

Conversational Analysis-TSL 643/Fall 2014
Activities for Conversational Analysis

Activity #1

Rationale: Direct and Indirect Speech are both used in conversation.

Direct speech: Is a response to the direct words used by the speaker. Direct response can be a yes/no answer, and is direct clear and obvious.

- (1) A: Is he coming back?
B: He will be back tomorrow.
- (2) A: I shouldn't have all of these mistakes.
B: No, you shouldn't.

Indirect speech: Indirect speech is communication through hints, insinuations (saying something bad), gestures, or circumlocutions (using more words to explain idea). Indirect speech is used by women more often, it avoids confrontation, and may not be taken too seriously.

Teacher: Indirect speech is used to uncover what was the agenda of the prior turn.

Student: Directions. On the line after the response write a more direct response to the statement.

On the next line write what the speaker was trying to say. (On your own paper)

- (1) A: Who will look after the baby?
B: I was going to substitute.
- (2) A: Did you go to work?
B: I've got a message to call HR.
- (3) A: How about we meet next weekend?
B: I'm on Christmas vacation.
- (4) A: Did you start dinner?
B: You've got a message to call Dan back.
- (5) A: Don't you think Hawaii would be nice?
B: I lost my job.
- (6) A: Can I use the computer?
B: I have one more paper to write.
- (7) A: Do you like school?
B: I don't want to go to a private school.

- (8) A: I think you should volunteer.
B: I need to look for a job.
- (9) A: You can always be a math teacher.
B: I'm passing my engineering classes.
- (10) A: I wouldn't recognize him if I saw him.
B: Yeah, he's not a pretty man.

Activity #2

Rationale: In indirect and direct speech are complaints. A direct complaint can be given directly against the co-participant or indirectly against a third party. The majority of the answers following complaints are excuses, as well as *I did not* or other explanation for the offense.

Complaints are preferred or dispreferred and turn taking.

Teacher: Complaints need to be answered adequately and sometimes need to be offered by the ESL student.

Student: In groups of 3-4 take the topic and write a direct complaint and an indirect complaint with an answer for each.

Model: Neighbor

- (1) Direct: Your dog wakes me up in the morning. Answer: I can't keep him from barking.
- (2) Indirect: The neighbor's dog wakes me up every morning. Answer: Why don't you tell him.

1. University classes.
2. Fast food.
3. Boyfriend/Girlfriend
4. Professor

5. Cost of education.

Activity #3

Rationale: Students need to be able to recognize the indirectness in American English. Bumper stickers are often indirect statements.

Teacher: Bumper stickers have very indirect comments sometimes. Try to interpret these actual bumper stickers.

Student: In groups of three the students will write discuss and write down their interpretation of the bumper sticker. Next, the students will write a direct sticker consisting of the same message.

When complete the students will share their findings with the class.

1) I may look harmless, but I raised a U.S. MARINE.

2) I'm not speeding, I'm qualifying.

3) 13.1 (half-marathon)

4) Careful or You'll end up in my novel.

5) Don't make me use my teacher voice.

Activity #4

Rationale: How to use the telephone in English

Teacher: Students need to be able to answer the phone in English. This activity allows students to answer the phone in conversation (as opposed to texting).

Student: Create two conversations with the prompts or something similar. Share your conversations with the class.

Telephone Phrases

1. Is (name) there?

2. Do you want to leave a message?

3. One moment please
4. Sears, may I help you?
5. I am looking for information on night classes.
6. Who is this?
7. I will take a message.
8. How much are the tickets?
9. I am looking for round trip tickets.
10. Speaking...
11. Do you have a minute?
12. I need to make an appointment for the 17th.

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

Activity #5

Rationale: Practice with complaints is necessary for the L2 English speaker.

Teacher: Students need to negotiate interactions in real life. Recognizing the complaint and what to say in response is necessary.

Student: For each complaint decide if it is direct or indirect. Next, say something appropriate in response. (In groups of two)

1. There are pickles on this hamburger. I don't like pickles. Direct Indirect

2. You always say things you shouldn't say	Direct	Indirect
3. He doesn't understand because he can see.	Direct	Indirect
4. The classes are too expensive.	Direct	Indirect
5. I think I'll lose it.	Direct	Indirect
6. You didn't get the second bag of cookies.	Direct	Indirect
7. The buttons are falling off of this new sweater.	Direct	Indirect
8. I think the waitress switched our tickets	Direct	Indirect
9. She asks me to do work that I don't have time for.	Direct	Indirect
10. The professor had the project due the same time as the quiz.	Direct	Indirect