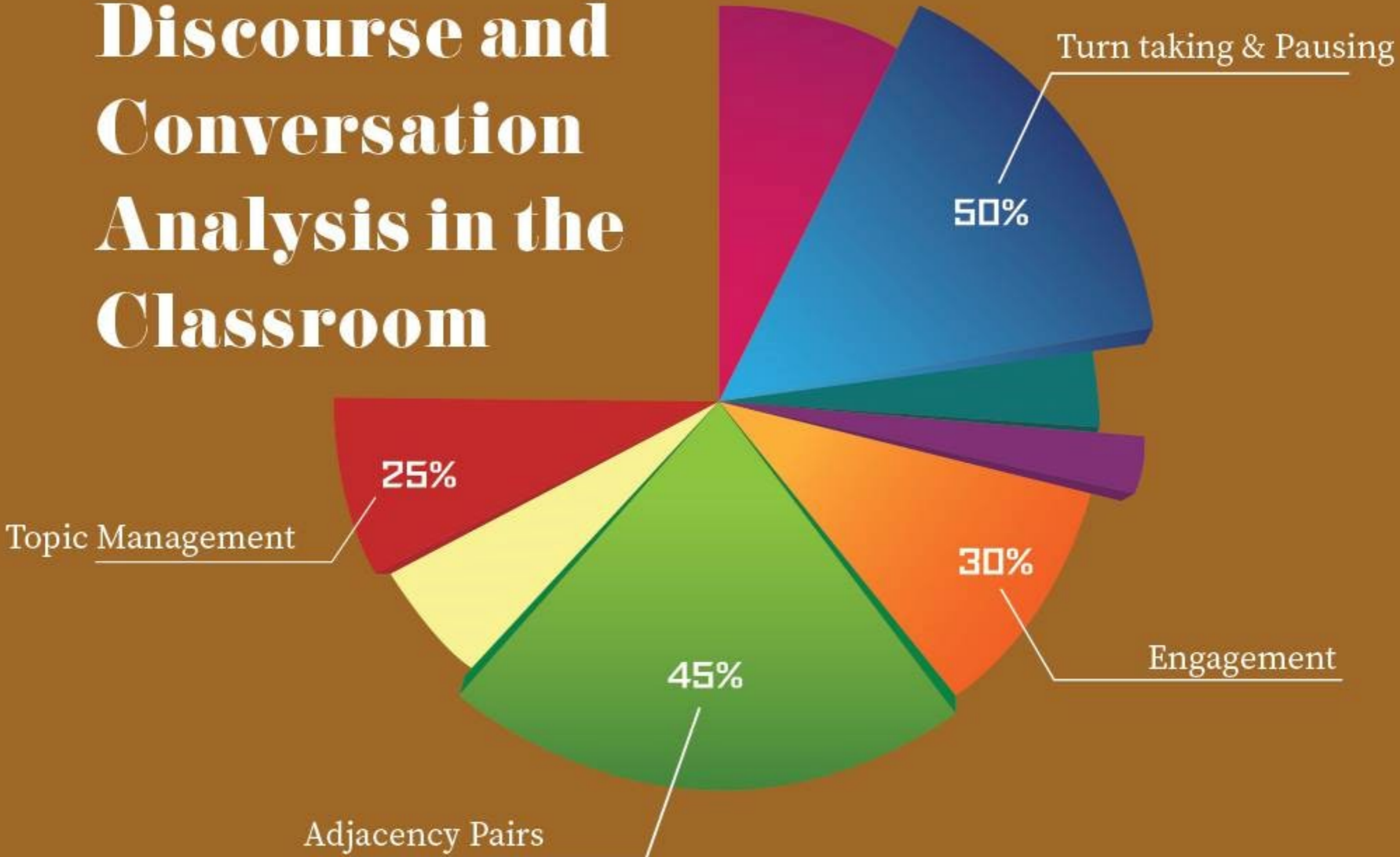


# Conversation Analysis and Higher Order Thinking Skills

## Discourse and Conversation Analysis in the Classroom



# Discourse Analysis: a written example

Context, situation, participants, & medium



(Watterson, 2005)

# Discourse Analysis: an example explained

Medium: a serial comic that is often satirical in nature. (Short, to the point and makes fun of everyday events in the life of a young boy.)

This is Calvin: a trouble maker with a VERY, active imagination.

A flamethrower is not for kids.

This is a typical question, response sequence for telephone calls.



This is Calvin's father: he often has to deal with Calvin's craziness.

There is a power relationship between them, which Calvin tests constantly.



This is not a typical response to the caller's question.

# Discourse Analysis: some spoken examples

Context and situation mean everything especially in spoken discourse

Create a context and suggest an intonation for the following *without changing their grammatical structure?* (McCarthy, 1991)

- |                         |                              |
|-------------------------|------------------------------|
| 1. did I really do that | (a) question (b) exclamation |
| 2. you don't love me    | (b) question (b) statement   |
| 3. you take it          | (c) statement (b) command    |
| 4. make me a sandwich   | (a) command (b) question     |

Some of the spoken functions that can be examined by learners:

questions, exclamations, commands, request, opinions, justifications,  
promises, advice, suggestions

# Discourse Analysis:

## Discourse Analysis: what is it?

“Discourse analysis is concerned with the study of the relationship between language and the contexts in which it is used.” *(McCarthy, 1991, p.5)*

### **It is used to examine in detail:**

Situations in which language takes place

- the formulae that people use in language
- the conventions that people use with language
- the distinction between language forms and discourse functions

How does "I'll do it tomorrow." become a promise?

It rigorously details and examines all of the above different factors and attempts to provide explanation using a separate system of labels than conventional grammarians.

# Conversation Analysis:

## How is Conversation Analysis different?

"Talk-in-interaction has become the accepted superordinate term to refer to the object of CA research" (*Drew & Heritage 1992, p.4*).

## Conversation Analysis is:

- Not concerned about building structural models
- Focused on observation of the behaviour of participants
- Focused in the interactional nature of talk
- Focused on patterns which become apparent
- Derived from a wide range of natural spoken data.

How does the interlocutor say "I'll do it tomorrow." and what happens before and after they say it?

# Conversation Analysis:

## What are the patterns?

- *Topic Management & Turn taking & pausing*
- *IRF*
- *Engagement (e.g. Echo, Overlapping)*
- *Adjacency pairs*
- *Repair*

Who does the talking, initiates the talk, controls the topic, holds the floor & for how long

Initiation, Response, Feedback: typical observed behaviour between teachers & students

Strategies deployed to indicate interest, active listening, politeness, etc.  
e.g. two interlocutors talking at the same time

Conditionally relevant talk between two interlocutors

Error correction, self / other initiated, self / other repair

(Seedhouse, 2006)

# Developing Skills

How it is useful for learners?

## Critical thinking skill development

- Empowers learners to think for themselves (Dunn, 2014).
- Supports language acquisition (Grosser and Nel, 2013).

What do they say, how do they say it, why do they say it?

## Metacognitive skill development

- Empowers learners to make decisions about their learning (O'Malley and Chamot, 1990).
- Critical reflection and evaluation guides strategy development (Anderson, 2002, 2005).

## Self-correction skill development

- Japanese learners find coding to be helpful (Kubota, 2001).
- Coding guides Japanese learners to self repair (Makino, 1993).



# Training the learner: PANDA

## Teaching learners to transcribe their own recordings: A demonstration

### (Pronunciation)

P: /katakana English/ P: [odd pronunciation]

Take note on how you pronounce words

### (Accuracy) Vocabulary/Grammar

A: {odd grammar/vocabulary}

Take note on your grammar/vocabulary mistakes

### (Naturalness) Speed / Usage of vocabulary

N: short pause (.) N: long pause (..) N: very long pause (...)

N: very^fast^talking

Take note on how fast (naturally) you pronounce words

### (Discourse) Organization of talk

D: = overlap, D: @ continue what other person says,

D: # appropriate response

Take note on how your talk is organized, how you respond to questions

### (Amount of English)

¥nihongo¥

Take note on any Japanese words you use



### Example transcription for learners

Time start: 1:44

1. T: refrigerator
2. Eri: /refrigirata/
3. T: #very good
4. Eri: /refigirata/=
5. T: #yah
6. Eri: = in cheese
7. T: =um hmm refrigerator in cheese?
8. oh my god!
9. Eri: =ee? =ee?
10. T: ¥chizu^nakade^reizouko¥?
11. Eri: ¥youku¥ cheese in /refreegarata/

Time finish: 2:09

# PANDA Self-analysis

*Transcription is: "who said/wrote what, to whom, in what manner, and under what circumstances."*

*(Schiffrin, Tannen, & Hamilton, 2001)*

Learners can use the apps on their phones to record. The recordings can be e-mailed to the teacher.

- A. Listen to your conversation that you just recorded.
- B. Listen again and write (10-12 lines) what you and your partner said.
- C. Try to think about your 'talk' according to the PANDA guidelines
- D. Listen again and check if you missed anything or want to take more notes.

Ex. Type/level name line. Write exactly what you heard in the space.

Ex.	Type/level	name	line. Write exactly what you heard in the space.
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____	_____	_____
9.	_____	_____	_____
10.	_____	_____	_____
11.	_____	_____	_____
12.	_____	_____	_____

# PANDA Self-analysis

## Examples of teaching learners to transcribe their own recordings:

Ex. Type	name	line. Write exactly what you heard in the space.
1. N	a	How many hours a day do you spend online? Is this a lot of about you average?
2. N	b	eh... Free time is... {used... spend} online. How about you?
3. N	a	I spend a five ours. I live alone. Very only.
4. N/D	b	I {call calling} my friend in Ottawa. I talk three hours (.) every day.
5. D	a	= oh! oh! three hours!?
6. N	b	I cooking and watching TV and talking my friend.
7. D	a	#ah! oh, I see. That's a great.
8. A	b	But if my phone is {limit speed limit}.
9. A	a	I can't use SNS twitter and Instagram {not not see not watch} the picture.
10. D	b	ah ~ (.) ah ~ # (laugh)

Ex. Type	name	line. Write exactly what you heard in the space.
1. A	a	What color {are you} cheeks?
2. N	b	My cheek color to... white, red cheeks colors. How are you?
3. N	a	I like pink... Because it is major. it's cordimate just color.
4. D	b	#I^see?
5. N	a	What from communication. Do you use most?
6. N/D	b	#Ah... I use to speak {to and} Lines twitter.
7. A	a	{How from use} communication do you most?
8. A	b	{I use most is} SNS for Line, twitter, Instagram.
9. A	a	I have to account Instagram {to I don't} use to Instagram.
10. N	b	My picture show me follow me... As same twitter.

Ex. Type	name	line. Write exactly what you heard in the space.
1. N	me	How many hours day do you spend online is this a lot or not?
2. N	You	I usually... Ten hours. I use smart phone and playing video games. How about you?
3. D	me	well... Ten hours. I watch twitter, Instagram snapchat line watching.
4. D	You	I see.
5. N	me	do you have Instagram?
6. D	You	Yes.
7. D	me	Ah... twitter?
8. D	You	Oh, Yes.
9. N	me	why, why has the internet in... become so popular quickly?
10. N	you	I think... {to other} communicate.

Ex. Type	name	line. Write exactly what you heard in the space.
1. P	a	What/color are your cheeks?
2. P	b	My /cheek/ color is pink. How about you?
3. D	a	My color...
4. P	b	OK (laugh) I see. What from of /communication/
5. A	a	{do you use most}? what ~ you? (laugh)
6. A	b	I {open talking} what ~ you? (laugh)
7. P/N	a	{...} /gesture/ ?
8. D	b	ah (laugh) ...
9. P	a	What/ is a very useful tool to have in the house
10. N	b	tool, ... ?

# Self-correction Skill Development

What can be accomplished?

Getting learners to self-initiate & self repair

1. i have good reason. i also i think that herbivore man will continue.
2. do you know the comic book otomen?
3. the title was otomen. that comic was hit two three years ago.
4. because the comic book was a hit. many herbivore man's sympathy.....
5. society like maybe this idea, so i think the average of herbivore man will increase,
6. because the title of the comic was how to say became a tv drama
7. and very famous actor act the main character. that will impact many people.

(MJ: 1<sup>st</sup> year Japanese university student, 2016)

Allows for learners to focus on error correction that is self-initiated and self-repaired by having them review their own transcripts.

Teachers can draw learners attention to errors they need to pay attention to or the teacher wants them to focus on.

# Metacognitive Skill Development

What can be accomplished?

Getting learners to think about their thinking

1. MJ: i think that is true. many men tend to work harder.
2. don't spend with their family but these days there I think
3. these days there is changing because have you ever
4. heard of ikemen?
5. YJ: ah! i see.
6. MJ: ikemen means the man they can take care of their child
7. and cooking, cleaning their house,
8. YJ: but i think ah...japanese government make a ..... law
9. MJ: whats kind of, whats kind of law?
10. so the average of ikemen is increasing so
11. YJ: to grow children to help women to birth child em?
12. birth child. 産休 (sankyu) in japanese.
13. MJ: that means maternity leave. government says women can take a rest.
14. government says they can spend time take with their family.
15. for three or four years?
16. YJ: it is difficult to take a rest for women because society is society is...
17. MJ: it is difficult to receive the woman who come back to work
18. after materity leave sankyu so maternity leave is also problem. have to change the law.
19. YJ: sou (i agree)

(MJ & JY: 1<sup>st</sup> year Japanese university students, 2016)

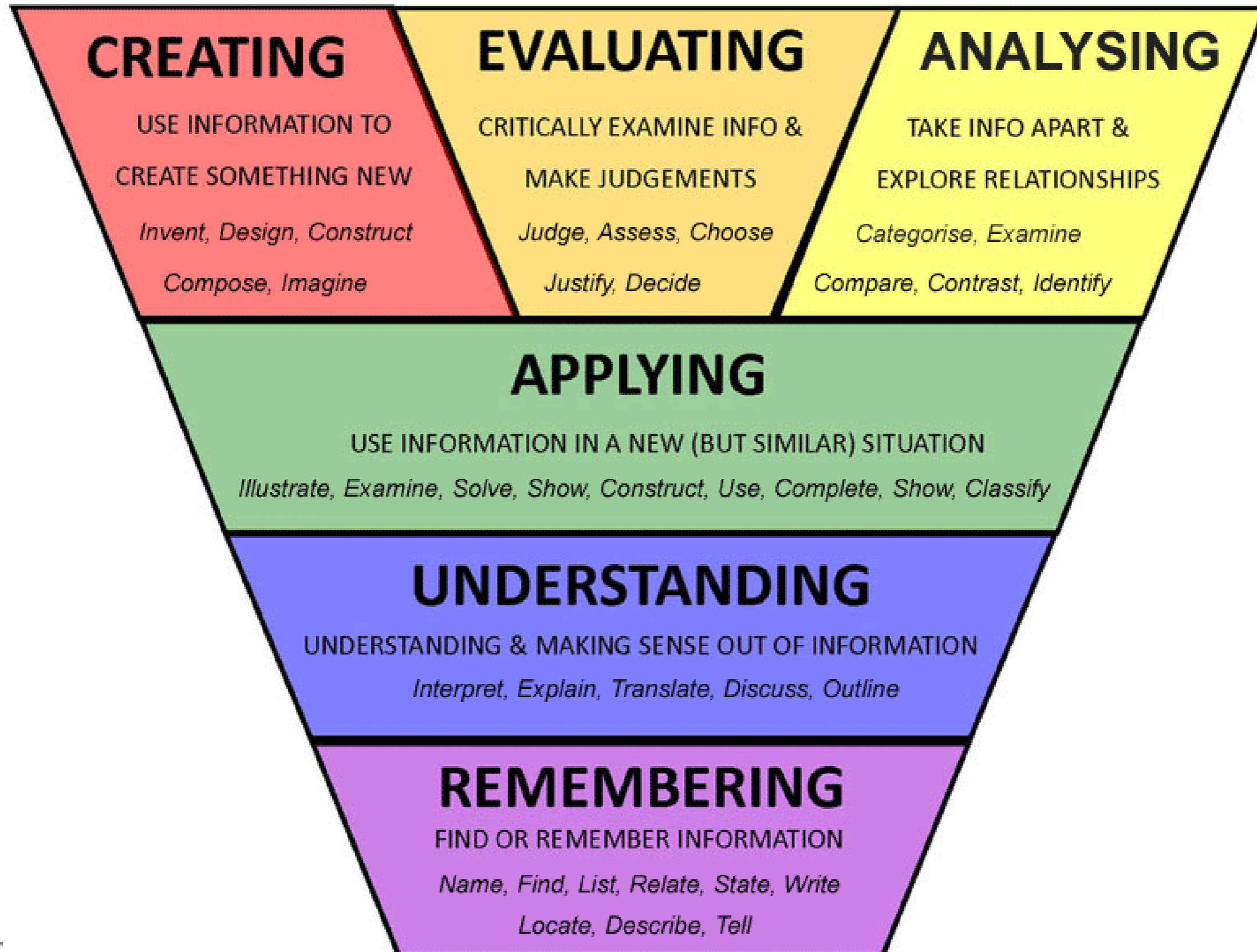
Have learners self-evaluate performance, discuss strategies to improve, repeat activity, evaluate again.

Introduce new strategies to learners.

# Higher Order Thinking Skill Development

What can be accomplished?

Getting learners to use critical thinking skills in their speaking



# PANDA Self-assessment scheme

## Level 1

### Pronunciation

- Uses a lot of “Katakana English”
- Has difficulty pronouncing familiar words

### Symbol (Example)

/bato/  
[sukeral]

### Accuracy

- Uses simple vocabulary incorrectly
- Repeats vocabulary often
- Has difficulty with basic grammar structures and tenses
- Grammar, vocabulary and pronunciation make it hard to communicate

{its funny time}  
{fun fun}  
{I running}  
{I no}

### Naturalness

- Speaks in using single words or short groups of 2 to 3 words
- Speaks slowly with many pauses, hesitations and repetitions

(.), (..), (...)

### Discourse

- Inappropriate follow-up on partner’s talk
- Does not connect ideas
- Gives short 1-2 word responses
- Does not appropriately overlap

### Amount of English

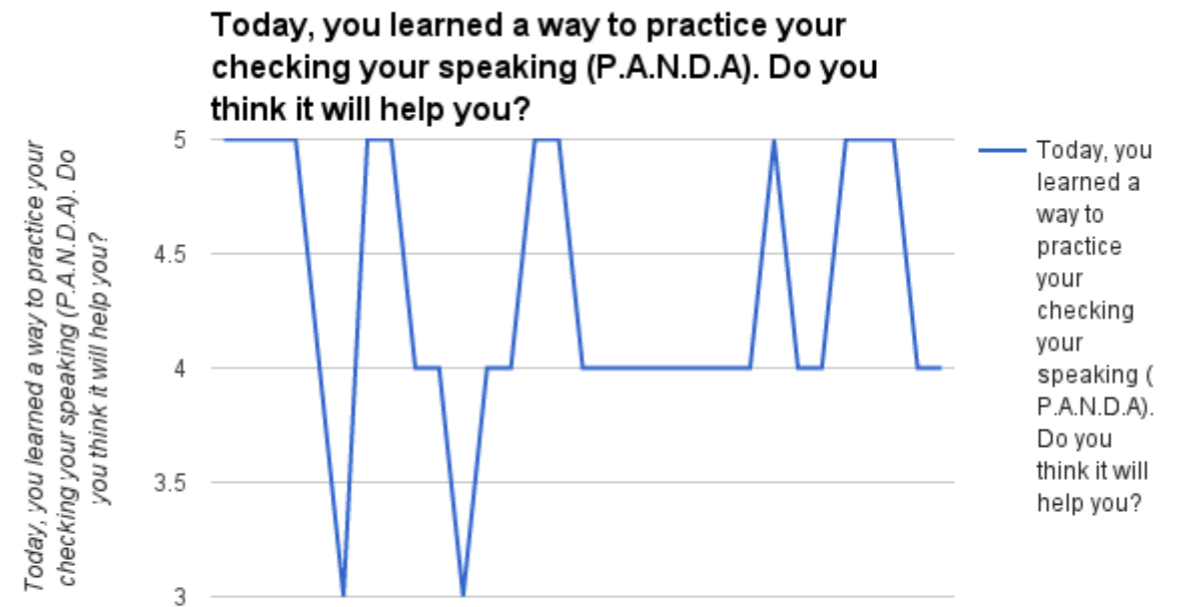
- Relies heavily on gestures
- May revert to first language

¥etto¥, ¥nandate¥

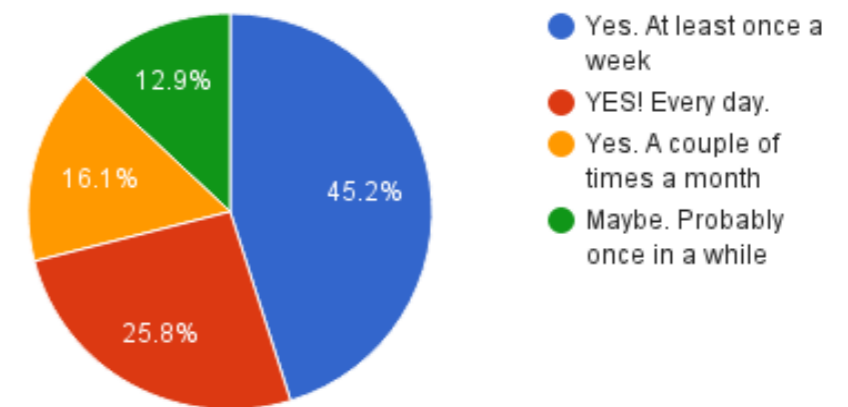
# Conversation Analysis for Learners: Thinking Critically

## Assumptions:

- Technology can be a valuable assets in the classroom.
- Most university learners have a smartphone. Special permission may be required for HS/JH students
- Learners already have metaknowledge of their L2.
- Learners need to become more aware of how they speak in their L2.
- Learners need to become more aware of their errors.
- Learners need opportunities to strategize for and repeat their activities
- Teachers need more accurate ways to monitor learners.
- Teachers need ways to give better feedback to learners.
- DA and CA can assist learners to help them to become more autonomous learners by providing a framework.
- DA and Ca can assist teachers in understanding the “reality” of what their learners are actually doing.



Will you try to use the speaking practice technique that I taught you today?



N = 60



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