A Corpus-based Analysis of Lecturing Language in Face-to-face Courses and MOOCs

Zhi Li
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Research Background

• Research motivation
  – Massive Open Online Courses or MOOCs (Hew & Cheung, 2014; Margaryan et al., 2017)
  – (continued) Domain analysis for an English language proficiency test for academic purposes

• Importance of this study
  – Test development and validation (Cushing, 2017)
  – Materials development for English for academic purposes (EAP) courses (Flowerdew, 2013)
Research Background – Lecturing Language

• Lecturing language as a genre
  – Similar terms: Teacher talk, Classroom discourse, Instructional discourse
  – Important roles of lecturing language
  – Features of lecturing language
    • Informational & interactive language (Biber, 2006)
    • Online production (time constraints) vs. Prepared scripts (Biber et al., 2002)
    • Oral-literate continuum (Biber 2006; Csomay, 2006)
Research Background – Lecturing Language

• Situational factors and Lecturing language
  – Class size (Lee, 2009)
  – Level of education (Barbieri, 2015)
  – Instructors’ first language (Fung & Carter 2007)
  – Delivery mode (face-to-face courses and online courses) *
Research Background – Analytical Approaches

• Corpus-based analyses
  – Individual linguistic features
    • Lexical bundles (Csonmay, 2012),
    • Discourse markers (Moreno et al., 2006)

  – Multidimensional analysis or MDA
    • Registerial variations (e.g., spoken vs. Written registers) (Biber, 1988)
    • World Englishes (Xiao, 2009)
Multidimensional Analysis (MDA)

**Types of taggers:**
- Biber’s tagger,
- CLAWS POS tagger,
- Nini’s tagger

**Number of factors or dimension,**
Factor loading for individual variables

**Factor scores for each text on all factors**

**Comparing factor scores from different genres/registers**
Research Background – Analytical Approaches

• Biber’s (1988) 6-dimensions
  – 67 linguistic features from Biber’s tagger (mostly lexico-grammatical features)
  – Based on 481 spoken and written texts in 23 major register areas (e.g., academic prose, prepared speeches, conversations)
  – From the Lancaster-Oslo-Bergen Corpus and the Lond-Lund Corpus

• Applications of Biber’s 6-dimensions
  – Registerial variations (e.g., spoken vs. Written registers) (Biber, 1988)
  – University registers (Biber et al., 2012)
  – Natural Conversations and TV shows (Al-Surmi, 2012)
  – Forensic linguistic analysis/authorship identification (Nini & Grant, 2013)
  – Teaching ESL students (Aguado-Jimenez et al., 2012)
### MDA – Biber’s (1988) 6- Dimensions

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Example features</th>
</tr>
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</table>
| **D1 Involved vs. Informational Production** | + private verbs, *that*-deletion, *do*-as pro-verb, 1\textsuperscript{st} & 2\textsuperscript{nd} personal prons.  
- type/token ratio, preposition, nouns, word length |
| **D2 Narrative vs. Non-narrative Concerns** | + past tense verbs, 3\textsuperscript{rd} person prons., perfect aspect verbs |
| **D3 Elaborated vs. Situation-dependent References** | + *WH*-relative clauses in object positions, nominalizations;  
- time adverbials, place adverbials, adverbs |
| **D4 Overt Expression of Persuasion**     | + infinitives, prediction modals, suasive verbs, conditional subordination        |
| **D5 Impersonal vs. Non-impersonal Style** | + conjuncts; agentless passives, past participial adverbial clauses               |
| **D6 Online Informational Elaboration**   | + *that* clauses as verb complements, demonstratives                              |
Research Design – The Corpora

• the Michigan Corpus of Academic Spoken English (MICASE)
  – Collected at the University of Michigan from 1997 to 2001
  – Total running words of 1.8 million (Simpson et al., 2002)
    • 152 academic speech samples in 15 categories such as lectures, colloquia, etc.
    – 28 highly or mostly monologic lectures

• The MOOC corpus
  – 28 course offered by universities in North America on Coursera
    • Transcripts available online
    – A variety of visuals used with no presence of audience
Research Design – The Corpora

• Overview of the corpora

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Research Design – Analytical Tool

• Multidimensional analysis tagger (MAT) v 1.3 (Nini, 2015)
  – Tagged features
    • 67 lexico-grammatical features (e.g., past tense verbs, that clause as verb complements)
    • Reliability of the tool (Nini, 2015)
  – Biber’s (1988) 6-dimensions
Research Design – Data analysis

- Data cleaning
- Multidimensional analysis using MAT v1.3
- Comparison of factor scores using \( t \)-test or Mann-Whitney U Test
- Qualitative analysis via AntConc
Results – Overview of the 6 Dimensions

- D1 Involved vs. Informational Production
- D2 Narrative vs. Non-narrative Concerns
- D3 Elaborated vs. Situation-dependent Reference
- D4 Overt expression of Persuasion
- D5 Impersonal vs. Nonimpersonal Style
- D6 Online informational Elaboration
Results – D1 Involved vs. Informational Production

• MICASE
  – this is ON your handout, and here's a, a caterpillar a pine looper, and you can see we have these fluctuations but it turns out they are, IN a a pattern. (LEL175JU112)
  – so I wanted to address that since some OF you had experienced it. now we'll turn the lights back on and talk ABOUT loops. (LEL295JU035)

• MOOC
  – Also, IN this expression, you might recognize this FROM the previous class, as describing a probability distribution. (BS01)
  – Taking a cue FROM Maxine Greene and her notion that aesthetic experiences create openings FOR young people and others to see their lives FROM new perspective, what does this mean FOR society? (MU01)
D1 Involved vs. Informational Production

Factor scores

MOOC  MICASE  Prepared Speech  Academic Prose  Broadcasting
Results – D2 Narrative vs. Non-narrative Concerns

• MICASE
  – But Kampei **because he DIED**, because of the way that **he DIED he MADE** a great sacrifice for his lord **he finally KILLED himself**. (LEL140SU074)
  – I **WENT** over that Armstrong Neuendorf and Brentar article in class where they **LOOKED** at entertainment versus news. (LEL220SU073).

• MOOC
  – The Romans **BELONGED** to a group of people who **HAD made** settlements around the area of Rome at a number of sites. (RAA01)
Research Design – The Corpora

- Overview of the corpora

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Hard sciences: 10 |
Results – D3 Elaborated vs. Situation-dependent References

• MICASE
  – these had been torn down by Sulla seventeen years earlier, and and Caesar's fixed them back up. on one occasion when he goes after a political opponent in sixty-three B-C. (LEL215SU150)

• MOOC
  – This goddess whose name, Calypso, comes from a verb meaning to hide. (GM01)
  – We looked at several VARIATIONS that consider ASSUMPTIONS about future growth, and we came up with a number of formulas. (FFE01)
Results – D4 Overt Expression of Persuasion

• MICASE
  – *the idea behind an I-Q test is you've got somebody really smart, they should be going out and doing smart things right.* (LES500SU102)

• MOOC
  – *Every measurement must have two things. It must have a number and a unit.* (CHE01)
  – *This WILL ALSO BE true if an improvement in technology stimulates investment spending.* (POM01)
Results – D5 Impersonal vs. Non-impersonal Style

• MICASE
  – and then it's FURTHERMORE obscured at the same time, it's highlighted, by, the placement of this light fixture which ON THE ONE HAND literally like bars your vision. (LEL320JU147)

• MOOC
  – Based on the coupon divided by the discount or premium price. So let's suppose that coupon rate of three and a half percent is being paid when the bond price is $700. (FFE01)
  – But they use randomization NONETHELESS, just in a different way and for a different purpose. (SPN01)
Results – D6 Online Informational Elaboration

• MICASE
  – therefore, THIS was the kind of context that Haeckel was writing in, in the late nineteenth century he had THOSE questions in mind and he was thinking about THOSE questions. (LEL115SU107)

• MOOC
  – And THIS is the same type of bone that forms in the inside of the long bones of your arms and legs. (PEV01)
  – And to understand their roles, let's look at, for example, THIS equation right there. So, THIS applies to any action of player 1. (GT1)
Results – Summary

• Impact of course delivery modes on lecturing language
  – Differences in
    • Interactivity and information density (D1)
    • Degree of narrativeness (D2)
    • Explicitness in references (D3)
  – Similarities in
    • Use of persuasive language (D4)
    • Impersonal language (D5)
    • Elaboration of information (D6)
Implications – EAP Teaching & Testing

• Modeling authentic lecturing language
  – What to look for in materials development

  – What to teach in EAP courses
Limitations and Future Studies

• The corpora data
  – Samples from MICASE as a reference corpus
    • levels of interactivity, single institution
  – Lack of multimodal elements in both corpora

• The analytical approach (MDA)
  – Biber’s (1988) dimensions vs. new genre-specific dimensions
Future Studies

Future studies

- New multidimensional analysis with larger corpora data (and a distinction of disciplines)
- Analysis of specific linguistic features of lecturing language
- Multimodal analysis of lecturing language
- Learners’ responses to the variations of lecturing language
Selected references

Thank You!

Questions & Comments?

Zhi Li (zli@paragontesting.ca)
Paragon Testing Enterprises, Inc. Vancouver, Canada
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