



## Style sheet - ENG

**Symposium title: Video games as social interactions: from multimodal conversation analysis to perspectives in applied linguistics**

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**Symposium format (one choice - delete the others):**

- **Symposium Multimodal**

**Symposium mode (one choice - delete the others):**

- **Hybrid**

**Sub-themes (multiple choices - delete the others):**

- ☐ **LANGUAGE & TECHNOLOGY:** media, tools, digitals humanities, Natural Language Processing (NLP)
- ☐ **LANGUAGE IN USE:** communication, interaction, conversation analysis, discourse, corpus, media
- ☐ **LANGUAGE TEACHING AND LEARNING:** teacher education, curricula and education, classrooms, instruction, task-based learning, EAP, study abroad, (virtual) exchanges, materials and methods

**Argument (2 pages maximum, i.e. about 500 words or 3000 characters including bibliography):**

**Multimodal symposium:** *it is advisable to specify clearly the thematic orientations so as to best guide future individual submissions.*

Nowadays, video games have become major symbolic universes and are very popular leisure activities among adult and young people all around the world. From a multimodal interactional perspective (Mondada 2019), this symposium aims to provide methodological and analytical insights into these multifaceted cultural media and technological products, which result in screen-mediated social interactions. The main focus will be on embodied actions within the gaming activity and on participants' positioning in relation to the accomplishments in the virtual environment of the game.

Regarding participants in video game interactions, this symposium intends to bring new analytical insights into the ways in which players can act in the virtual environment of the game and be physically engaged through their bodily presence and effort, in the manipulation of tools (keyboards, joysticks, etc.) as well as in the interaction with tactile (tablets, smartphones), kinetic interfaces or haptic technology (i.e. virtual reality headsets



with motion controllers). Turns at talk and bodily resources are mobilised by players to refer to or distance themselves from the actions of on-screen *User Representations* (Seinfeld et al. 2021) in the gaming environment, like avatars. The accountability (Reeves et al. 2017) of the latter, linked to technical and digital affordances of the game, constitutes a fruitful field not only for the evaluation of gameplay experience, but also for investigating the ways of appropriating video games through social practices, within multiactivity settings (Haddington et al. 2014).

As multi-party interactions, video game sessions give rise to questions about the notion of spectatorship. In particular, non-players do not only witness on-screen performances, but they can, among other things, encourage players, positively assess or criticise gaming actions, display their competence through appropriate comments and instructions, which give a glimpse into possible future actions and game strategies. In doing so, spectators may display co-presence and togetherness with players and they contribute to the co-construction of the ongoing gaming activity (Baldauf-Quilliatre & Colón de Carvajal 2021).

Regarding applications, particular attention will be paid to reflections and experience reports in the field of gamification. In this sense, contributions focusing on language teaching and learning at school, as well as on vocational education and training in workplace contexts will be welcome. The link between study aims and data collection methods, including fieldwork practices and the use of technological devices, will be appreciated not only in terms of the originality of the studies but also in terms of prospective societal impact. Possible solutions for the improvement of existing games or for the design of new ones may also be explored. The presentation of modelling schemes and research perspectives in the field of Human-Computer Interaction constitute further dimensions of applied linguistics studies on video games.

In this panel, papers (submitted abstract and presentation) in either of the four conference languages (English, French, German, Spanish) are welcome. We though think that the most accessible language is English and therefore will ask presentation material (e.g. PowerPoint presentations, handouts) to be in English, independent of the language choice for the oral presentation. We will encourage the discussion phase to be in English as well to give everyone who is interested a chance to participate.

The studied language(s) can of course be any (also other than the conference languages).

Baldauf-Quilliatre H. & Colón de Carvajal I. (Eds.) (2021). Special Issue: Co-constructing presence between players and non-players in videogame interactions. *Journal für Medienlinguistik*, 4 (2).

Haddington P., Keisanen T., Mondada L. & Nevile M. (Eds.) (2014). *Multiactivity in Social Interaction. Beyond Multitasking*. Amsterdam/Philadelphia: John Benjamins.

Mondada L. (2019). Contemporary issues in conversation analysis: Embodiment and materiality, multimodality and multisensoriality in social interaction. *Journal of Pragmatics*, 145, 47-62.



- Reeves S., Greiffenhagen C. & Laurier E. (2017). Video gaming as practical accomplishment: Ethnomethodology, conversation analysis, and play. *Topics in Cognitive Sciences*, 9 (2), 308-342.
- Seinfeld, S., Feuchtner, T., Maselli, A. & Müller, J. (2021). User Representations in Human-Computer Interaction. *Human-Computer Interaction*, 36 (5-6), 400-438.

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## **SHORT ABSTRACT**

**Keywords: Video games, Gamification, Screen-based Interactions, Multimodality**

From a multimodal interactional perspective, this symposium aims to provide methodological and analytical insights into video games, these multifaceted cultural media and technological products, which result in screen-mediated social interactions. The main focus will be on embodied actions within the gaming activity and on participants' positioning in relation to the accomplishments in the virtuality of the game.

Regarding participants, research findings will be offered on the ways in which players can act in video game environments and be physically engaged through their bodily presence and effort, in the manipulation of tools (keyboards, joysticks, etc.) as well as in the interaction with tactile, kinetic interfaces or haptic technology. As multi-party interactions, video game sessions give rise to the study of the conduct of non-players, who may display co-presence and togetherness with players and thus co-construct the ongoing gaming activity.

Regarding applications, particular attention will be paid to reflections and reports in the field of gamification within several contexts, such as language teaching, learning at school and training in workplace. Modelling schemes and research perspectives in the field of Human-Computer Interaction will also be welcome.