

Skills for Life Quality Initiative

ESOL 4.6: Discourse for ESOL teachers

Session 2: Spoken discourse

Session plan and resources



Learning+Skills Council

Session 2:

Aims

For participants to:

- understand and make links between theories of discourse and their classroom applications in relation to spoken discourse.

Learning objectives

By the end of the session, participants will have:

- investigated the terminology of discourse analysis
- explored the interplay between the macro and micro levels in discourse
- distinguished between interactional language and transactional language, and explored the implications for ESOL teaching and learning
- explored conversation analysis, and the implications for ESOL teaching and learning
- considered the role of intonation in discourse
- noted the interplay of context, and phonological, grammatical and lexical forms in discourse.

Time	Content	Resources		
		No.	Style	Title
10 (10)	Introduction Show OHTs 2.1.1 and 2.1.2 (Aims and learning objectives) and introduce the session.	2.1.1	OHT	Session 2: Aims
	Take queries about the assessment task.	2.1.2a 2.1.2b	OHT OHT	Session 2: Learning objectives

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25	Features of discourse: terminology Purpose: to increase knowledge of the terminology of discourse analysis and continue to build the framework of features of discourse started in Session 1.			
	The following matching exercise can be done on paper using Activity sheet 2.2.1b and a handout made from Trainer material 2.2.1d, or on laminated cards made from Trainer material 2.2.1c (Terms) and 2.2.1d (Definitions).	2.2.1a	Trainer notes	Discourse features: definitions cards
		2.2.1b	Activity	
		2.2.1c	Trainer material/	Terms
		2.2.1d	Activity	Definitions
	Ask participants to work in pairs or small groups and match the definitions to the terms. The terms and definitions are in number coded groups. Tell participants to follow the order of play on Handout 2.2.2.			
	Distribute Handout 2.2.3 and ask participants to check their answers.	2.2.2	Handout	Order of play
	Additional activity (e.g. for early finishers): participants look in the Adult ESOL Core Curriculum (make several copies available) and find references to discourse and to the features of discourse that are included in the framework (remind	2.2.3	Handout	Features of discourse: framework
				Copies of the Adult ESOL Core Curriculum

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(35)	<p>participants to look at one of the fold-out pages 'Formality and informality in English' found at the end of each level).</p>			
5	<p>The framework</p> <p>Purpose: to be aware of the links between terms in the framework.</p> <p>Point out that the features of discourse are in a framework and are grouped in several interlinked number-coded categories</p> <p>To prepare participants for Activity 2.3.1, go through the framework headings on the activity sheet and point out that the notions of the macro, genre, coherence and cohesion figure in the framework.</p> <p>Ask participants to write the headings listed on Activity sheet 2.3.1 on the framework reference sheets of Handout 2.2.3, in the spaces provided (there is a blank row above each set of number-coded terms; these blank rows are numbered 1–7).</p>	2.3.1	Activity	Framework headings
(40)	<p>Distribute Handout 2.3.2, which gives the answers.</p>	2.3.2	Handout	Framework headings – answers
25	<p>The interplay between the macro and micro levels in discourse</p> <p>Purpose: to emphasise the importance of looking at discourse in an integrated</p>			

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	<p>way, that is, taking account of the interplay of the macro level (genre, etc.) and the micro level (how language is used: the grammar and lexis) in the construction of text.</p> <p>Explain that participants are going to examine two pieces of discourse at the macro level and look at some of the language features that create the genres.</p> <p>Refer participants to texts A and B (Activity sheet 2.4.1) and point out that they used text A in Session 1, and that text B comes from the video shown in Session 1).</p> <p>Allow some reading time, and then a few minutes for participants to complete the grid in pairs, recalling what was said about the texts in Session 1.</p> <p>As feedback, distribute Handout 2.4.2 and check that participants agree with the analysis. Point out that this is at a macro level of analysis, i.e. things that can be said about the text as a whole.</p> <p>In pairs, participants complete Activity 2.4.3. They refer to texts A and B and sort out the cards, listing some of the features of the two texts on their grid.</p>	2.4.1	Activity	Texts A and B – the macro level
		2.4.2	Handout	Texts A and B: the macro level – completed grid
		2.4.3	Trainer material/ Activity	Texts A and B: card activity

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(1.05)	<p>Clarify terminology, as necessary, while monitoring and give out Handout 2.4.4 so that participants can check their answers. Summarise.</p> <p>With reference to Handout 2.4.4, elicit that everything up to and including 'discourse structure' refers to a macro level of analysis and the rest is at a more micro level. Point out the interplay of the macro and micro in the creation of the genres.</p> <p>Point out that the language features and the genres are each involved in constructing the other.</p> <p>Emphasise the importance of keeping the macro 'in sight' when examining the micro and vice versa. (See McCarthy and Carter, 1994).</p> <p>Point out some of the discourse markers that Marco uses, and note that he uses them well. Learners often do not use discourse markers in English and need to focus on them.</p>	2.4.4	Handout	<p>Texts A and B: card activity – answers</p> <p>McCarthy, M. and Carter, R. (1994) <i>Language as Discourse: Perspectives for Language Teaching</i>. London and New York: Longman.</p>
10	<p>Speaking and writing: are they completely different?</p> <p>Purpose: to demonstrate that talk and writing are not completely different categories.</p>	2.5.1	OHT	Carter quotation

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(1.15)	<p>Refer participants to Handout 2.4.4 again and draw out that the language features of texts A and B that are similar.</p>	2.4.4	Handout	
	<p>Remind participants of the similarities and differences between talk and writing which Carter noted in his article in the pre-reading for the module, and emphasise the importance of his work for language teachers. Show the quote from Carter on OHT 2.5.1 again and explain that participants will be looking at what he refers to as the 'more typically spoken' characteristics of discourse.</p>	2.5.1	OHT	
20	<p>Interactional and transactional language Purpose: to develop understanding of the distinction between interactional and transactional language and the implications for ESOL teaching and learning.</p> <p>Explain that participants are going to categorise the 'more typically spoken', in terms of interactional and transactional language and look at implications for ESOL teaching and learning.</p> <p>Remind participants of the interactional and transactional talk pre-</p>			

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	<p>session task (reproduced as Activity 2.6.1).</p> <p>Ask participants to discuss points 1 and 2 in small groups, with reference to the extract from McCarthy. Monitor, clarifying definitions as necessary.</p> <p>Show feedback on Handout 2.6.2, and clarify as necessary.</p>	2.6.1	OHT	<p>Interactional and transactional talk (I and TT) – pre-session task</p>
	<p>Distribute Activity 2.6.3 to introduce the context of the video the participants are going to watch and to explain their task: to compare two learners in terms of their use of transactional and interactional talk.</p>	2.6.2	Handout	<p>I and TT: pre-session task – feedback</p>
	<p>Play the short video excerpt of a mingling activity twice (counter 10.04.31 to 10.05.58), pointing out the two learners the activity involves when they appear. Ask participants to discuss the task in small groups.</p> <p>Take feedback and raise the following points: Hamid mixes transactional and interactional talk. Yoongthong did not include interactional talk, and was very transactional. Some may consider her too transactional; this raises</p>	2.6.3	Activity	<p>I and TT in the video excerpt: context and task</p> <p>Excerpt from the video 'Differentiation in ESOL teaching'</p> <p>Video player</p>

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(1.35)	<p>the issue of distinguishing a cross-cultural interaction pattern and personal style.</p> <p>Present or elicit the implications for ESOL teaching and learning using Handout 2.6.4.</p>	2.6.4	Handout	I and TT: implications for ESOL teaching and learning
15	<p>Conversation analysis: input</p> <p>Purpose: to develop awareness of conversation analysis.</p>			
	<p>Talk through each section of Handout 2.7.1 on analysing talk. Point out that the Sinclair and Coulthard model is a global model of discourse structure and it is not appropriate for all discourse – for example, not for the extract from Cook (1989) following it. (In the Cook extract, there are two topics intermingled – Gillian’s aerobics sessions and the watch). This needs a model that illuminates what is happening in the discourse (therefore other models are needed).</p>	2.7.1	Handout	Analysing talk
	<p>Distribute and talk through Handout 2.7.2 on conversation analysis, but do not go into detail about the categories (adjacency pairs, etc.) yet – recall them from the framework.</p>	2.7.2	Handout	Conversation analysis

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(1.50)	<p>Distribute Handout 2.7.3 and relate the features listed to the text extract. (If ahead of time, participants can do this in small groups and give feedback.)</p> <p>Draw attention to the criticisms of conversation analysis and say the next session considers an approach which takes these on board (critical discourse analysis).</p>	2.7.3	Handout	Doing conversation analysis
35	<p>Conversation analysis and the role of intonation in discourse: activity</p> <p>Purpose: to use conversation analysis to analyse learner discourse, to raise awareness of the role of intonation in discourse and that it is necessary to take account of the interplay of intonation and other phonological forms, grammatical forms, lexical forms, and context when interpreting talk.</p> <p>Introduce the task (involving setting discourse priorities for learners to work on) by distributing Activity 2.8.1 and telling participants the context (an ESOL class with learners at Entry 2 and Entry 3. The topic: jobs.)</p>	2.8.1	Activity	Discourse priorities for learners to work on

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	<p>Play an excerpt from the video used earlier 'Differentiation in ESOL teaching', counter: 10.03.21 to 10.03.55. Play it twice.</p> <p>Ask participants to discuss the intonation patterns used and to select two discourse priorities for each learner to work on. This could either be done by participants generating priorities themselves, or by giving learners a set of cards (one discourse priority per card) to select from.</p> <p>Elicit feedback using Trainer notes 2.8.1. Point out that we grapple with the interplay of phonological forms, grammatical forms, lexical forms and context when we are interpreting talk. Where possible, give examples from the feedback discussion.</p> <p>Recall and briefly discuss what was said about intonation, and about phonology in general, in the pre-module reading by McCarthy (1991) on 'Form and function': i.e. that it is necessary to take account of the interplay of phonological forms (including intonation), grammatical forms, lexical forms and context (including schemata),</p>	2.8.1	Trainer notes	<p>Excerpt from video: 'Differentiation in ESOL learning'</p> <p>Video player</p> <p>Discourse priorities for learners to work on</p>
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	<p>when interpreting talk. This is because there is no one-to-one relationship between language form (phonological, grammatical or lexical) and discourse function (refer to examples from McCarthy as necessary).</p> <p>Draw participants' attention to the follow-up reading on pragmatics. Explain that pragmatics looks at meaning in context, and at the relationship between form and function in context.</p> <p>If ahead of time, set extension work on turn taking and intonation.</p> <p>Elicit in the ways in which turn taking may differ cross-culturally and show OHT 2.8.2. Point out the page references in the ESOL curriculum.</p> <p>Refer participants to Activity 2.8.3 and the choice of tasks on intonation or turn taking.</p> <p>Take this further by referring participants to the reading in the Module guide resources list, for example: Cook, 1989, on conversation analysis and implications for language teaching; Roskvist, 2002, on informal talk and ways of working with learners; McCarthy, 1991, on</p>			
		2.8.2	OHT	Turn taking
		2.8.3	Activity	Turn taking and a choice of tasks (intonation OR turn taking)

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(2.25)	<p>spoken language and intonation.</p> <p>Also remind participants of the other modules: English pronunciation; Speaking and listening.</p>			
5	<p>Evaluation and follow-up activities</p> <p>Recap and review the session.</p> <p>Go through Activity 2.9.1 (Follow up activities to Session 2)</p> <p>Ask participants to complete their professional development journal (PDJ) and evaluation form.</p>	2.9.1	Activity	<p>Follow-up activities to Session 2</p> <p>PDJ sheet, Evaluation Form</p>
(2.30)				

Activity

Session 2: Aims

For participants to:

- understand and make links between theories of discourse and their classroom applications in relation to spoken discourse.

Session 2: Learning objectives

By the end of the session, participants will have:

- investigated the terminology of discourse analysis
- explored the interplay between the macro and micro levels in discourse
- distinguished between interactional language and transactional language, and explored the implications for ESOL teaching and learning

continued ...

Session 2: Learning objectives continued

- explored conversation analysis, and the implications for ESOL teaching and learning
- considered the role of intonation in discourse
- noted the interplay of context, and phonological, grammatical and lexical forms in discourse.

Trainer notes for Activity 2.2.1a

Discourse features: definitions cards

Either:

- Make one set of laminated terms cards (Trainer material 2.2.1c, split into individual cards) and definitions cards (Trainer material 2.2.1d) per four participants. Join the separate pages for Trainer material 2.2.1d together to make a large card containing ten definitions (this card coded number 6). There will be seven number coded groups: Group 1 (three definitions); Group 2 (six definitions); Group 3 (four definitions); Group 4 (three definitions); Group 5 (two definitions); Group 6 (ten definitions) and Group 7 (three definitions).
- Put a small piece of hook-and-loop tape on the empty box next to each definition, and a matching piece onto the back of each terms card.
- To make the activity self-checking, you could write the names of the terms on the back of the definitions cards.
- **Task for participants:** stick the terms cards to the definitions.

Or:

- Make handouts from Trainer material 2.2.1c.
- **Task for participants:** write the terms from Activity sheet 2.2.1b into the spaces next to each definition.

References for material quoted on the activity sheets

Adult ESOL Core Curriculum

Cook, (1989) *Discourse*. Oxford University Press.

Crystal, D. and Davy, (1969) quoted in McCarthy, M. and Carter, N. (1994) *Language as Discourse: Perspectives for Language Teaching*. London and New York: Longman.

Fairclough, N. (2001) *Language and Power*. Harlow: Longman.

Halliday (1985)

Halliday (2004)

Harmer, J. (2001) *The Practice of English Language Teaching*. Harlow: Longman.

Mercer, N. (2000) *Words and Minds*. London: Routledge.

McCarthy, M. (1991) *Discourse Analysis for Language Teachers*. Cambridge University Press.

continued ...

Activity

Discourse features: definitions cards continued

McCarthy, M. and Carter, R. (1994) *Language as Discourse: Perspectives for Language Teaching*. London and New York: Longman.

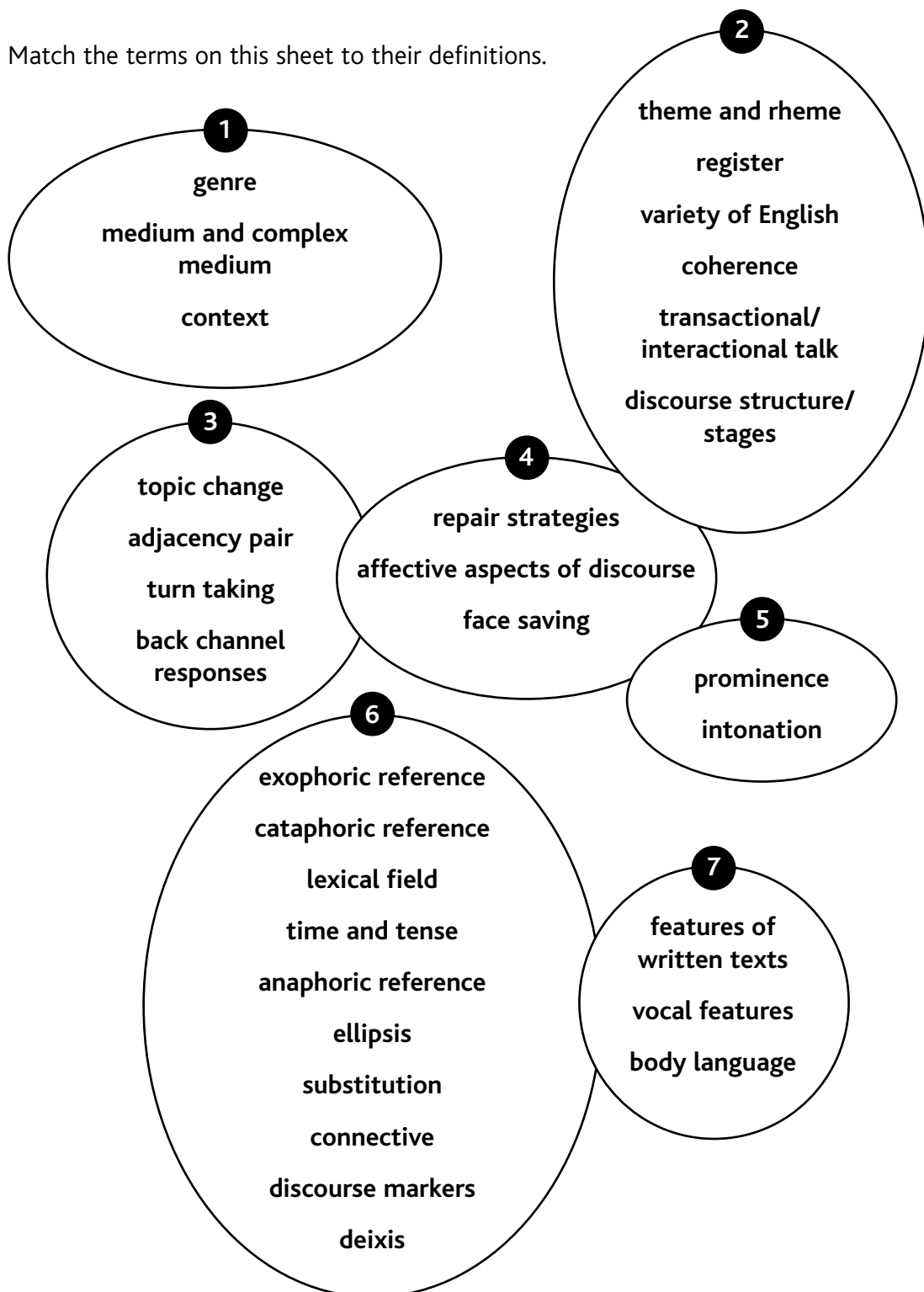
Roskvist, A. (2002) 'and stuff like that'. Informal spoken language: what should we be teaching and how can we do it?' in *Language Issues*. Vol.14. No.2. Autumn/Winter, NATECLA.

Notes: All the extracts of talk included in these activity sheets are from the video 'I came to England' (produced by LLU+ at LSBU). C = the coordinator; A = Absheera; F = Fravila; H = Hawa; M = Marco.

Activity

Discourse features: terms

Match the terms on this sheet to their definitions.



Trainer material for Activity 2.2.1c

Discourse features: terms cards

Make one set of laminated terms cards per four participants. Bundle the cards in number coded groups: Group 1 (three definitions); Group 2 (six definitions); Group 3 (four definitions); Group 4 (three definitions); Group 5 (two definitions); Group 6 (ten definitions) and Group 7 (three definitions). Put a small piece of hook and loop tape on the back of each card (behind the term).

1	1 medium and complex medium	2	2 theme and rheme
1	1 genre	3	3 adjacency pair
1	1 context	3	3 turn taking
2	2 coherence	3	3 topic change
2	2 discourse structure/stages	3	3 back-channel responses
2	2 transactional/ international talk	4	4 face saving
2	2 register	4	4 repair strategies
2	2 variety of English	4	4 affective aspects of discourse

continued ...

Trainer material for Activity 2.2.1c

Discourse features: terms cards continued

5	5 intonation	6	6 connective
5	5 prominence	6	6 discourse markers
6	6 substitution	6	6 lexical field
6	6 ellipsis	6	6 time and tense
6	6 anaphoric reference	7	7 vocal features
6	6 cataphoric reference	7	7 body language
6	6 exophoric reference	7	7 features of written texts
6	6 deixis		

Trainer material for Activity 2.2.1d

Discourse features: definitions cards

1	<p>Medium: sound or writing</p> <p>Complex medium: prepared in one medium and transmitted in another e.g. a text is written to be delivered as a speech (Crystal and Davy, 1969, quoted in McCarthy and Carter, 1994).</p>
1	<p>Spoken or written texts which have the same purposes tend to have common features: structure/staging, register, and the grammar and vocabulary, and can be considered to be 'text types'. The following share common features which can be predicted: a service encounter in a restaurant, a report, a formal letter, a speech, a narrative (e.g. a folk tale, a joke, a description, a classroom lesson, a lecture). However, it is important to note that not all aspects of language can be predicted from the text type (McCarthy and Carter, 1994), for example, the 'social' chat in a minicab.</p>
1	<p>This involves factors which affect the construction and interpretation of a piece of spoken or written discourse, including:</p> <ul style="list-style-type: none"> • schema (including: beliefs and notions of status) • assumed background knowledge which may or may not be shared (including jargon) (Mercer, 2000) • knowledge, understanding and skills in relation to genres • the factors in Hymes' model of context for talk, 1974: setting and scene, participants, ends, act sequence, key, instrumentalities, norms, genre (see Session 1, Handout 1.6.1) • power issues • cross-cultural issues.

continued ...

Trainer material for Activity 2.2.1d

Discourse features: definitions cards continued

2	'... the feeling that a text hangs together, that it makes sense, and is not just a jumble of sentences ...' (McCarthy, 1991)
2	Genres/text types have certain conventional structures/stages, e.g. the opening and closing of formal letters.
2	<ul style="list-style-type: none"> • Transactional talk is for getting business done...' • Interactional talk ... the lubrication of the social wheels...confirming and consolidating relationships, expressing solidarity ...' (McCarthy, 1991)
2	'A variety of language selected for use in a specific social situation. In particular, the register differentiates formal from informal use of language ...' (Adult ESOL Core Curriculum). Register choices involve vocabulary and grammar choices.
2	The dialect of English that is used (from Britain or another country); British standard English is a dialect. Some dialects, e.g. standard British English in the UK, have more status than others
2	<p>A spoken or written text can be analysed in terms of what is at the front of the clause (theme) and what follows (rheme). This builds up structure and a pattern within a text. (Halliday, 2004)</p> <p>For example, in the following extract, I and we are used interchangeably to start clauses (the 'themes'), and this builds up a pattern. The overall topic of the extract is: what the people referred to as 'I' and 'we' did, and what happened to them:</p> <p><i>'F: I arrived er in er +in London + in er + October 1998 we arri we + arrived here was er sorry er had a difficult journey + we come here from er + during er by the w-war because we are prosecute + by the military and army + I come here with my husband and my daughter er ...'</i></p>

continued ...

Trainer material for Activity 2.2.1d

Discourse features: definitions cards continued

3	<p>'This occurs when the utterance of one speaker makes a particular kind of response very likely.' (Cook, 1989) For example:</p> <ul style="list-style-type: none"> • a greeting tends to be followed by another greeting • an invitation tends to be followed by an acceptance or refusal. <p>The actual language used will vary according to the context, including the genre. For example, a refusal might have a softener in some situations (e.g. 'Thanks very much, but I'm afraid I'm booked up tomorrow night.'). (McCarthy, 1991)</p>
3	<p>This is concerned with how talk passes from one person to another, and will vary according to the context, including the genre. It includes: how people signal the end of turns, time between turns, and overlap. (Cook, 1989)</p>
3	<p>This is about how and when new topics are introduced, by whom, and the effect on the structure of the talk. (Cook, 1989) There will be variation according to the context, including the genre.</p> <p>For example, the coordinator moves the topic on:</p> <p><i>'C: So were you alone when you first arrive here?</i> <i>H : Yeah, me and my two children</i> <i>C: Right + right + and how long did it take before you could speak a little bit of English how did you find learning English?'</i></p>
3	<p>'... vocalisations such as mm, ah-ha, and short words and phrases such as yeah, no, right, mm, sure ...' used for 'making it clear to the speaker that we are attending to the message.' (McCarthy, 1991)</p>

continued ...

Trainer material for Activity 2.2.1d

Discourse features: definitions cards continued

4	The aim is that the other person's actual or perceived credibility and/or reputation is not damaged (McCarthy and Carter, 1994).
4	<p>'... participants correct either their own words or those of another participants, edging towards a situation in which maximum communication is achieved.' (Cook, 1989)</p> <p>For example, in the following extract, F appears to be using sorry to signal an attempt to repair her own words:</p> <p>'F: I arrived er in er + in London + in er + October 1998 we arri we + arrived here was er sorry er had a difficult journey + we come here from er + during er by the w- war because we are prosecute + by the military and army + I come here with my husband and my daughter er...'</p>
4	Solidarity routines, problem sharing, managing disagreement and agreement, building friendships (McCarthy and Carter, 1994).

5	'... rise and fall of the voice or the way in which changes in the musical pitch of the voice are used to structure speech and contribute to meaning.' (Adult ESOL Core Curriculum.)
5	'Syllables which stand out in the flow of talk, because the speaker has uttered them with relatively greater intensity or duration or pitch variation compared with surrounding syllables' (McCarthy, 1991).

continued ...

Trainer material for Activity 2.2.1d

Discourse features: definitions cards continued

6	<p>Words such as one(s) do, so (not), same, are commonly used in place of previously mentioned items. (McCarthy, 1991.)</p> <p>For example, one replaces child:</p> <p><i>'H: ... I have four- four children my older one is eight years and my smallest is one year old.'</i></p>
6	<p>'... part of the structure of a sentence has been missed out. It may already have been mentioned ...' (Adult ESOL Core Curriculum, 2001.) For example:</p> <p><i>'C: and do you know...what you will have to do to become a nurse do you know how long the training is?</i></p> <p><i>A: I don't know but it is my hope yeah.</i></p>
6	<p>A reference which links back. For example:</p> <p><i>'F: ... now my daughters are six years old and four years + er + they er go er they're are at school nursery school.'</i></p>
6	<p>A reference which links forward. For example:</p> <p><i>'F: I arrived er in er +in London + in er + October 1998 we arri we + arrived here was er sorry er had a difficult journey + we come here from er + during er by the w- war because we are prosecute + by the military and army + I come here with my husband and my daughter er...'</i></p>
	<p>'... directs the receiver 'out of' the text and into an assumed shared world' (McCarthy, 1991). For example, the war:</p> <p><i>F: 'I arrived er in er +in London + in er + October 1998 we arri we + arrived here was er sorry er had a difficult journey + we come here from er + during er by the w- war because we are prosecute + by the military and army + I come here with my husband and my daughter er...'</i></p>

continued ...

Trainer material for Activity 2.2.1d

Discourse features: definitions cards continued

6	<p>'... is where the meaning of pronouns, adverbs etc. (deictics) is determined by the physical context – the setting, time, persons involved e.g. here, there, now, this, that.' (The Adult ESOL Core Curriculum, 2001) For example, here:</p> <p><i>'F: I arrived er in er + in London + in er + October 1998 we arri we + arrived here was er sorry er had a difficult journey + we come here from er + during er by the w- war because we are prosecute + by the military and army + I come here with my husband and my daughter er ...'</i></p>
6	<p>'... signals a relationship between segments of the discourse.' They can be categorised, for example: addition (e.g. and), contrast (e.g. however), cause (e.g. because), temporal (e.g. then, first). In spoken discourse, a narrower range tends to be used (and, but, so, then, because). (McCarthy, 1991)</p>
6	<p>'... a cohesive device or tie used to structure spoken or written discourse ...' Those mainly used in speech include: 'well, right now, mind you, you know, you see'. They are used to move the conversation on. (The Adult ESOL Core Curriculum, 2001). Others, used mainly in writing, include: in conclusion, on the other hand. For example, well:</p> <p><i>'C: Marco how do you.. keep your + er your Ecuadorian culture and language alive + in this country?</i></p> <p><i>M: Well in this country there is + in + I mean in London + there is some places who you can find Latin people exactly y'know only from my country.'</i></p>

continued ...

Trainer material for Activity 2.2.1d

Discourse features: definitions cards continued

- 6 There is an interplay between lexical choices the context, and genre/text type: There is an interplay between the
- 'Continuity may be established in a text by the choice of words. This may take the form of word repetition; or the choice of a word that is related in some way to a previous one ... synonymous, or collocationally ...' (Halliday, 1985.) For example, arrived and come:
- 'F: I **arrived** er in er + in London + in er + October 1998 we **arri** we + **arrived** here was er sorry er had a difficult journey + we **come** here from er + during er by the w- war because we are prosecute + by the military and army + I **come** here with my husband and my daughter er ...'*
- Vague language, such as 'stuff', 'thing(s)' and 'something like that' is used in a range of different ways, including: approximations, marking assumed shared understanding, 'when you don't need to be precise' or don't want to be, as 'an indicator of informality', 'a filler to give speaker and listener time to process and plan ahead', 'a 'downtoner' where a speaker wants to avoid being direct'. (Roskvist, 2002.) For example, **stuff**:
- 'H: I go an afternoon school club, so I meet a lotta mummies (T: Mm-hmm) and always they are really nice. They- they stay and they will talk a lot of stuff and sometimes I meet them again...'*
- 6 There is an interplay between grammar choices, meaning and the context, including the genre/text type, for example:
- the present simple is often used to foreground the main actions/events in stories, anecdotes and jokes ('well, there was this...and he goes...') (McCarthy and Carter, 1994);
- the passive is often used in newspapers. A sentence like 'Many peasants have died.' does not say who/what is responsible. (Fairclough, 2001.)

continued ...

Trainer material for Activity 2.2.1d

Discourse features: definitions cards continued

- | | |
|---|---|
| 7 | Concerned with voice, these are tones which indicate 'attitude or intention in some way' e.g. 'whispering (to indicate the need for secrecy)' (Harmer, 2001). They will vary according to the context, including the genre. |
| 7 | Facial expression, gesture, proximity, posture and echoing (adopting the same posture) (Harmer, 2001.) They will vary according to the context, including the genre. |
| 7 | <p>'... the paralinguistic features...exist in written messages too, where they may be influenced by handwriting or typography, and by whether the message is in an expensive book or on a scrap of paper ...' (Cook, 1989.)</p> <p>These features include:</p> <ul style="list-style-type: none">• the physical form (e.g. book, leaflet, label)• format and layout (e.g. structure and use of headings, bullet points, diagrams, tables)• graphology (type, font, handwriting). |

Handout

Order of play

first	Group 1
second	2
third	3
the rest	4
	5
	6
	7

Handout

Features of discourse: framework

Framework for analysing learner discourse: references

This reference framework has been drawn from the following sources.

Adult ESOL Core Curriculum

Cook, (1989) *Discourse*. Oxford University Press.

Crystal, D. and Davy, (1969) quoted in McCarthy M. and Carter, R (1994) *Language as Discourse: Perspectives for Language Teaching*. London and New York: Longman.

Fairclough, N. (2001) *Language and Power*. London: Longman.

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McCarthy, M. and Carter, R. (1994) *Language as Discourse: Perspectives for Language Teaching*. London and New York: Longman.

Roskvist, A. (2002) 'and stuff like that'. Informal spoken language: what should we be teaching and how can we do it?' In *Language Issues*. Vol.14. No.2. Autumn/Winter, NATECLA.

McCarthy and Carter (1994) emphasise the importance of an integrated approach to language teaching in which discourse is 'integral to its entire operation', and the interplay of the macro and micro is emphasised.

Notes: All the extracts of talk included in this framework are from the video 'I came to England' (produced by LLU+ at LSBU). C = the coordinator; A = Absheera; F = Fravila; H = Hawa; M = Marco.

continued ...

Handout

Features of discourse: framework continued

1	
medium and complex medium	<p>Medium: sound or writing</p> <p>Complex medium: prepared in one medium and transmitted in another e.g. a text is written to be delivered as a speech (Crystal and Davy, 1969, quoted in McCarthy and Carter, 1994.)</p>
genre	<p>Spoken or written texts which have the same purposes tend to have common features: structure/staging, register, and the grammar and vocabulary, and can be considered to be 'text types'. The following share common features which can be predicted: a service encounter in a restaurant, a report, a formal letter, a speech, a narrative (e.g. a folk tale, a joke, a description, a classroom lesson, a lecture). However, it is important to note that not all aspects of language can be predicted from the text type (McCarthy and Carter, 1994), for example, the 'social' chat in a minicab.</p>
context	<p>This involves factors which affect the construction and interpretation of a piece of spoken or written discourse, including:</p> <ul style="list-style-type: none"> • schema (including: beliefs and notions of status) • assumed background knowledge which may or may not be shared (including jargon) (Mercer, 2000) • knowledge, understanding and skills in relation to genres • the factors in Hymes' model of context for talk, 1974: setting and scene, participants, ends, act sequence, key, instrumentalities, norms, genre (see Session 1, Handout 1.6.1) • power issues • cross-cultural issues.

continued ...

Handout

Features of discourse: framework continued

2	
coherence	'... the feeling that a text hangs together, that it makes sense, and is not just a jumble of sentences ...' (McCarthy, 1991.)
discourse structure/ stages	Genres/text types have certain conventional structures/stages for example, the opening and closing of formal letters.
Transactional/ interactional talk	<ul style="list-style-type: none"> • 'Transactional talk is for getting business done ...' • 'Interactional talk...the lubrication of the social wheels ... confirming and consolidating relationships, expressing solidarity ...' (McCarthy, 1991.)
register	'A variety of language selected for use in a specific social situation. In particular, the register differentiates formal from informal use of language ...' (Adult ESOL Core Curriculum) Register involves vocabulary and grammar choices.
variety of English	The dialect of English that is used (from Britain or another country); British standard English is a dialect. Some dialects, e.g. standard British English in the UK, have more status than others
theme and rheme	<p>A spoken or written text can be analysed in terms of what is at the front of the clause (theme) and what follows (rheme). This builds up structure and a pattern within a text. (Halliday, 2004.)</p> <p>For example, in the following extract, I and we are used interchangeably to start clauses (the 'themes'), and this builds up a pattern. The overall topic of the extract is: what the people referred to as 'I' and 'we' did, and what happened to them:</p> <p><i>'F: I arrived er in er +in London + in er + October 1998 we arri we + arrived here was er sorry er had a difficult journey + we come here from er + during er by the w- war because we are prosecute + by the military and army + I come here with my husband and my daughter er...'</i></p>

continued ...

Handout

Features of discourse: framework continued

3	
adjacency pairs	<p>'This occurs when the utterance of one speaker makes a particular kind of response very likely.' (Cook, 1989.) For example:</p> <ul style="list-style-type: none"> • a greeting tends to be followed by another greeting • an invitation tends to be followed by an acceptance or refusal <p>The actual language used will vary according to the context, including the genre. For example, a refusal might have a softener in some situations (e.g. <i>'Thanks very much, but I'm afraid I'm booked up tomorrow night.'</i>). (McCarthy, 1991.)</p>
turn taking	<p>This is concerned with how talk passes from one person to another, and will vary according to the context, including the genre. It includes: how people signal the end of turns, time between turns, and overlap. (Cook, 1989.)</p>
topic change	<p>This is about how and when new topics are introduced, by whom, and the effect on the structure of the talk. (Cook, 1989.) There will be variation according to the context, including the genre. For example, the coordinator moves the topic on:</p> <p><i>'C: So were you alone when you first arrive here?</i> <i>H : Yeah, me and my two children.</i> <i>C: Right + right + and how long did it take before you could speak a little bit of English how did you find learning English'</i></p>
back-channel responses	<p>'... vocalisations such as mm, ah-ha, and short words and phrases such as yeah, no, right, mm, sure ...' used for 'making it clear to the speaker that we are attending to the message.' (McCarthy, 1991.)</p>

continued ...

Handout

Features of discourse: framework continued

4	
face saving	The aim is that the other person's actual or perceived credibility and/or reputation is not damaged (McCarthy and Carter, 1994).
repair strategies	<p>'... participants correct either their own words or those of another participants, edging towards a situation in which maximum communication is achieved.' (Cook, 1989.)</p> <p>For example, in the following extract, F appears to be using sorry to signal an attempt to repair her own words:</p> <p><i>'F: I arrived er in er +in London + in er + October 1998 we arri we + arrived here was er sorry er had a difficult journey + we come here from er + during er by the w- war because we are prosecute + by the military and army + I come here with my husband and my daughter er...'</i></p>
affective aspects of discourse	Solidarity routines, problem sharing, managing disagreement and agreement, building friendships (McCarthy and Carter, 1994.)
5	
intonation	'... rise and fall of the voice or the way in which changes in the musical pitch of the voice are used to structure speech and contribute to meaning.' (Adult ESOL Core Curriculum.)
prominence	'Syllables which stand out in the flow of talk, because the speaker has uttered them with relatively greater intensity or duration or pitch variation compared with surrounding syllables' (McCarthy, 1991.)

continued ...

Handout

Features of discourse: framework continued

6	
substitution	<p>Words such as one(s) do, so (not), same, are commonly used in place of previously mentioned items. (McCarthy, 1991)</p> <p>For example, one replaces child:</p> <p><i>'H: ... I have four- four children my older one is eight years and my smallest is one year old.'</i></p>
ellipsis	<p>'... part of the structure of a sentence has been missed out. It may already have been mentioned ...' (Adult ESOL Core Curriculum, 2001) For example:</p> <p><i>'C: and do you know.. what you will have to do to become a nurse do you know how long the training is?</i></p> <p><i>A: I don't know but it is my hope yeah.'</i></p>
anaphoric reference	<p>A reference which links back. For example:</p> <p><i>'F: ... now my daughters are six years old and four years + er + they er go er they're are at school nursery school.'</i></p>
cataphoric reference	<p>A reference which links forward. For example:</p> <p><i>'F: I arrived er in er +in London + in er + October 1998 we arri we + arrived here was er sorry er had a difficult journey + we come here from er + during er by the w- war because we are/prosecute + by the military and army + I come here with my husband and my daughter er ...'</i></p>
exophoric reference	<p>'... directs the receiver 'out of' the text and into an assumed shared world' (McCarthy, 1991). For example, the war:</p> <p><i>F: 'I arrived er in er +in London + in er + October 1998 we arri we + arrived here was er sorry er had a difficult journey + we come here from er + during er by the w- war because we are prosecute + by the military and army + I come here with my husband and my daughter er...'</i></p>

continued ...

Handout

Features of discourse: framework continued

6	
deixis	<p>'... is where the meaning of pronouns, adverbs etc. (deictics) is determined by the physical context – the setting, time, persons involved e.g. here, there, now, this, that.' (<i>The Adult ESOL Core Curriculum, 2001</i>) For example, here:</p> <p><i>'F: I arrived er in er +in London + in er + October 1998 we arri we + arrived here was er sorry er had a difficult journey + we come here from er + during er by the w- war because we are prosecute + by the military and army + I come here with my husband and my daughter er...'</i></p>
connective	<p>'... signals a relationship between segments of the discourse ...' They can be categorised, for example: addition (e.g. and); contrast (e.g. however); cause (e.g. because); temporal (e.g. then, first)</p> <p>In spoken discourse, a narrower range tends to be used (and, but, so, then, because). (McCarthy, 1991.) For example, and:</p> <p><i>'H: ... I have four-four children my older one is eight years and my smallest is one year old.'</i></p>
discourse markers	<p>'... a cohesive device or tie used to structure spoken or written discourse...' Those mainly used in speech include: 'well, right now, mind you, you know, you see'. They are used to move the conversation on. (<i>The Adult ESOL Core Curriculum, 2001</i>) Others, used mainly in writing, include: in conclusion, on the other hand. For example, well:</p> <p><i>'C: Marco how do you.. keep your + er your Ecuadorian culture and language alive + in this country?</i></p> <p><i>M: Well in this country there is + in + I mean in London + there is some places who you can find Latin people exactly y'know only from my country.'</i></p>

continued ...

Handout

Features of discourse: framework continued

6	
lexical field	<p>There is an interplay between lexical choices, the context, and genre/text type:</p> <p>'Continuity may be established in a text by the choice of words. This may take the form of word repetition; or the choice of a word that is related in some way to a previous one ... synonymous, or collocationally ...' (Halliday, 1985) For example, arrived and come:</p> <p><i>'F: I arrived er in er +in London + in er + October 1998 we arri we + arrived here was er sorry er had a difficult journey + we come here from er + during er by the w- war because we are prosecute + by the military and army + I come here with my husband and my daughter er ...'</i></p> <p>Vague language, such as 'stuff', 'thing(s)' and 'something like that' is used in a range of different ways, including: approximations, marking assumed shared understanding, 'when you don't need to be precise' or don't want to be, as 'an indicator of informality', 'a filler to give speaker and listener time to process and plan ahead', 'a 'downtoner' where a speaker wants to avoid being direct'. (Roskvist, 2002). For example, stuff:</p> <p><i>'H: I go an afternoon school club, so I meet a lotta mummies (T: Mm-hmm) and always they are really nice. They- they stay and they will talk a lot of stuff and sometimes I meet them again ...'</i></p>
time and tense	<p>There is an interplay between grammar choices, meaning and the context, including the genre/text type, for example:</p> <ul style="list-style-type: none"> the present simple is often used to foreground the main actions/events in stories, anecdotes and jokes ('well, there was this ... and he goes ...') (McCarthy and Carter, 1994); the passive is often used in newspapers. A sentence like 'Many peasants have died.' does not say who or what is responsible. (Fairclough, 2001.)

continued ...

Handout

Features of discourse: framework continued

6	
lexical field	<p>There is an interplay between lexical choices, the context, and genre/text type:</p> <p>'Continuity may be established in a text by the choice of words. This may take the form of word repetition; or the choice of a word that is related in some way to a previous one ... synonymous, or collocationally ...' (Halliday, 1985) For example, arrived and come:</p> <p><i>'F: I arrived er in er +in London + in er + October 1998 we arri we + arrived here was er sorry er had a difficult journey + we come here from er + during er by the w- war because we are prosecute + by the military and army + I come here with my husband and my daughter er ...'</i></p> <p>Vague language, such as 'stuff', 'thing(s)' and 'something like that' is used in a range of different ways, including: approximations, marking assumed shared understanding, 'when you don't need to be precise' or don't want to be, as 'an indicator of informality', 'a filler to give speaker and listener time to process and plan ahead', 'a 'downtoner' where a speaker wants to avoid being direct'. (Roskvist, 2002). For example, stuff:</p> <p><i>'H: I go an afternoon school club, so I meet a lotta mummies (T: Mm-hmm) and always they are really nice. They- they stay and they will talk a lot of stuff and sometimes I meet them again ...'</i></p>
time and tense	<p>There is an interplay between grammar choices, meaning and the context, including the genre/text type, for example:</p> <ul style="list-style-type: none"> the present simple is often used to foreground the main actions/events in stories, anecdotes and jokes ('well, there was this ... and he goes ...') (McCarthy and Carter, 1994); the passive is often used in newspapers. A sentence like 'Many peasants have died.' does not say who or what is responsible. (Fairclough, 2001.)

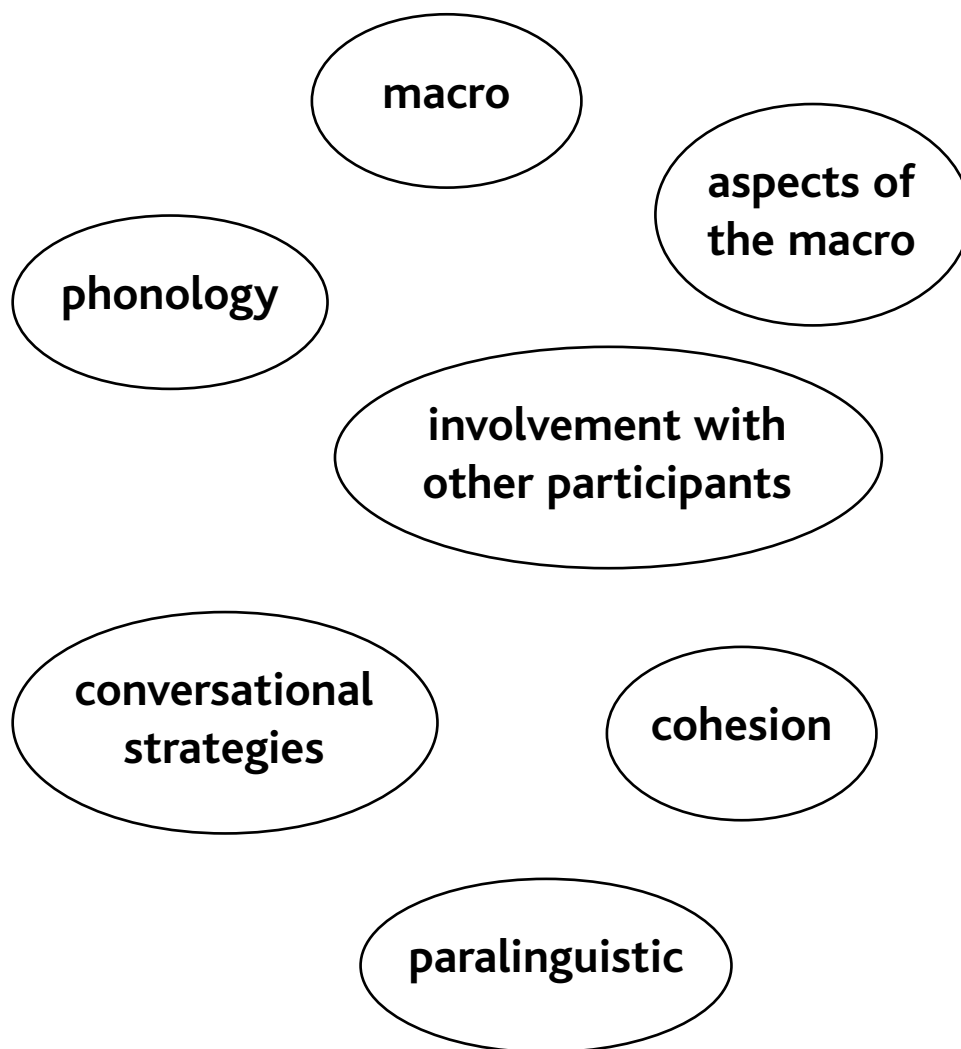
Handout

Features of discourse: framework continued

7	
vocal features	Concerned with voice, these are tones which indicate 'attitude or intention in some way' e.g. 'whispering (to indicate the need for secrecy)' (Harmer, 2001). They will vary according to the context, including the genre.
body language	Facial expression, gesture, proximity, posture and echoing (adopting the same posture) (Harmer, 2001). They will vary according to the context, including the genre.
features of written texts	<p>'... the <i>paralinguistic</i> features ... exist in written messages too, where they may be influenced by handwriting or typography, and by whether the message is in an expensive book or on a scrap of paper ...' (Cook, 1989).</p> <p>These features include:</p> <ul style="list-style-type: none"> • the physical form (e.g. book, leaflet, label) • format and layout (e.g. structure and use of headings, bullet points, diagrams, tables) • graphology (type, font, handwriting).

Activity**Framework headings**

Write these headings in the discourse framework



Handout**Framework headings – answers**

1	macro
2	aspects of the macro
3	conversational strategies
4	involvement with other participants
5	phonology
6	cohesion
7	paralinguistic

Activity

Texts A and B: the macro level

Look at texts A and B and complete the grid overleaf.

Text A

This is an authentic e-mail exchange	
Hola, amiga;	1
What are you doing? I don't think you need to download any programme only the backgrounds you like.	
If you are ready for more sophisticated emails say when and I will send you a power point presentation called tiendas del cielo (with very cute little angels). But you need to have power point running to be able to open it.	5
Life here in the country, well you know.....sneezing like mad with hay fever.	
Adios	
Estela	
Jhon is explaining to me that he got incredimail from an email via Canada and it gives you lots of choices	10
Is that what you are downloading?	
Suerte good luck.	
----- Original Message -----	
From: lucymcmahon@hotmail.com	15
To: estela.adams@ukgateway.net	
Sent: Wednesday, June 09, 2004 3:04 PM	
Subject: hola	
Hi	
I've just been downloading what I thought was the programme to get all these crazy 20 graphics and seem to have downloaded a new email programme!!	
Hmm!!! Hope you are enjoying all this nice weather. Hallo to you all!!	20
Love Lucy	

continued ...

Activity

Texts A and B: the macro level continued

Text B

This is from the video 'I came to England': (C = coordinator M = Marco)

C: Marco, how do you ... keep your ... er your Ecuadorian culture and language alive ... in this country? 1

M: Well in this country there is ... in I mean in London there is some places who ... you can find Latin people exactly y'know only from my country er you can find people from– to Argentina to Mexico all central south and ... part of North America who speak Spanish ... or well who speak ... er Castellano and there is easy to communicate with them in ... you know so always ... around er ... I mean Elephant and Castle there is some shopping small shoppings and you can find people from all country. 5

C: What about at home with your family wh-how-how do you umm ...

Complete this grid with notes describing the macro level of texts A and B.

	Text A	Text B
medium/complex medium		
genre		
register		
variety of English		

Handout

Texts A and B: the macro level – completed grid

Text A	Text B
Medium/complex medium	
written	spoken
Genre	
e-mail (between friends) – explaining/advising	interview-like conversation – explaining
Register	
informal	fairly informal
Variety of English	
standard British English, with code switching between Spanish and English in one e-mail	C: standard British English M: interlanguage with standard English as target

Trainer material for Activity 2.4.3

Texts A and B: card activity

Make one set of laminated cards for each pair of participants and one laminated grid (see next sheet). Ask participants, in pairs, to place the cards on the grid.

Cards

discourse structure: openings: 'Hola amiga', 'Hi' closings: 'Adios', 'Love Lucy'	discourse structure: C and M take turns to talk. C asks the questions and introduces the topics . When M has finished answering a question, C asks another one.
some incomplete sentences e.g. 'only the ...' (line 2)	some incomplete sentences e.g. 'there is some...' (lines 7-8)
discourse markers: 'well you know' 'Hmmm'	discourse markers: 'well' 'you know' 'I mean'
forms called 'heads': 'life here in the country'	forms called 'heads': 'Elephant and Castle'
deictic words: 'here' (line 7)	deictic words: 'here' (lines 2 and 3)
language of explanation/advice: 'I don't think you need ...' 'But you need to have ...'	language of explanation/advice: 'there is some places who ... you can find Latin people ...'

continued ...

Trainer material for Activity 2.4.3

Texts A and B: card activity continued

Make one grid for each pair of participants.

Grid

Text A: e-mails between friends	Text B: features of an interview
discourse structure	discourse structure
sentences	sentences
discourse markers	discourse markers
forms called 'heads'	forms called 'heads'
deictic words	deictic words
language of explanation	language of explanation

Note:

- interplay of the macro and micro in genres
- features of genres differ across cultures
- learners need to be familiar with genres.

Handout

Texts A and B: card activity – answers

Text A: e-mails between friends	Text B: features of an interview
medium/complex medium: written	medium/complex medium: spoken
genre: e mail (between friends) – explaining/ advising	genre: interview-like conversation – explaining
register: informal	genre: fairly informal
varieties of English: standard British English, with code-switching between Spanish and English in one e-mail	varieties of English: C: standard British English M: interlanguage with standard English as target
discourse structure: openings: 'Hola amiga', 'Hi' closings: 'Adios', 'Love Lucy'	discourse structure: C and M take turns to talk. C asks the questions and introduces the topics . When M has finished answering a question, C asks another one
some incomplete sentences e.g. 'only the ...' (line 2)	some incomplete sentences e.g. 'there is some ...' (lines 7–8)
discourse markers: 'well you know' 'hmmm'	discourse markers: 'well' 'you know' 'I mean'
forms called 'heads': 'life here in the country'	forms called 'heads': 'Elephant and Castle'
deictic words: 'here' 'here' (line 7)	deictic words: 'this' (lines 2 and 3)
language of explanation/advice: 'I don't think you need ...' 'But you need to have ...'	language of explanation: 'there is some places who ... you can find Latin people...'
Note: <ul style="list-style-type: none"> • interplay of the macro and micro in genres • features of genres differ across cultures • learners need to be familiar with genres 	

Carter (2002) says that we can:

‘plot the characteristics of different types of discourse as
‘more or less’ typically written or spoken.’

Carter, R. (2002) ‘The Grammar of Talk: Spoken English, Grammar and the Classroom’ in *Language Issues*. Vol.14. No.2. Autumn/Winter. NATECLA.

Activity**Interactional and transactional talk –
pre-session task**

The pre-session task was as follows.

Read McCarthy, M. (1991) *Discourse Analysis for Language Teachers*. Cambridge University Press, pp. 136–7 plus dialogues 5.13 and 5.14 on pp. 132–4 'Interactional and transactional talk'. Then complete the following tasks.

1. Underline the definitions of interactional and transactional talk on p.136.
2. Distinguish the interactional and transactional talk in extracts 5.15 and 5.16 on p. 137.
3. Consider the implications for teaching speaking and make a few notes.

In small groups, referring to the McCarthy extract, discuss points 1 and 2.

Handout

Interactional and transactional talk: pre-session task – feedback

'Transactional talk is for **getting business done in the world ...**'

'Interactional talk, on the other hand, has as its primary functions **the lubrication of the social wheels ...**'

Transactional talk = **blue**

Interactional talk = **red**

'(5.15)

Customer: **Can you give me a strong painkiller for an abscess, or else a suicide note.**

Assistant: *(laughing)* **Oh dear! Well, we've got ... (etc.)'**

'(5.16)

Porter: **So, Foti ... and Spampinato ... (writes their names) are you Italians? I'm studying Italian Art, only part-time, of course, I love it, I love Italian art.**

Student: *(looking bewildered)* **Excuse me?'**

(From McCarthy, 1991)

Activity

Interactional and transactional talk in the video excerpt: context and task

This video excerpt is taken from 'Differentiation in ESOL teaching', produced by LLU+ at London South Bank University (2004; reference PLRA V1) and available from the DfES Publications 0845 60 222 60 or e-mail dfes@prolog.uk.com.

This video is used twice in this session. This activity involves the first excerpt: counter 10.04.31 to 10.05.58.

Context of the interaction in the video

('Differentiation in ESOL teaching')

- an ESOL class: learners at Entry 2 and 3
- the topic of the lesson: jobs.

This excerpt is from a mingling activity and shows a mixture of learners talking in twos and in a larger group about jobs (how difficult it is to find a job and whether they have had jobs).

Task

Compare the following two learners in terms of their use of transactional and interactional talk:

- Hamid (a man from Iraq) – wearing a blue shirt – appears first – is talking to a woman
- Yoongthong (a woman from Thailand) – wearing a black top – part of a large group talking together)

Handout**Interactional and transactional talk:
implications for ESOL teaching and
learning**

- ... some teaching materials are imbalanced between the two types of talk.' (McCarthy, 1991)
 - consider the balance when selecting/making materials
- the mix of interactional and transactional talk is often unpredictable:
 - select/make tapes with unpredictable mixes
 - build unpredictable mixes into service encounter role plays
- interactional and transactional talk is a cross-cultural issue:
 - discuss how conventions differ across cultures
 - elicit examples of conventions from other cultures
- ensure that learners will be able to make informed choices in relation to interactional and transactional talk (mix and topics):
 - discuss the implications of not following conventions.

Handout

Analysing talk

- Sinclair and Coulthard model, 1975¹:

an 'exchange' { an 'opening move'
 an 'answering move'
 a 'follow up move'

for example, one exchange and the beginning of another:
 (from Sinclair and Coulthard, 1975¹)

Teacher: Can you tell me why do
 you eat all that food? Yes. opening move

Pupil: To keep you strong. answering move

Teacher: To keep you strong. Yes.
 To keep you strong. follow up move
 Why do you want to be
 strong? opening move

¹ Sinclair, J. and Coulthard, R. M. (1975) *Towards an Analysis of Discourse*. Oxford University Press.

continued ...

Handout

Analysing talk continued

- this global model is not appropriate for all discourse, (Cook, 1989; McCarthy, 1991), for example:

 'A: I'm dying to know – where's my watch by the way?
 B: What?
 A: What Gillian's aerobics session are like HA HA HA HA
 B: What aerobics sessions? It's here.
 A: Gillian does aerobics sessions every evening. LEADS them. Thanks. Can you imagine.'
 (Cook, 1989)
- other models are needed.

Cook, G. (1989) *Discourse*. Oxford University Press.

McCarthy, M. (1991) *Discourse Analysis for Language Teachers*. Cambridge University Press.

Handout

Conversation analysis

- an approach developed by a group working in the 'ethnomethodologist' tradition
 - 'they view discourse as a developing process ...' (Cook, 1989: 52).
 - 'they begin at the most local level, trying to see how participants in interaction handle conversation' (Cook, 1989: 52);
- this approach involves a consideration of how participants
 - '... cooperate in the management of discourse' (McCarthy, 1991: 24);
- their categories of analysis include:
 - adjacency pairs
 - turn taking
 - topic change
 - back channel responses
 - face saving
 - repair strategies
 - affective aspects of discourse

(from the features of discourse framework: Handout 2.2.3 headings for groups 3 and 4.)

Cook, G. (1989) *Discourse*. Oxford University Press.

McCarthy, M. (1991) *Discourse Analysis for Language Teachers*. Cambridge University Press.

Handout**Doing conversation analysis**

'A: I'm dying to know – where's my watch by the way?

B: What?

A: What Gillian's aerobics session are like HA HA HA HA

B: What aerobics sessions? It's here.

A: Gillian does aerobics sessions every evening. LEADS them. Thanks. Can you imagine.'

(Cook, 1989)

Features:

- adjacency pairs
- turn taking
- topic change
- repair strategies
- affective aspects of discourse.

Conversation analysis considers the local; rather than the global and demonstrates that discourse is not tidy, for example:

- overlaps
- people finish other people's turns
- topics move around.

This approach has been criticised for not taking full account of the power relationships which structure how people talk to others (e.g. Fairclough, 2001.)

Cook, G. (1989) *Discourse*. Oxford University Press.

Fairclough, N. (2001) *Language and Power*. London: Longman.

Activity**Discourse priorities for learners to work on**

Extract from the video 'Differentiation in ESOL teaching', produced by LLU+ at London South Bank University (2004; reference PLRA V1). The video is available from the DfES Publications 0845 60 222 60 or e-mail dfes@prolog.uk.com.

Counter: 10.03.21 to 10.03.55

This excerpt is from a mingling activity (as in the excerpt used for Activity 2.6.3).

Yoongthong (a woman from Thailand, wearing a black top) is talking to Natalia (a woman from Moldova, wearing a grey cardigan).

L1 do you think it's easy to find a job in London

L2 em + I think not easy but it's not too difficult if you're looking for (*laughs*) what about you

L1 I think it's difficult

L2 you think so

L1 yes

L2 maybe you don't look too hard (*laughs*)

L1 no for the moment I didn't look but + but my husband looked and I know

L2 you don't think it is easy

L1 I think it's difficult and have you had a job

L2 yes + I have

continued ...

Activity

Discourse priorities for learners to work on continued

Task

1. While watching the video excerpt, take note of intonation.
2. Select two discourse priorities for each learner to work on, in terms of conversational strategies (consider: adjacency pairs, turn taking, topic change, intonation).

Trainer notes

Discourse priorities for learners to work on

Yoongthong (woman in black top from Thailand):

1. Interpreting signals that someone is ready to move the topic on: the other woman sounded definite when she said 'I know' with falling intonation, and she didn't give the impression that she wanted to debate how easy it is to find a job in London.
A key issue here is whether the Thai woman had the knowledge of English intonation needed to interpret the other woman as definite (Thai is a tonal language in which intonation and pitch are used very differently to English).
2. Expressing disagreement politely using appropriate intonation and softener, e.g. 'Oh it's interesting you have found that ...'
3. Developing a topic: although the other woman had answered her question about the ease of finding work in London, Yoongthong kept coming back to this same issue; this could be seen as a repetition of an adjacency pair. It is possible that she did this because she was lacking the language to develop the topic further.

Natalia (woman in grey cardigan from Moldova):

1. Discourse markers to signal topic change (e.g. anyway).
2. Being definite (but avoiding saying 'I know').

Turn taking

- differs according to the genre/text type
- involves an interplay of different discourse features.
- conventions differ across cultures, for example:
 - the ways in which intonation, gestures and eye contact are involved in signalling the end of a turn
 - overlap tolerance
 - whether pauses are expected/tolerated, and if so, length.

References to turn taking in the Adult ESOL Core Curriculum:

Entry 2 p 122; Entry 3 p 198; level 1 pp 276–8 (including interrupting)

Activity

Turn taking and a choice of tasks (intonation OR turn taking)

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- References to turn taking in the Adult ESOL Core Curriculum:
 - Entry 2 p. 122
 - Entry 3 p.198
 - Level 1 p. 276–8 (including interrupting)

Choice of tasks:

A. Recognising intonation

1. In groups of three, allocate roles: A, B, C.
2. Tasks:
 - A asks B the following question six times:
Are you using the ESOL curriculum?
 - B answers as follows.
 - yes – four responses with the following meanings:
of course; sort of; resigned; enthusiastic.
 - no – two responses with the following meanings:
absolutely not, I'm holding out; I'm not keen to have to admit I'm not
 - C listens to the six interactions between A and B.
3. C reports back any observations from listening to the six interactions.
4. Discuss implications for ESOL teaching and learning.

continued ...

Activity

Turn taking and a choice of tasks (intonation OR turn taking) continued

B. Turn taking

Discuss the following questions in pairs or small groups:

- Have you tried any of the sample activities in the ESOL curriculum for working on turn taking, or any others?
- How would you raise cross-cultural issues in relation to turn taking?

Activity**Follow-up activities to Session 2**

1. Read Cook, G. (1989) *Discourse*. Oxford University Press.
p. 52–7 about conversation. *Note: you are not required to do the tasks included in these pages.*
2. Read Roskvist, A. (2002) "'and stuff like that'. Informal spoken language: what should we be teaching and how can we do it?" in *Language Issues*. Vol.14. No.2. Autumn/Winter, NATECLA.
3. Read Illes, Eva (2002) 'An Introduction to Pragmatics for Teachers' in *Language Issues*. Vol.14. No.2. Autumn/Winter. NATECLA.
4. Read Harmer, J. (2001) *The Practice of English Language Teaching*. London: Longman. pp. 33–5 'Paralinguistic features of language'.
5. Reread all the handouts from Session 2.
6. Complete the PDJ sheet.
7. Bring to each session Handout 2.2.3: Features of discourse: framework.