

Course Information				
Course Code	Course Name	Location	Time	Instructional Modality
ELT624	Conversation Analysis in English Language Education	G101	Wednesday 18-21	Face to face

Course Lecturer Information	
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Course Description: This course introduces the main principles of Multimodal Conversation Analysis (CA) as a research methodology mainly to examine social interactions in L2 settings. The course initially presents the analytical tools of CA including turn-taking, sequence and preference organization, repair, and embodiment. Following that, analytical procedures involved in CA research are dealt with. From this point onwards, the hands-on practice part of the course starts with a transcription workshop. The students are expected to conduct original CA research while also examining topic-specific lecture recordings. Towards the end of the semester, the students present their data in data sessions, join supervisory meetings with the lecturer, and finally present their CA papers. By doing so, the course aims to equip the postgraduate students with analytical skills to use CA as a research methodology mainly to inform English language education.

Assessment

30% - Midterm tasks (Data collection or selection by 03.04; 30 min. transcription + detailed extract by 08.05; attendance)

70% - PPT Presentation (22.05) + Final CA Research Paper Submission (09.06)

Final research paper (basic) guidelines:

- Times New Roman, 12 pt., 1.5 line spacing, justified
- Follow Jefferson + Mondada in the transcripts
- Avoid quotations, paraphrase
- Refer to primary sources in citations
- Min. 3.500 words, max. 5000 words (including references)
- Title (max. 14 words), Abstract, Introduction, Literature Review, Methods,
- Analysis/Results/Findings, Discussion (& Conclusion), References

Available Datasets:

- Classroom discourse

Micro-teachings in faculty classrooms

Actual teachings in pre-school classrooms

Higher education EFL classrooms

- Oral Communication Skills

Final interviews (role play tasks)

- Task Enhanced Virtual Exchange

Pre-service teachers' task design sessions (screen recording)

Task enhanced virtual exchange (screen recording)

- Pre-service Teachers' Video-mediated Group Interactions (screen recording)

Week	Date	Topic/Content
1.	21.02	<p>- Introduction</p> <p>This week covers an introduction to the syllabus, course contents, assignments, and enables students to get to know their classmates.</p>
2.	28.02	<p>The Good, The Bad, and The Ugly: Understanding Quality in ELT Research</p> <p>In the second week, we will have a whole class discussion about quality indicators for English Language Teaching (ELT) research. This week aims to equip newcoming PhD students with necessary skills to easily understand the quality of a research paper as well as a research topic, which should save a lot of valuable reading time and lead you to better and more widely accepted research choices. I will introduce international established quality standards and present a paper critically evaluating Turkish ELT Academia.</p> <ul style="list-style-type: none"> ▪ What are the quality indicators for ELTE research? SSCI, publication houses, citation counts, journal metrics Predatory journals ▪ Which conferences to go, which journals to read? ▪ How to keep yourself up to date? Recent special issues, monographs Book series Plenary talks in recent conferences
3.	06.03	<p>- History of Conversation Analysis - Scope, terminology, interactional practices</p> <p>The first lecture of the semester presents a historical account of CA with reference to the scope and main terminology of CA studies mainly in the field of foreign language education.</p> <p>Readings for the week (read before the class time): Seedhouse, P. (2004). <i>The interactional architecture of the language classroom: A conversation analysis perspective</i> (Chapter 1. Conversation Analysis methodology). Malden, MA: Blackwell. Hoey, E. M. & Kendrick, K. H. (2017). Conversation analysis. In A. M. B. de Groot & P. Hagoort (eds.), <i>Research methods in psycholinguistics: A practical guide</i> (pp. 151-173). Wiley Blackwell. Kasper, G. and Wagner, J. (2014). Conversation analysis in applied linguistics. <i>Annual Review of Applied Linguistics</i> 34, 171-212. Seedhouse, P. (2005). Conversation analysis and language learning. <i>Language Teaching</i>, 38(4), 165-187.</p>
4.	13.03	<p>- Turn Taking, Turn Design, Recipient Design, Mobilizing Response</p> <p>The second lecture deals with the primary constituent of human social interaction and enters into the analytical approach of CA to examine social interactions in an L2.</p> <p>Readings for the week (read before the class time): Seedhouse, P. (2004). <i>The interactional architecture of the language classroom: A conversation analysis perspective</i> (Chapter 3. The Organization of Turn Taking and Sequence in Language Classrooms). Malden, MA: Blackwell. Clayman, S. E. (2013). TCUs and the TRP. In J. Sidnell & T. Stivers (eds.), <i>Handbook of conversation analysis</i> (chapter 8). Wiley-Blackwell. Nguyen, H. T. (2011). Achieving recipient design longitudinally: Evidence from a pharmacy intern in patient consultations. In <i>JK Hall, J. Hellermann, & S. Pekarek Doehler (Eds.) L2 interactional competence and development</i> (pp. 173-205). Bristol: Multilingual Matters.</p>

5.	20.03	<p>- Sequence Organization, Preference Organization</p> <p>Following the lecture on turn-taking, the third lecture of the semester introduces how turns are organized in an orderly fashion and deployed by the interactants to ascribe social actions.</p> <p>Readings for the week (read before the class time): Stivers, T. (2013). Sequence organization. In. J. Sidnell & T. Stivers (eds.), Handbook of conversation analysis (chapter 10). Wiley-Blackwell. Pomerantz, A. & Heritage, J. (2013). Preference. In. J. Sidnell & T. Stivers (eds.), Handbook of conversation analysis (chapter 11). Wiley-Blackwell. Waring, H. Z. (2011). Learner initiatives and learning opportunities in the language classroom. <i>Classroom Discourse</i>, 2(2), 201-218. Jacknick, C. M. (2011). “But this is writing”: post-expansion in student initiated sequences. <i>Novitas-ROYAL (Research on Youth and Language)</i>, 5(1), 39-54. Watanabe, A. (2017). Developing L2 interactional competence: increasing participation through self-selection in post-expansion sequences. <i>Classroom Discourse</i>, 8(3), 271-293. Duran, D., & Sert, O. (2019). Preference organization in English as a Medium of Instruction classrooms in a Turkish higher education setting. <i>Linguistics and Education</i>, 49, 72-85.</p>
6.	27.03	<p>- Repair Organization</p> <p>Repair is the fourth lecture of the semester and marks the sets of interactional practices deployed to maintain the progressivity of talk-in-interaction and in doing so, establish intersubjectivity and mutual understanding. As a result of this lecture, the primary analytical tools of CA will have been introduced.</p> <p>Readings for the week (read before the class time): Kitzinger, C. (2013). Repair. In. J. Sidnell & T. Stivers (eds.), Handbook of conversation analysis (chapter 12). Wiley-Blackwell. Seedhouse, P. (2004). <i>The interactional architecture of the language classroom: A conversation analysis perspective</i> (Chapter 4. The Organization of Repair in Language Classrooms). Malden, MA: Blackwell. Koshik, I. (2002). Designedly incomplete utterances: A pedagogical practice for eliciting knowledge displays in error correction sequences. <i>Research on Language and Social Interaction</i>, 35(3), 277-309. Hellermann, J. (2009). Looking for evidence of language learning in practices for repair: A case study of self-initiated self-repair by an adult learner of English. <i>Scandinavian Journal of Educational Research</i>, 53(2), 113-132. Lilja, N. (2014). Partial repetitions as other-initiations of repair in second language talk: Re-establishing understanding and doing learning. <i>Journal of Pragmatics</i>, 71, 98-116.</p> <p>by 21.03</p> <ul style="list-style-type: none"> • <i>REPORT A CONTEXT OF POTENTIAL RESEARCH INTEREST</i>
7.	03.04	<p>- Multimodality, Co-operative Action, Embodiment</p> <p>The fifth lecture will mark the milestone that turn CA into multimodal CA and provide insights into the embodiment as an analytic tool to examine social interactions in L2. By the end of this week, the students will have a working understanding of how CA is used to analyze naturally occurring social interaction data.</p> <p>Readings for the week (read before the class time): Mortensen, K. (2013). Conversation analysis and multimodality. In C. Chapelle (ed.) <i>The encyclopedia of applied linguistics</i>. Wiley-Blackwell. Evnitskaya, N., & Berger, E. (2017). Learners’ multimodal displays of willingness to participate in classroom interaction in the L2 and CLIL contexts. <i>Classroom Discourse</i>, 8(1), 71-94. Sert, O. (2019). Mutual gaze, embodied go-aheads, and their interactional consequences in L2 classrooms. In J. K. Hall & S. D. Looney (Eds.). <i>The embodied work of teaching</i>. Bristol: Multilingual Matters.</p>

		<p>Badem-Korkmaz, F. & Balaman, U. (2021). Third position repair for resolving troubles in understanding teacher instructions. <i>Linguistics and Education</i>.</p> <p>during the class</p> <ul style="list-style-type: none"> • <i>SHARE YOUR CHOICE OF CONTEXT FOR DISCUSSION</i> • <i>INITIATE DATA COLLECTION</i>
8.	17.04	<p>- CA as research methodology - Research steps - How to write a CA paper - How to give a CA talk - Single case study, making collections</p> <p>This lecture will show how to incorporate all the analytical tools into diverse research contexts and conduct diverse types of multimodal CA research.</p> <p>Readings for the week (read before the class time): Kimura, D., Malabarba, T., & Kelly Hall, J. (2018). Data collection considerations for classroom interaction research: A conversation analytic perspective. <i>Classroom Discourse</i>, 9(3), 185-204. Kardaş İşler, N., Balaman, U., & Şahin, A. E. (2019). The interactional management of learner initiatives in social studies classroom discourse. <i>Learning, Culture and Social Interaction</i>, 23, 100341.</p> <p>by 24.04</p> <ul style="list-style-type: none"> • <i>ORTHOGRAPHICALLY TRANSCIRE ONE-MINUTE OF YOUR DATA</i>
9.	24.04	<p>- Transcribing talk-in-interaction - Transcription Workshop</p> <p>This week is designed as a hands-on transcription workshop to introduce main requirement to conduct CA research- that is, to work on fine-grained details of talk-in-interaction data.</p> <p>during the class</p> <ul style="list-style-type: none"> • <i>TRANSCRIBE YOUR ONE-MINUTE CLIP USING MONDADA</i> <p>by 15.05</p> <ul style="list-style-type: none"> • <i>TRANSCRIBE 20 MINs ORTHOGRAPHICALLY</i> • <i>COMPLETE THE TRANSCRIPTION OF ONE-MINUTE CLIP (MAX. 90 SECs) USING MONDADA AND SUBMIT TO THE LECTURER ALONG WITH THE CLIP</i> • <i>BRING PRINTED TRANSCRIPTS of THE FINAL VERSION and THE CLIP</i>
10.	25.04 to 08.05	<p>WATCH LECTURE RECORDINGS on</p> <p>1) L2 IC, CA-SLA, Longitudinal CA, Learning and CA</p> <p>suggested readings: Pekarek Doehler, S. (2013). CA-SLA. In C. Chapelle (ed.) <i>The encyclopedia of applied linguistics</i>. Wiley-Blackwell. Hellermann, J. (2013). Conversation analysis and language acquisition. In C. Chapelle (ed.) <i>The encyclopedia of applied linguistics</i>. Wiley-Blackwell. Koschmann, T. (2013). Conversation analysis and learning in interaction. In C. Chapelle (ed.) <i>The encyclopedia of applied linguistics</i>. Wiley-Blackwell. Skogmyr Marian, K. & Balaman, U. (2018). L2 interactional competence and its development: An overview of conversation analytic research on interactional change over time. <i>Language & Linguistics Compass</i>, 12(8). 1-12. Pekarek Doehler, S. & Pochon-Berger, E. (2015). The development of L2 interactional competence: Evidence from turn-taking organization, sequence organization, repair organization and preference organization. In T. Cadierno & S. W. Eskildsen (eds). <i>Usage-based perspectives on second language learning</i> (pp. 233-268). De Gruyter Mouton.</p>

		<p>2) Classroom Discourse, Teacher talk, CIC, SETT</p> <p>suggested readings: Sert, O. (2015). Social Interaction and L2 Classroom Discourse. (Chapters 2&3). Edinburgh: Edinburgh University Press. Can Daşkın, N. (2015). Shaping learner contributions in an EFL classroom: Implications for L2 classroom interactional competence. <i>Classroom Discourse</i>, 6(1), 33-56. Waring, H. Z. (2015). Promoting self-discovery in the language classroom. <i>International Review of Applied Linguistics in Language Teaching</i>, 53(1), 61-85. Sert, O. (2017). Creating opportunities for L2 learning in a prediction activity. <i>System</i>, 70, 14-25. Daşkın, N. C., & Hatipoğlu, Ç. (2019). Reference to a past learning event in teacher turns in an L2 instructional setting. <i>Journal of Pragmatics</i>, 142, 16-30.</p> <p>3) CA and CALL, CA and technology-mediated TBLT, Implications for (digital) teacher education</p> <p>suggested readings: Tudini, V. & Liddicoat, A. (2017). Computer mediated communication and conversation analysis. In Thorne S., May S. (eds.) <i>Language, Education and Technology. Encyclopedia of Language and Education</i> (3rd ed.). Springer, Cham Sert, O. & Balaman, U. (2018). Orientations to negotiated language and task rules in online L2 interaction. <i>ReCALL</i>, 30(3), 355-374. Balaman, U. (2019). Sequential organization of hinting in online task-oriented L2 interaction. <i>Text & Talk</i>. Balaman, U. (2018). Task-induced development of hinting behaviors in online L2 task-oriented interaction. <i>Language Learning & Technology</i>, 22(2), 95-115.</p>
11.	08.05	<p>- Data sessions</p> <p>during the class</p> <ul style="list-style-type: none"> • <i>BRING/PRESENT YOUR DATA and CONTRIBUTE to THE SESSION</i>
12.	15.05	<p>SUPERVISION WEEK</p> <p>Choose your 30min. slots and report your research progress</p>
13.	22.05	<p>Presentations</p> <p>- 15 min presentation + 5 min feedback</p>