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# Introduction

This book offers an introduction to classroom interaction. The aim is to help language teachers improve their professional practice by developing a closer understanding of classroom interaction and, in particular, by focusing on the complex relationship between language, interaction, and learning. The book provides an introductory account of current perspectives, aiming to promote a fuller understanding of interaction, which is regarded as being central to effective teaching. While classroom interaction has been the focus of attention for researchers for more than 50 years, the complex relationship between language, interaction, and learning is still only partially understood. The case is made for a need not only to describe classroom discourse, but to ensure that teachers and learners develop the kind of interactional competence which will result in more engaged, dynamic classrooms where learners are actively involved in the learning process.

The book is organised in four chapters. Chapter 2 focuses on the main features of classroom interaction and considers how it is typically structured. Chapter 3 considers the ways in which classroom interaction is structured by focusing on context, while chapter 4 looks at the relationship between interaction and teaching. Chapter 5 sets out some key challenges for teachers in the future.