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| Nota di contenuto       | Chapter 1: Introduction - Hansun Waring and Olcay Sert -- Chapter 2: Learning to Analyze L2 Classroom Interactions: A longitudinal Study on Pre-service Language teachers' Video-mediated Interactions - Ufuk Balaman -- Chapter 3: The Impact of Conversation Analytic-Intervention on Problem Solving in Post-Observation Conferences - Lauren B. Carpenter -- Chapter 4: Conversation-analytic mindsets and skillsets: Micro-reflection in a Student Teaching Seminar- Sarah Chepkirui Creider -- Chapter 5: Seeing and Noticing: Pre-service L2 Teachers' First Steps in Developing Classroom Interactional Competence - Marta García -- Chapter 6: CA as "Critical Event" in Teacher Reflective Practice - Chris Carl Hale -- Chapter 7: Developing Professional Vision: A Conversation Analytic Intervention - Alyson Lal Horan & Hansun Zhang Waring -- Chapter 8: Increasing Awareness on Teacher Correction Practices through a Data-led TeacherEducation Framework - Olcay Sert & Merve Bozbyk -- Chapter 9: Documenting English as a Foreign Language pre-service teachers' command of basic CA concepts - Katherina Walper G -- Chapter 10: "I tried to wait a bit longer when no one answered": Changing Teacher Wait-time Practices over Time through Video Enhanced Reflections - Olcay Sert -- Chapter 11: Training 'Task Preliminaries': CA Experts' Collaborative Interventions for Pre-Service Teachers in Japan - Mika Ishino & Junko |

Reconceptualizing intervention and change in conversation analytic perspectives, this volume not only illustrates actual, rather than imagined, ways of conducting CA-informed interventions in a variety of teacher-training contexts around the globe but also documents the impact of such interventions on teacher development. "The contributors to this volume have intentionally moved CA beyond a descriptive methodology to recognizing how CA-influenced decisions and procedures can, and do, result in productive changes in teachers' interactional and instructional pedagogies. A gift to the field of Language Teacher Education, this volume offers rich data-driven evidence of the material impact of engagement with CA on the professional development of language teachers." (Karen E. Johnson, The Pennsylvania State University, USA) "The contributors illustrate how CA-based frameworks can help both pre-service and in-service language teachers sharpen their professional vision and enhance their pedagogical skills, making a compelling case for integrating CA into language teacher education while offering concrete guidance for developing teachers' interactional awareness and competence. This groundbreaking volume will be a key reading in both Applied Linguistics and TESOL programmes." (Steve Mann, University of Warwick, UK) "Conversation Analysis (CA) should be an integral part of teacher-training programs. This plea is convincingly made in this new volume. After many years of CA studies of classroom interaction, it was only a matter of time before CA should enter teacher-training programs. The reports from the US, Sweden, Germany, Türkiye and Japan in this volume show that that time is now." (Tom Koole, University of Groningen, The Netherlands) Olcay Sert is Professor of Language Education at Mälardalen University (Sweden). He is leading the Mälardalen INteraction & Didactics (MIND) Research Group and is the editor of Classroom Discourse. Hansun Zhang Waring is Professor of Linguistics and Education at Teachers College, Columbia University (USA) and founder of The Language and Social Interaction Working Group (LANSI).