

Improving Reading Comprehension at Higher Levels; Teaching Language Learners How to Use Text Clues to Their Advantage

LEARN Conference _ September 2017

Presentation by:

Delaram Soltani & William Dirks

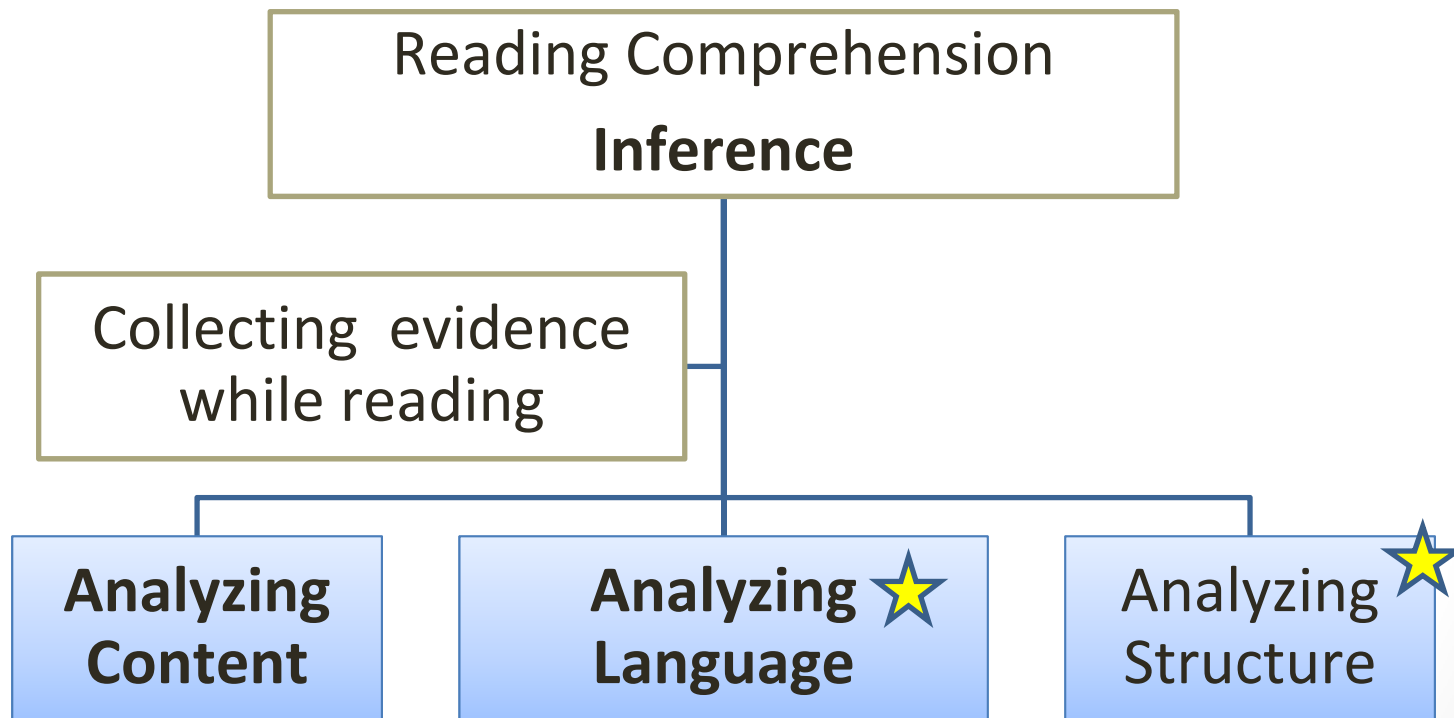
CACI National Solutions

CLARET Contract: Uzbek and Persian Instruction

Table of Contents

- Text Clues /Discourse markers : Conjunctions, most commonly used vocabulary and structures.
- Creating and using corpora with a focus on generating data that would support learning objectives.
- Applying the concept to less commonly taught languages: Examples from Uzbek and Persian

Reading Comprehension Strategy Inference



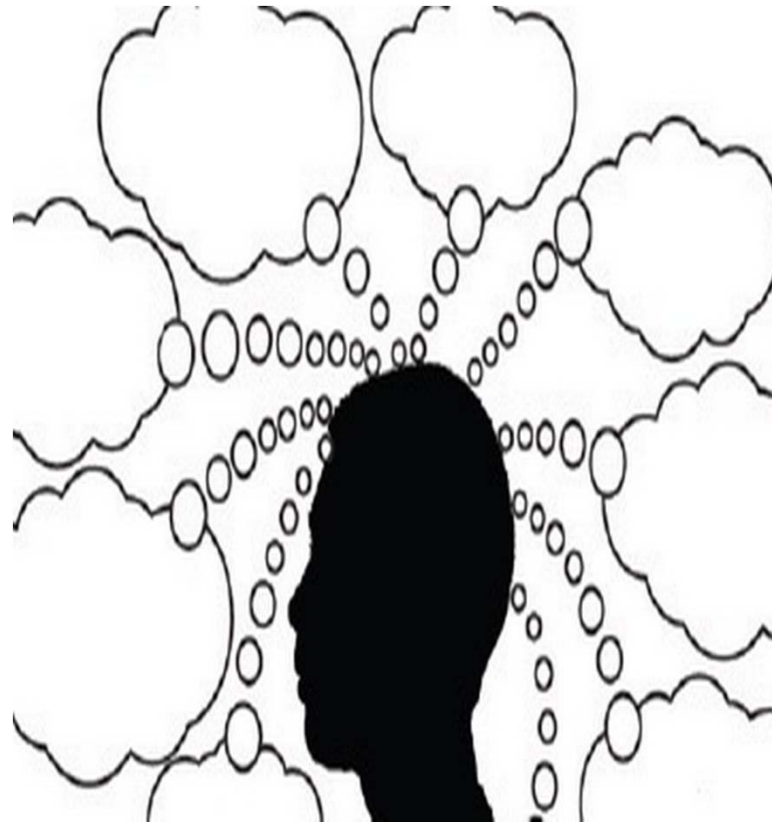
• What is analysis ?

Definition: It is a process of investigating something by breaking it into parts for closer examination.

- Complex topics are broken down into simpler ones.
- The goal of analysis is not simply to discover parts within the whole, but to understand the whole.
- Once the parts are identified, analysis then seeks to determine how those parts are related, from a recognition of the nature of the parts and the relationships between the parts.

Discourse Analysis

- **A sentence is a thought** and a language is a system of thoughts .
- Discourse analysis is generally defined as the analysis of language beyond the sentence, and is something native speakers do instinctively.



Approaches to Discourse Analysis

(Eggins & Slade 1997)

Sociolinguistics

- Interactional Sociolinguistics

Sociology


- Conversational Analysis

Philosophy

- Speech Act Theory
- Pragmatics

Linguistics

- **Structural-Functional** 
- Socio Semiotic

 The star shows the focus of out approach and presentation.

Cohesive Devices

Pronouns

Ellipsis

References

Lexical Cohesion

Conjunctions



A **conjunction** is a key phrase at the service of **cohesion** and **coherence** . Connecting and relating **thoughts**.

Simple Chart of Discourse Markers/Connectors in English

<p><u>ADDING</u></p> <p>and also as well as moreover too furthermore additionally</p>	<p><u>SEQUENCING</u></p> <p>first, second, third... finally next meanwhile after then subsequently</p>	<p><u>ILLUSTRATING</u></p> <p>for example such as for instance in the case of as revealed by... illustrated by</p>	<p><u>CAUSE and EFFECT</u></p> <p>because so therefore thus consequently hence</p>
<p><u>COMPARING</u></p> <p>similarly likewise as with like equally in the same way..</p>	<p><u>QUALIFYING</u></p> <p>but however although unless except apart from as long as if</p>	<p><u>CONTRASTING</u></p> <p>whereas instead of alternatively otherwise unlike on the other hand.. conversely</p>	<p><u>EMPHASISING</u></p> <p>above all in particular especially significantly indeed notably</p>

Justification: Findings Based on Research

- Under normal conditions of reading comprehension, usually the reader's conceptual knowledge will compensate for the lack of knowledge about linguistic contrasts between L1 and L2." (Uliyn and Kempen (1976:499) cited in Alderson, 1984:12)
- But low proficiency L2 reading probably does not constitute "normal conditions. Chaudron (1983) found that "Learners with relatively low English proficiency tended to have poorer recall ability on the syntactically more complex structures." Similarly, Barnett found in her experiments that "recall increases according to level of syntactic proficiency" (1986).

Characteristics of Text Modes (Dr. James Child's Text Modes)

Orientation	Instructive	Evaluative	Projective
<ul style="list-style-type: none"> ➤ Main idea ➤ Loosely organized ➤ Who, what, where, when ➤ External clues ➤ Basic facts ➤ Concrete 	<ul style="list-style-type: none"> ➤ Factual information ➤ Organized discourse ➤ Topic specific vocabulary ➤ Minimal analysis ➤ Most references explained 	<ul style="list-style-type: none"> ➤ Evaluative statements ➤ Hypothesis and supporting ideas ➤ Advanced vocabulary ➤ Abstract ➤ Some analysis and persuasion ➤ Some unexplained cultural references ➤ Author's voice is increasingly present ➤ Reading between the lines 	<ul style="list-style-type: none"> ➤ Lines of thought projected beyond expected ➤ Highly innovative ➤ Culturally dense ➤ Complex argumentation ➤ Many unexplained references ➤ Rhetorical devices ➤ Nuanced language ➤ Reading beyond lines
1 – 1+	2 – 2+	3 – 3+	4- 4+

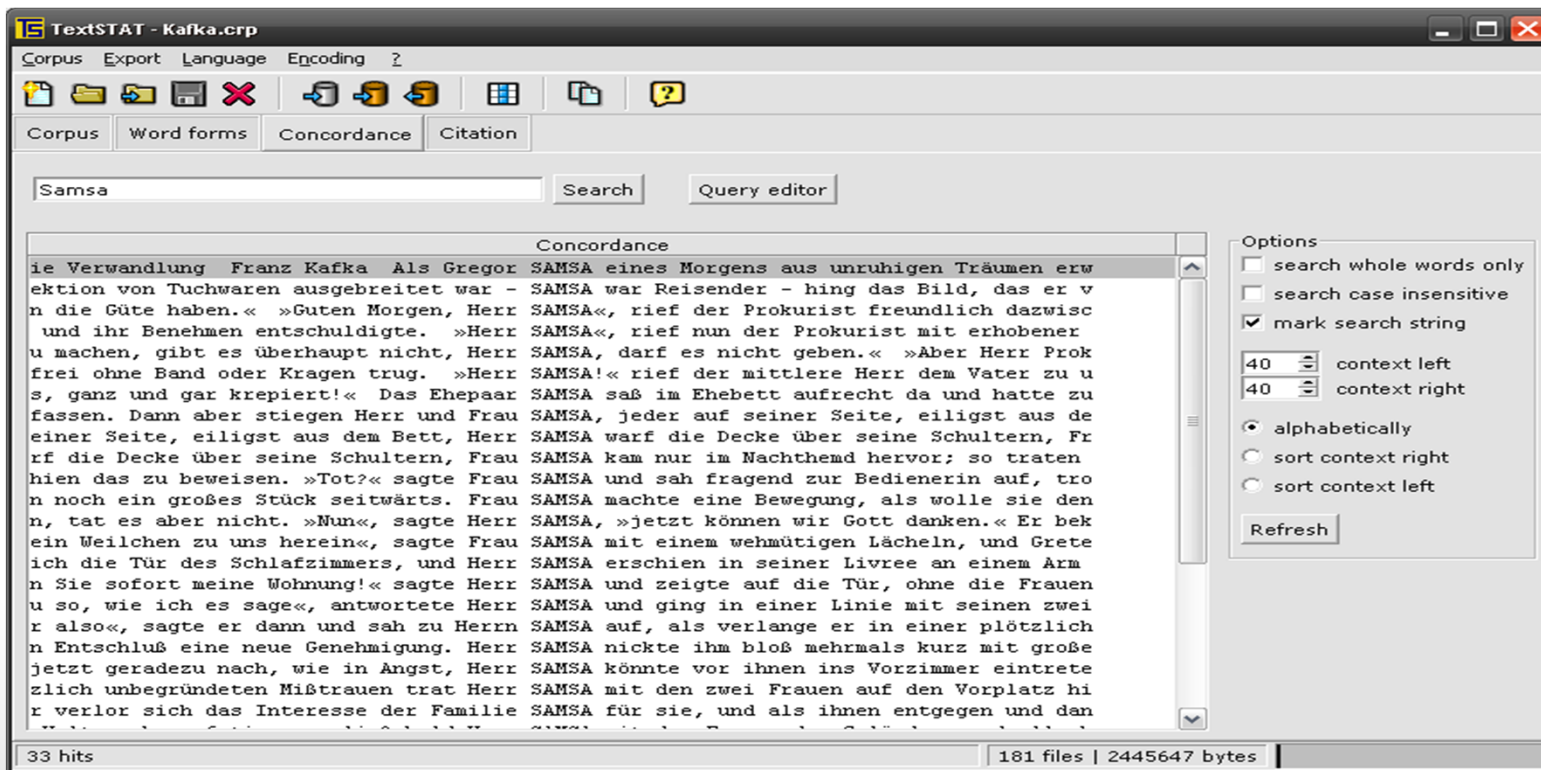
Discourse markers in English (Fraser 2006)

Discourse Marker Classification

# O T ≤ ≥ Y O •	% ° € O ≤ Y O •) A T ≤ A Y O •	4 • ≠ ∞ O ≤ •
but, alternatively, although, contrariwise, contrary to expectations, conversely, despite (this/ that), even so, however, in spite of (this/ that), in comparison (with this/ that), in contrast (to this/ that), instead (of this/ that), nevertheless, nonetheless, (this/ that point), notwithstanding, on the other hand, on the contrary, rather (than this/ that), regardless (of this/ that), still, though, whereas, yet	and, above all, also, alternatively, analogously, besides, by the same token, correspondingly, equally, for example, for instance, further(more), in addition, in other words, in particular, likewise, more accurately, more importantly, more precisely, more to the point, moreover, on that basis, on top of it all, or, otherwise, rather, similarly, that is (to say)	so, after all, all things considered, as a conclusion, as a consequence (of this/ that), as a result (of this/ that), because (of this/ that), consequently, for this/ that reason, hence, it follows that, accordingly, in this/ that/ any case, on this/ that condition, on these/ those grounds, then, therefore, thus	then, after, as soon as, before, eventually, finally, first, immediately afterwards, meantime, meanwhile, originally, second, subsequently, when

Raising Learner Awareness

Concordance software, which allows us to analyze the content of texts compiled into a corpus, provides instructors with a relatively easy to use tool to increase learners' awareness of discourse markers in context. For the purpose of this presentation, the simple freeware program TextStat was used to analyze corpora in both Persian and Uzbek, using evaluative mode text mode based on Dr. Child's Text Types to select texts for 2+/3 level.



Concordance Results

Once a corpus of texts at the appropriate level has been created, the instructor can select either individual discourse markers or a set of discourse markers and use the concordance program to search for them.

In the following screenshot, the discourse markers *in particular*, *therefore*, and *likewise* have been used as multiple search items in *Robinson Crusoe*:

The screenshot shows the TextSTAT interface for a file named 'robinson.crp'. The search query is 'in particular|therefore|likewise'. The concordance results are displayed in a text area, showing the following text: 'id he; "it is my calling, and THEREFORE my duty; but as you made t what I had deserved, and had THEREFORE reason to expect from the to see some ships at sea, and THEREFORE resolved to place myself s of the Caribbee Islands, and THEREFORE resolved to stand away fo rational conclusion, and that THEREFORE something was to be resolv to run any more hazards; and THEREFORE sometimes I sat contriving for the memory of the time. I LIKewise taught him to say Master; s now that was to be my name: I LIKewise taught him to say Yes and l as the rest of the crew, and THEREFORE was easily persuaded not c his, however, I knew not; and THEREFORE was under continual appreh l-God is above the devil, and THEREFORE we pray to God to tread hi ld happen to hear it. It was, THEREFORE, a very good providence to re I resolved upon this; and, THEREFORE, as I had rewarded the old de of the island for harbour: LIKewise, as they often met and foug had left this place; and once IN PARTICULAR, being early in mornir aylight back again; and that, THEREFORE, I had nothing to do but t on maturely considering this, THEREFORE, I resolved to draw me a s tted setting down before; as, IN PARTICULAR, pens, ink, and paper, ded extraordinarily, and had, THEREFORE, sent on board the boat ov I learned from it also this, IN PARTICULAR, that being abroad in these in the soul; and that, THEREFORE, the gospel of our Lord ar e English colonies, and that, THEREFORE, there would be no attacki if they did not separate; and THEREFORE, to make sure of them, I c r things. I only observe this IN PARTICULAR, to show the reason w y any mouth but my own. This, THEREFORE, was not my work, but an e air milk. Encouraging myself, THEREFORE, with the belief that this enteen bearded men there; and THEREFORE, without any more delay, I

The interface includes a search bar with the query 'in particular|therefore|likewise', a 'Search' button, and a 'Query editor' button. On the right, there are options for search settings: 'search whole words only' (checked), 'search case insensitive' (unchecked), 'mark search string' (checked), 'context left' (30), 'context right' (30), 'alphabetically' (unchecked), 'sort context right' (checked), and 'sort context left' (unchecked). A 'Refresh' button is also present. The status bar at the bottom indicates '1 files | 619728 bytes'.

Discourse markers in Uzbek

Results of the a search for the discourse markers *xuddi shu tarzda* ("in that same manner"), *zero* ("by reason that"), *masalan* ("for example"), *misol uchun* ("for example"), and *binobarin* ("consequently") in a million-word corpus of Uzbek literary texts:

The screenshot shows the TextSTAT interface with the search query `xuddi shu tarzda|zero|masalan |misol uchun|binobarin` entered in the search bar. The results are displayed in a concordance table with the following columns: `Concordance`. The first row is highlighted in blue and reads: `aytmayman?! Mana , MASALAN "Ey chiz bi si" bank`. The status bar at the bottom indicates 56 hits, 31 files, and 9052928 bytes.

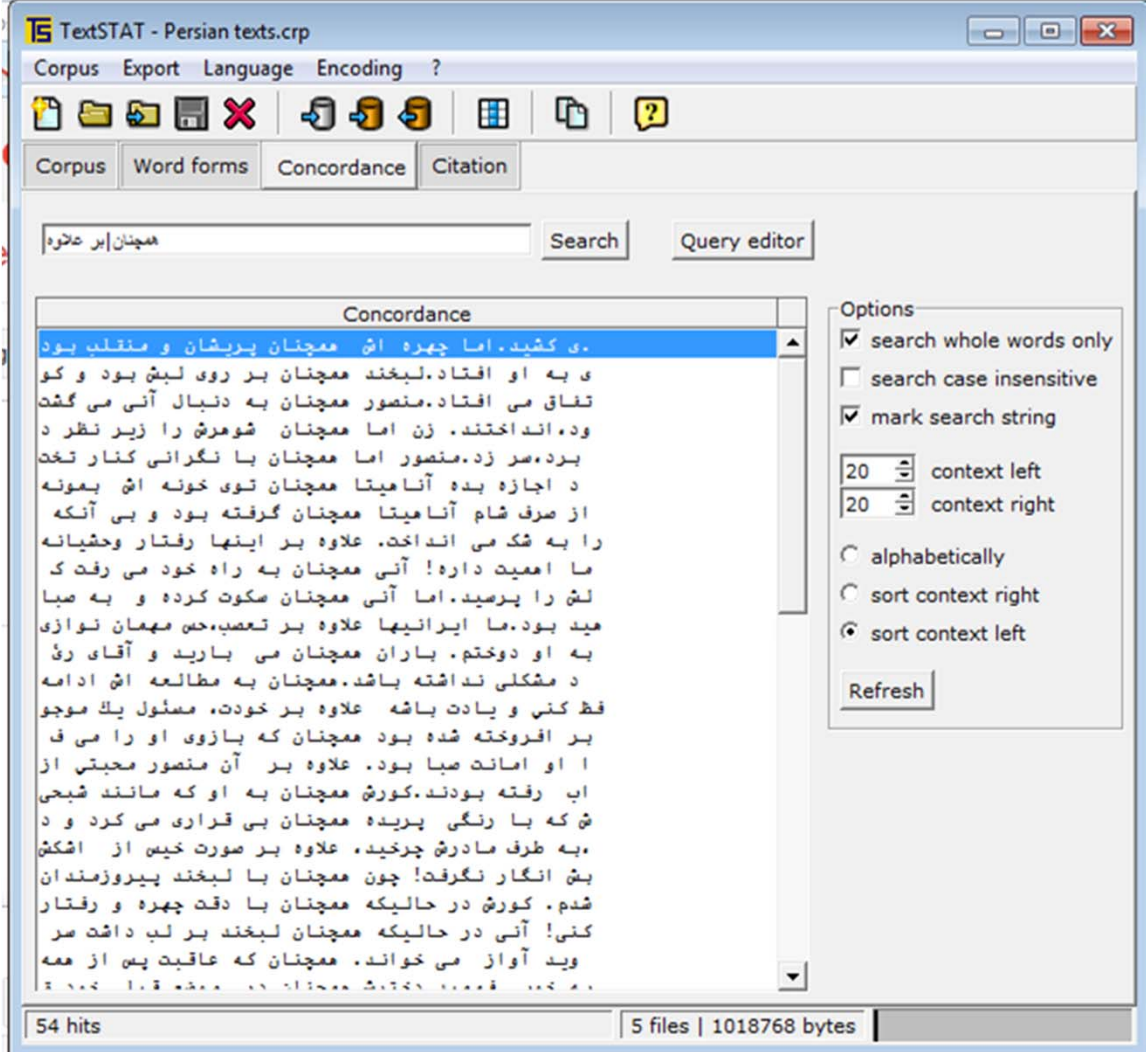
Options:

- search whole words only
- search case insensitive
- mark search string
- 20 context left
- 20 context right
- alphabetically
- sort context right
- sort context left

Refresh

Discourse markers in Persian

- Here are the results of searching through a small (15,000-word) corpus of articles for the terms **همچنان** ("likewise") and **علاوه بر** ("moreover"):



The screenshot shows the TextSTAT interface for Persian texts. The search query is "همچنان|بر علاوه". The results are displayed in a concordance table with the following text:

Concordance

ی کشید. اما چهره اش همچنان پریشان و منقلب بود
ی به او افتاد. لبخند همچنان بر روی لبش بود و کو
تفاق می افتاد. منصور همچنان به دنبال آئی می گشت
ود. انداختند. زن اما همچنان شوهرش را زیر نظر د
برده. سر زد. منصور اما همچنان با نگرانی کنار تخت
د اجازه بده آنامیتا همچنان توی خونه اش بگونه
از صرف شام آنامیتا همچنان گرفته بود و بی آنکه
را به شک می انداخت. علاوه بر اینها رفتار وحشیانه
ما اهمیت داره! آئی همچنان به راه خود می رفت ک
لش را پرسید. اما آئی همچنان سکوت کرده و به صبا
مید بود. ما ایرانیها علاوه بر تعصب. حس مهمان نوازی
به او دوختم. باران همچنان می بارید و آقای رئ
د مشکلی نداشته باشد. همچنان به مطالعه اش ادامه
فظ کنی و یادت باشه علاوه بر خودت. مسئول بگ موجو
بر افروخته شده بود همچنان که بازوی او را می ف
ا او امانت صبا بود. علاوه بر آن منصور محبتی از
اب رفته بودند. کورش همچنان به او که مانند شبی
ش که با رنگی پریده همچنان بی قراری می کرد و د
به طرف مادرش چرخید. علاوه بر صورت خیس از اشکش
بش انگار نگرفت! چون همچنان با لبخند پیروزمندان
شدم. کورش در حالیکه همچنان با دقت چهره و رفتار
کنی! آئی در حالیکه همچنان لبخند بر لب داشت سر
وید آواز می خواند. همچنان که عاقبت پس از همه
...

Options

- search whole words only
- search case insensitive
- mark search string

20 context left
20 context right

alphabetically
 sort context right
 sort context left

Refresh

54 hits | 5 files | 1018768 bytes

Implications

- Learning to apply knowledge of high frequency used words, structures, and text organization in a particular genre and text type enables students to approach texts on an unfamiliar topic with more confidence and a general but smarter guess of the author's intended meaning.
- Level 3 texts are mostly in evaluative mode and mastery over the terms and words used for evaluation in a second language helps students at lower than ILR 2+ to reach 2+ and move up to higher levels.
- This strategy could be used for independent language learning as well as synchronous and asynchronous teaching delivery.
- Teachers can create topic related corpora in a second language and use text analysis to teach vocabulary and structure.

Slide 16

- 2 Before this slide we might want to your presntaion on corpora . We can brainstorm if you need need more ideas. I think this is also a place to have a sample of Uzbek to teach grammar or ... and we can use some of the conjunction categories that I had for PERS1150 . We might want to add we have not done a full rsearch and what we are suggesting is based on work done in English and our claim and practice is based on that . We might do a research and have data to support our claim in the future based on our work requirments and needs.

-Delaram Soltani

, 9/6/2017

Addendum

Adapted from the course material
chapter three of PERS1150: Independent
Language Learning.

A few other conjunctions from other categories of co-relative
and co-operative that would be helpful to you to recognize the
relation between connected ideas are:

A نخست، در وحله اول، ابتدا، در آغاز، در
شروع، سپس، بعد، متعاقباً، در ادامه، در
پایان، در آخر، در انتها، در نهایت، در
انتها، عاقبت، از همان اول، قبل، سابقاً، در
نتیجه، به دنبال، در پی، آخرین، اولین،
نخستین، اصولاً، پیش از، منجر شدن،
منتهی شدن، سرچشمه گرفتن، خاتمه دادن
....

Sequential Relationship

Adding to a List Under Discussion

B بعلاوه، علاوه بر آن، علاوه بر اینکه، اضافه
بر آن، ضمناً، در ضمن، همچنان، همچنین،
به همان گونه، به گونه ای که، در این
رأسأه، در همین مورد، در خصوص، ، به
همین شکل، به این صورت، تازه لازم به
ذکر است، ...

Either or	چه چه
Neither nor	نه نه
Not only but also	نه بلکه
Both (meaning 'and' but with more emphasis)	هم هم
And	و
But	اما، ولی



Thank you for attending our presentation .

- For questions and inquiry on the content presented here please contact the presenters at :
- dsoltani123@gmail.com
- williamdirks@gmail.com