

# Working with English Texts

Reading, text structure, taking notes, skimming, + AI tools

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OF TURKU

## Reading

- Reading for academic purposes
- Reading strategies (KWL, SQ3R)

## Text Structure

- Differences between Finnish and English
- Signposting
- Tools

## Taking notes

## Skimming

## AI tools

# Grab a book!

# How do you feel about reading?

What kinds of strategies are you already using for reading academic texts?

Do you think you need to improve your reading skills?

What kinds of texts are you reading, for what purposes?



**How is reading for  
academic purposes  
different?**



DATE RAPP...

THE FILLING...

SELY SUPERNOOB  
SELY SPACEDOG  
SELY SNOWSWELLING  
DORKLES

SEAN  
REASON  
DITER  
SHADOW THIEVES

Life Dork  
DORK LESSONS

BRISTON THE...

FREDERICK MR. MINDENBERG  
MARRYAT  
EAST

Robert's PROBLEMS

ASIMOV'S  
WITH ROBOT TRAVEL

IRISH  
ELASCO

JAMES  
PATTERSON DOUBLE CROSS

PETER  
SPY CATCHER

PILCHER

ANGEL  
INSIDE YAHOO

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FATHERS LIABILITY



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**WHY SHE IS SLAGGING OFF JORDAN... AND PETE**

**is socially unacceptable!**  
SAYS HIS ATOMIC KITTEN EX

**"Ollie was be"**

This week's **hottest** celebrity news  
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www.heatworld.com

**KIM & KANYE**

**THE WEDDING ON HOLD**

She's had enough of 'G'  
Kanye's violent outbursts  
refuses to be a pre

**KRIS JENNER SPEAKS**  
"I'LL A"

**OK!**

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**CELEBRITY BIG BROTHER'S JASMINE**

EXCLUSIVE INTERVIEW AND PICTURES

**'MY FEELINGS FOR LEE ARE GENUINE'**

**'W OUT**

**Ho a**

**Lisa's SHOCK weight gain**

**VF left me with a broken**



# The Challenge of Education and Learning in the Developing World

Michael Kremer,<sup>1</sup> Conner Brannen,<sup>1</sup> Rachel Glennerster<sup>2\*</sup>

Across many different contexts, randomized evaluations find that school participation is sensitive to costs: Reducing out-of-pocket costs, merit scholarships, and conditional cash transfers all increase schooling. Addressing child health and providing information on how earnings rise with education can increase schooling even more cost-effectively. However, among those in school, test scores are remarkably low and unresponsive to more-of-the-same inputs, such as hiring additional teachers, buying more textbooks, or providing flexible grants. In contrast, pedagogical reforms that match teaching to students' learning levels are highly cost effective at increasing learning, as are reforms that improve accountability and incentives for teachers. This paper synthesizes the evidence on these topics and discusses the implications for policy.

**When you are reading an academic text, you need to be active, efficient, and critical.**

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# Reading actively means:

looking for  
deep  
structure

engaging  
with the text

asking  
questions

seeking to  
understand

# Reading efficiently means:

making the  
most of your  
time

extracting  
meaning

moving  
through difficult  
sections

moving PAST  
difficult  
sections!

# Reading critically means:

making  
judgments  
about a text

learning to  
ask the right  
questions

**What are some  
reading strategies  
to try?**

# K-W-L Strategy

Ogle, D. M. (1986). KWL: A teaching model that develops active reading of expository text. *The reading teacher*, 39(6), 564-570.

# The K-W-L Reading Strategy

Know Now

Want to  
Know

Learned



## NO APOLOGIES

*Why public figures stopped saying "I'm sorry"*

BY MEGAN GARBER

**I**n November 2017, Louis C.K. wrote an apology: Its four paragraphs, published in *The New York Times*, were a matter of expediency: The paper had just confirmed long-standing rumors that the comedian had, on several occasions, masturbated in front of unwilling female colleagues. But the apology was notable because—compared with those offered by other celebrities who'd been caught in the #MeToo movement's accountabilities—it was a relatively good one. It clearly admitted wrongdoing. It acknowledged the women C.K. had harassed. It suggested that he would find ways to atone. "The hardest regret to live with is what you've done to hurt someone else," C.K. wrote. "And I can hardly wrap my head around the scope of hurt I brought on them."

A year later, however, a very different Louis C.K. emerged. In a December 2018 stand-up set that leaked to YouTube, the formerly apologetic comedian was now apoplectic: He raged at political correctness; at the student survivor-activists of Parkland, Florida; at the way his career had met the business end of #MeToo. What-

give a shit," he fumed. "You can—you can be offended; it's okay. You can get mad at me. Anyway ..."

Louis C.K.'s devolution was at once baffling and predictable. There was a time in American public life when atonement was seen as a form of strength—a way not only to own up to one's missteps, but also to do that classic work of crisis management: control the narrative. ("I'm the responsible officer of the government," John F. Kennedy said of the Bay of Pigs. "This happened on my watch," Ronald Reagan said of Iran-Contra. "I take full responsibility for the federal government's response," George W. Bush said of Hurricane Katrina.) Bucks stopped. Power came with responsibility.

Apologetic Louis C.K. operated within that old paradigm. Apoplectic Louis C.K., however, occupies a newer one—in which the true sign of power is not responsibility but impunity.

"I WILL BEGIN my presidency with a jobs tour," Mitt Romney said, accepting the Republican presidential nomination in 2012. "President Obama began with an apology tour."

things: an apologizer—for American history, for American values, for America itself. The mild-mannered Romney was seeking the presidency at a time when American politics was manifesting, ever more eagerly, as blood sport; mocking the sitting president as sorry in every sense was one of the concessions he made to the moment. Romney named his 2010 book *No Apology: The Case*

**"A SINCERE APOLOGY IS A WAY TO THE TRUTH, AND WE'RE SORT OF IN THAT POST-TRUTH MOMENT."**

for *American Greatness*. This was a slightly subtler version of a title on a Heritage Foundation report the year before: "Barack Obama's Top 10 Apologies: How the President Has Humiliated a Superpower."

The current steward of American humiliation has taken the logic of *sorry you're sorry* to a new extreme. Don-

administration official told *Politico*. "Generally speaking, he's not a big believer in backing down.") This summer, after a rally in which the president mistook a supporter for a detractor and belittled him accordingly, the CNN reporter Kaitlan Collins sent a tweet: "President Trump called and left a voicemail apologizing to the man he mocked as overweight, a White House official says. He confused him for a protester last night in New Hampshire. 'That guy's got a serious weight problem,' Trump said. 'Go home. Start exercising.'"

Soon, however, Collins tweeted a follow-up: "Correction: Trump did not apologize, a White House official tells me. He phoned the supporter, left him a message thanking him for his support, but did not use the words 'sorry' or 'apologize.'"

That the official felt the need to issue this clarification was telling. And it warned of an array of anti-atonements to come. In September, Trump tweeted that Hurricane Dorian, the storm then wreaking havoc in the Bahamas, would reach the shores of Alabama. This was incorrect. A different president might have acknowledged the mistake and moved on

# The K-W-L Reading Strategy

## Know Now

- apologies are complicated
- public figures have a strange relationship with apologies

## Want to Know

- what is behind the change in apology style?
- what are some examples of non-apologies?

## Learned

- apologies are seen as a sign of weakness
- apologies are connected to empathy

# SQ3R Strategy

Robinson, F. P. (1946). *Effective study* (2nd ed.). New York: Harper & Row.

# Survey Question Read Recall Review

Survey  
Question

**Read**

Recall

Review

# Survey

Flip through the text.  
Author? Date? Sections?  
Headings? Lists?  
Visuals? Captions?  
Length?

# Survey Question

What are you expecting  
to learn from this text?  
Are there questions you  
are trying to answer?

Survey  
Question

**Read**

Recall

Review

Do something with the information you got out of the text. Present, write, discuss, test, summarize, etc.

# Recall Review

# Text Structure

Source: Mauranen, A. (1992). Reference in Academic Rhetoric: A Contrastive Study of Finnish and English Writing

# Are Finnish and English academic texts different?

Finnish	English
<b>General Rhetorical Structure</b>	
<b>Information Placement</b>	
<b>Text and Meta-text</b>	

# Are Finnish and English academic texts different?

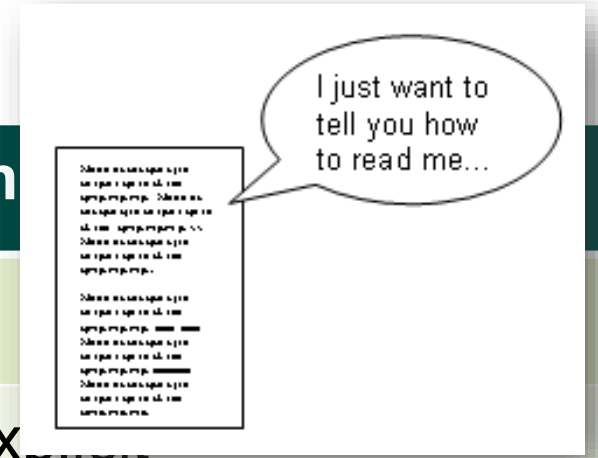
Finnish	English
<b>General Rhetorical Structure</b>	
implicit	explicit
<b>Information Placement</b>	
<b>Text and Meta-text</b>	

# Are Finnish and English academic texts different?

Finnish	English
<b>General Rhetorical Structure</b>	
implicit	explicit
<b>Information Placement</b>	
starts from a distance and makes its way to the main point toward the end	starts with important points and repeats them throughout
<b>Text and Meta-text</b>	

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<b>General Rhetorical Structure</b>	
implicit	explicit
<b>Information Placement</b>	
starts from a distance and makes its way to the main point toward the end	starts with important points and repeats them throughout
<b>Text and Meta-text</b>	
Less text about text	More text about text



## (a non-American perspective)

According to Dirk Siepmann, “German texts, by virtue of their digressiveness, are versatile and multi-faceted, whereas Anglo-Saxon writing is repetitive and colourless. Equally, German text structure might be likened metaphorically to that of a ‘staircase’ or ‘spiral’ leading the writer through even more complex stages of reasoning to the conclusion. Viewed from this perspective, English academic style will appear like a walk over a perfectly flat country with no attempt to venture into mountainous territory.”

Siepmann, Dirk. “Academic Writing and Culture: An Overview of Differences Between English, French, and German.” *Meta*, vol. 51, No. 1, 2006, pp. 131-150.

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Siepmann, Dirk. “Academic Writing and Culture: An Overview of Differences Between English, French, and German.” *Meta*, vol. 51, No. 1, 2006, pp. 131-150.

# Signposting



# Signposting

Next,

In addition,

However,

On the one  
hand,

Firstly,

In  
conclusion,

Indeed,

Surprisingly,

In other  
words,

In fact,

Put simply,

Then again,



Source: Golder, M. (2016). Far Right Parties in Europe. *Annual Review Of Political Science*, 19(1), 477-497.  
<http://dx.doi.org/10.1146/annurev-polisci-042814-012441>

Although some find that unemployment helps far right parties, ...

Source: Golder, M. (2016). Far Right Parties in Europe. *Annual Review Of Political Science*, 19(1), 477-497.  
<http://dx.doi.org/10.1146/annurev-polisci-042814-012441>

***Although*** some find that unemployment helps far right parties, ...

*What comes next?*

Source: Golder, M. (2016). Far Right Parties in Europe. *Annual Review Of Political Science*, 19(1), 477-497.  
<http://dx.doi.org/10.1146/annurev-polisci-042814-012441>

***Although*** some find that unemployment helps far right parties, **most find that it either has no effect or hurts them.**

**Look for the signposting – it's  
trying to help!**

This procedure does not develop a *concept* of a blurg, though. The term 'blurg' does not get associated with any *way of thinking* of the three things. We have simply labeled those things as 'blurg' without attaching any general meaning to the label. Also, even if some procedure like this could assign some concept to an application, the concept thereby applies only to the things that we have singled out. Yet generally our concepts are not restricted in that way. For instance, there are constantly new and previously unknown things to which our concept of blue applies – they are new blue things. Clearly we did not single them out in setting up our concept of blue. So a 'blurg'-like specification of a concept's application would not explain why the concept of blue applies to the new things.

Source: Conee, E., & Sider, T. (2005). *Riddles of Existence*. Oxford: Clarendon Press.

This procedure does not develop a *concept* of a blurg, **though**. The term 'blurg' does not get associated with any *way of thinking* of the three things. We have **simply** labeled those things as 'blurg' without attaching any general meaning to the label. **Also**, **even if** some procedure like this could assign some concept to an application, the concept **thereby** applies only to the things that we have singled out. **Yet generally** our concepts are not restricted in that way. **For instance**, there are constantly new and previously unknown things to which our concept of blue applies – they are new blue things. **Clearly** we did not single them out in setting up our concept of blue. **So** a 'blurg'-like specification of a concept's application would not explain why the concept of blue applies to the new things.

Source: Conee, E., & Sider, T. (2005). *Riddles of Existence*. Oxford: Clarendon Press.

# What about taking notes?

# (How) Do you take notes?

What language do you use?

How do you choose what to write down/type?

Do you use the exact words from the text/lecture, or your own words?

Do you look at your notes again later?



**Which is better? Taking notes by hand, or by typing on a tablet/laptop?**

# The Pen Is Mightier Advantages of Longhand Note Taking



**Pam A. Mueller<sup>1</sup> and Daniel M.**

<sup>1</sup>Princeton University and <sup>2</sup>University of California,

## Don't Ditch the Laptop Just Yet: A Direct Replication of Mueller and Oppenheimer's (2014) Study 1 Plus Mini Meta-Analyses Across Similar Studies

Heather L. Urry , Chelsea S. Crittle, Victoria A. Floerke, more...

[Show all authors](#) ▾

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<https://doi.org/10.1177/0956797620965541>

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### Abstract

In this direct replication of Mueller and Oppenheimer's (2014) Study 1, participants watched a lecture while taking notes with a laptop ( $n = 74$ ) or longhand ( $n = 68$ ). After a brief distraction and without the opportunity to study, they took a quiz. As in the original study, laptop participants took notes containing more words spoken verbatim by the lecturer and more words overall than did longhand participants. However, laptop participants did not perform better than longhand participants on the quiz. Exploratory meta-analyses of eight similar studies echoed this pattern. In addition, in both the original study and our replication, higher word count was associated with better quiz performance, and higher verbatim overlap was associated with worse quiz performance, but the latter finding was not robust in our replication. Overall, results do not support the idea that longhand note taking improves immediate learning via better encoding of information.

Oppenheimer, D. M., & Mueller, P. A. (2014). Longhand and laptop note-taking. *Psychological Science*, 25(10), 1203-1213. <https://doi.org/10.1037/e502412013-155>

Urry, H. L., Crittle, C., & Floerke, V. (2019). *Psychological Science*.

<https://doi.org/10.31234/osf.io/vqyw6>

**You can take notes however  
you like.**

But do it in a way that helps you *process* the information.

# Skimming

**English texts are structured predictably. By skimming the text, you can find the information you need.**



**Read only the subheadings so you can focus on the information you need.**

**Read only the first sentence (or first and last sentences) of each paragraph.**

**Read only the first and last paragraphs.**

**Scan the text for a particular word, or words.**

**Look for bulleted lists or italicized words**



# What about AI tools?

**Before you use AI,  
ask yourself two  
questions.**

# **Before you use AI, ask yourself:**

1. Why am I using this tool?
2. What will I do with the output?

**Let's take a quick look at three AI tools.**

1. A tool that highlights text (Lex Tutor)

2. ChatGPT

3. NotebookLM

Current profile	
%	Cumul.
75.99	75.99
3.02	79.01
13.23	92.24
7.75	100.00

the history of **pellagra** illustrates the human cost of basing social and **economic policy** on **mistaken inferences** from **correlational** studies this is not to say that we should never use **correlational evidence** quite the **contrary** in many **instances** it is all we have to work with and in some cases it is all we need for **instance** when **prediction** rather than determination of cause is the **goal** scientists often have to use incomplete knowledge to **solve** problems the important thing is that we **approach correlational evidence** with a certain **skepticism** examples such as the **pellagra sewage** case **occur** with **considerable frequency** in all **areas** of **psychology** the example **illustrates** what is sometimes termed the third **variable** problem the fact that the **correlation** between the two **variables** in this case **pellagra incidence** and **sewage** conditions may not **indicate** a direct **causal path** between them but may arise because both **variables** are related to a third **variable** that has not even been measured **pellagra incidence** is related to **ses** and to **diet** the real **causal variable** and **ses** is also related to **sewer age quality correlations** like that between **sewage** and **pellagra** are often termed **spurious correlations** **correlations** that arise not because a **causal link** exists between the two **variables** that are measured but because both **variables** are related to a third **variable** let consider a more **contemporary** example for **decades** **debates** have **raged** over the relative **efficacy** of public and private schools some of the **conclusions** drawn in this **debate** **vividly demonstrate** the **perils** of **inferring causation** from **correlational evidence** the question of the **efficacy** of private **versus** public schools is an **empirical** problem that can be attacked with the **investigative methods** of the social sciences this is not to **imply** that it is an easy problem only that it is a scientific problem **potentially solvable** all **advocates** of the **superiority** of private schools **implicitly** recognize this because at the **crux** of their **arguments** is an **empirical** fact **student achievement in private schools exceeds that in public schools** this fact is

# ChatGPT queries (YMMV)

- What are the key vocabulary words in the article \_\_\_\_\_? Please provide definitions.
- What are the main arguments against the position taken in the article \_\_\_\_\_?
- Please summarize the article \_\_\_\_\_.
- Write a ten-slide PPT presentation about the article \_\_\_\_\_.

# NotebookLM (by Google)

Upload articles or audio sources to NotebookLM. The program can:

- Create a study guide
- Write a briefing document
- Plot a timeline
- Generate an FAQ
- Synthesize a podcast episode of two hosts talking about the subject (!!!)

# **Before you use AI, ask yourself:**

1. Why am I using this tool?
2. What will I do with the output?

**A few take-  
home  
messages**



Try out a reading method

- K-W-L? SQ3R?

Let English texts tell you how to read them

- Structure & signposting

Take notes! By hand, maybe!

Don't be afraid to skim

Consider the mindful use of AI tools

**Remember: reading is a skill and it can be improved with practice.**



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