

Chapter 17: Research Remix: Soundwriting Studies of the English Language

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Workshop Agendas for Student Audience

Below, you will find two workshop agendas that you can use with students to help with interviews, recording, and transcription and a heuristic for textual artifact analysis. In my classes, I have daily agendas embedded in the learning management system, so these, written to a student audience, were used in 50-minute classes.

Interviews, Recording & Transcription Workshop

One class was devoted to helping students practice interview protocols, recording them with their devices, and transcribing those interviews. Later, they replicated this process with their own interview audio clips, bringing transcripts to class for a workshop on discourse analysis. We talked in general terms about how to analyze language in the interview using James Paul Gee's (2014) *How to do Discourse Analysis: A Toolkit*. (Looking back, I would have loved to build in more time for review of their transcripts. I rushed through the transcript analysis and many students were confused.)

Outside of Class Preparation

For class today, you have read "Writing Interview Protocols and Conducting Interviews: Tips for Students New to the Field of Qualitative Research" by Stacy A. Jacob and S. Paige Furgerson (2012) (<http://nsuworks.nova.edu/tqr/vol17/iss42/3/>).

Discussion

- Have you ever participated in a research interview? Tell us about it!
- From the reading, what did you find beneficial helping you prepare questions for an interview?
- What about conducting the interview itself?
- What questions do you still have about the interview process?

Practice Interview

You were asked to bring 2–3 simple questions to class today coming from our study of the English language. Find a buddy. Disappear somewhere in/around the building in a quiet place. Conduct a brief interview of a peer using those questions you prepared and record the interview using your phone. Return to the room in 15 minutes.

Tip: iPhone users can use Voice Memos, which exports as a .m4a file that you can email to yourself later.

Quick Discussion

How'd it go? What did you notice about your interview style? What worked/didn't work? What might you need to keep in mind when interviewing others?

Super Simple Transcription

1. Plug in those earbuds, so you can listen to your recording (without distracting your neighbor).
2. Open a Word/Google Document on your laptop/tablet, titling it "practice transcription."

3. At the top of the document, list the following information:
 Interviewee's name and contact info (email, phone)
 Date of interview
 Location of interview
4. Begin transcribing the interview like a script, clicking "play" and "pause" while you capture what is happening in the interview.
 - Use initials OR I= Interviewer, P=participant
 - Enter each time the speaker changes and double space between speakers
 - Capture every word verbatim, no paraphrasing
 - Capture non-verbal responses (laughs) (pauses)
 - Use / for moments when two speakers speak at the same time
 - Use correct spelling/grammar when possible (i.e., we don't often "speak" correctly, though grammatically it can be understood by native speakers)
 - Use an ellipsis (. . .) for lines of thought that trail off or don't finish

Textual Artifact Analysis Workshop

Making Artifacts Strange

Pull out your textual artifacts from your discourse ethnography study. Imagine that you are from another planet—that happens to know English!—charged with understanding how this artifact functions as evidence of language use in this discourse community. Make strange what you think you know about that community and spend time studying it, using the heuristic below. Keep in mind that you are trying to understand how language works within this community (i.e., return to your research questions).

How? I would encourage you to spend time annotating the artifact (if you need to make a photocopy, just ask!) or making notes in your daybook/research journal. Once you feel that you've exhausted these questions, transition to memoing and use writing as a way of processing your connections.

Rhetorical Analysis of the Artifact

- What is this artifact's purpose?
- Who is this artifact's audience? What do they seem to know already?
- How does this genre establish credibility with its audience?
- What is the context surrounding this artifact's use?

Genre Analysis of the Artifact

- What are some of the formal features of each artifact (e.g., sections, visuals, print/digital, portable, permanent/erasable)?
- How is language/information organized in this artifact?
- What other artifacts/texts/language are intertextually referenced, directly or informally in this artifact?
- How do those formal features communicate the artifact's larger purpose in the community?
- How does this artifact function within the community?

- What are the affordances of this artifact/genre? (e.g., What can it do/enable? What are its limitations?)
- What language features do you see present in the artifact? (see below)

Linguistic Analysis of the Artifact

- How formal/informal is the language?
- What specialized language is used?

Tip: As you have lightbulb moments, write them down!

Following the textual artifact analysis workshop, students wrote a brief memo about what they were noticing about language in their data. They submitted annotated artifacts (e.g., photo of handwritten annotations or pdf of electronic markups) and memos to me the following week. I responded to their annotations, providing feedback before they moved onto the other textual analysis. This checkpoint proved helpful in affirming and redirecting students' data analysis.