

**Name of Course:** Discourse Analysis, Spoken Communication (M.Ed.)

(ניתוח השיח: השפה המדוברת (תואר שני)

**Name of Teacher:** Dr. Valerie S. Jakar

**Number of Hours:** Two hours weekly for one semester

**Type of Course:** Interactive lecture (first year, compulsory)

**Course Description:** In this course, students will examine spoken language communication in a range of situations including classrooms and lessons where a second or foreign language is being taught. Following a review of sociolinguistic approaches, and typical features of spoken interaction, we will engage in collaborative study of features which are significantly related to language learning and teaching. The course includes online modules.

- Course Outline:**
1. Types of spoken language patterns and phenomena that occur in conversations and other social interactions
    - 1.1 Speech Act Theory, Speech Act sets
    - 1.2 Genres of speech performance
    - 1.3 Talks and lectures in the digital age
  - 2 Ways and means to observe, note and describe language interaction
    - 2.1 Discourse Analysis
  3. Common features of classroom interaction:
    - 3.1 Negotiation
    - 3.2 Feedback
    - 3.3 Turn-taking

3.4 Correction

3.5 Questioning

3.6 Framing

3.7 Humour

3.8 Regulatory language for specific purposes

4. Investigating the second/foreign language classroom

4.1 Language Learning classroom situations and the related use of the target language

**Course Outline:**

1. A review of types of spoken language patterns and phenomena that occur in conversations and other social interactions, Speech Act Theory, Speech Act sets; genres of speech performance
2. A review of ways and means to observe, note and describe language interaction
3. Analysis of discourse
3. Examination of common features of classroom interaction including: negotiation, feedback, turn-taking, correction, questioning, framing, humour, and regulatory language for specific purposes
4. An investigation of second/foreign language classroom situations with respect to the teacher, the students and the environmental influences

**Methods of Teaching:** Presentations, short lectures, practica, viewing of training materials; class discussions based on readings and student presentations; extensive use of current journals, fora and magazines published for teachers of English. Four sessions will be conducted online utilizing a variety of communication and didactic tools.

- Course Requirements:**
1. Active attendance and participation
  2. Ongoing input in collaborative sessions
  3. Completion of analysis exercises
  3. Brief oral presentation of content of term paper
  4. Term paper
  5. Individual annotated bibliography

**Assessment:**

40%	Analysis exercises
40%	Final paper: an account of the study undertaken
10%	English Mastery, and class participation
10%	Annotated Bibliography

**References (\* = required reading):**

- Celce-Murcia, M., & Olshtain, E. (2000). *Discourse and context in language teaching: A guide for language teachers*. Cambridge: Cambridge University Press.
- \* Cohen, A., & Olshtain, E. (1994). Researching the production of second language speech acts. In E. Tarone, S. Gass & A. D. Cohen (Eds.), *Research methodology in second-language acquisition* (pp. 143-156). Hillsdale, NJ: Lawrence Erlbaum.
- \* Howard, A. (2010). Is there such a thing as a typical language lesson?. *Classroom Discourse*, 1(1), 82-100.
- Pjgadbois (2009). *Iambic pentameter Rap*. Retrieved from <http://www.youtube.com/watch?v=p226OX39OLs>
- Konold, K. E., Miller, S. P., & Konold, K. B. (2004). Using teacher feedback to enhance student learning. *Teaching Exceptional Children*, 36(6), 64-69.
- \* Nunn, R. (2001). *Language learning across boundaries-negotiating classroom rituals*. Retrieved from <http://www-writing.berkeley.edu/TESL-EJ/ej18/al.html>

Panova, I., & Lyster, R. (2002). Patterns of corrective feedback and uptake in an adult ESL classroom. *TESOL Quarterly*, 36(4), 573-595.

\* Rymes, B. R. (2010). Classroom discourse analysis: A focus on communicative repertoires. In N. H. Hornberger & S. L. McKay (Eds.), *Sociolinguistics and language education* (pp. 528-546). Bristol, UK: Multilingual Matters.

Tunstall, P., & Gipps, C. (1996). Teacher feedback to young children in formative assessment: A Typology. *British Educational Research Journal*, 22(4), 389-404. Retrieved from [http://datause.cse.ucla.edu/DOCS/pt\\_tea\\_1996.pdf](http://datause.cse.ucla.edu/DOCS/pt_tea_1996.pdf)