

**[Book Review]****Online Second Language Acquisition: Conversation Analysis of Online Chat**

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<b>Title</b>	<i>Online Second Language Acquisition: Conversation Analysis of Online Chat</i>
<b>Author</b>	Tudini, V.
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Research of intercultural computer-mediated communication (CMC) has illustrated the potential for language development (Vinagre & Muñoz, 2011). The target language interaction could be maximized inside and outside of the language classroom by means of technology application (Barrs, 2012). Several CMC studies focus on the linguistic development of the participants who communicate in authentic contexts with native speakers of the target language (e.g., Blake, 2000; Smith, 2003). Another aspect of CMC studies examines the relationship between the online interactions and contextual elements, such as cultural, linguistic and social features (e.g., Meskill & Anthony, 2005; Thorne, 2003). It is important to explore various CMC contextual settings because they could be relevant to how participants construct interactional patterns and norms and how their identities are shaped (Shin, 2006).

*Online Second Language Acquisition: Conversation Analysis of Online Chat* written by Tudini attempts to delve further into the contextual issues. The book is an insightful exploration of the learning behaviors of native speaker (NS)-learner dyads during online text-based chat and an examination of how these chat interactions are concerned with second language acquisition (SLA). In spite of the abundant corpus of online textual chat, Tudini adopts a micro-analysis of interaction grounded in the Conversation Analysis (CA) methodology. The CA approach allows the researchers to analyze the data without applying *a priori* assumptions, stressing more on how participants use language to engage in the social interactions and adopt the situationally-created rules to construct their contexts (Negretti, 1999).

The book consists of nine chapters based on different but inter-connected themes. In Chapter 1, Tudini gives an overview of his framework by defining key ideas such as online chat and CA. The context of his research was a naturalistic setting where the NS-learner dyads, who

were unfamiliar with each other in the beginning of the study and lived in different countries, attended an open-ended conversation outside of class. In Chapter 2, Tudini identifies crucial characteristics of online dyadic intercultural chat to explain the analysis of chat repair. He also presents an interactionist model of SLA (Gass, 1997) adapted by Markee (2000) to examine whether apperceived input and pushed output are established in the online repair sequences co-constructed by NS and learners. In Chapter 3, Tudini focuses on three interrelated aspects of online chat: turn-taking, adjacency pairs, and sequencing. With the features of what technology can afford, including reviewability and visual saliency, it is easier to involve both NS and learners in conversation, thus identifying repairables and initiating repairs.

In the next two chapters, Tudini explores how NS and learners manage communication problems and achieve mutual understanding in online intercultural communication. Several prototypical repair trajectories which might be advantageous to SLA are identified. In Chapter 4, three types of conversational repairs are emphasized: self-initiated self-repair, self-initiated other-repair, and other-initiated self-repair. The visual saliency of the online text enhances the “noticing” (Schmidt 1995, 2000) and the self-repair. When the learners initiated repair on vocabulary, grammar or expressions in NS turns, and gained understanding from NS’ explanations, it seemed that the learners received apperceived input. Chapter 5 is concerned with the type of other-initiated other-repair, especially focusing on how NS correct vocabulary or grammar mistakes in the social context of online interaction. Learners’ trouble sources were frequently highlighted through exposed corrections because they effectively drew learners’ attention to the issues of form and accuracy. In the case of other-initiated repair by NS, learners were forced to self-repair and to produce pushed output. In contrast, learners in the other-initiated other-repair type rarely repeated the corrected items, but instead, expressed gratitude for receiving correct alternates or apologies for making mistakes. These reactions might result from social trajectories that take precedence over pedagogical trajectories.

When it comes to unpreferred acts (e.g. exposed corrections by NS and persistent requests for assistances from learners), face-supporting issues play a role in the online intercultural chat where participants have different language proficiencies. Chapter 6 details various types of strategies such as politeness formulas which participants deployed to keep face, to lessen embarrassment, to maintain inter-subjectivity, and to keep dialogue moving forward. The participants valued the relationships with each other and wanted them to continue. Therefore, when an NS corrected a learner, both would do extra conversation work, such as the expression of appreciation, apologies, self-disparagement, or “accounting” (Jefferson, 1987).

A novice-expert relationship is always established in the beginning of the chat interaction, placing the NS in a role of tutor. Emoticons, a paralinguistic feature, used by participants

successfully compensate for the lack of visual interaction in online settings and soften the unpreferred act of interaction. However, not all repair trajectories co-constructed by participants are successful. Chapter 7 offers some unsuccessful examples of learners who initiated problems but could not get satisfactory understanding from NS. Some linguistics issues arise because learners need context, prosody, and facial expression to improve their understanding. Furthermore, because of insufficient experience of foreign language learning, some NS sometimes could not provide correct grammatical explanations.

Tudini generalizes the findings from the previous chapters and provides implications for SLA research and foreign language teaching in Chapter 8. Through productive repair trajectories, learners can improve their language learning. Chat software allows participants to scaffold their conversations and develop their intercultural pragmatics. Finally, in Chapter 9, Tudini lists several useful and practical suggestions and resources for practitioners who are also interested in conducting online intercultural interactional chats.

In conclusion, the book is well-written and includes theoretical and practical elements. Its content specifically focuses on how the NS-learner dyads deal with repairs in the online social interaction. As for the clarity and style, it is easy to read. Sections in each chapter lead readers to understand the core concepts of contextual issues in the CMC setting. The main concepts are well-explained by means of appropriately illustrated corpus data.

As Warschauer (1997) suggested in his seminal article, exploration of the social, affective, and cognitive processes involved in CMC is required for improving its application in language learning and teaching. *Online Second Language Acquisition: Conversation Analysis of Online Chat* provides plenty of information about how the NS-learner dyads construct and construe their interactions. The book is grounded in the belief that opportunities for language learning are available in such online intercultural interaction. For those who are interested in CA, SLA, and computer-mediated communication, the book is a great addition to their expertise.

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