

**BALEAP**  
**Professional Issues Meeting**  
**12<sup>th</sup> February, 2011**  
**How Low Can We Go?**

Andy Gillett

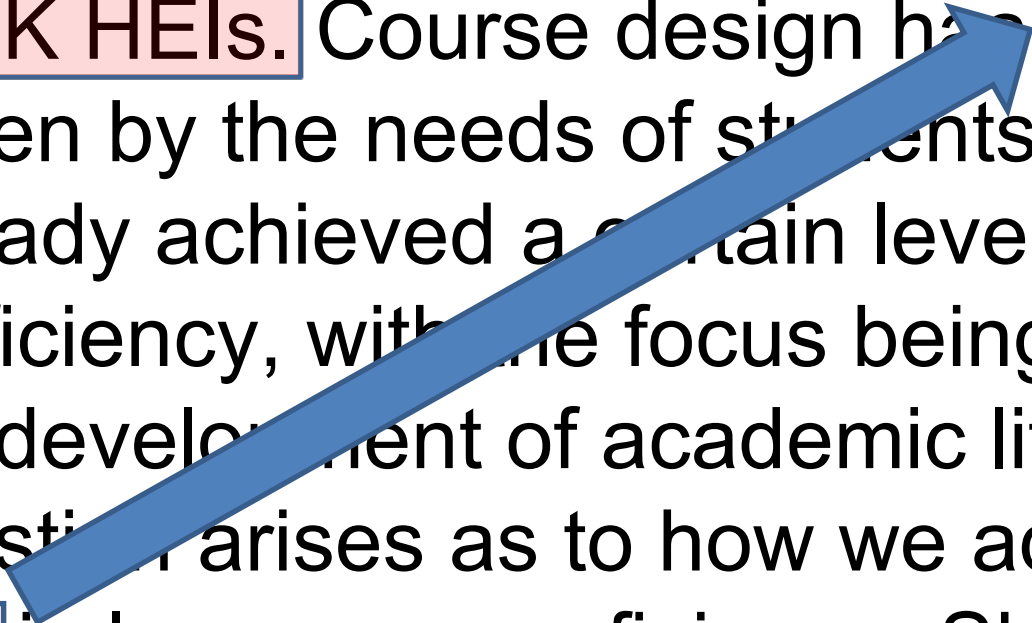
The internationalisation of Higher Education has brought with it a marked growth in the number of learners with lower levels of English language proficiency who wish to study in UK HEIs. Course design has typically been driven by the needs of students who have already achieved a certain level of linguistic proficiency, with the focus being largely on the development of academic literacy. So the question arises as to how we address this gap in language proficiency. Should it be filled by more EFL or can we cut to the EAP chase?

lower levels of

English language proficiency

to study

in UK HEIs.



gap

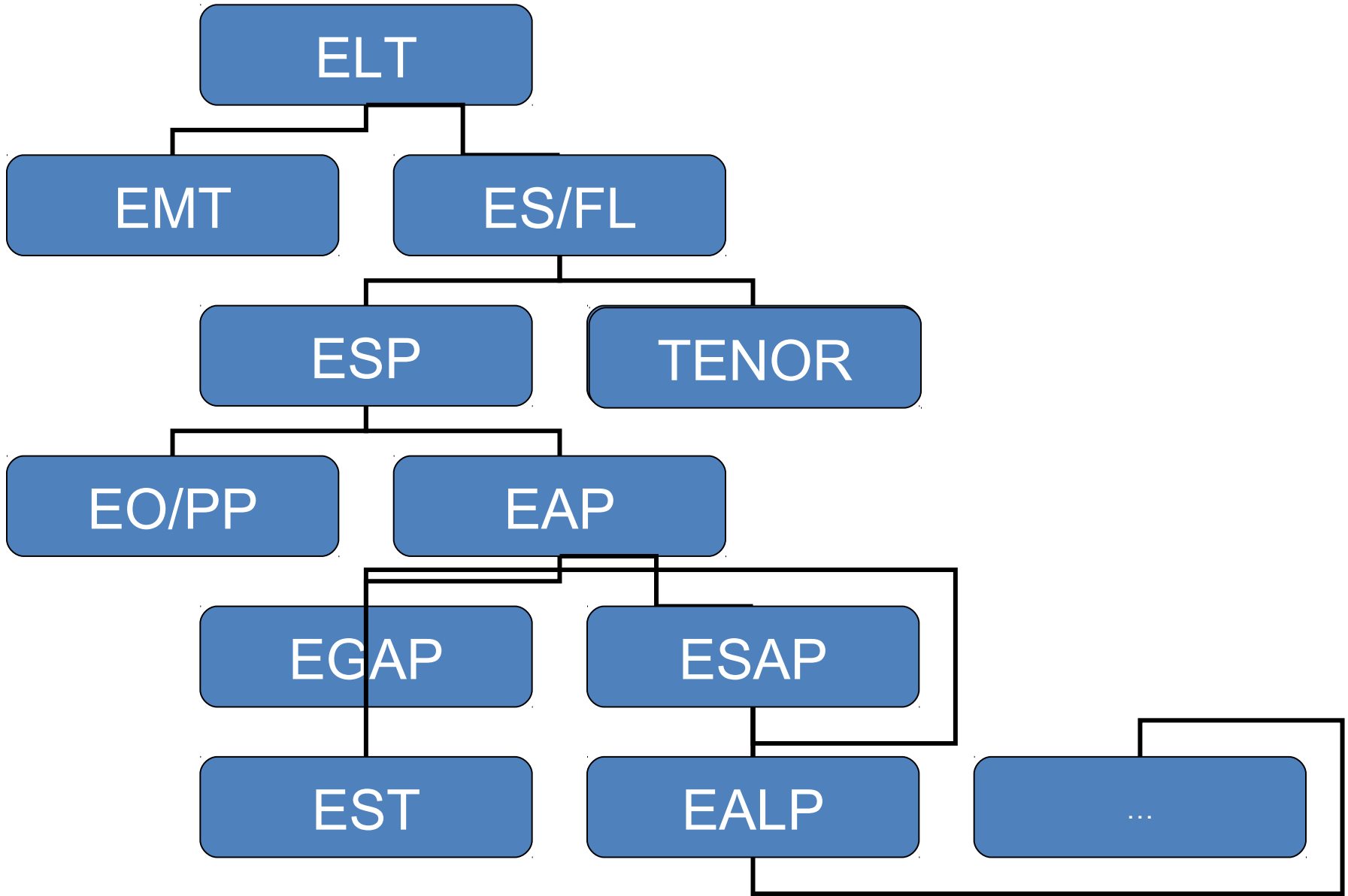
filled by more EFL



or can we cut to the

EAP





"You've got to teach General English first."

"You can't teach EAP at low levels."

"What IELTS level can you teach EAP from?"

"How do you prepare people for EAP?"

"EAP is only for advanced students."

Fill the Gap

# General English?

Everything – all English

Everything – simplified version

The grammar

Tourism English

Functional – daily language

Conversational English

Course book

Vocabulary – 2000 words

Common core

# General English

Four issues:

1. Needs - do students need survival/everyday conversational English?
2. Language - do you need general English to build on?
3. Reasons to not teach General English.
4. Practicalities!

# General English

1. Needs - do students need survival/everyday conversational English?

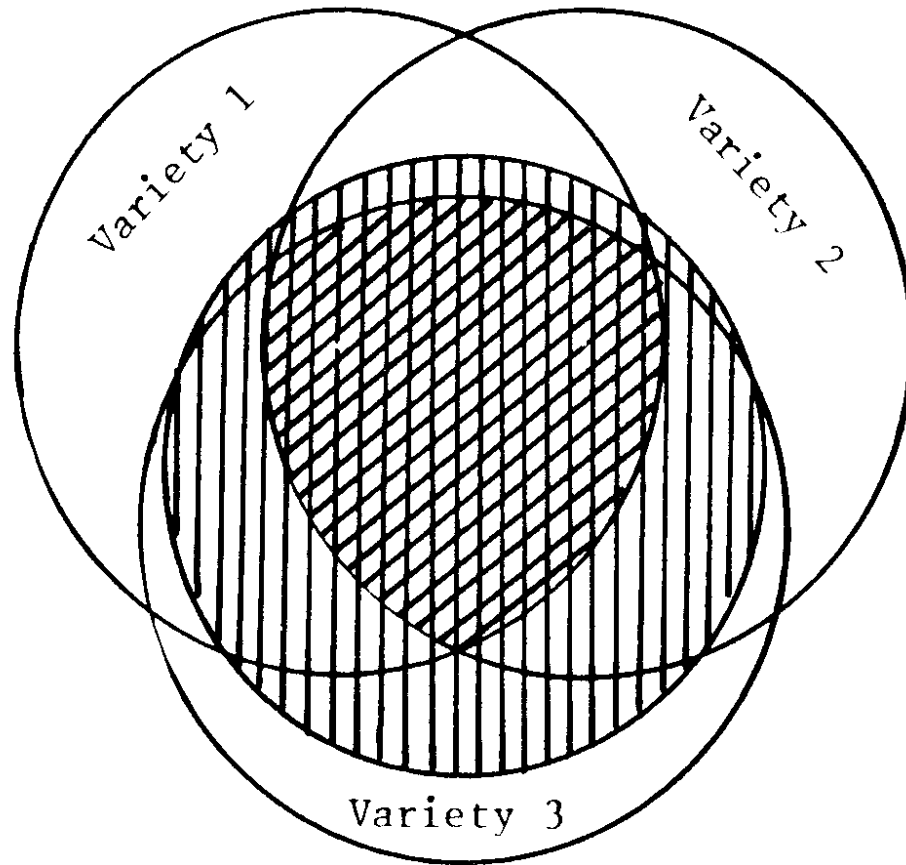
# General English

2. Language - do you need general English to build on?



Attempts to teach a 'restricted' language ('English for Engineers') too often ignore the danger in so doing of trying to climb a ladder which is sinking in the mud; it is no use trying to approach a point on the upper rungs if there is no foundation. (p. 29)

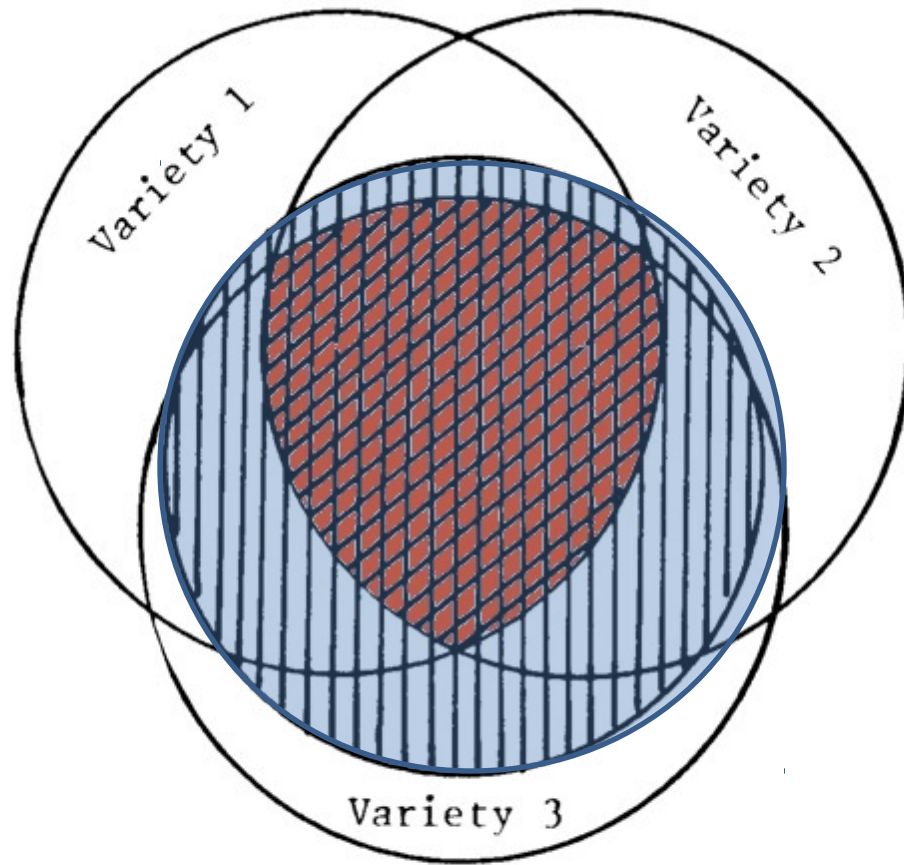
Quirk, R., Greenbaum, S., Leech, G. & Svartvik, J. (1985). *A comprehensive grammar of the English language*. London: Longman



'Common core' of the language



Learner's required repertoire



'Common core' of the language



Learner's required repertoire

What is it?

A  
COMPREHENSIVE  
GRAMMAR  
OF THE  
ENGLISH  
LANGUAGE

Randolph Quirk  
Sidney Greenbaum  
Geoffrey Leech  
Jan Svartvik



A  
COMPREHENSIVE  
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## COMMODITY MARKETS

**Commodities:** By definition commodities are undifferentiated products. They can be categorised as metals (ferrous, non-ferrous and precious), soft commodities (agricultural products such as wheat, rice and soyabeans) and energy (oil, gas and coal). Although the bulk of commodities are traded directly between suppliers and purchasers through physical trading channels and often under long-term contracts, the guide price for these contracts is often provided by spot (cash) and future commodity prices on international commodity exchanges.

Although commodities are currently at historically high prices, commodity producers (miners and farmers) have tended to suffer from deteriorating terms of trade (an erosion of the quantity of imports they can buy from exporting their commodity). This can be attributed to both increased supply (improved technology) and decreased demand (substitutes). Commodities also suffer from considerable price volatility. Volatility arises from the undifferentiated nature of commodities and the interaction of supply and demand (see the price cobweb for one explanation based on elasticities of supply and demand: the responsiveness of supply/demand to a change in price – elastic or inelastic supply/demand).

Original text [Lengthen|Shorten|Narrow|Widen space]

RECATS NONE

Profiled text Edit, Check with RE-VP, and SAVE

## COMMODITY MARKETS

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In looking at price determination for commodities it is necessary to examine the structure and characteristics of supply and demand. Many commodities (notably metals) are now supplied through a small number of very large companies (oligopolistic markets). Equally, in some cases, demand is dominated by a few very large customers. In recent years, many commodity suppliers, especially in energy, have gained market power

Current profile	
72.26%	Cumul.
5.35	77.6
10.85	88.5
11.53	100

## commodity markets

commodities by definition commodities are undifferentiated products they can be categorised as metals ferrous non ferrous and precious soft commodities agricultural products such as wheat rice and soyabeans and energy oil gas and coal although the bulk of commodities are traded directly between suppliers and purchasers through physical trading channels and often under long term contracts the guide price for these contracts is often provided by spot cash and future commodity prices on international commodity exchanges

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## WEB VP OUTPUT FOR FILE: Untitled

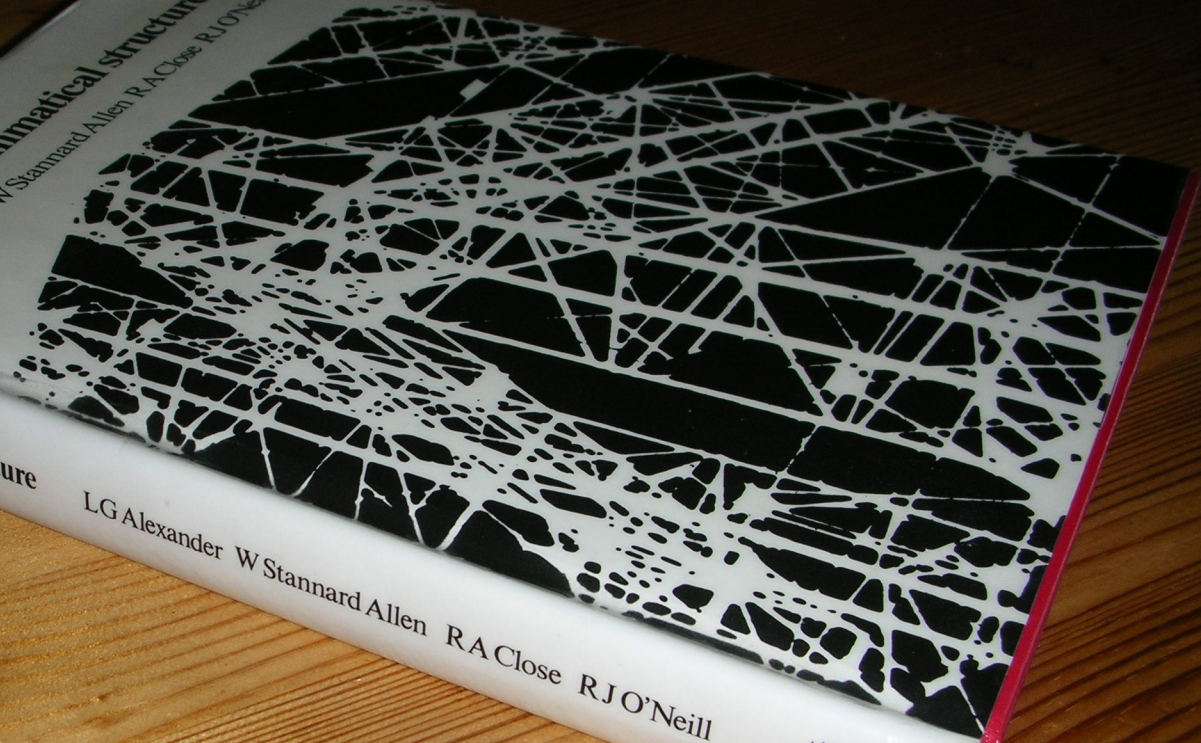
Words recategorized by user as 1k items (proper nouns etc): NONE (total 0 tokens)

	<u>Families</u>	<u>Types</u>	<u>Tokens</u>	<u>Percent</u>
<b>K1 Words (1-1000):</b>	374	548	<b>2957</b>	<b>72.26%</b>
Function:	...	...	(1509)	(36.88%)
Content:	...	...	(1448)	(35.39%)
> Anglo-Sax	...	...	(460)	(11.24%)
=Not Greco-Lat/Fr Cog: ...	...	...		
<b>K2 Words (1001-2000):</b>	81	97	<b>219</b>	<b>5.35%</b>
> Anglo-Sax:	...	...	(29)	(0.71%)
<b>1k+2k</b>			...	<b>(77.61%)</b>
<b>AWL Words (academic):</b>	148	189	<b>444</b>	<b>10.85%</b>
> Anglo-Sax:	...	...	(32)	(0.78%)
<b>Off-List Words:</b>	<u>?</u>	<u>225</u>	<u>472</u>	<u>11.53%</u>
	603+?	1059	4092	100%



**English grammatical structure**

LG Alexander W Stannard Allen R A Close R J O'Neill



English grammatical structure

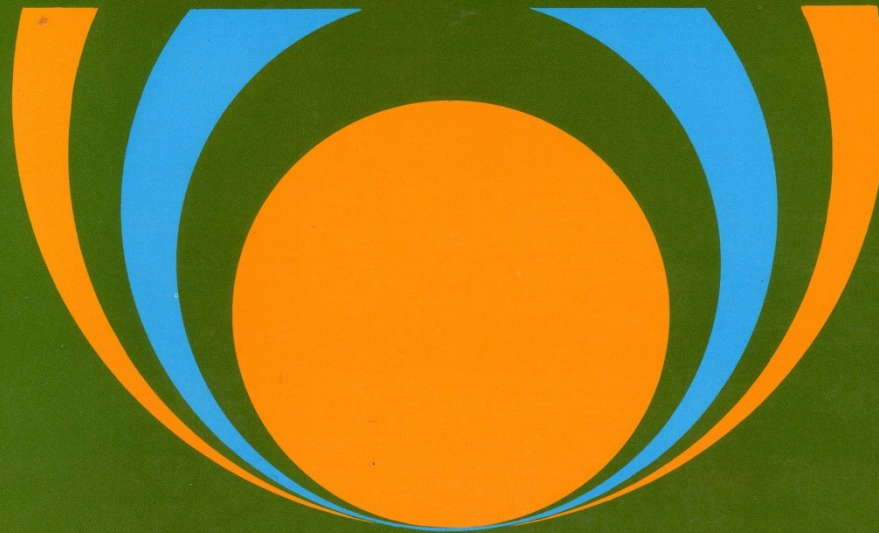
LG Alexander W Stannard Allen R A Close R J O'Neill



**KERNEL LESSONS  
INTERMEDIATE**

**STUDENTS' BOOK**

**ROBERT O'NEILL  
ROY KINGSBURY  
TONY YEADON**



- 1 Present simple and position of time adverbs
- 2 Present continuous
- 3 Simple past tense Regular and irregular verbs
- 4 Mass and unit
- 5 Some, any, a few, a little
- 6 Past tense with 'Ago' and questions with 'How long ago?'
- 7 Adjectives and adverbs
- 8 Comparison of adverbs
- 9 Going to do
- 10 Requests and offers and take/get/bring/show someone something
- 11 Present perfect with 'For' and 'Since'
- 12 Have been doing/have just done/haven't done yet/had better do
- 13 Past continuous and past simple

O'Neil, Kingsbury, & Yeadon (1971).

# Functions

## Requests

e.g. Would you mind }  
Do you mind } shutting the window?

Would you like to shut the window?

Could }  
Would } you  
Will }  
Can }  
Would } you be { so good as }  
Will } { so kind as } to } shut the window?  
          { good enough }  
          { kind enough }

Shut the window, { will you.  
                          { would you.  
                          { please.

# Functions

Disagreement

e.g. I disagree with  $\left\{ \begin{array}{l} \text{your argument.} \\ \text{you.} \\ \text{what you are saying.} \end{array} \right.$

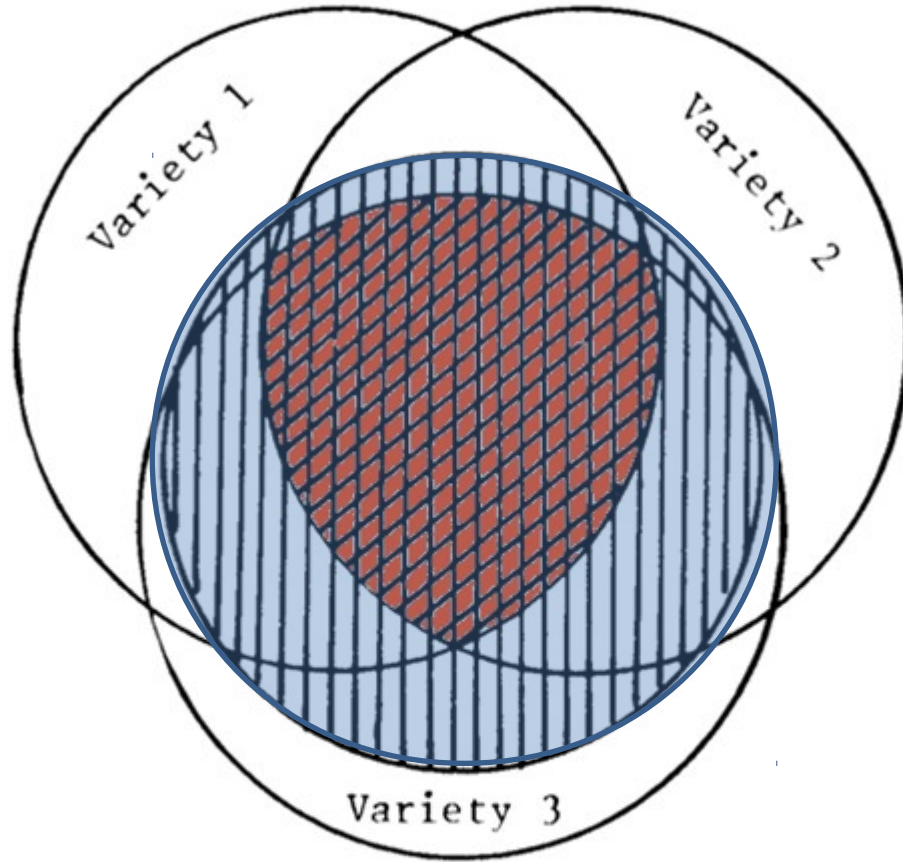
I can't accept your argument.

I can't agree with you.

I  $\left\{ \begin{array}{l} \text{can't} \\ \text{don't} \end{array} \right\}$  share your views.

I couldn't agree less.

That's  $\left\{ \begin{array}{l} \text{nonsense.} \\ \text{rubbish.} \end{array} \right.$



Common Core



EAP

# VARIETIES OF LANGUAGE

No common core of language pre-exists to varieties. The core is, rather, an essential part of any one of the innumerable varieties of the language (Bloor & Bloor, 1986). In short, 'basic' language is what is present in all varieties of English, where the varieties overlap. All languages are learned, studied and used in some context or another. There is thus no 'basic' variety-less English, there is no 'general English' or English for no specific purposes. All English exists as some variety or another.

# No General English

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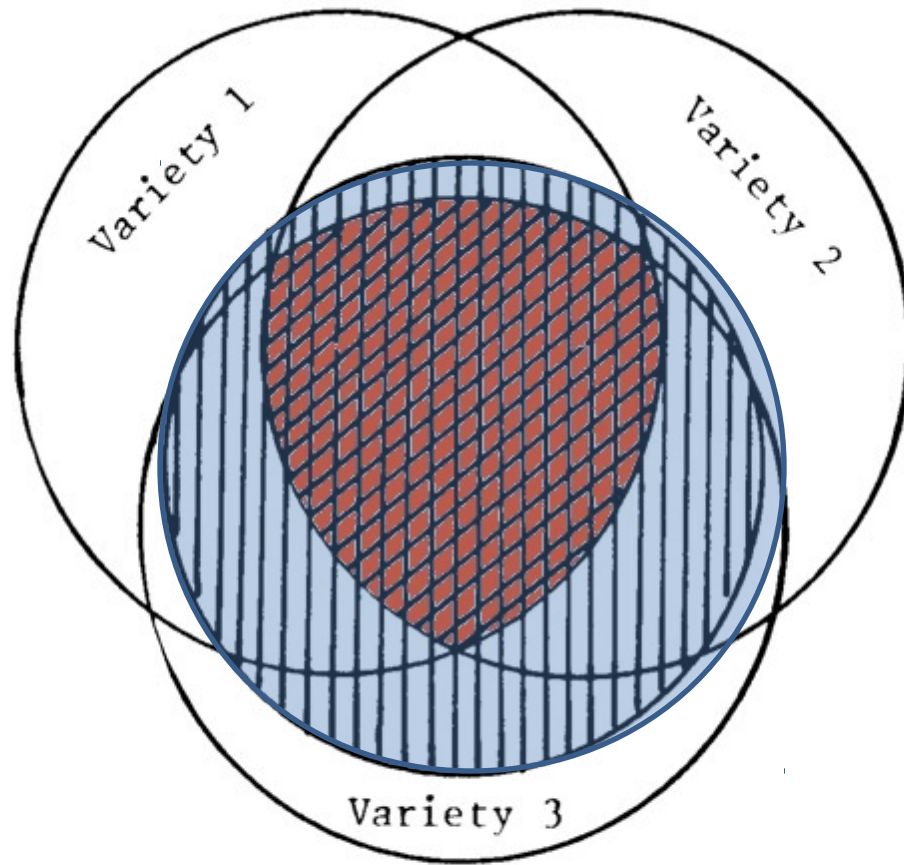
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	603+?	1059	4092	100%

# Why not use a GE coursebook?

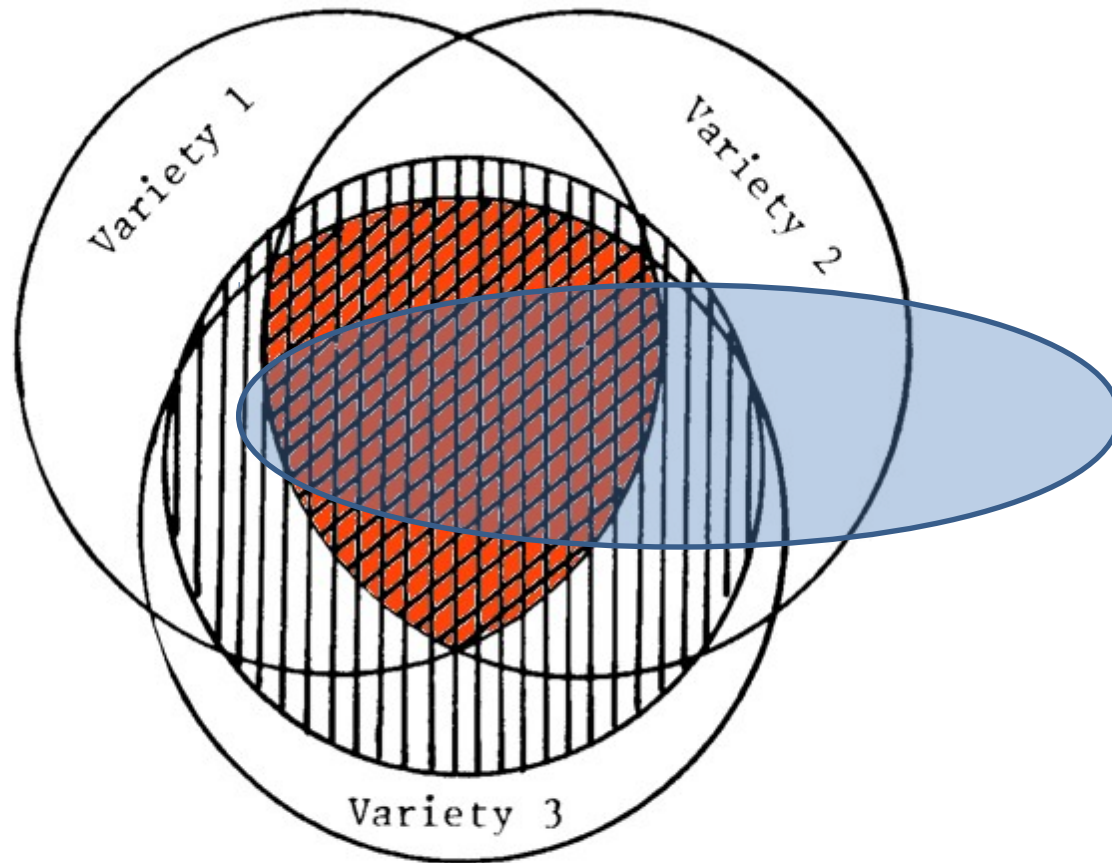
- May be misleading
- Not a good use of time



'Common core' of the language



Learner's required repertoire



'Common core' of the language



Learner's required repertoire

**Table 2. Written Academic vs. Conversational Production referenced against BNC Written**

	<b>Written Academic</b> (ref. BNC Written)	<b>Conversational Production</b> (ref. BNC Written)
1.	PATIENTS	YEAH
2.	SPECIES	YOU
3.	DEMOCRACY	I
4.	OF	N'T
5.	INPUT	IT
6.	IMPEDANCE	OH
7.	SIGNAL	S
8.	FOREST	DO
9.	CIRCUIT	GOT
10.	EQUATION	KNOW
11.	FREQUENCY	WELL
12.	FILTER	ER
13.	FIGURE	MM
14.	SEEDS	NO
15.	RESISTANCE	VE
16.	PHASE	WHAT
17.	OUTPUT	THAT
18.	THAT	COS
19.	CONSERVATIVE	NA
20.	TROPICAL	ERM

Scott & Tribble (2006, p. 97)

# Definitions in Science and Law

## Science

Metaproteins are the group of substances which are produced by the action of acids on alkalis or proteins.

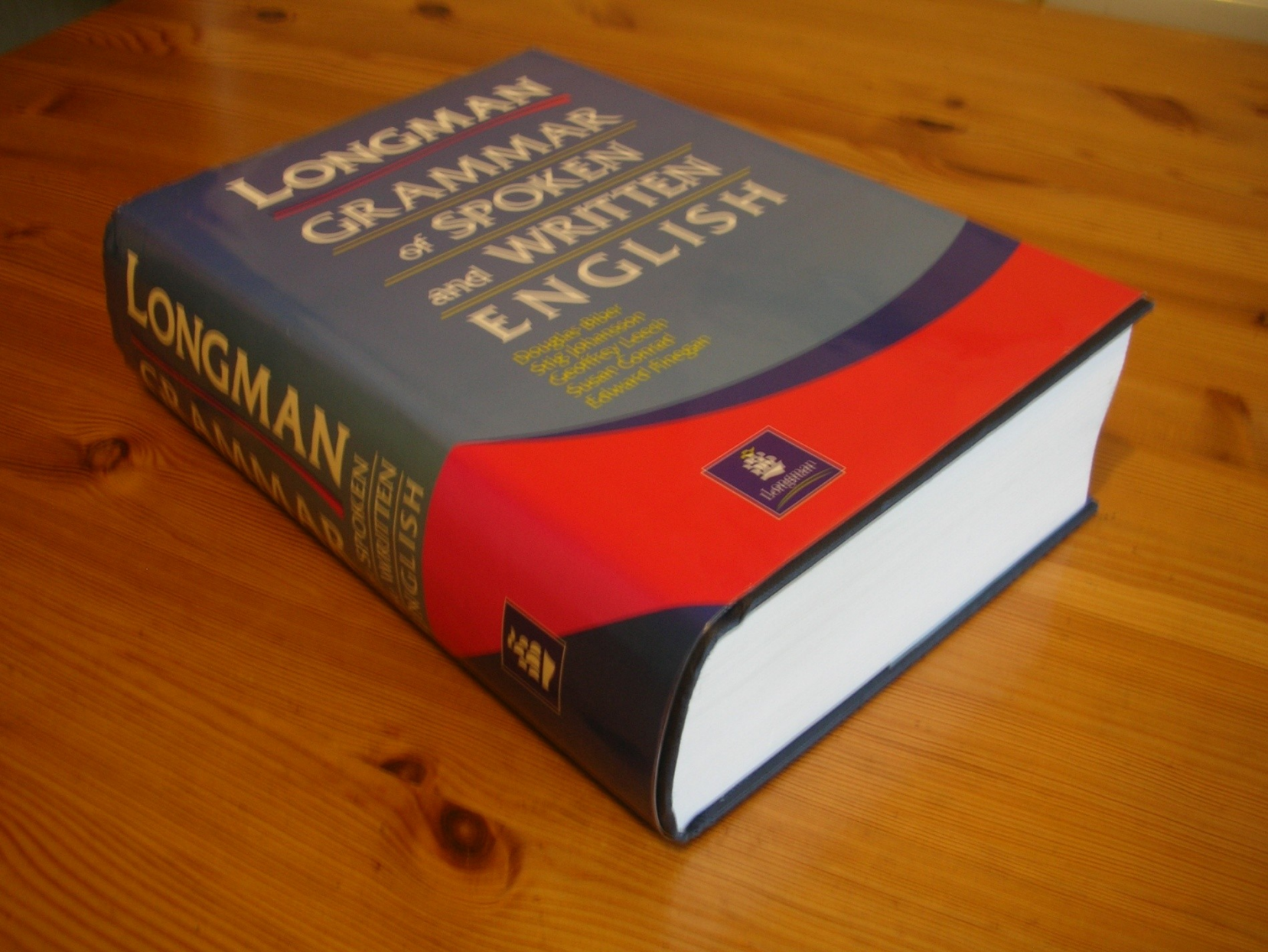
Swales (1981)

# Definitions in Science and Law

Section 1 of the U.K. Theft Act (1968)

Basic Definition of Theft:

"A person is guilty of theft if he dishonestly appropriates property belonging to another with the intention of permanently depriving the other of it; and 'thief' and 'steal' shall be construed accordingly."



**LONGMAN**  
**GRAMMAR**  
of SPOKEN  
and WRITTEN  
**ENGLISH**

Douglas Brown  
Greg Thompson  
Geoffrey Leech  
Susan Conrad  
Edward Finegan

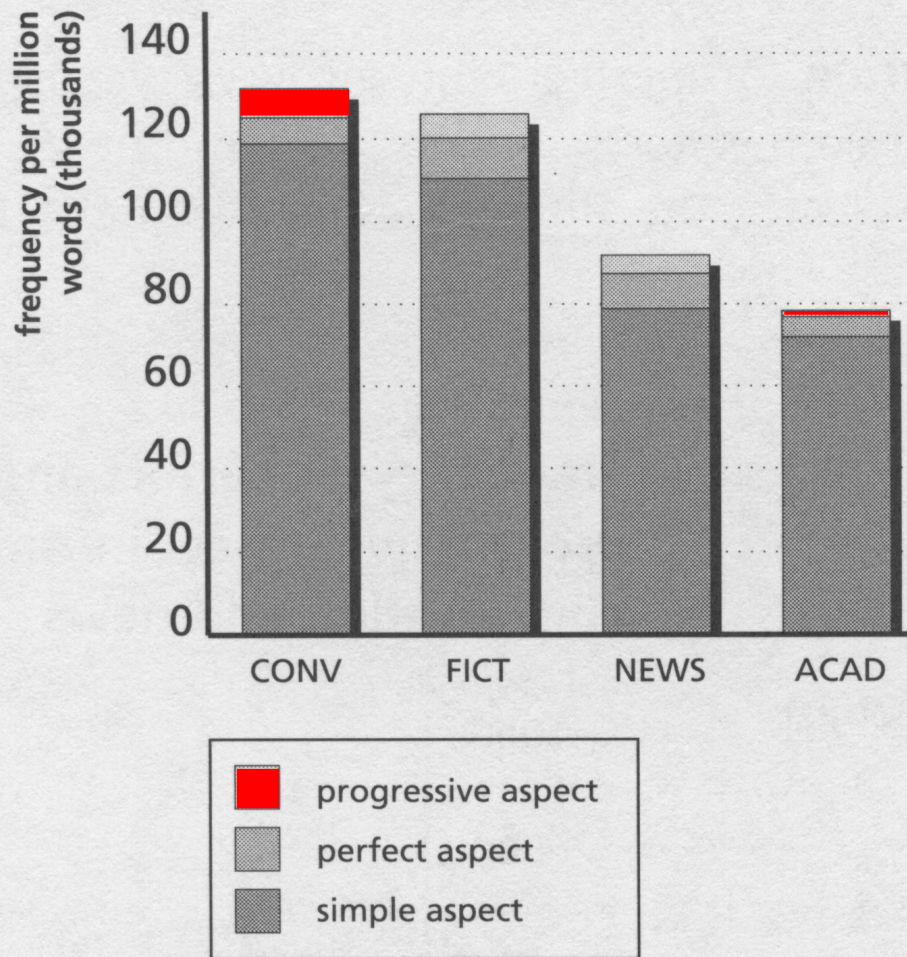
**LONGMAN**  
**GRAMMAR**  
of SPOKEN  
and WRITTEN  
ENGLISH





Figure 6.2

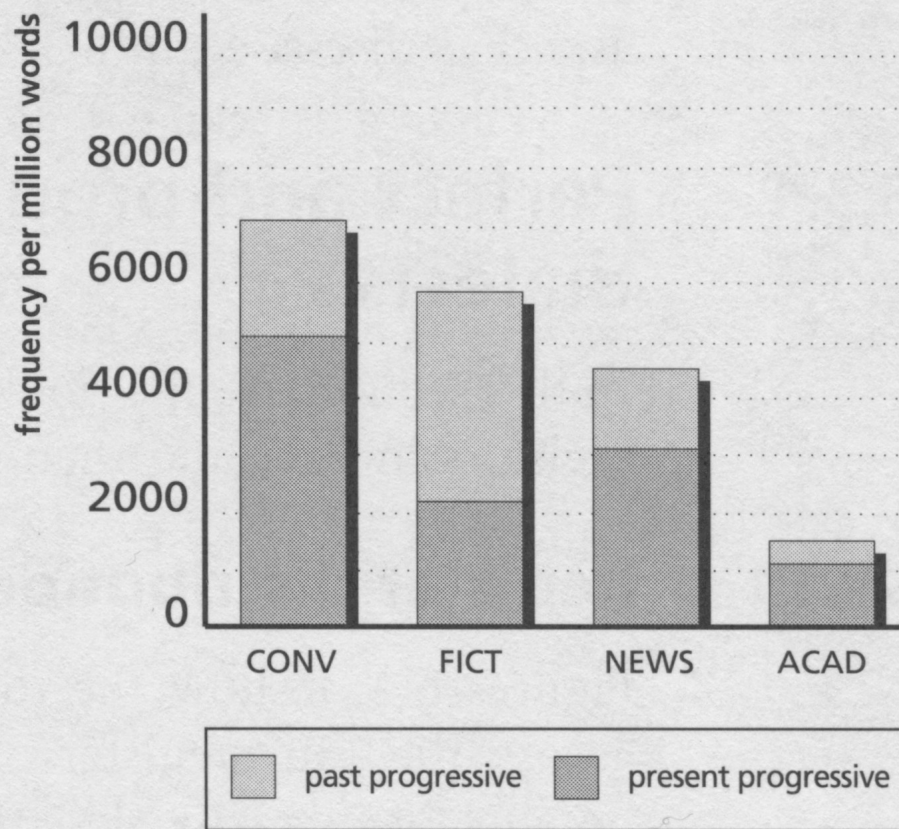
## Frequency of simple, perfect, and progressive aspect across registers



Biber, Johansson, Leech, Conrad & Finegan (1999, p. 461).

Figure 6.4

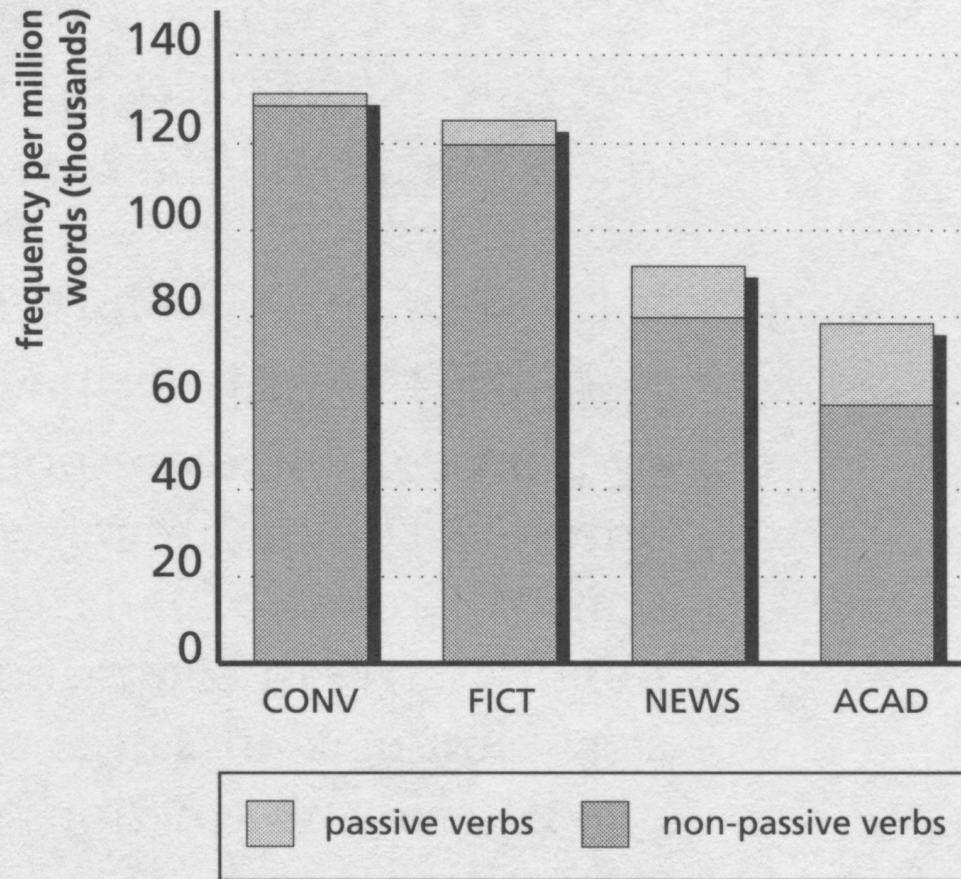
## Frequency of past progressive and present progressive across registers



Biber, Johansson, Leech, Conrad & Finegan (1999, p. 462).

Figure 6.7

## Frequency of finite passive v. non-passive verbs across registers



Biber, Johansson, Leech, Conrad & Finegan (1999, p. 476).

# General English

## 4. Practicalities!

Group size

Learning needs

Teaching needs!

# General English

## 4. Learning needs! Teaching

needs!  
Translation.

Use of first language.

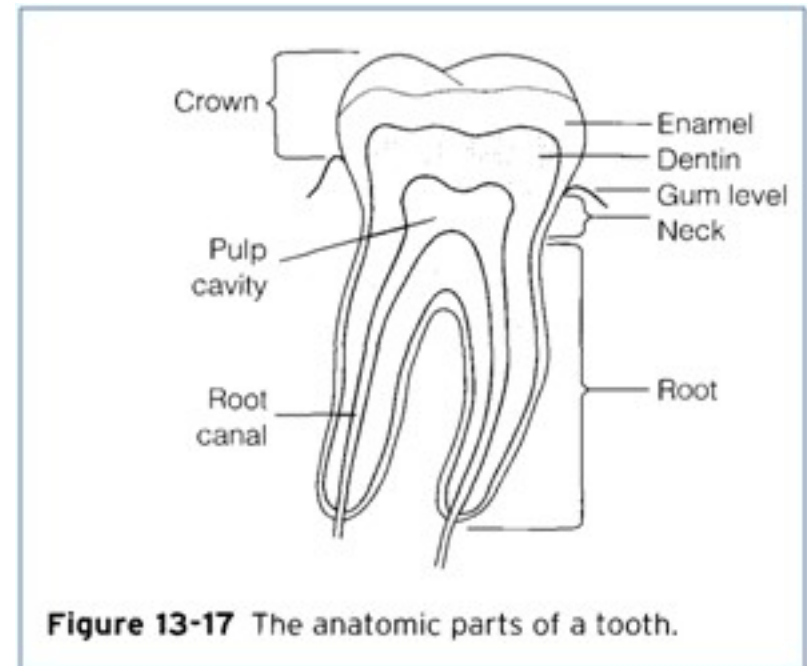
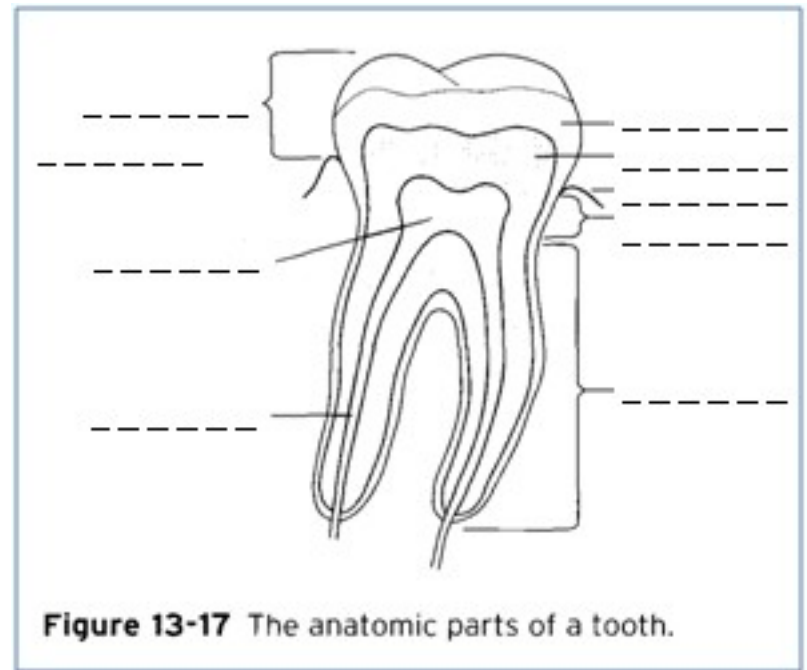
Oral work.

Group work.

Pair-work.

# Example

Each tooth has three parts: the crown, the root and the pulp cavity [see Figure 13-17). The crown is the exposed part of the tooth, which is outside the gum. It is covered with a hard substance called enamel. The ivory-coloured internal part of the crown below the enamel is the dentin. The root of a tooth is embedded in the jaw and covered by a bony tissue called cementum. The pulp cavity in the centre of the tooth contains the blood vessels and nerves.



Each tooth has three parts: the crown, the root and the pulp cavity.

The crown is outside the gum.

It is covered with a hard substance called enamel.

The root of a tooth is embedded in the jaw.

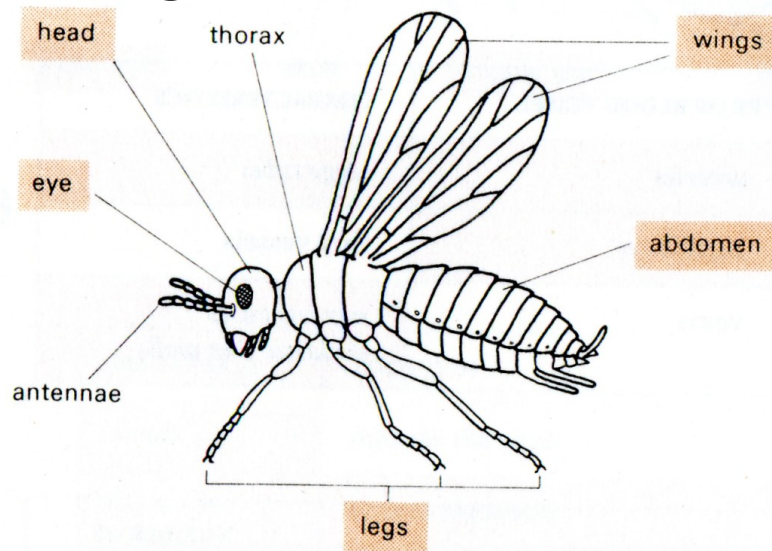
The root is covered by a bony tissue called cementum.

The pulp contains the blood vessels and nerves.

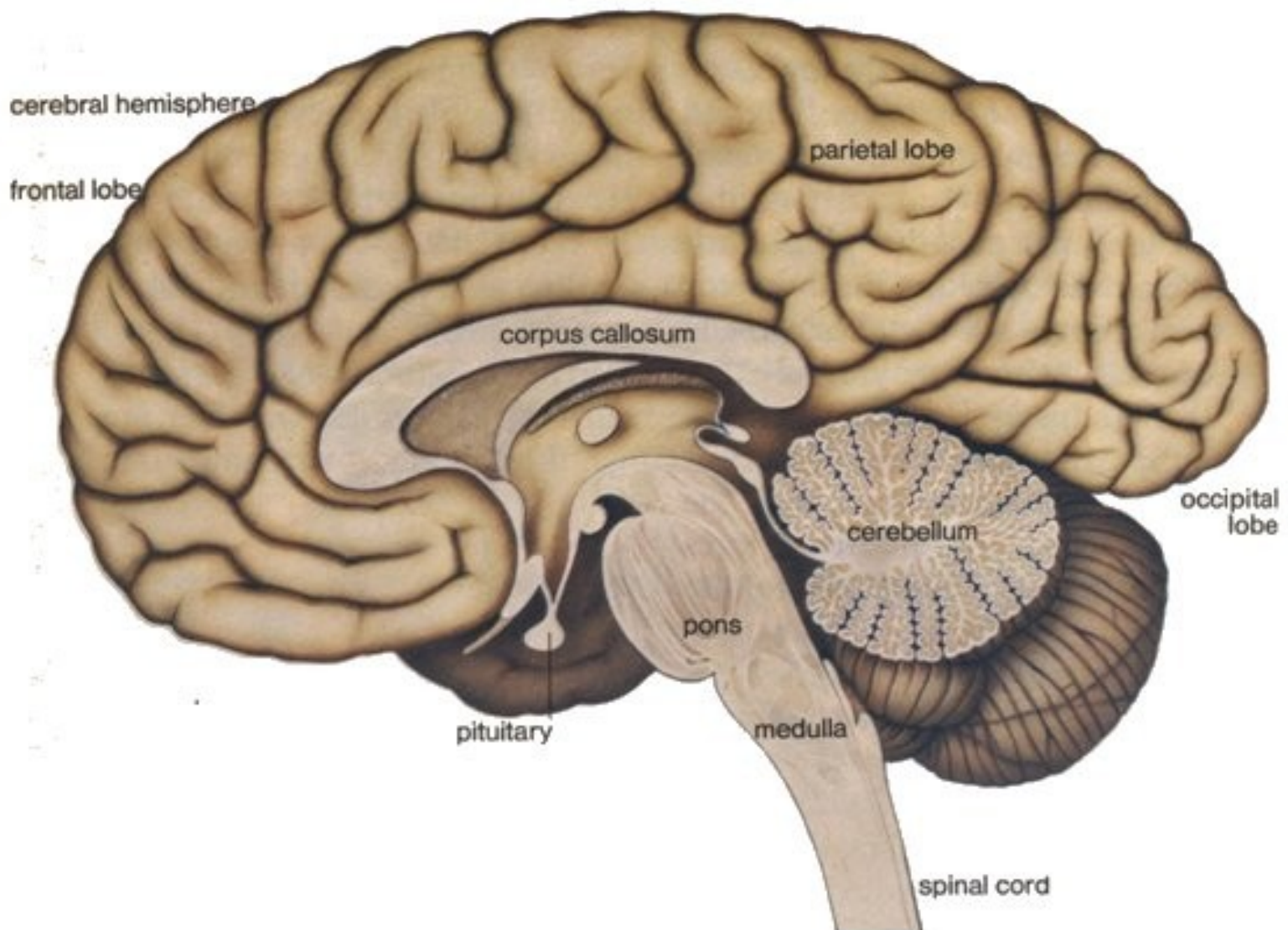


# INSECT ANATOMY

The body of an insect consists of three main parts: the head, the thorax and the abdomen. The head contains the insect's brain, eyes and mouth. It also carries the antennae. The thorax is the central part of the body. It bears the legs and wings. There are three pairs of legs and two pairs of wings. The insect's abdomen contains its digestive and reproductive organs.



The liver is the largest organ in the body. It weighs a little more than three pounds in an adult. It is wedge-shaped and is situated under the diaphragm, mostly on the left side of the body, where it is protected by the lower ribs. Somewhat like an intricate chemical factory, the liver takes the particles of glucose (which come from digested starches and sugars) and changes them into another kind of carbohydrate called glycogen, which it then stores. When the body needs sugar, the liver turns the glycogen into glucose again and sends it to the body tissues through the bloodstream.



cerebral hemisphere

frontal lobe

parietal lobe

corpus callosum

cerebellum

occipital lobe

pituitary

pons

medulla

spinal cord

The human brain has three major parts: the brain stem, the cerebellum and the cerebral hemispheres.

Man's brain has three main parts. At the top of the backbone where the nerves bunch together to enter the skull is the medulla. This controls the unconscious activities of our bodies, which are under the influence of the autonomic nervous system, and include breathing, heartbeat and digestion. Above the medulla is the cerebellum which controls our sense of balance and assists the coordination of muscular activities. These controls have to be learned, but they are so well learned that they become automatic. Above the cerebellum is the largest part of the brain, the cerebrum, which is divided into two halves (hemispheres) and makes up 70 % of the whole brain and nervous system.

# GE/EAP

Four issues:

1. Students might need survival/everyday conversational English?
2. You do not need general English to build on?
3. You might be wasting time teaching general English.
4. There may be practical issues.

## References

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