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Text Analysis: Sentence Initial Adverbials in a Second Grade Language Arts Book

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TEXT ANALYSIS: SENTENCE INITIAL ADVERBIALS IN A
SECOND GRADE LANGUAGE ARTS BOOK

by

Sherri Silva

A capstone submitted in partial fulfillment of the requirements for
the degree of Master of Arts in English as a Second Language.

Hamline University

St. Paul, Minnesota

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To all my family, friends, teachers, colleagues and students who have encouraged, supported, and participated in my adventurous quest for lifelong learning.

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CHAPTER ONE: INTRODUCTION

As the number of school-aged non-native English speakers grows across the United States, mainstream classroom (MCR) and English language development (ELD) teachers are increasingly expected to collaborate in teaching English learners (ELs) both content and language objectives through texts, trade books, and literature specific to grade level content curriculum. According to data from the National Center for Education Statistics (NCES) (2014), 10 percent of public school students in the United States were English language learners, an estimated 4.7 million students. This represents an over seven percent increase of ELs in the past decade.

Although the vast majority of these students receive the bulk of their instruction immersed in MCRs, many districts' required classroom curricula sadly do not include language objectives for educators to include in their lessons. Even with the current national emphasis on MCR and ELD collaboration, the majority of an ELs' instructional day is spent immersed in a MCR without specific ELD support. As an ELD teacher collaborating with MCR teachers (MCRTs), I noticed that many MCRTs do not have an understanding of language development, the difference between social and academic language registers, or the significant role that a text's language features play in students' overall comprehension of grade level academic texts. However, in order to meet the language and learning needs of ELs, all teachers must learn to become language teachers who are adept at writing and teaching language objectives that will allow ELs access to

grade level language arts content curriculum through heightened comprehension of the academic language structures used in grade level text.

Text analysis of specific language features in a text is one strategy teachers and ELs can employ is identifying difficult language structures forms, functions, and patterns used in academic texts to increase reading comprehension and gain deeper overall understanding of text studied. For instance, in my school, I noticed that one second grade text contained complex sentences that might cause reading comprehension problems for ELs. Text analysis might be one tool that would identify the difficult grammatical structures and allow teachers to determine specific language objectives. The second grade MCR and ELD teachers could supplement the district's mandated scripted Mondo language arts curriculum lessons with some language-focused reading comprehension strategies for understanding text based on insights gained through text analysis. In order to determine what grammar structures might be responsible for causing difficulty in this text, I decided to pursue a text analysis of this troublesome second grade text from my urban school district's Mondo Language Arts Curriculum.

Mondo Language Arts Curriculum

In this research study, I analyzed a text from the Mondo language arts curriculum (Mondo Publishing, 2014a). Mondo is a reading strategy-based language arts curriculum designed for students in kindergarten through fifth grade, with several instructional components that include lessons for oral language development, phonemic awareness, phonics, leveled guided reading, and whole group shared reading lessons. My district allows 90 minutes per day to complete one lesson from each of these reading

development components in order to produce fully literate students who are able to successfully apply the reading strategies taught to interpret any text.

The curriculum contains reading strategy content objectives, including predicting, identifying the story elements, finding the main idea, and interpreting the author's message. These content objectives are repeated throughout the curriculum of shared and guided group reading lessons. Students are then expected to internalize, transfer, and apply these reading strategies from the shared and guided lessons to any book they read independently. However, the curriculum does not provide any explicit language objectives for any of these reading and language arts lessons.

Occasionally, the rigid, scripted lesson plans contain a side note to teachers suggesting they should explain a particular content vocabulary word so that ELs will understand better, but beyond this fundamental idea, no particular strategies are provided to ensure that ELs will understand the content of the lesson or the linguistic and pragmatic features of the text necessary for comprehension. Therefore, English language development teachers (ELDTs) are expected to write the ELD curriculum and language objectives using the content curriculum. One method for writing effective language objectives based on grade level curriculum texts is through text analysis because it enables educators to determine what language features are actually present in the text. Once the language features are identified, language objectives can be written to help students overcome linguistic obstacles impeding their overall comprehension of text. For this reason, I am conducting a text analysis of a second grade Mondo language arts curriculum guided reading text.

Text Analysis with a Functional Approach

Text Analysis

Text analysis is an investigation of what language structures are prevalent in a text and how those structures give meaning to that text (Schleppegrell, 2004). Such structures include the basic concepts of vocabulary, grammar, and discourse (Achugar, Schleppegrell, & Oteiza, 2007). Developing a sense of the linguistic features of a text through text analysis and using that understanding to develop language objectives is a valuable skill for both MCR and ELD teachers to hone and develop.

Functional Language Analysis and Systemic Functional Linguistics

Schleppegrell's (2004) functional language analysis (FLA) method for educational text analysis provides educators with the practical linguistically and educationally based approach they need to successfully break down the linguistic features of a text and determine the significance and difficulty these feature may pose for ELs.

FLA is grounded in Halliday's systemic functional linguistics (SFL), which is a social semiotic theory that sees language as a resource for making meaning in context, where the language choices reflect and enact the context, and the context predicts or suggests the language that will be used (iSFLA, n.d). Speakers and writers make conscious and unconscious choices from the various options that language makes available, according to the social and cultural contexts in which meaning is exchanged (Fang & Schleppegrell, 2010). SFL also provides both teachers and students with tools for analyzing how texts are structured and grammatically patterned as well as for critically examining how they function in the wider social and cultural context (Burns &

Coffin, 2001). Once teachers understand how to analyze text using these methods, they can more easily identify problematic, dominant, and central linguistic features contained in any given text. Once the main linguistic features are identified, teachers can use them to develop language objectives that can enhance students' comprehension of both the text and English language.

According to Halliday (1994), students encounter language in three forms: in learning language, in learning through language, and in learning about language. The third form, learning about language, is referred to as metalanguage. Schleppegrell (2007) believes in the importance of grammatical metalanguage as the part of systemic functional linguistics (SFL) that offers tools for talking about the role of language in the educational process. Therefore, the incorporation of a functional metalanguage into professional development experiences for educators enables them to develop the means to reflect on language and subsequently to reflect on the meanings and values constructed with that language. This approach trains educators and students to look for contextual meaning above and beyond simply understanding grammatical parts of speech and supports investigation of how grammar structures, such as adverbials, make meaning in a text.

What are Adverbials?

When I previewed the second grade Mondo language arts curriculum guided reading text, I noticed the frequent use of the grammar structure *sentence initial adverbials* (SIAs) throughout the book *Up and Away! Taking a Flight* (Davis, 1997). A simple definition of adverbials defines them as words and phrases that describe the

manner in which verbs are carried out (Celce-Murcia & Larsen-Freeman, 1999).

Sentence (1) is an example of an SIA from the studied text.

1. *When passengers arrive at the airport, they enter the terminal building.*

(p. 4)

However, despite that seemingly simple definition, Celce-Murcia and Larsen-Freeman (1999) go on to describe adverbials as morphologically and syntactically the most diverse grammatical structures in English. Since adverbials have such a wide variety of forms and functions within the English language that can vary between written and spoken communication, they can be very confusing to identify, understand, and interpret, even by the most educated; so naturally they might pose learning difficulties for ELs.

The function of adverbials is to describe the action denoted by the verb (Celce-Murcia & Larsen-Freeman, 1999). These descriptions can take many forms. Adverbials appear in texts as single words, phrases, prepositions, participles, or clauses, which can modify verbs, other clauses or even entire sentences. These different forms of adverbials also depend on their position within a sentence: initial, medial, or final. Additionally, the function of an adverbial depends on its form. To complicate matters further, the entire meaning of a sentence can often be changed with the simple insertion or deletion of an adverbial (Celce-Murcia & Larsen-Freeman, 1999).

The most common functions of adverbials are to communicate *time, location, manner, frequency, direction, and extent* (Celce-Murcia & Larsen-Freeman, 1999).

According to Halliday (1994), the four functional categories for adverbials are *probability, usuality, presumption, and desirability*. Derewianka (2011) and Humphrey,

Droga & Feez (2012) refer to these functions as circumstances indicating *time, place, manner, accompaniment, matter, cause, contingency, role, and angle*. Understanding how to identify and comprehend the meaning of these circumstances can be a very complex task for ELs, because there can be several circumstances in one sentence, phrase, or clause (Humphrey et al., 2012). Understanding complex circumstances is key to increasing reading and language comprehension (Derewianka, 2011).

The considerable number of sentence initial adverbials (SIAs) contained in the chosen text imparts a great deal of these implied linguistic functions or circumstances to the student readers through a variety of grammatical forms. Dissecting, exploiting, and interpreting the complex meaning imbedded in these multifaceted linguistic structures of academic language reveals invaluable information to educators and students. SFL-based text analysis and reading strategies allow learners to unravel the deeper meaning imbedded in the form and function of the linguistic structures of the author's carefully chosen academic language used in a text (iSFLA, n.d). When ELs and other readers learn to recognize the purposeful patterns these complex structures impart through their grammatical forms and functions, they may increase their overall understanding of any academic text. Employing an SFL perspective that teaches educators and ELs to combine an analysis of the text's grammatical form and function with an avenue to understand and interpret the complexity of the author's message allows educators and student readers to look at more than the grammatical definition and meaning of the words and structures and truly understand the layers of meaning imbedded in the text.

Therefore, this study will focus on exploring and describing the form and function of SIAs found in the text *Up and Away! Taking a Flight*. I am conducting this text analysis focused on SIAs using the guiding principles of Schleppegrell's (2004) functional language analysis (FLA) and Halliday's (1994) systemic functional linguistics (SFL) to analyze a text from our district's elementary Mondo language arts curriculum (Mondo Publishing, 2014a).

Background of Researcher

The reason I chose a text analysis for my capstone is because the strategy-based Mondo language arts curriculum recently adopted by our school district does not contain language objectives. That means that I alone, as an ELD teacher, must determine, write, and teach language objectives based on the language features found in each curriculum book's text, including this second grade shared and guided reading book, *Up and Away! Taking a Flight*, while also considering students' language learning needs according to their age and English language development level. Additionally, I must train MCRTs to meet students' linguistic needs in all content areas, especially for those classes in which I am not available to provide collaborative support. This study will strengthen the metalanguage skills I need as a teacher of ELs and will also prepare me to teach other educators.

Furthermore, the role of ELD teachers in our district is slowly separating from the role of the content reading teacher. In the past, ELDTs were simply additional reading teachers, assigned to teach reading skills and strategies to ELs in small groups. Now, educators are beginning to realize that ELs need explicit instruction about specific

language features and structures as a foundation to understand reading instruction and complex academic texts. In turn, the language objectives must now be more clearly distinguished from the content objectives, so we as ELD teachers are called upon to clearly and accurately view texts from the perspective of language teachers, and teach MCRTs to do this as well. In order to look at reading texts from a purely linguistic perspective, I need to hone and develop the skill of identifying the linguistic features and grammatical structures that texts contain so I can write language objectives students need to be explicitly taught so they can fully comprehend grade level text.

Although the district's philosophical shift significantly changes my role and responsibilities as an ELDT, it is a welcome change. Understanding the intricacies of grammar, linguistics, and pragmatics has brought me to a more professional understanding of my role as an ELDT, beyond the passion of the politics of language and into the details and depths of understanding language on a higher level. I have acquired the knowledge and skills that have transformed me from being an elementary mainstream language arts teacher into an English language development teacher; these skills include parsing out sentences and words into meaningful chunks, developing the ability to explain the subtle difference between verbs tenses, being able to recognize and explain the complex role of morphemes, distinguishing the difference between a semantic and syntactic error and the reason it is relevant to understanding a child's language development. These are the knowledge and skills that transformed me from being an elementary mainstream language arts teacher into an English language development teacher.

As the researcher in this study, my role will be to investigate, study, classify, quantify, describe, and analyze the grammatical form and function of SIAs in the text *Up and Away! Taking a Flight* thereby conducting a text analysis of a core content language arts book used in my school district's second grade language arts curriculum. Furthermore, I will discuss the teaching implications and appropriate language objectives indicated by the linguistic features found in the book.

Guiding Questions

The main questions that guide this study are the following:

- What are the forms and functions of sentence initial adverbials in the second grade Mondo language arts curriculum book *Up and Away! Taking a Flight*?
- What is the frequency of each of the different forms and functions of sentence initial adverbials found within the text of the same second grade reader?
- What are the relationships between the forms and functions of SIAs found in this second grade text?

Summary

In this study, I will describe the linguistic feature sentence initial adverbials of a second grade text. Chapter One provided background information about the key concepts and problematic issues associated with the increasing need for teachers to be able to specifically address the language learning needs of ELs in mainstream classrooms. It introduced SFL and FLA for analyzing educational texts based on Halliday's SFL and provided the rationale for the use of this method to be used to analyze elementary texts.

Furthermore, this chapter explained the background and role of the researcher, the purpose of the text analysis study, and the research questions that will guide the research.

Chapter Two presents a literature review that discusses the needs of ELs in mainstream classrooms, explains components of the Mondo language arts curriculum, and defines the forms and functions of adverbials. Chapter Three is a description of the research design and methodology used in this research study. Chapter Four presents the results of this text analysis. Finally, Chapter Five reflects on the major findings, discusses the results and limitations of this study, and describes further research implications.

CHAPTER TWO: LITERATURE REVIEW

The purpose of this study is to analyze sentence initial adverbials in a Mondo language arts curriculum second grade book, with the goal of increasing linguistic understanding of the grammatical forms and functions of the language structures of the text. Since the Mondo language arts curriculum currently used in my school district does not contain language objectives, it is important for MCR and ELD teachers to have the tools and skills needed to analyze a text from a linguistic perspective so they can use that information to develop language objectives appropriate for the content being taught.

Chapter Two reviews the research scholars have done relating to the key concepts and issues connected to the premise of this study. First, literature demonstrating the rapid increase of ELs in MCRs and the learning gaps they experience in American public schools is discussed. Then, background information about the Mondo language arts curriculum used in this study is explained. Third, adverbials are defined and their different positions, forms, and functions are explained. Fourth, the stage of language development when learners begin to understand adverbials is explained. Fifth, SFL and FLA are defined and discussed in terms of their relationship to text analysis and language acquisition. Finally, the gap in research of text analysis is presented.

English Learners in Mainstream Classrooms

Families are migrating to the United States from almost every corner of the

world. These migrating families bring unique cultures, customs, and, of course, languages other than English. Over the past few decades, this migration has occurred at such a high rate that there has been a large increase in the number of people in the United States who speak English as a second language (NCELA, 2011). This increase in migration is reflected by the growing number of K-12 ELs. According to the National Clearinghouse for English Language Acquisition (NCELA) (2011), the number of public school students in the United States who were English language learners increased by 51% between 1998 and 2009. According to the National Census Bureau, more than half of the growth in the total population of the U.S. between 2000-2010 was due to the increase in the Asian and Hispanic populations, which both grew by more than 43% in just ten years (Humes, Jones & Ramirez, 2011). More than 65,000 ELs are enrolled in Minnesota schools, compared to 15,000 twenty years ago. This is a 300% increase over the last two decades in ELs population and academic need (Zittlow, 2012). In contrast, people who reported their ethnicity as white grew by only 1% in approximately the same time period (Humes et al., 2011).

At this high rate of increase, the U.S. Census Bureau estimates that by 2030, students who speak a language at home other than English will constitute 40 percent of the school-age population (Hill, 2005). Therefore, schools around the country are experiencing a large amount of linguistic and cultural diversity as more and more ELs are placed in mainstream classes. This increase in ELs in U.S. public schools creates a challenge for teachers as they attempt to instruct ELs in a manner that facilitates access to content information to the degree of proficiency required by school districts and state

and federal standardized tests. This challenge reveals the need for change in how students are taught.

Learning Gaps Between Native English Speakers and ELs

Schools are not meeting the challenges involved in educating ELs. The level of academic achievement of ELs has lagged significantly behind that of their language majority peers (Fang & Schleppegrell, 2008). The percentages of ELs who reached proficient on the 2009 National Assessment of Educational Progress reading test was lower than 12% of students tested in 4th grade. Only 3 percent of ELs met that standard in 8th grade reading in 2009, compared with 34 percent of non-ELs (Slavin, Madden & Calderon, 2010).

According to Echevarria, Vogt, and Short (2008) the needs of ELs vary greatly because of such factors as the degree of literacy in their first language, the amount of schooling in their country of origin, their age of arrival to the U.S., prior experience with English, and their socioeconomic status. Even ELs who speak English socially with native English-speaking peers struggle to master the academic English required for school. The large numbers of second and third generation adolescent ELs who continue to lack English proficiency in secondary school suggests that many ELs are not learning the language well even after many years in U.S. schools (Echevarria et al., 2008). Therefore, the struggle of ELs is not unique to the school in this study.

To address ELs' diverse needs, teaching strategies in American schools need to change significantly if different results are to be produced because ELs require additional support to ensure their academic success. Differentiating instruction by integrating

language objectives that are written using insights of language structures gained through a text analysis into district provided language arts curriculum is a teaching strategy MCR and ELD teachers can implement to accommodate the different ways all students learn. Furthermore, teaching language arts curriculum with language-focused teaching strategies can explicitly address ELs' specific learning need for language instruction within the confines of any district's provided reading and language arts curriculum, including the Mondo language arts curriculum taught in my urban school district.

Mondo Language Arts Curriculum

In this research study, I will analyze a text from my school's Mondo reading and language arts curriculum. This curriculum is from Mondo Educational Publishing, an organization that researches, develops, and supports best practices in literacy instruction (Mondo Publishing, 2014a). One of Mondo's curriculum programs specifically designed to intensify students' development of reading and language arts skills is the Effective Core Reading Program, which involves over a hundred literary resources and books designed for students from kindergarten to fifth grade. The program includes explicit, systematic instruction in five elements of reading: phonemic awareness, phonics/word study, vocabulary, comprehension, and fluency. Additionally, assessments, instructional strategies, and both whole-group and small-group instruction materials are provided (Mondo Publishing, 2014b).

According to the publisher, Mondo has reading resources for both guided and shared reading, written to target specific aspects of developing students' reading comprehension skills (Mondo Publishing, 2014b). Resources including student books,

magazine six-packs, and classroom libraries and kits are included in the curriculum set. The set consists of both fiction and nonfiction materials written to increase students' reading and comprehension skills and provide appropriate instructional reading materials for each student at various reading levels. Using these materials, the teacher selects appropriate texts for each student and then teaches, observes, and supports them as they use reading strategies modeled in shared reading instruction as they read independently (Mondo Publishing, 2014b).

The materials that focus specifically on second grade curriculum consist of 420 guided reading books, 28 nonfiction text-cards, *Let's Talk About It!* (oral language picture chart and text cards), 17 big books, 17 read-along CDs, a songs and rhymes chart with a CD/cassette called *Let's Sing About It*, and multiple copies of a student writer's word book. The program also includes resources for teachers, such as a teacher's guide, an assessment kit, and lesson plan binders along with The BOOKSHOP Phonics Intervention Program, which includes a phonics card kit, teacher's chart, teacher's guide, and partner practice books. All of the provided texts and resources for shared and guided reading instruction were created to teach children strategies for success in reading and language arts (Mondo Publishing, 2014b).

This study is a text analysis of the SIAs contained in *Up and Away! Taking a Flight*, one of the many shared and guided reading texts included in the second grade Mondo language arts curriculum. The analysis will identify, describe, and explore the various forms and functions of SIAs using principles from Halliday's (1994) theory of systemic functional linguistics.

What is Systemic Functional Linguistics?

Systemic Functional Linguistics (SFL) is a grammar and language development theory developed by British linguist Michael A.K. Halliday in the 1960s. Halliday's (2004) theory continues to be used by language arts teachers as a basis for designing language-focused instruction in language arts lessons. In contrast to other aspects and approaches to teaching, learning, and studying language, the SFL model focuses less on the grammatical, technical, and analytical meanings of what is actually written, said, or communicated, and more on what those utterances translate to in a social setting. Simply put, it is less about what one is saying and more about what one intends others to understand from what is being said. SFL is a theory of language centered around the notion of language function. So, while SFL still accounts for the syntactic structure of language, it places the function of language as central. It focuses on what language does and how it does it, in contrast to more structural approaches that place the elements of language and their combinations as central. SFL starts at social context, and looks at how language both acts upon and is constrained by this social context (iSFLA, n.d). A less complex definition of SFL is that SFL is the study of the relationship between language and its functions in social settings (Nordquist, 2014). Therefore, SFL is concerned with what language does, how it does it, and how grammatical structures make meaning. This study focuses on analyzing how different forms and functions of the grammatical structure adverbials determine and clarify meanings.

What are Adverbials?

Distinguishing the difference between adverbs and adverbials can be extremely confusing because sometimes these terms are used interchangeably. However, adverbs and adverbials are quite distinct.

Celce-Murcia and Larsen-Freeman (1999) contend that the traditional definition of adverbs is words that modify verbs, adjectives, or other adverbs. Parrott (2000) argues that this traditional definition is too simplistic to be accurate or all encompassing. Birch (2005) agrees that while adverbs are a part of speech that modifies verbs, adjectives, and other adverbs, he adds that they may also modify noun phrases, indefinite pronouns, predeterminers, prepositional phrases, and participles.

Equally confusing is determining a clear definition of adverbials. Parrott (2000) describes adverbials as a category within the class of adverbs because they are single or multiple words that carry out the same functions as adverbs when using the traditional simplistic definition. Biber, Johansson, Leech, Conrad, and Finegan (1999) describe adverbials as adverbs in a clause that have one of three functions as an element of the clause. The three major functions of adverbials are to convey the circumstances of an event expressed in the clause, explain the author's or speaker's stance toward the clause, or to link the clause with the author's or speaker's discourse style of an utterance or text (Biber et al., 1999). Brinton (2000) states that adverbials refer to the role that different grammatical forms have in a sentence as optional modifiers that modify verbs and their complements.

Most scholars agree that adverbials are single or multiple words, phrases, or clauses that describe the manner in which actions are carried out (Derewianka, 2011; Humphrey, Droga & Feez 2012). Furthermore, researchers seem to agree that adverbials provide rich information by expressing important circumstances about the action or event described in a sentence, such as time, place, manner, accompaniment, matter, cause, contingency, role, and angle (Biber et al., 1999; Birch, 2005; Brinton, 2000; Celce-Murcia & Larsen-Freeman, 1999; Derewianka, 2011; Humphrey et al. 2012; Parrott, 2000).

For the purpose of this study, adverbials are defined as single words, phrases, or clauses dependent on the main clause that function as adverbs to modify verbs, adjectives, adverbs, clauses or entire sentences to express the circumstances of an event in the main clause. Because the topic of adverbials is so vast and complex, this text analysis concentrates specifically on examining the forms and functions of adverbials in sentence initial position

Adverbial Positions, Forms and Functions

This section begins by defining, discussing and providing examples of the different positions of adverbials: initial, medial and final. Then, an explanation with examples of adverbial forms is given for clausal, prepositional, participle and phrasal adverbials. Finally, descriptions and examples of three functions are provided for circumstances of time, location and contingency

Sentence Position of Adverbials

The different types of positional adverbials include sentence initial, medial, and final within a phrase or sentence (Biber et al., 1999; Celce-Murcia & Larsen-Freeman

1999; Parrott, 2000). Consider sentences (2), (3), and (4) using the adverb *honestly* in three different parts of a sentence:

2. Honestly, Jane was sick of it.
3. Jane was honestly sick of it.
4. Jane was sick of it, honestly.

In sentence (2) the word *honestly* is an adverbial; its use at the beginning of the sentence makes it a sentence initial adverb because sentence initial adverbials are used to start sentences. If one rearranges the given sentence, as is done in sentence (3), then the adverbial *honestly* moves from sentence initial position to sentence medial position because medial adverbials are placed in the middle of sentences. Lastly, if one again rearranged the given sentence, as is done in sentence (4), then the adverb *honestly* is in the sentence final form, because it is the last word in the sentence, appearing after the main verb. These examples illustrate Humphrey et al.'s (2012) point that circumstances have no exact position in a sentence; circumstances have the flexibility to move within a sentence while still remaining in a grammatically correct form; however, these subtle differences in placement slightly alter the overall meaning of the sentence depending on the functional circumstances in which it is used. Biber et al. (1999) explain that the position of adverbials is often established by textual and pragmatic factors. Parrott (2000) agrees that while the rules that govern position of adverbials are flexible, they can still be quite complex because their positioning must consider both grammatical and contextual forms and functions.

Grammatical Forms

Another factor that differentiates adverbials is their grammatical role in a sentence. Adverbials may take several grammatical forms: adverbial clauses, adverbial prepositional phrases, adverbial participles, or adverbial phrases.

Adverbial clauses are defined by Celce-Murcia and Larsen-Freeman (1999) as a group of words that contain a subject and a verb that plays the role of an adverb. Parrott (2000) defines adverbial clauses as a category of subordinate clauses. Adverbial clauses can express most of the functions of adverbs such as time, location, and other surrounding circumstances of an event that answer implied questions such as *when*, *where*, and *why* (Whitesmoke, 2014). Biber et al. (1999) agree; they explain adverbials as clauses that generally express circumstances that add information about the action described in the clause. Sentence (5) provides an example of an SIA clause with the function of expressing time.

5. After the sun had set, Jane came home.

After the sun had set is an SIA in the form of a clause because it is in the sentence initial position of the sentence, preceding the main clause *Jane came home*. It is also a subordinate clause that contains the verb phrase *had set*. The function of this SIA clause is to explain the *time* when Jane came home.

Adverbial prepositional phrases are another form of adverbials that are often found in sentence initial position. They consist of multiple word phrases that begin with prepositions and end with nouns or noun phrases. Adverbial prepositional phrases modify verbs, adjectives, or adverbs within the sentence (Biber et al., 1999). They often

answer implied questions in order to provide more specific information by illustrating functions of *time*, *location*, *manner*, *degree*, and even *reason* (Biber et al., 1999).

Brinton (2000) points out that it is also common for more than one of these adverbial functions to appear in a sentence. For instance, sentence (6) is a simple complete sentence.

6. Jane waited for you.

But sentence (6) can also be enhanced and clarified with adverbial prepositional phrases that function to express time, such as *last night*, and/or location, such as *in the parking lot*, and even manner, such as *with enthusiasm*. Further, an adverbial function of reason could also be added, such as the clause *because I thought we'd go see a movie after work*. Sentence (7) enhances the sentence to make it even more specific.

7. Because she thought you'd go see a movie with her after work last night, Jane waited for you in the parking lot with enthusiasm.

Adverbial prepositional phrases also provide more specific information to sentences by answering implied questions such as *when*, *how*, *why*, and *where*.

Adverbial participles are a third grammatical form of adverbials. Participles are formed by adding an *-ing* or *-ed* ending to the base form of a verb (Biber et al., 1999). Irregular past participles use the *-en* ending (Biber et al., 1999). For example, *working* is an example of an *-ing* participle, *worked* is a past *-ed* participle, and *grown* is an irregular past participle labeled as an *-en* participle. The basic form of adverbial participles is the most common form. In the *-ing* basic form they may indicate a time

simultaneous with the time expressed in the main clause (Celce-Murcia & Larsen-Freeman, 1999). An example of this is written in sentence (8).

8. Before jumping on the couch, Jane did not exercise.

Celce-Murcia and Larsen-Freeman (1999) warn that sentence initial adverbial participles are potential problems for students because they commonly result in dangling modifiers. A dangling modifier implies a subject that is not present in the main clause (Maimon, Peritz, & Yancey, 2012). For example, using the sentence initial adverbial participle from sentence (8), but with a different main clause, can turn the SIA into a dangling modifier as seen in sentence (9). This illustrates how meaning can be confusing for ELs and other student readers.

9. Before jumping on the couch, the phone call kept me from exercising.

Because sentence (9) is written with a dangling modifier, it sounds as if the phone call was jumping on the couch, when in fact, an implied subject was jumping. That implied subject from the SIA participle is not the same subject as the one in the main clause. The subject of the SIA participle is an implied person who is jumping, but the subject of the main clause is the phone call. Therefore, because adverbial participles may be shortened versions of clauses and have implied subjects that are not the same as the subject in the main clause, students may be confused about who the main subject of the sentence or clause is (Celce-Murcia & Larsen-Freeman, 1999).

Adverbial phrases are the last form of SIAs to be discussed. Adverbial phrases are a single word or group of words that play the role of an adverb in the sentence (Celce-Murcia & Larsen-Freeman, 1999). They can modify a verb, adjective, or another adverb

and may be accompanied by modifiers that clarify implied questions such as *where*, *when*, *how often*, or *to what extent* an event occurred (Biber et al., 1999). Sentence (10) is an example of a single word adverbial phrase, while sentence (11) is a multi-word example.

10. Slowly, Jane walked away from the couch.

11. Every day, Jane jumps on the couch.

Several factors differentiate adverbials into the various grammatical forms of adverbial clauses, adverbial prepositional phrases, adverbial participles, and adverbial phrases. Each of these forms can also be divided into a variety of pragmatic contextual functions.

Functions of Adverbials

Adverbials have a variety of functions, which include factors such as *time*, *frequency*, *location*, *manner*, and *extent* (Celce-Murcia & Larsen-Freeman, 1999).

Derewianka (2011) and Humphrey et al. (2012) refer to these functions as circumstances. Circumstances add meaning by specifying an event's time, location, or other surrounding conditions under which an action took place because they answer the questions *when*, *where*, and *how* an event occurred. When one describes behaviors or details that answer these questions, they are describing the circumstance in a clause that allows listeners or readers to decipher meaning and understand the surrounding conditions of the events described. Functional circumstances of events are typically expressed through adverbials (Derewianka, 2011; Humphrey et al., 2012).

Adverbials that are used to express time provide information about when the verb was executed, as well as the frequency and/or duration of the event (Derewianka, 2011;

Humphrey et al., 2012). Parrott (2000) states that while adverbials of time can appear in any of the three sentence positions, they often appear in sentence initial position in written and formal English. For instance, in sentence (12)

12. Yesterday, Jane jumped off the couch.

the word *yesterday* is an adverbial playing the function of the time when the verb *jumped* was carried out. It is also important to notice that the placement or positioning of the word *yesterday* is at the initial part of the sentence; thus *yesterday* is playing the function of time in the sentence initial position.

Time adverbials illustrating frequency are used to express how often or how many times a verb is executed (Derewianka, 2011; Humphrey et al., 2012). For instance, sentence (13) illustrates an adverbial with the function of frequency.

13. Jane jumped off the couch ten times.

The frequency of *ten times* adds another dimension to the sentence. Adding duration provides even further information about how long the event took place as illustrated in sentence (14).

14. Jane jumped off the couch ten times in an hour.

Adverbials of time provide more specific information about when, how often, and for how long an event took place in time (Derewianka, 2011; Humphrey et al., 2012).

Location adverbials are used to express the place a verb was executed, that is, a point in space, direction, and/or distance (Derewianka, 2011; Humphrey et al., 2012). For instance, in sentence (15)

15. Jane jumped off the couch in the living room.

the prepositional phrase *in the living room* is communicating the function of location by explaining the point in space the jumping occurred.

The circumstance of contingency is explained through adverbials of condition and concession (Derewianka, 2011). An example of a SIA expressing the function of contingency is shown in sentence (16).

16. In the event that dad comes home early, Jane will jump off the couch.

The action of Jane jumping off the couch is contingent on the condition that *dad comes home early*.

17. Despite being told not to, Jane jumped off the couch.

The circumstance of contingency can be illustrated through an adverbial describing conditions or concessions under which an action is taken (Derewianka, 2011; Humphrey et al., 2012).

The vast variety of various functions of adverbials clarifies important information in detail to express circumstances of time, place, manner, accompaniment, matter, cause, contingency, role, and angle of actions carried out. Fully comprehending the complexity of these grammatic and pragmatic functions of all the different forms and functions of adverbials could be quite challenging for ELs; however, with explicit instruction on how to interpret their meaning students could greatly increase their understanding of grade level academic language and complex text.

Stage of Language Development When Adverbial Use Begins

Children begin to develop adverbials and other subordinate clauses in their language at around age two (Black, Puckett & Bell, 1992; Clark, 2003). The

developmental stage during which understanding of adverbials begins to form is an important one because being able to understand adverbials is a gateway factor that sets up a foundation for the understanding of cognitive terms that deal with more abstract issues such time, frequency, sequence, manner, contingency and extent.

In the early stages of language development children typically speak using telegraphic speech, meaning their sentences only contain the most meaningful words, most often a verb and an object (Black et al., 1992; Clark, 2003). For example, a typical child who is a native speaker of English in the early stages of language development might simply say, “kick ball.” This phrase could have several meanings, including, “I will kick the ball,” “I want you to kick the ball,” or “Someone else just kicked the ball.” However, as typical language development progresses, children begin to extend sentences by adding a subject such as “Man kick ball” or “I kick ball.” Eventually, their language develops even further and they are able to expand on their utterances to include adverbials that indicate the time, place, or manner in which something is done. For example, “Man kick ball fast” or “Boy kick ball now” or “Me kick ball later.” Clark (2003) points out that adverbials indicating time and location are typically among the first adverbial functions to be expressed by young children. Awareness of these important functions of language demonstrates that children are able to grasp the complex concept of how to use language to sequence events (Clark, 2003). Longer, more complex utterances that include more specific information and, therefore more adverbials, typically begin to be expressed by native English- speaking children in the third year of language development (Black et al., 1992, Clark 2003). These findings correlate with Halliday’s

(1975) findings that children begin to demonstrate communicative competence between two and a half and four years old by understanding the different functions of language.

However, speech development stages for children who speak English as a first language differ considerably from those of children acquiring English as a learned language. Research conducted by Yamaguchi (2013) examined how complex linguistic structures are acquired in a five and a half year old child learning English as a second language. His research revealed that an understanding of initial and final adverbials begin to develop within the first year ELs are taught English as a second language. Understanding of initial adverbial clauses began to emerge in the 28th week of being exposed to the English language (Yamaguchi, 2013). So while native English speaking children begin to grasp the concept of adverbials during the third year of their language development, ELs, given the premise that they already use adverbials in their first language, are able to grasp the meaning in English within approximately seven months of learning English.

However, it is important to note that these stages are when the acquisition of new grammatical components of the given language *begins* to occur, but are not necessarily when they become fully developed (Yamaguchi, 2013). For instance, a child may use adverbials to state factors such as time, frequency, sequence, or manner, extent, but the child still may not be able to use words to indicate such factors properly or understand their complex implications in written language structures such as grade level content literature.

Systemic Functional Linguistics and Language Acquisition

Trelease (2006) asserts that reading is the most important subject in school because a child needs reading in order to master most of the other subjects. Part of learning how to read, especially for young learners, is learning how to interpret what is being read in terms of comprehension and contextual understanding (Trelease, 2006). Thus, in a conventional classroom with shared or guided reading lesson, teachers often analyze books and materials extensively with students by asking them to make predictions, write feedback, organize information obtained from reading into tables and charts, and, most importantly, interpret and surmise the author's, narrator's or characters' implied meaning by asking, "What do you think the narrator or character meant by this?" Halliday (1994) emphasizes that understanding the social semiotic or other exterior contextual implications around the character or narrator, in connection to what's taking place in the book, plays a significant role in what the narrator or character really intend to say; thus, there is more meaning to what is written than the actual dictionary translation of the words within the dialogue (Fontaine, 2014). One key point of the theory of language as a social semiotic theory is that it promotes the idea of one expression being applicable and translatable into varying contexts, which promotes the idea of being able to take the message in any given form of communication and interpret and apply it into one's personal life, allowing for a vast variety of contextual options that should not be seen as fixed, but have meaning potential that is realized in context and in combination with other choices (Mavers, 2014). In this sense, the meanings associated with these selections are always in a process of ongoing flux as they are continually adapted to

social encounters. In other words, SFL is the study of the complex relationship between context and expression.

Therefore, many claims and theories have been developed using Halliday's systemic function theory as their foundation (Nordquist, 2014). Schleppegrell (as cited in Philpot, 2005) developed her Functional Linguistic Analysis (FLA) theory by using SFL as a conceptual framework. Through her work as a systemic functional linguist, Schleppegrell (2004) aims to teach both teachers and learners about the linguistic challenges and dynamics within the process of teaching and learning core content curriculum in all subject areas such as English, history, and mathematics. Her goal is to highlight the linguistic challenges of learning and suggest some pedagogical practices that may help teachers better instruct the content information so that learners develop deeper understanding of each academic subject area. She states that linguistic challenges include the multi-semiotic formatting of such linguistic factors as dense noun phrases that participate in relational processes, the precise meanings of conjunctions and implicit logical relationships that link elements in academic discourse which all pertain to the contextual function in which language plays in core content curriculum academic writing (Schleppegrell, 2007).

Factors between Systemic Functional Linguistics, Functional Language Analysis, Text Analysis and Language Acquisition

One major factor that allows SFL to be considered by those teaching English language development is that acquiring a second language is not a matter of simply understanding the definition of vocabulary words in isolation. Social environment and

contexts are major factors in comprehension; therefore, comprehension is not just about understanding the definition of a word itself. This means that ELs and their instructors must learn to use the contexts and other factors within a text to understand the specific meanings of what is being expressed in the text, and understand the specific difference(s) the contexts make in the various possible translations of the text. They will also need to learn deep text analysis in order to identify, translate, and teach these factors and contexts that affect the overall meaning of the given text in order to advance their comprehension skills.

However, most mainstream classroom teachers (MCRTs) are not trained in determining, writing, or teaching effective language objectives from trade book texts. Nor are they well-versed in analyzing text to identify linguistic features that students should be explicitly taught. Through their research of Halliday's Systemic Functional Linguistics, Schleppegrell and Achugar (2003) discovered that teachers need strategies for dealing with language features. Just working with what the teacher identifies as key vocabulary is not enough to uncover meaning, as full meanings emerge only through understanding how elements in the text relate to each other and to the text as a whole. Therefore, MCR and ELD teachers need an efficient and effective way to analyze text so they can quickly and easily determine necessary language objectives that will effectively support the content and linguistic needs of mainstreamed ELs in their classrooms.

Schleppegrell's (2004) FLA method for educational text analysis provides educators with the practical linguistically and educationally-based approach they need to successfully break down the linguistic features of a text and determine the significance

and difficulty the feature may pose for ELs. This method enables educators to determine language objectives to help students overcome these linguistic obstacles impeding their overall comprehension of the text. Therefore—now more than ever—it is crucial for teachers to be trained to analyze texts for linguistic features in order to write appropriate language objectives they can include in mainstream content area lessons. Teachers need to understand and be able to teach students how to recognize, analyze, and use different language registers by understanding the difference between everyday social language and academic language.

Distinguishing the difference between the everyday social language register and the more complex academic language register began with the work of bilingual researcher Jim Cummins (1979). According to Zwiers (2008) academic language serves three interrelated and broad-ranging functions: to describe complexity, higher-order thinking, and abstraction. Therefore, teaching academic language structures is a fundamental aspect to increasing ELs' success in content instruction. Research has shown that knowledge of academic language is often cited as one of the key factors affecting the achievement gap that exists between high and low performing groups of students in our schools (Wong Fillmore, 2004). Whether performance is measured by large tests or informal observations, many students perform poorly because they cannot handle the linguistic demands of different disciplines. This is especially visible in upper elementary grades as students move out of primary grades and into new ways of knowing, thinking and communicating (Zwiers, 2008). Therefore, it is imperative that MCR and ELD teachers learn to analyze texts and write language objectives that enhance

ELs' holistic comprehension of grade level text and further their grasp of academic English language structures.

Developing a sense of the linguistic features of a text through text analysis and using that understanding to develop language objectives is a valuable skill for both MCR and ELD teachers to hone and develop. FLA developed by the research of Schleppegrell (2004) offers a means of analyzing text in an interactive way, providing opportunities for close reading and discussion about how an author has presented knowledge and the particular perspectives on knowledge that are typical of each academic content subject discipline. The goal is to help teachers develop tools to develop critical language awareness by helping them recognize how language varies according to its use and to reflect on the role of language in the disciplinary contexts of subject matter classrooms (Achugar, Schleppegrell, & Oteiza, 2007).

Gap in Research

While there have been research studies conducted on text analysis of language features such as grammar, vocabulary, discourse, parts of speech, and more—as well as studies of SIAs and language acquisition using text analysis at the secondary level, most researchers conducting studies about systemic and functional language analysis to analyze instructional text are generally aimed more towards understanding students and texts for middle school and older students. The focus of most of these instructional text analysis research studies is finding patterns in the specific language of a particular subject area such as history, science or math.

Unfortunately, educational researchers may have underestimated the significance and potential benefits of researching and understanding elementary school academic text, particularly its impact and influence on language development and acquisition and ELs' academic success. Perhaps the elementary school demographic is overlooked when it comes to text analysis and language acquisition developmental research and therefore very few researchers are centrally focused on analyzing grade school academic text due to the fact that texts and reading materials used in elementary schools are seemingly basic and uncomplicated. Perhaps researchers do not believe there is much worth investigating in an elementary level academic text.

Experts such as Schleppegrell (2004), Halliday (1994), Dutro and Moran (2002) generally began their studies of text analysis and language acquisition in an effort to understand the best way to help ELs acquire the English language efficiently. Most of their works were typically geared towards investigating and understanding students in the middle or secondary school demographics. However, recently, some researchers such as Schleppegrell (2004) and Yamaguchi (2013) are slowly shifting their focus to the elementary school demographic to study the importance of analyzing the linguistic structures of elementary text, and the implications for teaching younger learners, especially ELs. Schleppegrell (2004) has written several materials as part of her general effort to get other teachers to start viewing text and teaching comprehension from a functional language perspective. Yamaguchi (2013) conducted a study from which he was able to draw a speculation of the specific age and stages of development at which students begin to grasp and develop an understanding of initial and final adverbials,

subordinate clauses, complement clauses, and more. Schleppegrell (2004) and Yamaguchi (2013) are among the few researchers investigating these topics. Finding research materials and sources that pertain to systemic functional language analysis, text analysis and language comprehension specific to elementary school aged students is very difficult.

Research Questions

In light of the gaps in research on elementary text this study asks the following questions:

- What are the forms and functions of sentence initial adverbials in the second grade Mondo language arts curriculum book *Up and Away! Taking a Flight?*
- What is the frequency of each of the different forms and functions of sentence initial adverbials found within the text of the same second grade reader?
- What are the relationships between the forms and functions of SIAs found in this second grade text?

Summary

This chapter has given an overview of the main issues surrounding this study. First, I discussed the high rate of ELs in mainstream classrooms and academic issues of ELs being mainstreamed into MCRs. Then, I provided information about the Mondo reading and language arts curriculum. I defined adverbials, described their form, and meaning and then gave examples of each. Then, I discussed the language development stage when learners begin to learn adverbials. I also explained FLA and SFL methods as related to text analysis of adverbials. Finally, I explained the gap in research and stated

the research question for this text analysis. Chapter Three provides a more detailed description of the research design and methodology used in the research study.

CHAPTER THREE: METHODOLOGY

This study is designed to explore the language feature sentence initial adverbials in a second grade Mondo language arts curriculum academic text. I employed text analysis to describe SIAs contained in the text. In this study, I attempted to answer the following questions:

- What are the forms and functions of sentence initial adverbials in the second grade Mondo language arts curriculum book *Up and Away! Taking a Flight?*
- What is the frequency of each of the different forms and functions of sentence initial adverbials found within the text of the same second grade reader?
- What are the relationships between the forms and functions of SIAs found in this second grade text?

This chapter describes the methodologies used in this study. First, a description of the research design is presented along with a justification of the quantitative paradigm. Then, the data collection protocols are presented. Next, a description of the setting and reference materials used to conduct the study are presented. Finally, the validity and reliability of the study are discussed.

Research Paradigm

My research was conducted through a quantitative research paradigm with the guiding principles of SFL. Quantitative research is a formal, systematic process for obtaining quantifiable information in which research objectives are clearly defined, including the scope of what will be investigated, how, and why (Quantitative Research Design, n.d). This text analysis meets those requirements: My research questions and objectives are clearly determined and defined. I systematically identified, classified, and quantified SIAs by form and function in the studied text. Then patterns I discovered are discussed. Finally, I justified a clear rationale for conducting my text analysis focused on identifying and exploring SIAs in a Mondo second grade curriculum text.

Quantitative research is also a method for explaining phenomena by collecting numerical data that are analyzed using mathematics (Zeschky, 2013). In my study, quantitative data provides a numerical description of the SIAs studied. I collected numerical data to quantify SIAs contained in the text in order to calculate the amount, type, and frequency of every form and function found within the text.

Furthermore, quantitative research designs may be exploratory and descriptive if the researcher observes the samples used for the study (How to Design Quantitative Research, 2011). I observed the studied text in order to describe the pattern of the SIAs form and function found in the text. This was an efficient and effective method to report the linguistic features found in this second grade Mondo language arts curriculum book because it provided the opportunity to describe linguistic features found in the text without bias.

The role of the researcher in quantitative research is to maintain objectivity without allowing personal values, feelings, and experiences to cause bias (Quantitative Research Design, n.d.). In this study, my role was to read, identify, classify, quantify, and describe SIAs found in the text. I did not write the text being analyzed; I simply explored and described it. Therefore, this is a quantitative objective study in which I employed the formal process of text analysis with a clearly defined objective using numerical data to describe observed information without bias.

Data Collection Procedure

The specific process of text analysis I employed to analyze the text *Up and Away! Taking a Flight* (Davis, 1997) involved identifying, classifying, and quantifying the frequency of the different forms and functions of SIAs identified in the text and comparing the data to discover a pattern between them. In order to complete an extensive and informative text analysis, I followed several steps recommended by scholars in this field of study.

First, I randomly selected a book from the second grade Mondo language arts curriculum taught at my school because I was collaborating with second grade MCRTs to support second grade ELs in their reading and language skills development. I briefly read over the entire chosen text. After reading it, I went back through the book more thoughtfully, looking for a language structure to exploit. I found a variety of language structures within the text that could have been considered for a deeper linguistic analysis. However, the most salient and potentially problematic linguistic feature in this text appeared to be the abundance of SIAs used throughout the book. It seemed as if there

was at least one SIA on every page of this second grade book! Therefore, I chose SIAs as the one specific language structure to exploit for a deep text analysis in order to gain more comprehension of the linguistic features of the text that could potentially impede ELs understanding of the overall meaning of the text.

I began the text analysis process by transcribing the written text, sentence by sentence. The transcription can be found in Appendix A. I used this worksheet to help me clearly identify all instances of the chosen feature, SIAs. Once all the SIAs contained in the entire text were identified, I grouped them into subcategories according to their form and function. To identify their grammatical form, I named, defined, and categorized each SIA: adverbial clause, adverbial prepositional phrase, adverbial participle, or adverbial phrase. Examples of each of the four grammatical forms from the studied text are shown in Table 1.

Table 1

Examples of Grammatical Forms of SIAs

Form	Example from Text
Adverbial Clauses	When passengers arrive at the airport (p. 4)
Adverbial Prepositional Phrases	After takeoff (p. 7)
Adverbial Participles	After checking in (p. 4)
Adverbial Phrases	Every day (p. 6)

To analyze the function of each SIA, I named, defined, and categorized them according to the function of the different circumstances discussed by Derewianka (2011)

and Humphrey et al. (2012): time, place, and contingency. After identifying, naming, and categorizing all of the forms and functions of the SIA within the text, I cross-analyzed them to look for a pattern in the relationship between the identified forms and functions.

Data Analysis

After identifying all the forms and functions of the SIAs contained in the written text, I quantified all the data using descriptive statistics. I counted the total number of words in the entire book. I determined the number of sentences created with these words. Then I identified the number of SIAs. Using those numbers, I calculated the percent of sentences within the entire text that contained an SIA. Next, I tabulated the individual frequency of each of the four grammatical forms of SIAs found within the text: adverbial clauses, adverbial prepositional phrases, adverbial participles, and adverbial phrases. Finally, I calculated the percentage of each individual grammatical form in proportion to the total number of sentences in the entire book and to the total number of sentences in the text that contain SIAs.

In addition to the frequency counts of form, I also calculated the frequency of each type of function that appeared in the text, categorized according to the different circumstances expressed in the text: time, place and contingency. First, I counted the number of each subcategory of the different types of functions. Then I calculated the frequency percentage of each function compared with the total amount of sentences in the entire book and the number of sentences containing SIAs.

Finally, I cross-referenced the data between the subcategories of form and function of each of the SIAs identified in the text in order to find a pattern that could demonstrate a relationship between SIAs' forms and functions.

Location/Setting

This study was conducted using the Mondo strategy-based reading curriculum adopted by my school district in 2009. This curriculum is being implemented in a mid-sized, mid-western, urban school district that serves a population of more than 39,000 students in 39 elementary schools. Although over 2,500 mainstream classroom and ELD teachers use this curriculum daily for the 90-minute language arts block of readers' workshop instruction, the adopted curriculum does not include specific language objectives. This is surprising, considering that approximately 33% of the district's students speak a language other than English in their home. While these home languages include over 100 languages and dialects, the most widely spoken include Spanish, Hmong, and Somali. According to the 2013 standardized reading test results, only 10% of ELs achieved proficient scores in state standardized reading tests (Saint Paul Public Schools, n.d.). Furthermore, socioeconomic status is an issue for many students in this district. Over 73% of students district wide are designated as eligible for federal free or reduced price lunch.

Materials/Text Description

The main materials used in this study include the second grade Mondo curriculum benchmark trade book. The chosen text, *Up and Away! Taking a Flight* by Meredith Davis, is a nonfiction guided reading book from the second grade strategy based Mondo

reading curriculum series. It describes all aspects of busy airports and all the steps a passenger goes through in the airport when they take a flight. The long rectangular pages fold out into detailed realistic drawings that illustrate with labels and captions each area of the airport: starting with the outside aerial view of an airport, moving inside to the terminal and concourse, and finally ending with the interior of the plane's cabin and flight deck. Each page has a subtitle explaining the page's topic and general information about that area of the airport, with more specific information explained through captions and labels within the illustrations. The Mondo language arts curriculum designates this book appropriate for educators to teach as a second grade level shared and guided reading text.

Validity

This study has strong construct validity because the instrument used in the study measures what is being studied (McKay, 2006). As discussed, this text analysis described the forms and functions of SIAs in the book *Up and Away! Taking a Flight*. This was the only text used in this study. It was chosen randomly from the second grade Mondo language arts curriculum used in my school district. Only sentence initial adverbials were analyzed. The instrument used was a highlighting categorization and counting process. Only SIAs was highlighted, counted, and categorized for analysis.

Reliability

This study was designed to have strong intra-rater reliability. Categories for classifying the forms and functions of SIAs were clearly determined before the data collection began. I counted and recounted the quantifiable data on several occasions to

ensure there were no errors in collection counts. For inter-rater reliability, a peer reader cross-referenced my results to verify accuracy. Additionally, this study has strong external reliability because the book is available to the public through the Mondo Publishing curriculum. It is a study that can be easily replicated using other second grade literacy texts or texts from most any other grade level for any ELD teaching model including pull-out, push in, sheltered, or mainstreamed.

Conclusion

In this chapter, I described the methods I used to conduct this text analysis. First, I explained the key questions and the linguistic features that were parsed out in my analysis. Second, I explained the research paradigm and provided a rationale. Third, I explained in detail the data collection and analysis procedure. Next, I provided a detailed description of the setting for the study and clarified which materials were necessary references in order to properly complete the study. Finally, I justified the validity and reliability of the data. Chapter Four presents a detailed description of the results of the text analysis.

CHAPTER FOUR: RESULTS

This study was conducted in February 2015. A second grade Mondo language arts curriculum book was analyzed for patterns in the form and function of sentence initial adverbials (SIAs) used in the text. Data were collected, categorized, and totaled. After collecting the data, a text analysis was performed to gather total and comparative data related to the various forms and functions of SIAs used and to explore patterns in the relationship between the form and function of SIAs. Through the collection and analysis of these data, I sought to find the answer to the following questions:

- What are the forms and functions of sentence initial adverbials in the second grade Mondo language arts curriculum book *Up and Away! Taking a Flight?*
- What is the frequency of each of the different forms and functions of sentence initial adverbials found within the text of the same second grade reader?
- What are the relationships between the forms and functions of SIAs found in this second grade text?

In this chapter I will present the results of my data collection. The quantity of the different forms and functions of SIAs included in a second grade Mondo language arts text will be displayed and discussed with examples of each. Last, I will discuss the

results of cross-referencing the data discovered about the forms and functions of SIAs in the text to look for a pattern in their relationship.

Data Collection Results

General Descriptors

The text *Up and Away! Taking a Flight* contains 1,174 total words that create 85 total sentences, as shown in Appendix A. I identified 23 SIAs throughout the entire text of 85 total sentences, as highlighted in Appendix B. This means that 27% percent of the sentences in this text contain SIAs.

Forms of SIAs

I determined that this text contains four different grammatical forms of SIAs: adverbial clauses, adverbial prepositional phrases, adverbial participles, and adverbial phrases. The results of the data collected on the different forms of SIAs revealed in the text analysis are shown in Table 2.

Table 2

SIA Forms

Forms	Frequency	% of Total SIAs	% of Total Sentences
Adverbial clauses	10	43	12
Adverbial prepositional phrases	7	30	8
Adverbial participles	4	17	5
Adverbial phrases	2	9	2

The most frequent form of SIAs in this text is adverbial clauses. Out of the 23 total sentences containing SIAs, 10 sentences contained SIA clauses. This means that 43% of the total number of SIAs contained in the entire text are SIA clauses. Since there are 85 total sentences in the entire book, 12% of the sentences in the entire text contain SIA clauses. Examples of SIA clauses from the text are shown in sentences (18) and (19).

18. *When passengers arrive at the airport, they enter the terminal building* (p.4).

19. *Before a flight takes off, meals and snacks for passengers and crew are prepared and loaded onto the plane* (p. 6).

The second most common form of SIAs contained in the text is adverbial prepositional phrases. Out of the 23 total sentences containing SIAs, seven sentences contained sentence initial adverbial prepositional phrases or 30% of the total number of SIAs in the text. Since there are 85 total sentence in the entire book, that means that 8% of the sentences in the entire text contain sentence initial adverbial prepositional phrases. Some examples from the book include sentences (20 and (21).

20. *After takeoff, flight attendants heat meals and add cold salads and desserts to serving trays* (p. 7).

21. *In the cabins, passengers find their seats* (p. 11).

The third form of SIAs encountered in the text was adverbial participles. Out of the 23 total sentences containing SIAs, four sentences are SIA participles or 17% of the total number of SIAs contained in the text. Since there are 85 total sentences in the

entire book, that means that 5% of the sentences in the entire text contain sentence initial adverbial participles. Sentence (22) and (23) are SIA participial examples from the text:

22. *After checking in, the security guard checks their bags, and then they go to the concourse where they wait to board the plane* (p. 4).

23. *Upon entering the terminal, passengers' baggage may be X-rayed to check for dangerous objects* (p. 4).

It should be noted that both (22) and (23) are dangling participles which could be particularly confusing and difficult to understand for ELs. In sentence (22) the implied subject in the adverbial clause is passengers, NOT the security guard. The security guard is the subject of the main clause, *the security guard checks their bags*. But, because the security guard is the only subject mentioned in the sentence, ELs might think that the security guards are checking in their own bags and going to the concourse to board the plane after checking in, rather than the passengers.

The last significant form of SIAs encountered in the text was sentence initial adverbial phrases. Only two out of the 23 total sentences containing SIAs were sentence initial adverbial phrases or 9% of the total number of SIAs contained in the text. Since there are 85 total sentences in the entire book, that means that only 2% of the sentences in the entire text contain sentence initial adverbial phrases. These SIA phrases are shown in sentences (24) and (25).

24. *Every day, fresh ingredients are bought and stored in large refrigerators in airport kitchens* (p. 6).

25. *Sometimes, the officer will also stamp passports* (p. 18).

Functions of SIAs

After categorizing the various grammatical forms of SIAs, I identified the specific function of each in order to further comprehend their contextual relevancy. The function of an adverbial is usually expressed through details in the sentence that explain the circumstances surrounding an activity to clarify time, place, contingency, manner, accompaniment, matter, cause, role, or angle to a reader (Derewianka, 2011; Humphrey et al., 2012). Out of the 23 sentences in the text that contain some form of SIA, only three main functions are expressed. These three functions explain the circumstances of time, place, and contingency. Statistical results are shown in Table 3.

Table 3

Functions of SIAs Found in Up and Away! Taking a Flight

Function	Frequency	% of Total SIAs	% of Total Sentences
Time	18	78	21
Place	4	17	5
Contingency	1	4	1

The overwhelming majority of SIAs have the function of expressing time. Eighteen out of the 23 total sentences containing SIAs include SIAs that perform the function of time; that is 78% of the total number of SIAs contained in the text. Since there are 85 total sentences in the entire book, that means that 21% of all sentences in the book contain SIAs that reference time. The vast majority of these SIAs—15 out of the 18 SIAs that function as time markers in the sentences—do so by communicating to the

reader *at what point in time* something occurred. That means that 83% of the SIAs expressing the circumstances of time perform the function of communicating the circumstance of *when* something occurred. Examples from the text can be seen in sentences (26) and (27).

26. *When passengers arrive at the airport, they enter the terminal building* (p. 4).

27. *After checking in, the security guard checks their bags, and then they go to the concourse where they wait to board the plane* (p. 4).

The second type of circumstance of time contained in this text conveys the *frequency* of an event. Two of the 18 sentences containing SIAs relay the circumstance of time referring to the *frequency* of an event; that is 11% of the sentences containing SIAs with the function of explaining circumstances of time, eight percent of the 23 sentences containing SIAs, and only two percent of the total number of sentences in the entire text. Examples from the text include sentence (28) and (29).

28. *Every day, fresh ingredients are bought and stored in large refrigerators in the airport kitchens* (p. 6).

29. *Sometimes the officer will also stamp passports* (p. 18).

The last function of circumstances of time in this text conveys the *duration* of *how long* something occurred in time. One of the 18 sentences containing SIAs relay the circumstance of time referring to the *duration* of an event. That means only six percent of SIAs have the function of explaining circumstances of time, that is, four percent of the 23 sentences containing SIAs and only one percent of the total number of sentences in

the entire text. Sentence (30) is the only sentence in this text that contains a SIA with the function of explaining the *duration of an event*:

30. *For most of the flight, a computer flies the plane, but the crew still carefully monitors the controls* (p. 16).

The second most recurrent function of SIAs in this second grade text communicates the circumstance of *place*. These SIAs explain *where* something occurred at a point in space. Four of the 23 sentences containing SIAs explained the place in which an event occurred; that is 17% of the sentences with SIAs and 5% of the total number of sentences in the entire text. Two examples of SIAs with the function of communicating *where in space* an event occurred are shown in sentence (31) and (32).

31. *In the cabins, passengers find their seats* (p. 11).

32. *At the world's busiest airport, in Chicago, a plane takes off or lands every 40 seconds* (p. 12).

The last function of the SIAs encountered in the text refers to the circumstance of *contingency*. Only one out of 23 sentences containing SIAs has the function of explaining contingency; that is only 4% of the sentences containing SIAs and only 1% of the total number of sentences in the entire text. Sentence (33) is the only sentence in the text that explains the *contingency* of the occurrence of a *what if condition*.

33. *If air turbulence makes the ride bumpy, passengers are asked to stay seated and fasten their seat belts* (p. 16).

Cross Referencing Form and Function

After identifying and quantifying the form and function of the SIAs in the text, I cross referenced them to look for a pattern in the relationship between the form and function of SIAs in this particular book. This text contains ten SIA clauses, or 43% of all the SIAs contained in the entire text. I discovered that nine out of 10 of these SIA clauses have the function of communicating the same circumstance, time. Additionally, of the nine SIA clauses communicating the circumstances surrounding the time at which an event occurred, all nine refer to *when*, that is, at what point in time, something happened. None of these SIA clauses refer to other *time* circumstances such as *frequency* or *duration*. Examples of SIA clauses from the text with the function of communicating at what point in time an event occurred can be found in sentences (34) and (35).

34. *When the plane is level, attendants serve drinks and meals to passengers* (p. 6).

35. *Once the plane is airborne, the computers control the plane's speed, altitude and direction* (p. 11).

Only one SIA clause has a different function than expressing time: expressing the circumstance of *contingency*. A contingency circumstance explains a *what if condition*. Sentence (36) has a SIA clause that functions to clarify to the student reader the *contingency* of a *what if condition*.

36. *If air turbulence makes the ride bumpy, passengers are asked to stay seated and fasten their seat belts* (p. 19).

The second most common form of SIAs discovered in this text have a much wider variety of functions. Of the seven SIA prepositional phrases encountered in the text only three have the function of explaining the circumstance of time. Of those three SIAs expressing the time of an event, only two tell *when in time* an event took place. The two sentences with SIA prepositional phrases expressing the function of time can be found in sentence (37) and (38).

37. *After takeoff, flight attendants heat meals and add cold salads and desserts to serving trays* (p. 7).

38. *In winter, trucks carry de-icing fluid to remove snow or freezing rain from plane* (p. 8).

The third SIA prepositional phrase conveying the circumstance of time does not tell the student reader *when in time* something occurred, but rather tells the *duration of time* an event occurred. The only SIA prepositional phrase explaining the duration of time an event occurred found in the studies text is shown in sentence 39.

39. *For most of the flight, a computer flies the plane, but the crew still carefully monitors the controls* (p. 16).

The other four SIA prepositional phrases explain the circumstance of *place* to the student readers. The function of all four of these SIA prepositional phrases is to tell *where* an event occurred, as shown in sentences (40) and (41).

40. *At the world's busiest airport, in Chicago, a plane takes off or lands every 40 seconds* (p. 12).

41. *About 600 feet (185 meters) from the runway, the tower clears the plane for takeoff* (p. 15).

The third most frequent form of SIAs discovered in this second grade reader is adverbial participles. The function of all four of these SIA participles is to explain the circumstance of *time* by telling the student readers *when* an event occurred. Sentence (42) and (43) represent two examples of SIA participles with the function of clarifying *when in time* an event occurred.

42. *Before entering the concourse, carry-on bags are placed on a conveyer belt* (p. 5).

43. *Before boarding, the captain receives the flight plan from the dispatch office* (p. 10).

The final and least frequent grammatical form of SIAs discovered in this text are adverbial phrases. The text contains only two SIA phrases. Both of these SIA phrases express the circumstance of *time* as well, but they express a different aspect of time than SIA participles. The SIA phrases explain the *frequency* of how many times an event occurred rather than *when* in time it took place.

44. *Every day, fresh ingredients are bought and stored in large refrigerators in airport kitchens* (p. 6).

45. *Sometimes the officer will also stamp passports* (p. 18).

Overall, there were 23 SIAs throughout the entire text, meaning that 27% percent of the sentences in this text contain one of four different grammatical forms of SIAs that

function to communicate one of three different types of circumstances: time, place and contingency.

Conclusion

In this chapter, I presented the results of my data collection. I discussed the quantity of the different forms and functions of SIAs included in a second grade Mondo language arts text. Then I cross-referenced the SIAs to look for a pattern in their relationship. Results from the study indicate the prevalence of the occurrence of SIAs in this second grade text. The study discovered that more than a quarter, or 27%, of all sentences in the text contain an SIA. Among these 23 SIAs, four different grammatical forms and three main functions were revealed. The most common form of SIAs in this text are adverbial clauses. The most common function of SIAs in this text explains the functional circumstances surrounding *time*. In Chapter Five I will further discuss these major findings, make connections with prior studies, discuss implications, and provide suggestions for further research.

CHAPTER 5: CONCLUSION

In this research project I attempted to answer the following questions:

- What are the forms and functions of sentence initial adverbials in the second grade Mondo language arts curriculum book *Up and Away! Taking a Flight?*
- What is the frequency of each of the different forms and functions of sentence initial adverbials found within the text of the same second grade reader?
- What are the relationships between the forms and functions of SIAs found in this second grade text?

This text analysis involved identifying and quantifying each of the following linguistic structures found in a second grade Mondo language arts curriculum shared and guided reading text: SIAs used within the text, the different forms of each of these SIAs and the variety of functions of each that provide clarification and meaning to student readers of this second grade text. Once all of the SIAs and their forms and functions were determined, I sought to discover a pattern indicating relationships between the grammatical forms and functions discovered.

Major Findings

My analysis resulted in several major findings related to the forms and functions of SIAs in the text.

The first interesting finding I discovered from this text analysis is that 27% of sentences in the entire text of this book contain SIAs. That is more than a quarter of the text. The high number of SIAs might be surprising to most second grade teachers because SIAs are considered to be quite complex language structures. Realizing that the complexity of the language structure SIAs could impair ELs' understanding of this text would be a valuable insight for instructors of this text (Schleppegrell, 2004). Instructors could then design language-focused lessons as suggested by Echevarria et al., (2008) and Schleppegrell (2004) to teach strategies to these young second-grade ELs that could be applied while reading the text to increase their reading comprehension and narrow the discrepancy in reading achievement between native English speakers and ELs.

A second important finding I discovered in this study is that 43% of the SIAs in this text are in the form of adverbial clauses. This is nearly half of the SIAs in the entire book. Schleppegrell (2004) teaches that linguistic constructs such as subordination used in adverbial clauses and distinguishing the difference between a main clause and a dependent clause could be a very complex task for ELs. If instructors become aware of the abundance of this prominent complex SIA form in the text and the potential confusion its presence in the text might cause, they could alert themselves to possible reasons for confusion by ELs and other student readers. Direct instruction on identifying adverbial clauses and interpreting their role in sentences could be beneficial to enhancing ELs' comprehension of this book.

A third important finding I discovered in this study is the use of SIA participles in a primary level reading text. Some might not expect to see such a complex and difficult

language structure in a second grade book. Understanding this complicated language structure even proved difficult for the author of the children's book studied, since three out of the four sentences containing SIA participles in this text were written with dangling participles. While dangling participles may provide a few laughs to imaginative second graders, they could also be quite confusing. Educators should be aware of the complications this can cause learners as they read even primary level academic text. Students should be taught strategies to help them recognize this structure and stop to analyze why it sounds confusing. Students can be taught to ask, *who did what?* in order to make sure that they understand the subject of each clause of the sentence according to the context of the sentence.

Perhaps one of the most important major findings I discovered about the functional meaning within the SIAs is that the overwhelming majority, 78%, of SIAs indicate a notion of time. Eighteen of 23 sentences comprised of SIAs convey one of three functions of time. This is 21% of all 85 sentences included in the entire text. Although all three subcategories within the function of time were encountered in this text—*when*, *how often* and *how long* an event occurred, most, 83%, of the time SIAs indicate *when* an event occurred. Eleven percent of the SIAs with the function of communicating circumstances of *time* referred to *frequency* rather than *at what point in time*. Five percent of SIAs with the function of expressing *time* communicate the subcategory of *duration*. This finding corresponds with Brinton's (2000) contention that time adverbials often appear in sentence initial position and Birch's (2005) observation that frequency adverbials tend to be placed before the main verb. Clearly, understanding

generalities of language structures that express time would greatly benefit students who are reading this text. Explicit instruction focused on the different aspects of time-*when*, *how often* and *how long*, that could be conveyed through language would also deepen ELs' understanding of the text.

Teaching Implications

The text analysis I conducted analyzing the linguistic structures of a second grade academic language arts curriculum book uncovered the complex grammatical forms and functions imbedded in the linguistic structure of the text. Several conclusions emerged from my analysis of this text, *Up and Away! Taking a Flight*. My findings revealed and clarified several notable implications for instructors to consider when teaching ELs this and other curricular texts in the future.

The most important teaching implication appears to be the need to teach the form and function of SIAs because second grade student readers are expected to comprehend and derive meaning from these complex language structures contained in this academic text as they read on their own. Explicit instruction of SIAs and the various forms and functions they communicate is key to increasing the reading comprehension and language development of ELs and other student readers (Derewianka, 2011).

Since all SIAs are subordinate, one strategy for teaching ELs about the form of SIAs could be to pre-teach strategies for determining the difference between the function of the verb in the main clause and the function of the verb in the subordinate clause of sentences with SIAs. Teachers should understand and know how to effectively teach student readers that SIAs may contain verbs, but NOT the main verb of the sentence.

SIAs are always dependent clauses or phrases linked to main clauses. Students should be taught that subordinate clauses and phrases cannot stand alone and still be grammatically correct; therefore, these subordinate clauses do not contain the main verb of the sentence.

ELs can be overtly taught that the main verbs in sentences are contained in the main clauses, not in the subordinate clauses with the SIA. The verbs in SIAs are often used along with words that function to clarify time, location, contingency, and other circumstances, for example, in sentence (46) from the studied text:

46. Before a flight takes off, meals and snacks for passengers and crew are prepared and loaded onto the plane (p. 6).

In the initial part of the sentence, *before a flight takes off* is a subordinate SIA clause that includes the verb phrase *takes off*. The second part of the sentence, *meals and snacks for passengers and crew are prepared and loaded onto the plane*, contains the main verbs of the sentence: *prepared* and *loaded*. The word *before* is used to indicate a time prior in relation to the occurrence of the flight taking off, so, although *takes off* is a verb phrase, when used along with the preposition *before* its specific, contextual meaning is changed. Therefore, as Halliday (1994) taught in SFL, the context in which a word is used can dramatically change the specific functional meaning of the word.

Seeing all these verbs in one sentence without considering their function could really confuse ELs and interfere with their comprehension of the main point of the sentence, especially if there is a dangling participle. As Fang and Schleppegrell (2008) have pointed out, knowledge and understanding of how form affects function is critically important to comprehension. However, especially in the early stages of English language

acquisition, ELs may not be able to identify the differences between verbs present in the SIAs and the main verbs of the sentence and therefore understand this difference.

Therefore, it is valuable to ELs' increased comprehension for teachers to understand and know how to teach this important concept because it can have a major effect on students' interpretation, comprehension, and overall understanding of academic text.

Another strategy teachers can employ to help ELs and other students distinguish between main and subordinate clauses is to point out the form of SIAs in regard to their written arrangement. ELs can be taught that the form of the SIA can be shown with the manner in which it appears in written text. SIAs appear at the beginning of sentences, and are usually followed by a comma. Typically, SIAs appear at the beginning of a sentence, and are usually followed by a comma. Teaching this strategy alerts students to the importance of punctuation, and allows them to notice how punctuation affects the overall meaning or message of a sentence. Along with understanding the meaning of certain words, parts of speech, and contextual relevancy, understanding the specific roles, functions, and proper use of punctuations is also a vital part of comprehension acquisition.

A third strategy teachers can employ to help ELs distinguish the difference between SIAs and the main clause is over-exaggeration of the pause, as indicated by the comma, between SIAs and the main clause in a sentence. This strategy allows students to listen for the pause and change of intonation. Pauses are typically used, when reading aloud, to indicate the presence of a comma. Change in intonation, tone or accent usually comes after the pause, when spoken orally and with a comma in written text. Students

can be explicitly taught that the main subject is typically pronounced or spoken in different intonation than subordinate verb clauses.

A teaching strategy for educating students about the function of SIA in this text could be instruction on how to use multimodal visual literacy combined with understanding of language cues to interpret the text. Interestingly, although the format of the entire book depends on the reader understanding the sequence of moving through an airport, the section of the book about catering is the only section that uses numbers to guide the reader through each step of the catering loading process. All the other sections in the book simply rely on the reader to know how to follow the order of the steps either through multimodal visual cues, such as left to right, top to bottom sequence through the illustrations or through understanding of the language cues. In order to understand the correct order of the sequence of events within each subsections of the entire book that walks the student reader through each area of an airport, except the catering section, the reader must understand the language cues that communicate sequence, such as adverbials and adverbial phrases. Using multimodal visual cues along with knowledge of the linguistic cues expressed by grammatical form and function teaches readers skills of reading comprehension perpetuated by Halliday's (1994) SFL social semiotic theory that understanding text must be viewed in context to be truly comprehended.

Therefore, when I teach this nonfiction text, I will skip to the catering section first to use it as an example of how students should be sequencing the discussed events. I would demonstrate to students that this section of the book is numbered to provide a scaffold for the reader to follow the intended sequence correctly. I will explicitly show

ELs that the other sections of the text remove that numerical scaffold and rely on the student reader to understand the sequence of events, using their knowledge of print concepts, such as reading from left to right and top to bottom, along with their knowledge of language cues contained in the SIAs.

In order to illuminate the language cues contained in SIAs of academic text, ELs could be taught the specific vocabulary, forms, and structures adverbials use related to their function. I will teach them that SIAs are optional complex clauses used purposely in academic writing to clarify a sequence of events or express contingency (Clark, 2003). For example, basic *time* signal words such as *when*, *after*, *upon*, and *once*, could be pre-taught to ELs to increase their overall comprehension of the text by alerting them to significant vocabulary indicating the *time* an event occurred. It will ensure they are able to sequence a list of events in a given text if they understand signal vocabulary used by the author to indicate *time*, *frequency*, and *duration* of events described in any given text. The same technique of explicitly pre-teaching specific signal terms that alert the student reader to circumstances of *place*, such as *in*, *at*, and *near* or key words that imply *contingency* such as *if*, *whenever*, *in case* and *depending upon*.

Clearly, the teaching implications of this text are detailed and vast. Explicit, focused instruction on a variety of language based strategies for interpreting the forms and functions of the SIAs contained in this text are crucial comprehension strategies for ELs to learn in order to fully understand the complex language structures and overall meaning of this text.

Dissemination of Results

I intend to share the results of the study with colleagues to inform and encourage them to expand upon what I have learned. First, I will present my major findings to my second grade classroom and ELD teaching colleagues within my own school. After that, I will offer it to my district's office of Multilingual Learning and professional development committee. I will provide a summary for our district-wide newsletter. Finally, I will send the results to fellow ELD teachers outside the district for further discussion and research. I discuss this research often in a variety of circles of professional educators in order to inspire thought provoking discussions, and arouse further interest and research for primary grade text analysis research focused on ELs because it is a largely unexplored topic.

Limitations

This study has several limitations. The main limitation is the small sample size. Only one book was analyzed. This study is also limited to one genre. The only book studied in this text analysis is nonfiction. Another study of SIAs in a fiction book could reveal very different information about SIAs. Further, this study is limited because it only studied one nonfiction book that is part of the language arts curriculum of one grade level, second grade. Perhaps, another study of SIAs at another grade level would also reveal different information about the relationship between their grammatical forms and functions. Additionally, this study is limited to one academic subject, English language arts. A text analysis of a second grade science, social studies or other academic subject

area text could also add interesting aspects to this study. Finally, this study is limited to SIAs and does not address the forms and functions of other adverbials.

Further Research

The limitations of this study provide impetus to conduct further research. The field of education consists of constant, ongoing researchers continuously searching for areas of education to tweak with new improvements to integrate into the classroom in order to make teaching and learning more efficient. Further text analyses that examine a larger sample size, a greater assortment of genres, various grade level texts for different subject areas, and a wider variety of adverbials are needed.

A larger sample size of nonfiction academic texts analyzing SIAs is needed to see if the findings of this study can be generalized. Text analyses on a greater assortment of genres would also increase the validity of this study. Research of SIAs usage in the nonfiction books taught in various grade levels would also add an interesting dimension to the results of this study. Studying SIAs found in the academic text of other subject areas, such as science, social studies, or math, could unveil invaluable information to educators about the role of language structures in different types of academic texts. Finally, more research on the wide variety of different forms and functions of adverbials would greatly increase teachers' understanding of learning gaps and deficits among students.

Personal Reflection

The journey to complete this study has taught me many valuable lessons. I chose text analysis for my study with the intention of learning how to use a language focused

ELD instructional strategy that will increase my ELs' comprehension and understanding of grade level academic texts in language arts while providing me with metalanguage and increased knowledge and understanding of language structures that further clarifies and distinguishes my role as an ELD teacher in collaborative classrooms. Completing this text analysis study has allowed me to accomplish both of these objectives, and more.

I focused this study on SIAs because they are highly complex language structures that convey valuable information to student readers that will clarify their understanding of academic text. As the ELD instructor of countless academic grade level texts, I am responsible to teach from a linguistic perspective. Completing a text analysis focused on SIAs in a second grade language arts academic text has deepened my understanding of SIAs, broadened my understanding of the significance of language structures, grammatical forms and meaningful functions of all language features, and provided me with countless instructional ideas, tools, and strategies to employ to increase my ELs' conceptual and linguistic understanding of grade level academic text used in language arts and other academic subject curriculum. This newfound-understanding in my professional field of expertise has increased my confidence to implement, discuss, and teach language structures and language focused instructional strategies to students and other teaching professionals.

I have also learned that students' comprehension of academic text is vastly complicated and goes well beyond understanding the academic subject or concept being taught. MCRT and the school district need to recognize that language is an important factor in interpreting information taught in academic text. ELD instruction may start on

the surface of teaching basic vocabulary and grammar rules, but educators must immerse ELs deeper into language structures in order to crack open the barriers ELs encounter when trying to interpret the multifaceted implications of complex academic text. Just working with what the teacher identifies as key vocabulary is not enough to uncover meaning, as full meanings emerge only through understanding how elements in the text relate to each other and to the text as a whole (Schleppegrell & Achugar 2003). Deeper comprehension of all aspects of an author's implications through understanding of grammatical forms, circumstantial functions, and social meaning of text could help close the learning gap between general understanding of academic language and meaningful comprehension for all students. I am convinced now more than ever that the key to closing the achievement gap between mainstream and ELs lies in closing the language gap through deeper understanding of language structures, grammatical forms, and meaningful academic language used in grade level content text.

Through this study, I also realized that as ELD and MCR teachers, we ask students to analyze text on a daily basis by asking them to make predictions, write feedback, organize information obtained from reading into tables and charts, and more. These are the academic activities teachers ask students to complete to demonstrate that they understand and learned academic content information read. Knowing how to read, analyze and understand what is read is one of the most important skills students can learn in school to demonstrate mastery of all academic content subjects. But, typically the analysis educators elicit from students is only based on an analysis of the content area

concept being taught, without considering language features that also contribute to the overall message of the text.

A language-focused text analysis would solicit students to investigate text for deep meaning in authors' complete grammatical and social message. Professional educators know that learning how to read involves more than simply understanding phonics and pronunciation of words. Reading comprehension involves learning how to interpret what is being read in terms of comprehension and contextual understanding. When teachers ask students, "What do you think the narrator, character, or author meant by this?" they are asking students to interpret the implications suggested by Halliday's (1994) SFL theory of language as a social semiotic process. The social or other exterior contextual factors around the character or narrator, in connection to what is occurring in the book, plays a significant role in what the narrator or character really intends to say. Clearly, there is more meaning to what is written than the actual dictionary translation of the words in the dialogue. Developing sharp reading comprehension skills and a deep understanding of linguistic features of content area texts are vital skills that could increase students' understanding of key content objectives. MCR and ELD teachers must be allowed instructional time to explicitly teach the academic English students need to successfully access grade level content curriculum.

Conducting this text analysis of SIAs in a second grade language arts curriculum text has been a thought-provoking process. Through this study I feel that I have gained skills to increase the English language development of my ELs while simultaneously increasing their overall reading comprehension in grade level academic content texts,

become more keenly aware of the contribution language structures play in fully comprehending the grammatical and pragmatic features of text, and gained the metalanguage and confidence in my ability to make a more meaningful language-focused contribution to content lessons as a collaborating professional English language development professional.

Conclusion

In conclusion, this study was a text analysis focused on the forms and functions of SIAs in a second grade language arts curriculum academic text. Findings showed that over a quarter of sentences in the text contained SIAs, signifying that this complex language structure is quite prevalent in academic text, even for students in primary grades. Furthermore, the most prevalent form of SIAs in the studied text is subordinate clauses. The dominating function of these SIA clauses, prepositional phrases, participles and phrases is circumstances referring to *time* including *when in time, frequency* and *duration*. These findings give cause for a variety of teaching implications.

Teaching implications include teaching students to identify and interpret the various forms and functions of SIAs. Students can be explicitly taught several techniques to distinguish between the main and subordinate clauses. Students could also be taught how to use multimodal visual cues as a tool for interpreting the pragmatic context of the text. Finally, students could be taught the specific vocabulary related to the forms and functions of SIAs included in this text. Words that signal *time* could dramatically increase students' focus and awareness to SIAs contained in the text and lead them to further interpret their form and function. All of these teaching implications could

contribute to the increase of ELs comprehension of the forms and functions of SIAs in academic text and therefore increase students overall understanding of language structures and concepts in academic text.

APPENDIX A

Plain Text Transcript of *Up and Away! Taking a Flight*

Text from *Up and Away! Taking a Flight*
By Meredith Davis
Illustrated by Ken Dubrowski

Sentences from text:

An airport is a hive of activity.

Airplanes continually land and take off, carrying passengers and cargo all over the world.

Workers are everywhere, making sure passengers will have a safe and pleasant trip.

TERMINAL AND CONCOURSE

When passengers arrive at the airport, they enter the terminal building.

After checking in, the security guard checks their bags, and then they go to the concourse where they wait to board the plane.

Passengers may also visit the terminal's restaurants and shops.

Upon entering the terminal, passengers' baggage may be X-rayed to check for dangerous objects.

Passengers show their tickets and passports and are given boarding passes that show their destination, flight number, and seat number.

Passengers walk to the concourse.

They may also ride escalators, electric subways, or moving sidewalks.

Baggage is weighed, labeled, and put on a conveyor belt.

Before entering the concourse, carry-on bags are placed on a conveyor belt.

An X-ray machine checks the bags for dangerous objects.

Passengers walk through a metal detector and then pick up their bags.

Passengers wait at the gate to board the plane.

Baggage carriers put all the baggage for a flight on carts and drive to the airfield.

CATERING

Before a flight takes off, meals and snacks for passengers and crew are prepared and loaded onto the plane.

Every day, fresh ingredients are bought and stored in large refrigerators in airport kitchens.

Catering staff prepares meals, snacks, and drinks.

Meals are stored in carts and transported to the plane.

Dry ice keeps the food cold.

The food storage unit of a high lift catering truck rises up to the plane by hydraulic power.

Fresh meals are loaded onto the plane and stored in the galley.

Trash from the previous flight is removed.

After takeoff, flight attendants heat meals and add cold salads and desserts to serving trays.

When the plane is level, attendants serve drinks and meals to passengers.

THE AIRFIELD

The ground crew prepares the plane for takeoff.

Baggage carriers transport baggage and load it onto plane.

Catering truck brings meals to load onto plane.

Fuel truck pumps hundreds of gallons (liters) of fuel per minute into plane.

Fire trucks, ambulances, and helicopters are always nearby.

They carry water, foam, and medical equipment in case of an emergency.

In winter, trucks carry de-icing fluid to remove snow or freezing rain from plane.

Wiffy dumper truck pumps out dirty water from toilets and replaces it with fresh water and disinfectant.

Water truck delivers water to plane or pumps water in from underground tanks.

Trash and unused food from previous flight are removed.

Mechanics check planes' flaps and wheels.

Passengers and crew board the plane through a jetway.

The plane's door is then closed and the jetway retracted.

Maintenance crews keep runways clean.

Their vehicles have alarms to keep birds out of the way of planes.

PREPARATIONS ON THE PLANE

The cockpit crew is usually made up of the captain, the pilot (also called the first officer), and the flight engineer.

Each crew member has different jobs to complete before takeoff.

Before boarding, the captain receives the flight plan from the dispatch office.

The plan gives the plane's route, altitudes, and the speed needed for take off [sic].

The captain also checks the weather forecast and wind speed.

The flight engineer checks the plane's gauges and switches to make sure they are in the right positions for takeoff.

The cockpit can have over 970 different instruments and controls, so the crew members carefully review what they have done.

They check a list of more than 100 items before the plane is ready for takeoff.

The pilot programs the plane's computers with the flight plan.

Once the plane is airborne, the computers control the plane's speed, altitude, and direction.

In the cabins, passengers find their seats.

Flight attendants make sure carry-on bags are stored in overhead compartments or under the seats, and they check the catering equipment and supplies.

AIR TRAFFIC CONTROL

Air traffic controllers guide the plane during takeoff, flight, and landing.

They use computers, cameras, radar, and radios to keep planes a safe distance from each other on the ground and in the air.

Air traffic controllers work fast because the planes they watch are traveling at over 600 miles (995 kilometers) per hour.

At the world's busiest airport, in Chicago, a plane takes off or lands every 40 seconds.

Radar screens show controllers the location, speed, direction, and identity of every plane in the area, even in the dark, rain, or heavy fog.

TAKEOFF

After the plane is loaded and the crew has finished its preflight checks, the captain starts the engines and follows instructions from the control tower to guide the plane to the taxiway.

As the plane taxis to the runway, flight attendants make sure seat backs are upright and passengers' seat belts are fastened.

They also demonstrate or show a video that tells how to use exits, life jackets, and oxygen masks.

About 600 feet (185 meters) from the runway, the tower clears the plane for takeoff.

The captain sets the flaps, brings the engines to full power, and the plane speeds down the runway.

When the air rushing over the wings gives the plane enough lift to leave the ground, the captain raises the nose and the plane takes off.

The pilot then retracts the wheels.

A ground controller guides the planes safely from taxiway to runway.

A pushback tug moves the plane away from the gate.

FLIGHT AND LANDING

For most of the flight, a computer flies the plane, but the crew still carefully monitors the controls.

If air turbulence makes the ride bumpy, passengers are asked to stay seated and fasten their seat belts.

Passengers may walk around, talk, read, work, play, sleep, look out windows, or enjoy music or a movie.

Flight attendants serve food and drinks.

Radar and electronic pictures tell the plane's speed, altitude, and direction.

They show how fast the plane is using fuel and where the ground is, even if it can't be seen.

They also alert the crew to unexpected weather changes.

Landing is like taking off, but in reverse.

The cockpit crew goes over its checklist again, making sure all the gauges and switches are set correctly.

Then the wheels come down and the plane lands.

ARRIVAL

When passengers arrive from a foreign country [sic] they go through immigration, pick up their baggage, and go through customs.

An immigration officer looks at passengers' passports to see if they are allowed into the country.

Sometimes the officer will also stamp passports.

Baggage is taken off the plane and brought to a carousel in the terminal so passengers can collect their bags.

Customs officials check baggage to make sure illegal or dangerous items are not brought into the country.

In some airports, trained dogs sniff out plants or food that might carry diseases.

After passengers have gone through customs, they leave the terminal to begin their vacations or business trips.

INTERNATIONAL AIRPORTS

The picture on this page shows the number of passengers and airplanes that passed through some of the world's busy airports in 2006.

APPENDIX B

Highlighted Grammatical Forms in Transcribed Text
Up and Away! Taking a Flight

Text from *Up and Away! Taking a Flight*
By Meredith Davis
Illustrated by Ken Dubrowski

Key for Sentence-Initial Adverbials

Adverbial clauses

Adverbial prepositional phrases

Adverbial participles

Adverbial phrases

When passengers arrive at the airport, they enter the terminal building.

After checking in, the security guard checks their bags, and then they go to the concourse where they wait to board the plane.

Upon entering the terminal, passengers' baggage may be X-rayed to check for dangerous objects.

Before entering the concourse, carry-on bags are placed on a conveyer belt.

Before a flight takes off, meals and snacks for passengers and crew are prepared and loaded onto the plane.

Every day, fresh ingredients are bought and stored in large refrigerators in airport kitchens.

After takeoff, flight attendants heat meals and add cold salads and desserts to serving trays.

When the plane is level, attendants serve drinks and meals to passengers.

In winter, trucks carry de-icing fluid to remove snow or freezing rain from plane.

Before boarding, the captain receives the flight plan from the dispatch office.

Once the plane is airborne, the computers control the plane's speed, altitude, and direction.

In the cabins, passengers find their seats.

At the world's busiest airport, in Chicago, a plane takes off or lands every 40 seconds.

After the plane is loaded and the crew has finished its preflight checks, the captain starts the engines and follows instructions from the control tower to guide the plane to the taxiway.

As the plane taxis to the runway, flight attendants make sure seat backs are upright and passengers' seat belts are fastened.

About 600 feet (185 meters) from the runway, the tower clears the plane for takeoff.

When the air rushing over the wings gives the plane enough lift to leave the ground, the captain raises the nose and the plane takes off.

FLIGHT AND LANDING

For most of the flight, a computer flies the plane, but the crew still carefully monitors the controls.

If air turbulence makes the ride bumpy, passengers are asked to stay seated and fasten their seat belts.

ARRIVAL

When passengers arrive from a foreign country [sic] they go through immigration, pick up their baggage, and go through customs.

Sometimes the officer will also stamp passports.

In some airports, trained dogs sniff out plants or food that might carry diseases.

After passengers have gone through customs, they leave the terminal to begin their vacations or business trips.

APPENDIX C

Functions of SIAs in Text
Up and Away! Taking a Flight

Text from *Up and Away! Taking a Flight*

By Meredith Davis

Illustrated by Ken Dubrowski

TOTAL NUMBER OF SENTENCES IN THE BOOK= 85 sentences

NUMBER WITH SIAs= 23 sentences 27% of sentences in this entire book have SIAs

TYPES of CIRCUMSTANCES:

OF TIME

18 sentences out of 23 with SIA (78%) tell circumstances of time and

18/85 total sentences (21%)

3 Types of TIME CIRCUMSTANCES:

1. When? 15/18=83% of “time” SIA refer to When?
15/23 SIAs=65% of all SIAs
15/85 total sentences=18% of all sentences

2. Frequency? 2/18=11% of “time” SIAs refer to frequency
2/23=8%= of all SIAs
2/85=2%= of all sentences

3. Duration? How long? 1/18= 5% of time SIAs refer to duration
1/23=4% of all SIAs
1/85=1% of all sentences

OF PLACE

4 sentences of 23 with SIAs (17%) and 85 total (5%)

All circumstance of place refer to Where? Something occurred, at a point in space. (100%)

OF CONTINGENCY

1 sentence of 23 with SIAs (4%) and 1% of the 85 total sentences total

SENTENCE # 69...If air turbulence makes the ride bumpy....

This circumstance of contingency refers to a “What if”...condition (100%)

When passengers arrive at the airport, they enter the terminal building.

SIA # 1—CIRCUMSTANCE OF TIME (when? Point in time)

After checking in, the security guard checks their bags, and then they go to the concourse where they wait to board the plane.

SIA # 2—CIRCUMSTANCE OF TIME (when? Point in time)

Upon entering the terminal, passengers' baggage may be X-rayed to check for dangerous objects. SIA # 3—CIRCUMSTANCE OF TIME (when? Point in time)

Before entering the concourse, carry-on bags are placed on a conveyer belt.

SIA # 4—CIRCUMSTANCE OF TIME (When? Point in time)

Before a flight takes off, meals and snacks for passengers and crew are prepared and loaded onto the plane.

SIA # 5—CIRCUMSTANCE OF TIME (when? Point in time)

Every day, fresh ingredients are bought and stored in large refrigerators in airport kitchens.

SIA # 6—CIRCUMSTANCE OF TIME (How many times? FREQUENCY)

After takeoff, flight attendants heat meals and add cold salads and desserts to serving trays.

SIA # 7—CIRCUMSTANCE OF TIME (when? Point in time)

When the plane is level, attendants serve drinks and meals to passengers.

SIA # 8—CIRCUMSTANCE OF TIME (when? Point in time)

In winter, trucks carry de-icing fluid to remove snow or freezing rain from plane.

SIA # 9—CIRCUMSTANCE OF TIME (when? Point in time)

Before boarding, the captain receives the flight plan from the dispatch office.

SIA # 10—CIRCUMSTANCE OF TIME (when? Point in time)

Once the plane is airborne, the computers control the plane's speed, altitude, and direction.

SIA # 11—CIRCUMSTANCE OF TIME (when? Point in time)

In the cabins, passengers find their seats.

SIA # 12—CIRCUMSTANCE OF PLACE (where? Point in Space)

At the world's busiest airport, in Chicago, a plane takes off or lands every 40 seconds.

SIA # 13—CIRCUMSTANCE OF PLACE (Where? Point in Space)

After the plane is loaded and the crew has finished its preflight checks, the captain starts the engines and follows instructions from the control tower to guide the plane to the taxiway.

SIA # 14—CIRCUMSTANCE OF TIME (when? Point in time)

As the plane taxis to the runway, flight attendants make sure seat backs are upright and passengers' seat belts are fastened.

SIA # 15—CIRCUMSTANCE OF TIME (when? Point in time)

About 600 feet (185 meters) from the runway, the tower clears the plane for takeoff.

SIA # 16—CIRCUMSTANCE OF PLACE (where? Point in space)

When the air rushing over the wings gives the plane enough lift to leave the ground, the captain raises the nose and the plane takes off.

SIA # 17—CIRCUMSTANCE OF TIME (when? Point in time)

For most of the flight, a computer flies the plane, but the crew still carefully monitors the controls.

SIA # 18—CIRCUMSTANCE OF TIME (How long? Duration in time)

If air turbulence makes the ride bumpy, passengers are asked to stay seated and fasten their seat belts.

SIA # 19—CIRCUMSTANCE OF CONTINGENCY (What if...condition occurs?)

When passengers arrive from a foreign country they go through immigration, pick up their baggage, and go through customs.

SIA # 20—CIRCUMSTANCE OF TIME (when? Point in time)

Sometimes the officer will also stamp passports.

SIA # 21—CIRCUMSTANCE OF TIME (How many times? FREQUENCY)

In some airports, trained dogs sniff out plants or food that might carry diseases.

SIA # 22—CIRCUMSTANCE OF PLACE (Where? point in Space)

After passengers have gone through customs, they leave the terminal to begin their vacations or business trips.

SIA # 23—CIRCUMSTANCE OF TIME (When? Point in time)

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