

Conversation Analysis as a Change Agent in Language Teacher Education

Dear Colleagues:

We are soliciting manuscripts for an edited volume on **conversation analysis as a change agent in language teacher education**. Over the last decade, conversation analytic (CA) findings from classroom discourse studies have started feeding into language teacher education contexts, yielding a number of CA-based teacher training frameworks such as SETT (Walsh 2013), IMDAT (Sert, 2019) and FAB (Waring & Creider, 2021). We have now reached a tipping point of grappling with or groping for the material impact of CA in the actual language classrooms around the world. In particular, we are interested in **studies that document practice-based changes (e.g., change in teacher practices in the classroom and in reflective practices) in which CA plays a role**. We realize that such CA-informed “interventions” can come in many shapes and forms and welcome a multitude of endeavors and innovations.

Should you be interested in participating in such a project, please send us a **300-word abstract by December 5, 2022** that describes (1) the context of the study, (2) the specific role CA plays as a change agent, and (3) the types of changes (to be) documented. Decisions for possible inclusion in the volume will be sent out by December 15, 2022, with submissions of first drafts due by July 1, 2023.

Please use this link to submit your abstract: <https://forms.gle/nyKgsxJSqQDrzRo26>

Many thanks for your consideration. We look forward to hearing from you.

Best regards,

Olcay Sert and Hansun Waring