

Aino Tikkasalo (University of Helsinki, Finland)

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

Louise Tranekjær (Roskilde University, Denmark)

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

Azar Raoufi Masouleh (Stockholm University, Sweden)

AI-mediated translation as an interactional practice in multilingual workplaces

Niina Lilja (Tampere University, Finland)

Language-focused sequences in multilingual construction site interaction

Sam Schirm (Bielefeld University, Germany)

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

Uncooperativeness in interactions with L2 speakers

(Sessions 4A–5A)

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

Sam Schirm (Bielefeld University, Germany)

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

Budimka Uskokovic (The Ohio State University, USA)

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

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

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

Ufuk Balaman (TED University, Türkiye)

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

Britta Thörle (University of Siegen, Germany)

Misaligned responses to "difficult" questions in L2 French interviews

Kathrin Siebold (Philipps-University Marburg, Germany)

Developmental constraints underlying uncooperativeness in L2 paired speaking tests

Paulina Luise Wagner (University of Vienna, Austria)

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

Carmen Konzett-Firth (University of Innsbruck, Austria)

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

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)

Multimodal projections as a site to investigate L2 IC

(Sessions 3D–5D)

Carmen Konzett-Firth (University of Innsbruck, Austria)

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

Maxi Kupetz (Leipzig University, Germany)

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

Sam Schirm (Bielefeld University, Germany)

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

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

Søren Wind Eskildsen (University of Southern Denmark, Denmark)

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

Haley Grubb (The Ohio State University, USA)

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

Marta García García (University of Göttingen, Germany)

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

František Tůma (Vienna University of Economics and Business, Austria)

Projection and response pursuits in multilingual workplace meetings

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)

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

Discussant: Simona Pekarek Doehler (University of Neuchâtel, Switzerland)

Poster presentations

Kazumi Namiki (Rikkyo University, Japan)

Beyond talk: Multimodal interaction in the L2 classroom

Macarena Agüero (University of Göttingen, Germany)

Disruptions: Learning opportunities in the L2 classroom

Sara Poikonen (University of Jyväskylä, Finland)

Participation and engagement in L2 hybrid learning interaction