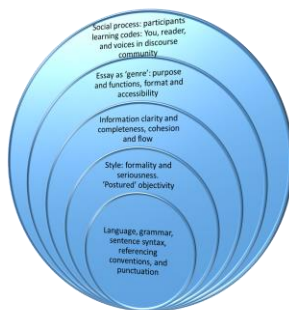
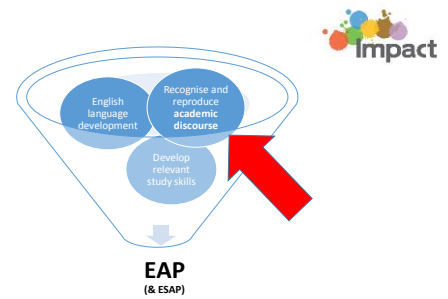
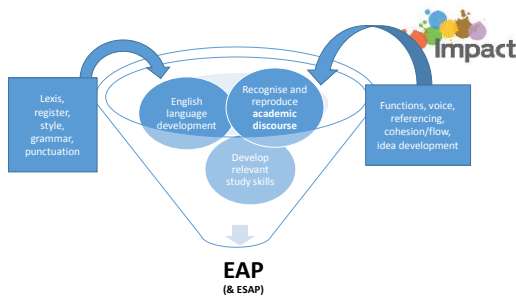
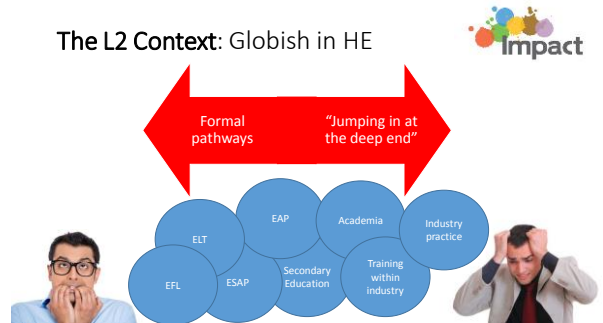




**English academic discourse analysis:
The L2-medium teacher perspective
and awareness-raising in the
teaching-learning environment
&
Instructional language for assessment**

Tony Corballis B.Com, Dip.Tesol, MA
EAP teacher & lecturer, University of London SOAS
Consultant and Coach, Corballis Communication Ltd.



Academic discourse: genre

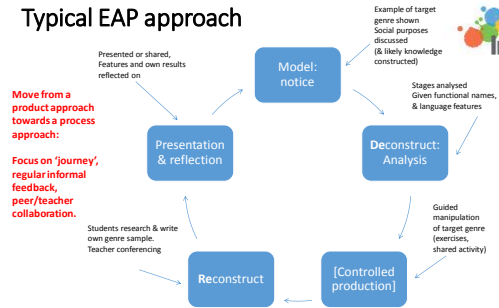
- Essays
- Reports, problem-solution reports, case studies
- Research reports and dissertations - and *their parts*
- ESAP formats: legal, scientific, engineering, medical
- Reflective writing
- (Academic textbook chapters)
- (Journal articles)
- (Technical/specific journalism)
- Seminars, (lectures)

Academic discourse: What texts have in common



- Drawing between **practical** ↔ **theoretical**
- **Evidence-based** (supported) claims
- **Criticality**: ideas not just explained, but examined & **contested**. Protocols for being collegial/adversarial, e.g. hedging
- **Style** is dry (neutral and objective) BUT...
- Academic **voice** and **referencing** and concepts within 'discussion' (social process): writers and readers form 'discourse communities'

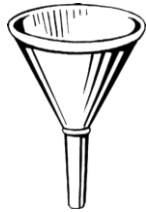
Typical EAP approach



Discourse: introductions



- **Orientation to the topic**
general topic or background show relevance or importance define or classify any terms explore previous literature raise a question or problem
- **Thesis or purpose**
main argument/proposition to prove (descriptive essays just have purpose)
- **Outline**
Previews essay structure/moves
- **Scope**
Possible limits or special focus chosen



In today's globalised business world, diversity is no longer a buzzword; it is a universal consideration across human resource management. It permeates every level of business and is embraced by companies wishing to draw on the rich perspectives that can be found in ethnic, age and gender differences. In order to exploit the advantages of diversity, equal opportunities procedures should be applied to internal promotions, external recruitment and all HRM matters involving people. This essay will outline the components of equal opportunities protocols, argue the importance of implementing them and provide case studies that have worked and that have not.



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English is currently used as a means of communication in an increasingly international forum. Moreover, there are a substantial number of communities where English is used 'intranationally' (Strevens 1980) even though it is not the mother tongue. These include communities in South Asia and Africa for instance. In such cases, new varieties of English develop largely from the largely institutionalised varieties (Kachru 1983), a phenomenon that does not occur where English is spoken solely for international purposes. This essay deals with one of these emergent varieties - Nigerian English - considering it from both a historical and linguistic perspective to demonstrate clearly that it can be considered a standard form of the language.



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Open-door migration policy is the best option for an ageing European population.' Discuss.

Over recent decades, European countries have witnessed a growing divide between the young and old in their populations. While the elderly steadily increase in proportion, the young continue to be on the decline. This raises immediate concern of a deficiency in European labour supply. It threatens Europe's future position as an economically productive and competitive continent in the global world economy. The liberal press often suggest formulating an open-door immigration policy to ensure a secure stream of labour supply, for a future robustness of Europe. Critics are quick to respond however that such an approach may be potentially corrosive to European cultural identity in the short-term and fail to appease labour market demands regardless, as migrant communities integrate, mature and refuse menial work, in the long-term. This essay will examine the impact of an ageing population on Europe and suggest options worth considering to deal with this challenge. It will also assert that while an open-door immigration policy may appear enticing for states in dire need of taxpaying human-power, it might end up being simply a temporary fix with side effects that distort the enlightenment-based social fabric and political climate in the European Union.



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The World Bank's influence over education initiatives in the developing world has been persistently heightened by its increased involvement in educational research agenda-setting, with its escalation to becoming the most significant external funder. This has contributed to the endorsement and proliferation of the Bank's view of education as a tool for economic growth. This conceptualisation, focusing on the development of human capital, fails to recognise the most valuable aspects of education. Advocated from the Bank's position of power, it also serves to silence or marginalise alternative perceptions and voices thus perpetuating an 'anti-dialogue' dependency sometimes deemed 'neo-colonialism' (Watson, 1992). Despite evolving recommendations over the decades and a recent adjustment in its rhetoric, the World Bank continues to direct, prescribe and impose: educational policies which prioritise Western-centric instruction; vocational inclination, aimed at industrial employment; and a lack of recognition of local values, concerns and initiatives. The case in Jordan will be examined.



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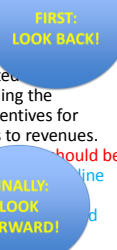
Discourse: conclusions

- **Summary**
Briefly outlines what the essay covered
- **Restating the thesis**
Confirms your thesis, main logical conclusion
- **Justifying and/or applying**
 - Sometimes, reference to relevant work
 - Sometimes, limitations of the essay
 - Final strong and general closure: identify any special relevant focus, implications (including speculation), or recommendations (for society, business, policy, or future research)



The risks to the health of national economies and practical labour market concerns have illustrated the need to protect and extend intellectual property rights. Industry scenarios and three future projections have clearly demonstrated this. This reflects deeper ethical issues regarding the safeguarding and maintaining of incentives for artistic expression and artists' rights to revenues. Extending intellectual property legislation should be prioritised across all forms of broadcasting. In line with the Burke report (2011), this will be a particularly exciting area of industry as the world continues to expand into new media.

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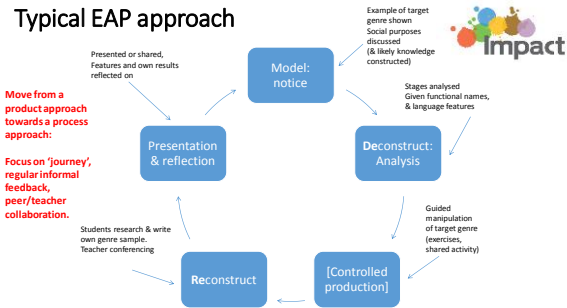
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The future of African independent educational development is largely dependent on increased African ownership of initiatives. This is reliant on renewed World Bank acceptance of implementing such rhetoric that recognises the great importance of local and indigenous involvement. Alternatively, African nations could stake a claim for greater autonomy through a decreased reliance on World Bank funds, but due to the current economic climate and the continued existence of an economic core and periphery this is not an short-run alternative. While recognising the significant role played by the World Bank in the potential perpetuation of this neo-colonial relationship, Africans must now extend their ownership of this situation to ensure sustainable independence and the preservation of African culture and values, as is echoed in the work of Rayapen (1990, p.15). Indeed, Africans themselves are the main agents to improve African life. In the final analysis, responsibility for the education of Africa lies primarily with enlightened Africans.

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Typical EAP approach



Needleman (in Dake 2001) suggests that making money is harmful when it becomes the priority in a society and when self-identity is dependent on wealth. He sees these as prevailing trends in American society 'although Europe is moving in that direction too' (Dake 2001). In a money-making society, people may get caught up in an illusion of forever wanting more and imagining that more material wealth will bring greater happiness. Wants may increase in proportion to income and people become stuck on a 'hedonic treadmill' (Easterlin 2001). However, as Myers (2001) shows, people in America may be twice as rich today (1998) as they were in 1957 but they are 'not a bit happier'.

The problem, as Needleman (2001) notes, is that it is not money in itself that is harmful but rather its tendency to replace or destroy what is really valuable to us. For this reason, he maintains that money should be respected and understood more. This underlines the importance of attitudes to money in a society. It is difficult to deny its importance in the modern world. However, it is worth noting here that at least one third of the world lives below the poverty line and is excluded from the modern money economy.

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It is widely recognised that knowledge is a valuable resource and Lazarova and Tarique (2005) **assert** that transferring knowledge across organisations is critical for the success of global companies operating in worldwide markets. Organisations are increasingly realising that "in the knowledge society, expatriates and repatriates become exporters, importers and local traders of expertise and knowledge, the most precious resource of all" (Inkson, Arthur, Pringle & Barry, 1997, p.355).

Although expatriates were traditionally considered knowledge senders, whose primary role was to teach others, they are also knowledge recipients, and Oddou et al (2009) **highlight** that international assignments create the opportunity to acquire, create and transfer knowledge. **They also claim** that the importance of repatriate knowledge transfer has been proven by empirical research and linked to increased innovation (Subramaniam & Venkatraman, 2001), greater diversification (Sambharya, 1996), improved communications between different organisational units (Downes & Thomas, 2000) and better overall corporate financial performance (Carpenter, Sanders & Gregersen, 2001). Borthoin-Antal (2000) believes that expatriates represent a resource for organisational learning, as they have a wider range of experiences and ideas which companies can draw on.

Using the concept **introduced** by Argyris and Schon (1978), she **suggests** that repatriates can utilize their broadened perspective to stimulate single loop learning, by proposing incremental improvements to ...



The monarchy certainly has no place in modern Britain as it is a categorically undemocratic institution, with the Queen unelected. Despite this fact, it is often argued that the Queen has no real power. However, according to Welsh and Bales (2004), Britain could go to war without even consulting the elected parliament (cited in Burns 2009). Furthermore, while some would argue that the best democracies may be constitutional monarchies (e.g. Jones 1995), the hereditary system is actively upheld by the monarchy and does not ensure individual merit; therefore it clearly goes against the democratic principle.



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It may not have gone unnoticed that consecutive Australian governments have **ostensibly** lauded but patronised China, with terms like 'successful trading partner' and 'opportunity' frequently **seen to be** littering public and media rhetoric (Deans 2009), especially as it **appears to have been recognised** by their halls of government as not much beyond these exploitative notions. In fact, the ongoing clambering for stronger US positioning by the Abbott government **might have succeeded** in sending signals to China in the first instance, and Indonesia in the second, that Australia remain the belligerent, non-inclusive, xenophobic, middle-power of the Asia-Pacific (Matthews 2012, p.34). As insulting as **this may look**, it has also **conceivably** allowed another negative message to be sent: unless a state overtly sides with the US, Australia will maintain a greater political distance.

Notwithstanding the damage inherent in this, and **conceding** to the caveats against the approach, an **alternative and less pessimistic** perspective **can also be** gleaned from these relations, if the following broader context is taken into consideration. ...

Organising them: Block or Chain

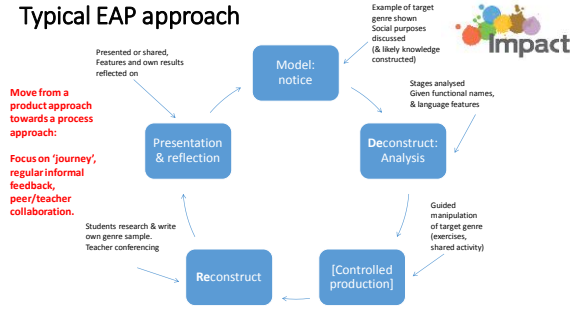
- ARG
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More directly linked

Perhaps more indirectly linked



Typical EAP approach



Context of the incident

This report will outline a critical incident which occurred in Week 9, Semester 2 in my clinical tutorial. The incident was initiated by my tutor, who announced that she would provide individual feedback to students on their performance in clinical tutorial discussions. She also stated that she would be producing written comments on each student's behaviour, and that her contribution in tutorials to be incorporated into student portfolios for Semester 2.

Details of the incident

At the end of my clinical tutorial my tutor arranged for us to meet briefly in order for her to discuss her feedback with me. She stated that over the semester she had noticed that I very rarely spoke in the tutorials and did not appear to engage with the other students. She was concerned that I appeared to lack confidence, and explained that being able to express opinions clearly and confidently was essential in my future career as a doctor. In her view the only way to develop confidence was to participate regularly. She asked me how I felt about this, and if there was a reason why I almost never spoke in class. I explained that in my culture students were not always encouraged to speak, and for that reason I did not find it easy. I also mentioned that I sometimes feel shy.

Thoughts, feelings and concerns

At the time of this incident, many emotions were running through me. I felt embarrassed that my lack of confidence was so obvious to her, and also concerned about what impact it might have on my results. I was worried that she would write negative comments about my behaviour and attitude, and that these comments would be available for other lecturers to read. At the same time, I realised that her concerns were justified – I had been aware of my lack of contribution throughout the semester, and had even avoided going to some tutorials because of those feelings.

This was also an unfamiliar situation for me, as I had always done very well at school and achieved good marks, so I had never had to talk with a teacher in this way before. Although I understood that her intention was to help me to do better, I felt very uncomfortable and even ashamed to have to acknowledge my poor performance in this area. I felt guilty when I realized that in her opinion I had contributed so little to the class.

Impact on studies

Although this incident caused me discomfort and added pressure in the short term, I realise that it was a very significant event in my studies. As a result of the conversation with my tutor I was forced to reconsider my behaviour in tutorials and became more aware of how others viewed me. I had been used to think that I was 'invisible' in tutorials, but now I realised that not talking actually hurt more. Fortunately, the tutor gave me advice on how to gradually develop the confidence I needed, and I also sought help from some of my friends. I even organized to have some informal tutorials with friends to give me a chance to practice. Over the final weeks of the semester I managed to talk at least once in every clinical tutorial, either asking a question or making a comment. I have started trying to talk in other tutorials also, in other subjects. I have set myself the goal of talking at least once every tutorial.

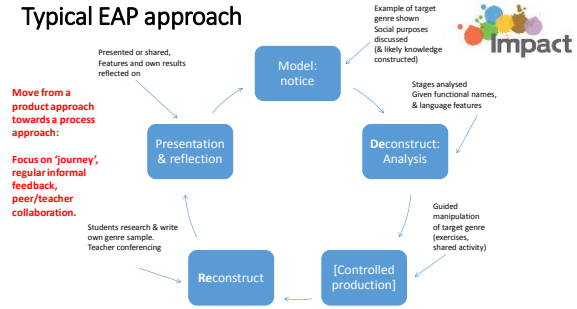
This incident was therefore very important, because without it I would still be remaining silent in my tutorials, and would have received negative written comments from my clinical tutor in my portfolio. More importantly, it has helped me to acknowledge and work on an area for improvement which will be beneficial in all aspects of the course. Developing greater confidence at speaking in tutorials may lead to me being more confident in performing clinical examinations on patients. It may also lead to me feeling more in control and experiencing less nerves during my Objective Structured Clinical Examination (OSCE) assessments.

Impact on career

My tutor was right in stating that a doctor must be able to express opinions clearly and confidently. Good communication skills are essential for doctors, and are important in nearly all aspects of medicine. I feel that I will be more confident in dealing with patients and more effective in taking a patient history, for example. Developing greater confidence in how I communicate can lead to patients having greater trust in me as their doctor. Improving my skills in this area will also make me more effective in discussing cases with colleagues, and in participating in teams when necessary.

This incident made me realise that I can talk confidently once I overcome my initial fears. It demonstrated to me that in order to make progress or create positive change you must first acknowledge that a problem exists. This is a lesson which may be useful in better understanding patient behaviour and attitudes. Often the first step to improving a situation, or dealing with a problem, is accepting that some change is necessary, and I may be more able to impart this information to patients having experienced this incident. Overall, this incident has had a positive impact on both my studies and on the development of skills needed in my future career.

Typical EAP approach



Methods

This study was conducted at Yates Mill Pond, a research area owned by the North Carolina State University, on October 25th, 1996. Our research area was located along the edge of the pond and was approximately 100 m in length and 28 m in width. There was no beaver activity observed beyond this width. The circumference, the species, status (chewed or not-chewed), and distance from the water were recorded for each tree in the study area. Due to the large number of trees sampled, the work was evenly divided among four groups of students working in quadrants. Each group contributed to the overall data collected.

A chi-squared test was undertaken to analyze the data with respect to beaver selection of certain tree species. T-tests were conducted to determine (1) if avoided trees were significantly further from the water than selected trees, and (2) if chewed trees were significantly larger or smaller than not-chewed trees. Mean tree distance from the water and mean tree circumference were also recorded.

Results

Overall, beavers showed a preference for certain species of trees, and their preference was based on distance from the central place. Measurements taken at the study site show that beavers avoided oaks and muscledwood (Fig. 1) and show a significant food preference ($\chi^2=447.26, d.f.=9, P<0.05$). No avoidance or particular preference was observed for the other tree species. The mean distance of 8.42 m away from the water for not-chewed trees was significantly greater than the mean distance of 6.13 m for chewed trees ($t=3.49, d.f.=268, P<0.05$) (Fig. 2). The tree species that were avoided were not significantly further from the water ($t=4.277, d.f.=268, P>0.05$) than selected trees. For the selected tree species, no significant difference in circumference was found between trees that were not chewed (mean=16.03 cm) and chewed (mean=12.80 cm) ($t=1.52, d.f.=268, P>0.05$) (Fig. 3).

Methods

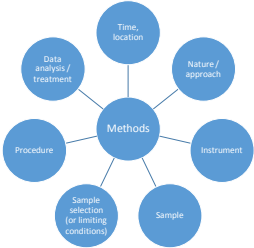
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Methodologies



For this qualitative study, a sample group of 360 employees from 3 state government departments was selected for the study, which took place during the month of November 2009 in Melbourne. The departments were chosen on the basis of their identical staff-to-manager ratios. Only employees who had been with the department for more than 2 years were selected.



Three test instruments were used in this study: (1) a questionnaire for the employees, (2) an interview for management and (3) a 'management style' test. The employee questionnaire consisted of 3 parts: Part 1 asked for the participant's personal details including age, job title and employment status (full-time, permanent, casual), Part 2 elicited the participant's assessment of their manager's performance and behaviour with a set of True/False questions. Part 3 included 5 multiple-choice questions asking how the participant deals with stress in the workplace.

The management style test consisted of 10 questions requiring an "agree" or "disagree" response. The interview employed 6 open-ended questions focussing on the manager's assessment of staff satisfaction and productivity.

Employees were given the questionnaire to complete and return within a 2-hour period which ensured a 97% response rate. Completed forms were then matched with participant's departmental record of absenteeism. The supervisors all completed the management style test, followed by the interview 3. Interviewers in each department recorded the managers' responses. These were then matched to their management style test results.

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This research showed that scheduling blocks of shift-work together with education programmes for worker families would reduce the rate of accidents in the workplace and minimise psychological harm to the shift-worker. This agrees with the research findings of Ipsen et al. into the advantages of 'blocking' shift work (1998) as well as Patel & Gordon's recommendations on shift-worker family education programmes (1999).



The findings support the hypothesis. Shift-workers with eight-week blocks of unsocial shifts, suffered fewer accidents and were absent less than workers in permanent nine to five jobs, when they and their families received social support into shift-work culture, and training into recognising symptoms of the occupational hazards of shift work. These workers also reported higher than average satisfaction with their work than their nine-to-five control group counterparts.

One possible conclusion is that the rate of accidents might be more closely related to the regularity of shift adaptation than solely to the disruption. Perhaps working nights is not inherently distressful but the change in adapting constantly is. Furthermore, the accident rate may have resulted from undermined work satisfaction and social stress from social isolation.

While it appears that addressing these issues may be a small step in the improving of mental and physical occupational health and safety, caution must be exercised in applying these findings to a broader industry context. This is because the sample was restricted to retail system, supermarket and manufacturing personnel in predominantly Anglo-Saxon environments. It is possible that other industries with more established 'cultures' of shift work, such as hospitality and catering, or more diverse ethno-cultural mixes, may produce varying results.

Such methodological problems notwithstanding, the implications for industry are clear: education and support programmes in shift 'culture' and longer blocks may reduce occupational stress and accident rates, and should be considered by employers.

The approach outlined in this study could be replicated across a broader range of industries and more diversely comprised workforces in order to build a model of preferable shift-work conditions.

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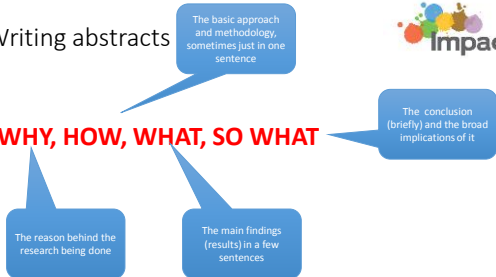
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Writing abstracts

WHY, HOW, WHAT, SO WHAT



Ploidy is a prominent process in plants and significant in the evolutionary history of vertebrates and other eukaryotes. In plants, interdisciplinary approaches combining phylogenetic and molecular genetic perspectives have enhanced our awareness of the myriad genetic interactions made possible by ploidy. Here, processes and mechanisms of gene and genome evolution in polyploids are reviewed. Genes duplicated by polyploidy may retain their original or similar function, undergo diversification in protein function or regulation, or one copy may become silenced through mutational or epigenetic means. Duplicated genes also might interact through inter-locus recombination, gene conversion, or concerted evolution. Recent experiments appear to have illuminated important processes in polyploids that operate above the organizational level of duplicated genes. These include inter-genomic chromosomal exchanges, saltational, non-Mendelian genomic evolution in nascent polyploids, inter-genomic invasion, and cytonuclear stabilization. Notwithstanding many recent insights, much remains to be learned about many aspects of polyploid evolution, including: the role of transposable elements in structural and regulatory gene evolution; processes and significance of epigenetic silencing; underlying controls of chromosome pairing; mechanisms and functional significance of rapid genome changes; cytonuclear accommodation; and coordination of regulatory factors contributed by two, sometimes divergent progenitor genomes. Continued application of molecular genetic approaches to questions of polyploid genome evolution holds promise for producing lasting insight into processes by which novel genotypes are generated and ultimately into how polyploidy facilitates evolution and adaptation.



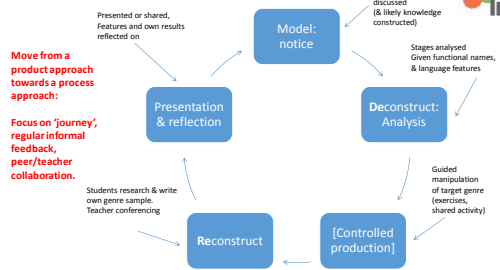
Massage is promoted to enhance sports performance by increasing tissue extensibility, increasing circulation and decreasing pain from previous injury or strenuous competition, despite a lack of evidence of physiological benefit. The goal of this study was to determine the effect of sports massage, superficial heat, and no treatment on resting muscle stiffness in 14 college level athletes. The trials included three specific sports massage techniques and a control, and Myotonometer measurements were taken pre and post for each, along with a pre and post treatment questionnaire to assess perceived tightness; a single leg vertical jump test was also used to assess performance after each; skin temperature was collected each minute for all trials. Data was analyzed using repeated measures MANOVA with bonferroni correction when appropriate. There were significant differences in resting muscle and connective tissue stiffness in the sports massage group pre to post at forces 1.75 kg, and 2.00 kg (p=0.004, p=0.006) and significant interaction between heat and sports massage at 1.75 kg and 2.00 kg (p=0.006, p=0.008), yet no significant differences for vertical jump testing. The questionnaire found subjects preferring heat and sports massage for increasing range of motion and looseness but did not feel that either treatment increased strength or hamstring power. Resting muscle and connective tissue stiffness significantly differed after superficial heat compared to sports massage in treatment leg. Sports massage significantly decreased muscle stiffness compared to superficial heat. Qualitative data however provide no support for perceived or functional improvements as a result of treatments. Implications for practitioners are in informing the scope in which massage is efficaciously employed.



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Typical EAP approach



Summary

The sinking of RMS Titanic is a well researched and documented event, with explicit detail available on the engineering considerations, the structural considerations, the human considerations, and the procedural considerations by the participants in the event. All of these, although most notably the engineering and structural considerations, contribute to the mass loss of lives.

Events

The RMS Titanic sailed upon an iceberg at 11:40 p.m. on April 14, 1912. Estimated to be able to stay afloat for 2 days under the worst scenario, the ship sank in less than 3 hours (Garrison, 1995). The iceberg created a 300-foot gash in the Titanic's hull above and below the waterline. Tests on Titanic's steel showed that the steel had high sulfur content, which increases the brittleness of steel by disrupting the grain structure (Hill, 1996). This increase in brittleness contributed to the severity of the hull's damage.

Captain J. Smith had not allowed the ship's speed that night, although the ship's wireless operators had received several ice warnings. The ship was moving at more than 22 knots. The sea was a "flat calm," a rarity for these waters. Under such conditions, there was no "bill-fade" phenomenon typical against the iceberg (Gardner and Van der Vliet, 1995). Lookouts in the crow's-nest on the Titanic did not spot the massive iceberg until only 5 minutes before the collision. That night, the lookouts had misplaced their binoculars. Even before the iceberg was spotted, Quartermaster Hitchens at the helm had begun to turn to starboard. When the alarm sounded, he turned full to port. His turning caused the Titanic to sideway the iceberg, rather than hit it head-on. Experts believe that the ship would not have sunk so quickly had it hit the iceberg head-on (Gardner and Van der Vliet, 1995). The lower portion of the Titanic was divided into sixteen watertight compartments. Actually, the compartments were watertight only in the horizontal direction—their tops were open. After the collision, six watertight compartments began filling with water. Soon, water spilled over the tops.

Retrospective analysis and implications

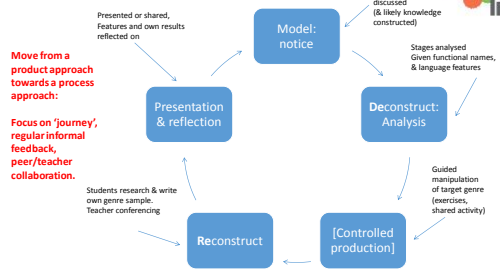
Scientists have concluded that the watertight compartments contributed to the disaster by keeping the flood waters in the bow of the ship (Garrison, 1995). If there had been no compartments, the incoming water would have spread out, and the Titanic would have likely remained afloat for another six hours. Flares were fired and Titanic's wireless operators sent out an SOS, but the wireless operator of the nearest ship, the California, had gone to bed at 11:30. Controversy exists on whether the California had seen the Titanic's signal flares. If so, why had its captain, Stanley Lord, not responded?

Titanic's steel showed high levels of oxygen, which leads to an increased ductile-to-brittle transition temperature. For Titanic's steel, that temperature was determined to be 25 to 35 degrees F (Hill, 1996). The water temperature that night was below freezing. The wrought iron rivets that fastened the hull plates to the Titanic's main structure also failed because of brittle fracture during the collision with the iceberg. Low water temperatures contributed to this failure (Gardner and others, 1994). As it filled with water, the bow submerged, raising the stern out of water. When the stern reached an angle of about 45 degrees, the stresses in the ship's midsection (15 tons per square inch) caused the steel to fail and the bow to tip loose and sink (Garrison, 1995). Contributing to this failure in the midsection was the design of Titanic's ship's main course. The mainmast not only weakened the midsection's structure, but served as a means for water to pass up through the ship.

The Titanic carried lifeboats for 1,178 people, a number that exceeded regulations of that time. However, the crew, which had never been drilled on the use of the lifeboats, was inexperienced at filling and lowering them. The first lifeboats into the water were not even half full. In all, only 705 were saved by the lifeboats. Those on Titanic who went into the icy waters when the ship foundered died within minutes—hours before the Coronado, the first rescue ship on the scene, was able to arrive.



Typical EAP approach



What does it mean to speak a language? When someone says *I can speak English* does that mean the same thing for everyone? It was once said of Britain and the United States that they are two countries divided by a common language. How can two countries be divided by having the same language? In this lecture I am going to talk about some of the things that can make the same language (specifically English in this case) a source of distinctions and differences. In other words, I am going to talk about the varieties of English.

There are two main ways of looking at variety with reference to any given language. The first is how the language changes throughout its history, which could be over a period of several hundred years or longer. The second way is how a language varies at any particular point in time, for example the different varieties of English at this particular point in the 21st century. In this talk, I will start by very briefly saying something about the way English has changed throughout its history. Then I will come to my main topic, which is a quick look at some of the varieties of English in existence at the present point in time.

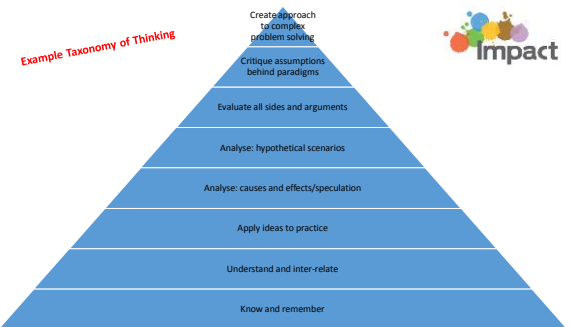
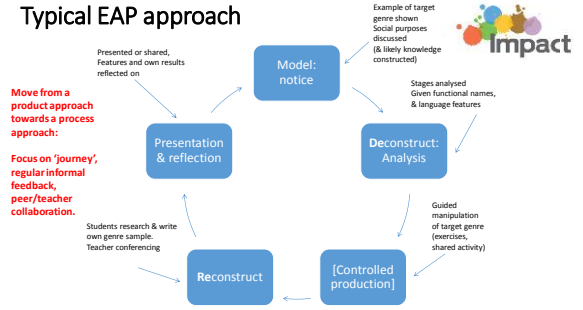
Let's start then by looking at variation in English over time. All languages change over time. Even within our own lifetime we will be aware that there are many words in common use today which either did not exist at all five or ten years ago, or which did exist but have taken on new meanings. Examples in English of fairly recent words include words like *dot-com* to mean a company or business that operates mainly through the Internet. Another new computer related word is *cyberstalker*, meaning someone who stalks or harasses another person through the Internet. Not all new words are connected with new inventions. For example the verb *downsize* is a fairly recent new word: it means to reduce in size or scope, to become smaller. So you can speak of a business or a company *downsizing*, which may be a nice way of saying that it has sacked some of its workers.

Going back further in time, if you have ever read or seen the plays of Shakespeare, you will know that his 16th-century English (sometimes called Early Modern English) often has to be studied carefully before it can be fully understood. Some of the words he used have disappeared completely in the late modern English we use today. But even some of the words in his plays that look familiar have to be treated with care, because their meaning has changed. So, for example, the word *allow* which usually means 'to permit' today, in the 16th century could mean 'to approve'. A more striking example is the word *nice*. Today, to describe someone as 'nice' is to pay him or her a compliment, but in Shakespeare's day, *nice* could mean 'foolish'.

If we go back even further, say a thousand years, to Old English, we find that it is so different from contemporary English that it has to be studied like a foreign language or else translated so that it can be understood. Historians of the English language often divide it into four periods: Old English (8th to the 11th centuries AD), Middle English (12th to the 15th centuries), Early Modern English (16th and 17th centuries) and Late Modern English (18th century to the present).

OK, let's come to the second part of this talk, which is concerned with varieties of English as it is used now. I am going to discuss contemporary varieties of English under two headings. First, there are ...

Typical EAP approach



Instructional language for assessment

- Illustrate, summarise, define, state, describe, outline, review
- Compare, contrast, examine, explore, explain
- Justify, account for, interpret
- Criticise, discuss, argue, critically evaluate, assess

INVESTMENTS IN EDUCATION DEVELOPMENT

English academic discourse analysis:
The L2-medium teacher perspective
and awareness-raising in the
teaching-learning environment
&
Instructional language for assessment

Thank you for
your attention

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