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Conversation analysis (CA) has drawn attention from researchers on classroom context because of its potential implications for language education (Sidnell, 2010). However, previous studies over-emphasized the detailed microanalyses, failing to provide specific pedagogical guidelines for teachers. This volume, with pedagogical implications of CA in multi-context classrooms, teacher education and assessment, provides a timely guidance for language instruction.

Besides the introductory and concluding sections, empirical studies are logically categorized into 4 parts: L2 classrooms (Part I), content-based language classrooms (Part II), teacher education (Part III), and assessment (Part IV). Each part begins with a chapter of the general introduction of empirical studies included. The introductory section introduces the development of such concepts as Conversation Analysis for Second Language Acquisition and Interactional Competence (IC) with their teaching implications while the concluding section summarizes the common theme of all the research covered in this volume and expounds challenges to the current L2 education.

Four empirical chapters in Part I emphasizes teacher-student practice in L2 classrooms. Chapter 4 explains the nature of learnables and their inter-individual construction in a Swedish L2 classroom. Chapter 5 investigates how IC develops through normalized classroom activities in order to see the complex relationship among embodied behaviour, social classroom practice and L2 learning. Chapter 6 shows epistemic ecology of correcting spellings through video recordings of collaborative writing tasks in Sweden EFL classes. Chapter 7 discusses the effect of teacher's instruction-giving utterance on a class of Italian in USA.

Then, how facework, teacher's definitional practices and instructional decisions act in content-based classrooms are investigated in Part II with 3 empirical chapters. Chapter 9 finds the significance of face-saving peer interaction for learning in Spanish math classes.



Chapter 10 reveals how concepts are defined across disciplines in Finland. Chapter 11 traces developmental trajectories of instructional decisions during classroom interactions.

The highlight of Part III is how to apply CA research findings to the field of teacher education. Chapter 13 analyzes trajectories of code-switching in EFL classrooms from Luxembourg and Turkey. Chapter 14 puts forward a teacher education framework, SWEAR, for teachers to develop heteroglossia to cope with competing demands during classroom talks. Chapter 15 demystifies different strengths of mentors as either feedback-provider or reflection-facilitator.

The final three empirical chapters in Part IV explore formative assessment (FA) and summative assessment (SA). Chapter 17 demonstrates how teachers use FA informally in classroom interactions and the importance of informal FA practices for classroom IC. Chapters 18 and 19 are related to oral assessment. The former describes how IC-oriented instructional materials are conceptualized and applied to the L2 classroom while the latter explores the relationship between CA and language tests.

Overall, this volume brings fresh insights into classroom-based CA research because of its novel content and multi-perspectives. It covers various topics such as heteroglossia, definitional practices, and mentor roles in different countries from perspectives of both more and less established scholars. Meanwhile, it proposes practical and specific advice on how to improve class quality and effectiveness through empirical data, bridging links between research and practice.

REFERENCES

Sidnell, J. (2010). *Conversation analysis*. Wiley Blackwell.