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Julie Bouchard

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Filipi, A., & Markee, N. (Eds.). (2018). *Conversation analysis and language alternation, capturing transitions in the classroom*. John Benjamins Publishing Company.

Reviewer: Julie Bouchard, Université du Québec à Chicoutimi, Saguenay, Québec, Canada

This co-edited volume discusses language alternation (LA) in the language classroom from a conversation analytic (CA) perspective. Filipi and Markee bring together research from a broad variety of classroom environments where learners or teachers alternate between English and a variety of languages. LA, defined as the switching between two or more languages during a conversation or episode of talk, is especially relevant because it is present not only in the talk of language learners but most importantly in the talk of bilinguals. In this volume, the selected CA perspective focuses on what participants are doing with the language by drawing on a meticulous analysis of each conversational turn, rather than by applying outside criteria.

The publication is divided into three parts. Part 1 consists of two overview chapters on concepts related to CA and LA. In Chapter 1, the editors address how the language classroom is an appropriate site to study LA. They explore how CA's focus on details allows for an in-depth understanding of LA on a moment-to-moment basis. They further discuss concepts such as context, Initiation-Response-Feedback sequences, transition, and identity in relation to LA and the language classroom. In Chapter two, Musk and Cromdal review the literature on LA. They discuss and differentiate important terms, such as code-switching, medium, code-mixing, and insertion, and illustrate their application with relevant data. They also address whether LA can be neutral or if it necessarily performs an action. Their historical overview of the research examines key elements of LA and provides a solid background for the following chapters. Gafaranga, in Chapter 3, details the CA concepts of *local* and *overall* order in talk-in-interaction. The author uses excerpts from his own work and the work of Peter Auer to illustrate how both orders are compatible and can be used together to analyze bilingual conversations. These two chapters prepare readers for Part 2.

Part 2 of the edited volume regroups seven empirical studies of LA from language classroom contexts. In Chapter 4, Morton and Evnitskaya investigate LA in a Content and Language Integrated Learning classroom in Spain, where English, the target language, is used to teach science. To analyze interactional patterns, they identified three types of LA (inter turn-constructive units, intra turn-constructive units and recycling). They found that the target language plays an important role during classroom-based interaction in their context. In Chapter 5, Stower explores how teacher-initiated requests for translation in English mother tongue instruction classrooms in Sweden are used to teach vocabulary. The teacher spontaneously asked for translation of a word or expression either in English or Swedish to check students' comprehension of topicalized lexical items, to establish intersubjectivity, and to prompt students to produce in a specific language. Kunitz, in Chapter 6, analyzes how students involved in planning a presentation use LA as a structuring device. The participants used their L1 for the planning process and their L2 for the planning product, namely, the script. The author explores cases, including deviant ones, with exemplifying extracts. Chapter 7 is an investigation of the token "ok" as a transitional device during a role-play activity. Reichert and Liebscher found that "ok" in combination with LA acted as a forward-looking discourse marker, for private speech and to show

readiness for the next task. In Chapter 8, Lam reports on teachers' LA while teaching English as a second language from a communicative language teaching approach in Vietnam. Participants were found to alternate from the target to the native language for reformulation, translation, or elaboration. However, the author observes that teachers failed to leave sufficient time for students to process information before teachers switched to their shared L1. In Chapter 9, Tran examines three types of word searches via LA, individual, collaborative resolved by self, and collaborative resolved by other. It was found that the L1 was used as a last resort. Filipi, in Chapter 10, follows one teacher and demonstrates that interactional problems can arise from adhering to a strict L1-only policy. When students did not respond to the teacher, multimodal resources were deployed and the L1 was used only as a last resort.

The final section of the volume (Part 3) consists of a single chapter by Filipi and Markee. They draw on the various contributions to suggest pedagogical implications for additional language learning. They discuss how translation can be used to focus on vocabulary, how teachers should use the L1 strategically, and how it is important to provide the necessary vocabulary to accomplish the task in the pre-task activities. This chapter also considers the different levels of intervention found in CA studies in the language classroom.

Overall, this volume is a timely contribution to our understanding of LA in the language classroom. Empirically, it demonstrates the relationship between transition and LA alternation. The individual authors specify how LA is positioned in relation to some type of transition: change of activity, change of focus, change in participants' involvement. The authors also highlight the importance of turning to the learners' first language for teaching an additional language. They illustrate that the monolingual ideal is not a classroom reality and can have a negative effect on interactions. This publication does not aim to prove that LA improves language learning per se, but it illustrates quite effectively how it impacts interaction and how the native language can be used judiciously in the language classroom.

This volume will be of interest to teachers and teacher trainers wanting to learn to use LA and the L1 as pedagogical tools to support language learners. It will also be helpful for researchers and practitioners who want to understand LA and its benefits in the language classroom, with the use of data from real classrooms.