Classroom Discourse Analysis. Assignment Aim: Demonstrating mastery of the discourse concepts introduced in the course and application of the concepts in classroom/education settings. Word Count: 1500 words (excluding quoted passages / references). Focus on one of the aspects covered in the course so far (e.g., questioning, IRF sequences, etc.) Analyze a lesson, transcript titled as “PLP01”. Good assignments from the past have tended to focus on one segment and having an in-depth analysis of this segment. Remember to number the lines in the segment as per the models provided on moodle Be reminded that analysis does not mean merely describing what happens, but identifying patterns of linguistic behavior with your own interpretations and explanations of the identified patterns. Please refer to the samples provided on moodle to see how the data should be presented. Your entry is expected to include 1) A specific topic (e.g. input modification issues) that you’ve chosen to work on in a brief introduction); 2) An authentic text, which contains linguistic evidence of the topic/issue you intend to analyze. Self-generated texts (e.g. a made-up conversation of your own) are not recommended. Also materials from a (or any) discourse analysis book (journal article) are not allowed as the text for your analysis. The texts chosen should be short and manageable for a 1500-word entry. 3) A brief description of the context and source of the chosen text; 4) A description of the selected text/data; 5) Your analysis of the chosen text (i.e. interpretation and explanation of the data) on the basis of the concepts, theories/approaches, issues addressed in the course; 6) A brief conclusion of what is done in the entry; 7) A word count for each individual entry Ideas for Entry 1/2 ν Analyze turn taking behavior in one of the entries on moodle ν Turn allocation vs turn taking ν How does the teacher allocate turns? Can you identify a pedagogical rationale for patterns? ν Be critical of practice opportunities of target structures ν Quantitative analysis ν how does the teacher create opportunities for learners to produce the target structure (grammar, lexis, ?) Ideas for Entry 1/2 ν Be critical of practice opportunities of target structures ν Quantitative analysis ν i.e., how many turns / opportunities to practice the target structures does the teacher provide? ν How does the teacher create opportunities for learners to produce the target structure (grammar, lexis, ?) ν Does the teacher scaffold the practice in any way? ν i.e., provide practice via a series of pedagogical and manageable tasks, from more controlled tasks (e.g. smaller chunks of language at lower linguistic level) to less controlled tasks (e.g. larger chunks of language at higher linguistic level).