



University of Nicosia, Cyprus

Course Code LALI 483	Course Title Discourse and Conversational Analysis	ECTS Credits 6
Department Languages and Literature	Semester Fall	Prerequisites LALI-370, LALI-362
Type of Course Required (Linguistics and EFL concentration)	Field Linguistics	Language of Instruction English
Level of Course 1 st Cycle	Year of Study 4 th	Lecturer(s) Dr Antry Sophocleous
Mode of Delivery Dist. Learning	Work Placement N/A	Co-requisites None

Objectives of the Course:

The course aims to provide students with a critical perspective on the theories, methods and applications of discourse and conversational analysis. Discourse Analysis is the analysis of monologic discourse; (e.g. narratives, retold stories, folk tales, songs, lectures, novels, poems, native and foreign language teaching materials). Conversational Analysis is the analysis of any type of conversations, both dialogic and multiparty discourse (e.g. ordinary conversations, interviews, performances, verbal dueling, debates, student-teacher input, advertisements, electronic communication). The course explores among other issues, the nature of linguistic production, the role of interpretation in linguistic analysis, the function of narrative, the constraints of genre and conversational interaction. By focusing on monologic, dialogic and multi-party discourse and drawing interdisciplinary information from various fields, the course examines language use and other social actions as they occur in daily interactions and performances in various domains (e.g. family/ friendly gatherings, workplace, media, classroom, interviews, courts, doctors' offices, political arena). This course helps students discover how narrators and conversationalists use certain verbal / non-verbal devices and strategies to construct discourse while simultaneously they maintain social interaction, project various identities and establish or break social relationships according to the participants involved and the situation at hand. Devices (e.g. tense-switching, reported speech, constructed dialogue) and strategies (e.g. turn-taking, hesitation, pausing) have social and functional meanings in a story or conversation.

Learning Outcomes:

After completion of the course the students are expected to be able to

1. show an understanding of the theories, approaches and applications of discourse and conversational analysis;

2. show familiarity with the structural, functional and social organization of narratives and conversations;
3. appropriately collect, transliterate and transcribe natural data (i.e. audio/video-taped recordings, in combination with observation, the participant observer method and interviews) taking into consideration ethics, constraints and problems that may arise;
4. critically analyze natural conversational and institutional discourse;
5. discover discourse phenomena and conduct original data-based research in the field.

Course Contents:

1. What is Discourse and Conversational Analysis?
2. The various approaches to Discourse and Conversational Analysis
3. Context and text
4. Cohesion and coherence
5. The usefulness of discourse analysis in various fields such as linguistics, sociolinguistics, sociology, anthropology, folklore, psychology, communication, law, medicine and language teaching
6. Transcription theory and practice
7. Conversational style
8. Repetition
9. Turn-taking
10. Hesitation phenomena
11. Discourse markers
12. Reported speech or constructed dialogue
13. Framing/footing
14. Spoken and written language
15. The structure and function of narrative in conversation
16. Gender and identity construction
17. Conversations within institutional contexts
18. Discourse analysis in the language classroom

Teaching Methods:

Combination of Lectures, Discussions, and Workshops.

Assessment Methods:

Midterm examination; Collection / transcription / transliteration of natural data; Data-based primary research paper; Classroom participation.

Required Textbooks:

Authors	Title	Publisher	Year	ISBN
Doukanari, E.	<i>Discourse and Conversational Analysis: Selected Readings</i>	Selected and compiled by the professor	2010	

Recommended Textbooks/Reading:

Authors	Title	Publisher	Year	ISBN
Cameron, Deborah	<i>Working with Spoken Discourse</i>		2001	
Georgakopoulou Alexandra and Dionysis Goutsos	<i>Discourse Analysis: An Introduction</i>	Edinburgh University Press	1997	
Georgakopoulou, Alexandra and Jannis Androutsopoulos (Eds.)	<i>Discourse Constructions of Youth Identities</i>	Benjamins	2003	
Gumperz, John J.	<i>Discourse Strategies</i>	Cambridge University Press	1987	
Hatch, E.	<i>Discourse and Language Education</i>	Cambridge University Press	1992	
Norrick, Neal R.	<i>Conversational Narrative: Storytelling in Everyday Talk</i>	John Benjamins	2000	
Schiffrin, Deborah, Deborah Tannen and Heidi Hamilton	<i>The Handbook of Discourse Analysis</i>	Blackwell	2003	
Tannen, Deborah	<i>Talking from 9 to 5</i>	William Morrow	1994	
Tannen, Deborah	<i>Talking Voices: Repetition, Dialogue, and Imagery in Conversational Discourse</i>	Ballantine Books	1996	
Tannen, Deborah.	<i>That's not What I Meant! How Conversational Style Makes or Breaks your Relations with Others</i>	Virago	2006	

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