A decorative graphic on the left side of the slide consisting of white lines and circles on a blue gradient background, resembling a circuit board or a stylized tree structure.

Pedagogical Applications of Computer-Assisted Textual analysis using CLic, Voyant, and Antconc

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The amical consortium

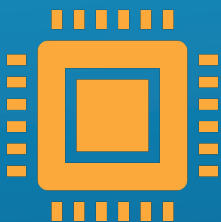
November 30, 2022



overview

- Recap
- Samples of assignments and rubrics
- How do we prepare students for computer-assisted textual analysis assignments?
- How do we support students with interpreting and reporting their results?

REcap



What is computer-assisted textual analysis?



How do we compile a corpus for analysis?



Quick revision of tools:
CLiC; Voyant Tools; Antconc

WHAT IS COMPUTER-ASSISTED TEXTUAL ANALYSIS?

- Computer-Assisted textual analysis means using computers to “read” sets of digitized texts for us.
- It uncovers word trends, recurring word patterns and collocates in singular or multiple texts across centuries and boundaries
- It utilizes visualizations such as graphs, maps, wordclouds, scatter plots etc to represent lexical patterns
- It applies quantitative and qualitative approaches to texts
- It facilitates, interrogates, and compliments the reading of large sets of texts, but it does not replace human reading

Why do we need it?

“Computers are good at mechanical processes, such as searching, counting, and sorting into alphabetical or numerical order. They preform these tasks not only much faster than a human being, but also very much more accurately.” (Hockey, 200, p.3-4)

HOW DO WE COMPILE A CORPUS FOR ANALYSIS?

- Compiling a corpus relies very much on your research question(s) and scope of enquiry
 - Save files as plain texts in ways
 - with author's surname _ short title of work _ pub year (Antconc):
Dickens_Taleoftwocities_1859
 - with pub year _ author's surname _ short title (Voyant): 1859_Dickens_Taleoftwocities
 - Save files in two folders/corpora to compare perspectives:
 - Corpus/Folder A: texts representing one perspective/hypothesis
 - Corpus/Folder B: texts representing the opposite perspective
 - To compare keywords:
 - Corpus/Folder C: texts for analysis of special keywords
 - A Reference Corpus/Folder D: texts for comparison
 - More options will appear as you revise your research questions and develop your analysis

How do we start?

- Start small and work up to larger data sets

- "Text analysis projects are iterative. You should always start small and work up to larger and larger data sets. The data set you curate we will call a corpus. It could be one or more texts unified by some criterion relevant to your research. You may treat one text as many or many as one. You may slice it in different ways. The corpus selected, captured, and generated will constrain and enable questions so you should have some idea of what you want to study when you start gathering a corpus. As you ask questions you will realize you need to add or remove from the corpus. It will change as your thinking does. You are in a conversation with text." (Geoffrey Rockwell and Stéfan Sinclair. *Dialogica*)

Assignments using textual analysis tools

- Don't feel obliged you have to include a digital assignment: "Digital work for digital's sake is never a good idea and adding a tool to a process in which it is unnecessary can make coursework cumbersome and tedious." <https://mcgrawect.princeton.edu/digital-assignment-guides/>
- Reach out to digital librarians and IT staff for support in and out of the classroom
- Start with learning outcome(s) that you want the assignment to address
- "assignments can encourage collaborative work, exploring multiple literacies, writing for public audiences, and learning to effectively present critical, creative, and community-engaged scholarship. These non-technical outcomes should form the basis of and motivation for the development of digital assignments." <https://guides.library.ucsc.edu/DS/Resources/GettingStarted>
 - What specific perspective(s) do you want your students to gain on contents or materials in your course?
 - Textual analysis helps student to see patterns, word trends, uncover themes, etc
 - Which of the tools introduced in the previous workshop can match what you expect your students to learn?
 - Think of the learning curve
 - How much time do you want the assignment to take for students to complete including the time technical skills will be acquired?
 - Do you want it to be an individual or group assignment?
 - Think about grade weights and scale of the assignments
 - What do you want the end product to look like? Digital assignments can be multimodal. Where do you want students to create and post their textual analysis explorations and results?
 - How will you integrate and grade the critical reflections students have about the process and digital tools

CLiC

➤ Discussion

- What can you do with CLiC?
- What can't you do?
- When and where will you be using it?

- Teaching and doing research with CLiC:
 - Explore themes, settings, characterization in one novel: A *Christmas Carol* by Dickens
 - CLiC in the Classroom: <https://blog.bham.ac.uk/clic-dickens/2018/03/05/clic-in-the-classroom/>
 - Assignment handout: <https://blog.bham.ac.uk/clic-dickens/wp-content/uploads/sites/44/2018/03/CLiC-Dickens-Project-Christmas-Carol.pdf>
 - Activity:
 - Keywords are useful as a first step to get an overview of a text and what it is about.
 - To get an understanding of the concept of keywords, word clouds are useful to start with. You might want to ask your students to produce a word cloud for a book of their choice and then the whole class can see whether they will know the book from the word cloud. The word cloud in Figure 15 is rather easy to recognise as a representation of *Pride and Prejudice*.



CLiC assignments

- Literature assignment: *"for example, you might notice a feature, theme, issue or pattern in your reading of a novel, but your sense of it might be rather vague and you would like to explore it further: CLiC can help you do this. It can also help you to refine your thinking, find evidence to support your intuitions, and reveal further patterns in the text that you might not have noticed explicitly."*

<https://www.birmingham.ac.uk/documents/college-artslaw/elal/clic/clic-activity-book-license.pdf>

- Activity:

- Start again by going to the CLiC Concordance tab (<http://clic.bham.ac.uk/concordance>).
- In "Search the corpora", select "David Copperfield".
- In "Only in subsets", select "All text".
- In "Search for terms", insert Dick
- In "Filter rows", try out a range of terms such as head, face, eyes, mouth, or looked, watched, seemed. Hit Return after each one.
- Try other synonyms or alternatives as they occur to you.
- Search for "chin". How frequently does it appear in the Dickens corpus
- Then search for "chin" in the 19th Century Reference Corpus and make a note of the frequencies
- Now search for same word in Austen's corpus
- Come up with observations about gender roles and body parts such as chins in three corpora.
 - What adjectives and verbs are associated with chins
 - Why do the chins that are mentioned in the Dickens novels often belong to male characters and tend to be evaluated less harshly than female chins?

CLiC assignments

- So what? Well, this is where your own interpretative sense of the worlds of Dickens and Austen respectively comes into play.
- Why do you think there are more chins in Dickens than elsewhere?
- What does that seem to point to about how Dickens creates characterisation?
- Which term might we alternatively search for, using the same technique as here, that we intuitively feel might be overly used by Jane Austen, comparatively?
- For example, students may pick up on gender role differences. The chins that are mentioned in the Dickens novels often belong to male characters and tend to be evaluated less harshly than female chins.
- In Dickens, chins are generally impolite – often (as double chins; see our example on concordancing and KWIC Grouping chin in Part I, Section 4) used to signify over-indulgent characters, or as an index of wealth and higher, pampered class. Chins are often stroked, rubbed, touched, and held as a sign of internal thought, careful perusal, or scheming.
- Think of other body parts that you might search for in a similar way. This can either be ones that you just think of randomly, or you might feel that your reading of a particular novel suggests a focus on a body part – or a gesture – that feels significant
- <https://www.birmingham.ac.uk/documents/college-artslaw/elal/clic/clic-activity-book-license.pdf>

Voyant tools

➤ Discussion

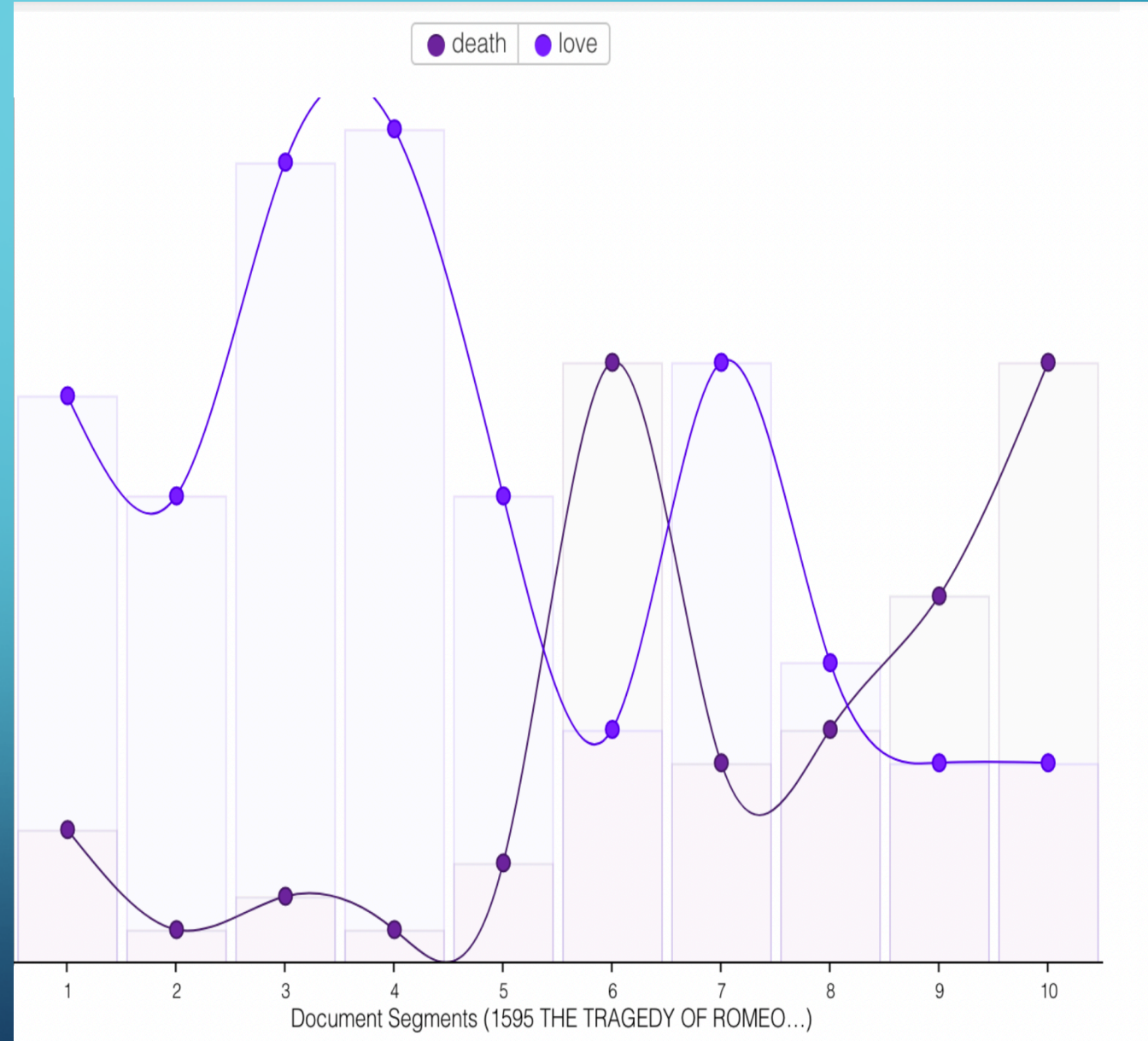
- What can you do with Voyant Tools?
- What can't you do?
- When and where will you be using it?

Voyant assignments

Teaching with Voyant:

<https://digitalfellows.commons.gc.cuny.edu/2018/11/01/using-voyant-tools-to-formulate-research-questions-for-textual-data/>

- Love and death in “trends” *Romeo and Juliet*
- “Compare the frequencies between “Love” and “Death”. Do you notice anything interesting? They show an inverse relationship: where “Love” occurs most often, “Death” has a low frequency; and where death is prominent, love diminishes. This inverse relationship—which might seem unremarkable on the surface—indicates that there is more work to be done on examining the associations between love and death. Most importantly, it points to areas of tension in the text that the reader can re-read more closely. . . These collisions between “Love” and “Death” present potential sites of further questioning: what is the exact nature of this relationship? How might the two seemingly opposite forces be connected?”
- Ask students to speculate about other “concealed” aspects about the texts to open the text to new questions and insights.



Voyant assignments

- Blog assignment
- <https://njarkasblog.wordpress.com/engl-256b-blog-2-seeing-through-your-literary-texts/>
- Visualizations from students analysis are integrated into the final project on TimelineJS

Antconc

➤ Discussion

- What can you do with Antconc?
- What can't you do?
- When and where will you be using it?

Antconc assignments

- Orientalist fan fiction corpus from Gutenberg project
- Students selected genres:
 - Translations of folktales into English
 - Travel literature
 - Military reports and expeditions
 - Religious texts
 - Diaries
 - Novels, short stories, and poems
- Explored terms, phrases, and themes that they would expect to find in Orientalist fiction
- Explored new themes to uncover new approaches to the texts

Where in your syllabus does it make sense to add an assignment?

➤ Discussion



When in your syllabus does it make sense to offer training to your students on the tools?

➤ Discussion



How do we prepare students for computer-assisted textual analysis assignments?

- Go through a short survey of distant reading practices. Feel free to use my slides
- Show how it could be relevant to their studies and research practices in other courses as well
- Remind them of copyright good practices
- Offer them a plain text and ask them to explore the tools with guided questions
- Ask them to work in teams to compile their own corpus around a research question, write the process, and findings with evidence exported from each tool:
- Engage them in questions like:
 - What did you expect the tool to uncover in the text(s)
 - What new findings emerged as you explored the tools
- Which of the tools do you prefer to use? Why?

How do we support students with interpreting and reporting their results?

- Students need to make sure they are accurately reporting their process and findings.
- They could report their findings in an infographic poster, blog or online analysis essay



TEXTUAL ANALYSIS USING COMPLEAT LEXTUTOR

MAHEEN ZIA FCCU

COURSE: ENGLISH WRITING COMPOSITION



TEACHING COLLOCATIONS THROUGH AN ONLINE CONCORDANCE TOOL CALLED COMPLEAT LEXTUTOR



<http://www.lex tutor.ca/>

Compleat Lexical Tutor x

www.lexutor.ca

Willkommen/bienvenue/welcome - y ¡Hola! - to  **SAVERS** : Hyps [1](#), [2](#); Cloze [VP](#), [N-Wd](#); [ID-wd](#); [RT](#); [Flash](#); [Click](#) [Miami](#) [UBI](#) [Old-But-Good Review](#)

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For data-driven language learning on the Web

QUICK LOOK-UP or LISTEN

search or speak...   ENG:  Conc  Dico  FR:  Conc  Dico  BookBox SEARCH SITE >>

Cross-browser, best on Chrome Free - no cookies, ads or registration *Best of Canada since Trivial Pursuit! - Thornbury*    

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[Frequency](#)
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[KeyWords](#)

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To the free dissemination of knowledge on the WWW

2:13 AM
3/8/2017

ONLINE CONCORDANCE x

www.lexutor.ca/conc/

Home > Concordancers

Online concordancers

[Pasting Conc Output to Word?](#)

A concordance is a list of several words, phrases, or distributed structures along with immediate contexts, from a corpus assembled for language study.

Conc 1: [English](#) | [French](#) | [German](#) | [Spanish v.7](#) | [Clean Sentence Concs \(Eng\)](#) | [Conc for iPhone/Android \(Eng|Fr\)](#)

- 2009 Brown corpus joined by Braun (German) & Bruno (Spanish)
- 2010 refinable output, corpus switching, per-million counts
- Mar 2013 KEY SEARCH gives family-member frequencies (Eng) or remainder counts from starts-with search (Fr, Ger, Sp)
- Nov 2015 'Associated Word' space expanded to handle multiple items (for better handling of homographs - see Demos - Eng/Fr)
- Feb 2016 Multi-files search + Sub-Corpus sort

+ [Multi Concordance v.5.5](#), +[Quiz](#), English + French

- Multiple outputs for clear comparison (but for limited number of lines)
- Task-builder option (worksheet or interactive)
- Black-on-white for easy print or paste to worksheets Jan '16
- Quiz - Re-Randomization Oct '08; cumulative score + bilingual Dec '12; stay-put top, better menus, arrow-tab shortcuts Jan '16

2. **Text-based concordances:** [Eng|Fren|Span](#) [Multilingualism!](#)

- Entry is user's text, output is concordance-linked frequency index for entire text, with rt-left sort
- French and Spanish service upgraded Dec 2014 through transfer to UTF-8 encodings

3. **Corpus of 200+ [Graded Readers](#)** for English learners

- Search through stories by keyword (*murder, money, etc*) to locate themes

4. **Story concordancers** : Search through chapters [English](#) | [French](#)

- Every word in a full length story is click-linked to concordances from rest of the story + other works by author

5. **Related:** [Range](#) and [N-Gram](#) are types of concordancers; [Concord Writer](#) is a writing tool integrated with Conc 1 above (all Eng/Fr).

Concept for corpus-based versions by Chris Greaves: Perl code for all concordancers by Tom Cobb. Université du Québec à Montréal

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3/8/2017

CORPUS CONC ENG x

www.lexutor.ca/conc

Home > [Concordancers](#) > Corpus

Corpus Concordancer v.7

With Sub-Corpus capabilities (select menu - five now + more to follow) [DEMO](#)

[French](#) [German](#) [Spanish](#) English

Base Speed \approx 1 second per million words of corpus
Add more for extras (associated words, family search, sub-corpus)

Keyword(s): equals In corpus: Brown (1 million wds) [Corpus descriptions](#)

CONTROLS :

Sort By 1 word(s) to Left of keyword | Line Width 120 Number of Lines 1,000 Gapped? No
On STARTS or FAMILY searches, "sort by keyword" gives distribution of forms

OPTION : With associated family within 4 words to Either side
and NONE of these words anywhere in the line

+ Scan for any recurring word (potential colloc.) within 5 words presenting \leq 4 times

DEMOS : Demo 1 Demo 2 Demo 3 Demo 4 Demo 5 [de-homynisers >>](#) [River bank](#) [Money bank](#)

[Reset](#) [Get concordance](#)

Link Extractor [As discussed here](#) and [deployed here](#)
Extractor URL moved to copiable hyperlink at top of concordance output

Online Concordance concept by Chris Greaves, HK Polytechnic; v.7 PERL code by Tom Cobb, UQAM Montreal

Windows taskbar: 2:18 AM 3/8/2017

CORPUS CONCORDANCE

← → ↺

www.lex tutor.ca/cgi-bin/conc/wwwassocwords.pl?lingo=English&unframed=true&SearchType>equals&SearchStr=job&Corpus=brown_strip.txt&ColloSize=1&SortType=left&LineWidth=1208

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010. ☐ and er that's when I decided I would apply for a foreman's JOB at . Well to cut a long story short, and bear in mind th
011. ☐ today. Yeah you'll be alright now. And he's applied for his JOB so. Has he? Ooh. New house new job. keeps saying to me n
012. ☐ is is all very well in theory, but how can I apply it to my JOB and if they can't they think well what's the value of th
013. ☐ came up and he said can I have an application form for that JOB in the window, so I gave him one and he went, oh well I'
014. ☐ ectors job wanted at Street Station. And I applied for that JOB, and I got it. Now yard inspector at er Street Station,
015. ☐ tead of, oh, of course, I don't think I will apply for that JOB. And and the women, are very difficult about apply for t
016. ☐ When we're writing the, the things that don't apply in the JOB file we have to, presumably we have to reference procedu
017. ☐ his now they're just, you just, I, I can just apply for the JOB of care officer, care assistant and, and go in, but it's
018. ☐ k of, No? Do you have any special terms that applies to the JOB that we wouldn't know about? Any nicknames for machines
019. ☐ ng off at ten o'clock anyhow. Ten o'clock? applied down the JOB Centre . Never get rid of him now. this day . He's even
020. ☐ ppose not really. No. It shows that they've applied for the JOB. It doesn't show that they wanted it. Yeah. They really
021. ☐ straight away. And if you've got those skills apply to them JOB, I'm not suggesting you don't, but remember the first pa
022. ☐ ed up to see and erm asked me if I'd like to apply for this JOB because had seen me erm bringing me up to, bringing him

Extract: ☒ All ☐ any10 ☐ 20 ☐ 30 ☐ 50 Go >

LEFT IMMEDIATE 1 WD COLLOCS (Freq>=2, with left/right x 1-2-3 wd sort) for job (assoc=apply):

a=8 the=5 that=3

ALL POTENTIAL COLLOCS (n=3) for job (assoc=apply) (freq>4, content only, within 4 wds either):

apply=10 applied=6 applying=4

SUMMARY : KEYWORD=JOB; NUMBER=22; LANGUAGE=English; SEARCHTYPE= equals; SORT=keyword; CORPUS=speech_10.txt (50.88 MB); AssocSide= family
apply/SIDE=left; GAPPED=no_gaps; LINEWIDTH=120 chars; CPU SECS=5.61

Built by Lexutor on 2017-03-07 at 16:27:44 in Montreal, Canada

GRID COMPLETION ACTIVITY

VERB + NOUN

	Respect	Money	Support
Deserve	✓		
Make	✗		
Have	✓		

ACTIVITY QUESTIONS

- Step 1: Fill the grid by putting a tick or cross mark in the spaces, using lextutor tool as an aid.
- Step 2: Run a search for the tick-marked collocations and use them in your sentences.

STEP 1

ales all politicians were supposed to receive credit new RESPECT for turning more liberal But this problem was quickl
i builders who worked when art was a living thing had no RESPECT for the work of builders who went before them but pu
le i know really i i liked Tom Landry you know i have no RESPECT for the for the new coaching staff since they ousted
n out because Shaun is boring er put er Shaun she has no RESPECT for she says because he hasn t got a job He won t ge
suit um and i really felt that by the end of it i had no RESPECT whatsoever for our jury system uh huh oh really what
ng why things like this happen why some children have no RESPECT for life not even their own She wondered what would
she snapped adding icy emphasis to his name You have no RESPECT for me I can see that Hardly surprising he murmured
because Shaun is boring er Don put her Shaun she has no RESPECT for she says because he hasn t got a job he won t ge
to buy their drugs with so sure sure uh and they have no RESPECT or for for any other people anyway that s true but w
got crabby about people dropping litter You kids have no RESPECT for the environment she said She made Marcus Anderso
a degree of placidity which I can neither comprehend nor RESPECT There were misunderstandings between them Emma he sa
persuade shows rather explicitly that the pope does not RESPECT the freedom of others The basic religious doctrine h
n a likeness almost before it was possible She could not RESPECT his eye but his love and his complaisance were unexc
which she was beginning to find irritating the obsequious RESPECT of the victim for his oppressor Sometimes appalled b
the quote unquote traditional route and i have a lot of RESPECT for her because she made it as a real choice um 289.
through three classes and i have a great deal of RESPECT for it uh huh uh huh um i haven t done much word pro
ne argument be used to base authority on the attitude of RESPECT An obvious objection is that the attitude of respect
ould revolve around their needs and demands What kind of RESPECT for our common culture is that For old fashioned hon
wn world it it s a i i have more respect i have a lot of RESPECT for MIT master s and doctorate uh yeah it s a top ra
y to give it every bad name in the world Some portion of RESPECT for herself however in spite of all these demerits s

STEP 2

Sentence:

Have respect: I have no **RESPECT** for her because she completely gave up.



TEXTUAL ANALYSIS USING ANTCONC

Course: Corpus Linguistics



PROJECT

- Japanese comic books
 - Type 1: targets teenage male readers
 - Type 2: targets teenage female readers
- Corpus compiled and run on AntConc

PROJECT

Analysis: testing the themes of masculinity and femininity

1. frequently occurring content words
2. collocations through the concordance tool for gender pronouns (he, she, they)

SNIPPETS

KWIC
Plot
File
Cluster
N-Gram
Collocate
Word
Keyword

Total Hits: 96
Page Size
100 hits
1 to 96 of 96 hits

	File	Left Context	Hit	Right Context
1	wotaku8.txt	up with all the current popular trends in each genre.	She' s a harem-type otaku who obsessively loves multiple	
2	wotaku8.txt	falls in love easily but has no luck with guys.	She' s always yearning for a dramatic romance. Despite having	
3	wotaku8.txt	Since she tries so hard to hide the fact that	she' s an otaku from newer friends and especially her	
4	wotaku8.txt	she's completely oblivious when someone has feelings for her.	She' s been friends with Hirotaka since childhood (before she	
5	wotaku8.txt	a dramatic romance. Despite having a wealth of romantic experience,	she' s completely oblivious when someone has feelings for her.	
6	wotaku8.txt	she turned into an otaku). He's the only one	she' s confessed being an otaku to, so in a	
7	wotaku8.txt	maintaining the appearance of being a normal person at work.	She' s coy, and acts in ways to earn the	
8	fruits14.txt	chan finds out that I'm living in a tent,	she' s going to get mad. NO, OF COURSE	
9	hibi8.txt	bullied by the boys who liked her... But, even though	she' s gotten a bit better now, I've got	
10	Kimi_4.txt	NAME "SAWAKO". THAT'S RIGHT GOOD MORNING o3cy stare SHOCK	She' s praying something!! Is that alright There's something	
11	ouran46.txt	YOU SKULKING ABOUT ...WHO WOULDN'T NOTICE YOUR SHENANIGANS?_____	She' s scary. LIKE an ogne dlady. PITIFUL, REALLY... TOO	
12	hibi7.txt	AM 5. 土, 對聲音 13 DE HIER Turns CONGRATS.	She' s so cute! 1 I just made eye contact with	
13	wotaku8.txt	cosplay, BL, and otome games to real-life idols, and	she' s totally insufferable about it. She puts all her	
14	hibi7.txt	PEOPLE THAT WON'T HAPPEN AGAIN IN JULIN THE BECAUSE	SHE' S A FLOWER IN THE KAOLIN* you WOULDN'T	

Search Query
☒ Words
☐ Case
☐ Regex
Results Set
All hits
Context Size
10 token(s)

she
Start
☐ Adv Search

Sort Options
Sort to right
Sort 1
1R
Sort 2
2R
Sort 3
3R
Order by freq



Q&A

sources

- <https://blog.bham.ac.uk/clic-dickens/2018/03/05/clic-in-the-classroom/>
- <https://blog.bham.ac.uk/clic-dickens/category/teaching/>
- <https://www.birmingham.ac.uk/documents/college-artslaw/elal/clic/clic-activity-book-license.pdf>
- <https://digitalfellows.commons.gc.cuny.edu/2018/11/01/using-voyant-tools-to-formulate-research-questions-for-textual-data/>
- <https://mcgrawect.princeton.edu/digital-assignment-guides/>
- <http://pedagogy-toolkit.org/tools/VoyantTools.html>
- <https://guides.libraries.psu.edu/c.php?g=1123281&p=8275191>
- <https://guides.library.ucsc.edu/DS/Resources/Voyant#s-lg-box-wrapper-29088756>
- <https://guides.library.ucsc.edu/DS/Resources/GettingStarted>
- <https://njarkasblog.wordpress.com/engl-256b-blog-2-seeing-through-your-literary-texts/>
- <https://library.villanova.edu/application/files/9815/8739/5480/VoyantToolsParadiseLostTutorial.pdf>