

***How Can Research into L2 Classroom Interaction
Inform Teacher Education?
Insights from an Applied Linguist***

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Conversation Analytic studies into the ways pedagogical activities are carried out in second/foreign/additional language (L2) classrooms have provided us with rich insights into the interactional dynamics of teaching and learning. Not much, however, has been done to share conversation analytic findings with practitioners; e.g. teachers. In this talk, I will first present my research into language teachers' (multimodal) responsive behaviour with a focus on the use of gestures, language choice, and epistemics. I will then briefly present a reflective, micro-analytic teacher education framework which utilizes a mobile video-tagging app to link conversation analytic findings to teacher education. Implications for pre-service teacher education as well as continuous professional development will be discussed.

**Zeit: Donnerstag, 04. April 2019, 18.00 Uhr
Ort: Raum 40901, Innrain 52d (Geiwi-Turm)**

Olcay Sert is a senior lecturer in the School of Education, Culture and Communication at Mälardalen University, Sweden. He is the editor of the journal *Classroom Discourse* (Routledge) and is the author of *Social Interaction and L2 Classroom Discourse* (Edinburgh University Press, 2015). His work has appeared in a number of academic journals including *Journal of Pragmatics*, *TESOL Quarterly*, *Language and Education*, *ReCALL*, *Computer Assisted Language Learning*, and *Applied Linguistics Review*.