

Contexts of Co-Constructed Discourse: Interaction, Pragmatics, and Second Language Applications

Lori Czerwionka, Rachel Showstack, and Judith Liskin-Gasparro (Eds.). 2022. Routledge. Pp. ix + 237

The edited volume, *Contexts of Co-constructed Discourse: Interaction Pragmatics, and Second Language Applications*, edited by Czerwionka, Showstack, and Liskin (2022), is presented as a tribute to Dr. Dale April Koike and her contributions to applied linguistics, co-constructed discourse, pragmatics, and language pedagogy. Building upon that body of work, this collection showcases new developments in co-construction in discourse research. Each contributing author endeavors to add a more nuanced understanding of emergent context in interactions through chapters that explore some of the dynamics between action and language in interaction and delve into identities, social roles and actions, pragmatic meaning-making, frames, and context. The collection both offers thanks to Dr. Koike for her contributions to these areas of study and adds to the existing body of research on how speakers jointly negotiate meanings, contexts, identities, and social positions in interaction.

Drawing from multiple fields that have contributed to the study of linguistics and second language education, the process of co-construction is examined in a wide array of contexts. These include sports commentary, sociolinguistic interviews, casual conversation, classroom discourse, and digitally mediated communication. The authors also explore contextual factors that influence co-construction processes and the relationship between language use and action in a variety of interactional settings. Their voices collectively argue in favor of developing a more nuanced view of context in contemporary pragmatics, sociolinguistics, anthropology, and language pedagogy research. This section supports a view in which context is co-constructed by individuals who bring their personal histories and expectations to specific moments in interaction.

Readers will first find an introductory chapter that situates the discussion on context and co-construction as fundamental to the understanding of meaning-making in interaction. To explain the notion of co-construction in discourse, the authors adopt the view that context and talk have a “mutually reflexive relationship” (Goodwin & Duranti, 1992, p. 31), so that each shapes the other throughout the course of an interaction. To support this view, the editors build upon research in dialogue studies (Bahktin, 1981), language socialization (Schieffelin & Ochs, 1986), conversation analysis (Sacks, et al., 1974; Schegloff, et al., 1977), ethnography of speaking (Bell, 1984), participation frameworks (Hymes, 1972), and second language assessment research (He & Young, 1988). By drawing from these different disciplines, the editors define co-

construction as the process through which speakers “cooperatively and collaboratively create meaning and joint understandings of their shared social context through interaction” (p. 2). Based on this definition, they argue that co-construction can be analyzed at all levels of pragmatics and results in negotiated and jointly produced meanings and a degree of intersubjectivity. Contextual variables are only part of what shapes context in interaction, which is co-constructed by interlocutors as a local, situated phenomenon. It is therefore suggested that further study of discourse can illuminate not only the context itself but also the objects and actions therein.

Whilst the review of the literature supports this view of the relationship between context and talk, it may be somewhat dense for readers who lack a research background. However, the literature review is well-constructed such that it provides an important foundation for the book. With that foundation firmly in place, the rest of the book is clearly organized around three central themes, each of which corresponds to its own section of the book. These themes are co-constructed discourse, pragmatics in discourse, and teaching and assessment of discourse.

Part one comprises three chapters on the theme of co-constructed discourse. Within this section, chapter two presents a close analysis of how sportscasters claim authority over knowledge domains in Spanish by making references to identity categories. In chapter three, an analysis of spoken Japanese reveals how speakers can display positions of affiliation and disaffiliation. Chapter four emphasizes the co-constructive aspect of affiliative stances towards the expressed knowledge. All three of the chapters in this section highlight the ways in which knowledge can be used to index social identities and roles through co-constructed discourse. Furthermore, the chapters on the theme of co-constructed discourse explore how social identities and context emerge through co-constructed discourse, offering readers an in-depth view of conversations as context, with context established through language and communicative resources. The authors examine how knowledge is applied and construed in interaction, and how it contributes to the indexing of identities and social roles. The authors also show how interlocutors claim and cede knowledge, highlight or ignore information, and accept or reject it through language use. Together, the chapters in this section illustrate how identity categories are relevant to contextual analysis only when speakers index or ascribe those identities within a conversation. They also lay important groundwork for the themes that follow.

Part two contains three chapters that focus on the theme of pragmatics of discourse. These chapters explore the topics of speech acts, humor, and causality through data analysis highlighting the role of multimodal resources and frames in shaping context. First, chapter five examines displays of gratitude in Peninsular Spanish interactions involving compliments and gifts through a multimodal analysis of language, affective expressive sounds, and gesture. Next, chapter six investigates how conversational humor can be co-constructed through multimodal resources, focusing on the roles of smiles and gazes by both the speaker and receiver of jab lines

and ironic comments. Finally, chapter seven explores how narrators of stories communicate cognitive knowledge frames. Together, these analyses demonstrate how communicative resources may depend on linguistic, social, and cultural contexts. They also discuss how communicative resources are co-constructed in discourse. Overall, the authors who contribute to this section collectively emphasize the roles of individual histories and social actions in shaping context.

In part three of the book, the final three chapters focus on the theme of teaching and assessment of discourse. The authors of these chapters draw insightful connections between co-constructed discourse and instructed L2 learning and assessment in K-12 classrooms as well as in higher education. Chapter eight begins with an analysis of reflective essays written by learners about their locally and socioculturally situated language learning experiences. The authors argue that context is defined by the learners' discourse. Next, chapter nine explores the co-construction of intersubjectivity among second language learners of German. This study sheds light on how learners' level of speaking ability affects their ability to co-create shared understanding. The authors suggest that learners' perspectives on the type of task at hand (such as an interview versus a conversation) may also influence their displays of intersubjectivity. Finally, chapter ten proposes drama-based pedagogy as a means of immersing L2 learners in scenarios so they can use the target language and develop cognitive frameworks in support of dynamic interactions. Collectively, these final three chapters present both language learning and assessment as social processes that rely on collaborative language use, completing the thematic thread that runs through the three sections and connecting L2 instruction back to co-constructed discourse.

Three points of interest emerge from reading the edited volume. First, although each chapter contributes to the body of research in its own right and may be read independently of those accompanying it, the care with which all ten chapters were developed and organized is apparent. Specifically, even though nine of the chapters are written by different contributing authors, they are woven together such that they build upon each other. The result is a collection of research that supports the editors' view of the relationship between context and talk. The organization is done in such a way that each chapter builds upon the insights of those before, creating a cohesive notion of co-constructed discourse, rather than a mere collection of articles.

Second, while the organization of the book is thematic, different subjects transcend the main themes. The secondary themes of frames, identity, and pragmatic meanings make appearances in different sections and chapters throughout the book. Overall, the book successfully weaves together thematic organization and the recurring secondary themes, creating a cohesive and thought-provoking reading experience.

Third, after situating and exemplifying co-constructed discourse, the book builds further connections between discourse analysis and second language acquisition. It then carries on

illustrating how the analytical study of co-constructed discourse and context may be used as a resource for second language instruction. This integration of discourse analysis with second language acquisition not only enhances our understanding of language learning but also provides practical applications for language instructors, making the book a valuable resource for both researchers and educators alike.

Overall, the volume's editors and chapter authors successfully work together to emphasize some of the ways in which identities, pragmatic meanings, social actors and actions, and context itself can be co-constructed through various communicative resources. The discussions raise theoretical and applied questions related to the understanding of context and co-construction in interaction, contributing to the future direction of research on pragmatics and interaction in various contexts. The studies discussed therein collectively build on prior scholarly conversations pertaining to discourse for the purpose of highlighting the central role of language and interaction in constructing and interpreting our shared world and the human experience. In doing so, this volume will be of particular interest to students, scholars, and teachers of pragmatics, applied linguistics, second language acquisition, as well as language use in social interaction.

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