Reasons for Blending:

• Best use of time frame: 3 hour per week for graduate courses

• Engaging student teachers with technology

• Further access to materials beyond course/term (Google sites)

• Extensive opportunities for S-S collaboration: Moodle discussions on readings & course concepts, Google docs group analyses, feedback on final project progress, etc.

• Possible enrollment increase (students in Alexandria, Mansoura, etc.)
Welcome to the first blended version of the *Discourse Analysis for Language Teachers* course!

What is Discourse Analysis and what will we do in this course?

Discourse analysis has been defined in different ways by researchers from the many fields in which it is used including linguistics, philosophy, sociology, and psychology. ...

How is the blended format different from the purely face-to-face version of the DA course?

The blended format entails meeting face-to-face as well as online. After our initial face-to-face sessions, we’ll have online sessions in which you’ll watch videos (lecture captures), participate in dynamic asynchronous forum discussions and collaboration, and view and share resources. I will be available to support you (during face-to-face sessions, via email, and in my office), and there is no need to have prior expertise in the technologies we’ll be using.
The course objectives (green) and assignments (yellow) are as follows (see the syllabus for more information):

The main aim of the course is to explore discourse analysis from numerous perspectives in terms of both language instruction and research. By the end of the term, you should be able to:

1. Understand and critique multiple theoretical perspectives, approaches, and findings in existing/prior DA research
2. Design original research projects, including collecting, analyzing, and drawing conclusions from data with various DA approaches

- Article Presentation
- Final Research Project & Presentation
- Moves/Genre Analysis
- DA Mini Analyses & Class Discussions
- DA Mini Lesson
- Use DA approaches to teach key language aspects in an authentic, contextualized manner
Online Modules & Discussions (in Moodle)

For our online sessions, along with additional materials (videos and Power Points), I will post a discussion question related to the topic for that week. You will post your responses to the topic by noon on the day before our next class meeting. Your weekly contributions will include a minimum of 2 postings: at least one of which will be a response to one of your classmate’s postings. Your contributions should be relevant and insightful. In addition, you should always be respectful of your peers.

When responding to the prompts each week:
1. Be fairly concise (around 100-150 words per post is fine; quality rather than quantity is key).
2. Give a response that’s specific to the question posted.
3. Contribute at least 2 posts –with at least 1 response to a peer.
4. Don’t be overly concerned about grammar.

*Note: See the Online Discussion Participation Rubric below
Module 2 (Session 7): Conversation Analysis

Hi everyone!

As you know, the topic for this week is Conversation Analysis (examining fine-grained analyses of spoken discourse). To get started, open the Power Point below to access my lecture on CA:

CA PPT here

In my Power Point lecture, I refer to a CA tutorial created by Charles Antaki, which has some excellent examples of different levels of transcribing from audio files (the level of detail you use depends on your interests). You can view this tutorial and examples here:

http://homepages.lboro.ac.uk/~ssca1/intro1.htm

We’re also going to discuss a question posed by Brian Paltridge (2006) in Chapter 5 of our text:

Think of your second (or maybe third) language acquisition. Of the kinds of things covered in Conversation Analysis (CA), what have you found difficult in your second language (opening and closing conversations, turn taking, adjacency pairs, etc.)? For example, have you found refusing an offer of food difficult in your L2? Have you sometimes not been sure how to participate in a conversation? Why do you think this might be the case?

If you have trouble thinking of examples, you may also reflect on what you’ve noticed about students or peers who are language learners.

I’m looking forward to reading about your examples!

Login to Moodle for this discussion: http://moodle.aucegypt.edu/

Finally, thoughts for next week:

As I’ve discussed in the lecture and you’ve read in the Belhiah (2009) article: “Tutoring as an embodied activity: How speech, gaze and body orientation are coordinated to conduct ESL tutorial business,” CA can tell us a great deal about what occurs in educational settings. Before we meet next week, think of an issue in education that you think would be interesting to explore using a CA approach. We’ll simply share these ideas orally in the coming session.
Mini Analyses: Instructions & Examples

Overview:
You will conduct several mini analyses during the course. These will be done as homework, in-class analyses, or a combination of the two. The purpose of these analyses is to give you a sense of how to approach discourse analysis from multiple perspectives and to work through some of your emerging insights with your peers as well as on your own. You will experiment with different types of transcription conventions and ways of collecting and analyzing data. These analyses will further aid you in preparing for the final project/paper by prompting you to examine data using various approaches.

Mini Analysis 1:
See the Word document with Mini Analysis 1 instructions below. Then watch this video which explains how and why we transcribe talk and discusses how to complete your Mini Analysis 1 assignment:

Video for Mini Analysis 1:  https://www.youtube.com/watch?v=LVWhGlhKWpw
This section of our site contains information to aid you with your final DA project.

Attached is a sample final project paper from a former student: "Emails of Imposition versus Emails of No Imposition: A Comparison of Netiquette Strategy Use in Student-to-Professor Emails." It's longer than the required number of pages but is a great example of an organized project with a clear purpose.

See also the 'tips for the final project' handout below and refer to the syllabus for details on the paper format and more topics.

Prior topics have included: depicting the poor in news media during the Egyptian revolution (using CDA), anthropomorphistic language and the stock market (corpus linguistics), speech dominance and tutor-tutee interactions in ESL writing tutorials (CA), directness and honorifics in Egyptian Arabic and Turkish requests (pragmatics), and Egyptian Arabic-English code switching. As you can see, there are many interesting topic choices!
Additional Advantage for TESOL/DA Students: Ongoing Sharing of Teaching Resources...

Teaching Demo: Resources & Examples

This section of our course site contains resources and ideas for your teaching demo.

Online Resources:

This site contains lesson plans for **teaching with films**. In this example, you can see how the short films are embedded in the site and the lesson can be used to teach **vocabulary** and **discourse markers** within the context of viewing films and having a discussion.


This site contains lesson plans for teaching **argumentative writing**, focusing on many aspects of language, including **lexical chunks**. The link takes you to this topic; however, there is much more to explore on this site for ways to teach contextualized, authentic language in interactive ways: [http://bogglesworld esl.com/lessons/2002mar.htm](http://bogglesworld esl.com/lessons/2002mar.htm)