**CONVERSATION ANALYSIS: SELECTED REFERENCES**

**(last updated 22 November 2016)**

Antaki, C. & Widdicombe, S. (Eds.) (1998). *Identities in talk*. London, UK: Sage.

Antaki, C., & Widdicombe, S. (1998). Identity as an achievement and as a tool. In C. Antaki & S. Widdicombe (Eds.), *Identities in talk* (pp. 1-14). London, UK: Sage.

Arnold, A., Semple, R. J., Beale, I. & Fletcher-Flynn, C. M. (2000). Eye contact in children’s social interactions: What is normal behaviour? *Journal of Intellectual and Developmental Disability, 25*(3), 207-216.

Atkinson J. M, & Drew, P. (1979). *Order in court: The organisation of verbal interaction in judicial settings.* London, UK: Macmillan.

Atkinson, J. M., & Heritage, J. (Eds.). (1984). *Structures of social action: Studies in conversational analysis.* New York, NY: Cambridge University Press.

Atkinson, M., & Heritage, J. (1984). Transcript notation. In M. Atkinson & J. Heritage (Eds.), *Structures of social action: Studies in conversation analysis* (pp. ix-xvi). New York, NY: Cambridge University Press.

Atkinson, J. M. (1984). Public speaking and audience responses: Some techniques for inviting audience applause. In J. M. Atkinson, & J. Heritage (Eds.), *Structures of social action: Studies in conversation analysis* (pp. 370-407). Cambridge, UK: Cambridge University Press.

Atkinson, J. M. and Heritage, J. (1984). Transcript notation. In J. M. Atkinson & J. Heritage (Eds.), *Structures of social action* (pp. ix-xvi). Cambridge, UK: Cambridge University Press.

Atkinson, J. M., & Heritage, J. (Eds.) (1984). *Structures of social action: Studies in conversation analysis*. Cambridge, UK: Cambridge University Press.

Auer, P. (1984). *Bilingual conversation*. Amsterdam: Benjamins Publishing Company.

Auer, P. (1988). A conversation analytic approach to code-switching and transfer. In M. Heller (Ed.), *Codeswitching: Anthropological and sociolinguistic perspectives* (pp. 187-213). Berlin: Mouton de Gruyter.

Auer, P. (1998). Introduction: Bilingual conversation revisited. In P. Auer (Ed.), *Code-switching in conversation: Language, interaction and identity* (pp. 1-25). London, UK: Routledge.

Auer, P. (2005). Projection in interaction and projection in grammar. *Text, 25*, 7-36.

Auer, P. (2000). A conversation-analytic approach to code-switching and transfer. In L. Wei (Ed.), *The bilingualism reader* (pp. 166-187). London, UK: Routledge.

Benson, D., & Hughes, J. (1991). Method: Evidence and inference for ethnomethodology. In G. Button (Ed.), *Ethnomethodology and the human sciences* (pp. 109-136). Cambridge, UK: Cambridge University Press.

Billig, M. (1999). Whose terms? Whose ordinariness? Rhetoric and ideology in conversation analysis. *Discourse & Society, 10*(4), 543-558.

Billig, M., & Schegloff, E. A. (1999). Critical discourse analysis and conversation analysis: An exchange between Michael Billig and Emanuel A. Schegloff. *Discourse and Society,* *10*(4), 543-82.

Boden, D., & Zimmerman, D.H. (Eds.) (1991). *Talk and social structure: Studies in ethnomethodology and conversation analysis*. Oxford, UK: Polity Press.

Bolden, G. (2003). Multiple modalities in collaborative turn sequences. *Gesture, 3*(2)**,** 187**–**212.

Bolden, G. (2006). Little words that matter: Discourse markers ‘‘so’’ and ‘‘oh’’ and the doing of other-attentiveness in social interaction.” *Journal of Communication, 56*,661-688.

Bonacina, F., & Gafaranga, J. (2011). ‘Medium of instruction’ vs. ‘medium of classroom interaction’: Language choice in a French complementary school classroom in Scotland. *International Journal of Bilingual Education and Bilingualism,* *14*(3), 319-334.

Brouwer, C. E. (2003). Word searches in NNS-NS interaction: Opportunities for language learning? *The Modern Language Journal* *87*(4), 534-545.

Brouwer, C., & Wagner, J. (2004). Developmental issues in second language conversation. *Journal of Applied Linguistics*, *1*, 29-47.

Button, G. (Ed.) (1991). *Ethnomethodology and the human sciences.* Cambridge, UK: Cambridge University Press.

Button, G. (1991). Conversation-in-a-series. In D. Boden & D. Zimmerman (Eds.), *Talk and social structure. Studies in ethnomethodology and conversation analysis* (pp. 251-277). Oxford, UK: Polity Press.

Button, G. (1992). Answers as interactional products: Two sequential practices used in job interviews. *Social Psychology Quarterly, 50*(2), 160-171.

Button, G., & Casey, N. J. (1984). Generating a topic: The use of topic initial elicitors. In J. M. Atkinson & J. Heritage (Eds.), *Structures of social action: Studies in conversation analysis* (pp.167-190). Cambridge, UK: Cambridge University Press.

Button, G., Coulter, J., Lee, J., & Sharrock, R. E. (1995). *Computers, minds and conduct*. Oxford, UK: Polity Press.

Carlgren, I. (2009). Commentary: CA-studies of learning from an educational perspective. *Scandinavian Journal of Educational Research, 53*(2), 203-209.

Carroll, D. (2000). Precision timing in novice-to-novice L2 conversations. *Issues in Applied Linguistics, 11*(1): 67-110.

Carroll, D. (2004). Restarts in novice turn beginnings: Dysfluencies or interactional achievements? In R. Gardner & J. Wagner (Eds.), *Second language conversations* (pp. 201-220). London, UK: Continuum.

Clayman, S. (1991). News interview openings: Aspects of sequential organization. In P. Scannell (Ed.), *Broadcast talk: A reader* (pp. 48-75)*.* Newbury Park: Sage.

Clayman, S. E. (1992). Footing in the achievement of neutrality: The case of news interview discourse. In P. Drew & J. Heritage(Eds.),*Talk at work: Interaction in institutional settings* (pp.163-98)*.* Cambridge, UK: Cambridge University Press.

Clayman, S., & Gill, V. T. (2004). Conversation analysis. In M. Hardy & A. Bryman (Eds.), *Handbook of data analysis* (pp. 589-606). London, UK: Sage Publications.

Clayman, S., & Heritage, J. (2002a). *The news interview: Journalists and public figures on the air.* Cambridge, UK: Cambridge University Press.

Clayman, S., & Heritage, J. (2002b). Questioning presidents: Journalistic deference and adversarialness in the press conferences of Eisenhower and Reagan. *Journal of Communication,* *52*, 749-777.

Clayman, S. E. & Whalen, J. (1988). When the medium becomes the message: The case of the Rather-Bush encounter. *Research on Language and Social Interaction, 22*, 241-272.

Clift, R. (2006). Indexing stance: Reported speech as an interactional evidential. *Journal of Sociolinguistics,10*(5), 569-595.

Clift, R. (2007). Getting there first: Non-narrative reported speech in interaction. In E. Holt & R. Clift (Eds.), *Reporting talk: Reported speech in interaction* (pp. 120-149). Cambridge, UK: Cambridge University Press.

Collins, S., Markova, I., & Murphy, J. (1997). Bringing conversations to a close: The management of closings in interactions between AAC users and 'natural' speakers. *Clinical Linguistics and Phonetics, 11*(6), 467-93.

Coulter, J. (1979). *The social construction of mind: Studies in ethnomethodology and linguistic philosophy*. London, UK: MacMillan.

Coulter, J. (1983). *Rethinking cognitive theory*. London, UK: MacMillan.

Coulter, J. (1990). *Mind in action*. Oxford, UK: Polity Press.

Coulter, J. (1991). Cognition: Cognition in an ethnomethodological mode. In G. Button (Ed.), *Ethnomethodology and the human sciences* (pp. 176-195). Cambridge, UK: Cambridge University Press.

Coulter, J. (1999). Discourse and mind. *Human Studies*, 163-181.

Coulter, J. (2005). Language without mind. In H. te Molder & J. Potter (Eds.), *Conversation and cognition* (pp. 79-92). Cambridge, UK: Cambridge University Press.

Couper-Kuhlen, E. (1992). Contextualizing discourse: The prosody of interactive repair. In A. D. Luzio (Ed.), *The contextualization of language* (pp. 337-364). Amsterdam: John Benjamins Publishing Company.

Couper-Kuhlen, E. (2007). Assessing and accounting. In E. Holt & R. Clift (Eds.),

*Reporting talk: Reported speech in interaction* (81-119). Cambridge, UK: Cambridge University Press.

Couper-Kuhlen, E., & Ford, C. (Eds.). (2004). *Sound patterns in interaction: Cross-linguistic studies from conversation*. Philadelphia: John Benjamins.

Couper-Kuhlen, E., & Ono, T. (2007). Incrementing in conversation. A comparison of methods in English, German and Japanese. *Pragmatics*, *17*(4), 513-552.

Couper-Kuhlen, E., & Selting, M. (Eds.). (1996). *Prosody in conversation: Interactional studies*. Cambridge, UK: Cambridge University Press.

Davidson, J. (1984). Subsequent versions of invitations, offers, requests, and proposals dealing with potential or actual rejection. In J.M. Atkinson & J. Heritage (Eds.), *Structures of social action* (pp. 102-128). Cambridge, UK: Cambridge University Press.

Dailey-O’Cain, J., & Liebscher, G. (2009). Teacher and student use of the first language in foreign language classroom interaction: Functions and applications. In M. Turnbull & J. Dailey-O’Cain (Eds.), *First language use in second and foreign language learning* (pp. 131-144). Bristol, England: Multilingual Matters.

Drew, P. (1984). Speakers’ reportings in invitation sequences. In J. M. Atkinson & J. Heritage (Eds.), *Structures of social action* (pp. 129-151). Cambridge, UK: Cambridge University Press.

Drew, P. (1997). ‘Open’ class repair initiators in response to sequential sources of troubles in conversation. *Journal of Pragmatics, 28*, 69-101.

Drew, P. (2005). Is *confusion* a state of mind? In H. te Molder & P. Potter (Eds.), *Conversation and cognition* (pp. 161-183). Cambridge, UK: Cambridge University Press.

Drew, P., & Heritage, J. (Eds.). (1992). *Talk at work: Interaction in institutional settings.* Cambridge, UK: Cambridge University Press.

Drew, P., & Heritage, J. (1992). Analyzing talk at work: An introduction. In P. Drew & J. Heritage (Eds.), *Talk at work: Interaction in institutional settings* (pp.3-65). Cambridge, UK: Cambridge University Press.

Drew, P., & M. Sorjonen. (1997). Institutional dialogue. In T. van Dijk (Ed.), *Discourse as social interaction* (pp. 92-118). London, UK: Sage.

Drummond, K., & R. Hopper. (1993). Acknowledgement tokens in series. *Communication Reports*, *6*, 47-53.

Du Bois, J. (1991). Transcription design principles for spoken discourse research. *Pragmatics*, *1*, 71-106.

Duncan, S. (1972). Some signals and rules for taking speaking turns in conversations. *Journal of Personality and Social Psychology*, 23, 283-292.

Duranti, A., & Goodwin, C. (Eds.). (1992). *Rethinking context: Language as an interactive phenomenon*. Cambridge, UK: Cambridge University Press.

Edwards, D. (1997). *Discourse and cognition*. London, UK: Sage.

Edwards, D. (2006). Discourse, cognition and social practices: The rich surface of language and social interaction. *Discourse Studies, 8,* 41-49.

Edwards, D., & Potter, J. (1992). *Discursive psychology*. London, UK: Sage.

Edwards, D., & Potter, J. (2005). Discursive psychology, mental states, and descriptions. In H. te Molder & J. Potter (Eds.), *Conversation and cognition* (pp. 241-259). Cambridge, UK: Cambridge University Press.

Egbert, M. (1998). Miscommunication in language proficiency interviews of first-year German students: A comparison with natural conversation. In R. Young and A. He (Eds.), *Talking and testing: Discourse approaches to the assessment of oral proficiency* (pp. 147-169). Amsterdam: Benjamins.

Egbert, M. M. (1997). Schisming: The collaborative transformation from a single conversation to multiple conversations. *Research on Language and Social Interaction, 30,* 1-51.

Enfield, N.J., & Stivers, T. (Eds.). (2012). *Person reference in interaction: Linguistic, cultural, and social perspectives.* Cambridge University Press.

Firth, A. (1995). Talking for change: Commodity negotiating by telephone. In A. Firth (Ed.), *The discourse of negotiation: Studies of language in the workplace* (pp. 183-222). Oxford, UK: Pergamon Press.

Firth, A. (1996). The discursive accomplishment of normality: On ‘lingua franca’ English and conversation analysis. *Journal of Pragmatics, 26*(2), 237-259.

Firth, A., & Wagner, J. (1997). On discourse, communication, and (some) fundamental concepts in SLA research. *The Modern Language Journal, 81,* 285-300.

Firth, A., & Wagner, J. (2007). S/FL learning as a social accomplishment: Elaborations on a ‘reconceptualized’ SLA. *The Modern Language Journal, 91*(5), 800-819.

Ford, C. (1993). *Grammar in interaction: Adverbial clauses in American English conversations*. Cambridge, UK: Cambridge University Press.

Ford, C., & Thompson, S. (1996). Interactional units in conversation: Syntactic, intonational, and pragmatics resources for the management of turns. In E. Ochs, E. Schegloff & S. Thompson (Eds.), *Interaction and Grammar* (pp. 134-184). Cambridge, UK: Cambridge University Press.

Ford, C., Fox, B., & Thompson, S. (1996). Practices in the construction of turns, the TCU revisited. *Pragmatics 6*(3), 427-454.

Ford, C., Fox, B., & Thompson, S. (Eds.). (2002). *The language of turn and sequence*. Cambridge, UK: Cambridge University Press.

Ford, C., Fox, B., & Thompson, S. (1996). Practices in the construction of turns: The "TCU" revisited. *Pragmatics 6*, 427-454.

Ford, C., Fox, B., & Thompson, S. (2002). Constituency and the grammar of turn increments. In C. Ford, B. Fox & S. A. Thompson (Eds.), *The language of turn and sequence* (pp. 14-38). Oxford, UK: Oxford University Press.

Ford, C., Fox, B., & Thompson, S. (2003). Social interaction and grammar. In M. Tomasello (Ed.), *The new psychology of language* (pp. 119-143). Mahwah, NJ: Lawrence Erlbaum.

Gafaranga, J. (1999). Language choice as a significant aspect of talk organization: The orderliness of language alternation. *Text*, *19*, 201-225.

Gafaranga, J. (2000). Medium repair vs. other-language repair: Telling the medium of a bilingual conversation. *International Journal of Bilingualism*, *4*(3), 327-350.

Gafaranga, J. (2001). Linguistic identities in talk-in-interaction: Order in bilingual conversation. *Journal of Pragmatics*, *33*, 1901-1925.

Gafaranga, J., & Torras, M. C. (2001). Language versus medium in the study of bilingual conversation. *International Journal of Bilingualism*, *5*(2), 195-219.

Gafaranga, J., & Torras, M. C. (2002). Interactional otherness: Towards a redefinition of codeswitching. *International Journal of Bilingualism*, *6*(1), 1-22.

Gallagher, T. (1981).Contingent query sequences within adult-child discourse. *Journal of Child Language, 8(1), 51-62.*

Gallagher, T., & Darnton, B. (1978). Conversational aspects of the speech of language disordered children: Revision behaviours. *Journal of Speech and Hearing Research*, *21*(1), 118-135.

Gardner, H. (1998)*.*Social and cognitive competencies in learning: Which is which? In I. Hutchby & S. Moran Ellis (Eds.), *Children and social competence* (pp. 115-133). London, UK: Falmer Press.

Gardner, R., & Wagner, J. (Eds.). (2004). *Second language conversations.* London, UK: Continuum.

Garfinkel, H. (1963). A conception of, and experiments with, “trust” as a condition of stable, concerted actions. In O. J. Harvey (Ed.), *Motivation and social interaction* (pp. 187-238). New York: Ronald Press.

Garfinkel, H. (1967). *Studies in ethnomethodogy*. Englewood Cliffs, NJ: Prentice Hall.

Garfinkel, H. (1974). The origins of the term ‘ethnomethodology.’ In R. Turner (Ed.), *Ethnomethodology*. London, UK: Penguin.

Garfinkel, H., & Sacks, H. (1970). On formal structures of practical actions. In J. C. McKinney & E. A. Tyriakian (Eds.), *Theoretical sociology* (pp. 338-366). New York: Appleton Century Crofts.

Gaskill, W. (1980). Correction in native speaker - non-native speaker conversation. In D. Larsen-Freeman (Ed*.*)*, Discourse analysis in second language research* (pp. 125-137). Rowley, MA: Newbury House.

Golato, A. (2000). An innovative German quotative for reporting on embodied actions: *Und ich so/und er so* “and I’m like/and he’s like.” *Journal of Pragmatics*, *32,* 29-54.

Golato, A. (2002). German compliment responses. *Journal of Pragmatics* *34*, 547-571.

Golato, A. (2003). Studying compliment responses: A comparison of DCTs and recordings of naturally occurring talk. *Applied Linguistics,* *24*(1), 90-121.

Golato, A. (2005). *Compliments and compliment responses: Grammatical structure and sequential organization*. Amsterdam: John Benjamins.

Golato, A. (2012). Impersonal quotation and hypothetical discourse. In I. Buchstaller & I. Van Alphen (Eds.), *Quotatives: Cross-linguistic and cross-disciplinary perspectives* (3-36). Amsterdam, Philadelphia: John Benjamins.

Goodwin, C. (1979). The interactive construction of a sentence in natural conversation. In G. Psathas (Ed.), *Everyday language; Studies in ethnomethodology* (97-121). New York: Irvington Publishers.

Goodwin, C. (1981). *Conversational organization: Interaction between speakers and hearers*. New York: Academic Press.

Goodwin, C. (1984). Notes on story structure and the organization of participation. In J.M. Atkinson & J. Heritage (Eds.), *Structures of social action* (pp. 225-246). Cambridge, UK: Cambridge University Press.

Goodwin, C. (1987). Forgetfulness as an interactive resource. *Social Psychology Quarterly,50*(2), 115-131.

Goodwin, C. (1994). Professional vision. *American Anthropologist, 96*, 606-633.

Goodwin, C. (1995). Co-constructing meaning in conversation with an aphasic man. *Research on Language and Social Interaction, 28,* 233–260.

Goodwin, C. (1996). Transparent vision. In E. Ochs, E. A. Schegloff & S. Thompson (Eds.), *Interaction and grammar* (pp. 370-404). Cambridge, UK: Cambridge University Press.

Goodwin, C. (2000). Action and embodiment within situated human interaction. *Journal of Pragmatics, 32*, 1489-1522.

Goodwin, C. (2000). Practices of seeing: Visual analysis: An ethnomethdological approach. In T. van Leeuwen & C. Jewitt (Eds.), *Handbook of visual analysis* (pp.157-182). London, UK: Sage.

Goodwin, C. (2003). Pointing as situated practice. In S. Kita (Ed.), *Pointing: Where language, culture and cognition meet* (pp. 217-241). Mahwah, NJ: Lawrence Erlbaum.

Goodwin, C. (2003). The body in action. In J. Coupland & R. Gwyn (Eds.), *Discourse, the body, and identity* (pp. 19-42). Mahwah, N J: Lawrence Erlbaum.

Goodwin, C. (2006). Human sociality as mutual orientation in a rich interactive environment: Multimodal utterances and pointing in aphasia. In N. J. Enfield & S. C. Levinson (Eds.), *Roots of human sociality* (pp. 97-125). Oxford, UK: Berg.

Goodwin, C. (2007). Participation, stance and affect in the organization of activities. *Discourse and Society, 18*, 53-73.

Goodwin, C., & Duranti, A. (1992). Rethinking context: An introduction. In A. Duranti & C. Goodwin (Eds.), *Rethinking context: Language as an interactive phenomenon* (pp.1-42). Cambridge, UK: Cambridge University Press.

Goodwin, C., Goodwin, M. H. (1986). Gesture and coparticipation in the activity of searching for a word. *Semiotica, 62*, 51-75.

Goodwin, M. H. (1980). Directive/response speech sequences in girls’ and boys’ task activities. In S. McConnell (Eds.), *Women and language in literature and society* (pp. 157-173). New York, NY: Praeger.

Goodwin, M. H. (1990). *He-said-she-said: Talk as social organization among black children*. Indianapolis, IN: Indiana University Press.

Goodwin, M. H. (1990/1991). Retellings, pretellings, and hypothetical stories. *Research on Language and Social Interaction,* 24, 263-276.

Goodwin, M. H., & Goodwin, C. (1987). Children’s arguing. In S. Philips, S. Steele & C. Tanz (Eds.), *Language, gender, and sex in comparative perspective* (pp. 200-248). Cambridge, UK: Cambridge University Press.

Greatbatch, D. **(**1988). A turn taking system for British news interviews. *Language in Society*, *17*(3), 401-30.

Greatbatch, D. (1992). The management of disagreement between news interviewees. In P. Drew & J. Heritage (Eds.), *Talk at work: Interaction in institutional settings* (pp. 268-301)*.* Cambridge, UK: Cambridge University Press.

Greatbatch, D., & Dingwall, R. (1998). Talk and identity in divorce mediation. In C. Antaki & S. Widdicombe (Eds.), *Identities in talk* (pp. 121-132). London, UK: Sage.

Gumperz, J., & Herasimchuk, E. (1983). The conversational analysis of social meaning: A study of classroom interaction. In R. W. Shuy (Ed.), *Sociolinguistics – current trends and prospects: Proceeding of the Georgetown University Round Table* (pp. 99-134). Washington, DC: Georgetown University Press.

Hall, J. K., Hellermann, J., & Pekarek Doelher, S. (Eds.). (2011). *L2 interactional competence and development*. Buffalo, NY: Multilingual Matters.

Hayashi, M. (2003). *Joint utterance construction in Japanese conversation*. Philadelphia, PA: John Benjamins.

Hayashi, M. (2003). Language and the body as resources for collaborative action: A study of word searches in Japanese conversation. *Research on Language and Social Interaction*, *36*, 109-141.

Hayashi, M. (2004). Projection and grammar: Notes on the 'action-projecting' use of the distal demonstrative *are* in Japanese. *Journal of Pragmatics* *36*(8), 1315-1336.

He, A. W. (2004). CA for SLA: Arguments from the Chinese language classroom. *The Modern Language Journal, 88*(4), 568-582.

Heap, J. (1997). Conversation analysis methods in researching language and education. In N. Hornberger & D. Corson (Eds.), *Research methods in language and education* (pp.  217-225). Dordrecht, The Netherlands: Kluwer Academic Publishers.

Heath, C. (1981). The opening sequence in doctor-patient interaction. In P. Atkinson & C. Heath, (Eds.), *Medical work: Realities and routines (*pp.71-90). Aldershot, UK: Gower.

Heath, C. (1984). Talk and recipiency; sequential organization in speech and body movement. In J. M. Atkinson & J. Heritage (Eds.), *Structures of social action: Studies in conversation analysis* (pp. 247-265). Cambridge, UK: Cambridge University Press.

Heath, C. (1986). *Body movement and speech in medical interaction*. Cambridge, UK: Cambridge University Press.

Helasvuo, M. L., Laakso, M., & Sorjonnen, M. L. (2004). Searching for words: Syntactic and sequential construction of word search in conversations of Finnish speakers with aphasia. *Research on Language and Social Interaction*, *37*, 1-37.

Hellerman, J. (2006). Classroom interactive practices for developing L2 literacy: A microethnographic study of two beginning adult learners of English. *Applied Linguistics, 27*, 377-404.

Hellerman, J. (2007). The development of practices for action in classroom dyadic interaction: Focus on task openings. *The Modern Language Journal, 91,* 83-96.

Hellerman, J. (2008). *Social actions for classroom language learning*. Clevedon, UK: Multilingual Matters.

Hellermann, J. (2009). Looking for evidence of language learning in practices for repair: A case study of self-initiated self-repair by an adult learner of English. *Scandinavian Journal of Educational Research*, *53*(2), 113-132.

Hellerman, J. (2009). Practices for dispreferred responses using no by a learner of English. *IRAL, 47*, 95-126.

Hellermann, John and Cole, Elizabeth. 2009. “Practices for social interaction in the language-learning classroom: Disengagement from dyadic task interaction.” *Applied Linguistics*, 30(2): 186-215.

Hellermann, J., & Pekarek Doehler, S. (2010). On the contingent nature of language-learning tasks. *Classroom Discourse*, *1*(1), 25-45.

Heritage, J. (1984). *Garfinkel and ethnomethodology*. Cambridge, UK: Polity Press.

Heritage, J. (1984). A change-of-state token and aspects of its sequential placement. In J. Atkinson & J. Heritage (Eds.), *Structures of social action* (pp. 299-345). Cambridge, UK: Cambridge University Press.

Heritage, J. (1984). Conversation analysis. In J. Heritage (Ed.), *Garfinkel and ethnomethodology* (pp. 233-292). Cambridge, UK: Polity Press.

Heritage, J. (1988). Current developments in conversation analysis. In D. Roger and P. Bull (Eds.), *Conversation* (pp. 21-47). Clevedon: Multilingual Matters.

Heritage, J. (1995). Conversation analysis: Methodological aspects. In U. M. Quasthoff (Ed.), *Aspects of oral communication* (pp.391-418)*.* New York: Walter de Gruyter.

Heritage, J. (1999). Conversation analysis at century’s end: Practices of talk-in-interaction, their distributions, and their outcomes. *Research on Language and Social Interaction,* *32*(1/2), 69-76.

Heritage, J. (2005). Cognition in discourse. In H. te Molder & P. Potter (Eds.), *Conversation and cognition* (pp. 184-202). Cambridge, UK: Cambridge University Press.

Heritage, J., & Greatbatch, D. (1991).On the institutional character of institutional talk: The case of news interviews. In D. Boden & D.H. Zimmerman (Eds.), *Talk and social structure* (pp. 93-137). Cambridge, UK: Polity Press.

Heritage, J., & Roth, A. (1995). Grammar and institution: Questions and questioning in the broadcast news interview. *Research on Language and Social Interaction,* *28*(1), 1-60.

Heritage, J., & Sefi, S. (1992). Dilemmas of advice: Aspects of the delivery and reception of advice between health visitors and first time mothers. In P. Drew & J. Heritage (Eds.), *Talk at work* (pp. 359-417). Cambridge, UK: Cambridge University Press.

Heritage, J., & T. Stivers. (1999). Online commentary in acute medical visits: A method of shaping patient expectations. *Social Science and Medicine,* *49*(11), 1501-1517.

# Hester, S., & Eglin, P. (Eds.). (1997). *Culture in action: Studies in membership categorization analysis*. Lanham, MD: International Institute for Ethnomethodology and Conversation Analysis and University Press of America.

Hopper, P. (1998). Emergent grammar. In M. Tomasello (Ed.), *The new psychology of language: Cognitive and functional and approaches to linguistic structure* (pp. 155-175). Mahwah, NJ: Lawrence Erlbaum.

Hosoda, Y. (2000). Other-repair in Japanese conversations between nonnative and native speakers. *Issues in Applied Linguistics*, *11*(1), 39-63.

Hutchby, I., & Wooffitt, R. (1998). *Conversation analysis: Principles, practices and applications*. Cambridge, UK: Polity Press.

Hutchby, I., & Wooffitt, R. (2008). *Conversation analysis* (2nd ed.). Cambridge, UK: Polity Press.

Hutchins, E. (1995). *Cognition in the wild*. Cambridge, MA: The MIT Press.

Hutchins, E. (2006). The distributed cognition perspective on human interaction. In N. J. Enfield & S. Levinson (Eds.), *Roots of human sociality. Culture, cognition and interaction* (375-398). Oxford, UK: Berg.

Hutchins, E., & Klausen, T. (1996). Distributed cognition in an airline cockpit. In Y. Engestrom & D. Middleton (Eds.), *Cognition and communication at work* (pp. 15-34). Cambridge, UK: Cambridge University Press.

Hutchins, E., & Palen, L. (1991). Constructing from space, gesture, and speech. In L. Resnick, C. Pontecorvo & B. Burge (Eds.), *Discourse, tools, and reasoning: Essays on situated cognition* (pp. 23-40). Berlin: Springer.

Jefferson, G. (1972). Side sequences. In D. Sudnow (Ed.), *Studies in in social interaction* (pp. 294-338). New York: Free Press.

Jefferson, G. (1973). A case of precision timing in ordinary conversation: Overlapped tag positioned address terms in closing sequences. *Semiotica, 9*, 47-96.

Jefferson, G. (1979). A technique for inviting laughter and its subsequent acceptance declination. In G. Psathas (Ed.), *Everyday language. Studies in ethnomethodology* (pp. 79-96). New York: Irvington Publishers.

Jefferson, G. (1984). On stepwise transition from talk about trouble to inappropriately next-positioned matters. In J. M. Atkinson & J. Heritage (Eds.), *Structures of social action: Studies in conversation analysis* (pp.191-221). Cambridge, UK: Cambridge University Press.

Jefferson, G. (1987). On exposed and embedded correction in conversation. In G. Button & R. E. Lee (Eds.), *Talk and social interaction* (pp. 86-100). Clevedon: Multilingual Matters.

Jefferson, G. (1990). List-construction as a task and resource. In G. Psathas (Ed.), *Interaction competence* (pp. 63-92). Washington, D. C.: International Institute for Ethnomethodology and Conversation Analysis & University Press of America.

Jefferson, G. (1996). A case of transcriptional stereotyping. *Journal of Pragmatics* 26, 159-70.

Kasper, G. (1997). “A” stands for acquisition: A response to Firth and Wagner. *The Modern Language Journal,* *81*, 307-312.

Kasper, G. (2004). Participant orientations in German conversation-for-learning. *The Modern Language Journal, 88*(4), *551-567.*

Kasper, G. (2006). Beyond repair: Conversation analysis as an approach to SLA. *AILA Review, 19*, 83-99.

Kasper, G. (2008). Discourse and socially shared cognition. In J. Cenoz & N. H. Hornberger (Eds.), *Encyclopedia of language and education: Vol. 6. Knowledge about language* (1-19). Cambridge, MA: Springer Science Media.

Kasper, G. (2009). Locating cognition in second language interaction and learning: Inside the skull or in public view? *IRAL*, *47*, 11-36.

Kasper, G., & Wagner, J. (2011). A conversation-analytic approach to second language acquisition. In D. Atkinson (Ed.), *Alternative approaches to second language acquisition* (pp. 117-142). London, UK: Routledge.

Kendon, A. (1985). Some uses of gesture. In D. Tannen & M. Saville-Troike (Eds.), *Perspectives on silence* (pp. 215-234). Norwood, NJ: Ablex.

Kendon, A. (1994). Do gestures communicate: A review. *Research in Language and Social Interaction*, *27*, 175-200.

Kendon, A. (1990). Some functions of gaze in two-person conversation. In A. Kendon (Ed.), *Conducting interaction: Patterns of behavior in focused encounters* (pp. 51-98). Cambridge, UK: Cambridge University Press.

Koshik, I. (2002). Designedly incomplete utterances: A pedagogical practice for eliciting knowledge displays in error correction sequences. *Research on Language and Social Interaction,* *35*(3), 277-309.

Koshik, I. (2002). A conversation analytic study of yes/no questions which imply reversed polarity assertions. *Journal of Pragmatics, 34,* 1851-1877.

Koshik, I. (2003). Wh questions used as challenges. *Discourse Studies, 5*, 51-77*.*

Kurhila, S. (2001). Correction in talk between native and non-native speaker. *Journal of Pragmatics,* *33*, 1083-1110.

Kurhila, S. (2006). *Second language interaction*. Philadelphia: PA. John Benjamins.

Laihonen, P. (2008). Language ideologies in interviews: A conversation analysis approach. *Journal of Sociolinguistics, 12*(5), 668-693.

Laver, J. (1975). Communicative functions of phatic communication. In A. Kendon, R. Harris & M. Ritchie Kay (Eds.), *Organisation of behaviour in face-to-face interaction* (pp. 215-238). The Hague: Mouton.

Lazaraton, A. (1997). Preference organization in oral proficiency interviews: The case of language ability assessments. *Research on Language and Social Interaction*, *30*(1), 53-72.

Lee, Y.A. & Hellermann, J. (2014). Tracing development changes through conversation analysis: Cross-sectional and longitundinal analysis. *TESOL Quarterly, 48*(4), 763-788.

Lerner, G. H. (1991). On the syntax of sentences-in-progress. *Language in Society* *20*, 441-458.

Lerner, G. H. (1995). Turn design and the organization of participation in instructional activities. *Discourse Processes* *19*, 111-131.

Lerner, G. H. (1996). On the “semi-permeable” character of grammatical units in conversation: Conditional entry into the turn space of another speaker. In E. Ochs, E. Schegloff, & S. Thompson (Eds.), *Interaction and grammar* (pp. 238-276). Cambridge, UK: Cambridge University Press.

Lerner, G. H. (1996). Finding “face” in the preference structures of talk-in-interaction. *Social Psychology Quarterly, 59*(4), 303-21.

Lerner, G. H. (2003). Selecting next speaker: The context-sensitive operation of a context-free organization. *Language in Society, 32*, 177-201.

Lerner, G. H. (2004). On the place of linguistic resources in the organization of talk-in-interaction. *Research on Language and Social Interaction,* *37*(2), 151-184.

Lerner, G., & Kitzinger, C. (2007). Extraction and aggregation in the repair of individual and collective self-reference. *Discourse Studies*, *9*(4), 526–557.

Liddiccoat, A. (1997). The conversational object mm: A weak and variable acknowledging token. *Research on Language and Social Interaction*, *30*(2), 131-156.

Liddicoat, A. (1997). Interaction, social structure, and second language use: A response to Firth and Wagner. *The Modern Language Journal, 81*, 313-317.

Liddicoat, A. J. (2007). An introduction to conversation analysis. London, UK: Continuum.

Liddicoat, A.J. (2011). *An introduction to conversation analysis*, 2nd edition. London, UK: Continuum.

Liebscher, G., & Dailey-O’ Cain, J. (2005). Learner code-switching in the content-based foreign language classroom. *The Modern Language Journal*, *89*(2), 234-247.

Local, J., & Kelly, J. (1986). Projection and “silences”: Notes on phonetic and conversational structure. *Human Studies, 9,* 185-204.

Local, J., & Wootton, A. J. (1995). Interactional and phonetic aspects of immediate echolalia in autism: A case study. *Clinical Linguistics and Phonetics*, 9, 155-184.

Lynch, M. (2006). Cognitive activities without cognition? Ethnomethdological investigations of selected ‘cognitive’ topics. *Discourse Studies, 8*, 95-104.

Lynch, M., & Bogen, D. (2005). ‘My memory has been shredded’: A non-cognitivist investigation of mental phenomena. In H. te Molder & J. Potter (Eds.), *Conversation and cognition* (pp. 226-240). Cambridge, UK: Cambridge University Press.

Mangione-Smith, R., Stivers, T., Elliot, M., McDonald, L., & Heritage, J. (2003). Online commentary during the physical examination: A communication tool for avoiding inappropriate antibiotic prescribing. *Social Science and Medicine*, 56, 313-320.

Markee, N. (1994). Toward an ethnomethodological respecification of second language acquisition studies. In E. Tarone, S. M. Gass & A. Cohen (Eds.), *Research methodology in second language acquisition* (pp. 89-116). Hillsdale, NJ: Lawrence Erlbaum Associates.

Markee, N. (1995). Teachers’ answers to students’ questions: Problematizing the issue of making meaning. *Issues in Applied Linguistics, 6,* 63-92.

Markee, N. (2000). *Conversation analysis.* Mahwah, NJ: Lawrence Erlbaum Associates.

Markee, N. (2003). Qualitative research guidelines (conversation analysis). *TESOL Quarterly, 37*, 169-172.

Markee, N. (2004). Zones of interactional transition. *The Modern Language Journal*, *88*, 583-596.

Markee, N. (2004). Classroom talks. *The Modern Language Journal, 88*(4), 583-596.

Markee, N. (2005). Conversation analysis for second language acquisition. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 355-374). Mahwah, NJ: Lawrence Erlbaum.

Markee, N. (2005). The organization of off-task talk in second language classrooms. In K. Richards & P. Seedhouse (Eds.), *Applying conversation analysis* (pp. 197-213). Basingstoke, UK: Palgrave MacMillan.

Markee, N. (2006). A conversation analytic perspective on the role of quantification and generalizability in second language acquisition. In M. Chalhoub-Deville, C. Chapelle & P. Duff (Eds.), *Inference and generalizability in applied linguistics* (pp. 135-164). Philadelphia, PA: John Benjamins.

Markee, N. (2008). Toward a learning behavior tracking methodology for CA-for-SLA. *Applied Linguistics*, *29*(3), 404-427.

Markee, N. (2011). Doing, and justifying doing, avoidance. *Journal of Pragmatics*, *43*, 602-615.

Markee, N., & Kasper, G. (2004). Classroom talks: An introduction. *Modern Language Journal, 88*, 491-500.

Markee, N., & Seo, M. S. (2009). Learning talk analysis. *International Review of Applied Linguistics,* *47****,*** 37-63.

Markee, N., & Stansell, J. (2007). Using electronic publishing as a resource for increasing empirical and interpretive accountability in conversation analysis. *Annual Review of Applied Linguistics, 27*, 24-44.

Martin, C. (2009). Relevance of situational context in studying learning as changing participation. *Scandinavian Journal of Educational Research*, *53*(2), 133-149.

Marton, F. (2009). Commentary. Beyond learning as changing participation. *Scandinavian Journal of Educational Research*, *53*(2), 211-215.

Maynard, D. (1980). Placement of topic changes in conversation. *Semiotica,* *30* (3/4), 263-290.

Maynard, D. (2003). *Bad news, good news: Conversational order in everyday talk and clinical settings*. Chicago, IL: Chicago University Press.

McHoul, A. (1978). The organization of turns at formal talk in the classroom. *Language in Society,* *7*, 183-213.

McHoul, A. (1990). The organization of repair in classroom talk. *Language in Society, 19*, 349-377.

McHoul, A., & M. Rapley (Eds.). (2001). *How to analyse talk in institutional settings*. London, UK: Continuum.

McIlvenny, P. (1995). Seeing conversations: Analyzing sign language talk. In P. Ten Have & G. Psathas (Eds.), *Situated order: Studies in the social organization of talk and embodied activities* (pp. 129-150). Washington, DC: International Institute for Ethnomethodology and Conversation Analysis and the University Press of America.

Mehan, H. (1979). *Learning lessons: Social organization in the classroom.* Cambridge, MA: Harvard University Press.

Miller, G., & Fox. K. J. (2004) Building bridges: The possibility of analytic dialogue between ethnography, conversation analysis and Foucault. In D. Silverman (Ed.)*, Qualitative Research Theory, Method and Practice* (3rd ed.)(pp. 35-55). London, UK: Sage Publications.

Mirenda, P., Donellan, A. M., & Yoder, D. E. (1983). Gaze behaviour: A new look at an old problem. *Journal of Autism and Developmental Disorders*, *13*, 397-409.

Moerman, M. (1977). The preference for self-correction in a Tai conversational corpus. *Language, 53*, 872-882.

Moerman, M. (1988). *Talking culture: Ethnography and conversation analysis*. Philadelphia, PA: University of Pennsylvania Press.

Mondada, L., & Pekarek-Doehler, S. (2004). Second language acquisition as situated practice: Task accomplishment in the French second language classroom. *The Modern Language Journal, 88*, 501-518.

Mori, J. (2002). Task design, plan, and development of talk-in-interaction: An analysis of a small group activity in a Japanese language classroom. *Applied Linguistics* *23*, 323-347.

Mori, J. (2004). Negotiating sequential boundaries and learning opportunities: A case from a Japanese language classroom. *The Modern Language Journal, 88*, 536-550.

Mori, J. (2007). Exploring the intersection of second language acquisition, conversation analysis, and foreign language pedagogy. *Modern Language Journal,* *91*(5), 847–860.

Mori, J., & Hasegawa, A. (2009). Doing being a foreign language learner in a classroom: Embodiment of cognitive states as social events. *IRAL, 47*, 65-94.

Murphy, K. M. (2004). Imagination as joint activity: The case of architectural interaction. *Mind, culture and activity, 11*, 267-278.

Murphy, K. (2005). Collaborative imagining: The interactive use of gestures, talk, and graphic representation in architectural practice. *Semiotica*, *156*(1/4), 113-145.

Nesbitt, L. S. (1980). Problems in teaching oral American English to ESL students: A conversation analysis and ESL textbook review. *CATESOL Occasional Papers, 6*, 56-64.

Ochs, E. (1979). Transcription as theory. In E. Ochs & B. Schieffelin (Eds.), *Developmental pragmatics* (pp. 43-72). New York: Academic Press.

Ochs, E., Schegloff, E., & Thompson, S. (1996). *Interaction and grammar*. Cambridge, UK: Cambridge University Press.

Ochs, E., Gonzales, P., & Jacoby, S. (1996). When I come down I’m in the domain state: Grammar and graphic representation in the interpretive activity of physicists. In E. Ochs, E.A. Schegloff & S. Thompson (Eds.), *Interaction and grammar* (pp. 328-369). Cambridge, UK: Cambridge University Press.

Ochs, E., Schegloff, E., & Thompson, S. (1996). *Interaction and grammar*. Cambridge, UK: Cambridge University Press.

Oelschlaeger, M., & Damico, J. (1998). Joint productions as a conversational strategy. *Clinical Linguistics and Phonetics, 12*, 459-480.

Ohta, A. (2001). *Second language acquisition processes in the classroom.* Mahwah, NJ: Lawrence Erlbaum.

Olsher, D. (2004). Talk and gesture: The embodied completion of sequential actions in spoken interaction. In R. Gardner & J. Wagner (Eds.), *Second language conversations* (pp. 221-245). London, UK: Continuum.

Pallotti, G., & Wagner, J. (2011). *L2 Learning as social practice: Conversation-analytic perspectives*. O’ahu, Hawaii: University of Hawaii at Manoa: National Foreign Language Resource Center.

Peräkylä, A., & Vehvilainen, S. (2003). Conversation analysis and the professional stocks of interactional knowledge. *Discourse & Society, 14*, 727-750.

Piirainen-Marsh, A., & Tainio, L. (2009). Collaborative game-play as a site for participation and situated learning of a second language. *Scandinavian Journal of Educational Research*, *53*(2), 167-183.

Pomerantz, A. (1978). Compliment responses: Notes on the cooperation of multiple constraints. In J. N. Schenkein (Ed.), *Studies in the organization of conversational interaction* (pp. 79-112). New York: Academic Press.

Pomerantz, A. (1978). Attributions of responsibility: Blamings. *Sociology, 12,* 115-121.

Pomerantz, A. (1984). Agreeing and disagreeing with assessments: Some features of preferred/dispreferred turn shapes. In J. M. Atkinson & J. Heritage (Eds.), *Structures of social action* (pp. 152-163). Cambridge, UK: Cambridge University Press.

Pomerantz, A. (1984). Pursuing a response. In J.M. Atkinson & J. Heritage (Eds.), *Structures of social action* (pp. 57-101). Cambridge, UK: Cambridge University Press.

Potter, J. (1996). *Representing reality*. London, UK: Sage Publications.

Potter, J. (2006). Cognition and conversation. *Discourse Studies, 8*, 131-140.

Potter, J., te Molder, H. (2005). Talking cognition: Mapping and making the terrain. In H. te Molder & J. Potter (Eds.), *Conversation and cognition* (pp. 1-54). Cambridge, UK: Cambridge University Press.

Preston, D. (1982). ‘Ritin folklower daun ‘rong. *Journal of American Folklore, 95*, 304-326.

Preston, D. (1985). The Lil’ Abner syndrome: Written representations of speech. *American Speech*, *60*, 328-336.

Psathas, G. (1986). Some sequential structures in direction-giving. *Human Studies, 9*, 231-246.

Psathas, G. (1995). *Conversation analysis: The study of talk-in-interaction*. Thousand Oaks, CA: Sage.

Rae, J. (2001). Organizing participation in interaction: Doing participation framework. *Research on Language and Social Interaction, 34*, 253-278.

Raymond, G. (2003). Grammar and social organization: Yes/no interrogatives and the structure of responding. *American Sociological Review, 68*, 939-967.

Raymond, G., & Heritage, J. (2006). The epistemics of social relations: Owning grandchildren. *Language in Society*, *35*, 677–705.

Reichert, T., & Liebscher, G. (2012). Positioning the expert: Word searches, expertise, and learning opportunities in peer interaction. *Modern Language Journal, 96*(4), 599-609.

Richards, J. C., & Schmidt, R. W. (1983). Conversational analysis. In J. C. Richards & R. W. Schmidt (Eds.), *Language and communication* (pp. 118-154). London, UK: Longman.

Richards, K., & Seedhouse, P. (Eds.). (2005). *Applying conversation analysis*. New York: Palgrave Macmillan.

Robbins, P., & Aydede, M. (2009) A short primer on situated cognition. In P. Robbins & M. Aydede, (Eds.), *The Cambridge handbook of situated cognition* (pp. 3-10). Cambridge, UK: Cambridge University Press.

Roberts, C. (1997). Transcribing talk: Issues of representation. *TESOL Quarterly, 31,* 167-172.

Robinson, J. D. (1998). Getting down to business. Talk, gaze, and body orientation during openings of doctor-patient consultations. *Human Communication Research*, *25*(1), 97-123.

Roger, D., & Bull, P. (1988). Section 1: Concepts of interpersonal communication. In D. Roger & P. Bull (Eds.), *Conversation* (pp. 1-8). Clevedon: Multilingual Matters.

Roth, W. M., & Lawless, D. (2002). When up is down and down is up: Body orientation, proximity, and gestures and resources. *Language in Society, 31*, 1-28.

Sachs, H. (1972). An initial investigation of the usability of conversational data for doing sociology. In D. N. Sudnow (Ed.), *Studies in social interaction* (pp. 31-74). New York: Free Press.

Sachs, H. (1972). On the analyzability of stories by children. In J. J. Gumperz & D. Hymes (Eds.), *Directions in sociolinguistics* (pp. 216-232). New York: Holt, Rinehart and Winston.

Sachs, H. (1984). On questions and ambiguity in conversation. In J. M. Atkinson & J. Heritage (Eds.), *Structures of social action: Studies in conversation analysis* (pp. 28-52). Cambridge, UK: Cambridge University Press.

Sacks, H. (1974). An analysis of the course of a joke’s telling. In R. Bauman & J. Sherzer (Eds.), *Explorations in the ethnography of speaking* (pp. 337-353). Cambridge, UK: Cambridge University Press.

Sacks, H. (1992). *Lectures on conversation* (Vol. 1). Oxford, UK: Blackwell.

Sacks, H. (1992). *Lectures on conversation* (Vol. 2). Oxford, UK: Blackwell.

Sacks, H. (1992). The MIR membership categorization device. In G. Jefferson (Ed.), *Harvey sacks: Lectures on conversation* (Vol.1). (pp. 40-48). Oxford, UK: Blackwell.

Sachs, H. (1987). On the preference for agreement and contiguity in sequences in conversation. In G. Button & J. Lee (Eds.), *Talk and social organization* (pp. 54-69). Clevedon: Multilingual Matters.

Sacks, H., & Schegloff, E.A. (1979). Two preferences in the organization of reference to persons and their interaction. In G. Psathas (Ed.), *Everyday language: Studies in ethnomethodology* (pp. 15-21). New York: Irvington.

Sacks, H., Schegloff, E. A., & Jefferson, G. (1974). A simplest systematics for the organization of turn-taking for conversation. *Language,* *50*, 696-735.

Sahlström, F. (2009). Conversation analysis as a way of studying learning – An introduction to a special issue of SJER. *Scandinavian Journal of Educational Research*, *53*(2), 103-111.

Schegloff, E. A. (1968). Sequencing in conversational openings. *American Anthropologist, 70*(6), 1075-1095.

Schegloff, E. A. (1972). Sequencing in conversational openings. In J. J. Gumperz, & D. Hymes (Eds.), *Directions in sociolinguistics* (pp. 346-380). New York: Holt, Rhinehart and Winston.

Schegloff, E. A. (1972). Notes on a conversational practice: Formulating place. In D. N. Sudnow

(Ed.), *Studies in social interaction* (pp. 75-119). New York, NY: Free Press.

Schegloff, E. A. (1979). The relevance of repair to syntax-for-conversation. In T. Givon (Ed.), *Syntax and semantics, Volume 12: Discourse and syntax,* (pp. 261-286). New York: Academic Press.

Schegloff, E. A. (1981). Discourse as interactional achievement: Some uses of 'uh huh' and other things that come between sentences. In D. Tannen, (Ed.), *Analyzing text and discourse* (pp. 71-93). Washington D.C.:Georgetown University Press.

Schegloff, E. A. (1984). On some gestures' relation to talk. In J. Atkinson & J. Heritage (Eds.) *Structures of social action* (pp. 266-298). Cambridge, UK: Cambridge University Press.

Schegloff, E. A. (1986). The routine as achievement. *Human Studies, 9*, 111-151.

Schegloff, E. A. (1987). Between macro and micro: Contexts and other connections. In J. Alexander, B. Giesen, R. Munch & N. Smelser (Eds.), *The micro-macro link* (pp. 207-234). Berkeley, CA: University of California Press.

Schegloff, E. A. (1987). Some sources of misunderstanding in talk in interaction. *Linguistics, 25*, 201-218.

Schegloff, E. A. (1989). Reflections on language, development and the interactional character of talk-in-interaction. In M. Bornstein & J.S. Bruner (Eds.), *Interaction and human development* (pp. 139-153). Hillsdale, NJ: Erlbaum.

Schegloff, E. A. (1991). Conversation analysis and socially shared cognition. In L. R. Resnick, J. M. Levine & S. D. Teasley (Eds.), *Socially shared cognition* (pp. 150–171). Washington, DC: American Psychological Association.

Schegloff, E. A. (1991). Reflections on talk and social culture. In D. Boden & D. Zimmerman (Eds.), *Talk and social structure* (pp. 44-70). Cambridge, UK: Polity Press.

Schegloff, E. A. (1991). Conversation analysis and socially shared cognition. In L. R. Resnick, J. M. Levine & S. D. Teasley (Eds.), *Socially shared cognition* (pp. 150-171). Washington, DC: American Psychological Association**.**

Schegloff, E. A. (1992). In another context. In A. Duranti & C. Goodwin (Eds.), *Rethinking context* (pp. 191-227). Cambridge, UK: Cambridge University Press.

Schegloff, E. A. (1992). Repair after next turn: The last structurally provided defense of intersubjectivity in conversation. *American Journal of Sociology,* *97*, 1295–1345.

Schegloff, E. A. (1992). On talk and its institutional occasions. In P. Drew & J. Heritage (Eds.), *Talk at work* (pp.101-134). Cambridge, UK: Cambridge University Press

Schegloff, E. A. (1992) To Searle on conversation: A note in return. In J. Searle, H. Parret & J. Verschueren (Ed.), *Searle on conversation* (pp. 113-128). Amsterdam: John Benjamins Publishing Company.

Schegloff, E.A. (1993). Reflections on quantification in the study of conversation. *Research on Language and Social Interaction, 26,* 99-128.

Schegloff, E. A. (1993). Back channels revisited: Acknowledgment tokens and speakership incipiency. *Research on Language and Social Interaction*, *26*, 157-177.

Schegloff, E. A. (1996). Turn organization: One intersection of grammar and interaction. In E. Ochs, E. A. Schegloff & S. Thompson (Eds.), *Interaction and grammar* (pp. 52-133). Cambridge, UK: Cambridge University Press.

Schegloff, E. A. (1996). Confirming allusions: Toward and empirical account of action. *American Journal of Sociology, 102*,161-216.

Schegloff, E. A. (1997). Third turn repair. In G. R Guy, C. Feagin, D. Schiffrin & J. Baugh (Eds.), *Towards a social science of language: Papers in honor of William Labov* (pp. 31-40). Amsterdam, John Benjamin.

Schegloff, E. A. (1997).Conversation analysis and institutional talk: Analysing data. In D. Silverman (Ed.), *Qualitative research: Theory, method and practice* (pp.161-182). London, UK: Sage.

Schegloff, E. A. (1997). Whose text? Whose context? *Discourse and Society,* *8*, 165-87.

Schegloff, E.A. (1997). Practices and actions: Boundary cases of other-initiated repair. *Discourse Processes, 23,* 499-545.

Schegloff, E. A. (1998). Reply to Wetherell. *Discourse and Society, 9*, 413-416.

Schegloff, E. A. (1998). Body torque. *Social Research, 65*(5), 535-596.

Schegloff, E. A. (2000). Overlapping talk and the organization of turn-taking for conversation. *Language in Society* *29*, 1-63.

Schegloff , E. A. (2000). When ‘others’ initiate repair. *Applied Linguistics*, *21*(2), 205-243.

Schegloff , E. A. (2000). Overlapping talk and the organization of turn-taking for conversation. *Language in Society*, *29*(1), 1-63.

Schegloff, E. A. (2001). Discourse as an interactional achievement III: The omnirelevance of action. In D. Schiffrin, D. Tannen,& H. Hamilton (Eds.), *The handbook of discourse analysis* (pp. 229-249)*.* Oxford : Blackwell.

Schegloff, E. A. (2006). Interaction: The infrastructure for social institutions, the natural ecological niche for langage, and the arena in which culture is enacted. In N. J. Enfield & S. C. Levinson (Eds.), *Roots of human sociality* (pp. 70-96). Oxford, UK: Berg.

Schegloff, E. A. (2006). On possibles. *Discourse Studies, 8*, 141-157.

Schegloff, E. A. (2007). *Sequence organization in interaction: A primer in conversation analysis, volume 1*. Cambridge, UK: Cambridge University Press.

Schegloff, E. A. (2000). When “others” initiate repair. *Applied Linguistics, 21,* 205-243.

Schegloff, E.A., Jefferson, G., & Sacks, H. (1977). The preference for self-correction in the organization of repair in conversation. *Language, 53*, 361-382.

Schegloff, E.A., Koshik, I., Olsher, D., & Jacoby, S. (2002). Conversation analysis and applied linguistics. *American Review of Applied Linguistics, 22*, 3-31.

Schegloff , E. A., & Sacks, H. (1973). Opening up closings. *Semiotica, 8,* 289-327.

Schegloff, E. A. (1991). Conversation analysis and socially shared cognition. In Resnick, L. R., Levine, J. M., & Teasley, S. D. (Eds.). *Socially shared cognition* (pp. 150-171). Washington, D. C.: American Psychological Association.

Schegloff, E. A. (1996). Turn organization: One intersection of grammar and interaction. In E. Ochs, E. A. Schegloff & S. Thompson (Eds.), *Interaction and grammar* (pp. 52-133). Cambridge, UK: Cambridge University Press.

Schegloff, E. A. (2006). Interaction: The infrastructure for social institutions, the natural ecological niche for language, and the arena in which culture is enacted. In N. J. Enfield & S. C. Levinson (Eds.), *Roots of human sociality* (pp. 70-96). Oxford, UK: Berg.

Schegloff, E. A. (2006). On possibles. *Discourse Studies, 8*, 141-157.

Schegloff, E. A. (2007). *Sequence organization in interaction: A primer in conversation analysis* (Volume 1). New York: Cambridge University Press.

Schegloff, E. A. (in press). Ten operations in self-initiated, same turn repair. In M. Hayashi, G. Raymond & J. Sidnell (Eds.), *Conversational repair and human understanding*. New York: Cambridge University Press.

Schenkein, J. (1978). Identity negotiations in conversation. In J. Schenkein (Ed.), *Studies in the organization of conversational interaction* (pp. 57-78). New York: Academic Press.

Schwartz, J. (1980). The negotiation for meaning: Repair in conversations between second language learners of English. In D. Larsen-Freeman (Ed.), *Discourse analysis in second language research* (pp. 138-153). Rowley, MA: Newbury House.

Seedhouse, P. (1997). The case of the missing “No”: The relationship between pedagogy and interaction. *Language Learning, 47,* 547-583.

Seedhouse, P. (1998). CA and the analysis of foreign language interaction: A reply to Wagner. *Journal of Pragmatics*, *30*, 85-102.

Seedhouse, P. (1999). The relationship between context and the organization of repair in the L2 classrooom. *IRAL, 37,* 59-80.

Seedhouse, P. (2004). *The interactional architecture of the language classroom: A conversation analysis perspective*. Oxford, UK: Blackwell.

Seedhouse, P. (2005). Conversation analysis and language learning. *Language Teaching*, *38*, 165-187.

Seedhouse, P. (2005). ‘Task’ as research construct. *Language Learning*, *55*(3), 533-570.

Seedhouse, P. (2011). Conversation analytic research into language teaching and learning. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (Vol. 2, pp. 345-363), New York, NY: Routledge.

Selting, M. (1996). On the interplay of syntax and prosody in the constitution of turn-constructional units an turns in conversation. *Pragmatics,* *6*(3), 357-388.

Selting, M. (2005). Syntax and prosody as methods for the construction and identification of turn-constructional units in conversation. In A. Hakulinen & M. Selting (Eds.), *Syntax and lexis in conversation* (pp. 17-44). Philadelphia, PA: John Benjamins.

Selting, M., & Couper-Kuhlen, E. (Eds.). (2001). *Studies in interactional linguistics*. Philadelphia, PA: John Benjamins.

Seo, M. S. & Koshik, I. (2010). A conversation analytic study of gestures that engender repair in ESL conversational tutoring. *Journal of Pragmatics*, *42*, 2219-2239.

Sidnell, J. (2006). Coordinating gesture, talk, and gaze in reenactments. *Research on language and social interaction*, *39*(4), 377-409.

Sidnell, J. (2010). *Conversation analysis. An Introduction*. Oxford, UK: Wiley-Blackwell.

Silverman, D. (1998a). Analysing conversation. In C. Seale (Ed.), *Researching society and culture* (pp. 261-274). London, UK: Sage.

Sorjonen, M. L. (2001). *Responding in conversation*. Amsterdam: Benjamins.

Speer, S. A. (1999). Feminism and conversation analysis: An oxymoron?. *Feminism & Psychology*, *9*(4), 471-478.

Stivers, T. (2001). Negotiating who presents the problem: Next speaker selection in pediatric encounters. *Journal of Communication, 51,* 252-282.

Stivers, T. (2004). “No no no” and other types of multiple sayings in social interaction. *Human Communication Research, 30*(2), 260-293*.*

Streeck, J. (1994). Gesture as communication II: The audience as co-author. *Research in Language and Social Interaction*, *27*, 239-267.

Streek, J. (1995). On projection. In E. N. Goody (Ed.), *Social intelligence and interaction: Expressions and implications of the social bias in human intelligence* (pp. 87-110). Cambridge, UK: Cambridge University Press.

Streeck, J. (1996). A little Ilokano grammar as it appears in interaction. *Journal of Pragmatics*, *26*(2), 189-213.

Streeck, J., Goodwin, C., & LeBaron, C. (2011). *Embodied interaction. Language and body in the material world*. Cambridge, UK: Cambridge University Press.

Suchman, L. (2007). *Human-machine reconfigurations: Plans and situated actions* (2nd edition). New York: Cambridge University Press.

Taleghani-Nikazm, C. (2002). A conversation analytical study of telephone conversation openings between native and nonnative speakers. *Journal of Pragmatics* *34*, 1807-1832.

Taleghani-Nikazm, C. (2002). Telephone conversation openings in Persian. In K. K. Luke & T. S. Pavlidou (Eds.), *Telephone calls* (pp. 87-109). Philadelphia, PA: John Benjamins.

Taleghani-Nikazm, C. (2006). *Request sequences: The interaction of grammar and social context*. Philadelphia: John Benjamins.

te Molder, H., & Potter, J. (2005). *Conversation and cognition*. Cambridge, UK: Cambridge University Press.

ten Have, P. (1999)**.** *Doing conversation analysis: A practical guide.* London, UK: Sage.

Torras, M.C., & Gafaranga, J. (2002). Social identities and language alternation in non-formal institutional bilingual talk: Trilingual service encounters in Barcelona. *Language in Society*, *31*(4), 527-548.

Turk, M. (2007). Self-referential gestures in conversation. *Discourse Studies*, *9*(4), 558–566.

üstünel, E., & Seedhouse, P. (2005). Why that, in that language, right now? Code-switching and pedagogical focus. *International Journal of Applied Linguistics*, *15*(3), 302-325.

Wagner, J. (1996). Foreign language acquisition through interaction: A critical review of research on conversational adjustments. *Journal of Pragmatics, 23,* 215-235.

Wagner, J. (1998). On doing being a guinea pig – A response to Seedhouse. *Journal of Pragmatics*, *30*, 103-113.

Watson, D. R. (1992). Ethnomethodology, conversation analysis and education: An overview. *International Review of Education*, *38*(3), 257-274.

Wei, L. (1998). “The ‘why’ and ‘how’ questions in the analysis of conversational code-switching.” In P. Auer (Ed.), *Code-switching in conversation: language, interaction and identity* (pp. 156-176). London, UK: Routledge.

Wei, L. (2002). “What do you want me to say?” On the conversation analysis approach to bilingual interaction. *Language in Society*, *31*, 159-180.

Wetherell, M. (1998). Positioning and interpretative repertoires: Conversation analysis and post-structuralism in dialogue. *Discourse and Society,* *9*(3), 387-412. Ulrike 6.9.01

Whalen, J., & Vinkhuyzen, R. E. (2000). Expert systems in (inter)action: Diagnosing document machines problems over the telephone. In P. Luff, J. Hindmarsh & C. Heath (Eds.), *Workplace studies: Recovering work practice and informing design* (pp. 92-140). Cambridge, UK: Cambridge University Press.

Whalen, J., Zimmerman, D. H., & Whalen, M. R. (1988). When words fail: A single case analysis. *Social Problems, 35*(4), 335-62.

Whalen, J., Whalen, M.R., & Henderson, K. (2002). Improvisational technology in teleservice work. *British Journal of Sociology, 53*(2), 239-258.

Whalen, M. R., & Zimmerman, D. H. (1987). Sequential and institutional contexts in calls for help. *Social Psychology Quarterly, 50*(2), 172-85.

Wilson, T.P. (1991). Social structure and the sequential organisation of interaction. In D. Boden & D.H. Zimmerman (Eds.), *Talk and social structure. Studies in ethnomethodology and conversation analysis* (pp. 22-43). Oxford, UK: Polity Press.

Wong, J. (2000). Delayed next turn repair initiation in native-nonnative speaker English conversation. *Applied Linguistics,* *21*(2), 244-67.

Wong, J. (2000). The token ‘yeah’ in nonnative speaker English conversation. *Research on Language and Social Interaction, 33,* 39-67.

Wong, J. (2000). Repetition in conversation: A look at ‘first and second sayings.’ *Research on Language and Social Interaction,* *33*(4), 407-24.

Wong, J. (2001). Applying conversation analysis in applied linguistics: Evaluating dialogue in English as a second language textbooks. *International Review of Applied Linguistics in Language Teaching*, *40*, 37-60.

Wong, J. (2002). “Applying” conversation analysis in applied linguistics: Evaluatingdialogue in English as a second language textbooks. *International Review of Applied Linguistics, 40*, 37-60.

# Wong, J., & Waring, H. Z. (2010). *Conversation analysis and second language pedagogy: A guide for ESL/ EFL teachers.* New York, NY: Routledge.

Wootton, A. J. (1981). The management of grantings and rejects by parents in request sequences. *Semiotica, 37*, 59-89.

Young, R. F., & Miller, E. R. (2004). Learning as changing participation: Discourse roles in ESL writing. *The Modern Language Journal,* *88*(4), 519-535.

Young, R. F., & Nguyen, H.T. (2002). Modes of meaning in high school science. *Applied linguistics, 23*, 348-372.

Zimmerman, D. H. (1992). Achieving context. Openings in emergency calls. In G. Watson & R.M. Seiler (Eds.), *Text in context: Contributions to Ethnomethodology* (pp. 35-51). London, UK: Sage.

Zimmerman, D. H. (1998). Identity, context and interaction. In C. Antaki & S. Widdicombe (Eds.), *Identities in talk* (pp. 87-106). London, UK: Sage.