ET9B9-10 Spoken Interaction

20/21

Department
Applied Linguistics
Level
Taught Postgraduate Level
Module leader
Steve Mann
Credit value
10
Module duration
8 weeks
Assessment
100% coursework
Study location
University of Warwick main campus, Coventry

Description

Introductory description

This module aims to develop skills in the collection, transcription and analysis of spoken interaction. You will focus on capturing samples of speech for analysis and teaching purposes; exploring the relationship between context and the construction of talk; understanding different approaches to the analysis of spoken interaction; applying conversation analysis to spoken interaction; and identifying the main features of classroom interaction. As well as learning how to capture spoken data and transcribe it, you will choose an area of analysis for your assignment. Students report that spoken interaction analysis tools are often helpful with dissertation research.

Module aims

The module aims to help students understand a range of organisational principles underlying spoken interaction, as well as how interactional data can be analysed and evaluated. For this purpose, the module draws on a variety of approaches, including discourse analysis and conversational analysis. This combination of approaches will allow for awareness of the reflexive relationship between spoken interaction and interactional contexts. The module aims to help students link new knowledge and skills in data analysis to critical analysis of language teaching materials and the teaching of spoken interaction in the English language classroom.

Its content will include (but is not limited to):

- A thorough understanding of core aspects of spoken data analysis (such as turn-taking, sequence organisation and repair).
- A critical appreciation of the continuum between 'written' and 'spoken' data types, taking into account concepts such as multimodality and intertextuality.
- Principles relevant to the work of language teachers, e.g. repair in classroom discourse, authenticity and naturally occurring data.
- Examination of spoken data in research processes (in particular concentrating on interview interaction) but including transcription, analysis and representation of spoken data
- Language analysis as pedagogic tool, e.g. understanding authentic texts

Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

The module will cover the following "broad areas". These will not be divided rigidly on a week by week basis, and there are important 'threads' which run across multiple sessions. However, the following broad areas will be the basis of the 8 week by week sessions.

Broad areas

- Introduction to spoken interaction
- Language use in context
- Collecting and analysing spoken interaction (Issues in recording, transcription)
- Turn-taking
- Sequence and organisation
- Genre and Spoken Interaction
- Classroom Interaction
- Spoken data, collection, representation and analysis in research processes

Threads

- Broadcast talk
- Working with data
- Spoken data in comparison with representations of speech in published textbooks
- Preparing for assignments

These areas will be explored through a range of data types relevant to the MA TESOL. They will be explored using both qualitative and quantitative methods, with appropriate software tools being used for all topics. Links with English language teaching will be made throughout.

Learning outcomes

By the end of the module, students should be able to:

- Upon successful completion of this module, students should understand and explain key concepts, models and features of spoken interaction, including turn, event, sequence, repair, genre, etc. and be able to operationalise these key concepts in the analysis of naturally occurring spoken data; understand and use common transcription conventions and appropriate tools in the process of analysing spoken data; use their understanding and analysis of spoken data to inform ideas about pedagogic practice and the nature of classroom teaching and classroom materials; demonstrate proficiency in seminar discussion and group work; independently select relevant research for reading and use their critical understanding of this input to inform analysis of spoken data.

Indicative reading list

Brown, G. & Yule, G. (1983) Introduction: linguistic forms and functions. In: Brown, G. & Yule, G.: Discourse Analysis, Cambridge;
New York: Cambridge University Press, Ch.1, pp.1-26.
Eggins, S., & Slade, D. (1997). Analysing casual conversation. London: Cassell.
Have, P. 2007 Have, P. (2007) Transcribing Talk-in-Interaction. In: Have, P.: Doing Conversation Analysis : A Practical Guide. 2nd ed., London; California: Sage Publications Limited, Ch.6, pp.93-115.
Hutchby, I. & Wooffitt, R. (2008) Analysing Data I: Building Collections and Identifying Phenomena. In: Conversation analysis. 2 ed., Cambridge: Polity, Ch.4, pp. 88-112.
Johnson, K. (1995) Teachers' control of the patterns of classroom communication. In: Johnson, K. Understanding Communication in Second Language Classrooms. Cambridge ; New York : Cambridge University Press, Ch.2, pp.16-38.
Liddicoat, A. (2007) Opening Conversation. In: Liddicoat, A. An Introduction to Conversation Analysis. London ; New York, NY : Continuum, Ch.8, pp.213-253.
Norrick, N. 2000. Conversational Narrative: Storytelling in Everyday Talk. Amsterdam: John Benjamins.
Seedhouse, P. (2004) The Organization of Turn Taking and Sequence in Language Classrooms. In: Seedhouse, P. The Interactional Architecture of the Language Classroom : A Conversation Analysis Perspective. Malden, MA : Blackwell Pub., Ch.3, pp.101-140.
Tannen, D. (1984) Narrative Strategies. In: Tannen, D. Conversational Style : Analyzing Talk Among Friends. Norwood, N.J.: Ablex Pub. Corp., Ch.5, pp.97-129.
Thornbury, S. (2006) Characterizing conversation. In: Thornbury, S. and Slade, D. Conversation : From Description to Pedagogy. Cambridge : Cambridge University Press, Ch.1, pp.5-39.

Research element

It is a core feature of this module that students are expected to collect some spoken data and use CA (conversation analysis) tools to produce a transcript and then analyse the data, having an appropriate and narrow research focus. The module introduces students to key research studies that focus on turn taking, repair, sequence and classroom discourse.

Subject specific skills

- Use appropriate tools to record, transcribe and analyse spoken data.
- Use insights from the analysis of naturally occurring spoken data to better understand the nature of classroom teaching and classroom materials.

Transferable skills

- Demonstrate proficiency in seminar discussion.
- Demonstrate proficiency in group work.
- Independently select relevant research for reading.
- Use their critical understanding of previous research to inform own analysis of spoken data.
- Use appropriate tools and software to assist with recording, transcription and analysis.

Study

Study time

Type	Required
Lectures	8 sessions of 1 hour (8%)
Seminars	8 sessions of 1 hour (8%)
Private study	84 hours (84%)
Total	100 hours

Private study description

Guided independent study and reading for assignment, equivalent to around 80 hours.

Costs

No further costs have been identified for this module.

Assessment

You must pass all assessment components to pass the module.

Assessment group A1

	Weighting	Study time
2000 word written assignment	100%	

Feedback on assessment

Written feedback on the assignment will be provided via a combination of the Centre¿s standard feedback sheets (which conform to Faculty criteria), and electronic annotation of the student¿s assignment (submitted via Tabula). Where appropriate, additional feedback may be provided via personal meetings with module tutors.

Availability

Courses

This module is Core for:

- TETS-X9PR Postgraduate Taught TESOL
  - Year 1 of X9PR TESOL
  - Year 1 of X9PR TESOL
  - Year 1 of X9PR TESOL
  - Year 1 of X9PR TESOL
- Year 1 of TETS-X9PS Postgraduate Taught TESOL (Part-time - 2 years)

This module is Optional for:

- TIMA-L981 Postgraduate Social Science Research
  - Year 1 of L98A Social Science Research (Applied Linguistics)
  - Year 1 of L98A Social Science Research (Applied Linguistics)
  - Year 1 of L98A Social Science Research (Applied Linguistics)