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Titolo	Classroom-based Conversation Analytic Research : Theoretical and Applied Perspectives on Pedagogy // edited by Silvia Kunitz, Numa Markee, Olcay Sert
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Soggetti	Language and languages - Study and teaching Teachers - Training of Applied linguistics Learning, Psychology of Educational tests and measurements Language Education Teaching and Teacher Education Applied Linguistics Instructional Psychology Assessment and Testing Adquisició d'una segona llengua Llenguatge i llengües Ensenyament de la llengua Llibres electrònics
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Nota di contenuto	Introduction / Silvia Kunitz, Numa Markee, and Olcay Sert -- Section 1: CA research in L2 classrooms -- The intersubjective objectivity of learnables: Theoretical underpinnings of praxeological and dialogical research on opportunities for learning in teacher-student interactivities / Ali Reza Majlesi -- Let me help you: Learning to do and correct public writing in the L2 classroom / Søren W. Eskildsen -- The Triadic Ecology of Correcting Spellings in Computer-Assisted Collaborative Writing /

Nigel Musk -- Teachers' Instruction Sequences in Italian as a Foreign Language Classes: An Ethnomethodological Conversation Analytic Perspective / Numa Markee and Silvia Kunitz -- Section 2: CA research in content-based language classrooms -- Facework and collaborative learning in primary school CLIL classrooms: A multimodal conversation analysis approach to peer interaction / Natalia Evnitskaya -- Multimodal perspective into teachers' definition practices: Comparing subject-specific language in physics and history lessons / Leila Käätä -- Teaching target knowledge through interaction in EFL content courses: Tracing sequences of teaching actions / Yo-An Lee -- Section 3: CA research and teacher training -- Transforming CA findings into future L2 teaching practices: Challenges and prospects / Olcay Sert -- Harnessing the power of heteroglossia in teacher talk / Hansun Zhang Waring -- What do you think about this?: Eliciting reflection or prelude to negative assessment? / Younhee Kim and Rita Elaine Silver -- Section 4: CA and assessment -- A micro-analytic investigation into a practice of informal formative assessment in L2 classroom interaction / Nilüfer Can Dakn -- Firm ground: Conceptualizing and assessing interactional learning targets in second language classrooms / Thorsten Huth -- CA-informed testing: An exploratory intersection of norms / F. Scott Walters -- Conclusions: Two views on the pedagogical applicability of CA findings -- Concluding chapter 1 / Junko Mori -- Concluding chapter 2 / Simona Pekarek Doehler.

Sommario/riassunto

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. .
