Paul Seedhouse

Silvia Kunitz, Numa Markee, Olcay Sert

The Interactional Architecture of the Language Classroom Paul Seedhouse, 2004-10-01 Winner of the MLA Kenneth W Mildenberger Prize 2005 This monograph provides a model of the organisation of L2 classroom interaction and a practical methodology for its analysis The main thesis is that there is a reflexive relationship between pedagogy and interaction in the L2 classroom this relationship is the foundation of its context free architecture Explains the basic principles of Conversation Analysis and reviews the literature on L2 classroom interaction Portrays the reflexive relationship between the pedagogical focus of the interaction and the organisation of turn taking sequence and repair Describes the overall organisation of L2 classroom interaction and illustrates the use of the analytical methodology Considers how Conversation Analysis can contribute to the research agendas of Applied Linguistics and Second Language Acquisition Language Learning ,2004

International Perspectives on ELT Classroom Interaction Christopher J. Jenks, Paul Seedhouse, 2015-04-23 This book gathers together 11 empirical based studies of classroom interaction carried out in different countries including the USA England Kenya Sweden and China Along with a state of the art literature review the chapters provide key insights and engagement priorities that will prove relevant to a variety of learning and teaching contexts **Researching Interpretive Talk Around Literary Narrative Texts** John Gordon, 2020-08-25 Drawing on a multidisciplinary approach integrating insights from conversation analysis narrative analysis and narratology this book theorizes teaching around narrative prose in each level of education with a focus on a new framework of Pedagogic Literary Narration which emphasizes the practice of shared novel reading and the importance of the role of the teacher in mediating this practice With insights taken from a comprehensive set of transcripts taken from actual classrooms the volume focuses on the convention in native tongue literary study in which teachers and students read a novel shared over lessons combining periods of reading aloud with those of questioning and discussion In so doing Gordon seeks to extend existing methodologies from literary and social science research toward informing teaching practice in literary pedagogy and address the need for a theorization of literary pedagogy which considers the interrelationship between text in print and text through talk Transcripts are supported with comprehensive analyses to help further explicate the research methodology and provide guidance on implementing it in the classroom This book is a valuable resource for scholars in language and education literary studies narrative inquiry and L2 Learning as Social Practice Gabriele Pallotti, Johannes Wagner, 2011 This volume collects empirical education research studies applying Conversation Analysis to situations where second third and other additional languages are used A number of different aspects are considered including how linguistic systems develop over time through social interaction and how the linguistic interactional divide can be bridged with studies combining Conversation Analysis and Functional Linguistics 400 pp

<u>Yearbook of Corpus Linguistics and Pragmatics 2014</u> Jesús Romero-Trillo,2014-06-02 The Yearbook of Corpus Linguistics and Pragmatics addresses the interface between the two disciplines and offers a platform to scholars who combine both

methodologies to present rigorous and interdisciplinary findings about language in real use Corpus linguistics and Pragmatics have traditionally represented two paths of scientific thought parallel but often mutually exclusive and excluding Corpus Linguistics can offer a meticulous methodology based on mathematics and statistics while Pragmatics is characterized by its effort in the interpretation of intended meaning in real language This series will give readers insight into how pragmatics can be used to explain real corpus data and also how corpora can illustrate pragmatic intuitions. The present volume Yearbook of Corpus Linguistics and Pragmatics 2014 New Empirical and Theoretical Paradigms in Corpus Pragmatics proposes innovative research models in the liaison between pragmatics and corpus linguistics to explain language in current cultural and social contexts Producing and Managing Restricted Activities Fabienne H.G. Chevalier, John Moore, 2015-03-27 This book examines the kinds of talk that service providers working in various settings e g doctors healthcare providers helpline call takers tourist officers seek to avoid in their interactions with clients when such talk may be expected or due in some way The studies utilise Conversation Analysis to demonstrate how participants use the interactional practices of avoidance and withholding to construct specific activities as restricted The various authors also show how in contributing to the restricted character of certain activities withholding and avoidance in turn contribute to both the accomplishment of the particular work of the specific organisations and to the construction of the specific institutional identities of the professionals Overall the collection offers an authoritative account of restriction and avoidance in workplace Approaches to Gender and Spoken Classroom Discourse Helen Sauntson, 2015-12-11 Gender is a hotly interaction debated topic in the field of education The role that language plays in educational contexts especially in the classroom has long been acknowledged Innovatively combining approaches in the analysis of classroom discourse this book offers rich empirical findings as well as being theoretically interesting and valuable **Handbook of Business Communication** Gerlinde Mautner, Franz Rainer, 2017-07-24 In spite of the day to day relevance of business communication it remains underrepresented in standard handbooks and textbooks on applied linguistics. The present volume introduces readers to a wide variety of linguistic studies of business communication ranging from traditional LSP approaches to contemporary discourse based work and from the micro level of lexical choice to macro level questions of language policy and culture

Investigating Classroom Discourse Steve Walsh,2006-04-18 Introducing language use and interaction as the basis of good teaching and learning this invaluable book equips teachers and researchers with the tools to analyze classroom discourse and move towards more effective instruction Presenting an overview of existing approaches to describing and analyzing classroom discourse Steve Walsh identifies the principal characteristics of classroom language in the contexts of second language classrooms primary and secondary classrooms and higher education settings A distinct feature of the book are the classroom recordings and reflective feedback interviews from a sample group of teachers that Walsh uses to put forward SETT Self Evaluation of Teacher Talk as a framework for examining discourse within the classroom This framework is used to

identify different modes of discourse which are employed by teachers and students to increase awareness of the importance of interaction and to maximize learning opportunities This book will appeal to applied linguists teachers and researchers of TESOL as well as practitioners on MEd or taught doctorate programmes Concise Encyclopedia of Pragmatics J.L. Mey, 2009-08-07 Concise Encyclopedia of Pragmatics Second Edition COPE is an authoritative single volume reference resource comprehensively describing the discipline of pragmatics an important branch of natural language study dealing with the study of language in it's entire user related theoretical and practical complexity As a derivative volume from Encyclopedia of Language and Linguistics Second Edition it comprises contributions from the foremost scholars of semantics in their various specializations and draws on 20 years of development in the parent work in a compact and affordable format Principally intended for tertiary level inquiry and research this will be invaluable as a reference work for undergraduate and postgraduate students as well as academics inquiring into the study of meaning and meaning relations within languages As pragmatics is a centrally important and inherently cross cutting area within linguistics it will therefore be relevant not just for meaning specialists but for most linguistic audiences Edited by Jacob Mey a leading pragmatics specialist and authored by experts The latest trends in the field authoritatively reviewed and interpreted in context of related disciplines Drawn from the richest most authoritative comprehensive and internationally acclaimed reference resource in the linguistics area Compact and affordable single volume reference format Mobilizing Others Carmen Taleghani-Nikazm, Emma Betz, Peter Golato, 2020-05-15 Requesting recruitment and other ways of mobilizing others to act have garnered much interest in Conversation Analysis and Interactional Linguistics This volume takes a holistic perspective on the practices that we use to get others to act either with us or for us It argues for a more explicit focus on activity in unpacking the linguistic and embodied choices we make in designing mobilizing moves Drawing on studies from a variety of different languages and settings the collected studies in this volume illustrate how interactants design their turns not only for specific recipients but also for a specific interactional situation In doing so speakers are able to mobilize others cooperation contribution or assistance in the most appropriate and economical ways By focusing on situation design across languages and settings this volume provides new insights into the ways in which the ongoing activity with its attendant participation structures shapes the design placement and understanding of moves which mobilize others to act Native and Non-Native Teacher Talk in the EFL Classroom Eric Nicaise, 2020-11-11 Native and Non Native Teacher Talk in the EFL Classroom explores and compares the linguistic features of native and non native English teacher talk with the aid of corpus linguistics Setting aside the wide range of audio and video materials available the EFL teacher is in many instances the main model of English to which students are exposed in secondary level education The basis of this book is to work towards a framework for the language that teachers of English need to be proficient in based on an empirical study of language used in the ELT classroom by both native and expert non native users Presenting a corpus informed treatment of the precise linguistic features used by

EFL teachers within the framework of their most common teaching functions this book Relates directly to the teacher talk of secondary level EFL teachers Combines quantitative and qualitative approaches to data analysis Looks into pedagogical implications for ELT and proposes a flexible language development model based on evidence from the teacher training classroom Provides a corpus based repertoire of language for the classroom which is of relevance to native and non native student teachers and practising teachers Highlighting the need for much greater awareness of the impact of language use in both learning and teaching this book is a major resource for advanced students and researchers of TESOL classroom discourse corpus linguistics ELT English for professional purposes and teaching placement preparation Research in Second Language Teaching and Learning Eli Hinkel, 2011-01-25 This landmark volume provides a broad based comprehensive state of the art overview of current knowledge and research into second language teaching and learning All authors are leading authorities in their areas of expertise The chapters all completely new for Volume 2 are organized in eight thematic sections Social Contexts in Research on Second Language Teaching and Learning Second Language Research Methods Second Language Research and Applied Linguistics Research in Second Language Processes and Development Methods and Instruction in Second Language Teaching Second Language Assessment Ideology Identity Culture and Critical Pedagogy in Second Language Teaching and Learning Language Planning and Policy Changes in Volume 2 captures new and ongoing developments research and trends in the field surveys prominent areas of research that were not covered in Volume 1 includes new authors from Asia Australia Europe and North America to broaden the Handbook's international scope Volume 2 is an essential resource for researchers faculty teachers and students in MA TESL and applied linguistics programs as well as curriculum and material developers Teaching, Learning and Investigating Pragmatics Sara Gesuato, Winnie Cheng, 2015-09-18 This volume presents a collection of research papers investigating how to foster the learning and teaching of pragmatic phenomena as well as how to administer tests that assess pragmatic competence in second foreign language education with regards to several target languages. The topics investigated include speech acts computer mediated communication conversation analysis pragmatic intercultural and emotional competence native and non native performance data collection and instructional methods needs analysis and syllabus design and materials development The contributions will be of particular interest to linguists language learners and teachers teacher trainers and Research Methods in English Medium Instruction Jack K.H. Pun, Samantha M. Curle, 2021-07-19 communication experts In this special edited volume the editors and invited English Medium Instruction EMI researchers from different parts of the world outline the latest EMI research methods Providing academic instruction using English is rapidly spreading in many countries where English is a second or foreign language and there is a growing interest in researching the effectiveness and effects of EMI across different educational levels This volume includes chapters on everything from research into classroom interaction to teachers and students perceptions and motivations to language challenges and strategies and the pedagogical

implications of translanguaging in EMI classrooms These specific topics were chosen to reflect different approaches to researching EMI Each chapter focuses on a specific type of research methodology It begins with an overview of the literature of the topic under discussion. Then an example study is provided to illustrate how this methodology can be used to investigate EMI Each chapter identifies the process that the EMI researcher used to conduct their research and discusses key dilemmas they faced focusing particularly on the methodological issues they encountered By exploring these issues this volume hopes to inform theory or the lack thereof underlying research into the phenomenon of EMI This volume is indispensable for EMI tutors curriculum developers policymakers and teachers as well as students at both undergraduate and postgraduate levels It is particularly valuable for researchers from across the globe working in the fields of applied linguistics language education English for Academic Purposes EAP English Language Teaching ELT and Teaching English to Speakers of Other Languages **TESOL Displaying Recipiency** Jun Xu, 2016-10-03 This book is intended to address students researchers and teachers of spoken language It presents an empirical study of task oriented language data in which coparticipants display levels of recipiency through reactive tokens An in depth investigation of displaying recipiency is of interest primarily to conversation analysts and pragmaticians involved in the research on talk in interaction in general and Mandarin Chinese conversations in particular The communicative aspect makes this book relevant to the areas of language use While previous research has shown that one single reactive token has different discourse functions in different conversational environments this study shows that participants collaborative orientation to each other's status of displayed recipiency seems decisive for the selection of reactive tokens rather than one specific reactive token being employed for specific conversational purposes in varying interactional contexts This book also contributes to fields in linguistics pragmatics and sociology which specialize in the investigation of spontaneous human communication Effective Task Instruction in the First Year of School Ilana Mushin, Rod Gardner, Claire Gourlay, 2021-11-29 It is well recognised that classroom teaching is highly complex and that teachers must navigate and negotiate myriad interactions just within a lesson in order to manage the learning opportunities of their students What is less well recognised is precisely how these interactions are managed in real time during actual classroom interactions This book is designed as an original close up account of processes by which children learn to become school learners in their first year of school unpacking some of the recognised complexity of busy classrooms to hone in on what teachers and children do and how learning takes place Using the tools of conversation analysis the authors unpack a range of pedagogical interactions between teachers and children during normal class focusing on procedural instructions and the outcomes of instructed activities By including transcripts of recordings of classes in schools located in diverse communities it is possible to see which aspects of classroom interaction may be impacted by external factors such as children s language or cultural background and which aspects are applicable regardless of such factors. The chapters examine teacher instructions and children's behaviour during instructions and during task performance in whole class and small group

interactions Effective Task Instruction in the First Year of School brings forward a much needed wealth of knowledge into how to teach children in the first year of schooling and beyond in a way that is accessible for practising teachers student teachers as well as education researchers Classroom-based Conversation Analytic Research Silvia Kunitz, Numa Markee, Olcay Sert, 2021-03-11 This book presents an international range of conversation analytic CA studies of classroom interaction which all discuss their empirical findings in terms of their theoretical and methodological contribution to the field of second language studies and their potential pedagogical relevance. The volume is thus unique in its focus on the theoretical and practical insights of CA classroom based research and on the impact that such insights might have at the pedagogical level from teaching to testing to teacher education Given the growing interest in the pedagogical applicability of CA research this book is a timely addition to the existing literature The Handbook of Conversation Analysis Jack Sidnell, Tanya Stivers, 2012-08-03 Presenting a comprehensive state of the art overview of theoretical and descriptive research in the field The Handbook of Conversation Analysis brings together contributions by leading international experts to provide an invaluable information resource and reference for scholars of social interaction across the areas of conversation analysis discourse analysis linguistic anthropology interpersonal communication discursive psychology and sociolinguistics Ideal as an introduction to the field for upper level undergraduates and as an in depth review of the latest developments for graduate level students and established scholars Five sections outline the history and theory methods fundamental concepts and core contexts in the study of conversation as well as topics central to conversation analysis Written by international conversation analysis experts the book covers a wide range of topics and disciplines from reviewing underlying structures of conversation to describing conversation analysis relationship to anthropology communication linguistics psychology and sociology

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