



Interactional Competences and Practices in a Second Language (ICOP-L2)

Barcelona, September 7th-9th, 2022

Wednesday, September 7th 2022 (Workshops)

	Room 5	Room 6	Aula Magna
14:00-18:00	Daniel Lam: Let's talk about tests: Issues in assessing interactional competence	GREIP: Under the microscope: Interaction in informal learning environments	Spencer Hazel: Turning to the body in interaction research

Thursday, September 8th 2022

	Room 5	Room 6	Room 7	Aula Magna
08:00	REGISTRATION OPENS (It will also be possible to register the day before).			
8:30-9:00	Conference Inauguration			
Chairs:	Melinda Dooly	Spencer Hazel	Xavier Fontich	Claudia Vallejo
Themes:	<i>Technology-mediated interaction</i>	<i>Work & leisure contexts</i>	<i>Language teaching & learning</i>	<i>Teaching & Teacher Development</i>
09:00 – 9:30	Dunia Martínez: Analysis of Social Interaction in Mobile Instant Messaging (MIM)	Philipp Hänggi: Language brokering in impromptu encounters between strangers	Susanne Reinhardt: Ad-hoc translating as an option for self-repair: Tracing changes in L2 learners' use of and orientation to L1-based repair practices	Katherina Walper: Teaching materials and Interactional Competence: An exploration into Chilean in-service and pre-service teachers' embodied practices.
9:30– 10:00	Jenny Gudmundsen: Language learning in the 'digital' wild: mobilizing the chat function to solve vocabulary issues	Atsushi Hasegawa: How Do L2 Speakers Manage Participation in Multiparty Interaction? Schisming and Merging in a Lunch Table Conversation	Jingxuan Wu & Carsten Roever: Proficiency and Topic Shift Sequence in Second Language Mandarin Chinese Discussion	Nimet Çopur & Adam Brandt: Teacher's squeezed-mouth smile as a social practice in L2 Classrooms
10:00 – 10:30	Paul Seedhouse & Simin Ren: Analysing Interaction in a Superdiverse, Technology-Mediated L2 Learning Environment	Nicola Nasi: Children's peer conflict mediation in the L2	Monica Clua & Natalia Evnitskaya: Was that a rhetorical question? A multimodal analysis in EMI interaction	Hanna-Ilona Härmävaara & Joonas Poikonen: Students as teachers in vocational training: multilingual instruction sequences as co-constructed translanguaging spaces

10:30-11:00 Coffee Break

Themes:	<i>Technology-mediated interaction</i>	<i>Work & leisure contexts</i>	<i>Language teaching & learning</i>	Panel: Exploring Task Engagement and Orientation through Ethnomethodological Conversation Analysis
Chairs:	Müge Satar	Taiane Malabarba	Monica Clua	Convenor: Alfred Rue Burch

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11:00 – 11:30	Ufuk Balaman: Tracking Pre-service Teacher Learning Behaviors in Video-Mediated Interactions	Bekir Güler & Betül Çimenli: Establishing Mutual Understanding in Family Game Interactions in an L2	Yeji Lee: The demonstrative property of whole class teaching: A micro-longitudinal study on a series of group presentations	Introduction (5 min) 1) 'Gamification' in the L2 English classroom: Learner engagement in plenum Kahoot games for vocabulary learning (Erica Sandlund, Pia Sundqvist, Marie Källkvist & Henrik Gyllstad)
11:30 – 12:00	Fatma Badem-Korkmaz & Natalia Evnitskaya: Teachers' turn-allocation procedures in video-mediated L2 classroom interaction	Iira Rautiainen & Tuire Oittinen: Developing collaborative practices and mutual expertise 'in situ': solving language-related difficulties in multinational crisis management training	František Tůma, Leila Kääntä & Teppo Jakonen: Task progression in L2 speaking tasks: the functions of AND-prefaced turns in EFL students' collaborative talk.	2) This is like a patience test": Engagement as observable behaviors while accomplishing untimed, open-ended tasks (Silvia Kunitz, Amanda Hoskins & Hanna Robertson)
12:00–12:30	Irina Cavaion: Investigating the feasibility of interaction strategies in the context of a telecommunication activity in early foreign language learning. The case of videocalls between Slovenian-Italian primary Neighbouring Language classrooms.	Magdalena Solarek-Gliniewicz: Patient-centred communication by Polish physicians using Norwegian as L2.	Loanne Janin: A multimodal perspective on collaborative explanations in the L2 French classroom	3) "This takes skill": Task engagement and orientation in a CLIL experiment (Alfred Rue Burch)

12:30-13:30 Keynote: Hey, teachers, leave those kids alone by Dr. Tom Koole

Lunch Break

Theme:	<i>Technology-mediated interaction</i>	<i>Work & leisure contexts</i>	<i>Language teaching & learning</i>	
Chairs:	Ufuk Balaman	Iira Rautiainen	Lari Kotilainen	Aula Magna
	Room 5	Room 6	Room 7	Aula Magna
15:00 – 15:30	Betül Çimenli: A Conversation Analytic Investigation of Interactional Competence in Multicultural Virtual Exchanges	Taiane Malabarba & Hanh thi Nguyen: Interactional competence development at the workplace: Changes in small talk initiation by an EFL hotel staff member	Olga Anatoli: Recycling self- and others' talk: Spontaneous language teaching in a Swedish-English preschool	4) Exploring the use of smartphones in language cafés (Ali Reza Majlesi & Silvia Kunitz)
15:30 – 16:00	Caroline Fairret: Investigating the Interactional English Learning Dynamics in an Institutional Blended Environment Including 'the wild'	Ibrahim Cindark: Multilingual practices in vocational programmes for refugees	Eric Hauser & Zachary Nanbu: Two practices of address in student use of L2 English for initiating actions	General Discussion

16:00 – 16:30	Marco Cappellini & Bin Chen: The development of lexical explanations in videoconference-based telecollaborations	David Wei Dai & Michael Davey: Doing being a social member: Membership categorisation practices as an indicator of interactional competence	Aya Watanabe & Mika Ishino: Doing noticing and collective sense of “strangeness” as a preamble to the emergence of teachable and learnable object in language classrooms.	DigiTask App Presentation Dolors Masats
16:30 – 17:00	Fatma Badem-Korkmaz: Teacher response pursuit practices in video-mediated L2 classrooms	Ina Celise Sortland: L2 interactional competence in workplace settings in the salmon farming industry	Carmen Taleghani-Nikazm: Managing information-seeking questions in goal-oriented course of action: A longitudinal study of L2 IC development	DigiTask App Presentation Dolors Masats

17:00-17:30 Coffee Break

Theme:	<i>Technology-mediated interaction</i>	<i>L2 learner interactions</i>	<i>Language teaching & learning</i>	<i>Language teaching & learning</i>
Chairs:	Teppo Jakonen Room 5	Daniel Lam Room 6	Eric Hauser Room 7	Silvia Kunitz Aula Magna

17:30 – 18:00	Ayşe Badem: Word Search Practices in TaskEnhanced Video-Mediated L2 Interaction	Jan Svennevig: Self-reformulation as preemptive practice in talk addressed to L2 speakers	Chris Leyland & James Riley: ‘Enhanced’ English Conversations-for-Learning: the interactional construction and affordances of notes across discussion and focus-on-form phases	David Lasagabaster & Aintzane Doiz: The use of metadiscourse markers in English-medium instruction: A comparison of two non-native contexts
18:00 – 18:30	Sajjad Pouromid: Comparing the development of Japanese EFL learners’ interactional competence in a study-abroad and a virtual exchange program	Carmen Konzett-Firth: Interactional competence in L2 French: Development of learners’ responsive turn design	Anna Carolina Oliveira Mendes: “Tell me about you. How have you been?” - A longitudinal study of invitation-to-talk sequences as resources in additional language instruction	Anna-Kaisa Jokipohja: Resources for expressing understanding – beginning L2 speaker’s ways of demonstrating and checking understanding
18:30 – 19:00	Joan Kelly Hall, Stephen Looney & Yingliang He: Digital tools for assisting access to and analysis of shared L2 classroom interaction data: Methodological challenges	Seiko Harumi: The Facilitative Use of Learner-initiated Translanguaging and Self-repair by Japanese EFL learners	Minttu Vääntinen & Leila Käätä: Gaze as a resource in seeking alignment in peer interaction around mobile devices	Esma Kot Artunc & Deniz Ortactepe Hart: Learner Familiarity as an Interlocutor Effect Influencing Dyadic Interaction in Paired Speaking Tests
19:00-19:30	Tuire Oittinen: Social, participatory and organisational uses of chat in video-mediated learning situations	Budimka Uskovic: Das ist die Uni: How do L2 speakers utilize objects to improve recipient design?	Theme: Translation: Heli Paulasto: Translational action as a multilingual resource in L2 English	Simone Morehed: Comprehension of disagreement markers in preface position by advanced L2 learners of French

Friday, September 9th 2022

Room 1	Room 2	Room 3	Room 4
Theme: <i>Technology-mediated interaction</i>	<i>Plurilingual practices</i>	<i>Interactional competences & embodiment</i>	<i>Language teaching & learning</i>
Chairs: Marco Cappellini Room 5	Chris Leyland Room 6	Melinda Dooly Room 7	Paul Seedhouse Aula Magna

8:30 – 9:00	Müge Satar: Topic management in telecollaborative exchanges for language teacher training	Inkeri Lehtimaja, Salla Kurhila, Lari Kotilainen & Arnulf Deppermann: Self-translations in multilingual professional contexts	Joona Poikonen: Practicing language skills at work: material ecology affording language learning in construction work	Khaled Al Masaed: Tracking Learnables and Teachables in L2 Arabic Dyadic Conversations-for-learning
9:00 – 9:30	Teppo Jakonen, Heidi Jauni & Olcay Sert: Achieving intersubjectivity of gaze in robot-mediated L2 interaction	Stephen Looney: Breaking Character: Implications of Footing Shifts for Assessing Interactional Competence	Johannes Wagner & Søren W. Eskildsen: Embodied and material resources for repairs in Second Language Interactions	Jackie Robbins: Observing language learner engagement through social presence analysis
9:30 – 10:00	Fulya Çolak: Investigating Design, Feedback, Implementation, and Reflection Processes of Telecollaborative Tasks Designed by Transnational Groups of Pre-Service Teachers	Marta García García: What would it be like in Germany? – Intercultural Learning in a whole-class discussion	Steven Thorne & John Hellermann: People, objects, and environments in interaction	Duane Kindt: Acquiescing to and asserting epistemic stance in sharing excerpts and analyses of learners’ own L2 interaction
10:00 - 10:30	Alia Amir, Sabria S. Jawhar & Rizwan-ul Huq: ‘How to spell Roblox?’ A multimodal analysis of co-constructed knowledge progression of spelling and lexical learning in L2 during gaming interaction in the wild	Nathalie Schümchen & Hanna-Ilona Härmävaara: Evaluation sequences in teaching and learning manual work in L2 contexts	Zachary Nanbu: Embodied list construction as a resource in L2 interaction	Macarena Agüero Bustamante: “Por ejemplo” as a TCU-initial practice in multi-unit turns during oral Spanish exam simulations.

10:30-11:00 Coffee Break

Theme:	<i>Technology-mediated interaction</i>	<i>Language teaching & learning</i>	<i>Assessment</i>	Panel: Developing linguistic resources in and for interaction: Studies at the interface of L2 grammar-for-interaction and interactional competence Convenors: Klara Skogmyr Marian & Simona Pekarek Doehler
Chairs:	Jenny Gudmundsen Room 5	Salla Kurhila Room 6	Dagmar Barth-Weingarten Room 7	
			Aula Magna	

11:00– 11:30	Zeynep Önder: How does Interculturality Emerge in a Task Enhanced Virtual Exchange Setting: A Conversation Analytic Study	Erica Sandlund: Telling in tests: Storytelling and task accomplishment in L2 conversation tests	Rania Kassir: Determining a bilingualism index: evidence from Lebanese control bilinguals.	1) Developing new interactional uses for an established linguistic resource: A longitudinal analysis of a German L2 speaker’s use of the discourse marker ‘also’ (Sam Schirm)
11:30 – 12:00	Shauny Seynhaeve: Social Interaction in Emergency Remote Teaching: the Perceptions of Newly Arrived Migrant Students	Merve Bozbiyik & Tom Morton: The Deployment of Diverse Multimodal Practices in Managing Learner Initiatives in online English Medium of Instruction Classrooms: A Micro-Analytic Investigation	Anita Thomas & France Rousset: Teaching and assessing interactional competence: a longitudinal case study in French L2.	2) The development of interactional functions of ‘no sé’ in L2 Spanish (Britta Thörle)
12:00-12:30	Semih Ekin: Interactional Story of a Co-constructed Lesson Design Activity in a Telecollaborative Exchange Project with Pre-service Language Teachers	Sonay Doygun: Role exchange as an interactional resource for maintaining progressivity in role-play interactional competence assessment tasks in L2 English	Montserrat Cañada Pujols & Maria Trullàs: Assessment of mediation activities in the context of Escuelas Oficiales de Idiomas (EOI, Official Language Schools) in Catalonia	3) The development of an L2 grammar-for-interaction: French ‘parce que’ (‘because’) in initial and final turn positions (Méllissa Juliet)

12:30-13:30 Keynote: Participation on the periphery by Dr. Tim Greer

Lunch Break

Theme: *Technology-mediated interaction*

Assessment

Chairs: Olcay Sert
Room 5

Montserrat Cañada Pujols
Room 7

Aula Magna

15:00 – 15:30	Ali Alghamdi: Organizing Repair in Online Video Mediated ESL Classroom		Costanza Menzinger: The raters' perception of oral interaction features.	4) L2 interactional competence development: Resources for doing self-presentations (Søren W. Eskildsen)
15:30 – 16:00	Gülşah Uyar: Video-Mediated Data-Led Reflection Of Transnational Pre-Service Teacher Groups On Virtual Exchange Tasks		Cheikhna Amar & Eric Hauser: Competence to participate: Student gaze shift and orientation to being selected	5) Pseudo-clefts in L2 French interaction: A developmental and multimodal study (Klara Skogmyr Marian & Simona Pekarek Doehler) Discussion (Jan Svennevig)
16:00 – 16:30	DigiTask App Dolors Masats		Dagmar Barth-Weingarten & Susanne Reinhardt: Assessing L2 interactional competence – basic ingredients	Discussion

16:30-17:00 **Coffee Break**

17:00 – 18:00 **Keynote: Language on the side: Teaching and learning manual skills in second language contexts by Dr. Niina Lilja**

18:00 – 18:30 **Conference Closing**