English Learners, Academic Literacy, and Thinking

LEARNING IN THE CHALLENGE ZONE

PAULINE GIBBONS

FOREWORD BY JIM CUMMINS

Appendix 2

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Types of Text Connectives (Signaling Words)

Text connectives show the relationship between the ideas in a text. They often occur at the beginning of a sentence or paragraph and "signal" the sort of information that will follow. Each genre tends to use a particular kind (or kinds) of connectives. For example, a narrative will typically use time connectives, whereas a discussion is likely to use connectives to sequence ideas, contrast ideas, summarize, add information, or elaborate. Connectives serve an important function in structuring and organizing the text as a whole (see Appendix 3).

Indicating time	Sequencing ideas
Examples: then, afterward, in the end, later, until that time, next, at the same time, finally, after a while, previously	Examples: to start with, first, second, third, finally, most important, last
Indicating cause and effect	Summarizing and concluding
Examples: therefore, as a consequence of, consequently, as a result, due to, because of this, so	Examples: in brief, in conclusion, to conclude, to summarize, to sum up
Adding information	Clarifying or elaborating
Examples: in addition, again, furthermore, similarly, also, as well, besides, above all	Examples: in other words, for example, for instance, more precisely, to illustrate, that is, to put it differently
Comparing	Contrasting
Examples: similarly, likewise, in the same way, in the same manner	Examples: however, nevertheless, on the other hand, on the contrary, yet, conversely

For more information, see de Silva Joyce and Feez (2004) and Derewianka (1998).

Appendix 3: Typical Features of Some Written School-Related Genres
(Based on the work of Martin and Rose 2008, de Silva Joyce and Feez 2004, Schleppegrell 2004, and Macken-Horarik 1996)

(1) Personal/creative genres

Genre/Example	Purpose/Description	Typical Organization	Typical Connectives or Conjunctions That Help to Structure the Text (See also Appendix 2)	Typical Language Features
Personal recount *Our class excursion to....*	Retells a sequence of events, drawing on personal experience	1. Orientation (tells who, where, when, etc.) 2. Series of events (3. Personal comment)	Text focused around a time line, with ideas linked through time connectives (*later, in the afternoon, afterward, many years later*)	Action (doing) verbs (*arrive, go, run*); may also include verbs of thinking/feeling and saying. Past tenses to refer to past time. Typically one person as major participant (*yesterday I went with my class to*)
Narrative *A science fiction story*	Recounts a sequence of events with complicating action(s) that result in a climax and resolution	1. Orientation 2. Events 3. Complication 4. Resolution	Text focused around a time line (although events may not always occur in strict chronological sequence). Time connectives (as above), although sometimes these may remain implicit	Action or doing verbs (*arrive, go, run, fight, stop*); thinking/feeling verbs (*think, feel, hear, wonder*); saying verbs (*said, replied, shouted, whispered*). Past tenses to refer to past time. Several people/characters as participants. Nominal groups, especially in description. Adverbs introduce information about manner (how something is done) and may express judgement

(2) Factual genres

Genre/Example	Purpose/ Description	Typical Organization	Typical Connectives or Conjunctions That Help to Structure the Text (See also Appendix 2)	Typical Language Features
Information report *Fossil fuels; Marsupials of Australia; Types and uses of graphs*	Relates a set of facts, gives generalized information about a class of things (focuses on classes of things rather than individuals)	1. General statement identifies the topic and may define or classify it 2. Descriptions of key attributes (types, uses, characteristics etc.), often under individual subheadings	No explicit connecting words Structure of genre often indicated in the text through headings and subheadings	Relating verbs to describe and classify (*is/has*) Adverbials of place (where) and manner (how) Vocabulary that indicates class/subclass and whole/part relationships (fossil fuels → coal, oil, gas; marsupial → kangaroo, wombat; kangaroo → short hind legs, long strong back legs, pouch) Simple present tense to express generalizations (*it lives*) Subject-specific vocabulary
Factual or historical recount *The development of Sydney during early white settlement*	Relates a set of facts, gives generalized information about a class of things (focuses on classes of things rather than individuals) Tells what happened by documenting a series of events and sometimes evaluating their significance	1. Orientation (sets context by providing information about who, where, when, etc.) 2. Record of events in chronological order 3. Reorientation (rounds off a sequence of events)	References to time, often at beginning of sentences (*first, after this, in the 1900s, by the early twentieth century*)	Action verbs Past tenses to refer to past time Focus on generalizing about events and actions of individuals and groups of people Reference to specific dates or periods of time

Procedure *Making an electric jug*	Describes "how to" by reporting a sequence of events or steps to follow (directions and instructions)	1. Goal of the activity (2. Materials required) 3. Sequence of steps to be followed	Connectives to indicate sequence of steps (*first, second*) OR Steps are numbered	Action verbs as commands/imperatives (*put, place, wind*) Adverbial clauses to give details such as place (where), extent (how much, how long), manner (how something is done) (*heat water until it is boiling; put ten drops of food dye into the 100ml cylinder; construct squares on each of the sides*) Field-specific vocabulary
Procedural recount *A student's recount of an experiment she or he carried out*	Records the steps that have been taken to carry out a particular investigation (particularly important for recording practical learning experiences in science and technology)	1. Aim 2. Record of events, expressed sequentially 3. Results (what happened, statement of results, findings, etc.)	Time connective at beginning of sentences to express sequence of events (*then, later, next, at the same time*) Technical words specific to the field also provide cohesion, especially through synonyms, class/subclass relationships, and part/whole relationships	Action verbs to refer to activities (what happened) Past tenses to refer to past time Relating verbs to introduce concepts (*means, is called*) Expressions of cause and effect (in results stage) Field-related vocabulary
Temporal explanation *How coal is mined*	Relates a general set of steps or events that describe a process OR Gives an explanation through describing a sequence of events	1. General statement to identify the topic 2. Description of events expressed sequentially	Time connectives at beginning of sentences to express sequence of events (*then, later, next, at the same time*) OR Events are numbered	Action verbs to refer to what happens Simple present tense to express generalizations Some use of passive (*the coal is mined*) Field-specific vocabulary

(3) Analytical genres

Genre/Example	Purpose/Description	Typical Organization	Typical Connectives or Conjunctions That Help to Structure the Text (See also Appendix 2)	Typical Language Features
Explanation (causal) *How a circuit breaker works; how a lunar eclipse occurs*	Explains a phenomenon	1. Identification of the phenomenon 2. Cause and effect sequence of events	Causal connectives (*as a result of, for that reason, as a consequence, because of this, therefore*)	General, field-specific, non-human nouns Action verbs to express what happens Nominalizations to turn events into nouns (*this occurrence is called*) Simple present tense to express generalizations Passive voice to talk about the object undergoing the process (*the light from the sun is blocked*)
Exposition/ argument *Global warming is a problem created by humans*	Argues why a thesis is proposed, with a sequence of arguments used to support the thesis (indicates one side of a discussion)	1. Presentation of thesis and statement of writer's position (sometimes with preview of arguments) 2. Series of arguments in support of the thesis, with supporting evidence 3. Reaffirmation of writer's position	Connectives to sequence arguments (*first, second, third, finally, in conclusion to summarize, therefore*)	Nominalizations used to name arguments (*the proposal that*) Modality to present arguments or claims as possibilities rather than facts (*it is likely that; it may be that*) Field-specific vocabulary Evaluative vocabulary, indicating writer's personal belief or stance (*it is extremely unlikely*)

	Purpose	Stages	Connectives	Language features
Discussion *Should there be an age limit for older drivers?*	Explores an issue from a range of perspectives (indicates more than one side of a discussion)	1. Identification of the issue with relevant information and possibly brief review of arguments 2. Arguments for and against 3. Conclusion that sums up perspectives and suggests recommendations favoring one side	Connectives to sequence arguments (*as for argument*) and also to present counter-arguments (*however, nevertheless, despite this, on the other hand*).	Nominalizations used to name arguments (*the proposal that*) Modality to present arguments or claims as possibilities rather than facts (*it is likely that; it may be that*) Field-specific vocabulary Evaluative vocabulary, indicating writer's personal belief or stance (*it is <u>clearly</u> a risk if*)
Literary response (interpretation) *In Emma Jane Austin is concerned with appearance versus reality: discuss in relation to Emma's journey of moral awakening* (from de Silva Joyce and Feez 2004)	Summarizes, analyzes, interprets, or responds to a literary text, artwork, or performance	1. Introduction, with context and background information about general themes of the work (e.g., summary of narrative), preview of arguments to be presented 2. Expands on (1), argues for a particular interpretation using as evidence discussion of (for example) stylistic features of the text, artwork, or production; uses close reference to text/performance 3. Summarizes writer's judgement, reaffirms interpretation of work	Connectives to sequence ideas (*first, finally, in conclusion, to summarize, therefore, however, nevertheless*)	Reference to specific people and things Negative and positive evaluative vocabulary, indicating writer's personal belief or stance Simple present tense (*Emma gradually realizes*) Quotations to support ideas, especially in (2)

(3) Analytical genres (*continued*)

Genre/Example	Purpose/Description	Typical Organization	Typical Connectives or Conjunctions That Help to Structure the Text (See also Appendix 2)	Typical Language Features
Historical explanation/ historical argument *In what ways can the ending of World War I explain the origins of World War II?*	Historical explanation explains past events (rather than simply recording the past) by examining causes and consequences and developing an overall argument about the significance of events Historical argument also advocates a particular interpretation of the past through analysis and debate of a range of positions and arguments	1. Identification of the issue with relevant information; possibly brief review of arguments 2. Presentation of causes and consequences of historical events OR An argument for a particular interpretation 3. Conclusion that sums up significance of events	Connectives of cause and effect/consequences (*as a result of, for that reason, as a consequence, because of this, therefore*) May be presented as an argument (*first, finally, in conclusion, to summarize, therefore*)	Action verbs Significance of events presented through evaluative words to express writer's judgment (*this provides clear evidence that*) Nominalization of events (*the horrific massacres of millions of people*)