İDÖ 622

Conversation Analysis and Foreign Language Education

SEMESTER 1
2016-2017

Tuesdays, 14:00-16:45
Room 201

Tutor: Assist. Prof. Dr Olcay Sert
Programme: MA/PhD, English Language Teaching
Department: Foreign Language Education
Faculty: Faculty of Education, Hacettepe University
COURSE OVERVIEW

Rationale

This course, by focusing in particular on English language classroom interaction, offers students an opportunity to understand and use Conversation Analysis both as an approach to social interaction and as a set of methodologies to investigate institutional interaction (e.g. L2 Classroom Interaction).

Aims

Intended knowledge outcomes

By the end of the semester, the students will:
• understand the principles and techniques of Conversation Analysis in relation to foreign language classroom interaction.
• be able to transcribe audio and video recordings of language classroom interaction.
• grasp the principles of face-to-face communication.
• be able to investigate teaching and learning practices in language classrooms from a micro-analytic perspective.
• be able to follow the analytic procedures for carrying out a CA research project.

CONTACT INFORMATION

Email: osert@hacettepe.edu.tr, sertolcay@yahoo.com
Course blog: https://conversationanalysisandfle.wordpress.com/
TEACHING AND LEARNING

Lectures
Discussion of selected readings
Group work and small group discussion
Transcription practice
Data sessions
Independent learning through reading and personal research
Completion of coursework assignment

ASSESSMENT

1. Data collection and transcription (20%): The students will be asked to transcribe a set of collected data (based on audio or video recordings) and submit it to the lecturer both in print and in electronic form. The evaluation will be based on the accuracy of the transcripts and analyses.

2. Presentation of research projects (20%): Based on the data collected during the semester, the students will be asked to (in supervision sessions) present a research proposal that has a clear analytic focus. The proposed research will form the basis of the final assignment.

3. Final assignment (60%): The students need to hand in a CA research paper based on analyses of L2 classroom interaction. The paper will consist of a comprehensive review of literature and analyses of selected extracts based upon the research focus.

Submission date for the final assignment: 10.01.2017
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<th>Session</th>
<th>Reading</th>
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### Transcribing talk and interaction

In this session, the students will learn the basics of Jefferson transcription system. The session will cover a variety of topics including transcribing interactional features (e.g. turn taking, pauses), paralinguistic features (e.g. intonation, elongations, stress) and non-verbal conduct. Ideas on identifying phenomena and building collections will be given.

**Reading:**


### Turn and action in conversation

When interacting with one another, we take turns, and each turn is designed to ‘do’ something (Drew, 2013). In this session, we will cover turns and actions in conversation, and a variety of key phenomena will be introduced, including turn-constructional units and transition relevance places. Actions will be exemplified based on articles on classroom discourse.

**Reading:**


**Articles for classroom discussion:**


| 6 | 8.11.2016 | **Sequence organization in conversation**
Many turns at talk occur as pairs (Liddicoat, 2007). By first introducing the idea of adjacency pairs, this session will cover a range of topics including sequence expansion (pre, insert, and post), preference, and assessments. Classroom Interaction papers will also be discussed especially with reference to post expansions and teacher assessments.

**Reading:**

**Articles for classroom discussion:**

| 7 | 15.11.2016 | **Repair in mundane talk and classroom interaction**
Repair can be defined as the processes “available to speakers through which they can deal with the problems which arise in talk” (Liddicoat, 2007, p.171). This session will introduce self and other repairs in conversation. How repair is organized in language classrooms will also be discussed using examples from real classroom data.

**Reading:**

**Articles for classroom discussion:**
- Hellermann, J., 2011. Members' methods, members' competencies:

| 8 | 22.11.2016 | **L2 Classroom Discourse from a CA perspective**

This session will present the interactional architecture of L2 classroom interaction based on ethnomethodological CA, and will focus on classroom contexts (Seedhouse 2004). Furthermore, the concepts of CIC (Walsh 2006) and learning opportunities will be explored based on selected classroom extracts.

**Reading:**

| 9 | 29.11.2016 | **Interactional competence, learning, and CA-for-SLA**

This session will cover CA’s understanding of language and learning. The students will be introduced the concept of Interactional Competence within the field of CA-for-SLA.

**Reading:**
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<td>10</td>
<td>6.12.2016</td>
<td>Data session</td>
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| 11 | 13.12.2016 | Data analysis workshop and Writing a research paper using CA
This session will include hands-on analytic practices, using complete/advanced level transcriptions of previously published work. Furthermore, based on tips given in the previous weeks on identifying phenomena, building collections, and writing analyses, this session will teach the students the basics of writing a CA research paper. During the session, we will also wrap-up the overall contents of the class, and discussions will be made on the data collected by the students. |
| 12 | 20.12.2016 | Supervision |
| 13 | 27.12.2016 | Supervision |
| 14 | 3.1.2017 | Supervision |