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Applying Conversation Analysis and *Conversation Analysis and Languages for Specific Purposes*. He is currently working on other publications: *Language Learning and Teaching as Social (Inter)Action*; and *Conversation Analysis and Languages for Specific Purposes*. The Modern Language Association of America awarded me its twenty-fifth annual Kenneth W. Mildener Prize in 2005 for my book *The Interactional Architecture of the Language Classroom: A Conversation Analysis Perspective*. The prize is awarded annually for an outstanding work in the fields of language, culture, literacy, or literature with strong application to the teaching of languages other than English. The book was also shortlisted for the British Association for Applied Linguistics Book Prize 2005.

The Interactional Architecture of the Language Classroom

This paper presents the findings of a 13-year research project which aimed to answer the research question: how is language classroom interaction organised? Based on a large and varied database of language lessons around the world, the paper describes the context-free architecture of language classroom interaction and how participants employ this and orient to this in context-sensitive ways. The main argument is that there is a reflexive relationship between pedagogy and interaction; as the pedagogical focus varies, so the organisation of the interaction varies. Language classroom interaction is presented as an institutional variety of interaction with a rational architecture founded on and organised around the institutional goal. I also identify a basic sequence organisation of language classroom interaction and a methodology for its analysis. I offer a perspective on learning, the zone of proximal development (ZPD) and scaffolding. The language classroom is presented as a complex, dynamic, fluid and variable interactional environment. The argument is illustrated by transcripts from language lessons around the world.