

ICOP-L2 2024

CONFERENCE SCHEDULE.

**Wednesday June 5:**

8:00 – 11:45	Registration: Reception on ground floor		
11:45 – 12:00	Welcome ICOP-L2 participants!		
12:00 – 13:00	TDL Closing Plenary // ICOP-L2 Opening Plenary: Olcay Sert, Mälardalen University Room: 11.57 – Auditorium, ground floor		
13:00 – 14:00	Lunch & coffee		
13:00 – 15:00	Registration: Reception on ground floor		
<b>ROOMS</b>	<b>51.02</b>	<b>51.09</b>	<b>61.01</b>
<b>Strands &amp; session chairs</b>			
	<b>Materiality (panel).</b>  <i>Session chairs: Lilja &amp; Urbanik (panel organizers).</i>	<b>Classroom interaction.</b>  <i>Session chairs:</i> <u>14:00 – 15:55: Tadic – Andersen chairs Tadic &amp; Fedder Williams.</u> <u>16:00 – 17:25: Wu.</u>	<b>Assessment, Epistemics, and Understanding.</b>  <i>Session chairs:</i> <u>14:00 – 15:55: Doygun – Leyland chairs Doygun.</u> <u>16:00 – 17:25: Looney.</u>
14:00 – 14:25	Lilja & Urbanik (panel)  <i>Using objects to facilitate understanding in second language interactions</i>  1. Eilola: <i>The use of situated objects in L2 interactions in service encounters</i>	Tadic & Fedder Williams  <i>Multilogue as classroom interactional competence</i>	Doygun  <i>Role-exchange as an interactional trouble resolution mechanism for maintaining progressivity in paired role-play interactional competence assessment task</i>
14:30 – 14:55	2. Lilja, Jokipohja, Härmävaara, & Schümchen: <i>Use of material objects in repair turns</i>  3. Piirainen-Marsh & Lilja: <i>From showing to manual guiding mediated by objects in juggling practice</i>	Andersen  <i>The role of the plurilingual repertoire in the performance of critical language awareness</i>	Leyland & Walper  <i>The Interactional organization of oral placement tests at an English language school: Post-third pair part expansions, topic development, and interactional competence</i>
15:00 – 15:25	4. Urbanik & Svennevig: <i>Object use in explanation sequences in the construction site</i>	Lo  <i>From nods to yes to choice: A longitudinal study of a heritage language learner's responses to Cantonese polar questions</i>	Stephenson  <i>Group-based L2 oral assessments and interactional competence: Test-takers' practices for slowing down and speeding up the progressivity of tasks</i>

15:30 – 15:55	5. Wagner & Eskildsen: <i>Material upgrades of repair</i>	Wu <i>Reciprocity sequences in L2 Mandarin Chinese discussion sequences</i>	Looney, Sun & Canjura <i>Deontic downgrades in responses to requests: Sequence and design as criteria for rating L2 interactional competence</i>
16:00 – 16:25	6. Jakonen: <i>Discussion</i>	Tan <i>I got into a car accident: Opportunities for storytelling before class in a beginning level Japanese as a foreign language (JFL) classroom</i>	Kargar, Pouromid, Yaqubi & Dehqan <i>Heteroglossic quality of invoking conceptually accessible epistemic domains</i>
16:30 – 16:55		Imamura, Looney & Park <i>Storytelling as a practice for accounting: Implications for L2 Japanese instruction</i>	Morehed <i>What do L2 learners of French understand and interpret from prefaces in disagreement utterances?</i>
17:00 – 17:25		Evnitskaya & de Boer <i>Multimodality and materiality in technologically mediated L2 peer interaction in a Japanese university context</i>	Wang, Jen & Tian. <i>Managing epistemic stance in a technology-assisted Mandarin conversational class</i>
19:15	Conference dinner		

#### Thursday June 6:

8:30 – 11:15	Registration: Reception on ground floor		
<b>ROOMS</b>	<b>41.39</b>	<b>51.02</b>	<b>61.01</b>
	<b>Strands and session chairs</b>		
	<b>Materiality (panel).</b> <i>Session chairs: Kunitz &amp; Majlesi (panel organizers)</i>	<b>Professional / Workplace interaction.</b> <i>Session chair: Kurhila (Hazel chairs Kurhila)</i>	<b>Interactional competence – grammar for action.</b> <i>Session chair: Horbowicz (Eskildsen chairs Horbowicz &amp; Nordanger)</i>
9:00 – 9:25	Kunitz & Majlesi (panel) <i>The materiality of situated learning: On objects and their use in language</i>	Kurhila <i>L2 speaker's developing participation in workplace interaction</i>	Horbowicz & Nordanger <i>Reconstructing grammar-for-interaction: The development of nominal subordinate</i>

	<i>learning, teaching and testing contexts</i>		<i>constructions in L2 Norwegian</i>
9:30 – 9:55	1. Ryška & Tůma: <i>Topic as a resource for action: Candidates' embodied orientations to task prompts during EFL oral proficiency tests</i>	Hazel & Brandt <i>i-Competence and i-Practice? L2 interaction in the era of the Conversational User Interface</i>	Theodórsdóttir & Eskildsen <i>A longitudinal investigation of an L2 learner's interactional competence: The case of requesting in service encounters in L2 Icelandic</i>
10:00 – 10:25	2. Hoskins: <i>The tangible nature of pedagogical materials in L2 speaking tasks: Embodied orientations to pictures and objects</i>	Svennevig & Urbanik <i>The formulation of requests for immediate action by advanced L2 doctors during medical consultations</i>	Fiedler <i>Grammatical formats of explanation sequences in L2 French talk-in-interaction</i>
10:30 – 10:55	3. Nanbu, Hauser, & Greer: <i>On materiality, morphability and ephemerality in L2 role-plays: Enlisting environmental objects and their mimed counterparts</i>  4: Kunitz & Majlesi: <i>On the affordances of material objects in language cafés: Describing baking vis-à-vis preparing to bake</i>	Solarek-Gliniewicz <i>«Orthostatism, it has something to do with blood pressure»: Medical terminology in consultations conducted in L2-Norwegian</i>	Tůma, Käántä, & Jakonen <i>BUT-prefacing as a display of L2 students' interactional competence during speaking tasks</i>
10:55 – 11:15	Coffee		
11:15 – 12:15	Plenary 2: Klara Skogmyr Marian, Stockholm University Room: 11.57 – Auditorium, ground floor		
12:15 – 13:15	Lunch		
ROOMS	41.39	51.02	61.01
	<b>Strands and session chairs</b>		
	<b>IC – grammar for action (panel).</b>  <i>Session chairs: Greer &amp; Pekarek Doehler (panel organizers)</i>	<b>Professional / workplace interaction (panel).</b>  <i>Session chairs: Käántä &amp; Berger (panel organizers)</i>	<b>Multimodality, classroom interaction, collaborative practice.</b>  <i>Session chairs: Before break: Tiermas – Badem chairs Tiermas. After break: Amri – Musk chairs Amri.</i>
13:15 – 13:40	Greer & Pekarek Doehler (panel)	Käántä & Berger (panel)	Tiermas

	<i>L2 Grammar-for-interaction: On the local and over-time emergence of linguistic structures as resources for interaction</i>	<i>Interactional competence and practices in professional training</i>	<i>L2 speakers' multimodal explanation sequences in science classroom</i>
13:45 – 14:10	1. Greer: <i>Explicit grammar and teaching moments in mundane L2 talk.</i>	1. Berger, Horlacher, & Wenger: <i>Recipient design as an object of professional development: a study in the context of nursing education</i>	F. Badem  <i>Multimodal repair initiation trajectories in video-mediated EFL classroom interactions</i>
14:15 – 14:40	2. Konzett-Firth: <i>Grammatical resources used by L2 French speakers to project end-of-speakership: The case of "et (ahm) (.) oui"</i>	2. Heller & Morek: <i>Listener responses as part of teachers' interactional competence: A micro-analytic perspective on how teachers scaffold students' academic discourse skills in a professional development program</i>	Jen  <i>Gestures as a resource in CFL storytelling practice: The case of online Mandarin tutorials</i>
14:45 – 15:10	3. Eskildsen: <i>Changing linguistic resources for accomplishing agreement and disagreement in L2 Danish</i>	3. Kääntä & Nikula: <i>Explaining as a recipient-designed activity: developing CLIL teachers' classroom interactional competence</i>	Tian  <i>Managing students' displays of insufficient knowledge concerning measure words in Chinese as an L2 classroom</i>
	4. Schirm & Fiedler: <i>The interplay between syntax and social action</i>	4. Bozbiyik & Sert: <i>Two different worlds? Pedagogical design and contextual considerations for developing classroom interactional competence in Swedish and Turkish practicum settings</i>	
15:10 – 15:30	Coffee		
15:30 – 15:55	Greer & Pekarek Doehler -continued.  5. Juillet: <i>Interactional use of 'parce que' (because) in L2 French interaction: An overview</i>	Kääntä & Berger -continued  5. Filliettaz & Berger: <i>Training professionals into looking at IC with data sessions: Experiences in the field of education and healthcare</i>	Amri  <i>"Need to think a bit": Cultivating independent thinking and creativity through instilling uncertainty via questioning practices in EFL project work</i>
16:00 – 16:25	6. Skogmyr Marian & Pekarek Doehler: <i>The development of interaction-</i>	6. Nguyen: <i>A concluding discussion</i>	Musk

	<i>organizational markers in L2 French: EN FAIT ('in fact') across time and speakers.</i>		<i>Translation as an interactional strategy in digital collaborative EFL writing</i>
16:30 – 16:55	<b>Strand: In-person interactional practices.</b> <i>Session chairs: Kim and Redondo Juárez chair each other)</i>	<b>Strand: Identity</b> <i>Session chair: Hoffmann and Haruyama chair each other</i>	Vänttinen  <i>Constructing interactional space across distant locations in a hybrid classroom</i>
	Kim  <i>Other-Repetition as interactional practice in bilingual parent-child interaction</i>	Hoffmann  <i>The national identity-forming functions of place names in international videoconferencing</i>	
17:00 – 17:25	Redondo Juárez  <i>Contingent contributions to others: Topic development among peer oral interaction activities in Spanish</i>	Haruyama  <i>Accommodation in interaction: Reusing a reformulation based on shared interactional history</i>	Mitani, Huang, Lin, & Jen  <i>Locating and establishing revisables: GoogleDoc-assisted academic writing revision in zoom meetings</i>

#### Friday June 7:

8:30 – 10:30	Registration: Reception on ground floor		
ROOMS	41.40	51.09	61.01
<b>Strands and session chairs</b>			
	<b>Embodiment &amp; tech-rich environments (panel).</b>  <i>Session chairs: Malabarba &amp; Oittinen (panel organizers)</i>	<b>Teacher education.</b>  <i>Session chairs:</i> <u>Before break:</u> Öcel – Lam chairs Öcel. <u>After break:</u> Şahin – Balaman chairs Şahin.	<b>Interactional practices: Virtually and in-person.</b>  <i>Session chairs:</i> <u>Before break:</u> Ekin – Ren chairs Ekin. <u>After break:</u> Hauser – Gubina chairs Hauser.
8:45 – 9:10	Malabarba & Oittinen (Panel)  <i>Embodied practices and routines in technologically rich L2 settings</i>  1. Gudmundsen: <i>Showings as a repair method in video-mediated L2 interaction</i>	Öcel  <i>Bridging Research and Practice in Pre-Service Language Teacher Education through Video-Mediated Collaborative Video Analysis Meetings</i>	Ekin  <i>Interactional management of lapses during the first encounters in video-mediated virtual exchange meetings</i>
9:15 – 9:40		Lam	Ren & Seedhouse

	2. Uskokovic & Taleghani-Nikazm: <i>Unveiling interactional dynamics: A conversation analytic approach to joint attention in online multilingual word searches</i>	<i>Supporting teachers for bringing IC into the classroom: Worked examples as a feedback and learning resource</i>	<i>Learners' autonomous self-selection as a next speaker in a technology-mediated L2 learning environment</i>
9.45 – 10.10	3. Oliveira Mendes: <i>Hello?: A longitudinal study of pre-beginnings in video-mediated interaction</i>	Özgür & Onder <i>Uncovering the role of ChatGPT: A conversation analytic study on language teacher trainees' lesson planning process</i>	Pouromid <i>Using consciousness-raising tasks and reflection to improve EFL learners' listenership behavior in a virtual exchange program</i>
10:10 – 10:30	Coffee		
10:30 – 10.55	Malabarba & Oittinen -continued  4. Malabarba & Betz: <i>The inversion gesture: Inviting learners' self-repair in L2 German video-mediated tutoring</i>	Şahin, Tatar, & Havadar <i>From disagreement to agreement: Pre-service English language teachers' interactions in reflection sessions</i>	Hauser & Nanbu <i>Practices contributing to the assembly of competent performance in L2 interaction</i>
11:00 – 11:25	5. Oittinen & Rautiainen: <i>Multiple perspectives on a problematic moment during a roll call in a hybrid learning course</i>	Balaman <i>Pre-service language teachers' collaborative management of the shared video-mediated interactional space for pedagogical task design</i>	Gubina <i>On the sequential organization of explanation sequences in language tandems</i>
11:30 – 11.55	6. Jakonen & Laaksonen: <i>Pointing to facilitate telepresence robot-mediated remote participation in L2 classrooms</i>	Anaç & Can Daşkin: <i>Interactional organization of arguable sequences in l2 teacher education classroom interaction</i>	Campbell-Larsen <i>A longitudinal study of L2 learners' management of participation in triadic interactions</i>
12:00 – 13:00	Closing Plenary: Hanh T. Nguyen, Hawai'i Pacific University Room: 11.57 – Auditorium, ground floor		
13:00 – 14:00	Farewell lunch and announcement of ICOP-L2 2026		