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Linguistics Textbook: Improving Academic Reading Comprehension through Genre Awareness

Trabajo de Titulación para optar al título de Profesor de Inglés

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Abstract

In post-secondary education, academic reading is fundamental to acquire discipline knowledge. For students in EFL programs, academic reading represents an extra challenge, as they are required to read in a foreign language. At PUCV's ELT program, the most frequent academic text in courses syllabi is Textbook chapter. In this respect, teachers and students have acknowledged not only the relevance of this genre as an introductory academic genre but also the challenges it presents to students because of its global and local structures. This pedagogical proposal presents an organized ESP course to help beginners in this particular ELT program achieve a more efficient reading of Textbook chapters assigned in linguistics courses by (a) showing Textbook's characteristics and global organization, (b) presenting Textbook's local structures, and (c) evidencing the relation between the two previous points.

Key words: textbook, genre, genre awareness, academic reading, coherence.

Linguistics Textbook: Improving Academic Reading Comprehension through Genre Awareness

For post-secondary students who approach disciplinary knowledge for the first time, there is a great number of challenges. Among the challenges in this scenario is the reading of specialized academic texts (Hermida, 2009). The predominant academic genre assigned to university students is Textbook (TB) because it presents an organized and clear map of the basic concepts and accepted knowledge in any field (Hyland, 2001). For students who enter the English Language Teaching (ELT) program at Pontificia Universidad Católica de Valparaíso (PUCV), the challenge increases since they are not only faced with academic reading, but also with foreign-language learning.

Hyland (2001) argues that TB is indispensable to academic life for both teachers and students, because the genre presents the main concepts of a discipline coherently ordered and provides an epistemological map of the disciplinary landscape. Parodi, Ibañez and Venegas (2010) define TB as a multimodal genre written by an expert author and aimed to a semi-lay audience, while Bathia (2004) stresses the duality in the importance of this genre as it allows other experts to review accepted disciplinary knowledge. The author explains that students or beginners are the intended readers of TB; however, teachers have to evaluate the most appropriate text to introduce uninitiated members to the academic community.

In PUCV's ELT program, four courses comprise the basis of disciplinary knowledge in the field of linguistics: (a) Grammar 3, (b) Reading comprehension strategies, (c) Speaking strategies, and (d) Language cognition and society. In all of these courses' syllabi, the predominant genre is TB written in English. Furthermore, teachers of the previously mentioned courses highlight the importance of this genre (Appendix). In individual surveys, they asserted

that they choose to assign textbook chapters (TBc) in their courses because they help in scaffolding and in simplifying complex contents that would be otherwise too difficult for beginners. Moreover, students maintained that TBc is relevant in comprehending new contents, while the main difficulties that they reported was understanding the links between the different ideas, the organization of the text, and the lack of tools or strategies to fully comprehend the assigned TBc.

Despite the above explained relevance of TB and TBc in approaching disciplinary knowledge and the predominance of TBc in linguistics courses at PUCV's ELT program, the courses that provide students with the basis for the learning of the discipline do not focus too much on teaching students how to approach this genre. The present work attempts to provide students with knowledge of local and global structures of the TB genre that will allow them to develop reading comprehension strategies to comprehend this genre and to make better use of what it offers for beginners in the academic community. This elective workshop will do that by teaching students to (a) recognize the communicative purpose and general characteristics of TB genre; (b) work with coherence relations that can be established in the texts; and (c) acknowledge the connection between the two previous points.

This report is structured in three main sections: (a) literature review, (b) needs analysis and relevance of the project, and (c) syllabus design. The proposal will be carried out using a mixed syllabus design that uses the Task Based Approach and the Genre Based Approach (GB).

Literature review

Relevance of Academic Reading

Relevance of academic reading can be justified from several perspectives. Some authors state that it is fundamental in the acquisition of disciplinary knowledge (Ibañez, 2010), others add that it is not only fundamental in learning about a discipline, but also a gate to learning about convention and genres in writing for experts in the same discipline.

Ibañez (2010) examines reading comprehension levels for English as a Foreign Language (EFL) in undergraduate students of the Industrial Chemistry program at PUCV. The author explores the correlation between reading comprehension in EFL and students' (a) level of proficiency in English, (b) degree of disciplinary expertise, and (c) level of academic reading comprehension in Spanish. The study focused on TB and showed that students have most difficulty in drawing local inference and establishing global coherence; in other words, students were not able to integrate information in the text to build a meaningful mental representation. In addition, a positive correlation was found between the academic reading comprehension in EFL and the three above-mentioned variables.

According to Erickson, Peters and Strommer (2006), as cited in Hermida (2009):

Learning a discipline involves developing familiarity with the ways of being, thinking, writing, and seeing the world of those experts in the discipline. Reading academic texts published by those disciplinary experts permits students to immerse in the culture of the discipline and facilitates learning its conventions, discourse, skills, and knowledge (p. 122)

Hermida (2009) states that undergraduate students often approach academic reading at the surface level because teachers evaluate students on retention of facts and principles

presented in lectures. The author conducted a study to uncover the academic reading comprehension strategies and skills used by his students when reading argumentative academic texts. The findings of the study confirm the hypothesis proposed by the author. In addition, he proposes six categories of analysis when interacting with academic texts: (a) reading purpose, (b) context, (c) author's thesis, (d) deconstruction of assumptions, (e) evaluation of author's arguments, and (f) consequences of author's arguments. Furthermore, the author states that each discipline has characteristics of its own that should be taught alongside the previously mentioned categories. Finally, Hermida (2009) concludes that students that are taught to consider the categories proposed in the study are able to read in a deeper level and to construct meaningful knowledge.

Textbook

TB genre is present in several different disciplines and it is of similar structure in most of them (Hyland, 2001). As a consequence, several authors have described this genre from different perspectives. In this respect, Hyland (2001) emphasizes the importance of textbook genre in academic settings. He states that the organized epistemological landscape that this genre presents is fundamental to introduce disciplinary knowledge. In this context, the author argues that while content may vary depending on discipline and sub-discipline, the general lay out and structures of this genre stays relatively unchanged across disciplinary fields. The author identifies the purpose of TB as a genre that introduces disciplinary knowledge to new members of the academic community. This is done by showing different approaches and definitions, posing examples and problems; and finally, by stating the ideas and preferences of the author.

According to Bathia (2004), Textbook genre has the communicative purpose of disseminating discipline-based knowledge and displays an unequal reader-writer relationship

with the writer as a specialist and the reader as a non-initiated apprentice of the discipline. Hyland (2001) states that Textbooks represent disciplinary orthodoxy and it allow writers to disseminate a vision of their discipline to members of the academic community, both novices and experts. He adds that this genre is a complex professional discourse that involves two dimensions: one that involves students or non-initiated members of the academic community as consumers, and the other one involving other experts as peer evaluators. In addition, the author defines Textbooks as repositories of codified knowledge that are made available to large audience through a variety of rhetorical devices.

Parodi, Ibañez, and Venegas (2010) describe TB genre based on five criteria: (a) communicative macro-purpose, (b) relationship between participants, (c) context of circulation, (d) modality, and (e) discourse organization mode. Table 1 shows description of TB based on Parodi, Ibañez, and Venegas (2010):

Table 1

TB DESCRIPTION	
Communicative macro-purpose	To instruct regarding concepts and/or procedures in a disciplinary field.
Relationship between participants	Expert writer and a semi-lay or lay reader.
Context of circulation	Pedagogical field
Modality	Multimodal
Discourse organization mode	Predominantly descriptive.

Parodi, Ibañez, and Venegas (2010) state that a lay reader is a beginner with no knowledge of the discipline, and a semi lay reader is one with little or basic knowledge of the discipline. In addition, a multimodal text is a text that uses non-written resources to convey meaning, such as charts and drawings. Finally, they state that the discourse organization mode is mostly descriptive, because other discourse organizations modes can be found within the text.

Description of Textbook. Textbook has been described from several perspectives (Hyland, 2001; Bathia, 2004; Parodi, Ibañez&Venegas, 2010; Parodi, 2010). Most descriptions consider the communicative purpose, the audience, and the organization of the text. In this proposal, two descriptions will be accounted for. They are the ones that present a detailed description of textbook under clear criteria that are appropriate for an undergraduate audience. The first one describes TB based on the seminal work of Swales (1990). The second description is based on the criteria proposed by Hyland (2001).

Parodi (2010) identifies three macro-moves and ten moves in the PUCV-2006 Academic Corpus of Spanish. The Rhetorical structure of TB based on Parodi (2010) can be seen in table 2 and detailed in table 3:

Table 2

TB RHETORICAL STRUCTURE	
Name	Communicative purpose
Move 1: Preamble	To present the book initially and provide useful information to help read the work.
Move 2: Conceptualization and exercising	To provide concepts and definitions, with problems, examples and solutions.
Move 3: Corollary	To complement and to deepen the central contents.

Table 3

TB MOVES AND STEPS			
Moves	Steps	Communicative Purpose	Structure
1: Preamble	Contextualization	To relate parts of the text, to comment on its contents, and to include acknowledgments	Prologue/Preface
	Contents organization	To show the book's contents and its thematic organization.	Thematic Index/ Contents
	Resources organization	To support comprehension of the book's contents.	Index or Table of Symbols and Abbreviations
	Presentation	To comment on references,	Introduction

		context and the objective of the text to the reader.	
2: Conceptualization and exercising	Concept definitions	To describe and explain processes, objects or others.	Nucleus of a chapter
	Practice	To present practical tasks based on the contents reviewed in the section.	Part of a chapter
	Recapitulation	Tolist global ideas.	End part of a chapter
3: Corollary	Solutions and answers	To point out solutions to the exercises and problems, and offer answers to the problems presented in each chapter.	Annexes/ Appendices
	Specifications	To support the comprehension of terms, units and abbreviations.	Annexes/Appendices/ Glossary
	Guidelines	To offer bibliographical sources and support the search for topics through a guideline in alphabetical order.	Analytical Index/ Bibliography

Hyland (2001) describes textbook in terms of functions of metadiscourse which he defines as the aspects of the text that reference the organization of the text, the author's position towards the topic of the text, or the author's position towards the reader. The author identifies 10 categories, distinguishing between *Textual Metadiscourse* and *Interpersonal metadiscourse*. The former is detailed in table 4 and the latter is detailed in table 5.

Table 4

TEXTUAL METADISCOURSE		
Text that references the organization and/or structure of the text.		
Name	Function	Example
Logical connectives	Express semantic relation between main clauses.	In addition/but/thus/and
Frame markers	Explicitly refers to discourse acts or text stages	finally / to repeat / here we try to
Endophoric markers	Refer to information in other parts of the text	Noted above/ See figure x/ In section x
Evidentials	Refer to source of information from other texts	according to x (1990)/ X states that
Code glosses	Help readers grasp meanings of ideational material.	namely/ e.g/ such as/ i.e.

Table 5

INTERPERSONAL METADISCOURSE		
Text that references the author's position towards the contents of the text or the reader.		
Name	Function	Example
Hedging	Withhold writer's full commitment to statements	Might/ may / perhaps/ possible
Boosters	Emphasize force or writer's certainty in message	In fact/ definitely/ it is clear
Attitude markers	Express writer's attitude to propositional content	Unfortunately/ I agree/ frankly
Relational markers	Explicitly refer to or build relationship with reader	note that/ you can see
Person markers	Explicit reference to author (s)	Example: I/ we/ my / our

Coherence

Coherence is one of the main aspects in reading comprehension. It allows the reader to build a mental image of the text by integrating the contents of a text. Spooren and Sanders (2008) state that coherence is a mental representation produced by a cognitive process, they claim that this process is signaled by linguistic indicators in the text. Sanders, Spooren and Noordman (1993) also account for the cognitive activity implied in coherence; the state that it is the mental representation of a text, rather than a property of text itself. They understand coherence as the cognitive representation that results from linking ideas and building mental images of such ideas in a text. Ibañez, Moncada and Santana (Manuscript) share the perspective that coherence is a cognitive activity that, on the basis of textual information, originates in and develops from the generation of meaning relations among cognitive events --they explain that a cognitive event is constituted by an agent or subject and, at least, an action or verb (cognitive event is abbreviated as E)--; thus, a text becomes more complex as it links more events. In this work, coherence will be viewed as the mental representation of the cognitive events in a text.

Coherence relations. Establishing coherence relations allows readers to build a mental representation of the information in a text; in other words, coherence relations are fundamental for coherence. Sanders et al. (1993) assert that a coherence relation is a means of combining elementary discourse segments. They explain that "a coherence relation is an aspect of the meaning of two or more discourse segments which cannot be described in terms of the meaning of the segments in isolation"(p. 94). Ibañez et al. (Manuscript) propose that the basic unit among which coherence relations are formed is a cognitive unit, an Event. Thus, a coherence relation is the mental representation that generates in discourse processing from the relation between two or more cognitive events. The authors distinguish 3 types of coherence relations; namely, referential, relational and additive, depending on how events relate to one another. This study will focus on relational and additive coherence according to Ibañez et al. (Manuscript). This decision was made considering the findings of Ibañez (2010); as it will be explained in the *Needs Analysis* section, students have trouble in identifying relations between ideas; thus, referential coherence would not contribute to the development of academic reading comprehension.

Additive coherence. Ibañez et al. (Manuscript) state additive coherence establishes a link of complementarity among events; more specifically, between an event and another event or an event and its constituents. They propose two criteria to describe these relations: Information focus and type of information.

Information focus. distinguishes between the elements of the events that can be modified by new information; consequently, a distinction is made between relations in which an event complements another event (Example 1), relations in which an event complements a concept in

another event (Example 2), and relations in which one event complements an action in another event (Example 3).

1. María went to a party. She danced and met new people.

In this example, E2 (She danced and met new people) is modifying E1 by specifying what María did at the party.

2. María went to a party. It was noisy and crowded.

In this example, E2 (It was noisy and crowded) is giving adjectival information about a concept in E1: party.

3. María went to a party. She was there from 1 to 3 am.

In this example, E2 (She was there from 1 to 3 am) specifies the time in which the action in E1 occurred.

Type of information. This criterion is closely related to the previous one. An event can modify another event or its constituents by providing information that can be categorized in three types: Adjectival, adverbial, or meta-discursive. An event is adjectival when it adds characteristics of E1 or a concept in it, as can be seen above in examples 1 and 2; an event is adverbial when it provides information about an action in E1, as can be seen in example 3; and an event can be meta-discursive when it provides information about characteristics of the text to complement E1 (Example 4).

4. Sanders et al. (1993) propose four criteria to describe coherence. These will be explained in chapter 2.

Based on these criteria, Ibañez et al. (Manuscript) propose a taxonomy of additive relations. Based on the criteria explained above, the authors categorize additive relations

into four categories: elaboration, extensive, circumstantial, and meta-discursive relations. Elaboration relations refer to events that modify a concept in another event and have adjectival information type, extensive relations have the same information type and refer to events that modify other events, circumstantial relations refer to events that modify actions in other events and correspond to adverbial information type, and meta-discursive relations are events that modify other events with information about the text. Table 6 shows the taxonomy of additive relations.

Table 6

TAXONOMY OF ADDITIVE RELATIONS			
Elaboration	Extensive	Circumstantial	Meta-discursive
Concept-Definition	Example	Temporal	Deictic
Concept-Example	Reformulation	Simultaneity	Evaluative
Concept-Specification	Specification	Spacial	
Concept-Reformulation	Comparison	Mode	
Concept-Comparison	Description		
Concept- Description			

Relational coherence. Sanders et al. (1993) put forward four primitives to identify coherence relations: (a) basic operation, (b) source of coherence, (c) polarity, and (d) order of the segments. Ibañez et al. (Manuscript) apply these criteria to describe relational coherence. In addition, they provide some distinctions within Sanders et al. (1993) seminal work. In this graduation project, the definitions in Ibañez et al. (Manuscript) will be applied.

Basic operation. This primitive distinguishes between additive and causal relations. Sanders et al. (1993) distinguish these two types of relations as *weakly* connected (additive relations) and *strongly* connected (causal relations). Similarly, Ibañez et al. (Manuscript) distinguish within relational coherence: adjacency and causality. This means that the authors distinguish between the events that are contextually adjacent: adjacency (Example 5), and events that implicate another event: causality (Example 6). This last perspective is how this primitive will be applied in this work.

5. María bought blue shoes, Rosa bought the black ones.

6. María bought bus tickets for Christmas, she wanted to visit he parents.

Source of Coherence. This primitive distinguishes between semantic and pragmatic relations (Sanders, Spooren & Noordman, 1993) or content, epistemic and speech act relations (Spooren& Sanders, 2008). Based on this primitive, Sanders et al. (1993) pose that a relation is semantic when the segments relate because of their propositional content, and that a relation is pragmatic when segments relate because of the illocutionary meaning in one of the segments. In a further distinction, Spooren and Sanders (2008) establish that the source of coherence among discourse segments can be content, epistemic, or speech act. In the same way, Ibañez et al. (Manuscript) propose that events can be content: the link between discourse segments involves a real world connection (Example 7), epistemic: an inference is implied in the events (Example 8), speech act: the nature of one of the events is illocutionary (Example 9). This last distinction is the criterion that will be employed in this study.

7. It hasn't rained more than twice this season. There's a drought affecting the whole region.

8. The sky is dark and cloudy. It will probably rain tomorrow.

9. It's getting too hot in the room. Let's turn the heater off for a moment.

Regarding content relations, Ibáñez et al. (Manuscript) also distinguish between volitional, neutral, and deontical relations. The criterion of volition differentiates volitional and neutral links. In other words, the authors separate relations that are mediated by intentions, volitional (Example 10); from those that are not, neutral (Example 11). In addition, they identify deontic relations, in which it is mandated to perform an action (Example 12).

10. María needed money, so she got a part time job as a waitress.

11. María's hair was wet because it was pouring rain outside.

12. María has several unpaid speeding tickets. Her driving license must be confiscated.

Polarity. According to Sanders et al. (1993) and Ibáñez et al. (Manuscript), the polarity of a causal relation is positive when the effect is the logical conclusion of the cause (Example 13), and a relation has a negative polarity when the effect is not the logical conclusion of the cause (Example 14).

13. María didn't understand a word in the book, so she looked it up in a dictionary.

14. María didn't understand a word in the book, but she kept reading eagerly.

Order of the segments. Sanders et al. (1993) and Ibañez et al. (Manuscript) agree that this criterion refers to the position of the antecedent and the consequent. When E1 is the antecedent, then a basic order relation holds (Example 12). On the contrary, if E1 is the consequent then a non-basic order relation is established (Example 13).

15. María didn't tie her shoes, so she fell.

16. María fell because the floor was slippery.

Based on the work of Sanders et al. (1993), Ibañez et al. (Manuscript) propose a taxonomy for relational coherence. Table 7 shows the taxonomy of relational coherence relations.

Table 7

RELATIONAL COHERENCE								
		Order of events	Polarity	Source of coherence				
				Content			Speech Act	Epistemic
				Neutral	Volitional	Deontic		
Basic Operation	Adjacency	N/A	Positive	Conjunction				
		N/A	Negative	Opposition				
		N/A	Positive	Substitution				
		N/A	Positive	Disjunction				
		N/A	Positive	Sequence				
	Causal	Basic	Positive	Cause-Effect	Reason-Action	Condition-Obligation	Argument-Claim	Evidence-Deduction
		Non-basic	Positive	Effect-Cause	Action-Reason	Obligation-Condition	Claim-Argument	
		Basic	Negative	Basic Contrast				
		Non-basic	Negative	Non-basic Contrast				
		Basic	Positive	Condition-Event	Condition-Action			
		Non-basic	Positive	Event-Condition				
		Basic	Positive		Purpose-Act			
		Non-basic	Positive		Act-Purpose			

In this section, the key concepts to understand and carry out this project have been explained. Next section will link those concepts with the current situation of students in this ELT program and will account for the relevance of this work.

NeedsAnalysis

To assert the relevance and feasibility of this work, a needs analysis was carried out. It arose from previous observations in this program and from conversations with teachers and classmates. The needs analysis comprised three main parts: (1) a revision of reading materials for introductory linguistics courses at PUCV's ELT program, (2) a survey to the students, and (3) an interview to the instructors. The survey and the interview were designed to account for the Present Situation Analysis (PSA), Target Situation Analysis, (TSA) and Language Situation Analysis (LSA) (Dudley-Evans & St. John, 1998); based on them, the lacks, needs and wants of the students were uncovered.

Instructors Interview

The revision of the syllabi from four courses in PUCV's ELT program revealed that TB chapter is the predominant genre used in introductory linguistic courses. To uncover the reasons for this situation, a semi-structured interview was conducted with two instructors that have previously taught the courses of Grammar 3 and Language cognition and society; in addition, the relevance teachers see in academic reading, and the main challenges they perceive in their students when assigning TB chapters were accounted for in this interview (Appendix A1).

The interview consisted of nine guide questions. Three questions (1, 2, and 3) were directed to uncover the reason for the predominance of TB in linguistics courses' syllabi, these questions contributed to the PSA. Three questions (4, 5, and 8) aimed to assert the relevance that the two instructors see in academic reading, these questions contributed to the TSA. Finally, three questions (6, 7, and 9) aimed to assess the main challenges that students face when reading TB as perceived by the two instructors, these questions contributed to the LSA.

Results. A qualitative analysis of instructors' responses revealed that the main reason to use TB is the scaffolding of complex contents that mostly appear in this genre. The Literature on TB genre also discusses the relevance of it as a vehicle for introducing disciplinary knowledge (Hyland, 2001; Bathia, 2004; Parodi, Ibañez, &Venegas, 2010). Furthermore, Hyland (2001) stresses that TB is fundamental in introductory academic settings because it contains the accepted knowledge of a disciplinary field while presenting that knowledge in an organized and simple layout. Instructors also commented on the fact that some contents are only covered in TB because of its introductory nature.

According to Hyland (2001), TB genre involves two types of consumers: (1) the students as non-initiated members of an academic community, and (2) the teachers and other experts as evaluators of the genre. In agreement with that, instructors state that the main difficulty lies in the lack of guidance provided by the teachers in reading assignments. They acknowledge that, as experts in the field that they are teaching, they could and should provide more tools and materials to help students reach a deeper understanding of assigned readings; furthermore, the state that orientation on using TB's structure in students favor is needed. A course that accounts for TB's local and global structures helps students take advantage of reading assignments to develop meta-linguistic knowledge and knowledge of English language.

Observations. Despite high agreement on the advantages and challenges of assigning TB in introductory undergraduate courses, teachers stress different aspects to be developed. One states that this guidance should be focused on activities and exercises that take advantage of the overall layout of the genre. Hermida (2009) also stresses the importance to work with activities and exercises that help raise awareness of general characteristics of the genre, such as the

communicative purpose, context, and arguments present in the text. Similarly, Parodi, Ibañez, and Venegas (2010) highlight the importance of describing academic genes with similar criteria. Conversely, one of the teachers states that to help students the focus should be on the text itself. Ibañez (2010) supports this claim by uncovering that the main difficulty for students when reading TB in EFL is the building of a mental representation of the information found in texts. In this context, both teachers agree that students lack strategies to cope with TB, but they provide very different examples (Appendix A2) that are clearly coherent with their previously explained opinions.

Finally, they agree that TB may cover a variety of contents, but that the structure is similar in all of them. Both teachers emphasized similarities on local structures and organization of paragraphs. Moreover, they mentioned characteristics described in Hyland (2001); for example, different definitions and examples that illustrate different approaches, markers that signal the author's opinions on a subject matter, and a certain argumentative quality in a text that is mostly expository (Appendix A2).

Students Survey

A survey consisting of twelve questions was applied to 21 students who have already finished most of the linguistics courses in the PUCV's ELT program. The questions were aimed to discover the relevance of academic texts, these questions contributed to uncover the wants; the challenges that academic reading involves, these questions contributed to uncover the lacks; and the relevance of genre in appraising disciplinary knowledge, these questions contributed to uncover the needs (Appendix B).

Results. The target situation analysis determined that PUCV's ELT students that have already coursed all or most linguistics courses believe academic reading is relevant in the process

of learning main contents in linguistics courses. The present situation analysis questions revealed that from 21 students, 33.3% stated that academic reading was a challenging task, and another 23.8% said that the challenge depended on the guidance given by the teacher. However, 76.2% of students agreed that Academic texts were relevant in attaining new knowledge; the same percentage claimed that TB was the most relevant genre in doing so. Furthermore, 76.2% stated they would read a TB in the future to get guidance or materials. In addition, they asserted that they would use TB to teach a linguistic-related topic because of the simple way in which it presents concepts and the many examples with which it provides.

The LSA revealed that there are three main challenges that students face when reading academic texts: (a) The organization of the text, (b) The links between ideas, and (c) The different definitions in the text. However, 85.7% felt they could have made better use of the courses' bibliography if they had had more strategies to cope with the texts. Results can be viewed as charts in the appendices section of this project (Appendix B).

Conclusions

In conclusion, NA answers show that teachers and students state that academic reading is relevant in the learning process. Furthermore, in agreement with literature, both agree that TB is fundamental in the appraisal of new contents. Thus, an ESP course that is concerned with improving the reading of TB is not only pertinent, but also important.

Answers also show that teachers and students also claim that strategies to read TB would improve the student's level of reading comprehension. Both, teachers and students, mentioned difficulties in the understanding of local structures and in taking full advantage of global

structures. An ESP course that accounts for both can help students make full use of the linguistics courses syllabi.

Finally, TSA showed that students would use TB to teach a linguistics related subject. This assertion agrees with the information provided by teachers and the literature, both of which affirm that this genre provides an organized and simplified view of accepted disciplinary knowledge making TB an ideal genre to acquire disciplinary contents in introductory courses. A course that helps students identify and understand schematic and syntactic structures of TB genre contributes not only to students understanding of disciplinary knowledge, but also to their performance as teachers of English.

Syllabus Design

Rationale

Academic reading comprehension is fundamental for students to acquire disciplinary knowledge. Students who have the task to read academic texts in a foreign language have an extra difficulty. In the ELT program at PUCV, the most frequent academic text in linguistic courses' syllabi is linguistics TB. In addition, students and teachers have acknowledged the relevance of TB to acquire basic contents in the field. As discussed in the literature review, the teaching of schematic and syntactic structures that configure a genre is likely to improve reading comprehension. This course will create genre awareness by showing students (a) the main characteristics of the TB genre, (b) the coherence relations that can be established in it, and (c) the possible relation between those two aspects of TB. To do that, a mixed syllabus design consisting of the task-based Approach and the genre-based approach is developed.

According to Nunan (2006), a task-based approach states that language can be acquired more effectively when learners interact in the target language in order to carry out a task that can be a real life task (fill a form, buy groceries, ask for directions) or a pedagogical task (defined below). In addition, the author states that the use of a task-based approach calls for: (a) content selection based on needs analysis, (b) emphasis on interaction in the target language, (c) authentic texts, (d) focus on language and on learning strategies, (e) learner's personal experiences with learning topics, (f) linking classroom learning with language outside the classroom. All of these characteristics are considered in the syllabus design and in class activities proposed in the syllabus. Task will be seen from Ellis (2003) perspective, the author defines pedagogical task as:

A task is a workplan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed. To this end, it requires them to give primary attention to meaning and to make use of their own linguistic resources, although the design of the task may predispose them to choose particular forms. A task is intended to result in language use that bears a resemblance, direct or indirect, to the way language is used in the real world. Like other language activities, a task can engage productive or receptive, and oral or written skills and also various cognitive processes. (p.16)

Genre based approach has mostly been used to teach writing (Hyland, 2003). However, a syllabus design that accounts for the structure of TB genre benefits from the use of this approach. Christison and Murray (2014) define genre as socio-culturally recurring ways of using language to achieve specific purposes making use of distinct text structure and syntactic features. This approach proposes that language can be taught and effectively acquired through the teaching of text structure and syntactic features of different genres. Schools in which this theory has been originated and developed are Systemic functional linguistics (SFL) and English for specific purposes (ESP), both have proposed features that must be present when teaching based on this approach. While ESP proposes the same as for any ESP course (consider: needs of the learner, methodology and activities of the discipline, language in those activities, etc), SFL proposes steps cycle for genre-based instruction: (a) building the context, (b) modeling and deconstructing the text, (c) jointly constructing the text, (d) independently constructing the text, and (e) linking the text to related texts.

Both of these approaches consider CLT and they allow the design a syllabus that (a) accounts for the teaching of a genre determining the contents of this course, and that (b) accounts for the measurement and evaluation of learning outcomes determining the activities that will be proposed.

This course is designed in a linear spiral sequence. This means that the course is presented in three consecutive units that cover three main items that are reviewed several times during the course in increasing level of detail (Nation and Macalister, 2010). This sequencing has been used to allow students the exploration of TB genre from global structures to local characteristics as proposed by SFL genre-based approach to language teaching. In addition, a final unit will allow students to produce their own hypotheses and conclusions about the genre.

Course description

Name of the workshop: Linguistics Textbook: Improving academic reading through genre awareness.

Type of workshop: Elective

Area: English

Subarea: Linguistics

Audience: PUCV's ELT sophomores

English level: Intermediate

Lessons: 90 minutes each, once a week´

Objectives

This is an ESP course; thus, the objectives proposed for it are not based on the MINEDUC. Instead, they are based on Communicative Language Teaching (CLT) theory

(Richards, 2005) and the levels of knowledge proposed in the revised Bloom's taxonomy (Krathwohl, 2002).

General objective.

The main objective of this course is to develop academic reading comprehension of TB by teaching linguistic features to raise genre awareness.

Specific objectives.

- To identify main characteristics of the genre: description of the genre, schematic structure, syntactic structures, and coherence relations.
- To predict some local structures based on general information of the genre.
- To assess the relation between local and global structures.
- To analyze genre's local and global structures.

Cross-curricular objectives.

- To recognize and use linguistics as a tool for learning.
- To create genre awareness through comparison and contrast with TB.
- To encourage academic reading as an accessible source of disciplinary knowledge.

Course requirements

Attendance: 75 % of sessions must be attended.

Materials: they will be provided by the teacher

Plagiarism: plagiarized work will be punished with the minimum grade.

Punctuality: students must be punctual. However, students are allowed to enter the classroom up to 10 minutes after the beginning of each lesson.

Use of phones: only if class activity requires it.

Assessment

This elective course contemplates the following types of assessment. Table 8 shows the percentage of each type of assessment for this course.

Group work. Six cumulative marks will assess class work. Students will turn in a worksheet at the end of six lessons (specified in Tables 9B, 9C, and 9D). This instance is designed to assess lesson to lesson progress and to recall knowledge acquired in previous lessons.

Oral presentation. This instance is designed to assess and deepen knowledge acquired in Unit 1. Students will be asked to present on a topic in groups and provide accurate examples and questions that demonstrate a thorough understanding of the topic assigned. It will be assessed with a test that will be equivalent to a summative mark. The rubric for the oral presentation can be found in Appendix D2

Test. This instance is designed to assess the acquisition of contents in Unit 2. It is a semi-structured test that accounts for the acquisitions of contents related to coherence relations. The text and answer key can be found in Appendix C1 and C2 respectively.

Final project. This instance is designed to help students develop genre awareness and assess the acquisition of contents in units 1, 2, and 3. In addition, it is conceived to introduce

students to the production and comprehension of academic texts in the discipline. The rubric for

the final project can be found in Appendix D1.

Table 8

TYPES OF ASSESSMENT	
Assessment	Percentage
Group work	10%
Oral Presentation	20%
Test	30%
Final Project	40%

Scope and Sequence

This ESP course is divided into three units: (1) conventions of TB genre, (2) coherence

relations in TB, and (3) Genre awareness. Details of each unit can be seen in Tables 9B, 9C and

9D below. The objectives are not based on MINEDUC's planes y programas. Instead, they

consider a genre based approach, task based approach, and CLT. This can be seen in Table 9A

below. In addition, lesson plans of each sample lesson can be found in Appendix E, while

worksheets and answer keys of activities in the sample lessons can be found in Appendix F.

Table 9A

COURSE DESCRIPTION		
NAME OF THE COURSE: DEVELOPING ACADEMIC READING COMPREHENSION THROUGH GENRE AWARENESS		
LEVEL/YEAR: sophomore	**Level of English:** Intermediate **Number Of students:** 25 **Time:** 2O sessions 9O minutes each	**GENERAL OBJETIVE:** To develop academic reading comprehension of TB by raising genre awareness through the showing of linguistic features. **Unit 1:** To identify main characteristics of the genre: description of the genre, schematic structure, syntactic structures. **Unit 2:** To identify main characteristics of the genre: syntactic structures, and coherence relations. To predict some local structures based on general information of the genre. **Unit 3:** To predict some local structures based on general information of the genre. To assess the relation between local and global structures.

Table 9B

UNIT 1: CONVENTIONS OF TB GENRE				
SESSIONS	CONTENTS	OBJECTIVES	TASKS	ASSESSMENT AND MATERIALS
4	Lesson 1 • Academic genres. • Parodi, Ibañez and Venegas (2010) five criteria to describe academic genres. • Characteristics of TB genre.	To identify main characteristics of the genre as compared to other academic genres To recognize the five criteria to describe to describe academic genres To describe academic genre based on the five criteria	Discussing questions proposed by the teacher to discover academic genre's characteristics. Describing academic genres. Discussing to infer TB genre description.	Group worksheet Cumulative mark
	Lesson 2	To define genre	Share finding from homework	Group worksheet

• Genre and genre analysis • Moves and Steps of TB genre. Parodi (2010). • Communicative purpose in TB moves and steps.	To understand genre analysis as a tool for leaning. To infer moves and/or steps in TB To identify TB's schematic structure and rhetoric organization. To associate prior knowledge.	with the class. Group work: Identify communicative purpose based on prior knowledge. Recognize rhetoric organization based on teacher's explanation.	Cumulative mark?
Lesson 3 • Other information on TB genre (Hyland, 2001; Bathia 2004)	To recognize general characteristics of the genre To associate general characteristics of the genre with the five criteria to describe it.	Discuss questions proposed by the teacher with the class	Formative assessment
Lesson 4 • Other descriptions of TB (Hyland, 2001; Bathia 2004). OP1: Comparing and exemplifying multimodality OP2:Explaining Hyland's (2OO1) description OP3: exemplifying textual meta discourse OP4:exemplifying interpersonal meta discourse	To understand the different descriptions of TB genre. To identify different descriptions of TB. To exemplify different descriptions of TB. To demonstrate knowledge of the topic. To guide a meaningful activity.	Present to the class organized information, accurate examples and meaningful activity.	Summative assessment

Table 9C

UNIT 2: COHERENCE RELATIONS IN LINGUISTICS TB				
SESSIONS	CONTENTS	OBJECTIVES	TASKS	ASSESSMENT AND MATERIALS
8	Lesson 1 • Coherence and Cohesion • Types of coherence:(referential), additive, and relational: causality and adjacency (Ibañez, Moncada, and Santana, Manuscript) •	To distinguish between concepts of cohesion and coherence. To understand the concept of coherence relations. To identify types of coherence and coherence relations.	Categorize types of coherence from coherence relations in a short text. Create examples of coherence relations.	Formative assessment
	Lesson 2 • Relational coherence: the four primitives (Sanders, Spooren, and Noordman; 1993) and	To describe relational coherence relations based on the four primitives. To understand each primitive to describe coherence.	Read text assigned by teacher. Discuss as a class to classify coherence according to primitive's	Formative assessment
	Lesson 3 • Examples of each primitive and then of relations with combination of primitives	To exemplify each primitive to describe relational coherence. To produce coherence elations based on the four primitives To analyze academic texts in terms of relational coherence.	Group work: Find examples of each primitive and then of relations with combination of primitives	Group worksheet Cumulative mark
	Lesson 4 • Additive relations: Information focus	To identify the criteria to describe additive coherence. To produce examples based on	Group work: find examples of each criterion and then the criteria combined.	Group worksheet Cumulative mark

	and type of information. • Examples of each criterion and then the criteria combined.	the criteria to describe additive coherence. To analyze academic texts in terms of additive coherence.		
	Lesson 5 • Ibañez et. al. (Manuscript) taxonomy. • Examples of coherence relations in the taxonomy	To distinguish between description criteria and a taxonomy. To understand the relationship between criteria and taxonomy. To exemplify relations in the taxonomy.	Combine descriptive criteria in all the ways possible. Give simple examples for relations in the taxonomy.	Formative assessment
	Lesson 6 • Examples of coherence relations in the taxonomy	To distinguish types of coherence. To analyze TB in terms of coherence. To relate coherence relations to TB characteristics	Group work: Assign a TBc (same for all groups) Choose one type of coherence. Analyze TBc for elations of that type of coherence. Change to another group to: share and explain	Group worksheet Cumulative mark
	Lesson 7 TEST: Coherence, coherence relations, and taxonomy	To distinguish between cohesion and coherence To identify types of coherence relations To produce coherence relations based on descriptive criteria.	TEST	Summative assessment
	Lesson 8 • Coherence relations in academic genres • Coherence relations in relation to genre description		Group work: Analyze short texts from different academic genres to find criteria covered in Unit 1. Predict coherence relations based on the description of the genre.	Group worksheet Cumulative mark

			Analyze text for coherence relations to check predictions	

Table 9D

UNIT 3: GENRE AWARENESS				
SESSI ONS	CONTENTS	OBJECTIVES	TASKS	ASSESSMENT AND MATERIALS
6	Lesson 1 • Writing a college paper	To identify the rhetoric organization of a college paper. To understand the communicative purpose of a college paper.	Group wok: Organize a sample college paper Identify communicative purpose of college paper. Discuss the rhetoric organization of college paper *Explain finalproject: requirements and assign topics.	Formative assessment
	Lesson 2 • Drafting a college paper	To predict and justify based on prior knowledge. To draft and revise thesis statement and objectives. To develop an outline for a literature review. To select relevant concepts and literature on the topic. To compile a corpus	State the object of study. Define the focus and method of study. State the hypothesis/es Support study with literature. Identify key concepts for the study. Determine the appropriate bibliography. Decide on corpus.	Formative assessment: Feedback

		Receive feedback from teacher.	
	To explain the method of the study. To describe a corpus based on course bibliography To judge pairs wok based on prior knowledge. To analyze text based on prior knowledge.	Design an outline for the method. Give and receive feedback for method's draft. Describe corpus. Receive feedback from teacher. Work on corpus analysis. Ask questions and solve doubts *Send in first progress report.	Formative assessment: First progress report.
Lesson 3 • Drafting and revising introductions, conclusions and abstract	To summarize most relevant points in college paper. To write introductions and conclusions. To judge previous work based on feedback	Draft introduction and conclusions. Identify and distinguish relevant information that should compose Introduction and abstract. Draft abstract. Deceive and give feedback to classmates.	
Lesson 4 • Revising and editing	To Assess their own work. To appraise their previous work based on feedback To prepare final product.	Revise and edit according to teacher's and pair's feedback. Correct grammar and vocabulary mistakes. Put together the work *Send in second progress report	Formative assessment: First progress report.
Lesson 5 • Editing to hand in	To edit their own work based on feedback	Edit and finalize project Send in Final project	Summative assessment: Final project.
Lesson 6 • Evaluating the course	To assess the course. To assess knowledge acquired during the course.	Answer survey about the course.	Self-assessment.

Sample Lessons

Unit 1
Understanding conventions of the TB genre

Objectives:

General Objectives:

- To identify the main characteristics of the TB genre.
- To recognize Academic genres.

Specific objectives:

- To infer characteristics of the TB genre's schematic structure.
- To assess academic genres based on their characteristics.
- To analyze academic genes based on specific criteria.
- To describe TB genre's rhetoric organization.

Cross curricular Objectives:

- To recognize and use linguistics as a tool for learning.
- To create genre awareness through comparison and contrast with TB.
- To encourage academic reading as an accessible source to disciplinary knowledge.

Unit 1: Lesson 1

Lesson Objectives:

To identify the main characteristics of the genre as compared to other academic genres.

To recognize the five criteria to describe academic genres.

To describe academic genre based on the five criteria.

Warm up activity: What types of texts (genres) have you encountered in college?

Individually, think of answers to the following questions:

- What types of texts (genres) have you read during your undergraduate studies?
- What types of texts (genres) have you produced while in college?

In pairs, make a list to answer those questions and discuss the similarities and differences between them.

Share your answers with the class.
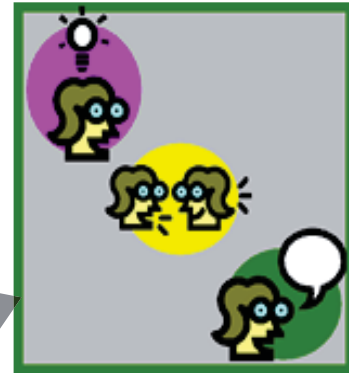
Warm up activity: teacher's note:

Give instructions to students. Give them three minutes to come up with ideas. Give them five minutes to share and discuss. Summarize and write their answers on the board. The main goal of this activity is to assess student's knowledge of academic texts in college settings.

Engage stage: teacher's note.

Tell students they will be reading a few excerpts of different academic texts, specify that they are texts read or produced in this undergraduate program. Explain that the texts are to be read and discussed at class level based on questions proposed in the PPT to discover characteristics of each genre and how they are described. This will take from 10 to 15 minutes. (slides 1 to 5)

Describing and Identifying features of academic Genres

1st slide

2nd slide

3rd slide

Teacher's note:

Show students the text first, without telling them the genre. Ask a student to read for the class. Then show the next slide, the will only see the questions. Ask students to answer them in a class discussion. Write their answers on the board and then show them the possible answers.

4rth slide

Discuss

What is the text Doing?
Describes   Narrates   Arguments

What does it use to convey Meaning?
Written text   Charts and Drawings   Both

Teacher's note:
Show the text to the students and ask one of them to read for the rest of the class. Show the genre and ask the class to answer the questions in the next slide as a class discussion. Show the clues to let them know some possible answers. Explain the right answers and clarify questions students may have.

Study stage: teacher's note
Show students the text and then the genre. Show the five criteria to describe texts and explain each one. Ask one student to read for the rest of the class and then guide a class discussion to elicit the description of the text. (Slides 6 and 7) This will take from 20 to 25 minutes.

Linguistics Research Article

Rhetorical Structure Theory has enjoyed continuous attention since its origins in the 1980s. It has been applied, compared to other approaches, and also criticized in a number of areas in discourse analysis, theoretical linguistics, psycholinguistics, and computational linguistics. In this article, we review some of the discussions about the theory itself, especially addressing issues of the reliability of analyses and psychological validity, together with a discussion of the nature of text relations. We also propose areas for further research. A follow-up article (Taboada and Mann, forthcoming) will discuss applications of the theory in various fields.

Activate stage: teacher's note

Show students the next text and ask them to get in groups of four or five people. Ask them to discuss to figure out the description corresponding to the text on slide 8. Tell them to consider everything that has been covered in the lesson so far. Then, ask them to share their answers with the class. Correct any mistakes and explain. Show the correct answers on slide 9. Show the next slide and ask them to do the same.

Group work:

- Get in groups of 5. They will be your work groups during this semester. Choose wisely!
- Read the text showed in the slide.
- Discuss the description of this text based on what you've learned today.

Check Your Learning

Communicative macro-purpose:

To persuade

Relationship between participants:

Expert writer-Expert reader

Context of circulation:

Pedagogical/Scholar

Modality:

Monomodal

Discourse organization mode:

Argumentative

9thslide

College Report

Most actors during the early Elizabethan period were object of prejudice and distrust. They were placed at the same level of a low-life or a bum because of their roguish appearance. They faced numerous difficulties to perform their craft: if not properly employed by a licensed company that counted with a noble benefactor, they faced beatings and humiliations.

Since the first theater constructed during the Elizabethan period wasn't built until 1576, the plays were staged mostly by travelling companies- acting troups- that went on trip around England's provinces. With such hectic movement from one town to another, there's no wonder why actors were distrusted among locals, this was a period marked by frequent outbreaks of the feared bubonic plague, which caused that any stranger was put under suspicion of being a carrier of the dreadful disease. As a way of containing the sickness between the city walls, licenses were granted to nobility for them to sponsor their favourite acting troup; consequently, granting permission to the artists to perform.

10thslide

Communicative macro-purpose:

To inform

Relationship between participants:

Semi-lay writer–Expert reader

Context of circulation:

Pedagogical

Modality:

Multimodal

Discourse organization mode:

Descriptive

11thslide

Find materials in Appendix F1:
Assigned texts
Answer key
Worksheet: Class work 1

Activate stage: Group work

- Get in groups of four.
- Read the text assigned by the teacher.
- Discuss and write down the information. based on the criteria covered in this lesson
- Share with the class.
- Hand in your work at the end of the lesson.

12thslide
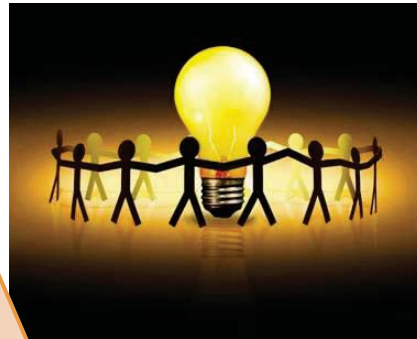
Activate stage: Teacher's note

Assign a TBc to each group. Give them the worksheet and ask them to work together to complete it. Give them 15 to 20 minutes to complete the activity. Correct the activity with the collaboration of the class. Explain the correct answers. Ask students to give the worksheet to you at the end of the lesson.

Plenary session:

Briefly think about the following questions:

Was it difficult to discover any of the criteria? Which one?

Why do you think that could be?

Was there anything that caught you attention? Why?

While reading, did you learn anything about the topic? What or How?

Do you think this type of text is effective in leaning environments?

Discuss the questions with your work group.

Decide on 1 or 2 things you think you won't forget about this lesson.

Share your answers with the class.

Plenary session: teacher's note.
Lead a class discussion with the questions proposed below. The aim of this activity is to reflect on the contents covered during this lesson and to foster the implementation of strategies developed by students while reading and identifying key information in a text.

13th slide

Homework:
- Choose 1 TB chapter from the list on AV.
- Identify the main parts you can find based on the criteria the have learned this lesson.
- List them with a name they think represents it best. (As proposed on slide 13)

Homework: teacher's note
Show slide 13 with the instructions for homework. Stress that the identification of different pats in the texts must be carried out by identifying at least two of the criteria seen in this lesson

Sample lesson 2

     Unit 1: lesson 2

Lesson objectives:

To recognize the moves and steps in TB.

To identify the characteristics TB's rhetoric structure according to the criteria proposed by Parodi, Ibañez, and Venegas (2010).

To analyze TB schematic structure.

> **Remember!**
> In the previous lesson, you covered:
> - TB genre
> - Characteristics of TB genre
> - Criteria to describe TB genre
>
> For details, see Table 9B

Warm up activity: Remembering genre description
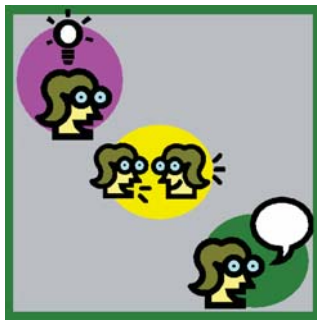
> Individually, think of examples for the five criteria learned last lesson.
>
> In pairs, discuss your examples and to what academic genre they belong.
>
> Share your examples with the class.
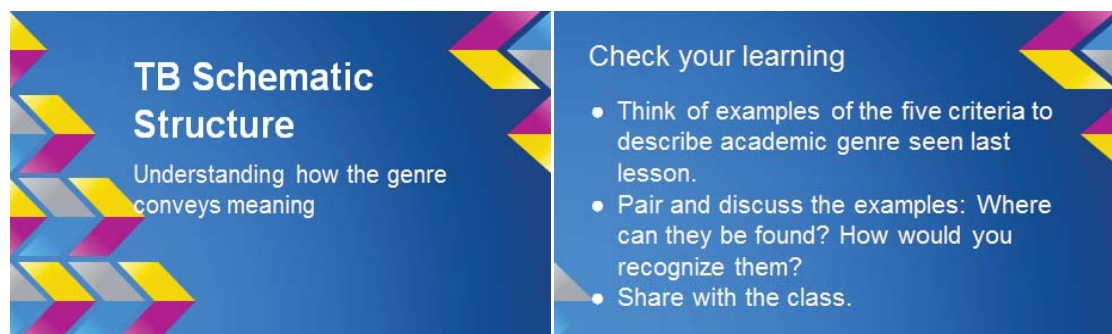
Warm up activity: teacher's note
Give students three minutes to think of examples. Give students five minutes to discuss examples. Take three minutes to class' share time. Write their examples on the board. The main goal of this activity is to recall and revise what was covered last lesson. (Slides 1 and 2) This will take from 5 to 10 minutes.

1st Slide   2nd Slide

TB Schematic Structure

Understanding how the genre conveys meaning

Check your learning

- Think of examples of the five criteria to describe academic genre seen last lesson.
- Pair and discuss the examples: Where can they be found? How would you recognize them?
- Share with the class.

3rd slide

Let's check Homework

What parts were you able to identify?

Does any other group has something similar?

What was the communicative purpose of those parts?

Engage stage: teacher's note:
Ask students to take out their homework and lead a class discussion to answer questions on slide 3. The main goal of this activity is to engage students with the new contents, while recalling and associating previous ones. It will take from 10 to 15 minutes.

4th slide

Genre

ESP: Abstract, socially recognized ways of using language. (Hyland, 2007)
SFL: system of staged, goal oriented, social processes through which social subjects in a given culture live their lives (Martin, 1997)

For next activity, consider:
In the very unlikely case they do not come up with similar steps, spend a little more time in the discussion questions on slide 7.
However, having students mentioning similar steps is not fundamental for the development of the lesson and it might even be beneficial for discussion that they do not come up with similar answers.

Study stage: teacher's note:
Explain contents in slides 4 to 6. Do not take too long in teaching theory (**remember**: this is an elective workshop). Then, ask students if their findings make sense and are similar to the rhetorical structure you have explained. Finally, ask them to discuss in their work groups the steps the author would need to follow to achieve the communicative purpose in each move. The idea is that they come up with similar steps to the ones proposed in Parodi (2010).

7th slide

Engage stage 2: teacher's notes
Show questions on slide 7. Ask students to answer as a class paying particular attention to question 2. Write their answers on the board and then explain that you will show the steps in each move.

8th slide

9th slide

Study stage: teacher's note:
Show and explain the steps in each move, their communicative purpose, and structure. Ask them if they had something similar and if these steps make sense. Students should see similarities between their answers and the rhetorical structure of TB. However, if they do not, remember that this will not interrupt the flow of the lesson as it is your mission to help them make sense of the contents
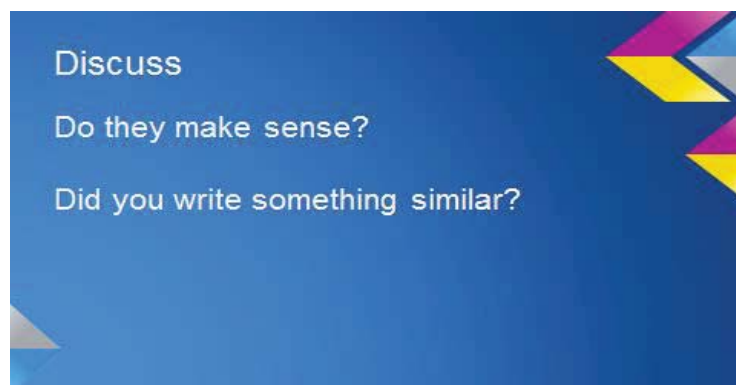
11th slide

12th slide

Activate stage: Group work
- Get in your work groups.
- Look at the text assigned by the teacher.
- Identify Moves and steps.
- Write your findings on the board.
- Explain to the class.

Materials for activity on slide 12 can be found in
Appendix F2:
TB text

Activate stage: teacher's note
Ask students to get in their work groups. Assign texts from the same texts as in lesson 1, but this time give each group one rhetorical move each: Preamble, Conceptualization and exercising, Corollary. There will be 2 groups with each move.
Specify that they must identify and describe only one move. This description should consist of identifying the main parts inside the move (steps), the communicative purpose of each and a possible name for the different parts they have identified. Display slide 12 to make instructions visible during the activity.

Plenary session:
- Get together with the group that worked with the same move as you.
- Discuss your answers to agree in a better one.

- Summarize your answers on the board.
- Choose a spokesperson to explain the findings to the class.
- Write down your and your classmates findings.

Plenary session: teacher's note

Ask students to get together with the other group that was assigned the same move and discuss their answers. Tell them they need to agree on their answers to present them to the class.

Ask groups to summarize their answers on the board. Then, ask each group to explain the findings to the class; to do that, each group may choose one spokesperson. Finally, ask students to write down their findings and their classmates findings, as the will be used for homework and other lessons.

13th slide

Homework:

- Look at the chart of the rhetorical organization of TB.
- Compare your findings to the chart
- Prepare to explain what they learned from that to the class next lesson (as proposed on slide 13)

Homework: teacher's note

Give each group the worksheet with the chart of the rhetorical organization of TB.

Ask students to compare their findings to the chart and be prepared to explain what they learned from that to the class next lesson.

Display slide 13 to show instructions.

Sample lesson 3

Unit 2
Coherence relations in TB

Objectives:

General objectives:

- To identify main characteristics of the genre: syntactic structures, and coherence relations.
- To predict some local structures based on general information of the genre.

Specific objectives:

- To understand TB's syntactic structures.
- To identify criteria to describe coherence relations.
- To distinguish types of coherence and coherence relations.
- To assess academic genres based on their characteristics.
- To analyze academic genes based on specific criteria.

Cross curricular objectives:

- To recognize and use linguistics as a tool for learning.
- To encourage academic reading as an accessible source to disciplinary knowledge.

Unit 2: lesson 5

Lesson Objectives:

To distinguish between description criteria and a taxonomy.

To understand the relationship between criteria and taxonomy.

To identify relations in the taxonomy.

Remember!
In previous lessons, you have covered:
- Types of coherence
- Criteria to describe relational coherence
- Criteria to describe additive coherence
- Examples of each.

For details, see table 9C.

Warm up activity: Describing coherence relations

As a class:
- Name the types of coherence.
- Name the criteria to describe each.

Warm up activity: Teacher's notes
Ask students to name the types of coherence. Then, ask students to name the description criteria for each type of coherence. Finally, write down their answers on the board. This will take from 5-10 minutes. In the chart below, you can see what the board should look like at this point.

Warm up activity

Types of Coherence	Descriptive Criteria	Description
Additive	Information focus	Event, concept, action, meta-discursive
	Type of information	adjectival, circumstantial, meta-discursive
Relational:	Basic Operation	Causal, Adjacency
	Polarity	Positive, negative
	Order of events	Basic, non basic
	Source of coherence	Content speech act, epistemic

Coherence relations

Naming relations

Examples

I have proposed previously that language comprehension can be described as structure building, and I have sketched a simple framework to use as a guide. I call this framework the Structure Building Framework.

(Additive: information focus: concept Type of information: adjectival)

Because comprehenders first lay a foundation, they spend more time reading the first word of a clause or sentence

(BO: causal, P: positive, SofC: content, OofE: basic)

For some scholars, text refers to written language and discourse to spoken language. For others, texts may be spoken or written, and they may involve one or more text-producers

(BO: adjacency, P: positive, SofC: neutral, OofE: Dn't/A)

Seen within this development, it seems rather arbitrary today to maintain a strict boundary between text linguistics and discourse analysis. As a result, the two separate terms text and discourse may be used interchangeably

(BO: causal, P: positive, SofC: speech act, OofE: basic)

Engage stage: Teacher's notes
Show students examples in slide 2. They will appear without the answers. Ask them to identify the description corresponding to each criteria. After they have discussed and answered as a class, show the correct answers by clicking again on the same slide. Explain the correct answers. This will take from 10 to 15 minutes.

Taxonomy

Doing this every time you find a coherence relation is too long and unpractical.
A taxonomy of coherence relations is the categorization of those relations based on type of coherence and the criteria to describe each.

Study stage: Teacher's notes

Show slide 3 and explain students what a taxonomy is and why it is useful. Show the taxonomy for additive and relational coherence that can be found in the literature review section of this project (Tables 6 and 7). Ask them to go through it and ask any questions they may have. It will take from 10 to 15 minutes.

Finally, show examples of relations they may find too difficult. They can be seen below in slides 4, 5 and 6. These relations may be too difficult because they are: too specific (Causal and Meta-discursive), or the criteria to describe them is not enough to identify them (Adjacency). It will take from 10 to 15 minutes.

Examples of Meta-discursive relations

Deictic:
There are four primitives to describe relational coherence. These criteria can be seen in detail in chapter 2.

Evaluative:
Causal coherence is processed faster and more effectively that other types of coherence. A highly coherent text, as it should be expected, shows a high frequency of causal relations.

4th Slide

Examples of adjacency relations

Disjunction:
Francisca could wear the silver dress with the blue shoes, or she could wear the black dress with the green shoes.

Opposition:
Paul always tried to do the right thing. His brother, Chris, always chose the wrong side.

Substitution:
They had had spaghetti for dinner, instead of their usual sandwich.
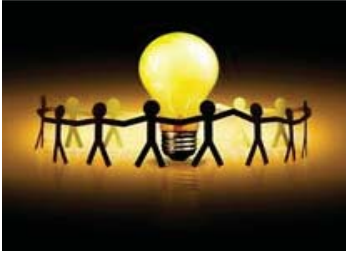
5th Slide

5th Slide

Example of causal relations

Condition-action:
If the bell rings twice, we have to get out and evacuate.

Condition-event:
If it doesn't rain this week, plants will start dying.

Condition-obligation:
If the parents pass away without having assigned a legal guardian, the closest related adult will become the legal guardian of the children.

Activate stage: Group work
- Get in your work groups.
- Give simple examples for each coherence relation that you have been assigned.

Activate stage: teacher's note

Ask students to get in their work groups. Assign 6 relations to each group: the distribution can be found in the chart below. Ask students to give simple examples for the coherence relations that you have assigned them. Display slide 6 to make instructions available during the activity. This will take from 15 to 20 minutes.

Group work: Coherence relations distributions	
Group 1	Concept-definition, Event-example, simultaneity, effect-cause, basic contrast, evidence-deduction.
Group 2	Concept- exemplification, Event-specification, spatial, cause-effect, non-basic contrast, claim-argument.
Group 3	Concept-specification, Event-reformulation, conjunction, reason-action, obligation-condition, argument-claim.
Group 4	Concept reformulation, Event-comparison, mode, event-condition, Concept-description, sequence
Group 5	Concept comparison, Event-description, cause-effect, action-reason, time, purpose-act

Plenary session:
- Share your answers with the class
- Explain which relations were: the hardest to exemplify and the easiest to exemplify and why

Plenary session: teacher's notes
Ask students to share their answers with the class and state which relations were the most difficult to exemplify and why. This will take from 5 to 10 minutes.

Homework:
Upload your examples to the document created by the teacher.
Look at the charts provided by the teacher.
Think about which of the relations is most likely to:

- Appear most frequently
- Appear least frequently or not at all

Think of, at least, two reasons for your answers

Homework: teacher's note
Ask students to upload their examples to a document, specifying the name of each relation. (Explain that you will correct examples and provide new ones when needed.)
Give each student the charts with the taxonomy for: additive coherence and relational coherence.
Ask them to think which of the relations is most likely to appear frequently in TB and which is likely to appear the least or to not appear at all.
Explain that they should think of at least two reasons for each. To explain this homework, will take about 5 minutes.

Sample lesson 4

Unit 2: Lesson 6

In this lesson, students will learn to:

Distinguish types of coherence.

Analyze TB in terms of coherence.

Relate coherence relations to TB characteristics.

Remember!
In previous lessons, you have covered:
- Types of coherence
- Taxonomy of coherence relations
- Criteria to describe additive and relational coherence

For details, see Table 9C

Warm up activity: Describe and identify coherence relations.

As a class, name the criteria to describe additive and relational coherence relations.

Take out your charts with the taxonomy of coherence relations.

Place the different combinations in the taxonomy of coherence relations.

Warm up activity: Teacher's notes

Ask students to name the criteria to describe additive and relational coherence relations. This will take 2-3 minutes.

Ask students to take out their charts with the taxonomy of coherence relations proposed by Ibañez et al. (Manuscript) that can be found in the Literature review section of this project.

 Give students a few different combinations and ask them to place them in the taxonomy of coherence relations. This will take 3-5 minutes.


1st Slide

2ndSlide

Warm up activity: teacher's note:

To correct answers to the first part go to slide 3. To find correct answers to the second part go to the taxonomy of coherence relations proposed in Ibáñez, Moncada, and Santana (Manuscript).

The aim of this activity is to review contents covered last lesson and to activate prior knowledge.

Materials for activity on slide 4 can be found in the literature review section of this project:
Taxonomy of coherence relations as proposed by Ibañez et al. (Manuscript)

Criteria to describe coherence relations.
Ibañez et al. (Manuscript)
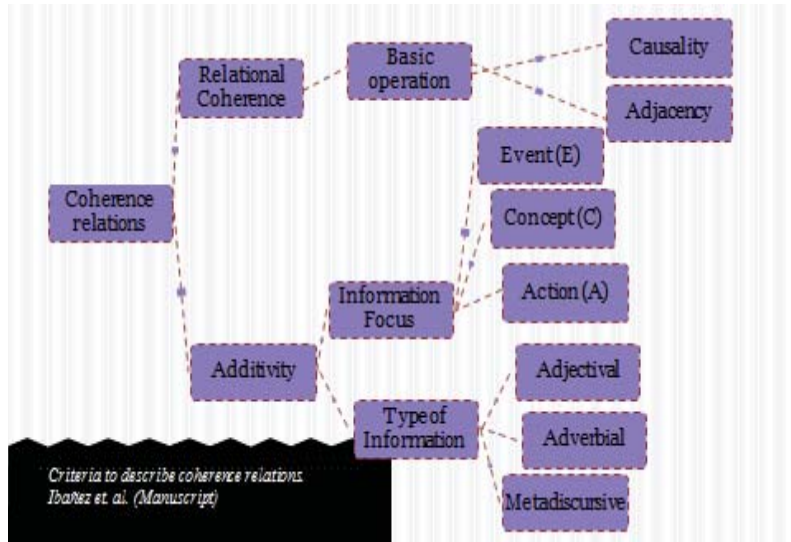
3rd Slide

4thSlide

Engage stage: Thinking about TB genre:
- In pairs, look at the taxonomy of coherence relations.
- Discuss and decide which relations are not likely to be found in TB. For this, consider everything we've covered so far.

- Get in your groups and share your assumptions.
- Discuss and agree on, at least, 3 relations that you do not expect to find in TB.
- Share and justify your answers as a class.

Engage stage *Thinking about TB genre***: Teacher's note**

Ask students to get in pairs and explain the activity as proposed in slide 4. This activity aims to engage students and prepare them for the main activity in this lesson. In point two, ask students to remember contents from unit 1 as well as what has been covered in unit 2 so far.

In the last point, lead a class discussion to agree on which relations **they will leave out** for next activity. This will take about 15 minutes

The modes of Language

Signifiers are transmitted in human language most frequently through two primary modes: speech and writing. A third mode, signing, is a system of communication used by individuals who are deaf. Contrary to popular belief, sign languages are not merely gestured equivalents of spoken languages. American Sign Language (ASL), for instance, has its own grammar, and those who use it go through the same stages of language acquisition as speakers of oral languages do. In fact, it is not uncommon for children of deaf parents who are not deaf themselves to learn a sign language as their first language, and a spoken language as a second language.

In linguistics, it is commonly noted that speech is primary and writing secondary. Linguists take this position because all languages are spoken (with the exception of dead languages such as Latin, which now exist only in written form), and only a subset of these languages are written.

5thSlide

Study stage: Teacher's note:

Show students the text in slide 5. Ask the class to identify coherence relations in the text. Check answers with slide 6. Explain any doubts and mistakes. This activity aims to prepare students for the next one and to guide them in the application of new contents. This will take from 10 to 15 minutes

Let's check

Signifiers are transmitted in human language most frequently through two primary modes: speech and writing. A third mode, signing, is a system of communication used by individuals who are deaf. **Conjunction**

Contrary to popular belief, sign languages are not merely gestured equivalents of spoken languages. **Concept-specification**

American Sign Language (ASL), for instance, has its own grammar, and those who use it go through the same stages of language acquisition as speakers of oral languages do. **Exemplification**

In fact, it is not uncommon for children of deaf parents who are not deaf themselves to learn a sign language as their first language, and a spoken language as a second language. **Specification**

In linguistics, it is commonly noted that speech is primary and writing secondary. Linguists take this position because all languages are spoken (with the exception of dead languages such as Latin, which now exist only in written form), and only a subset of these languages are written. **Claim-Argument**

7thSlide

Activate stage: Group work
- Get in your work groups
- Read the text assigned by the teacher and find coherence relations from the type of coherence assigned to your group
- Count the relations to find out which are the most and the least frequent
- Write down at least one example that you consider representative of the most and least frequent elations

Activate stage: teacher's note
Assign each student a part of Meyer (2009), Chapter 1. Assign each group a type of coherence: Causal, additive, and adjacency. Explain activity as proposed above and show slide7 to have instructions available to students during the activity.

Plenary session:
- Switch to the group assigned to you.
- Share and explain your findings.
- Answer your classmates' questions.
- Write down a summary of your classmates' findings

8th Slide

Plenary session: teacher's note
Number the people in each group from 1 to 4 or 5, depending on how many people are in each of the work groups. Ask the students who have the same number to from new groups. Explain that they should present and explain their group's findings and allow the group to ask questions. Write down their classmates assumptions and hand in the work at the end of the lesson (Keep slide 8 on to have instructions at all times visible during the activity).

9thSlide

Homework:
- Think of some reasons for the frequency of the coherence relations in your class work.
- Get together in your work groups and discuss them.
- Agree on 5 reasons, list them, and research them.

Homework: teacher's note

Ask each student to think of some reasons for the frequency of the coherence relations in their class work.

Ask them to get together in their work groups and discuss them.

Tell them they should agree on 5 reasons, list them, and research them.

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Appendices

Appendix A1

Needs analysis: Teacher's interview

Academic texts in Linguistics courses

This interview aims to uncover the relevance of textbook chapter in linguistics courses (Grammar 3, Language cognition and society, Reading comprehension strategies, and Speaking strategies) and the reasons for this genre to be predominant in those courses syllabi. This survey was designed to do so by interviewing the teachers of: (a) Lenguaje cognición y sociedad, (b) Géneros del discurso/Gramática 3.

1. In your view, Are academic texts and genres relevant in attaining basic knowledge in your course? Why?

2. When looking at the syllabi from the four courses mentioned above, a predominance of textbook chapters is evident. In your course, why is that?

3. Why do you think other teachers favor Textbook genre?

4. In your opinion, what are the advantages and disadvantages of this genre for students that are new to the academic community?

5. In your experience, what are the main difficulties faced by students when reading linguistics textbook chapters? Give an example.

6. Do your think students could make better use of the Textbook chapters in the syllabus? How? or Why? Help question: Do you think they are getting all they can from the tools you give them?

7. Was Textbook genre relevant in your learning as a linguist and/or as a teacher? Why?

8. Are there any characteristics that you would highlight in Linguistics Textbook (or textbook chapters), regardless of the sub discipline they belong to?

9. Do you think your students lack strategies to cope with or to comprehend Textbook chapters? If your answers is yes, please explain or give examples and consider your students in the courses mentioned at the beginning of this survey.

Appendix A2

Summary of Results

|	**Interview 1**	**Interview 2**
1.Academic text relevance	in scaffolding and gradating complex knowledge	To appraise disciplinary knowledge and introductory contents
2.Predominance of textbook	Same answer	It simplifies and scaffolds knowledge
3.Assigned by other teachers	Communicative purpose is to transmit knowledge. Contents found in TB mostly	easier for students to become acquainted with new knowledge
4.Advantages and disadvantages	A: gradated materials. D: without the right guidance students are not likely to understand	A: simplifies complex contents, saves time, provides scaffolding D: Too simplistic
5. Main difficulties	fact/opinion difference is not clear Distinguishing main ideas distinguishing claim/argument from other causal relations	students lack mastery of the language
6.Better use of syllabi	they need more guidance to fully explore materials	more resources and guidance in activities and exercises
7.TB in your own learning experience	TB was fundamental. When I didn't know about a topic I would go to TB	no, I read original texts
8.Characteristics	They vary according to discipline, but they are similar in structure.	All TB are similar in organization. Activities and exercises help develop linguistic awareness
9.Lack of strategies	Reading without a goal.	Lack of linguistic competence.

Appendix B

Needs analysis: Students' survey

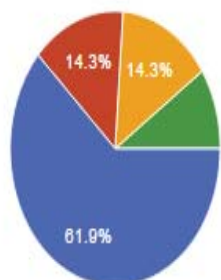**Academic Texts in ELT program at PUCV**

The aim of this survey is to assert the relevance of academic genres in the acquisition of important contents in the frame of linguistics subjects in PUCV's ELT program.
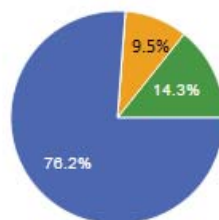
What's your year of enrollment?
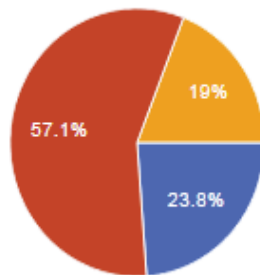
|	
2009	23.8%
2010	57.1%
2011	19%

Have you passed all of your linguistics courses?

Yes	61.9%
Yes, I have obtained my degree	14.3%
I'm taking the last one this semester	14.3%
I have two or more to complete yet	9.5%

Were texts assigned in linguistic courses relevant to attain new knowledge on the subject?

Yes	76.2%
No	0%
No because they were confusing	9.5%
Yes because they were very explicit	14.3%
No, they were too difficult	0%
Yes, they were easy to read	0%

Which was the most relevant genre in appraising new contents?
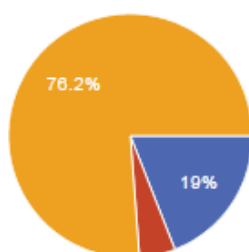
Reasearch articles	19%
Sample papers	4.8%
Textbook chapters	76.2%

Were academic texts challenging for you?
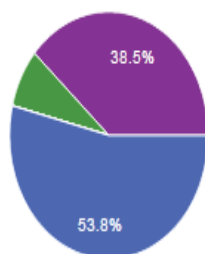
Yes	53.8%
No	0%
Only Research articles	0%
Only textbook chapters	7.7%
It depends on the guidance given by the teacher	38.5%

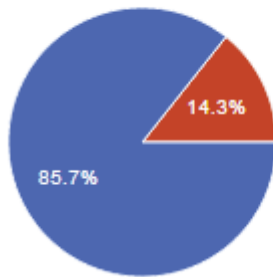**Please explain your previous answer in the space below**

The answers to this section can be categorized in three main results:

1. The different concepts and definitions in a text.
2. The relation or links between ideas in a text
3. The organization of a text and expectations that it creates.

What was the main challenge in reading academic texts

The organi...	
The conclu...	
The links b...	
The discus...	
The exercises	
The results	
The images...	
The differe...	
The organi...	
The vocabu...	
The numbe...	
Other	

0   4   8   12

The organization of the text	47.6%
The conclusions	4.8%
The links between ideas	76.2%
The discussion	14.3%
The exercises	14.3%
The results	0%
The images and charts	9.5%
The different definitions in one text	61.9%
The organization of the paragraphs	9.5%
The vocabulary/Language	14.3%
The number of pages/Time	0%
Other	33.3%

Do you feel you could make better use of the course bibliography?

Yes	18	85.7%
No	3	14.3%

14.3%

85.7%

Do you think that you could get more out of texts assigned in a course if you had more tools/strategies?

Yes	76.2%
No	0%

100%

Would you re read any of the texts again to understand them or get materials in the future?

Yes	76.2%
No	23.8%

23.8%

76.2%
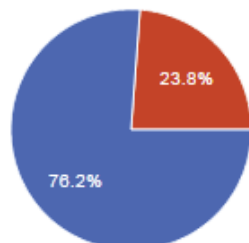
If you had to teach a linguistic related topic (reading comprehension strategies, discourse analysis, L1 vs L2,etc), which genre would you predominantly use?

Research articles	14.3%
Linguistics textbooks	76.2%
Both	9.5%
Other	0%

76.2%

14.3%
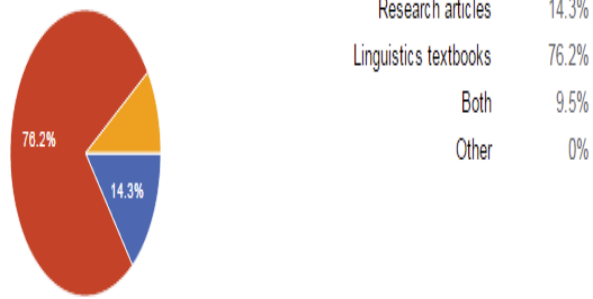
Please, justify your previous answer in the space below

This question's answers can be summarized in two categories:

1. Resources in TB: Examples and exercises.
2. The simple presentation of complex concepts.

Appendix C1

Test: Coherence Relations

Name:_____ Score: _____

1. Name (0,5points) and explain (2,5 points) the four primitives to describe coherence relations proposed by Sanders, Spooren and Noordman (1993).
2. Answer the following questions in your own words (2 points each)
a.   What is the difference between coherence and cohesion?
b.   What is a coherence relation?

3.   In the following paragraph, find at least five different coherence relations.(2,5 points each)

In addition to describing the effect of the social context on language usage, it is important to also study the linguistic context and its effect on how language is structured. This involves studying language at the level of text. Texts are typically extended stretches of language. They have an overall structure (e.g. a beginning, a middle, and an end) and markers of cohesion: linguistic devices that tie sections of a text together, ultimately achieving coherence (i.e. a text that is meaningful). Many texts have standard beginnings. For instance, a conversation between friends may begin with a greeting: Hi, how are you? – I'm fine, how are you? Other texts, like the one between son and father, just start. The son utters I broked it simply because this is what he needs to say when his father enters the room. Many texts are highly structured: press reportage begins with a headline, followed by a byline and lead (a sentence or two summing up the main point of the article). Other texts are more loosely structured: while a conversation between friends might have an opening (greeting) and an ending (a salutation), the middle part may consist of little more than speaker turns: alternations of people speaking with few restrictions on topics discussed. But a text will not ultimately achieve coherence unless there are linguistic markers that tie individual parts of the text together.

4. Give an example of one relation with the following characteristics (3 points each):

A	B

a.   Basic operation: Causal
    Order of events: Non basic
    Polarity: Positive
    Source of Coherence: Content
	a. Basic operation:Causal
	    Order of events: Non basic
	    Polarity: Positive
	    Source of Coherence: Speechact

b. Basic operation: Adjacency
    Polarity: Negative
	c. Basic operation: Adjacency
	    Polarity: Positive

c. Informationfocus: Concept
   Type of information: Adjectival
	c. Informationfocus: Event
	   Type of information: Adverbial

Appendix C2

Test Answer key

1.

Basic order	Additiveor Causal
Source of coherence	Content, Epistemic, orPragmatic
Polarity	Positive ornegative
Order of events	Basic or Non-basic

2.
a.**Coherence:** is a mental process that integrates information in the text to form a mental representation of it.
Cohesion: lexical and grammatical traces in a text that allow making sense of it.
b.**Coherence relation:** Meaning between two sentences that is more than the lexical meaning of those sentences are independently. They occur between two events: a subject and an action.

3.

In addition to describing the effect of the social context on language usage, it is important to also study the linguistic context and its effect on how language is structured. This involves studying language at the level of text. Texts are typically extended stretches of language. They have an overall structure (e.g. a beginning, a middle, and an end) and markers of cohesion: linguistic devices that tie sections of a text together, ultimately achieving coherence (i.e. a text that is meaningful). Many texts have standard beginnings. For instance, a conversation between friends may begin with a greeting: Hi, how are you? – I'm fine, how are you? Other texts, like the one between son and father, just start. The son utters I broked it simply because this is what he needs to say when his father enters the room. Many texts are highly structured: press reportage begins with a headline, followed by a byline and lead (a sentence or two summing up the main point of the article). Other texts are	Conjunction Concept description Concept definition
	Concept description Conjunction Concept description
	Conjunction Conjunction Disjunction

more loosely structured: while a conversation between friends might have an opening (greeting) and an ending (a salutation), the middle part may consist of little more than speaker turns: alternations of people speaking with few restrictions on topics discussed. But a text will not ultimately achieve coherence unless there are linguistic markers that tie individual parts of the text together.	Concept exemplification Concept specification Basic contrast

4. Give an example of one relation with the following characteristics (3 points each):

A	B

a.   Basic operation: Causal
    Order of events: Non basic
    Polarity: Positive
    Source of Coherence: Content
	a. Basic operation:Causal
	    Order of events: Non basic
	    Polarity: Positive
	    Source of Coherence: Speechact

b. Basic operation: Adjacency
     Polarity: Negative
	c. Basic operation: Adjacency
	     Polarity: Positive

c. Informationfocus: Concept
   Type of information: Adjectival
	c. Informationfocus: Event
	   Type of information: Adverbial

For this item, check that the examples follow the criteria in the table of *Taxonomy of coherence* relations in the literature review section of this Graduation Project.

Appendix D1

Final Project Grading Rubric

	Unacceptable	Acceptable	Good	Excellent	Category's Scores
Introduction	None of the following is clearly delineated: Relevance of the topic, The gap in existent research, research questions, and their proposed solution. 0 points	It's only clear to delineate one of the following: Relevance of the topic, The gap in existent research, research questions, and their proposed solution. 4 points	Clearly delineates relevance of the topic and establishes the gap **BUT** it's not clear in introducing questions, and proposing solution. **OR** Clearly delineates questions and possible solution **BUT** is not clear in establishing relevance of the topic and establishing the gap 7 points	Clearly delineated: Relevance of the topic, The gap in existent research, research questions, and their proposed solution. 10 points	10
Focus and sequencing	The paper has one section missing. 0 points	Sections are disorganized **AND** sequence is confusing for reader's understanding of the topic: titles and subtitles are misplaced or unclear; concepts are mixed with	Sections are clearly organized **BUT** sequence is confusing for reader's understanding of the topic: titles and subtitles are misplaced or unclear; concepts are	Sections are clearly organized **AND** sequenced to facilitate understanding of the topic: titles and subtitles are clear; concepts are defined with enough support and	5

		each other. 2 points	mixed with each other. 4 points	clarity. 5 points	
Literature review	Some concepts in lit review are not relevant to the topic. **AND** two or more of the following is missing: Concepts are described in an organized manner to show previous research, current line of research in the field and clear statement of paper's perspective. 0 points	Some concepts in lit review are not relevant to the topic. **AND** one of the following is missing: Concepts are described in an organized manner to show previous research, current line of research in the field and clear statement of paper's perspective. 10 points	All concepts in lit review are relevant to the topic. **BUT** one of the following is missing: Concepts are described in an organized manner to show previous research, current line of research in the field and clear statement of paper's perspective. 15 points	All concepts in lit review are relevant to the topic. All concepts are described in an organized manner to show previous research, current line of research in the field and clear statement of paper's perspective. 20 points	20
Methodology	None of the following are clear: Corpus is clearly delineated. Analysis is thoroughly reported. Approach is clearly described and justified. 0 points	Two of the following are clear: Corpus is clearly delineated. Analysis is thoroughly reported. Approach is clearly described and justified. 3 points	One of the following is not clear: Corpus is clearly delineated. Analysis is thoroughly reported. Approach is clearly described and justified. 5 points	Corpus is clearly delineated. Analysis is thoroughly reported. Approach is clearly described and justified. 10 points	10
Conclusion	Three of the following are unclear o absent:	Two of the following are unclear o absent:	One of the following is unclear o absent:	Clear Review of key results. Strong integration with	20

	Clear Review of key results. Strong integration with hypothesis o thesis statement. Meaningful discussion about results and impact on leaning and topic. 0 points	Clear Review of key results. Strong integration with hypothesis o thesis statement. Meaningful discussion about results and impact on leaning and topic. 10 points	Clear Review of key results. Strong integration with hypothesis o thesis statement. Meaningful discussion about results and impact on leaning and topic. 15 points	hypothesis o thesis statement. Meaningful discussion about results and impact on leaning and topic. 20 points	
Grammar **&** mechanics	Paper has 5 or more grammatical mistakes. **AND** Paper has 5 or more mistakes in punctuation and spelling. 0 points	Paper has 5 grammatical mistakes. **OR** Paper has 5 mistakes in punctuation and spelling. 10 points	Paper has 0 to 3 grammatical mistakes. **AND** Paper has from 0 to 3 mistakes in punctuation and spelling. 15 points	Paper has from 0 to 4 grammatical mistakes. **OR** Paper has from 0 to 4 mistakes in punctuation and spelling. 20 points	20
APA style **&** references	Three of the following are unclear o absent: APA style format is correct. In text citation follows APA requirements. All citations are correctly written in references. 0 points	Two of the following are unclear o absent: APA style format is correct. In text citation follows APA requirements. All citations are correctly written in references. 5 points	One of the following is unclear o absent: APA style format is correct. In text citation follows APA requirements. All citations are correctly written in references. 10 points	APA style format is correct. In text citation follows APA requirements. All citations are correctly written in references. 15 points	15

Appendix D2

Oral Presentation Grading Rubric

	1	2	3	4	Notes and score
Knowledge of the topic	Student repeats pieces of written information with little distinction between main and secondary ideas. The student does not provide examples.	Student explains contents in his/ her own words, covers the main contents **but** has some trouble distinguishing between main and secondary ideas **AND** accurate examples	Student explains contents in his/ her own words, covers the main contents **but** has some trouble distinguishing between main and secondary ideas **OR** providing appropriate and accurate examples	Student explains contents in his/ her own words, covers the main contents distinguishing between main and secondary ideas and providing appropriate and accurate examples	
Use of Language	Student explains contents in appropriate language, using signposting. Student makes 5 or more grammatical mistakes. **OR** Student makes 5 or more pronunciation mistakes	Student explains contents in appropriate language, using signposting. Student makes 4 grammatical mistakes **AND** Student makes 4 pronunciation mistakes	Student explains contents in appropriate language, using signposting. Student makes 4 grammatical mistakes **OR** Student makes 4 pronunciation mistakes	Student explains contents in appropriate language, using signposting. Student makes 3 or less grammatical mistakes **OR** Student makes 3 or less pronunciation mistakes	
Body language	Student speaks in low voice, making no eye contact with the audience. **AND** Student stays in the same spot	Student speaks in low voice, making no eye contact with the audience. **OR** Student stays in the same spot	Student speaks in a clear voice, making eye contact with the audience. But makes little use of space and tools to his/ her	Student speaks in a clear voice, making eye contact with the audience. Student moves around making use of space and	

	without taking advantage of space and tools to his/ her disposition	without taking advantage of space and tools to his/ her disposition	disposition. **OR** Student moves around making use of space and tools to his/ her disposition. But his/ her voice is hard to listen from places of the classroom.	tools to his/ her disposition	
Engaging activity or questions	Student shows superficial understanding **AND** fails to propose a final activity.	Student shows a superficial understanding of the topic **BUT** proposes a final activity or discussion questions that help audience reflect on the contents in the presentation. **OR** Student shows understanding of the topic **BUT** the activity or discussion questions address superficial contents in the presentation	Student shows a deep understanding of the topic and proposes a final activity that allows to think further on contents **BUT** the activity or discussion questions are difficult to understand.	Student shows a deep understanding of the topic **AND** proposes a clear final activity or questions that prompts discussion and helps audience gain a further understanding of the contents in the presentation.	

Appendix D3

Class work Assessment

1,0	4,0	7,0
Students do not hand in class work in time **OR** Students hand in class work with no correct answers	Students hand in class work in time with 4-5 mistakes **OR** Students hand in class work late with 2-3 mistakes.	Students hand in class work in time with no more than 2 mistakes.
Notes and grade:		

Appendix E

Sample lessons' lesson plans

   Sample lesson 1.

Unit 1: Understanding conventions of the TB genre Lesson: 1 General Objective: To identify main characteristics of the genre. Cross-curricular objectives: To recognize and use linguistics as a tool for learning. To create genre awareness through compare and contrast with academic genres and TB.			Time: 90 minutes
Contents	Specific Objectives	Activities	Materials
TB description: communicative macro-purpose, relationship between participants, context of circulation, modality, and discourse organization mode	To distinguish between descriptions of different academic genres To infer the communicative purpose and writer reader relationship. To identify the aspects that describe a genre	• **Warm up activity:** Ask students: What types of text have you read or produced in college? List answers on the board. (5-10) • **Engage:** Show prototypical paragraphs of several academic genres (5) and ask some students to read them for the rest of the class. Ask students WH questions to elicit communicative purpose, writer reader relationship, and other aspects that help students understand TB genre(10-15) • **Study** Show the criteria proposed by Parodi, Ibañez and Venegas (2O1O) and asks	Paragraphs of 5 academic genres in PPT Questions Texts from different TBs (find in answer keys and materials sheet) Worksheet

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students to try to describe the remaining texts with those criteria (20-25)

- **Activate**

Ask students to get in groups and assign each group a text from a different TB.

Ask students to describe the text assigned with the criteria proposed in Parodi, Ibañez and Venegas (2O1O)

Plenary session:

Ask students to share and justify what they have found in an oral report for the whole class. (20-30)

Homework:
Ask students to:
In groups, choose one TB chapter (TBc) from the list in the course bibliography (you can find it in Aula Virtual).
Read it thoroughly.
Identify (Underline, highlight, circle) the main parts or sections that you can find there.
Explain that a good idea to identify these parts is to focus on the communicative purpose and then the other criteria covered in this lesson

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Sample lesson 2.

Unit: 1 Understanding conventions of the TB genre **Lesson: 2** **General Objectives:** To identify main characteristics of the genre. **Cross-curricular objectives:** To recognize and use linguistics as a tool for learning. To create genre awareness through compare and contrast with academic genres and TB.			**Time: 90 minutes**
Contents	Specific Objectives	Activities	Materials
TB description: Schematic structure: moves and steps (Parodi, 2010)	To recognize the moves and steps in TB. To identify the characteristics of moves and steps in TB according to the criteria proposed by Parodi, Ibañez, and Venegas (2010) To analyze TB schematic structure	• **Review/Warm up** Ask students to think of examples of the five criteria seen last lesson. Ask students to pair and discuss their examples and in what genres they can be found. Ask students to share their examples with the class. (5-10) • **Engage** Ask students to look at their homework. Ask: what was the first big part they could find in the text? Does anyone else have something similar? What was the communicative purpose of that part? Ask students similar questions for all the parts that could be found in the text. (10-15) • **Study** Explain what genre is Show and explain the moves that Parodi (2010) proposes for the	PPT for the lesson Worksheet for the lesson TB chapter

TB genre.

Ask: Are they similar to what you have found? Do you think they make sense? (10-15)

- **Engage**

Ask students what they think might be the steps to follow to convey that communicative purpose; for example: To do that, what does the author need to do in this part? Writestudent'sanswersontheboard (10-15)

- **Study**

Show students the steps proposed for each move proposed by Parodi (2010). Teacher asks: Are they similar to what you have said? Do you think they make sense?

Explain each move and step to solve doubts and questions.(15-20)

- **Activate**

Ask students to get in groups of 5 and assign groups a different TB move.

Ask students to work together to identify the steps in the move and their communicative purpose.

There will be two groups with each move. Ask the two groups with the same moves to get together and discuss to agree on their answers.

Plenary session:

Ask each group to send one student to go to the board to write the communicative purpose of each step in the move they were

		assigned.(15-20)	
		Ask each group to explain their findings to the class.	
		Ask students to write down their classmates' findings as well as their own.	
		Homework:	
		Hand in the chart with moves and steps with their respective communicative purpose	
		Ask students to:	
		Read the chart and compare it to what they have found during the lesson.	
		Be prepared to explain to their classmates the steps in the move that was assigned to them for next lesson.	

Sample lesson 3.

Unit: 2 **Coherence relations in Linguistics TB** **Lesson: 5** **General Objectives:** **Cross-curricular objectives:**			**Time: 90 minutes**
Contents	Objectives	Activities	Materials
Ibañez et. al. (Manuscript) taxonomy. Examples of coherence relations in the taxonomy	To distinguish between description criteria and a taxonomy. To understand the relationship between criteria and taxonomy. To exemplify relations in the taxonomy.	• **Review** Ask students to name the types of coherence (relational: causal adjacency, and additive) Ask students to name the description criteria for each type of coherence. Write down their answers on the board. (5-10 minutes) • **Engage** Give students some examples of coherence relations from a TB. Ask them to identify the criteria corresponding to each. Explain and correct their answers. (10-15) • **Study** Explain that based on the criteria relations have a name. The categorization of coherence relations in names to classify based on descriptive criteria is called taxonomy. Show students the additive relations chart and the	PPT for the lesson

		relational coherence chart (10-15 minutes)	
		Provide and explain simple examples for the relations that might be most difficult for them: Meta-discursive, disjunction, opposition, substitution, condition-action, event-condition, and condition-event. (10-15 minutes)	
		• **Activate**	
		Ask students to get in their work groups.	
		Assign 6 relations to each group.	
		Ask students to give simple examples for the coherence relations that you have assigned them. (15-20 minutes)	
		Plenary session: Ask students to share their answers with the class and state which relations were the most difficult to exemplify and why. (5-10)	
		Homework: Ask students to upload their examples to a document, specifying the name of each relation. (Explain that you will correct examples and provide new ones when needed.) Give each student the charts with the taxonomy for: additive coherence and relational coherence. Ask them to think which of the relations is most likely to appear frequently in TB and which is likely to appear the least or to not appear at all. Explain that they should think of at least two reasons for each (5 minutes)	

Sample lesson 4.

Unit: 2 **Coherence relations in Linguistics TB** Lesson: 6 **General Objectives:** To identify main characteristics of the genre: syntactic structures, and coherence relations. To predict some local structures based on general information of the genre **Cross-curricular objectives:** To recognize and use linguistics as a tool for learning. To encourage academic reading as an accessible source to disciplinary knowledge.			Time: 90 minutes
Contents	Objectives	Activities	Materials
Ibañez et. al. (Manuscript) taxonomy Examples of coherence relations in the taxonomy	To distinguish types of coherence. To analyze TB in terms of coherence. To relate coherence relations to TB characteristics	• **Review/Warm up** Ask students to name the criteria to describe additive and relational coherence relations. Give them a few different combinations and ask them to place them in the taxonomy of coherence relations.(5-10) • **Engage** Ask students to look at the taxonomy in pairs and decide which of them are not likely to be found in TB, based on its characteristics. Ask students to get in groups of four and compare their assumptions. Ask them to discuss and justify them. Ask groups to share their suppositions with the class. (10-15)	PPt for the lesson Taxonomy of coherence relation TB paragraph TB chapter

		• **Study**	
		Show students a paragraph from a TBc.	
		Ask them to recognize the coherence relations in it.	
		Correct and explain mistakes.(10-15)	
		• **Activate**	
		Ask students to get in their work groups people.	
		Give all groups different parts from the same TBc.	
		Assign students one type of coherence.	
		Ask students to analyze the text with the coherence relations taxonomy they know.	
		Tell students to account for frequency of coherence relations.	
		Ask students to choose examples they consider most representative of coherence relations. (15-20)	
		Number students in each group from 1 to 4 or 1 to 5 (depending on the number of members in each group)	
		Plenary session:	
		Tell students to make new groups: all the fives, all the fours, all the threes, all the twos, and all the ones.	
		Ask the members of each previous group should show and explain their findings to the members of other groups.(15-20)	
		Ask students to hand in their findings in a piece of paper.	
		Homework:	

		Ask students to: Think of some reasons for the frequency of some types of coherence and of some coherence relations. Get in their work groups to research and list those reasons. (at least 5)	

Appendix F1

Materials for Group work

     Assigned texts:

Trosborg, A. (1997). Text Typology: Register, Genre and Text Type. In A. Trosborg (Ed.), Text Typology and Translation (pp. 3-10). Philadelphia: John Benjamins Co.

Fromkin, V., Rodman, R., &Hyams, N. (2011).An Introduction to Language.Ninth Edition. Boston, MA: Wadsworth. (Chapters 1)

Fromkin, V., Rodman, R., &Hyams, N. (2011).An Introduction to Language.Ninth Edition. Boston, MA: Wadsworth. (Chapters 2)

Fromkin, V., Rodman, R., &Hyams, N. (2011).An Introduction to Language.Ninth Edition. Boston, MA: Wadsworth. (Chapters 10)

Meyer, C. F. (2009). Introducing English Linguistics. Cambridge: Cambridge University Press. (Chapters 1)

Meyer, C. F. (2009). Introducing English Linguistics. Cambridge: Cambridge University Press. (Chapters 3)

     Answer key to correct group work in class.

C1: To instruct

C2: Expert Writer- lay/semi-lay reader

C3: Pedagogical

C4: Mono-modal (Only written)

C5: Mostly expository/descriptive.

Answer key: Teacher's note
It may have argumentative parts as well. Students should be aware that in TB the author not only states the accepted facts about a discipline, but also his/her position towards different approaches, definitions, and points of view. If they don't notice it, the teacher should ask questions to elicit this. E.g.: Did you notice any comments or personal opinions in the text? (Expressions such as: important, good, utmost relevance, some authors have stated, etc) What expressions may help you realize the difference between a fact and an opinion? If this is the case a follow up activity or homework may be to highlight/underline those expressions

Worksheet 1

Class work 1

Instructions:

- Read the text assigned by the teacher. You can do it in group or individually.
- In your group, discuss the characteristics your text has according to the five criteria proposed by Parodi, Ibañez and Venegas (2010).
- Write down your answers and choose a spokesperson for your group who will share your answers with the class.
- While working, consider which features are the most difficult to decide on and why.

Criterion	Description
Communicative macro-purpose	
Relationship between participants	
Context of circulation	
Modality	
Discourse organization mode	

Write any comments about your text: things that caught your attention, things you learned, things you found difficult

Appendix F2

Worksheet 2

Homework

MOVES	STEPS	COMMUNICATIVE PURPOSE	STRUCTURE
1: Preamble	Contextualization	To relate parts of the text, to comment on its contents, and to include acknowledgments	Prologue/Preface
	Contents organization	To show the book's contents and its thematic organization.	Thematic Index/ Contents
	Resources organization	To support comprehension of the book's contents.	Index or Table of Symbols and Abbreviations
	Presentation	To comment on references, context and the objective of the text to the reader.	Introduction
2: Conceptualization and exercising	Concept definitions	To describe and explain processes, objects or others.	Nucleus of a chapter
	Practice	To present practical tasks based on the contents reviewed in the section.	Part of a chapter
	Recapitulation	To list global ideas.	End part of a chapter
3: Corollary	Solutions and answers	To point out solutions to the exercises and problems, and offer answers to the problems presented in each chapter.	Annexes/ Appendices
	Specifications	To support the comprehension of terms, units and abbreviations.	Annexes/Appendices/ Glossary
	Guidelines	To offer bibliographical sources and support the search for topics through a guideline in alphabetical order.	Analytical Index/ Bibliography

1. Is this similar to the class findings?
2. What were the main difficulties in identifying the steps?

3. Do you find this helpful to read TB? Why?