

The International Conference on Conversation Analysis and Language Teacher Education (icCALTE)

TED University, Ankara, Türkiye

13-15
February,
2026



BOOK OF ABSTRACTS

DIGITAL TRANSFORMATION OF LANGUAGE TEACHER EDUCATION
WITH DATA-INFORMED EVIDENCE

2023-2-TR01-KA220-HED-00018484



li.u LINKÖPING
UNIVERSITY



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PROJECT WEBSITE



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MOOC on
Classroom Interaction



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Conference Poster

The International Conference on Conversation Analysis and Language Teacher Education (icCALTE)

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13-15
February,
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The icCALTE aims to bring together researchers broadly interested in language teacher education, professional development, classroom discourse, classroom interactional competence, L2 interactional practices and competences, and L2 learning/teaching/assessment. The conference welcomes contributions drawing on ethnomethodology, conversation analysis, interactional linguistics, discursive psychology, membership categorization analysis, or other related data-led and evidence-based approaches.

The icCALTE strands include but are not limited to:

- L2/multilingual interactional competence and its development, including professional development
- L2 classroom discourse and interaction
- L2 teacher education and development
- Technologically mediated interaction, learning and teaching
- Multilingual interaction and L2 learning in classrooms and in the wild
- Assessment of L2/multilingual interactional competence
- Multimodality and materiality in L2 interaction
- Evidence-based professional development

KEYNOTES



Olcay Sert
Mälardalen University



Hansun Zhang Waring
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Important Dates

March 1, 2025	September 1, 2025	December 15, 2025	February 13-15, 2026
Submission system opens	Submission deadline	Registration deadline	Conference date



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About the DigiLTE Project

The main objective of the DigiLTE project is to digitally transform language teacher education practices by systematically drawing on data-informed evidence that the DigiLTE project team retrieved from the conversation analytic investigations into language classrooms. The DigiLTE project, therefore, set out to create a video-based, digitally-enhanced, data-led, and evidence-based language teacher education environment.

The DigiLTE project activities included collecting, transcribing, analyzing, cataloguing, and processing language classroom interaction data (WP2); transforming the catalogued classroom videos into language teacher education materials coupled with target-specific lectures and activities (WP3); and operationalizing the project results in actual language teacher education settings through video-mediated transnational lesson co-designs for practicum teaching followed by reflection practices (WP4).

The main results of the DigiLTE project were brought together as a digital catalogue of language classroom interaction and in the form of a MOOC, an open-access online course (i.e., the DigiLTE Environment; WP3), on Classroom Interaction for (Pre-Service) Language Teachers and Teacher Educators:

Visit the DigiLTE environment at <https://learn.tedu.edu.tr/index.php?id=4>

- Register to TEDU Learn (watch how to video: <https://youtu.be/N0zzhZnweF0>)
- Click on the DigiLTE Environment and select the MOOC on Classroom Interaction for (Pre-Service) Language Teachers and Teacher Educators.
- Enrol to the course.
- Agree with the Terms of Use and Code of Ethics.
- Complete the introductory units on Conversation Analysis and Classroom Interactional Competence.
- Complete 38 sub-units under 6 main units and explore lectures and practices along with a great diversity of hands-on activities.
- Take the end-of-course assessment and earn a badge for course completion.
- Do not forget to share your feedback with the DigiLTE Project Team.

Project Info Card:

Project Name	DIGITAL TRANSFORMATION OF LANGUAGE TEACHER EDUCATION WITH DATA-INFORMED EVIDENCE
Project Acronym	DigiLTE
Programme	Erasmus+
Project Number	2023-2-TR01-KA220-HED-000184847
Action Type	Cooperation partnerships in higher education (KA220-HED)
Project Website	https://digilte.org
MOOC	https://learn.tedu.edu.tr/index.php?id=4
e-mail addresses	digilte@tedu.edu.tr & digilteproject@gmail.com
Project Period	Start: 15.03.2024 - End: 14.03.2026
Partners	TED University (coordinator), Linköping University, University of Potsdam, International University of Catalonia, Bartın University

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CONFERENCE SCHEDULE

(click on the title of each presentation to view the abstract)

13th of February, 2026 - Friday

08:45	Registration opens		
09:30 - 10:30	Workshop 1: Classroom Interactional Competence and Language Teaching <i>Nilüfer Can Daşkın, Hacettepe University</i> Multi-purpose Hall		
10:30 - 11:00	Coffee Break		
11:00 - 12:00	Workshop 2: An Introduction to the DigiLTE Learning Environment: Exploring Data-Informed Evidence for Language Teacher Education  <i>DigiLTE Project Team</i> Multi-purpose Hall		
The International Conference on Conversation Analysis and Language Teacher Education (icCALTE)			
13:30 - 14:30	Opening remarks & DigiLTE Project Keynote Digital Transformation of Language Teacher Education with Data-informed Evidence <i>Ufuk Balaman, DigiLTE Project Coordinator, TED University</i> Multi-purpose Hall		
14:30 - 15:00	Coffee Break		
15:00 - 16:00	Parallel Sessions 1		
	Room 1 <i>Teacher professional development</i>	Room 2 <i>Technology-mediated pedagogical interactions</i>	Room 3 Invited Panel <i>Fundamental CA research on L2 interaction: Lessons for applied CA research</i>
14:30 - 15:00	Enacting disciplinary knowledge through activity proposals: A conversation analytic study of transnational video-mediated lesson planning <i>Fatma Feyza Bahar, İzmir Katip Çelebi University</i>	Language alternation in video-mediated pre-performance planning conversations <i>Merve Hırçın Çoban, Middle East Technical University & Tuğçe Temir, University of Turkish Aeronautical Association</i>	1. Panel introduction <i>Simona Pekarek Doehler, University of Neuchâtel</i> 2. Longitudinal research on interactional competence in the 'wild' <i>Simona Pekarek Doehler, University of Neuchâtel</i> 3. CA for L2 classroom interaction: what developmental research can add to the story <i>Carmen Konzett-Firth, University of Innsbruck</i> 4. Second language learning as local and long-term process in and for social interaction <i>Søren W. Eskildsen, University of Southern Denmark</i>
15:00 - 15:30	Reflecting on the fuzzy boundaries of lesson ending: A collaborative action research project for professional development <i>Elisabeth Wulff Sahlén, Duygu Sert, Olcay Sert, Merve Bozbiyık, Christa Roux Sparreskog, Mälardalen University</i>	External disruptions: Incidental sequences in dyadic technologically mediated interactions between L2 Spanish learners <i>Macarena Agüero Bustamante, University of Goettingen</i>	
15:30 - 16:00	Transferring interactional practices from dialogic reflection to task reconstruction in collaborative action research	Managing technology-related asymmetries in hybrid language classroom interaction <i>Teppo Jakonen, University of Turku</i>	

	<i>Tuğçe Temir, University of Turkish Aeronautical Association & Fatma Melike Eşdur, Social Sciences University of Ankara</i>		
16:30 - 17:00	Coffee break		
17:00 - 18:30	Parallel Sessions 2		
	Room 1 Technology-mediated classroom interaction	Room 2 AI-mediated L2 interaction	Room 3 Invited Panel - continued Fundamental CA research on L2 interaction: Lessons for applied CA research
16:30 - 17:00	<u>Accounting for hybridized activities in university students' video-mediated breakoutroom interactions</u> <i>Elina Nuutinen, University of Oulu</i>	<u>"OK bye" navigating closings in LLM-student interactions: A conversation analysis of language learners' practices</u> <i>Paulina Luise Wagner, University of Vienna</i>	<ol style="list-style-type: none"> 5. <u>Research developments in the multimodal analysis of L2 interaction</u> <i>Niina Lilja, Tampere University</i> 6. <u>Conversation analytic research on video-mediated L2 interaction</u> <i>Tuire Oittinen, University of Jyväskylä</i> 7. <u>Do language testers need conversation analysts, and vice versa?</u> <i>Daniel M. K. Lam, University of Glasgow</i> 8. <u>Panel closure</u> <i>Simona Pekarek Doehler, University of Neuchâtel</i>
17:00 - 17:30	<u>Teacher-initiated repair and learner orientation in video-mediated L2 role-play</u> <i>Fatma Karaca Turhan & Osman Turhan, Yıldız Technical University</i>	<u>Repair trajectories and L2 interactional competence in peer and AI interactions</u> <i>Skylar Seungjoo Kim & Rémi A. van Compernelle, Carnegie Mellon University</i>	
17:30 - 18:00	<u>Managing silence and response pursuit in the virtual EFL classroom</u> <i>Şükran Buse Tatar, TED University</i>	<u>The use of multimodal resources in positioning AI during human-AI interaction</u> <i>Dilara Ergenç & Semih Ekin, TED University</i>	

14th of February, 2026 - Saturday

08:30	Registration opens		
09:00 - 11:00	Parallel Sessions 3		
	Room 1 Longitudinal studies	Room 2 L2 classroom interaction - Languages other than English	Room 3 Invited Panel CA perspectives on Classroom Interaction in Teacher Education: State of the art and future directions Part 1: Studies of classroom practices focusing on teaching activities
09:00 – 09:30	From interactional trouble to L2 development: A longitudinal study on learner-initiated L2 construction learning in kindergarten <i>Emel Tozlu Kılıç, Giresun University</i>	"Ya Ustaz?": multimodal openings and closings to requests for assistance in an advanced Arabic media course <i>Seth McCombie, BYU & Khaled Al Masaeed, CMU</i>	<ol style="list-style-type: none"> Panel introduction <i>Maxi Kupetz, Leipzig University</i> Novice and expert teachers' use of English in word clarification episodes in the Chinese-as-a-second-language classroom <i>Xiaoyun Wang & Manli Li, University of Alberta</i>
09:30 - 10:00	Tracking the accessibility of the use of hinting as a response-pursuit practice: A longitudinal conversation-analytic study <i>Tarık Yütük, Hacettepe University</i>	Question modification: teacher's remedial practice during the IRF sequence in lower-level KFL classrooms <i>Hee Chung Chun, Rutgers University</i>	<ol style="list-style-type: none"> A comparison of teacher practices in lesson-opening routine inquiries: Promoting and preventing opportunities for the development of L2 interactional competence <i>Alexandra Gubina, Leibniz Institute for the German Language (IDS Mannheim)</i>
10:00 - 10:30	Does repair always repair? A longitudinal look into other repair in an English private tutoring setting <i>Ali Anaç, Amasya University</i>	Deictic gestures and their pedagogical role in language classroom <i>Farbod Farahandouz, Sorbonne Nouvelle</i>	<ol style="list-style-type: none"> Missed learning opportunities? Practices of discourse in the German-as-a-second-language classroom <i>Tabea Becker, Leibniz University Hannover & Juliane Stude, Münster University</i>
10:30 - 11:00	From other-initiated accounts to self-accounting: a longitudinal conversation analysis of gameplay interactions of L2 English learners <i>Fevzi Umut Özçelik, Ordu University</i>	Student practices of initiating sequences to establish word meanings in a German L2 preparatory classroom <i>Christl Langer, University of Potsdam/Leipzig University</i>	
11:00 - 11:30	Coffee Break		
11:30 - 13:00	Parallel Sessions 4		
	Room 1 Peer interactions	Room 2 L2 Classroom interaction	Room 3 Invited Panel - continued CA perspectives on Classroom Interaction in Teacher Education: State of the art and future directions Part 1: Studies of classroom practices focusing on teaching

			activities
11:30 - 12:00	<p>Returning to the expert: Learner practices for reinstating teacher's institutional identity during pair work activities <i>Soheil Kargar Dahr, University of Mazandaran; Baqer Yaqubi, University of Mazandaran & Sajjad Pouromid, Setsunan University</i></p>	<p>The use of artefacts for doing other repair in L2 classroom interaction <i>Semih Ekin & Arzu Kanat Mutluoğlu, TED University</i></p> 	<p>5. en grecia es (.) ja auch so 14 (.)15 uhr mittagessen – Translanguaging in the Spanish-as-a-foreign-language classroom: Why this language (not) now? <i>Marta García García, Georg-August-Universität Göttingen</i></p> <p>6. (Un-)Coordinated teamteaching practices in a bilingual classroom <i>Sabine Hoffmann, University of Palermo & Götz Schwab, Pädagogische Hochschule Ludwigsburg</i></p> <p>7. Discussion of interim results <i>Maxi Kupetz, Leipzig University</i></p>
12:00 - 12:30	<p>Interactional competence checklists as an epistemic resource for managing resistance in video-mediated L2 advising interactions <i>Kübra Ekşi, National Defense University</i></p>	<p>Desk interaction in language classrooms: Current scope and new directions of CA research in the field <i>Thorsten Schröter & Marwa Amri, Mälardalen University</i></p>	
12:30 - 13:00	<p>Question-asking as topical work in a peer-led L2 conversation circle <i>Seren Özgür, Istanbul Aydın University & Hacettepe University</i></p>	<p>Exploring the interactional dynamics of embodied learner disengagement and non-participation in post-pandemic face-to-face classes <i>Melike Demir Bektaş & Derya Ilgın Yaşar, Middle East Technical University</i></p>	
13:00 - 14:00	Lunch (served on site)		
14:00 - 15:00	<p>Keynote From guided discovery tasks to reflective interactions: CA-informed teacher education and continuous professional development for all <i>Olcay Sert, Mälardalen University</i> Multi-purpose Hall</p>		
15:10 - 16:40	Parallel Sessions 5		
	<p>Room 1 Post-practice conversations</p>	<p>Room 2 Professional development/collaboration</p>	<p>Room 3 Invited Panel CA perspectives on Classroom Interaction in Teacher Education: State of the art and future directions Part 2: Studies of professionalization processes of pre-service language teachers</p>
15:10 - 15:40	<p>Opening space for reflective talk through embodiment in post-observation conversation <i>Fatma Melike Eşdur, Social Sciences University of Ankara</i></p>	<p>Lecturer feedback practices in online city planning studios: Evidence-based insights from multimodal conversation analysis <i>Esratur Efeoglu Özcan, Gazi University & Merve Bozbıyık, Mälardalen University</i></p>	<p>8. "how funny one talks" – CA as a tool to reconstruct 'orality' as a threshold concept for prospective German teachers <i>Julia Sacher, University of Cologne</i></p> <p>9. Making sense of the language classroom: Professional vision in</p>

15:40 - 16:10	How ESL students are socialized into doing peer-to-peer academic question-and-answer sessions post-presentation: A conversation analytic account <i>Sean Hughes, Teachers College, Columbia University</i>	Promoting reading and writing development among multilingual students in need of special educational support <i>Christa Roux Sparreskog & Alexandra S Dylman, Mälardalen University</i>	student teachers' talk about a German language lesson <i>Björn Stövesand & Ann-Christin Leßmann, Bielefeld University</i> 10. CA and TBLT: exploring student teachers' views on combining the two approaches when designing pedagogical tasks for L2 interactional competence <i>Carmen Konzett-Firth, University of Innsbruck</i>
16:10 - 16:40	Data-led insights into student wellbeing: Linking participation, engagement, and reflection in higher education <i>Merve Bozbiyik, Mälardalen University</i>	Linking interactional competence and focus on form in teacher education for German as a second language <i>Daniela Rotter, University College of Teacher Education Styria</i>	
16:40 - 17:10	Coffee break		
17:10 - 18:40	Parallel Sessions 6		
	Room 1 Video-mediated interaction in teacher education* *This session partly features the DigiTask web app: https://digitask.app/	Room 2 L2 Classroom interaction – Bi/multilingualism & Translanguaging	Room 3 Invited Panel CA perspectives on Classroom Interaction in Teacher Education: State of the art and future directions Part 2: Studies of professionalization processes of pre-service language teachers
17:10 - 17:40	I came with evidence: how pre-service teachers build reflection through video data <i>Gülşah Uyar, EBYU </i>	The translanguaging turn in L2 classroom repair: Teacher translation as an emergent repair practice <i>Ufuk Girgin & Seval Koca, Erciyes University</i>	11. Tracing reflective practice in video-based casework in German-as-a-foreign-language teacher training <i>Kathrin Siebold, Philipps-Universität Marburg</i>
17:40 - 18:10	From feedback to practice: Integrating convergent and divergent multimodal feedback into telecollaborative tasks <i>Fulya Çolak, Izmir Institute of Technology </i>	Candidate understandings as interactional resources for progressivity: A conversation analytic perspective <i>Sema Betül Demirezen & Erik Voss, Teachers College, Columbia University</i>	12. What now?: relating teaching materials with novice teachers to engage language learners in initiating a first task-related topic in video-mediated interactions with L1 speakers of German <i>Budimka Uskokovic, The Ohio State University</i>
18:10 - 18:40	Responding to proposals in video-mediated virtual exchange settings <i>Hasan Felat Kocahal, TED University </i>	Turn-initial agreements as self-selection practices: a conversation analysis study of L2 international competence in online group speaking tests <i>Fatma Badem, UIC & Christopher Leyland, Katherina</i>	13. Panel discussion <i>Maxi Kupetz, Leipzig University</i>



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		<i>Walper, Michael Stephenson, Newcastle University</i>	
19:30	Conference Dinner - New Park Hotel		

15th of February, 2026 - Sunday

09:00 - 11:00	Parallel Sessions 7		
	Room 1 <i>Gameplay interaction & Classroom interaction</i>	Room 2 <i>EMI classroom interaction</i>	Room 3 <i>DigiLTE Project – EFL Classroom Interaction Panel</i> 
09:00 - 09:30	Vision and instructions in pool games <i>Burak S. Tekin, Ankara Yildirim Beyazit University</i>	From lecturing to scaffolding understanding in Japanese EMI classrooms: Exploring CDFs, semantic waves, and multimodality <i>Natalia Evnitskaya, Universitat Internacional de Catalunya & Mark Antony de Boer, Akita International University</i>	Teacher-initiated retrospective orientations in EFL classes <i>Nigel Musk & Silvia Kunitz, Linköping University</i> 
09:30 - 10:00	Multimodal work of doing humour in L2 classrooms <i>Nimet Çopur Uygun, Recep Tayyip Erdogan University</i>	Interactional resources that establish student participation in an EMI context <i>Fatma Kübra Durna, Abdullah Gül University; Sonay Doyğun, Koç University & Amanda Yeşilbursa, Bursa Uludağ University</i>	Transitioning back to plenary talk in L2 English classroom interaction <i>Taiane Malabarba, University of Potsdam/IDS Mannheim & Christ Langer, University of Potsdam/Leipzig University</i> 
10:00 - 10:30	Teaching grammar in L2 classroom interaction: Eliciting grammatical explanations as an interactional resource <i>Muhammet Öcel, Hacettepe University</i>	EMI pedagogy–interaction interface: Revisiting Seedhouse (2004) and Walsh (2006) for a data-led understanding of L2 English-medium university classrooms <i>Pınar Turan & Hale Işık-Güler, Middle East Technical University</i>	“What else?” as a response-pursuing question in a higher education EFL classroom <i>İlayda Şahin, TED University</i> 
10:30 – 11:00	Pragmatic dimensions of teacher feedback as evidence of classroom interactional competence <i>Elena Pleshakova, Rheinische Friedrich-Wilhelms-Universität, Bonn</i>	Referencing testing principles as an interactional resource in L2 teacher education: examining peer feedback dynamics <i>Müberra Berna Baydar & Çiler Hatipoğlu, Middle East Technical University</i>	Check the heading. What does it say?: Teacher hinting as an interactional and pedagogical resource in the EFL classroom <i>Natalia Evnitskaya & Lexi Dawn, UIC</i> 
11:00 - 11:30	Coffee break		
11:30 - 12:30	Keynote Conversation Analysis on and for Language Teacher Education Hansun Zhang Waring , Teachers College, Columbia University Multi-purpose Hall		
12:30 - 12:45	Closing remarks & Farewell		



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ABSTRACTS

(ordered based on their appearance in the [conference schedule](#))

Classroom Interactional Competence and Language Teaching

Nilüfer Can Daşkın
Hacettepe University

With the use of Conversation Analysis (CA) as a research methodology, we are now gaining a better understanding of Classroom Interactional Competence (CIC) through fine-grained analysis of naturally-occurring talk in interaction in classrooms. No matter how well the lessons are planned and instructional materials are designed, it is in and through classroom interaction that they are put into practice by adding variety and flexibility as well as creating space for teaching and learning opportunities. Exploring CIC in different classroom contexts and revealing its defining features can, in turn, inform teaching and teacher education practices by offering insights into actionable disciplinary knowledge (e.g. DigiLTE). In this workshop, I aim to introduce CIC and show what kinds of interactional features and practices it encompasses as being uncovered with increasing conversation analytic classroom interaction research. After presenting an overview of the scope of relevant research conducted in the literature, I will provide sample extracts to demonstrate CIC and involve participants in hands-on activities that focus on working with real classroom interactional data. Although this workshop does not have a research-design focus not aiming to present a research methodology, it is planned in such a way that participants will be engaged in making some basic analysis of classroom data-sets coming from existing research in order to identify the emerging patterns of the focal phenomenon. In this way, it is expected that the workshop will raise awareness of the construct CIC, its systematicity as well as complexity and the basic CA analysis of real classroom data and what it has to offer for instructional opportunities.

An Introduction to the DigiLTE Learning Environment: Exploring Data-Informed Evidence for Language Teacher Education

Arzu Kanat-Mutluoğlu, TED University
&
Nigel Musk & Silvia Kunitz,
Linköping University

This workshop aims to provide practical uses of the main outcome of DigiLTE Project. The DigiLTE project primarily addressed all the digital transformation needs in higher education settings by drawing on the Digital Education Plan 2021-2027 (Action 5) and The European Framework for the Digital Competence of Educators (DigCompEdu) by specifically focusing on language teacher education. On this vein, the DigiLTE, open online class, developed by the project team by collecting data from the classroom, analyzing and categorizing it to let the pre-service teacher examine actual teaching and learn from the data-informed evidence. The identified need of both pre-service teachers and language teacher educators for sound, feasible, and accessible ways of familiarising themselves with the data-informed evidence and learning from the actual practice in the field. A theoretical introduction to classroom interaction and classroom interaction competence are followed by the guided practices of the workshop participants on DigiLTE Environment. Addressing the language teacher educators, the workshop concludes with the presentations of examples for the integration of the DigiLTE environment into the classes in language teaching programs.

Transferring interactional practices from dialogic reflection to task reconstruction in collaborative action research

Tuğçe Temir, University of Turkish Aeronautical Association
&
Fatma Melike Eşdur, Social Sciences University of Ankara

Collaborative action research (CAR) offers teachers a structured yet dialogic arena for reflecting on practice and collaboratively shaping future instruction. Within CAR, the movement from reflection on action to reflection for action is rarely examined at the level of micro-interaction. This study explores how interactional patterns produced during reflection are transferred into task reconstruction in a preparatory-school context at a foundation university. The data consist of one video-recorded CAR meeting involving three in-service English language instructors and one facilitator. Drawing on a multimodal conversation analysis framework, the study investigates the sequential and multimodal practices through which teachers move from reflecting on prior lessons to collaboratively reconstructing upcoming tasks. Findings reveal striking continuities between the two phases. In the reflection segment, teachers routinely displayed agreement, overlapping talk, idea expansion, suggestion, and listenership cues (e.g., nodding, mutual gaze) to sustain the reflective flow and co-develop interpretations of their teaching. These same practices re-emerged in the task-reconstruction segment, where participants jointly transformed insights from reflection into concrete instructional decisions. This transfer of interactional patterns suggests that collaborative reflection does not merely precede planning but actively shapes it through recognizable, repeatable conversational resources. The study illuminates how micro-level interactional practices underpin the shift from reflection on action to reflection for action within CAR. Theoretically, it contributes to understanding reflection and planning as interconnected multimodal accomplishments. Practically, it underscores the importance of facilitating dialogic spaces in which teachers can reflect, enact, refine, and transfer collaborative practices across the reflective–planning interface.

Reflecting on the fuzzy boundaries of lesson ending: A collaborative action research project for professional development

*Elisabeth Wulff Sahlén,
Duygu Sert,
Olca Sert,
Merve Bozbıyık &
Christa Roux Sparreskog,
Mälardalen University*

Teachers' reflections on their own interactional classroom practices have been subject to close analyses for continuous professional development (CPD) in higher education (Sert et al., 2025). Action research (Burns, 2015) has been instrumental in several of these studies, particularly when practitioners and researchers collaborate (i.e., collaborative action research, CAR; see Sert & Jonsson, 2024). Using a conversation analysis-informed action research perspective, we (three university teachers and two facilitators) employ CAR to document and reflect on our interactional practices surrounding lesson endings (see İçbay, 2025) in university classrooms in Sweden. The data consist of 36 hours of video-recorded classroom interactions, two video-recorded collaborative reflection meetings and written self-reflections. We combine conversation analytic investigations of English language, linguistics, and teacher education lessons with an ethnographic treatment of reflections (see Sert et al. 2025). Our findings indicate that common practices and actions for lesson endings involve announcing the end of lessons, reviewing the course content, referencing lesson events, giving instructions and directives for future activities, orienting to time, and soliciting student questions. A close analysis of the reflection meetings reveals reflections on the fuzzy nature of lesson endings, leading to reflections for action (Schön, 1987) with potential to transform teaching practices. The reflections for actions include decisions like formulating clearer lesson endings, revising presentation slides, and eliciting student reflections. Our findings further suggest the importance of iterative collaborative reflection, as the second meeting deepened our understanding of initial insights. We argue that CA-informed collaborative action research can promote continuous professional development, and we need more development-oriented research on different lesson phases, including openings and transitions.

References

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Enacting disciplinary knowledge through activity proposals: A conversation analytic study of transnational video-mediated lesson planning

Fatma Feyza Bahar, İzmir Katip Çelebi University

According to Johnson (2009), the conceptual framework for the field of Language Teacher Education (LTE) encompasses three key questions: “(i) what L2 teachers need to know, (ii) how L2 teachers should teach, and (iii) how L2 teachers learn to teach” (as cited in Balaman, 2023, p. 226). Thus far, existing research has adopted an output-oriented approach to teacher learning and neglected to investigate the processes and dynamics of teachers’ learning in real-time (Walkoe and Luna, 2020). In particular, there is limited documentation of how pre-service teachers’ learning moments unfold in interaction. This study addresses this gap by employing Conversation Analysis (CA) to examine pre-service English teachers’ collaborative lesson planning in a transnational virtual exchange setting. The data for this ongoing study consist of approximately 8 hours of video-mediated interactions among Polish and Turkish pre-service teachers. The recordings were meticulously transcribed to capture not only the words spoken, but also paralinguistic features, identifying turn-by-turn sequences where activity proposals are introduced and negotiated. Findings suggest that collaborative proposal construction provides opportunities for pre-service teachers to enact and negotiate disciplinary knowledge in real time. The presentation will detail these findings with selected transcribed excerpts and discuss how such interactions create valuable teacher learning moments. By highlighting the interactional space afforded in Conversation Analytic Language Teacher Education (CALTE), the study contributes to a more situated understanding of teacher learning processes in transnational contexts.

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External disruptions: Incidental sequences in dyadic technologically mediated interactions between L2 Spanish learners

Macarena Agüero Bustamante, University of Goettingen

After the pandemic, the number of L2 learners migrating from in-person to technologically mediated activities raised significantly. This had an impact in language learning and users started testing the different options that technology was giving them to practice their target languages. This study analyses dyadic technologically mediated interactions (Sert & Balaman, 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. Across these different talk-in-interactions, I draw on conversation analysis to identify how the L2 students deploy their interactions after external disruptions, more specifically, through incidental sequences and/or parenthetical sequences (Schegloff, 2007). Furthermore, this study analyses how L2 speakers put in practice different interactional resources and how they return to the main topic collaboratively after the disruption. To conclude, this investigation discusses the impact and advantages of external disruptions on the interactional competence of advanced L2 learners.

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Language alternation in video-mediated pre-performance planning conversations

Merve Hırçın Çoban, *Middle East Technical University*
&
Tuğçe Temir, *University of Turkish Aeronautical Association*

Paired interaction is widely utilized in L2 classrooms especially in task-based language teaching practices in both online and face-to-face settings. While interacting in pairs, students might get ready to perform a task (Ziegler, 2018), alternate between languages while doing that (Kunitz, 2018) and negotiate or co-construct language and task rules (Sert & Balaman, 2018). Against this background, our presentation will focus on how paired video-mediated pre-task planning interactions unfold within tertiary-level L2 learners in a higher education context in Türkiye. Using multimodal conversation analysis, we investigate how students alternate between L1 and L2 while getting ready for the task. The data were collected from two separate classes including 40 students. The students were required to conduct four oral tasks during the semester. In dealing with these tasks, students were instructed to prepare a presentation about a topic. For each task, the students were given some time to get prepared for the task with their randomly assigned peers in breakout rooms of the videoconferencing tool, and they recorded their video-mediated interactions during these sessions (23 hours of screen-recordings collected via the built-in recorder of Microsoft Teams). Sequentially analyzing the transcribed recordings, we found that students resort to language alternation as an interactional practice, and doing so, mark the transitions between planning the task and rehearsing it. More specifically, conversations for planning the task commonly feature the students' L1 (Turkish) use, while they mostly use L2 (English) in rehearsing the task in situ. Also, the students alternate between languages in doing language policing and in engaging in repair practices such as word search sequences. The students' onscreen behaviors (such as checking google translate) are also analyzed especially in moments of language alternation practices to uncover all the resources deployed by them to accomplish the pre-planning phase of the task. The findings bring new insights into video-mediated interaction and task-based language teaching in online settings, which might inform teacher education.

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Managing technology-related asymmetries in hybrid language classroom interaction

Teppo Jakonen, University of Turku

Videoconferencing has become an increasingly common technology in various language instructional contexts since the Covid-19 pandemic. While it helps transcend the spatial constraints inherent in classroom-based education, it also shapes embodied participation and introduces interactional asymmetries, therefore necessitating some recalibration of interactional competences from language teachers. This presentation explores these emerging teacher competences in the context of synchronous hybrid language teaching, which involves simultaneous on-site participation by classroom-based students and video-mediated participation by remote students, in the present context, by using telepresence robots.

Telepresence robots are mobility-enhanced, remote-controlled videoconferencing devices. They enable their operator (in this case, a remote student) to control what they see and attend to in the L2 classroom, as well as to move remotely within the classroom space. The presentation reports on emerging findings from an ongoing research project (2022-2026) that uses multimodal conversation analysis to analyse video-recorded classroom interaction that accommodates remote student participation by way of a telepresence robot. Drawing on approximately 20 hours of video data collected in L2 classrooms (English, Finnish, Swedish, German) at universities in Finland, the presentation examines the embodied participation patterns of robot-mediated remote students. Specifically, the presentation focuses on how language teachers modify their interactional and embodied conduct to ensure that their instructional actions and materials are accessible and understandable to a remote student whose experience of the classroom is technologically mediated.

The findings highlight interactional aspects of synchronous hybrid language teaching that extend beyond the specific technology of telepresence robots. They can help understand multimodality in distributed and mediated ecologies for language learning, as well as the kinds of interactional and technology-related competences deployed by L2 teachers to achieve and maintain shared understanding during instruction.

Invited Panel: Fundamental CA Research on L2 Interaction: Lessons for Applied CA Research

Panel Abstract

Panel organizer:

Simona Pekarek Doehler, University of Neuchâtel

We are today looking back on a substantial tradition of conversation analytic research on second language acquisition (CA-SLA). While initially concerned with understanding the specificities of second language (L2) *interactions*, the past two decades have seen an impressive proliferation of empirical CA-SLA studies scrutinizing *L2 learning*, typically based on longitudinal CA. These studies have contributed to redefining L2 learning in terms of the development of interactional competence, including the development of an ‘L2 grammar-for-interaction’, that is: grammatical resources for managing the organizational infrastructure of social interaction. Based on the cumulative evidence emanating from this line of research, various initiatives have emerged that address the practical/applied implications of fundamental research in CA-SLA.

This panel brings together leading experts to discuss how findings from CA-SLA can be brought to bear on applied initiatives in fields such as language assessment, teacher training, classroom pedagogies or general reference frameworks for language learning and teaching. Understanding language and competence as situated (i.e., locally contingent), distributed (i.e., object of mutual adaptation between participants) and ultimately locally accomplished in and through social interaction, they discuss ways to design concrete alternatives to the still largely dominant ontologies of language that characterize many facets of L2 education, with its focus on the individual language learner and their individual language production.

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Longitudinal research on interactional competence in the ‘wild’

Simona Pekarek Doehler, University of Neuchâtel

In this paper I discuss the current state of research on the development of second language interactional competence, with a specific focus on studies on ‘the wild’ (Hellerman et al., 2018), i.e., naturally occurring social interactions outside of the classroom. I first illustrate, through examples taken from ongoing research projects, two major lines of longitudinal research – one focusing on the development of practices for action (e.g., how L2 speakers accomplish complaints: Skogmyr Marian 2022), the other on the development of “L2 grammar-for-interaction” (e.g., Pekarek Doehler 2025, i.e., how speakers develop L2 linguistic resources specialized in the organization of social interaction) as constitutive parts of L2 interactional competence. The data under scrutiny consist of video-recordings of conversational circles (conversations designed for L2 French practice) between participants that have been recorded weekly for a duration of 9 to 18 months. Based on these illustrations and taking stock of the results of related studies, I outline the cumulative evidence of such research and how it contributes to sharpening our understanding of the nature of interactional competence and its development in terms of increased diversification of member’s methods and resources allowing for increasingly recipient-designed and context-sensitive conduct. I argue that existing findings cumulatively sustain a socio-constructivist, dialogic ontology of language, learning and competence as fundamentally situated, distributed and emerging in and through social interaction (cf. Wagner 2019) and outline implications of such an understanding for L2 education.

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**Invited Panel: Fundamental CA Research on L2 Interaction:
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**CA for L2 classroom interaction:
what developmental research can add to the story**

Carmen Konzett-Firth, University of Innsbruck

From uncovering the complex organization of student-teacher talk (Seedhouse 2004), to pinpointing the role that non-linguistic resources play in shaping classroom interaction (e.g. Hall and Looney 2019), to identifying the subtle ways in which language choices and other identity-related aspects impact on learners' participation options in the classroom (e.g. Sert 2015): fundamental CA research has played a major role in advancing our understanding of how classroom interaction works. This, in turn, is a prerequisite for investigating L2 learning in the classroom. CA studies have shown that the study of L2 learning in educational contexts cannot be separated from an analysis of the constraints and affordances of social interaction, related to such diverse aspects as negotiations of epistemic status, displays of institutional identities, bodily-spatial configurations, or the development of interactional histories. While CA studies on classroom interaction have traditionally adopted a case-study or collection-based perspective, recent years have seen a rise in cross-sectional and longitudinal studies (e.g. Lee and Hellermann 2014; Balaman 2025), allowing further insights into the dynamic and interconnected nature of classroom interaction and L2 learning. In my paper I will illustrate how longitudinal CA research can complement and deepen our existing knowledge on L2 learning in classroom interaction, focusing on the distributed nature of L2 interactional competence in teacher-student talk. I will show how participants subtly co-adapt their multimodal conduct in other-initiated repair sequences over time, thereby recognizably displaying to each other not only their mutual understanding but also their joint interactional history. I will argue that these – and similar – findings bear on teaching and teacher education in at least two ways: 1) by identifying teacher-student talk as a relevant locus for L2 IC development, and 2) by revealing how learning trajectories are influenced by complex contingencies beyond learners' individual linguistic competence.

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Second language learning as local and long-term process in and for social interaction

Søren W. Eskildsen, University of Southern Denmark

Drawing on conversation analysis (CA) and usage-based models of language (UBL), this paper is part of larger projects exploring the social-local worlds of second language (L2) speakers' daily lives and investigating and mapping out their L2 learning, in situ and over time. The projects describe and analyze L2 learning as a matter of developing resources in and for social interaction – that is, they tackle L2 learning as a matter of locally instantiated, observable behaviors and long-term development of linguistic resources for accomplishing actions in concert with others in social interaction. As such, they build and expand on work that understands L2 learning (1) as socially observable; (2) as accumulating 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 (see Pekarek Doehler & Eskildsen, 2022). Specifically in this chapter, I use a two-pronged methodology consisting of conversation analysis, which affords a lens on to local instances of learning behaviors, and the traceback methodology from usage-based child language studies, which allows me tease out the nature of developmental changes in speakers' linguistic resources over time (Eskildsen, 2020). My data come from a corpus of L2 Icelandic data from the everyday life of Anna, a Canadian English-speaking learner of Icelandic. Anna recorded herself “in the wild” (audio only) approx. weekly over a period of almost 3 years in contexts ranging from service encounters to language practice sessions with fellow students to mundane social interaction with strangers and friends in Iceland. I will show how two linguistic patterns (subject-verb congruence in 1st person plural present tense and congruence between a modal verb and adjacent main verbs) are exemplar-driven in Anna's learning trajectory, and how productive construction templates emerge out of repair sequences. I will discuss the nature of the social actions she accomplishes through the emergent patterns over time and end the paper by addressing methodological challenges inherent to the combination of UBL and (applied) CA, and implications for L2 education.

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Research developments in the multimodal analysis of L2 interaction

Niina Lilja, Tampere University

Over the last two decades, conversation analytical research on second language (L2) interactions has expanded alongside research advancements that foreground the corporeal (Sheet-Johnstone, 2009), embodied (Neville, 2015) and multimodal (Mondada, 2019) aspects of human interaction. Research adopting a multimodal perspective on L2 interaction has become increasingly common, and research interests have developed from the communicative use of hand gestures to the analysis of the multimodality of interaction from a holistic viewpoint.

Recent conversation-analytic work on multimodality in L2 interaction has shown how bodily conduct contributes to achieving, maintaining, and restoring intersubjectivity. In language classrooms, bodily resources, especially hand gestures, are an important resource for accomplishing explanations and definitions (see, e.g. Kääntä et al., 2018). Outside of language classrooms, “in-the-wild”, gestures and other bodily resources have been shown to figure in accomplishing various social actions, e.g., noticing (Greer 2019), requests (Eilola, 2022), and word searches (Skogmyr Marian & Pekarek Doehler, 2022)

In this paper, I will review the development of research interest in the multimodal aspects of L2 interaction over the past decades. I discuss how the growing understanding of the systematic ways in which the body contributes to meaning making has started to shape the ways we define human language (Keevallik, 2018) and what implications this may have for second language teaching and learning.

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Conversation analytic research on video-mediated L2 interaction

Tuire Oittinen, University of Jyväskylä

Over the past decades, video-mediated interaction (VMI) has formed an important area of research in conversation analysis (CA). Studies have touched on different contexts, such as workplace meetings, healthcare encounters and online classrooms. A growing body of work has focused on video-mediated second and foreign language contexts, in particular (Oittinen & Balaman, forthcoming). These studies have highlighted the complexities of coordinating talk and (other) multimodal actions when establishing and sustaining joint attention (e.g., Balaman & Pekarek Doehler, 2021; Malabarba et al., 2022) and when having to manage multiple channels of communication at the same time (Oittinen, 2023a, 2023b). Furthermore, some studies have shown how the organization of learning activities is impacted by the affordances and situation-specific constraints of the video-mediated environment (e.g., Çolak & Balaman, 2025). There is also an increasing interest in detecting ways in which second language speakers develop their interactional competence in VMI (e.g., Pekarek Doehler & Balaman, 2021). In this talk, I will first give a brief outline of earlier research on video-mediated interaction and then focus particularly on the state-of-the-art of video-mediated interaction in educational and L2 settings. CA findings on VMI are useful, since they can be deployed in teacher training and in the development of contextually suitable solutions (e.g., tasks) for second and foreign language teaching video-mediated environments.

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**Do language testers need conversation analysts,
and vice versa?**

Daniel M. K. Lam, University of Glasgow

While conversation analysis and language assessment are often seen as having wildly different and incompatible research traditions, CA has, since the 1990s, made important contributions to language assessment research. This presentation provides a survey of CA's contributions to language test development and validation, and outlines some lessons for 'applied CA' and 'applying CA' within language assessment research. I will begin by introducing key questions to address in the development and validation of language tests. This will be followed by elaborations on key contributions that CA with its micro-analytic lens has offered to language assessment research and practice:

- Defining the ability being assessed (interactional competence), including both its situated and distributed nature and its various component features (e.g. Roever & Kasper, 2018)
- Investigating the utility of different task formats (e.g. interview, paired/group) or task conditions (e.g. groups of three/four) in assessing IC (e.g. Nakatsuhara, 2011)
- Identifying features distinguishing higher/lower performance levels for the development of rating scale descriptors (e.g. Galaczi, 2014), and informing important debates such as whether grammar and interactional skills should be rated separately or we should assess grammar-in-interaction instead (e.g. Youn, 2023)
- Devising ways to connect assessment to learning; offering learners more than just a test score but useful feedback and further learning opportunities (e.g. Lam, 2025).

I will conclude the presentation with sharing two helpful lessons (I have learned) for CA researchers wishing to contribute to language assessment: (1) a lesson on 'applied CA' – be open to complementary analytic methods and being part of larger mixed-methods studies; and (2) a lesson on 'applying CA' – the importance of recipient-designing CA discoveries to align with key concerns in language test development and validation; and the affordances of co-constructing research with assessment researchers.

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Accounting for hybridized activities in university students' video-mediated breakoutroom interactions

Elina Nuutinen, University of Oulu

Using video recordings collected from an online language course, this study examines *hybridized activities*, which are activities that university students engage in simultaneously while doing groupwork in breakout rooms on Zoom. As a method, this study employs multimodal conversation analysis (Mondada, 2018) to shed light on the students' verbal accounts (i.e., verbalizations of the activity) for their hybridized activities. In particular, this study analyzes how the students' verbal accounts make visible varying levels of moral entitlement to engage in the hybridized activities, and how their peers respond to these accounts. The findings show that students produce accounts before the hybridized activity, during it, or after the activity has ended. Whilst contingent on the situation at hand, the nature of the hybridized activity and the level of entitlement displayed in the account affected whether the responses prompted were (dis)aligning or (dis)affiliating. Overall, this study draws implications to the lack of monitorability and to what seems to be an increased tolerance toward multitasking in video-mediated educational interactions.

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Exploring multimodal teaching practices in offline and online pronunciation-focused tutoring lessons ([View presentation online](#))

In Ji 'Sera' Chun, University of Hawai'i at Mānoa

Despite increasing research findings on the effectiveness of pronunciation pedagogy courses on teacher practices (Baker, 2014; Burri & Baker, 2021; Kochem, 2022), there is a lack of studies detailing how teachers manifest their cognition– “the beliefs, knowledge, theories, assumptions and attitudes that teachers hold about all aspects of their work” (Borg, 2006, p. 49)– as resources for making pronunciation teaching effective (Gordon & Arias, 2024). While previous studies on second language teacher cognition (SLTC) have explored pronunciation teaching integrated into general language courses (e.g., oral communication courses) (Foote et al., 2016; Huensch, 2019), little is known about teachers’ practices where pronunciation is the exclusive focus of instruction, such as in one-on-one tutoring contexts. This study adopted a multiple case study design, involving five graduate assistant tutors at a pronunciation tutoring center at a mid-sized US university. As part of a larger dissertation project, 39 video-recorded tutoring sessions (each 45 minutes long), held in-person (28 sessions) and online (11 sessions), were collected to analyze tutors’ common pronunciation teaching practices utilizing multimodal conversation analysis (Mondada, 2018).

Corroborating previous findings (Gordon & Arias, 2024), this dissertation highlighted tutors’ employment of multimodal resources, including prosody (Waring & Carpenter, 2019), embodied gestures (e.g., the use of hand gestures, facial expressions) (Ro, 2021), inscribed objects (e.g., drawings on whiteboard) (Matsumoto, 2019), online tools (i.e. Sounds American), and adaptive teaching techniques to recipient design instruction. Such “embodied teaching” (Hall & Looney, 2019) visually enhanced instruction, making pronunciation features more accessible and meaningful for tutees. These instances revealed how multimodal resources were indispensable in delivering pronunciation instruction, not only by demonstrating the tutors’ developing knowledge base, but also in enhancing teaching effectiveness.

Overall, the findings underscored how tutors demonstrated their cognition through the use of metalanguage and embodiment as subcomponents of pedagogical content knowledge (PCK)– “knowledge about how to teach a particular subject using appropriate examples, explanations, illustrations, and techniques” (Baker, 2011, p. 7). These findings emphasize the necessity of explicitly addressing multimodal resource use in teacher training to enhance pre-service teachers’ awareness and improve the accessibility of pronunciation instruction. The findings of this research contribute to filling gaps in L2 pronunciation research by offering a detailed analysis of how teachers’ cognition is manifested through multimodal resources beyond the use of metalanguage (Gordon & Arias, 2024) and support

ongoing efforts to integrate conversation analysis with language teacher education (Sert & Waring, 2025).

Teacher-initiated repair and learner orientation in video-mediated L2 role-play

Fatma Karaca Turhan & Osman Turhan, Yıldız Technical University

Role-play is a common activity in L2 classrooms. Previous conversation-analytic research has primarily investigated role-play in assessment contexts, yet its moment-by-moment organization in video-mediated instructional settings remains under-examined. Drawing on multimodal conversation analysis, this study examines teacher-initiated repair during a role-play activity in a video-mediated L2 classroom, focusing on how they are made interactionally relevant and consequential through learners' subsequent turns. Analysis of naturally occurring video-mediated classroom interaction shows that teacher-initiated repair is oriented to by learners in different ways: some are treated as resolving a locally relevant trouble and are completed in next position, while others are treated as open to negotiation or as expandable contributions that extend the ongoing interaction and therefore repair trajectory. Significantly, the interactional scope and force of teacher-initiated repair is established through learner orientation in subsequent turns, rather than by teacher action alone. The findings demonstrate that role-play interaction is collaboratively managed, and that learner orientations to teacher's repair initiations play a central role in shaping the trajectory of repair in video-mediated instructional interaction.

Managing silence and response pursuit in the virtual EFL classroom

Şükran Buse Tatar, TED University

Interaction in language classrooms is shaped by multiple factors, one of which is the instructional setting. Consequently, classroom interaction in synchronous online language lessons differs from that in face-to-face environments. Previous research has shown that role of interaction in language classrooms is crucial. Therefore, examining how it unfolds in online contexts is of particular importance. However, research investigating interactional practices in synchronous online language teaching remains limited. This study explores response pursuit practices employed by English language teachers in synchronous online classrooms. The dataset consists of approximately 49 hours of recorded English lessons conducted in a middle school's online learning environment. Using the conversation analytic (CA) approach, the study examines teacher–student interaction through a fine-grained, microanalytic lens. Data revealed that most of the time, students in the online teaching environment were in the habit of not responding to teacher's questions, prompting teachers to employ a range of response pursuit practices. According to the findings of the current study, the most recurrent response pursuit techniques were use of L1, extending the wait time, scaffolding, repeating the student's name and repeating the question. The study underscores the importance of teacher training in online interactional competence, particularly in designing and managing online lessons that foster active student participation.

"Ya Ustaz?": Multimodal openings and closings to requests for assistance in an advanced Arabic media course

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&

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This study explores the spoken and embodied resources used to coordinate student-initiated question sequences (SIQS) (Amri & Cert, 2025) during independent group work in an advanced Arabic media class. By examining how teachers and students coordinate the beginning and end of help-seeking sequences, we gain insight into how these teachers and students orient themselves to one another's embodied practices to initiate, sustain, and close these interactions. We draw on Conversation Analysis (CA) to highlight that in addition to commonly seen moves like hand raising, there are also a series of multimodal, embodied pre-question moves which first create a space in which a teacher and student can coordinate a request for assistance, even when the student is in the middle of speaking to a partner. Similarly, gesture and verbal resources play important roles in closing these sequences, and interactants' practices indicate that SIQS closing moves often reflect the type of assistance that was requested. Our analysis contributes to existing work on classroom assistance-sequences by showing not only how advanced L2 learners use embodied and verbal resources to *open* such sequences but also how they *close* them and return to their previous tasks. Implications for pedagogy and future research on institutional and non-institutional discourse are discussed.

Question modification: Teacher’s remedial practice during the IRF sequence in lower-level KFL classrooms

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When faced with students’ insufficient responses, teachers do not simply provide the correct answers for them. Instead, they utilize various interactional practices that draw students’ attention to their errors, offering meaningful ‘hints’ that encourage students to revise their responses. Previously, such practices have been examined as vehicles for response pursuit (Pomerantz, 1984) in ordinary conversation as well as remedial practices in classrooms (e.g., Hosoda, 2014; Okada, 2010).

Using the methodology of Conversation Analysis, this paper examines teachers’ use of remedial practices in lower-level language classrooms, demonstrating how teachers modify their initiating questions to address students’ trouble while preserving the pedagogical value of the IRF (Initiation-Response-Feedback) sequence. Data for this study come from interactions between teachers and students in elementary-level Korean-as-a-foreign-language (KFL) classrooms at a university in North America.

This paper focuses on teachers’ use of (modified) repetition and students’ native language (L1), English. The analysis reveals “a prioritized hierarchy of actions” (Okada, 2010, p. 70) in teachers’ use of scaffolding devices. Practices that did not involve students’ L1 were prioritized, and teachers resorted to L1 only if other practices were unsuccessful. Even when using L1, they initially provide indirect cues (in English), such as explicating the question, to help students understand the question in Korean before offering a direct translation. Translating the question is the last choice, as this would mean that students would lose the opportunity to hear and understand the question in the target language, Korean. This way, the full pedagogical value of the IRF sequence can be preserved, as becoming a successful language user involves not only formulating utterances but also hearing and understanding the question. During the process, students’ failed responses serve as a pedagogical cue for teachers in deploying certain practices prior to others.

By focusing on the under-investigated phenomenon of KFL teachers’ talk, this study highlights the efforts of teachers and students to co-construct teaching and learning opportunities (Duran & Jacknick, 2020).

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Deictic gestures and their pedagogical role in language classroom

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A considerable body of research has examined co-speech gesture (Kendon, 2004; McNeill, 1992) and pedagogical gestures (Tellier, 2008) in different instructional settings. The analysis of pedagogical gestures of teachers in language and mathematics classrooms revealed that these gestures have a positive impact on learning, comprehension, and memorization (Alibali et al., 2013; Özyürek, 2017; Taleghani-Nikazm, 2015).

To further explore the nature and types of these gestures, as well as the way language teachers employ them during vocabulary teaching sequences, a comparative analysis was conducted on the gestures produced by eight native and non-native teachers of French, in two different contexts: in France and in Iran.

By coding co-speech gestures and pedagogical gestures using ELAN (Lausberg & Sloetjes, 2009), we identified notable similarities in the use of iconic and deictic gestures in two groups. Our analysis further revealed that teachers used eight types of deictic gestures to provide information to learners: 1) time deictic, 2) place deictic, 3) object deictic, 4) anaphoric deictic, 5) material deictic, 6) ego-centric (self) deictic, 7) allocentric (you) deictic, and 8) meta-deictic gesture.

In conclusion, the results of our analysis and this typology of deictic gestures demonstrate the significant impact of the pedagogical interaction on the use of gestures by native and non-native teachers, irrespective of their first language. This typology could also be used for a detailed analysis of gestures in the language classroom.

Student practices of initiating sequences to establish word meanings in a German L2 preparatory classroom

Christl Langer, University of Potsdam/Leipzig University

Establishing word meanings is a recurrent task in L2 classroom interaction, as it directly shapes learners' access to participation and learning opportunities. Previous interactional research has shown that lexical meaning is not simply transmitted by teachers but emerges through interactional practices such as repair and embodied displays of understanding and trouble (e.g., Mortensen 2011; Majlesi/Broth 2012). While these studies have provided detailed insights into the organization of meaning-making activities, learner participation in the initiation of such sequences has so far been examined primarily in other institutional and instructional contexts (e.g., Fasel Lauzon 2014; Janin 2024), with German L2 preparatory classrooms remaining largely unexplored (but see Kupetz/Becker 2024).

The present study examines practices of initiating sequences to establish word meanings in a German L2 preparatory classroom, with a specific focus on a focal learner. The analysis is based on approximately 21 hours of video-recorded classroom interaction. Drawing on Multimodal Conversation Analysis and Interactional Linguistics, I examine sequences in which lexical items become interactionally salient and are jointly negotiated by teachers and students. After a brief outline of the theoretical and methodological framework, I present initial findings on the practices through which the focal learner initiates meaning-making activities. These include differently explicit meaning request, verbal and embodied candidate meanings, and the coordinated use of gaze, gesture, and material resources. The analysis highlights how word meanings are established as locally situated, multimodally organized accomplishments and how the focal learner's actions contribute to the initiation of these sequences.

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From interactional trouble to L2 development: A longitudinal study on learner-initiated L2 construction learning in kindergarten

Emel Tozlu Kılıç, Giresun University

Conceptualizing L2 learning as the changes in learners' language behaviours in response to the local contingencies of social interaction, this paper attempts to demonstrate how every instance of classroom interaction can serve as a potential learning opportunity when learners are afforded the interactional space to actively contribute to and shape the ongoing interaction. Against this background, the study employs a conversation analytic approach to provide empirical, data-driven evidence of L2 development over time by documenting the complex interplay between classroom interaction and L2 learning in a kindergarten English as a Foreign Language (EFL) setting. The data, comprising video recordings collected over a nine-week period from a kindergarten classroom where face masks were mandated during the COVID-19 pandemic, were analysed using Multimodal Conversation Analysis.

Through a longitudinal and multimodal examination of learner-initiated L2 productions, the study focuses on six instances of the construction *me too*, which emerged as a learning object following a specific learner's claim of no knowledge. A chronological analysis of these instances reveals the gradual sedimentation of *me too* into the learner's L2 repertoire, documenting the learners' collaborative accomplishment of resolving interactional trouble as the point of emergence, and the focal learner's peer-prompted and eventually unprompted competent use of the construction *in situ*.

The findings underscore the collaborative nature of L2 learning in early childhood classrooms, highlighting the pivotal role of peer interaction in fostering language development. By demonstrating how learner-initiated contributions shape learning opportunities, the study offers novel insights into the mechanisms of L2 development in kindergarten settings. Furthermore, it provides pedagogical implications for language educators, emphasizing the importance of fostering interactional spaces that encourage active learner participation in classroom discourse.

Tracking the accessibility of the use of hinting as a response-pursuit practice: A longitudinal conversation-analytic study

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Student involvement in L2 classroom interaction has a paramount importance in foreign language learning, yet teachers often encounter silences after posing questions. When no student volunteers a response or student contributions are minimal, teachers employ a variety of response-pursuit practices to elicit students' responses (Okada, 2010) and maintain the pedagogical progressivity (Chazal, 2015). While much attention has been given to response-pursuit practices in various contexts (e.g. Hosoda, 2014; Duran & Jacknick, 2020; Badem-Korkmaz & Balaman; 2024), the systematic organization of these pursuits in face-to-face L2 listening-speaking courses remains relatively underexplored.

Against this backdrop, drawing on 41 hours of video-recorded EFL classroom interaction in a preparatory class in Türkiye and with two illustrative extracts, this multimodal conversation analytic study aims to examine how an EFL teacher mobilizes student responses. In the first extract, the teacher builds response-pursuit practices by using an example for hinting. In the second extract, occurring five days later, he refers to the same question that he had issued in the first extract. It is observed that a student responds to the teacher's question by using the same example hinted by the teacher in the first extract. Specifically, while in the first extract the teacher deploys wait-time, teacher-initiated code-switching, humour, and hinting to pursue student responses, in the second extract the teacher refers to the same question which is responded by his own example. Thus, what is hinting as a response-pursuit practice in the first extract becomes accessible by the students in the second extract (cf. Balaman, 2025). Overall, by revealing how teachers combine verbal and embodied resources to secure student participation, this study contributes to understanding the interactional organization of response-pursuit practices by tracking its longitudinal accessibility.

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Does repair always repair? A longitudinal look into other repair in an English private tutoring setting

Ali Anaç, Amasya University

As a unique language learning setting, one-to-one private tutoring – or shadow education – has received ample scholar attention due to increasing demand from parents for reasons of social mobility in ESL/EFL contexts. Termed English private tutoring (EPT), this type of non-formal education carries (i.e., shadows) certain features of formal education like content and classroom interactional practices such as teachers’ management of turn-taking and repair. However, despite the surge of EPT across the globe, how tutors manage the practice of correction, a regular classroom interactional and pedagogical practice, in EPT settings remains unexamined. To fill this gap, this study uses Conversation Analysis to explore longitudinally how a tutor’s use of other-repair practices unfold in response to the learner’s recurring responses involving syntactic repairable items. The dataset consists of audio recordings from eight 20-minute online one-to-one tutoring sessions, in which participants only interact via voice. The analysis demonstrates how the tutor’s orientations to troubles in syntactically similar learner responses appear on a longitudinal basis but often fail to successfully elicit desired responses. Moreover, the findings highlight that the persistence of stable teacher repair practices in the face of recurring problematic learner responses may fail to promote change, challenging the assumption that private tutoring inherently leads to learning. All in all, this study has implications for language teaching in neoliberal educational contexts and calls for more micro-analytic attention into tutors’ pedagogical practices in EPT interaction.

“OK bye” navigating closings in LLM-student interactions: A conversation analysis of language learners’ practices

Paulina Luise Wagner, University of Vienna

This presentation investigates how learners navigate conversational closings when interacting with Large Language Models (LLMs) in foreign language classroom contexts. Prior research has highlighted the potential of LLMs to act as communication partners in language learning, offering individualized opportunities for interaction. However, successful integration in educational settings remains challenging, given ongoing technical limitations and the need for digital skills (Chiu et al., 2023; Ji et al., 2023). Despite a growing body of work on learners’ attitudes towards LLM integration, little is known about the fine-grained interactional practices through which these LLM–human exchanges unfold. This study addresses this gap by examining (1) how learners bring LLM conversations to a close and (2) how the underlying classroom tasks influence these closings.

The data consist of screen recordings and transcripts of both written and spoken interactions between LLMs and either high-school students learning French or university students learning German as a foreign language. Learners engaged in contextually relevant tasks (e.g., job interviews, peer conversations) with an LLM-based interlocutor. These learner interactions were analysed using Conversation Analysis (CA), especially drawing on concepts from CA for Second Language Acquisition (SLA) (Seedhouse, 2004) to trace how participants organize closings in these settings (Koivisto et al., 2023).

Preliminary analysis suggests that closings are often either very abrupt or artificially extended, with learners showing difficulties or hesitation when disengaging from the LLM. LLMs are apparently not designed to disengage, even when prompted to do so, and overwrote the prompt design, leaving their counterpart seemingly in an “continuing state of incipient talk” (Schegloff & Sacks, 1973).

The presentation will share empirical findings on these interactional practices and outline the didactic implications they reveal for integrating LLM-mediated interactions into SLA.

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Repair trajectories and L2 interactional competence in peer and AI interactions

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&

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Conversational repair—practices addressing troubles in speaking, hearing, or understanding—is central to L2 interactional competence (IC) development. L2 IC studies have shown that L2 learners increasingly use self-initiated self-repair over time and diversify their repair strategies (Hellermann, 2011), moving toward the preference organization for self-repair observed in L1 interactions (Schegloff et al., 1977). Recent advances in AI technologies have made it possible to examine L2 IC development in AI-mediated contexts and determine whether, and to what extent, repair patterns documented in human-human interaction also emerge in human-AI interaction. This study examines three research questions: (1) How do repair trajectories differ between peer and AI interaction? (2) What linguistic and interactional resources do learners deploy during repair, and how does their use differ across contexts? (3) How do learners display IC through repair practices in each context?

40 Korean middle school English learners, divided into two groups, participated in a four-week study. Group 1 ($n = 20$) interacted individually with voice-based ChatGPT using a speech-to-text/text-to-speech interface; Group 2 ($n = 20$) worked in dyads during face-to-face interactions. Both groups completed identical communicative tasks. AI interactions yielded automatically generated text transcripts, while peer interactions were video recorded and transcribed. Transcripts focused on spoken utterances sufficient for identifying repair trajectories, rather than full CA transcription conventions. Analysis will draw on CA principles to examine the sequential organization of repair, complemented by quantitative comparison of repair type distributions across the two contexts. Findings will inform language teacher education by revealing how repair practices differ across interlocutors, providing guidance for integrating AI into speaking instruction, and offering frameworks for supporting IC development across interaction types.

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The use of multimodal resources in positioning AI during human-AI interaction

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Artificial intelligence (AI) has become an imminent part of human daily life, shaping domains from business to education. In education, there has been much interest in using the AI tools to accelerate the learning and teaching processes. However, there is a dearth of research on how humans interact with AI in real time. Therefore, the current study examines the largely unexplored area of human-AI interaction in terms of how it unfolds and progresses from a conversation analytic perspective. In this study, ten participants did role-play tasks in EFL with the spoken version of an AI tool (ChatGPT4+). Each participant was given role-play scenarios with a prompt addressed to the AI tool. This way, they have interacted with ChatGPT in a dialogue form. The whole procedure was screen recorded, yielding 300 minutes of authentic human-AI interaction. Using multimodal conversation analysis, the study identified systematic patterns in how participants attributed agency to the AI, even though the tool had no visual embodiment (no avatar or face, only voice with a bubble). The participants in the study recurrently positioned AI as an active conversational partner, rather than a subordinate tool. This positioning was achieved through a range of embodied resources including gaze shifts, head and hand movements, facial expressions and gestures. The findings shed more light on the multimodal ways in which humans treat AI as a socially agentive participant in interaction. The findings also inform the pedagogical use of AI as a role-play task participant for language teaching and learning purposes.

Invited Panel: CA perspectives on Classroom Interaction in Teacher Education: State of the art and future directions

Panel introduction

Maxi Kupetz, Leipzig University

Classroom interaction is a well-established area of research within Conversation Analysis (CA) (Gardner 2013). Its relevance for teacher education has been extensively discussed (e.g., Kasper & Wagner 2014; Markee & Kunitz 2015; Glaser, Kupetz & You 2019; Huth 2020; Kunitz, Markee & Sert 2021, and many more). Furthermore, based on empirical studies, it has been established that learning can be conceptualized as an observable, interactive process (e.g., Majlesi 2014; Kern/Ohlhus 2017; Quasthoff et al. 2022). Internationally published CA research usually focuses on empirical findings on classroom interaction phenomena. Actual CA based teacher education measures, however, often remain unpublished or they are published in journals or volumes that are not readily accessible to an international community. This icCALTE panel brings together researchers who make use of their CA expertise in language teacher education, be it pre-service teachers, in-service teachers or adult educators. The panel assembles contributions on CA based

- development of teacher education curricula,
- development of teaching and learning materials,
- development of classroom interaction observation tools,
- studies on the learning potential of (specific forms of) classroom interaction,
- studies of professionalization processes of pre-service and/or in-service teachers.

The overall aim is to strengthen the international academic network on CA based teacher education, by discussing current activities and accompanying research, and by identifying future developments. This is intended to strengthen the approach not only in Conversation Analysis, but also in the fields of language learning and teaching as well as pedagogy.

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Invited Panel: CA perspectives on Classroom Interaction in Teacher Education: State of the art and future directions - Part 1: Studies of classroom practices focusing on teaching activities

Novice and expert teachers' use of English in word clarification episodes in the Chinese-as-a-second-language classroom

Xiaoyun Wang & Manli Li, University of Alberta

From an interactional perspective, studying teachers' multilingual practices addresses the question, "Why that, in that language, right now?" (Üstünel & Seedhouse, 2005, p. 310). Prior work has linked language alternation to managing interaction, clarifying content, and organizing participation (e.g., Cheng, 2013; Liebscher & Dailey-O'Cain, 2005; Morton, 2015; Üstünel & Seedhouse, 2005). Less is known about how teachers' experience shapes the use of a lingua franca during word clarification episodes. Accordingly, this study focuses on word clarification episodes and compares novice and expert teachers in how they employ the shared language to build teachable moments. We analyze six hours of Chinese-as-a-second-language classroom interaction at a Chinese university where Chinese is the medium of instruction and English serves as the lingua franca. Using a multimodal conversation-analytic approach, we identify two recurrent practices by which teachers anticipate and address incipient troubles in understanding. We find that the use of these practices appears to be related to teachers' experience/competence. First, both novice and expert teachers produce an immediate self-translation of the target-language item into English, often coupled with self-repair operations to draw students' attention (Goodwin & Goodwin, 1986). This practice calibrates intersubjectivity. Second, expert teachers more frequently extend the sequence to build a teachable in Chinese: (1) soliciting choral, turn-sharing repetition (Mortensen, 2011); (2) inscribing the Chinese word on the board to provide a public, visible orthographic focus; and/or (3) situating the item in brief, real-life usage scenarios. These extensions assemble talk, prosody, writing, and embodied conduct into multimodal "learnable/teachable" moments. We argue that these practices display the development of the teachers' Classroom Interactional Competence (CIC) by creating "interactional space" for students' learning and aligning language choice with immediate pedagogic goals (Walsh, 2011). More broadly, the analysis supports a social account of vocabulary noticing-in-interaction (Eskildsen & Majlesi, 2018), showing how English is oriented to as a shared resource, and how it is used to make word clarification accountable and consequential for learning. We discuss implications for CA-informed teacher education and propose simple scripting of word clarification episodes (e.g., translation slots, orthographic focal spaces, micro-scenario prompts).

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Invited Panel: CA perspectives on Classroom Interaction in Teacher Education: State of the art and future directions - Part 1: Studies of classroom practices focusing on teaching activities

A comparison of teacher practices in lesson-opening routine inquiries: Promoting and preventing opportunities for the development of L2 interactional competence

Alexandra Gubina, Leibniz Institute for the German Language (IDS Mannheim)

Research on classroom interaction, especially studies within Conversation Analysis for Second Language Acquisition (CA-for-SLA), has shown how teacher practices shape opportunities for participation and learning (Kunitz et al. 2021). Yet little attention has been given to how different teachers accomplish the same recurrent activity through different practices, and how these differences affect the learning opportunities and the development of interactional competence (IC; see Hall et al. 2011). The present paper contributes to this line of research by comparing practices of four teachers in managing the lesson-opening routine inquiry “*What did you do yesterday/at the weekend?*” – a recurrent warm-up activity in their classes (Waring 2013). The study is based on approximately 93 hours of video recordings from two A2 level German courses for exchange students, taught twice a week by two instructors. Each course ran for about three months. For the present analysis, warm-up activities from roughly 40 class sessions were examined. The video data are transcribed according to GAT 2 and subjected to fine-grained sequential analysis, drawing on methods of CA-for-SLA (Kasper & Wagner 2011). The analysis shows how each teacher organizes the activity in a distinct way, e.g., by eliciting and following up on student responses, by sharing their own experience and having students write down their answers, by restricting it to a single question per student, or by allowing students to talk to each other with minimal/no intervention. The study will demonstrate how these differences are consequential for the learning opportunities that the activity creates to develop the learners’ interactional competence. By highlighting such variation, the study contributes to the development of reflective skills in teacher training (Glaser, Kupetz & You, 2019) and illustrates how CA can inform teacher education by uncovering the learning potentials and interactional affordances of recurrent classroom routines (Morek & Heller 2021).

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Invited Panel: CA perspectives on Classroom Interaction in Teacher Education: State of the art and future directions - Part 1: Studies of classroom practices focusing on teaching activities

Missed learning opportunities? Practices of discourse in the German-as-a-second-language classroom

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Learning a language depends on opportunities for practising it. It is therefore a given that the German-as-a-Second-Language classroom (GSL) classroom – as any other language learning classroom – must make use of opportunities for practice and must strive to provide as much space for such opportunities as possible. Consequently, Walsh stresses “the need for teachers to create space for learning” (2011, 180). However, studies which explore the discourse dynamics of student-teacher interaction often find firmly established practices and routines, the most dominant pattern being the I-R-E cycle: a pattern which represents a rather lopsided dynamic, often reducing the student to a provider of key words (e. g. Quasthoff et al 2022, Becker/Stude 2024). In this presentation we want to explore in which sequential positions potential learning spaces are opening up and how they are made use of by teachers. To this end we analyse data from several German small group second language classrooms (two 4th grade as well as one 9th grade classroom) with trainee teachers. Drawing on the theoretical framework of praxeological classroom studies (“praxeologische Unterrichtsforschung”) proposed by Breidenstein and Tyagunova (2020), we assume that teaching and learning are part of a system of specific practices and routinised activities. In a sequential analysis we want to uncover in what ways and how far these routines and practices provide space and support for discursive learning. Although experienced teachers have been shown to have a more flexible and successful way of establishing and maintaining a “classroom context” (Seedhouse 2019), the novice teachers might make less use of these fixed routines and practices and might be more open to an interactional dynamic as we can witness in first language acquisition. In our analysis we will focus on those discourse sequences where the interaction deviates from the typical I-R-E-pattern and the student initiates the dialogue. We will show that even for novice teachers it seems to present a challenge to become aware of the students’ “interactive needs”. Rather it is the teacher’s fixed agenda that governs the interaction. Only in rare instances the teacher takes up the students’ turn. Nevertheless, these are the instances where actual language learning can be observed.

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en grecia es (.) ja auch so 14 (.)15 uhr mittagessen – Translanguaging in the Spanish-as-a-foreign-language classroom: Why this language (not) now?

Marta García García, Georg-August-Universität Göttingen

The teaching of Spanish as a foreign language in Germany is dominated by a strict language separation (Schädlich 2024). At the micro level of classroom discourse, what has been described as a “regime of parallel monolingualism” (Heller 1999) or a “one-language-only” policy (Vallejo & Dooly 2019) prevails, shaping the contexts and moments in which the use of a particular language is deemed appropriate or, conversely, may be sanctioned.

Approaches such as pedagogical translanguaging, which advocate for drawing on students’ full linguistic repertoires in teaching and learning processes (García & Wei 2015) are gaining ground only very gradually (Duarte 2019) and are not yet fully understood or implemented (Aleksic & García 2022). While there are already works which present concrete activities for implementing the translanguaging approach in the classroom (García, Ibarra Johnson & Seltzer 2017; Cenoz & Gorter 2021, among others), further work is needed to demonstrate to (prospective) teachers the potential of translanguaging classroom interaction (Wei & Lin 2019), and how translanguaging can serve as a pedagogical resource (Jonsson 2019). But this raises also the question as to whether translanguaging should be considered a truly new concept, or if it should rather be understood as a new label for already known (pedagogical) practices (see Auer 2022 and Treffers-Daller 2024).

Addressing these issues, this presentation analyses instances of “translanguaging shifts” (García, Ibarra Johnson & Seltzer 2017) in whole class interaction in a corpus of six Spanish language lessons videorecorded in the 7th, 8th and 11th grade at a comprehensive school (IGS) in Lower Saxony in Germany. Guided by the principles of conversation analysis (CA), the key research question is “Why this language now?” (Jakonen et al., 2020). The strong emic perspective and careful microanalysis of CA make it possible to examine plurilingual practices from the participants’ perspective, thereby paying attention to the interactional consequences of their linguistic choices (when such choices are available). The study thus explores when and in what form spontaneous multilingual practices occur or are excluded by the teacher, what triggers these moments, and what consequences they have for the ongoing interaction—particularly how they challenge the typical Initiation-Response-Feedback pattern and change the institutional roles of teacher-as-an-expert and students-as-novices. Finally, implications will be discussed regarding how the observed practices and the results of the analysis can be employed in awareness-raising activities for (pre-service) language teachers.

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Invited Panel: CA perspectives on Classroom Interaction in Teacher Education: State of the art and future directions - Part 1: Studies of classroom practices focusing on teaching activities

(Un-)Coordinated teamteaching practices in a bilingual classroom

*Sabine Hoffmann, University of Palermo &
Götz Schwab, Pädagogische Hochschule Ludwigsburg*

This contribution focuses on team teaching practices as a specific form of classroom interaction defined by Beninghof (2020, p. 7) as a coordinated institutionalized teaching and learning context. This classroom setting is coordinated by multiple instructors, and well distinguished from other forms of cooperative teaching (Sandholtz 2000). As Viebrock (2014) notes, CLIL research has largely overlooked the interactional dimension of teacher collaboration. There are only few studies that examine CLIL teachers' classroom practices in detail (Urmeneta & Walsh 2017). Our study aims to address this gap in micro-analytical research on team teaching practices. In particular, we will focus on bilingual instruction through Content and Language Integrated Learning (CLIL), in which a history teacher delivers subject content in the foreign language (German), supported by a second instructor who serves as a conversation teacher. So, while the former is responsible for teaching the subject matter, the latter semanticizes unknown (German) words or provides simply their translation in Italian. Both roles are distinguished and correspond to different positions in the Italian school system. The data stem from the BiKla cooperation project—Bilingual Classes German-Italian—funded by the Ludwigsburg University of Education in collaboration with the University of Palermo. In March 2024, nine lessons were video-recorded at an Italian humanistic high school which offers a German section (that means, the mostly Italian pupils will be prepared for and take a German high school graduation exam), using multiple cameras to capture different perspectives. The recordings were transcribed according to the GAT 2 conventions (Selting et al., 2009), and analyzed using the principles of multimodal conversation analysis (e.g., Mondada, 2019; Nevile, 2015). The goal of the study was to investigate the interactional behaviour and coordination between the two teachers and their students, with a particular focus on how both teachers coordinate their actions in the classroom—verbally and/or non-verbally. 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 the their distinct roles fulfilled in the classroom. Our findings illustrate how a micro-analytical approach can offer deeper insights into this special form of classroom interaction (Schwab, 2015).

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how funny one talks" – CA as a tool to reconstruct 'orality' as a threshold concept for prospective German teachers

Julia Sacher, University of Cologne

In the talk I will deploy a tertiary didactics perspective on prospective German teachers' knowledge of spoken language and argue for CA as a tool to reconstruct discipline specific threshold concepts. In their seminal publication, Meyer & Land (2006a: 3) define threshold concepts (TCs) as "akin to a portal, opening up a new and previously inaccessible way of thinking about something. It represents a transformed way of understanding, or interpreting, or viewing something without which the learner cannot progress." Typical for the process of acquiring these TCs is the idea of liminality: Learners progress (epistemologically) through a liminal phase, which connects their subjective and individual knowledge (the "pre-liminal space") with discipline-specific knowledge, theories and concepts (coined as "post-liminal space"; Meyer & Land 2006b). The notion of TCs has been widely accepted within discipline-specific discourses about teaching and learning at tertiary level. With regard to the education and professionalisation of language teachers, different TCs have been proposed: grammar-related concepts (Orsini-Jones 2008), effective teacher talk (Skinner 2017), or second language use (Carson 2017). However, while the notion of TCs seems to be a helpful resource for university teachers to recognize students' challenges and foster their learning, the question how to best identify these TCs methodologically remains more or less open (Barradell 2013, Correia et al. 2024). Researchers use different kinds of data (interviews with students and/or staff, observations of seminar interaction, analyses of exam answers) in order to pinpoint what discipline specific knowledge exactly causes trouble for students. Reconstructive, interpretative approaches are scarce – which is surprising, as they offer a gaze into students' learning processes by focusing on the practices they deploy while engaging with discipline-specific topics. Using a CA approach (Sacks et al. 1974, Sacks 1984), I want to propose 'orality' as a possible TC for prospective language teachers. Knowledge about the differences between verbal interaction and written language (e.g. Koch & Oesterreicher 1983) is crucial for language teachers, as 'orality' is an object of learning in German classes, as well on primary as on secondary level. Based on data from student small groups of prospective German language teachers who analyse a sequence of authentic classroom interaction, I reconstruct the three phases of liminality (see above, pre-liminality, liminality and post-liminality) and discuss the use of TCs for (German) teacher professionalisation.

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Making sense of the language classroom: Professional vision in student teachers' talk about a German language lesson

Björn Stövesand & Ann-Christin Leßmann, Bielefeld University

Teaching a language is always challenging because language is both the medium and the subject matter. Whereas in the context of second or foreign language teaching there is a certain distance from the linguistic subject matter, German (L1) language teaching is characterized by a specific hurdle of reflection (cf. Stövesand/Kern 2024; Sacher 2025). Prospective teachers must acquire 'linguistic meta competence' in the professionalization process in order to be able to reflect on spoken and written language as teaching subjects and their interrelation with the ongoing, mainly oral teaching discourse. This means that they must possess (subject-specific and subject-didactic) knowledge of linguistic subjects and processes as well as of the learners oral and written skills in order to adequately assess learning in German lessons, evaluate didactic conceptualizations, and provide appropriate support to students.

In order to train these skills and acquire the competence of "professional teaching perception" (Seidel 2022, p. 18), case work is a common tool at universities: teacher training students are confronted with videos from real lessons (cf. Sherin/van Es 2005), which are then analyzed (jointly). The aim of such video analyses is for prospective teachers to identify those aspects of the documented lessons that are considered "relevant to learning" and to learn how to work on them in a 'knowledge-based' manner – a term that is used differently in disciplines such as pedagogy, general didactics and subject didactics (cf. Stövesand 2023, p. 26).

When dealing with German language teaching in case work (cf. Kupetz et al. 2021), knowledge from linguistics and language didactics come into focus as reference disciplines, providing the knowledge base for the perception and examination of (learning-relevant) phenomena and situations (cf. Brede/Pieper 2021). In this presentation, we will use a recording of students talking about videotaped German lessons to show where students identify phenomena and how they co-construct them as relevant to learning. Conversation analysis offers the appropriate tools for this (cf. Sert/Seedhouse 2011; Gardner 2013; Kern/Ohlhus 2017): Through the detailed sequential reconstruction of the students' conversation, we reconstruct which (disciplinary and didactical) attributions of meaning to the ongoing teaching processes are made in a co-constructive manner and which specific perceptions of what happens in the documented lessons are gradually established (cf. Buttlar/Weiser-Zurmühlen 2019). Preliminary results indicate that students focus primarily on pedagogical issues, such as the relationship between teachers and learners, as opposed to the more subject-specific challenges associated with teaching German.

This reconstruction provides a valuable opportunity to address the fundamental questions surrounding teacher training in language didactics. Specifically, it invites a discussion on the scientific knowledge, such as that obtained in the field of linguistics, that future teachers ought to acquire.

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CA and TBLT: exploring student teachers' views on combining the two approaches when designing pedagogical tasks for L2 interactional competence

Carmen Konzett-Firth, University of Innsbruck

At first sight, conversation analysis for second language acquisition (CA-SLA) and task based language teaching (TBLT) are not natural companions. One is a research methodology rooted in interpretative sociology adopting a deeply constructivist view of learning as a social and embodied endeavor (Firth & Wagner 1997, Kasper & Wagner 2011); the other is a teaching method built on the premises of the interaction hypothesis (Long 1996), viewing language acquisition as a cognitive-individual process and promoting a primarily form-oriented approach to learning. Scores of position papers and responses have amply demonstrated the wide gap between the fundamental epistemological and ontological premises of the two fields. Yet, recently, there have been attempts to overcome some of the inter-disciplinary issues in SLA research by at least acknowledging each other's positions and, ideally, trying to find some common ground (Special Issue in MLA 2025/1, Michel et al. 2025). It seems to be practical matters of teaching and teacher education where individuals adopting different worldviews inevitably need to 'work things out', so that practitioners can take away some concrete, evidence-based instructions for action.

This study contributes to discipline-transcending efforts by presenting insights into attempts to reconcile CA with TBLT in pre-service teacher education, (relatedly, see Ekin et al. 2024; Badem-Korkmaz et al. 2022). The research adopts a CA perspective on two levels: 1) as a topic in the teacher education seminar under investigation; and 2) as a research methodology to explore student teacher task design processes. The data consists of two task design group discussions during a university seminar for pre-service teachers of French as a foreign language. During the course students had to create pedagogical tasks for low level secondary school learners of French (from pre-A1 to A2), in line with the core principles of the TBLT methodology and focusing on promoting L2 IC, a concept stemming from CA-SLA. The analysis of student teachers' discussions during the task design process reveals insights into which aspects of L2 IC and of TBLT participants orient to in their task design planning, how they construct concepts as relevant for the task at hand, how they prioritize some and dismiss others, and on what grounds they agree on task design decisions. It turns out that TBLT principles are sometimes constructed as conflictual with the promotion of L2 IC development, and that practical considerations linked with teaching realities occasionally get in the way of both. The data also shows how in task design discussions, student teachers meet the above mentioned challenges by taking practical decisions for concrete task designs, thereby learning to implement theoretical concepts in situated

pedagogical problem-solving and to integrate differing perspectives about language and language learning in their teaching.

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Tracing reflective practice in video-based casework in German-as-a-foreign-language teacher training

Kathrin Siebold, Philipps-Universität Marburg

This presentation explores the development of reflective practice in pre-service GFL teachers by tracing their engagement with video-based casework. Drawing on data from a university-level GFL didactics seminar, the study examines the ways in which different layers of reflection take shape when pre-service teachers analyze authentic classroom interaction using video and transcript-based methods.

The seminar builds on a conversation analytic understanding of interactional competence as the ability to use interaction for assisting learning (Walsh 2011; Sert 2015). Participants were guided through a series of CA-informed casework sessions on classroom interaction, following a modified EDAMA framework (Aeppli & Löttscher 2016). Different focal themes (e.g., securing understanding, managing transitions, giving task instructions, correcting errors) served as analytical lenses. Data sources include group discussions, collaboratively written portfolios, individual reflection diaries, and a final evaluative group interview.

Focusing on the topic of corrective feedback, the analysis reveals that students moved across multiple levels of analysis and reflection: they described interactional sequences with reference to theoretical frameworks, interpreted pedagogical choices, and formulated alternative strategies. These moves were not only evident in their spoken group discussions, but also in their written reflections — where students linked observed interactional patterns to their own professional beliefs and practical experiences.

At the same time, the data illustrate tensions and uncertainties within the reflective process. Some participants expressed unease about translating analytic awareness into actionable teaching decisions. The contingent nature of classroom interaction — made visible through the casework — was sometimes perceived as destabilizing rather than empowering, highlighting the need for structured support in navigating complexity.

The study argues that video-based casework is a powerful pedagogical tool for promoting interactional awareness and reflective competence in language teacher education. It also underscores the importance of explicitly framing reflection as a developmental process, rather than expecting it to emerge organically. The findings contribute to ongoing discussions about how CA-based approaches can inform and enrich the professionalization of future language teachers.

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Invited Panel: CA perspectives on Classroom Interaction in Teacher Education: State of the art and future directions - Part 2: Studies of professionalization processes of pre-service language teachers

What now?: relating teaching materials with novice teachers to engage language learners in initiating a first task-related topic in video-mediated interactions with L1 speakers of German

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This study investigates how graduate teaching assistants (GTAs)—Master’s and PhD students new to college-level instruction and aspiring to teach in higher education—develop teaching materials to support video-mediated intercultural exchanges (VIEs) in German language instruction. These exchanges are conducted via TalkAbroad, a platform that connects L2 learners with L1 speakers for real-time conversations (Uskokovic, 2024; Uskokovic & Schirm, 2024; Uskokovic & Taleghani-Nikazm, 2022). GTAs, some of whom are L1 speakers of German and others L2 speakers from the U.S. or abroad, take a teaching methods course during their first semester. In addition, they receive initial training from a coordinator who provides materials, observes their teaching, and collects student feedback to support their development. During the training, the coordinator introduces TalkAbroad modules but does not cover module refinement in detail. GTAs are therefore expected to contribute to module development—particularly regarding topic initiation.

Drawing on insights from conversation analytic studies, GTAs focus on a critical moment in L2–L1 interaction: the initiation of the first task-related topic. This moment, often marked by hesitation and uncertainty, plays a pivotal role in shaping the trajectory of the exchange (Schirm et al., 2023). Preliminary analysis of TalkAbroad interactions revealed that L2 speakers frequently employ “sorry” not as a conventional apology, but as a pragmatic tool to manage topic transitions and signal a shift to task-oriented discourse (Drew & Holt, 1998). Informed by these findings, GTAs participated in guided meetings with the coordinator to analyze excerpts from prior interactions and collaboratively design teaching materials to support learners in initiating task-related topics.

This presentation examines excerpts from two phases of the project: (1) initial meetings between GTAs and the coordinator, where materials were conceptualized and interactional phenomena discussed, and (2) subsequent meetings in which GTAs discuss TalkAbroad conversations in which L2 speakers of German actively initiated task-related topics using the implemented materials. The analysis centers on the development of epistemic stance (Heritage, 2012) and how GTAs negotiate knowledge, authority, and conversational control through verbal and embodied resources (El-Wakai, 2018; Tuma, 2022). Findings demonstrate that GTAs, through CA-informed pedagogy, help learners respond to interactional contingencies and initiate topics more confidently. The GTAs’ materials show emerging awareness of sequential organization, timing, and mutual orientation in topic transitions. This process-oriented approach supports Virtual Exchange Interactional

Competence (VE-IC) of language learners and offers pedagogical implications for designing VE tasks that foster interactional sensitivity and learner agency.

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Returning to the expert: Learner practices for reinstating teacher's institutional identity during pair work activities

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Within the institution of the language classroom, interaction is largely structured around the institution-specific identities of *language expert* and *language novice*, constructed and sustained through teacher's and learners' displays of asymmetrical access to linguistic knowledge. While previous studies have shown how peer interaction offers a space where such asymmetries recede, little attention has been given to how emerging interactional troubles during such peer exchanges may drive language learners towards reinstating the default identities between teacher and learners. Drawing on 9 hours of video-recorded data from an Iranian EFL classroom, our conversation analytic (CA) study explores how language learners reproduce a teacher's institutional identity as *language expert* in the wake of their troubles while engaging in pair work activities. Our analysis showcases two concurrent practices through which the learners locally reconstituted the *expert-novice* identities: (1) gaze shift from peers to teacher; and (2) turn-final rising intonation. Through employing these practices, the learners in our study made the teacher's involvement conditionally relevant and invoked her category-bound epistemic primacy as an interactional resource for trouble management. Our analyses also illustrate that the teacher's alignment with the *language expert* identity in these cases played a pivotal role in managing the learners' troubles as they emerged. To this end, this study contributes to language teacher education by shedding light on how institutional identities are interactively constructed and leveraged for pedagogical purposes.

Interactional competence checklists as an epistemic resource for managing resistance in video-mediated L2 advising interactions

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Second language interactional competence (L2 IC) is widely acknowledged as central to the co-construction of talk-in-interaction in a purposeful and meaningful way (Galaczi & Taylor, 2018), yet research on how learners offer and respond to feedback on interactional skills is limited. This study explores how L2 learners make use of assessment checklists that illustrate and exemplify the key features of IC (e.g., topic shifts, interactive listening, turn taking) to assess each other's performance in pair/group-format oral tasks (Nakatsuhara et al., 2018) in video-mediated peer advising interaction. Moving beyond the IC assessment checklists' role as an evaluative tool, the study examines how learners draw on an assessment checklist as a tool for shifting the persistent resistance of advice recipient into agreement. Drawing on 20 hours of naturally occurring screen-recorded advising interactions, the analysis reveals that learners strategically reference specific checklist items and descriptors to justify their advice and mitigate the face-threatening potential of peer assessments. They orient to the checklists not only through verbal reference but also via screen-based actions, thereby making the assessment criteria publicly visible and relevant within the interaction. By doing so, they treat the checklist items as a shared resource indexing what is expected and desirable (e.g. institutionally preferred). For example, they echo checklist phrasing to signal their understanding, appeal to its authority to position their evaluations as legitimate. The study contributes to assessment-for-learning research by underscoring the use of IC checklists as epistemic artifacts for co-constructing an intersubjective understanding of IC performance (May et al., 2020) and minimizing recipient's resistance. The study finally calls for more explicit inclusion of peer interactive speaking tasks and use of checklists to familiarize L2 learners with the concept of IC for guiding peer feedback on IC and managing resistance.

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Question-asking as topical work in a peer-led L2 conversation circle

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This study investigates how foreign-language (L2) speakers in a multi-party, peer-led English conversation circle advance to a topical talk through question-asking practices during pre-topic talk. Drawing on ethnomethodological Conversation Analysis (CA), the study focuses on how participants collaboratively search for mutually relevant interest and shared knowledge in a context where participants have varying degrees of acquaintance and no pedagogical obligation to interact.

Building on research on topic initiation and maintenance (Button and Casey, 1985; El-Wakai, 2018; Sacks, 1992), the study focuses on how question-asking sequences serve as resources for initiating and sustaining topic-related talk. The present single case analysis data come from one of the sessions of naturally occurring interactions in a conversation circle designed for L2 speakers to engage in peer-led spontaneous talk without an interlocutor. Early analyses indicate that repeated question-asking practices often function beyond simple information-seeking, operating instead as attempts for affiliation and mutual engagement that advance the talk to the emergence of a topic-related talk.

The ongoing analysis aims to trace how these repeatedly initiated and terminated question-asking sequences find their way to sustain mutual engagement and give way to the emergence of the topical talk. By the time of the conference, the analysis will be finalised. Hopefully, the implications will be offered to provide insights into how conversation circle participants display L2 interactional competence in peer-led contexts where talk is oriented to social connection rather than pedagogical goals.

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Multimodal work of doing humour in L2 classrooms

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Humour is a significant facet and pervasive part of social interaction. It has received significant amount of attention across various range of disciplines including (applied) linguistics, philosophy, psychology, and sociology. However, humour in Second Language classrooms is still a growing area of research. Studies so far have investigated teachers' use of 'humour' in teaching materials and as a teaching strategy in classrooms (e.g., Bell and Pomerantz, 2016), the roles and social functions of humour (e.g., Wagner and Urios-Aparisi, 2011), and, lately, the sequential aspects and markers of humour in classroom discourse (e.g., Çopur and Brandt, 2023; Priego-Valverde, 2023; Gironzetti, 2022; Reddington and Waring, 2015). Nevertheless, how participants negotiate and co-construct humour multimodally in L2 classrooms remains under-researched. Therefore, drawing on Conversation Analysis and 20-hour video recordings collected from a state university in Türkiye, the present study explores how and what kind of multimodal resources (e.g., verbal, gestural, prosodic) are systematically mobilized by teachers and students in different sequential positions to mark and/or treat turns as humorous in L2 classroom interaction. Through adopting an emic approach, it provides valuable insights regarding indexical aspects of doing humour and how it is negotiated and co-constructed multimodally during routine activities in L2 classrooms. Overall, this study will present an innovative look at humour in L2 classrooms and may open up new array of opportunities to enhance teaching/learning practices. In doing so, it will provide significant implications for teacher education, foreign language teaching, and humour scholarship.

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Desk interaction in language classrooms: Current scope and new directions of CA research in the field

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Teacher–student interaction in language classrooms has been studied from various perspectives, with conversation analysis (CA) offering detailed insights into participation patterns, question–answer sequences, repair practices, and a host of other points of interest. However, much of this work has centred on teacher-led, whole-class communication, leaving less visible the kinds of interaction that occur when the teacher engages with students at their desks, for example in connection with group and project work.

In an attempt to highlight such complementary or alternative approaches to language teaching and learning in the context of classroom interaction research, we will report on a systematic review of the literature in the field, asking the following questions: What shares of the CA-based classroom interaction studies in language education focus on whole-class and desk interaction, respectively (or possibly both)? As to the studies focusing at least in part on desk interaction, what can be said about their geographical spread, analytical foci, and other relevant aspects? What are the possible reasons for the distributional patterns that emerge?

Based on the resulting overview of what has been done when it comes to CA-based research on desk instruction in language classrooms, which in itself ought to be of interest to practitioners and researchers, we will also be able to suggest possible foci for future investigations. This endeavour will be supported and enhanced by impressions from our own data of classroom interaction in project-based language education, much of which takes the form of desk interaction. Among our suggestions will be the physical movements of the teacher across the classroom, and the nature of, and response to, clarification requests from students.

Exploring the interactional dynamics of embodied learner disengagement and non-participation in post-pandemic face-to-face classes

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&

Derya Ilgın Yaşar

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COVID-19 pandemic has had profound impacts on many areas of life, and education has been no exception. Having caused education at all levels to be suspended and then to become online, the pandemic has resulted in such changes that are to stay even after it ended. One of these changes is that, in post-pandemic classrooms, the use of electronic devices such as personal tablets, laptops and smartphones has become commonplace, and there is now less use of paper and pencil. What is of interest to the researchers of this study is how the interactional dynamics of learner participation is affected by the frequent use of electronic devices. Specifically, the students' embodied (dis)engagement and (non)participation acts in an English preparatory school of a public university are investigated through the lenses of interactional sociolinguistics and communities of practice framework. Five hours of lessons were video-recorded and analysed using the conventions of multimodal conversation analysis with the software Transana version 5.05. In addition, as a secondary source, a semi-structured video-stimulated interview was conducted with the class teacher. The results of the study showed that when electronic devices were present in class and their frequent use was allowed by the teacher, students displayed episodes of overt embodied disengagement from the unfolding interaction until they re-established their attention and engagement. The shifting embodied participation creates social consequences for the common production of joint attention, making it transient, temporal and difficult to sustain on the part of the teacher. However, the results also showed that clear displays of embodied disengagement do not necessarily point at pedagogical misalignment of the learners.

Opening space for reflective talk through embodiment in post-observation conversation

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Reflective practices constitute a central component of teacher education (Farrell, 2022), and engaging in it through dialogic and collaborative processes provides particularly productive opportunities for professional learning (Copland, Ma, & Mann, 2009, Walsh & Mann, 2015). This study investigates how a teacher educator opens space for reflective talk through embodied actions in a post-observation meeting with an in-service teacher mentee. Multimodal Conversation Analysis (Mondada, 2016) of naturally occurring post-observation interactions in 94 minutes of video data highlights how embodied actions of the teacher educator function to open space for the mentee's reflective contributions. The analysis shows that leaning back, drinking water or tea, following the mentee's gaze shifts, nodding and smiling result in extended turns of reflective talk from the mentee's part. The findings contribute research and implementation in teacher education by showing how embodied conduct, beyond talk alone, plays a crucial role in creating a dialogic and collaborative ecology for reflective teaching.

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How ESL students are socialized into doing peer-to-peer academic question-and-answer sessions post-presentation: A conversation analytic account

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With roots in Ochs and Schieffelin's (Ochs, 1985; Ochs & Schieffelin, 1984, 1995; Schieffelin, 1985; Schieffelin & Ochs, 1986) seminal works, language socialization has an extensive history with bountiful literature. As well, while much literature exists on the socialization of learners into academic discourse communities, especially in English as a Second Language (ESL) settings, research into how ESL students are socialized into such communities following oral presentations has received relatively little attention (Han, 2021). More specifically, how ESL students develop linguistic and pragmatic awareness in their academic communities of practice with the use of peer feedback, e.g., in question-and-answer sessions, is severely lacking. The present study aims to fill this gap by examining how ESL students are socialized into doing academic discussion via peer-to-peer interactions during question-and-answer sessions following oral presentations. Specifically, this paper investigates the use of one such aspect of feedback: second storytelling (i.e., telling a second story in response to an interlocutor who has told a first). This ESL class at a laboratory school in a university in the Northeastern United States consisted of seven students from five countries and took place across a 10-week semester. Fourteen Zoom presentations and their question-and-answer sessions were video recorded and transcribed, of which four included second-storytelling (Sacks, 1992), all four of which are analyzed in this study. The data reveal that recipients of a peer presentation learn to use second storytelling as a resource for showing understanding and engagement during this feedback session. The study concludes that such socialization occurs not only between teacher and student, but also peer-to-peer. This paper helps shine light on the often-overlooked aspect of spoken peer feedback following oral presentations in the ESL classroom and has strong implications for language teaching as well as L2 acquisition.

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Data-led insights into student wellbeing: Linking participation, engagement, and reflection in higher education

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Student participation and engagement are observable practices that reflect how teachers transmit knowledge and how students learn and demonstrate this knowledge through interaction. Beyond the observable manifestations of participation and engagement (Jacknick, 2021), the psychological, emotional, physical, and sociological experiences of students during these moments play a critical role in fostering participation and engagement, and organizing meaning-making activities collaboratively. These multidimensional experiences are closely linked to wellbeing (Dodge et al., 2012), which is understood as a complex, dynamic, and socially situated phenomenon (Sulis et al., 2021). Recent literature has mostly focused on teacher wellbeing (e.g., Mercer, 2021), often through questionnaires and interviews. Mercer and Murillo-Miranda (2025) highlight the need for research that explores wellbeing through retrospective, experience-based methodologies (i.e., video-stimulated recall), which provides access to both observable classroom interaction and participants' reflections on wellbeing in these contexts. Against this background, the study investigates the interplay between in-class student participation, engagement, and wellbeing. The data include 24 hours of video-recordings from Linguistics and Communication courses (67 students) in a Swedish higher education institution. The video-stimulated recall sessions were conducted and audio-recorded with 2 teachers and 10 voluntary students, who watched selected episodes of their classroom interaction and reflected retrospectively on the relationship between participation and wellbeing. Using multimodal Conversation Analysis, the classroom recordings show how students engage through diverse interactional resources, including verbal utterances, embodied actions, and the use of materials. Thematic analysis of the video-stimulated recall sessions further reveals how students connect their participation to wellbeing, referring to feelings, personal experiences, and psychological conditions in orienting to their previously recorded classroom engagement. This study contributes data-led, evidence-based perspectives on student wellbeing and its conceptualization in relation to observable in-class participation. By combining multimodal analysis of classroom practices with retrospective reflections, it advances understanding of how participation, engagement, and wellbeing intersect in higher education.

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Lecturer feedback practices in online city planning studios: Evidence-based insights from multimodal conversation analysis

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Feedback-giving plays a central role in city planning studios, where learning is shaped through iterative dialogue between lecturers and students. Yet, while existing studies (e.g., McClean & Hourigan, 2013) have examined feedback through surveys or discourse-oriented approaches, the fine-grained interactional organization of these practices remains underexplored. This study addresses this gap by applying multimodal Conversation Analysis (CA) to feedback encounters in city planning studios. In addition, CA-informed, evidence-based teacher education (e.g., Sert & Waring, 2025) fosters pre-service and in-service teachers' awareness of their classroom practices, mainly in language teacher education (e.g., Bozbıyık & Sert, 2025; Kanat-Mutluoğlu & Balaman, 2023). However, no research to date has investigated university lecturers' orientations towards their feedback-giving practices in studio courses in urban planning.

Against this background, the present study explores the feedback-giving practices of two university lecturers (one professor and one research assistant) in an online city planning studio course, as well as their perspectives on these practices when reviewing short classroom episodes. The dataset consists of two interconnected components: (1) screen-recorded classroom interaction data (11 hours) collected during the pandemic from a planning studio course in the Department of City and Regional Planning at a state university in Türkiye, and (2) video-stimulated recall sessions (2 hours) with the two lecturers. Preliminary findings from the classroom data reveal that lecturers drew on a range of verbal (e.g., expertise-based knowledge, references to professional identity) and screen-based (e.g., concept drawings, satellite maps) resources when providing feedback. Findings from the video-stimulated recall sessions show that lecturers engaged in reflective commentary on their feedback practices in the online setting. This study offers both interactional and pedagogical implications for online feedback sessions, studio education, and teacher education in architecture.

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Promoting reading and writing development among multilingual students in need of special educational support

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Since language is considered an important tool for acquiring knowledge and expressing thoughts (Vygotsky, 1999) Swedish steering documents (SNAE, 2022) stress the importance of supporting all students in their language development. Developing *cognitive academic language proficiency* (CALP) takes considerable time, and all students must cultivate abilities like analytical thinking to strengthen their academic language skills (Cummins, 2008). Nevertheless, multilingual learners often encounter obstacles that first language (L1) speakers do not face. For example, many of these students are required to acquire both *basic interpersonal communicative skills* (BICS) and CALP in their second language (L2) simultaneously upon entering school. In Swedish compulsory school, multilingual students' reading and writing development is therefore supported, among other measures and practices, by heritage language (HL) teachers. For many multilingual students, cognitive and linguistic development progresses without significant obstacles (Sparreskog, 2025). However, when this progression diverges from expected norms, it is essential to examine the underlying difficulties and implement appropriate support strategies. The need for special educational assistance among multilingual students often arises from a complex interplay of contributing factors. To effectively support multilingual students, whether they require special educational assistance or not, collaboration between heritage language teachers and special education needs (SEN) teachers is essential. Thus, a key consideration is how HL and SEN teachers work together to promote reading and writing skills in multilingual children. We present two sub-studies: Study 1, a questionnaire answered by 33 HL teachers, and Study 2 consisting of in-depth interviews with a different group of 13 HL teachers. Both sub-studies aimed to increase our understanding of HL teachers' experiences of collaborative practices with SEN-teachers for promoting reading and writing development among multilingual students with or without the need of special educational support. Findings reveal that HL teachers, though well-qualified and committed, are often excluded from collaborative planning with SEN teachers. This study highlights the systemic barriers and opportunities for improving literacy support through interprofessional collaboration.

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Stories revisited: Tracing and transforming language teacher cognition through recurrent restorying

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This study investigates the developmental trajectory of language teacher cognition through the lens of recurrent restorying, a narrative inquiry methodology developed by Golombek and Johnson (2021). It allows teachers to critically revisit and reinterpret their prior learning-to-teach experiences, tracing shifts in their beliefs, practices, and cognitive processes over time. Within this framework, the study utilizes recurrent restorying through previously storied learning-to-teach experiences of an early-career English language teacher. For the data collection, the participant teacher was provided with her own reflections and observation forms from the teaching practicum four years ago. After a brief orientation about recurrent storying, she was asked to reflect on these documents by following the guidelines and the instructions led by the researcher as the former teacher educator. A qualitative thematic analysis of the data revealed that recurrent restorying enabled the participant teacher to act as both a participant and an analyst, fostering a deeper understanding of the shifts in her *teaching beliefs, instructional strategies, and professional identity*. For example, the findings related to the teaching beliefs indicated that the participant teacher uncovered her transitions from a rigid, perfectionist view of teaching to a flexible, adaptive approach, highlighting the cognitive shift from theory-driven practices to context-sensitive strategies. Similarly, her perceptions of error correction transformed, reframing mistakes as opportunities for learning and growth rather than failures. In the present study, recurrent restorying not only illuminated the changes in language teacher cognition but also provided a transformative space to reconstruct new conceptualizations of teaching and learning. These findings highlight the potential mediational influence of recurrent restorying as a methodology for tracing and advancing language teacher cognition, with implications for language teacher education and ongoing professional development.

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I came with evidence: How pre-service teachers build reflection through video data

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With the growing influence of sociocultural perspectives, reflection has become an integral component of language teacher education (LTE). Despite a growing body of research in this area (e.g., Farrell, 2018; Skovholt et al., 2019), the ways in which reflection is interactionally achieved still require closer examination. In particular, how pre-service teachers (PSTs) collaboratively engage in reflective discussions without the guidance of a teacher educator remains relatively underexplored. Against this background, the present study investigates video-mediated, collaborative, and data-led reflections conducted by transnational PSTs. Drawing on Conversation Analysis (CA), the study explores how participants draw upon video data to analyze their own task designs and students' performances. The data were collected within an Erasmus+ project and data collection process consists of three stages: designing an online language task, students' task performance, and conducting group reflections on both task design and task execution. In each stage, participants were required to record their screens and these screen recordings are the main type of data in this study. The micro analysis focuses on how participants refer to concrete implementation evidence and formulate alternative actions or possible adjustments for future practice. The findings show that data references play a central role in anchoring reflections, enabling PSTs to move beyond subjective evaluation toward evidence-based reasoning. Through collaborative engagement with the data, participants identified design-related problems (e.g., clarity of instructions, time allocation, interactional balance) and proposed concrete solutions for improvement in subsequent implementations. These discussions were characterized by collective negotiation, tentative reasoning, and self-evaluation, often framed through epistemic markers and hedges that fostered a supportive peer environment. Overall, the study demonstrates that in the absence of a teacher educator, peer-based, data-led reflection provides a valuable context for professional learning. By grounding their discussions in actual task performance data, PSTs not only justified their pedagogical reasoning but also co-constructed actionable knowledge for future teaching. The findings underline the potential of data-led reflection as a pedagogical tool for fostering autonomy, criticality, and collaboration in teacher education contexts.

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From feedback to practice: Integrating convergent and divergent multimodal feedback into telecollaborative tasks

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This study investigates how transnational groups of pre-service teachers (PSTs) from Austria, Spain, and Türkiye incorporate convergent and divergent multimodal feedback points into their task designs during a collaborative task design process in a virtual exchange environment (e.g., O’Dowd, 2018; Dooly & O’Dowd, 2012). While previous research has explored feedback in teacher education (e.g., Lee, 2017), limited attention has been given to how PSTs in transnational settings negotiate and integrate such feedback within technology-mediated task design processes. Based on pre-established design criteria, the participants held three video-mediated meetings to co-construct a virtual exchange task utilizing the DigiTask web app to address an assigned topic. Subsequently, PSTs shared their draft designs with teacher educators, receiving feedback in various formats: video-mediated collective feedback (using screen sharing) in Turkey, criteria-based written feedback in Austria, and written feedback in Catalan, Spanish, and English in Spain. Following the feedback, PSTs held two additional meetings, discussing a total of 19 convergent and 12 divergent feedback points and shaping their final design decisions accordingly. Drawing on Multimodal Conversation Analysis, the study examines screen recordings of these collaborative sessions (24 hours, 39 minutes, and 59 seconds) to analyze how PSTs incorporate convergent and divergent feedback in video-mediated interactions and how these practices shape their final design decisions. Findings indicate that participants integrated convergent feedback points more quickly and clearly into their decision-making processes, while divergent points required more intensive discussion, justification, and consensus. The findings underscore the role of feedback as an epistemic and dialogic resource that facilitates pedagogical decision-making in interaction and enriches the co-construction of diverse social actions. Overall, the study highlights feedback as an epistemic and dialogic resource that supports pedagogical decision-making in interaction and enriches the co-construction of diverse social actions, offering novel insights into the design of effective online collaborative learning environments in teacher education.

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Responding to proposals in video-mediated virtual exchange settings

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Virtual Exchange (VE) has become a widely adopted approach in language teacher education because of the opportunities it offers. In VE projects, task design is a central activity through which collaboration and learning are organized, planned, and refined across international contexts. During these task design conversations, participants make and respond to proposals that shape the outcome of the task design process. However, how these sequences unfold among pre-service teachers (PSTs) in VE remains underexplored. This study examines how PSTs use proposals as interactional resources to reach joint decisions, and which resources they draw on when accepting, modifying, or rejecting task design ideas in video-mediated VE interactions. Based on 45 hours of screen-recorded, transnational meetings from a VE project between Türkiye and Canada, the study uses multimodal conversation analysis to investigate proposal sequences from an emic perspective. The analysis shows a strong predominance of direct agreement to proposals, alongside instances of conditional agreement, where PSTs specify a condition for acceptance, and alternative joint-action proposals, where PSTs constructively build upon or refine ideas. In contrast, direct disagreement was remarkably rare. Overall, PSTs utilize a range of interactional resources to sustain collaboration and achieve consensus, building on one another's proposals while avoiding direct conflict. These findings underscore proposals as key interactional resources for joint pedagogical decision-making, shaping task design within VE projects.

The translanguaging turn in L2 classroom repair: Teacher translation as an emergent repair practice

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In recent years, the field of second language (L2) education has witnessed a paradigm shift toward more dynamic and inclusive understandings of language use in the classroom. Central to this shift is the concept of translanguaging, which challenges monolingual norms and emphasizes the fluid deployment of linguistic resources by bilingual or multilingual speakers (García & Wei, 2014; García & Kleyn, 2016; García et al., 2017). Although the translanguaging turn (Wei, 2018) has attracted several researchers' attention, little importance has been given to the role of this turn in teacher-initiated repair sequences in L2 classrooms (Hosoda, 2014). Therefore, this study explores the role of translanguaging, specifically the relationship between translation and repair in teacher-initiated repair sequences through the lens of Conversation Analysis (CA). Drawing on the analysis of seven hours of video-recordings from two L2 English classrooms, where instances of teacher-initiated repair through translation are identified and examined, the findings reveal that teacher-initiated translation as a repair strategy occurs in response to two types of interactional trouble: learner silence and non-target-like utterances. More specifically, the analysis demonstrates that two teachers use translation into the students' L1, Turkish, both proactively, to preempt communication breakdowns following extended pauses, and reactively, to signal and address linguistic errors in the learner turns. In both functions, translation emerges as a nuanced form of other-initiated repair (OIR), enabling the teachers to manage comprehension difficulties, scaffold learner participation, and encourage self-correction. The study emphasizes the need for teachers to develop interactional competence (Classroom Interactional Competence) (Walsh, 2011) in deploying translation as a repair practice and contributes to the understanding of repair mechanisms in L2 learning environments, illustrating how teacher translation can be an effective tool for fostering language learning through interaction.

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Candidate understandings as interactional resources for progressivity: A conversation analytic perspective

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In multilingual beginner classroom talk, understanding is publicly displayed and negotiated turn-by-turn through repair, epistemic stance, and embodied action (Schegloff, Jefferson, & Sacks, 1977; Heritage, 2012; Goodwin, 2000). In such environments, teachers routinely face moments when learners' turns trail off mid-formulation or when meaning remains incipient. While previous research has largely conceptualized candidate understandings as practices for checking comprehension or resolving misunderstanding (Sert, 2021), less attention has been paid to how they can function as resources for sustaining progression, keeping the action moving while preserving the learner's expressive agency. Drawing on 15 hours of video-recorded lessons from the Applied Linguistics & TESOL Corpus (ALTEC) project, this study examines ESL classroom interactions among adult multilingual learners taught by teacher-trainees in TESOL and Applied Linguistics. It employs multimodal sequential analysis to investigate how teacher-trainees use candidate understandings to sustain expressivity and invite learner continuation during classroom interaction. Rather than treating them as comprehension checks or repair initiations (Kääntä, 2010), the analysis conceptualizes candidate understandings as expressive invitations: practices that hold open the learner's turn while signaling understanding-in-progress. Findings demonstrate that candidate understandings function as interactional scaffolds that sustain the expressive trajectory without closing it down. Through these embodied and temporally calibrated practices, teacher-trainees sustain intersubjectivity and progressivity under conditions of linguistic asymmetry (Schegloff et al., 1977; Heritage, 2012; Sert, 2021). In doing so, they publicly display an emerging orientation to learners' expressive agency and a developing sensitivity to timing, epistemic stance, and embodied alignment, which are key dimensions of classroom interactional competence. The analysis contributes to accounts of classroom interactional competence by conceptualizing candidate understandings as epistemically calibrated, embodied resources through which understanding is kept locally achievable. It thus characterizes multilingual classrooms as ecologies of emergent understanding, where expressivity and comprehension are co-constructed through the multimodal and temporal coordination of talk and gesture.

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

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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.

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From other-initiated accounts to self-accounting: A longitudinal conversation analysis of gameplay interactions of L2 English learners

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Research on Extramural English and “language learning in the wild” suggests that repeated participation in naturally occurring activities can shape learners’ interactional repertoires. Building on this work, this study uses Conversation Analysis and Interactional Linguistics to examine how L2 English speakers manage *informing* and *accounting* while playing an online social deduction game (Feign). The dataset consists of 22 hours of voice-recorded in-game interaction from two groups (7 and 8 participants) who played the game regularly across four months.

A recurrent environment in the data is the game’s discussion phase, where participants launch informing sequences with openings like information-seeking questions (“Does anybody have any info?”), information claims (“I have info”), or preliminary questions (“Can I give info?”). In sessions 1–4, the early rounds, informings involve the speaker’s stance, role-bound actions, speculations about other players, or combinations of these (e.g., “I think OM is the impostor”). Co-participants orient to the stance or content and challenge the speaker with “How can you know?” or “Why do you think that?”, thereby making accounts relevant. In the next turn, the speaker provides an account, and subsequent turns generally accomplish contradictions, denials, and counterclaims. These sequences constitute instances of other-initiated account turns, and this practice shifts over time. From session 5 onward, participants increasingly produce informings *with built-in accounts* (i.e., self-accounting; Robinson, 2016), commonly through extended turns that include because-clauses and evidential details tied to role-based access (e.g., tracker/doctor information). This way of formulating informings changes the trajectory of the sequences since they act as a pre-emptive device against challenges that question the credibility of the informing.

This longitudinal change—from other-initiated accounts to self-accounting—suggests a developing interactional competence in managing informing and accounting practices in this activity type (Nguyen, 2019; Pekarek Doehler, 2018). The study aims to contribute to CA research on development by showing how recurrent gameplay participation diversifies learners’ methods to accomplish local tasks.

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Pre-service teachers' supportive practices in SVR-tandem interactions with A2 learners: Addressing lexical gaps and word explanations

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This study investigates the supportive practices of pre-service teachers (PST) of German as a Foreign and Second Language during tandem interactions in the immersive virtual environment “Wander” with international students learning German at the A2 proficiency level. The study was conducted within the seminar “Experiential Culture-Reflective Learning”, aimed at fostering the digital literacy of GFL teachers. The analysis is based on four case studies, totaling approximately 3.5 hours of video-recorded interaction captured in a split-screen format to display both participants’ perspectives and their use of spatial resources. Building on previous studies on co-constructing shared spaces and embodied spatial scaffolding (Lazovic 2025a), as well as immersive intercultural learning (Lazovic 2025b; Ahlers et al. 2020; Lazovic & Ahlers 2022), this study focuses on moments of learners’ lexical uncertainty, further shaped by divergent perspectives and the challenges of achieving intersubjective alignment in the SVR context. It examines how PSTs address lexical gaps and organize explanations and clarification sequences while leveraging spatial resources in VR, co-constructing meaning with their learners and fostering intersubjective alignment. Drawing on a multimodal interactional linguistic approach, the study highlights how embodied interactive practices are designed to facilitate learners’ lexical development and interactional competence within the spatial and social affordances of the virtual environment. Findings reveal some patterns of multimodal co-constructing of meaning, design of explanation turns to bridge perspective divergences, and clarification moves, demonstrating how PSTs scaffold language learning in immersive VR settings and actively support intersubjective alignment. An additional focus is placed on changes and adaptability over the course of the interaction, reflecting the evolving dynamics of the collaborative learning process as the interactive experience unfolds. Moreover, the study highlights how these interactive experiences contribute to the development of PSTs’ interactional competence, as they optimize, adapt, and coordinate multimodal resources to manage dynamic tandem constellations, balancing epistemic positions, fostering intersubjective alignment and supporting learner processes effectively.

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Vision and instructions in pool games

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Language and social interaction scholarship treats instructions as actions deployed to get someone to do something. This scholarship has examined various situated activities such as surgical operations (Mondada, 2014), photography sessions (Tekin, 2025), driving courses (Deppermann, 2018), calligraphy (Nishizaka, 2000) and crochet classes (Lindwall & Ekström, 2012), demonstrating the interactional work involved in the production, recognition and negotiation of instructions. Drawing on the analytical principles of ethnomethodology and conversation analysis (Garfinkel, 1967; Sacks, 1992), this paper aims at contributing to this body of work by uncovering the multimodal organization of instructions in pool games.

Using video-recordings of amateur pool games, the analysis highlights vision as a resource for producing relevant instructions in pool games. This vision is a specific form of professional vision (Goodwin, 1994), and it involves scrutinizing the related balls in the pool table which makes it conducive to producing instructions for the players to hit specific balls. The analytical inspections enabled by this kind of professional vision establish a ground paving the way for formulating the instructions. This implies that vision and talk are intertwined in particular ways in the organization of instructions in pool games. This study aims at contributing to the organization of instructions on embodied activities, as well as to study of professional vision and its interactional relevance to the accomplishment of situated activities. Participants speak Turkish in the data.

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From lecturing to scaffolding understanding in Japanese EMI classrooms: Exploring CDFs, semantic waves, and multimodality

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EMI has been adopted in higher education worldwide to promote internationalization and prepare students for their workplaces where they might use English (Dafouz & Smit, 2016). Yet, on one hand, university EMI teachers tend to provide little language support because they assume that students have enough English language skills and are capable of following lectures and understanding discipline-specific content in English. On the other hand, there might be a gap between the learners' general language proficiency and the academic language used in the classroom (Jenkins, 2011). Dalton-Puffer's (2016) construct of cognitive discourse functions (CDFs) is useful for examining what language is used by EMI teachers because it "links subject-specific cognitive learning goals with the linguistic representations" (Dalton-Puffer, 2016, p. 30). While the notion of 'semantic waves' from the Legitimation Code Theory (Maton, 2013) allows to identify how teachers scaffold students' disciplinary understanding through "unpacking/repacking" knowledge (Lin, 2016). This study aims to explore EMI classroom interaction in terms of how knowledge is co-constructed through CDFs and how students' learning is supported through semantic waves and multimodalities. The data come from EMI classrooms (Chemistry and Political Science) in a Japanese University where students have a CEFR B2 English level. The video-recorded classroom data were approached from qualitative discourse analysis and multimodal conversation analysis. The findings reveal how the teachers used CDFs to explain and categorize disciplinary content, and evaluate students' responses. The semantic waves show that the teachers' pedagogical approach is different in their degree of unpacking abstract concepts to scaffold students' understanding. We discuss the significance of the findings and the analytical approach in terms of ways researchers and educators can use the combined framework of CDFs, semantic waves, and multimodalities to examine knowledge construction in EMI classrooms.

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Interactional resources that establish student participation in an EMI context

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Although English medium-instruction (EMI) has gained a growing popularity in non-Anglophone countries in recent decades (Dearden, 2015), how it impacts classroom interaction and activities has remained mostly uncovered. It has been emphasized by Macaro (2018) that limited data is available with regards to interaction in EMI higher education contexts, compared to higher amounts of research devoted to secondary schools. Specifically, micro-analytic research focusing on how interaction unfolds in EMI contexts remains highly limited (Bozbiyık & Balaman, 2023). Thus, it becomes essential to investigate what actually happens in a higher education classroom from a more fine-grained perspective and find out what practices improve students' participation in EMI classrooms. To this end, this study aims to discover certain practices that an instructor adopts in a Psychology course offered at a Turkish EMI university. With this aim, approximately seven hours of interactional data were collected through video recording of the relevant class and analyzed using multimodal conversation analysis (MCA). The reason why MCA was chosen is its strength in displaying participants' perspectives through emic and semiotic lenses by analyzing the sequential details of talk without priori assumptions of analysts. Thus, the data first were investigated from an unmotivated-looking procedure (ten Have, 2007), revealing some noticeable practices which lead to an increase in students' participation in classroom talk. The close investigation of the practices demonstrates that the instructor uses a variety of resources to establish students' participation such as using real-life examples, teacher as an interactional resource, classroom materials, translanguaging, embodiment as well as wait time. This illustrates that it is probable to make students contribute to classroom interaction more with the help of distinct resources in EMI settings and establish intersubjectivity better, enabling an improved understanding of the subject.

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EMI pedagogy–interaction interface: Revisiting Seedhouse (2004) and Walsh (2006) for a data-led understanding of L2 English-medium university classrooms

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Analyses of classroom interaction through the lens of multimodal Conversation Analysis (CA) have provided fine-grained accounts of how pedagogic goals are locally accomplished in language classrooms through L2 classroom contexts (Seedhouse, 2004) and modes (Walsh, 2006; 2011). Still, little is known about how comparable interactional architectures operate in L2 English-medium instruction (EMI) university classrooms, which are not designed primarily to teach the language itself; rather, disciplinary content is mediated through L2 English and language learning is a by-product (Deignan & Morton, 2022). This fundamental shift in pedagogical focus brings distinct participation patterns, interactional trajectories, and configurations of epistemic and deontic rights. Addressing this gap, the present study explores the interactional architectures that organize EMI classroom discourse across disciplines. Drawing on a 55-hour subset of the English-Medium Instruction Corpus (EMIC), this study employs multimodal CA to identify interactional modes that emerge as locally coherent constellations of pedagogical goals, participation frameworks, and semiotic resources. The micro analysis of video-recorded EMI classroom data shows that turn management and the (re)distribution of epistemic and deontic rights between teachers, students, and third parties (e.g., teaching assistants, co-instructors, guests, etc.) are contingent upon the instructional activities and material ecologies at play, ranging from large-group lecturing and walkthrough laboratory demonstrations to small-group problem solving and individual student presentations. The proposed data-led framework delineates how EMI classroom interaction is systematically organized around recurrent configurations of talk, embodiment, and artefact use. By mapping these configurations, the study adds to the CA-informed understandings of classroom discourse beyond language teaching contexts and provides an empirical basis for conceptualizing EMI as an interactional environment in its own right. Pedagogically, such a framework can enhance EMI instructors' awareness of the interactional modes they recurrently mobilize, helping them design more responsive and dialogic classroom ecologies that support both disciplinary learning and student agency.

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DigiLTE Project EFL Classroom Interaction Panel

Teacher-initiated retrospective orientations in EFL classes

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This EMCA paper focuses on teacher-initiated retrospective orientations (TIROs) in a variety of EFL settings, ranging from primary to tertiary education, and aims to provide an overview of what TIROs accomplish interactionally and pedagogically in different sequential environments. Retrospective orientations (ROs) 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 retrospective orientations have focused primarily on student-initiated ROs in secondary and tertiary education (Ekin, 2023; Ekin & Balaman, 2024; Jakonen, 2018; Musk & Čekaitė, 2017) and on TIROs as practices for informal formative assessment in tertiary education (Can Daşkın & Hatipoğlu, 2019). The current study broadens the scope in terms of the range of EFL settings in which TIROs occur and the sequential environments in which they are mobilized together with their pedagogical purposes. Our dataset comprises 31 EFL classes that were videorecorded in four different countries. Our preliminary findings indicate that TIROs are formulated as statements with a contextualizing function (e.g., *we’ve done this once before*) or are designed to mobilize a student response through an interrogative format (e.g., *do you remember?, what did you do?*). Affirmative TIROs tend to occur when the teacher is announcing or giving instructions for an upcoming activity. These TIROs accomplish various actions, such as providing an account for the next activity or reminding students of previous content. On the other hand, interrogative TIROs accomplish different actions within different activities. For example, an interrogative TIRO might be used to elicit a student response on content presented as already known during a correction round or while the teacher is establishing common ground prior to a new activity. In other cases, an interrogative TIRO may be used to engage students in debriefing activities that aim to evaluate their performance. Overall, our analyses suggest that TIROs in general establish students’ epistemic access (Stivers et al., 2011, p. 18) to previous content or instructions, whereas interrogative TIROs also hold them morally accountable for knowing and remembering; that is, interrogative TIROs establish students’ epistemic responsibility (ibid.) to retrieve information, thereby framing the TIRO as reasonable.

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DigiLTE Project EFL Classroom Interaction Panel

Transitioning back to plenary talk in L2 English classroom interaction

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Transitioning is an ever-present task for teachers. In fact, moving from one activity to another can be understood as part of the repertoire of practices that constitute *classroom interaction management* (Kunitz, 2013; Filipi & Markee, 2018, DigiLTE Environment). However, existing work has mostly focused on teachers' verbal practices, e.g., assessments such as *very good* (Batlle, 2021) or discourse markers such as *okay* and *alright* (Ebshiana, 2020; Walsh et al., 2011). We still know relatively little about the bodily-visual resources that teachers and students mobilize to accomplish transitions in classroom interaction (but see Kupetz & Becker, 2021). The present study addresses this gap by investigating transitions from peer or group work to plenary talk (PGP transitions) in two datasets: a 10th grade EFL classroom in Germany and an advanced ESL classroom in the United States, amounting to approximately ten hours of video-recorded interaction. Using Multimodal Conversation Analysis and Interactional Linguistics, we examine cases of PGP transitions with regard to their multimodal realisation. We will show that teachers use a range of practices to signal the end of the ongoing activity and initiate the shift in participation framework. These include discourse markers with distinct prosodic shapes (e.g., *alright*, *okay*), embodied and spatial reorientations (e.g., moving closer to the students), more or less explicit requests for students to stop talking, and accounts. In doing so, teachers invite alignment with the emerging plenary teaching mode, in which the teacher (re)assumes control of the conversational floor. These findings further highlight the embodied, specialized work of teaching (Hall & Looney, 2019; see also Ball & Forzani, 2009), and contribute to micro-interactional research on classroom interaction by demonstrating the potential of analyzing classroom transitions in their full local ecology.

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DigiLTE Project EFL Classroom Interaction Panel

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

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In classroom interaction, teachers employ various interactional resources to pursue student responses, including asking questions. Accordingly, this study focuses on the use of the question “What else?” as a response-pursuing 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. For this study, approximately four hours of video-recorded data from an EFL classroom involving one teacher and fifteen students were analyzed. Using multimodal conversation analysis, two main collections were created: (1) instances where “What else?” was used to elicit additional responses, and (2) instances where it was employed to pursue correct or target responses. In the first collection of instances, “What else?” was used following positive assessments, repetitions and minimal acknowledgments of student responses, which in turn led to further responses from students. On the other hand, in the second collection, “What else?” was used after a lack of orientation to student responses or repetition of an incorrect response, which subsequently resulted in students producing correct or target responses. The results of the study lead to some implications for (language) teacher education and classroom interaction. By uncovering the interactional functions of “What else?”, the study contributes to a deeper understanding of teacher questioning practices and offers implications for (language) teacher education and classroom interaction research.

DigiLTE Project EFL Classroom Interaction Panel

Check the heading. What does it say?: Teacher hinting as an interactional and pedagogical resource in the EFL classroom

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In Initiation-Response-Feedback/Follow-up/Evaluation (IRF/IRE) sequences, teachers invite students to participate in classroom interaction and contribute to the on-going classroom activity using an interactional practice of ‘hinting’. Hinting can be defined as a pedagogical strategy often used by teachers to give clues to students and prompt them to provide an answer, especially in cases when no answer or a wrong answer has been provided. Hinting can be done verbally, using linguistic means, or non-verbally using gestures or classroom artefacts such as the textbook or the whiteboard. This study forms part of the DigiLTE project which aims to digitally transform language teacher education. The dataset examined in this study comes from a corpus of 7 video-recorded lessons in a primary English classroom in a charter school in Barcelona, Catalonia, Spain. Our collection-in-progress contains 30+ instances of the interactional practice of teacher hinting. Using a multimodal conversation analysis, we aim to explore when teacher hinting occurs in the sequential unfolding of the on-going classroom activity, how it is multimodally accomplished, what the teacher employs this interactional practice for (pedagogical goal), and whether it achieves this goal and elicits student contributions. Our initial observations suggest that the majority of hinting occurs as a response elicitation when introducing new knowledge and revising learned content/knowledge. The analysis also reveals that the teacher used a wide range of interactional and multimodal resources to accomplish hinting, such as talk, intonation, embodied resources (iconic and pointing gestures, facial expression), classroom artefacts (whiteboard), repetition, and DIUs (Koshik, 2002). To conclude, we discuss the importance of hinting for language learning and its pedagogical role to promote students’ participation and to facilitate their understanding and learning in the EFL classroom.

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DigiLTE Project EFL Classroom Interaction Panel

The use of artefacts for doing other repair in L2 classroom interaction

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The classroom is a highly dynamic and interactive setting in which teachers and students collaboratively engage in teaching and learning. One important component of classroom interaction is the use of artifacts, namely the objects, tools, or materials that teachers employ during instruction. This study examines how teachers use these artifacts to accomplish other repair in higher education classroom interaction. The data are drawn from a large corpus of diverse classroom interactional settings funded by the Erasmus+ program (DIGILTE) and include both secondary and tertiary level classrooms. Using a multimodal conversation analysis approach, the study analyzes approximately 20 hours of tertiary level classroom interaction involving nine teachers recorded in an English Preparatory Program. Although the teachers taught different proficiency levels, a recurrent and noteworthy pattern emerged: teachers consistently employed classroom artifacts as resources for carrying out other repair, which formed the analytical focus of this study. More specifically, teachers frequently used (i) projected screens and digital media, (ii) physical whiteboards, and (iii) coursebooks not only to deliver instructional content but also strategically to resolve interactional trouble during student contributions. Through this practice, teachers managed repair sequences in a more evidential and accessible manner for students. The study highlights the crucial role of classroom artifacts in facilitating interactional management in an efficient and resourceful way.

Referencing testing principles as an interactional resource in L2 teacher education: examining peer feedback dynamics

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The growing demand for language teachers to develop strong language testing and assessment skills has driven extensive research to align educational programs with these evolving needs. While previous studies emphasize the necessity of revising undergraduate curricula and incorporating more hands-on training in language testing and assessment courses, there remains a critical gap in understanding how preservice teachers acquire and refine their assessment skills through reflective practices, such as peer feedback interactions, in real classroom settings. Addressing this gap, the present study examines 12 hours of video-recorded peer feedback interactions among senior-preservice teachers enrolled in a language testing and assessment course at a state university in Ankara. Employing a conversation analytic approach, the study explores how preservice teachers develop language assessment literacy through dialogic talk during item-reviewing interactions. Specifically, it identifies the Reference to Testing Principles (RTP) phenomenon and its emergence across different sequential environments, analyzing its functions within peer feedback sessions. Findings suggest that invoking fundamental principles of testing and assessment facilitates meaningful learning opportunities, enabling preservice teachers to enhance their item-writing and reviewing skills—critical competencies for their future roles as language assessors. This study offers valuable insights into the effective integration of peer feedback in higher education and contributes to L2 teacher education research in the complex domain of language testing and assessment.

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Linking interactional competence and focus on form in teacher education for German as a second language

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This contribution presents a higher education concept designed to foster interactional competence in future language teachers, combining Steve Walsh's framework of classroom interactional competence (CIC) with Michael Long's notion of *Focus on Form* (FonF). The concept aims to enhance (student) teachers' awareness of interactional processes in the language classroom and their ability to create, recognize, and respond to learning opportunities within communicative settings.

The concept centers on the analysis of video-recorded interactions between (student) teachers and multilingual children learning German as their second language and corresponding transcripts, focusing on both successful and missed opportunities for interactional learning and Focus on Form.

The didactic design follows a cyclic structure of observation, analysis, reflection, and microteaching. Students first engage with theoretical perspectives on CIC and FonF, then apply analytical tools to authentic video data. Subsequent discussions aim to raise metalinguistic and metacommunicative awareness, while microteaching sessions provide opportunities to implement and evaluate interactionally sensitive teaching strategies. Through this integration of theory, analysis, and practice, the concept promotes a deeper understanding of how linguistic and pedagogical forms interact in real classroom discourse. Preliminary evaluations from seminar implementations indicate that students develop heightened sensitivity toward interactional features such as wait time, repair, and scaffolding, as well as a greater capacity to notice and exploit different *focus on form* opportunities in spontaneous communication.

In the workshop we will discuss the developed materials based on the concept and how it can be applied in different fields of teacher education, arguing that systematic attention to interactional competence contributes to the broader goal of preparing reflective, adaptive, and linguistically responsive teachers for multilingual learning contexts.

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Teaching grammar in L2 classroom interaction: Eliciting grammatical explanations as an interactional resource

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Since the early discussions in second language (L2) pedagogy, grammar has been regarded as a central component of teaching and learning. While the debate on how grammar should be taught (e.g., explicit vs. implicit approaches) has been long-standing, less attention has been paid to what actually happens as grammar teaching unfolds in the moment-by-moment organization of classroom interaction. Recent studies have begun to explore grammar teaching through multimodal perspectives (e.g., Matsumoto & Dobs, 2016; Majlesi, 2018), yet the broader interactional architecture of grammar instruction remains underexplored.

Against this background, this study employs a collection-based multimodal conversation analysis (CA) to investigate the affordances of grammar teaching in L2 classrooms from a data-driven, evidence-based perspective. The dataset consists of 37 hours of classroom video recordings collected over one month in a compulsory English preparatory program at a state university in Türkiye. Students in the focal group were enrolled in the English Language Teaching and English Translation and Interpreting departments. According to the preparatory school's reports, the students' proficiency was around intermediate, suggesting they already had substantial grammatical knowledge, which makes the interactional affordances of grammar teaching in this setting revealing.

Findings show that the teacher's grammar instruction is accomplished through eliciting grammatical explanations from students, revealing three recurrent elicitation patterns. First, the teacher pursues a response after initial silence or dispreferred response until a student produces an answer that can be taken up, then the teacher shifts into explanation/elaboration. Second, when elicitation observably fails, the teacher abandons student involvement and shifts into direct explanation before closing the sequence. Third, teacher and students collaboratively establish understanding with minimal or no interactional trouble; preferred student responses immediately taken up, confirmed, and expanded. By uncovering these patterns, this study advances our understanding of 'interactional architecture' of L2 grammar teaching settings and offers pedagogically relevant insights.

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Pragmatic dimensions of teacher feedback as evidence of classroom interactional competence

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Teacher feedback in Second Language Acquisition (SLA) classrooms functions as a central mechanism for guiding learning and shaping interaction. Research has examined feedback from multiple perspectives. Lyster & Ranta (1997) provided a taxonomy of corrective feedback types, while Sert (2015) conceptualized feedback within the framework of Classroom Interactional Competence (CIC), emphasizing its interactional and conversational functions. Waring (2009, 2021) examined the pragmatic and evaluative dimensions of feedback, showing how it influences learner participation and affective engagement. Complementarily, Van de Pol et al. (2010) and Walsh (2011) highlighted feedback functions as a scaffolding tool and one of the key components of effective teaching.

However, little is known about how different feedback types *correspond systematically to lesson phases* and to the *gradual transfer of learning responsibility* from teacher to learner. Existing research suggests that early lesson stages often involve explicit correction and modelling, whereas later stages invite more dialogic and reflective feedback. Yet no study has fully integrated the interactional perspective of CIC with a staged, responsibility-transfer model of scaffolding (Van de Pol et al. (2010)) — revealing a gap in understanding the temporal and pragmatic evolution of feedback.

This study addresses this gap aiming to investigate how teachers' pragmatic choices in feedback signal learners' growing awareness and autonomy. Drawing on Lyster & Ranta (1997), Sert (2015), Waring (2009, 2021), and Van de Pol et al. (2010), the feedback of an expert EFL teacher in a HAVO-5 reading comprehension lesson at a Dutch public school was coded by type and scaffolding intention across lesson phases. Mixed-method analysis revealed that feedback serves as a strategic scaffolding tool: early feedback supports comprehension through explicit modelling, mid-phase feedback encourages co-construction and self-repair, and late-phase reflective feedback fosters metacognitive awareness and learner responsibility. Feedback thus embodies both pragmatic and pedagogical intelligence within evolving classroom interaction.

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