

Koester, A. (2009). Conversation Analysis in the Language Classroom. In S. Hunston & D. Oakey. (Eds.) *Introducing Applied Linguistics* (pp. 37- 47). Routledge

Chapter 4 of *Introducing Applied Linguistics* focuses on some of the methods teachers could apply to enhance their students' speaking skills "in real-life situations". First, a practical introduction illustrates the awkward and disconnected conversations students may often have under pressure when asked to perform for their classmates. This is followed by a detailed definition and background on Conversation Analysis (CA) and how it is connected to the pedagogy of the language classroom, specifically to teaching conversational skills. The author emphasises that only three types of turn-sequences in conversation will be covered: adjacency pairs, the related notion of preference, opening and closing sequences. These are all defined and exemplified with authentic interactions between speakers and practical explanations of why and how the turn-sequences could be utilised when teaching conversational skills. Possible challenges that students may meet when conversing are also covered (e.g., "dispreferred seconds": disagreements, refusals). Finally, the author provides an example of how CA can be applied to the classroom through a short activity which illustrates the sequences discussed above. The chapter closes on a positive note: CA indicates that the structures can be applied to pedagogy relatively easily, but also warns against their "mechanistic application".

This chapter is relevant to my assignment because I will analyse a spoken texts and it provides information on dialogues. It will also supplement s some of the other sources I found for example in Biber and Conrad (2009). Additionally, the suggestions on how to apply CA to language teaching seem most useful. It helped me realise that I need to analyse classroom materials to check they are authentic or at least authentic like, and so representative. The chapter only covers a few examples however, and so more investigation would be needed of other examples of communication.

Reference

Biber, D., & Conrad. S. (2009). *Register, genre and style*. Cambridge University Press.

