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Abstracts

L2 Incompetence as a Comedic Device in Reality TV Shows

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conversation analysis; second language incompetence; reality television; misunderstanding; action formation; humor in interaction

This study investigates how second language (L2) incompetence is interactionally constructed and exploited as a comedic device in Korean reality television. Drawing on conversation analysis (CA), it examines two episodes from *Music Adventure by Accident* (2024) and *Adventure by Accident Season 2* (2023) featuring the entertainer Kian84. The analysis focuses on two main phenomena: (1) misunderstandings arising from L2 mishearing, and (2) failed action formations resulting from non-target-like phrasing. In the first case, a mishearing of “fifty-four” as “eighty-four” produces a potentially face-threatening age comment, which co-participants and producers reframe as an innocent blunder through laughter, playful reproaches, and on-screen captions (TELOPs). In the second, the repeated use of the Koreanized phrase *hau de-eo*—intended by the speaker as an

English location or object inquiries (“how there?”) but sounding to English listeners like “how dare”—undermines the recognizability of the intended request, prompting humorous expansions, literal translations, and exaggerated scenarios from co-participants. Across both cases, editorial devices—including reaction shots, flashbacks, and TELOPs—scaffold a humorous reading for viewers, sustaining the “incompetence” as part of the on-screen persona. The study contributes to CA research on understanding displays and action formation by showing how, in mediated entertainment contexts, interactional trouble is not resolved but prolonged and elaborated for comedic effect. It also offers insight into the commodification of linguistic difference in reality TV, linking micro-level sequential practices to macro-level narrative and character construction.

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L2 Resources for Constructing Stance in Bilingual Child Interaction

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Work on the construction of stance has distinguished three types of stance—deontic, epistemic, and affective. Deontic stance has to do with rights and obligations to tell others what to do; epistemic stance has to do with (non)access to and (non)possession of knowledge, as well as rights and obligations regarding such knowledge; and affective stance has to do with expression and/or control of emotions. Though conceptually distinct, these types of stances are intertwined in interaction. In this presentation, we focus on the construction of intertwined deontic, epistemic, and affective stances and on the resources used in this construction. Drawing on over 24 hours of video-recorded playtime interaction between two bilingual (L1 Korean and L2 English) children (4-5 years old, one girl and one boy) living in Singapore, we show how these children draw on linguistic and embodied resources to construct intertwined stances within episodes of (potential) conflict and how these stances relate to moral issues of concern to the children. In one such episode, one child is very angry with the other and constructs a strong affective stance by demonstrating strong disapproval for what the other has done, using verbal, prosodic, and embodied resources. As the two children build and establish a strong confrontational stance toward each other, moral ground—who is to blame—is at the center stage. This in turn is tied to the right to penalize the other and appropriating the teacher’s voice is found to be an effective resource to take a deontic stance of having the right to announce a penalty. This presentation contributes to research on stance in L2 interaction by showing how these children effectively use L2 resources to navigate episodes of (potential) conflict and how deontic, affective and epistemic stances are intertwined in daily episodes of (potential) conflict.

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From Repair to Humor: L2 Users’ Interactional Competence at the Workplace

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L2 interactional competence, repair, cross-sectional, workplace, hotel

The ability to manage interactional troubles is an important part of interactional competence. Previous research (e.g., Hellermann, 2011; Kim, 2020; Pekarek-Doehler & Berger, 2015) has shown that as L2 users engage with recurrent social activities, they can further develop the abilities to self-repair, initiate repair, and respond to repair initiations by others, mainly by diversifying linguistic resources and interactional practices. We aim to contribute to current research by analyzing what L2 users in a workplace setting can learn to do beyond the management of repair mechanisms. We compare repair practices by two L2 users who are guest-relations officers at a hotel in Vietnam in order to infer about the possible trajectory of the development of their interactional competence. The data include audio recordings of guest-escorting walks by Xuân, a novice officer (120 encounters over 10 months) and Lành, a more experienced officer (114 encounters over 14 months).

The analysis shows the following differences between the two L2 users: (1) while Xuân often had lengthy or unresolved guest-initiated repair sequences, Lành had few of these, and in the one instance in the data when she was not able to resolve a trouble source, she was able to address the larger problem in the guest's request, thus restoring intersubjectivity in the larger project; (2) while Xuân typically rejected an incorrect candidate understanding by guests, Lành on one occasion was able to turn a guest's incorrect candidate understanding into a joke.

Taken together, these findings suggest a developmental trajectory in which as L2 users acquire higher language skills and gain more experience on the job, they are able to not only manage repair mechanisms but also exercise agency and attend to affective aspects of interaction.

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Checking, Displaying, and Reaching for Inscribed Objects: Orienting to Open-class Repair Initiations in Task-based Interaction

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task-based interaction, repair, open-class repair initiation, inscribed objects

During task-based interaction, participants often use inscribed objects such as task instruction cards to achieve intersubjectivity and sustain progressivity in ongoing courses of action. This study examines how such cards are mobilized during repair sequences that occur before role-play tasks at an experiential language-learning institution. As part of task preparation, educators prompt visiting students to demonstrate understanding of their instruction cards (e.g., "What's on your card?"), to which students typically produce gist formulations of their instructions (e.g., "Cancel order."). The analysis focuses on instances of open-class repair initiation (OCRI; Drew, 1997) following students' responses. As the weakest form of other-initiated repair, OCRIs flag an entire prior turn as problematic without specifying the nature of the trouble. Although the educators in this dataset often enhance their OCRIs with embodied conduct that suggests an inaudible response, their repair initiations fall short of accounting for why a response is inaudible. The selected excerpts show that when addressing the repairable, students may check, display, or reach for their task instruction cards while repeating their prior utterances. By involving these materials, students display multiple orientations to the repair initiation, treating it as potentially involving both hearing and understanding problems. In addition, students' gaze shifts are often precisely aligned with specific fragments of their reformulated talk, revealing the lexical items they treat as possibly repairable. These findings highlight the interpretive dilemma faced by recipients of OCRIs and show how inscribed objects can be mobilized to diagnose and preempt potential understanding troubles.

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Teachers' Orientation to Practiced Language Policies through Repair: Maximising Cantonese Lexical Exposure for Ethnolinguistic Minority Students in Hong Kong

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classroom discourse, conversation analysis, diglossia, repair, multimodality, language policy

Ethnic minority students, a linguistically and culturally diverse group, primarily learn Mandarin-based literacy through Cantonese-based oracy in Hong Kong (HK), a diglossic society. This paper investigates the repair practices of the designedly bipartite Cantonese lexis in English-medium-instruction (EMI) Chinese language classrooms in three HK secondary schools—what I call Sino-lexical alternative repair. Using multimodal conversation analysis to investigate the sequential positions of Sino-lexical alternative repair, this study identifies four types of these repair: (i) teachers' other-initiated repair of students' native Cantonese words; (ii) teachers' other-initiated repair of students' Sino-Cantonese words; (iii) teachers' self-initiated same-turn repair; and (iv) teachers' other-initiated repair of students' trouble display in understanding. The findings not only show that teachers face a pedagogical tension in the teaching of the two closely-related sets of Cantonese lexicons, but demonstrate how the designedly bipartite Cantonese lexis is repaired for maximising the exposure of the diverse Cantonese vocabulary, to facilitate ethnolinguistic students' language awareness in a HK context. The study argues that Sino-lexical alternative repair is an embodied enactment and is initiated by the problems of expectation and acceptability which further demonstrates how teachers align with the current HK language-in-education policy. These findings can inform teaching diglossic languages for multilingual learners.

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Interpreter-Initiated Repairs (IIRs): A Conversation Analysis of Repairs in English-Vietnamese Interpreting Dialogs

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conversation analysis, interpreting, repairs, intersubjectivity

In the last two decades, dialogue interpreting (DI) or consecutive interpreting has been studied extensively through the lenses of discourse analysis and conversation analysis (CA). DI has been recently recognised as an interactional communicative event in which all the participants including interpreters jointly and actively collaborate to achieve actions (e.g. Davitti, 2019; Hansen, 2020). To achieve communicative goals in interpreting and to maintain or enhance interpreting accuracy, interpreters may employ various interpreting strategies (e.g. Dong et al., 2019). Turn-taking models for DI suggest that interpreters produce their renditions after each of the participants' individual turns (Gavioli, 2015). In this setting, interpreters play a key role in ensuring the intersubjectivity between primary speakers who have no or limited understanding of each other's language (Vranjes & Defrancq, 2024).

Repair initiations (Shegloff, 1977; Kitzinger, 2012) act as an important mechanism for addressing communication problems. Yet, despite its significance, very little research has been devoted to the

study of interpreter-initiated repair in dialog settings (Vranjes & Defrancq, 2024). Using CA (Have, 2010; Sacks, et al., 1974), our study extends this line of research by analysing immediate interpreter-initiated repairs (IIRs). The data consists of 70 audio recorded live role-play consecutive English – Vietnamese interpreting dialogues in the format of NAATI's CPI tests (National Accreditation Authority for Translators and Interpreters, Certified Provisional Interpreter).

We examine how IIRs are done and what impacts they have on the intersubjectivity and the interaction flow. Our initial findings show that interpreters resort to various practices, including asking for clarification, asking for repeats, reformulating and correcting part of the talk. The ways these practices are deployed and their impacts on the communication flow vary, to some extent, depending on whether the trouble source is in source language (SL) or target language (TL). Our empirical findings can be useful for different stakeholders: interpreters, interpreting trainers and trainees, and professionals.

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Fuzzy Endings: Transitioning out of an L2 Roleplay

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roleplay interaction, L2 roleplay, transition, English village

Drawing on several roleplays conducted at Tokyo Global Gateway (TGG), this presentation focuses on how the participants accomplish endings as they transition out of the roleplay scenario and roles. TGG is an institution designed to provide visiting students with a simulated study abroad experience. A day at TGG typically includes several opportunities to engage in roleplays in one of the institution's "attraction areas," which are designed to resemble shops, a clinic, restaurants or cafés, and even an airplane. The roleplays focused on in this presentation are all from a simulated souvenir shop in what is called the "Airport Zone." For TGG roleplays, each student is given a "mission card" which contains information about the scenario that they are supposed to enact with a particular kind of teacher at TGG called an "agent." When the roleplay is complete, the student is supposed to put his or her mission card in a plastic box proffered by the agent and the agent stamps the student's TGG "passport." Through close sequential analysis of how these roleplay endings are accomplished, we highlight 1) how agents take the lead in ending the roleplay; 2) the agents' use of the plastic box and stamp as resources for accomplishing the ending; and, primarily, 3) how the agents often step back into their roleplay role during the transition, with the students following their lead by also stepping back into their roleplay role. The agents thus invite the students to briefly reengage in collaborative imagination and the students respond by accepting the invitation. The result is that the accomplished endings tend to be fuzzy, rather than marked by a single clear point of transition, so that a possible transition out of a roleplay may turn out not to be the final transition out of that roleplay.

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Co-Regulating with AI: Shared Metacognitive Control in Voice-Mode L2 Conversation Practice

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conversation analysis; co-regulation; L2 interaction; AI interlocutors; metacognition; AI literacy

This study investigates how L2 learners and an artificial-intelligence (AI) interlocutor co-regulate talk during voice-mode conversation practice. Using Conversation Analysis (CA) within a co-regulation framework, four Thai EFL learners (P1–P4) completed fifteen short AI-mediated dialogues (≈60 minutes total) and four reflective clips as part of a classroom speaking task. Each dialogue required the learner to produce ≥10 turns and concluded with an AI feedback summary. Transcripts were examined for initiations and responses of regulatory control—instances where either the learner or the AI set or adjusted pacing, comprehension, repair, or evaluation. Results show dynamic trajectories of shared control: (a) human-initiated regulation through comprehension checks and topic planning, (b) AI-initiated regulation via proactive rephrasing, slowed delivery, and scaffolded sequencing, and (c) joint regulation cycles in which leadership alternates (human → AI → human). Over time, learners move from reactive monitoring to proactive evaluation and affective commentary, while the AI increasingly aligns to learners' regulatory cues. We argue that voice-mode AI acts not merely as a feedback device but as a co-regulatory partner that helps manage goals, pacing, and affect during L2 interaction. Pedagogically, tasks should explicitly train learners to recruit and negotiate AI regulation to cultivate interactional competence, self-regulation, and AI literacy

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Coordinating Action and Space: Teamwork and Spatial Negotiation in Portal 2 Gameplay

This study investigates how players coordinate actions and negotiate spatial positioning in collaborative video-game gameplay. Drawing on a three-hour recording of two players solving puzzles in Portal 2, the study employs multimodal Conversation Analysis (CA) to examine how participants organise teamwork through talk, embodied conduct, and game-space orientation. The analysis focuses on moments where players explicitly discuss “who stands where” and “who does what” as they attempt to complete puzzles (spatially complex tasks) in the video-game. Preliminary analysis show that coordination in the game space is achieved through sequentially organised directives and communicative visual behaviour within the game's shared visual field. Players use deictic references (e.g., “get on the bridge”) and embodied alignment (e.g., avatar positioning, nodding with avatar) to collaboratively construct a shared spatial frame of reference. These practices allow players to manage overlapping perspectives and align their actions toward a joint goal, even while operating separate avatars.

By analysing how spatial and verbal resources intertwine in directive sequences, this study

contributes to our current understanding of teamwork as a situated, interactional accomplishment in virtual environments. With multimodal CA, the fine-grained organisation of collaborative problem-solving beyond physical co-presence can be revealed, offering insights into multimodal coordination and the embodied organisation of joint action in digital game settings.

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“#TranslanguagingModeActive”: L2 learners’ multilingual practices in voice-based interaction with AI

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translanguaging, German as a foreign language, learner-AI interaction, Advance Voice Mode

Conversation-analytic work on multilingual interaction has traditionally examined how speakers orient to language boundaries through practices such as code-switching (Auer 1984). Translanguaging takes the speaker as a point of departure and conceptualizes multilingual repertoires not as discrete “languages” but as fluid, dynamically coordinated semiotic resources mobilized in situated action (García & Li 2014). While well-established in educational linguistics, the analytical value of translanguaging for CA remains underexplored.

This study analyzes real-time oral interaction between L2 learners of German and ChatGPT in Voice Mode during a task specifically designed to activate translanguaging practices. Participants (German majors; National Kaohsiung University of Science and Technology, Taiwan) explored German youth language with ChatGPT, prompted as a “mehrsprachige Sprachbegleiterin” (“multilingual language partner”). They were encouraged to draw flexibly on Mandarin, Taiwanese, English, German and other resources, with the expectation that ChatGPT would recognize and build on these multilingual resources.

The presentation pursues two aims: (1) to identify the affordances and limitations of LLMs for supporting translanguaging-oriented L2 interaction, and (2) to consider the analytical productivity of translanguaging for CA in multilingual human–AI encounters.

Findings show that ChatGPT in Advanced Voice largely succeeds in processing learner utterances that include language and register shifts — demonstrating strong semantic uptake across multilingual input, yet its own turn-design remains predominantly monolingual and oriented toward formal standard German. Learners’ opportunities to mobilize their full repertoires and to access authentic youth-language registers are thus constrained.

Furthermore, the data show that translanguaging can provide a productive analytical lens for language phenomena in learner–AI voice interaction that may not be fully grasped through traditional code-switching concepts.

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Turn Allocation Practices in English L2 Training Interaction

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This study investigates turn allocation practices in an English-medium instruction (EMI) training program in the Mekong Delta, where British researchers trained Vietnamese research trainees in interview methods, transcription, and reporting. A central activity involved trainees sharing their experiences from field trips, which provided opportunities for extended L2 English talk. Drawing on twelve hours of video-recorded sessions, conversation analysis is used to examine how turns were distributed: whether allocated by the trainer, negotiated among participants, or volunteered by trainees themselves. The analysis highlights the contingencies of turn allocation in EMI interaction, showing how different practices shaped participation, task orientation, and opportunities for L2 production. The study underscores how micro-analysis of turn management can illuminate the organization of English L2 talk in training contexts and the ways pedagogical goals are accomplished through interaction.

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Ordering Vietnamese Food in Czechia: Some Ways and Limits of Language Adoption

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service encounters, ethnic restaurants, unfocussed language acquisition, intercultural transfer, minority-majority relations

This paper investigates the phenomenon of language adoption (Franceschini 1999). Language adoption refers to a fragmentary knowledge of an L2, of some words and turns of phrase of this language, which the adopters may use effectively but do not normally consider themselves as being able to really speak the language. Language adoption typically is a result of 'unfocussed' language acquisition (Franceschini 2003) that does not take place during focussed language classes or textbook exercises, but rather, is part of ordinary conversations, ad hoc queries from 'native' speakers etc. Such practice also occurs in ethnic restaurants, including Vietnamese restaurants in Czechia. While in some other countries, the ordering of Vietnamese dishes takes place using their numbers, listed along with their (translated) names in menus, the ordering of Vietnamese dishes in Czechia commonly relies on the use of their Vietnamese names. The Vietnamese belong to the largest minorities in this European nation and, since the Great Recession, their culture, particularly their cuisine, has been popularized in various venues. Vietnamese restaurants are among them. The present paper shows some ways in which the 'teaching' and 'learning' of bits of the Vietnamese language (and food-related culture) happen as part of the acts of ordering. The data—including audio recordings, fieldnotes and photography collected since 2019—display communicative efficiency but also certain limits of this type of L2 acquisition and performance by ethnic majority members in this context.

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Taking Charge of Changed Participation: Ratifying an Incoming Participant's Status

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Interaction, participation, methods, learner talk

Textbook conversations very often feature a fixed number of participants. In naturally occurring interactions the number of participants may increase (or decrease), and participants have 'methods' (in the sense of Pekarek Doehler & Pochon-Berger 2011), for ratifying the participation status of the incomer. This is often done by means of a 'previous action formulation' or PAF (Pillet-Shore, 2010), whereby pre-present speakers give an account of the currently underway interaction often with reported speech (see Campbell-Larsen, 2022). In this presentation I will show L1 Japanese university students of English dealing with an incoming participant (usually the teacher) in various ways. Without explicit instruction in PAF, students react to the incoming teacher as either a ratified overhearer, (Goffman, 1981) or as a language resource, showing an orientation to the incomer's 'teacher' status. Only rarely do learners try to orient to the teacher as a co-participant. By contrast, data shows that when students have been explicitly taught PAF strategies and have been given ample opportunity to use them, they readily do so and ratify the incomer as a fellow participant, and not explicitly a teacher. I argue that this is an important and eminently teachable point which helps students to realize greater agency in interactions beyond the usual teacher/student classroom roles that may stifle and impair development of interactional competence.

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Displaying Institutional Awareness: Sequence Organization of SAR Responses in L2 Job Interview Talk

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Job interview task, Interactional competence, behavioral questions

Conversation Analysis (CA) has illuminated how job interviews, like other kinds of institutional interactions, differs from ordinary conversation in turn design, topic control, and asymmetrical participation rights (Button, 1987). In training job seekers to prepare for their job interviews, a model called SAR (Situation-Action-Result) has been widely advocated as an effective structure for answering behavioral questions in job interviews. However, little empirical work has examined how SAR is occasioned during job interviews, let alone how L2 learners has incorporated the SAR model in their job interview practices. This study addresses that gap by exploring how students' interactional conduct reflects their understanding of job interviews as a form of institutional talk. It particularly focuses on L2 learners orient to the institutional nature of job interviews when assessed in classroom or testing contexts. By focusing on how the Situation-Action-Result (SAR) framework is enacted in their responses, the research contributes to ongoing discussions of interactional competence and the pedagogical challenge of preparing learners for authentic employment communication. The data consist of 33 recorded job interview performances drawn from an

achievement test in an ESP course on employment communication. Using CA, the analysis traces how candidates construct SAR-based narratives and the sequence organization in which SAR is occasioned. Preliminary analysis indicates that high-scoring students produce coherent, recordable SAR narratives that align with the institutional purpose of the interview, while low-scoring students orient to it as casual conversation, resulting in disaligned sequences. The findings highlight the role of institutional orientation as a key component of interactional competence, offering pedagogical insights for designing ESP curricula and assessments that foreground the discursive norms of job interviews.

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Locally Managed Turn-Taking Norms in Second Language Video-Mediated Interaction

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Conversation Analysis, Video-Mediated Interaction, Turn-Taking, Speaker Change, Locally Managed Norms

Turn allocation in video-mediated interactions (VMI) can be influenced by technological limitations and varies from face-to-face interactions. Some variations include longer gaps between speakers at turn-transitions (Boland et al., 2021) and increases in unintentional overlap (Seuren et al., 2021). Speakers may locally establish norms to assist in managing the floor. They may prioritize physical displays of reciprocity (van Braak et al., 2021) or be explicit in yielding the floor (Malabarba et al., 2022). This presentation will analyze VMI data collected from second year university students in a business English interaction course at a private university in Tokyo. Students recorded six virtual meetings with their project group over one semester. The excerpts analyzed here come from groups that included only students who voluntarily gave permission for the recordings to be used for research purposes. This presentation uses multimodal conversation analysis to detail how participants handle speaker changes in these recordings with a particular focus on how some groups made consistent use of techniques to minimize the impact of VMI technology. In particular, some groups make extensive use of what Wilson et al. (1984) termed “intendedly complete” (pg 172) turn-endings. In some cases, this was as simple as speakers explicitly marking their turns as complete and other participants waiting for this marked ending before attempting to take the floor. In others, it meant a reliance on the current speaker to explicitly select the next speaker (Sacks et al., 1974) for nearly all turn-transitions. This presentation will note how the use of these techniques was beneficial in allowing groups to minimize silence and overlap at TRPs but also detail how strict adherence to these locally established norms limited participants’ ability to participate freely and influenced the shape of turns in their conversations.

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Walking Assistance in Multilingual Eldercare Interaction

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Touch, Multilingual Interaction, Eldercare, Multimodal Conversation Analysis, Caregiving Interaction

Walking from one place to another can be challenging for elderly residents due to physical, cognitive, and communicative constraints. While previous studies have examined mobility assistance in care facilities (e.g., Majlesi et al., 2021; Marstrand & Svennevig, 2018), further

collection-based research is needed (e.g., Hippi, 2021), particularly on interactions among participants from diverse language backgrounds. This study investigates how caregivers and elderly residents, whether or not they share a first language, collaboratively accomplish everyday walking activities.

The data consist of encounters between Taiwanese elderly residents and caregivers from Taiwan and Vietnam, drawn from 96 hours of audiovisual recordings. Using multimodal conversation analysis (Goodwin, 2000), the study identifies how caregivers coordinate touch, talk, and mobile formations to construct three types of action: (a) supporting walking (35 cases), (b) leading walking (30 cases), and (c) prompting the initiation of walking (15 cases). When participants are spatially distant, caregivers instruct residents to walk toward them with talk and embodiment (de León, 2000). However, as residents are within touching distance, caregivers provide haptic assistance only when necessary (Marstrand & Svannevig, 2018).

Residents display the greatest agency when caregivers support their walking: they move toward their destinations without waiting for permission. In cases of leading and prompting, residents display agency by grasping caregivers' outstretched hands to follow their lead, or by taking their first step when caregivers gently pull their wrists or arms.

Contrary to prior studies and a recent national survey in Taiwan that emphasize language barriers in multilingual care encounters, this study finds no such barriers. Instead, it reveals shared multimodal practices across language backgrounds.

This study advances understanding of multimodal walking assistance in care facilities, particularly its relationship with residents' agency (Hydén et al., 2022; Majlesi et al., 2022; Meyer et al., 2017). It also expands current knowledge of multilingual care interaction.

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More Than a Handful: Achieving Multiple Embodiments During a Turn's Unfolding

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Embodiments, Multimodal, ELF

Using physical resources in interaction has been extensively analysed as a multimodal phenomenon in social interaction and has been investigated in detail regarding moment-by-moment organisation as a multimodal social practice. Moreover, novice language users habitually demonstrate various and frequent embodiments in their interactions. Those embodiments which are usually enacted simultaneously with speech often perform a variety of meanings such as indexing, gesturing, representing, depicting, and emphasising the detailed meaning of their utterances. Those usages of hand-embodiments are occasionally hindered when participants hold some physical objects in their hand. Furthermore, it is also physically impossible to practice plural embodiments when a hand is already engaged. In this presentation, I will focus on how participants manage to express meanings with their hand when one hand is being engaged. The analysis in this presentation draws on data from a naturally occurring interaction in a jewellery shop in a Cambodian market. A Japanese L1 customer and a Khmer L1 shop assistant interact in English as a Lingua Franca and use several indexing gestures, embodiments, and physical resources. It is shown that 1) indexing the object by shifting eye gaze or by shaking the object can be done if both hands are engaged, 2) gesturing comes out when no indexing is needed, 3) indexing mostly precedes gesturing, 4) if more than one indexing is needed, usually the same resource is used for pointing. These findings have implications for an interactional sequence with numerous multimodal embodiments and indexing actions by participants' bodies and physical tools together in low-proficiency ELF interaction.

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Interactional Competence in L2 Task-Oriented Interactions: How Do Learners of Different proficiency Levels Manage Proposal Sequences?

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L2 interactional competence; proposing sequences

This study uses Conversation Analysis to examine how L2 learners of varying proficiency levels deploy their interactional competence to manage proposal sequences in task-oriented interactions. Interactional competence is understood as the ability of participants in conversation to mutually and reciprocally utilise conversational practices and resources for coordinating interactions and co-constructing meaning (Young, 2019). This competence extends beyond the traditional conceptualisation of pragmatic competence that emphasises individual performance of pragmatic actions in social interaction. Consequently, interactional competence has increasingly attracted attention in discursive studies of L2 pragmatic development (e.g., Abe & Roever, 2019; 2020; Al-Gahtani & Roever, 2018; 2014; Roever & Al-Gahtani, 2012; Youn, 2020). In line with this fast-growing body of research, this study offers a micro-analysis of L2 learners' mobilisation of interactional resources and practices to sequentially organise proposing actions during joint accomplishment of pragmatic tasks. For this presentation, we draw on six audio-recorded conversations from three dyads of Vietnamese high-school English learners at different proficiency levels (one B1, one B2 and one C1 pair), each completing two decision-making role-play tasks. Findings show that higher-proficiency learners were more effective in launching, managing, and closing proposal sequences. They projected upcoming proposals through more extended pre-expansions, provided more coherent proposals with elaborate accounts, and demonstrated a higher level of mutuality, alignment and affiliation when negotiating stances. They also used more varied linguistic resources to propose and solicit ideas and closed the sequences more smoothly. Lower-proficiency learners, in contrast, while producing preliminaries, immediately delivered the proposals without waiting for a response, making the proposals more abrupt. They also offered less elaborate accounts, relied more heavily on formulaic expressions to propose and solicit ideas, demonstrated less mutual engagement and affiliation, and produced less clear closing sequences. These findings will be discussed with implications for pedagogy and future research.

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"Can You Stop Cutting Me Off?": Word-Search in L2 Learner-ChatGPT Conversations

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ChatGPT, Word Search, L2 Learning, EFL, Conversation-for-learning

Generative AI has introduced new language-learning opportunities through its affordances, particularly outside the classroom in the EFL context. While recent studies have demonstrated that ChatGPT can facilitate learning outcomes comparable to those achieved with human interlocutors (Jeon & Lee, 2024), little is known about how second language (L2) learning unfolds in human–AI interactions. By focusing on word–search sequences (Brouwer, 2003) in L2 learner–ChatGPT conversations, this study aims to demonstrate how L2 learning opportunities emerge—or fail to emerge—as L2 learners and ChatGPT attempt to resolve the L2 learners’ troubles in speaking. Drawing on conversation analysis (Sacks, Schegloff, & Jefferson, 1974), the study examined approximately ten hours of L2 learner–ChatGPT conversations. The data were taken from an 80-hour corpus, involving 56 Korean college students across two EFL English courses at a Korean university. Analysis reveals three sequential patterns of word search activity in which L2 learning opportunities are constructed in a sequentially distinct manner. In particular, the success of the word search occurring in the trouble turn differs mainly depending on the explicitness of the L2 English learners’ invitations for joint search within ongoing word search activities. These findings shed light on ChatGPT’s pedagogical affordances and highlight how human–ChatGPT interactions both resemble and diverge from human–human interaction in the construction of L2 learning opportunities.

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Podcast Storytelling of the Refusal to Speak English

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Storytelling, podcast, asymmetrical power relations, Hawaiian, Pidgin

This study offers a single-case analysis of how storytelling unfolds multilingually within a podcast. In conversation analysis, storytelling has been described as a distinctive interactional sequence in which participants temporarily suspend the ordinary turn-taking system through a story preface (Mandelbaum 2013). During such sequences, recipients may provide minimal responses or collaboratively construct the story as co-tellers who claim shared knowledge. Building on this framework, the present study also draws on the distinction between the narrated event and the narrating event (Bauman 1986), while attending to shifts in footing and stance. Furthermore, it examines how the quoting of story characters, referred to as Reconstructed Talk and Thought (RTT, Prior 2016) or active voicing (Wooffitt 1992), relates to the story’s complicating sequences and coda (Labov 1972).

The data are drawn from the Keep it Aloha Podcast, produced in Hawai‘i and hosted by Kamaka Dias. The analyzed episode, released on June 16, 2023 (approximately two hours and forty minutes), features David Anthony, a kalo (taro) farmer, as the guest. Responding to a listener’s request, the host invites the guest to recount his experience of being detained by police, during which he refused to speak English and continued to speak Hawaiian. This invitation functions as a story preface, prompting the guest to begin with “my very first experience.” Although the story is primarily told in English, Hawaiian words and phrases appear as quoted utterances, indexing the characters’ negotiation of asymmetrical power relations. In the story’s climax, the host quotes a friend’s use of Pidgin, “Brah!” who urgently urged the guest to speak English to avoid arrest. Through this act of active voicing, the host displays a particular understanding of the narrated event, illustrating how multilingual resources are deployed in the collaborative construction of storytelling within podcast interaction.

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Repair through Code-Switching in Online Vietnamese EFL Classrooms: A Conversation Analysis Perspective

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code-switching; repair; Conversation Analysis; online EFL interaction

This study examines how Vietnamese EFL learners use code-switching to manage repair sequences in online classroom interaction. Using Conversation Analysis (CA) as the analytical framework, the research analyzed 30 transcribed episodes from ClassIn-based English lessons with beginner learners. The analysis reveals that both teachers and students alternately employ Vietnamese (L1) and English (L2) to overcome communication breakdowns, clarify meaning, and sustain the flow of interaction. Three recurrent repair types were identified: (1) self-initiated repair through L1 translation, (2) other-initiated repair triggered by comprehension checks or confirmation requests, and (3) collaborative repair facilitated by teacher scaffolding and peer support. Findings suggest that code-switching serves as a productive interactional resource rather than a sign of linguistic deficiency. It enables learners to actively participate, co-construct understanding, and maintain mutual engagement during task-oriented discussions. Moreover, bilingual repair practices reveal the strategic competence of both teachers and students in managing online communication, particularly in technology-mediated contexts where multimodal cues are limited. The study highlights the pedagogical value of flexible language use in enhancing interactional competence and communicative authenticity. It also recommends that EFL teachers view code-switching not as a barrier but as a legitimate and valuable pedagogical tool that fosters more effective, inclusive, and supportive online learning environments.

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나, 당신, and 한국 사람들:

A 65-Year-Old Heritage Speaker's Identity in Interaction

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Korean, Heritage Speaker, Membership Categorization Analysis, Identity, Interaction

This study examines how a 65-year-old Korean heritage speaker, returning to language study after fifty years, negotiates Koreanness in talk with younger L1 Korean speakers. The data consist of 20-minute elicited conversations between the focal participant, Remi, and three L1 Korean speakers in their mid-twenties, followed by immediate metalinguistic interviews. The analysis draws on Conversation Analysis (CA) and Membership Categorization Analysis (MCA) (Sacks, 1972a, 1972b; Schegloff, 2007) to trace how participants use first and second person pronouns as well as relevant membership categories such as “Korean” (*hanguk saramdeul*) and “American” (*miguk saramdeul*) in the course of talk to co-construct boundaries around Koreanness. Through detailed line-by-line analysis, the study focuses on moments in which pronoun choice, particularly *na* (‘I’), *dangshin* (‘you’), and *woori* (‘we’), becomes interactionally consequential. For example, Remi’s use of the plain (non-humble) pronouns *na* (I) and *woori* (we) works to fulfill her role as the older speaker in ways that are hierarchical but culturally expected. Turn-by-turn analysis also reveals that instances in which her pronoun use differs from L1 expectations, such as using the second person pronoun *dangshin* (you), which has largely fallen out of fashion, are not oriented to as mistakes but serve to construct a Korean speaking identity that is authentic to her heritage background. Finally, references, by both Remi and the L1 speakers, to “Koreans” and “Americans” are analyzed to see

how these identity categories are both co-constructed and contested. MCA reveals that these shifts are not static identity claims but local categorial negotiations accomplished turn by turn. By foregrounding an older heritage learner, a rarely represented population in CA and SLA, this study contributes to understanding how identity work unfolds in real-time interaction across generational and linguistic boundaries.

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“This is Called Pappardelle”: Multilingual Reference Practices in an English Cooking Class in Japan

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multilingual interaction; recipient design; epistemics; cooking instruction; CLIL

Even in classrooms where a particular language is specified as the medium of instruction, other languages may be momentarily occasioned, flagged, and incorporated into the unfolding interaction. This presentation examines an Italian cooking class delivered in English for a pair of first language (L1) speakers of Japanese. While the instructor primarily uses the students' second language (L2), English, certain terms—especially names of cooking techniques and ingredients—are introduced in Italian, a language I will designate here as the students' L3 (although in fact, they are not functionally competent in it to any great extent). The instructor typically flags these L3 terms and follows them with brief explanations, as in: “So, next we (.) we have a new technique called mantecatura, which is to mix together.”

This flagging enables a temporary shift to another language and a return to the L2, where the L3 term is glossed. Such moments often elicit recipient uptake, commonly in the form of repetition, in which the students treat the Italian term as both noteworthy and new. Occasionally, these L3 insertions lead to extended negotiations of meaning, including orientation to other languages and sequences of repair. On subsequent occasions, the participants may reintroduce the Italian term as “recently learned,” further embedding it into the shared classroom knowledge.

I argue that the use of Italian within an ostensibly English-medium CLIL (Content and Language Integrated Learning) context contributes to the instructor's epistemic authority, positioning him as an expert in Italian cuisine while fostering multilingual awareness among learners.

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Choosing a Poetic Name in Japanese Tea Ceremony Instruction: An Interactional Semantic Study

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interactional linguistics, interactional semantics, culture in action, occasioned semantics

The naming of people and things is fundamental in every culture. How such names are invoked, interpreted, and negotiated in interaction provides valuable insights into how members uphold cultural knowledge and aesthetic values. This study investigates how novice tea practitioners learn to use culturally specific lexico-semantic expressions, i.e., gomei (“poetic names”), during haiken (“inspection”) activity. Haiken is an activity segment in Japanese tea ceremony that concludes the

formal parts of a tea gathering after the ceremonial demonstration and serves as an opportunity for tea practitioners to explicitly learn about the artisanship of tea objects and the theme of the event. Selecting a gomei that is culturally appropriate and aesthetically valued is one way to demonstrate competence and impress the co-participants.

Drawing on 50 hours of video-recorded naturally occurring interactions in English and Japanese among multilingual novice practitioners, the study analyzes 21 instances of gomei formulation in haiken activities. Combining ethnosemantic analysis (Frake, 1961) with interactional semantics (Deppermann, 2011; Deppermann & De Stefani 2023) and multimodal conversation analysis, the study first identifies the semantic domains of poetic names documented in a shared reference sheet, then examines how participants define, contrast, and evaluate these names in real time. Participants orient to the semantic themes in the document as a shared cultural and pedagogical resource that can be negotiated and commented on; they also creatively rework the semantic categories to fit local contingencies, such as participant and setting-specific features. This study contributes to research on meaning in interaction (Bilmes, 2010, 2011; Deppermann, 2011; Deppermann & De Stefani, 2023) and extends this line of study to contexts of cultural learning by showing how participants acquire both linguistic and cultural competence through the situated negotiation of poetic terms.

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