

What kind of EAP can we teach at A2?



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questions

To what extent can we do what we do at higher levels at lower levels?

Nobody thought you could do Business English at low levels until Business Basics (Bob McClarty)

→ Does this apply to EAP?

How can we influence lower level EAP teaching?



assumptions

EAP is needs-driven and caters for adult students of all academic disciplines

EAP is being taught at increasingly lower levels worldwide, from Europe through the Middle East to Asia and beyond

There are differing views of whether EAP should be taught at these lower levels

There seems to be a lack of preparedness and a materials vacuum

situating EAP

<i>focus</i>	EFL	ESP	EAP	CLIL
general purpose	■			
needs-driven, clear aims		■	■	■
interdisciplinary / generic academic genres			■	
technical / subject-specific content		■		■
typical ages	3+	17+	17+	7+
typical levels	A1→C2	A2→B2+	B1→C1	A2+
critical thinking		■	■	■

an ABC of EAP at A2

Authentic texts – graded

‘Authentic’ tasks – simplified

‘Academic’ language – selected

All the skills – integrated

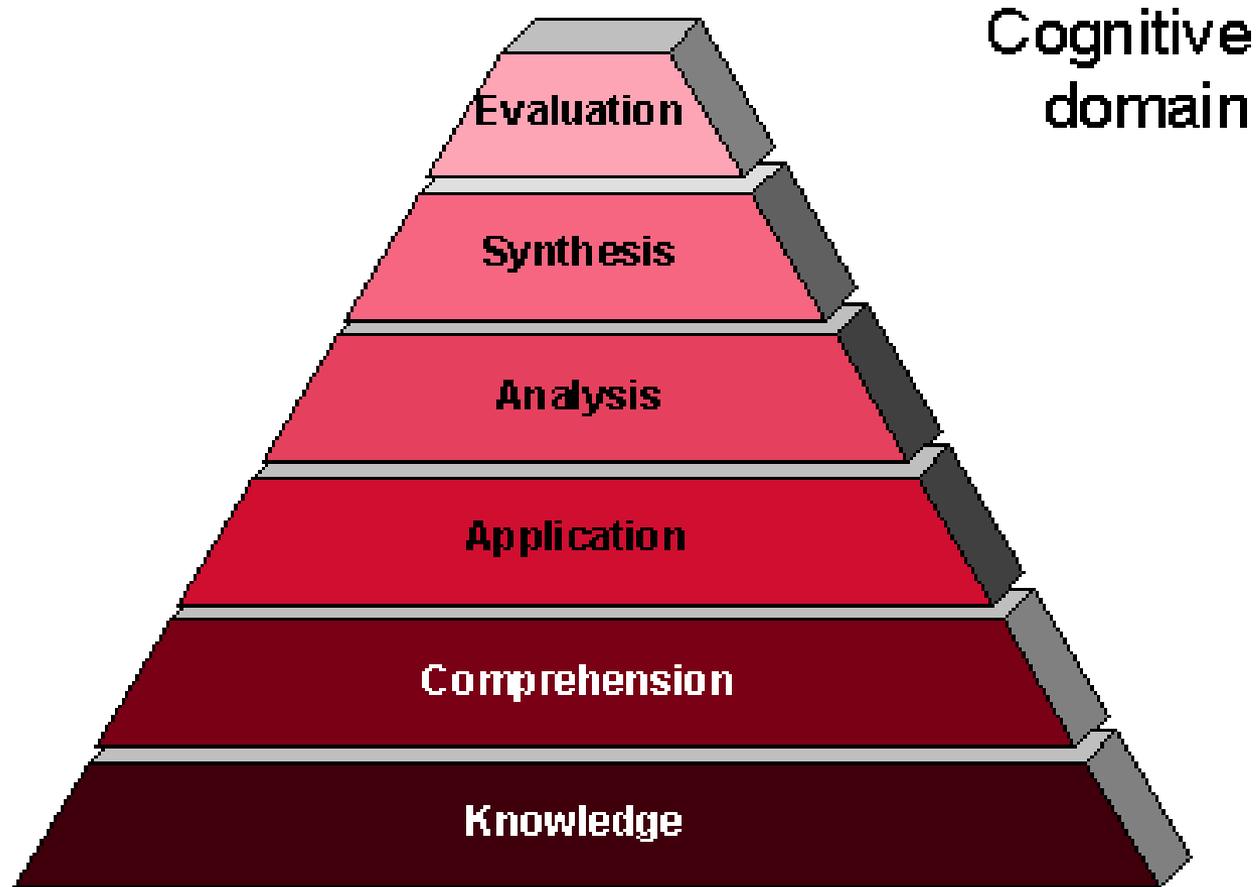
Basic academic conventions – limited

Building skills and language – analytically

Critical thinking – contextualized

Cognitive activities – controlled

Bloom's taxonomy (1956)



the UK: key stage 2 curriculum (history)

<http://curriculum.qcda.gov.uk/key-stages-1-and-2/subjects/history/keystage2/index.aspx>

During key stage 2 pupils learn about significant people, events and places from both the recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.



questions and answers A2

What similarities can you find between the two images?

Both pictures show a river.

There are buildings in each picture. It looks like a city.

It could be the same country, even the same city.

There are people in both pictures.

questions and answers B1

What potential problems can you imagine in each image?

The city in the lower picture obviously needs more money for development.

There might be inequality in the richer city.

The river below looks dirty – this is an environmental problem.

Possibly there isn't enough clean water for drinking.

questions and answers B2

Can you find any possible causes and effects in the pictures?

If you extract excessive quantities of water from a river, it may become dry and stagnant.

Without strong regulation a wealthy city can suffer from overcrowding with too many tall buildings.

Given continued migration of people to large cities, further urban and social problems may result.

China will soon become the **number one**
English speaking country in the world



critical questions

When? (how soon is ‘soon’?)

Why not India?

How do you know? (what are your sources?)

How well will they speak English?

Is it going to be ‘Chinese English’? (like we have Indian English and American English for example)

Is it desirable or undesirable that this will happen? From whose perspective? Why?

Why do/should the Chinese need/want to speak English?

Does ‘number one’ mean the most speakers (quantity) or the speakers with the best English (quality)?

Why is ‘number one’ printed in red?

Which country is the current ‘number one’ – the USA? India?

The image – is the picture of a bowl of rice and chopsticks stereotyped? Should the image have been something else, e.g. a skyline view of Shanghai or a factory?

Given that the lecture topic was entrepreneurship, why did the lecturer include this slide?

If the statement in the slide is true, how will it affect me personally?

What do Chinese people think about it?

Can we do anything to stop it happening? Should we?

topics

Education

Institutions

Networking

Media

Energy

Processes

Perspectives

Motivation

skills and tasks

Working with the fundamentals of text structure – writing and reading authentic and graded texts

Integrating skills – e.g. spoken and written responses to multiple texts

Developing independence – projects, reflective tasks

skills and tasks 2

Labelling diagrams

Filling in forms

Reprocessing and synthesizing information

Describing – notional relations (e.g. location, position, direction, duration)

Critical thinking, e.g. working out the main point in a text; evaluating

Reading B level texts with A2 tasks – a useful skill for later (→ reading C texts at B levels...) ₁₈

generic reading tasks

- Work out the GAP (genre, audience, purpose)
- Identify: similarities and differences between texts
- Identify A \leftrightarrow B relations
e.g. cause \leftrightarrow effect, problem \leftrightarrow solution, condition \leftrightarrow result
- Identify perspectives
e.g. economic, environmental, commercial, political...
- Identify stance
- Work out the organization of the text
- Find the main point(s) / argument
- Match texts to titles
- Respond to the text(s)

vocabulary

link, exclude, contrast

image, feature, chart

index, chapter, author

global, economic, finance

factor, element, phase

create, draft, process

focus, topic, target

primary, positive, objective

include, decide, discuss

describe, show, compare

species, type, kind

mathematics, biology, political

university, college, tutor

study, read, prepare

focus on, look at, talk about

secondary, natural, subjective

[Home](#) > [VocabProfile](#) > VP output

WEB VP OUTPUT FOR FILE: Untitled

Recategorized words: None

Note: In the output text, punctuation (but not sentence capitalization) is eliminated; figures (1, 20, etc) are replaced by the word *number*; contractions are replaced by constituent words; type-token ratio is calculated using constituents; and in the 1k sub-analysis content + function words may sum to less than total (depending on user treatment of proper nouns, and program decision to class numbers as 1k although not contained in 1k list).

	Families	Types	Tokens	Percent	
First 500:	...	...	(13)	(25.49%)	Words in text (tokens): 51
K1 Words (1 to 1000):	19	19	19	37.25%	Different words (types): 50
Function:	...	...	(3)	(5.88%)	Type-token ratio: 0.98
Content:	...	...	(16)	(31.37%)	(Tokens per type: 1.02)
K2 Words (1001 to 2000):	2	2	2	3.92%	Function-content ratio: 0.06
AWL Words (academic):	24	24	25	49.02%	Onlist Tokens: 46
MED Words (technical):	...	1	1	1.96%	Onlist Types: 45
Off-List Words:	<u>2</u>	<u>4</u>	<u>4</u>	<u>7.84%</u>	Onlist Type-Token: 0.98
	45+?	50	51	100%	Onlist Families: 45
					Onlist Family/token: 0.98
					Onlist Family/type: 1.00

Output text: link exclude contrast image feature chart index chapter author global economic finance factor element phase create draft process focus topic target primary positive objective include decide discuss describe show compare species type kind mathematics biology political university college tutor study read prepare focus on look at talk about secondary natural subjective

grammar

practising notional language including prepositions

building basic noun phrases using frequent determiners, adjectives, nouns (and prepositional phrases)

developing phrases, clauses, sentences; expressing $A \leftrightarrow B$ relations using frequent subordinators and the three main coordinators; linking sentences coherently into paragraphs and longer units

cause → effect language

nouns: *cause (of); reason (for); source (of); impact (on)*

{verbs (optional auxiliary or adverbial): *should, may, might, can; is likely/unlikely to, typically / arguably, frequently / often*

{verbs in active voice: *cause, lead to, result in, bring about, produce, affect, impact, give rise to (IDIOM)*

subordinators: *so that, so as to*

adverbials (adverbs): *therefore, so, accordingly, consequently, thus, hence, thereby...*

adverbials (prepositional phrases): *as a result / consequence, because of this, for this reason*

adverbials: –ing forms: *(thereby) causing / resulting in / bringing about / producing / creating... V-ing, e.g. A [=situation/cause A] takes place, **raising** the temperature [=effect B]*

other expressions : *which is why / the reason for B, which means that..., which (in turn) may lead to... That/This is why...*

idiomatic and figurative expressions : *a precursor to, pave the way for, open the way for, lay the foundations of / for*

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{verbs in active voice: **cause**, *lead to*, *result in*, *bring about*, *produce*, *affect*, *impact*, *give rise to* (IDIOM)

subordinators: *so that*, *so as to*

adverbials (adverbs): *therefore*, **so**, *accordingly*, *consequently*, *thus*, *hence*, *thereby*...

adverbials (prepositional phrases): **as a result** / *consequence*, *because of this*, *for this reason*

adverbials: **-ing forms**: (*thereby*) *causing* / **resulting in** / *bringing about* / *producing* / *creating*... *V-ing*, e.g. *A [=situation/cause A] takes place, raising the temperature [=effect B]*

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idiomatic and figurative expressions : *a precursor to*, *pave the way for*, *open the way for*, *lay the foundations of* / *for*

effect → cause language

nouns: *effect, result, consequence, outcome*

verbs, optional adverbial: *typically / arguably, frequently / often / partly*

verbs in active voice: *result(s) from, originate by / in*

{**auxiliary:** *is / are [adverbial] is / are likely to be, can / could be, may / might be*

{**verbs in passive voice:** *caused by, produced by, brought about by, attributed to*

subordinators: *because, since, as, for, when / if... A, (then) B*

due to the fact that, owing to the fact that, because of the fact that, on account of the fact that

prepositions (2+ words): *owing to, due (in part) to, because of, as a result of, as a consequence of, on account of*

prepositions (1 word): *through*

other expressions: *which is one effect of A, That/This is the result of B, Why? – To...*

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phonology

Practising prosodic features e.g. in questions and answers

Focusing on word stress e.g. *academy academic*

Working with pitch range & intonation

Playing with rhythm

Discerning and producing problem sounds

Identifying differences in meaning

challenges

Finding texts, materials, coursebooks

Convincing and training teachers

Maximizing authenticity – of text, task,
purpose

Balancing analytic and synthetic approaches

opportunities & implications

influence – teaching, learning, materials,
pedagogy, methodology, culture

reduce B1/B2 jagged profiles

prepare students much earlier for academic life

motivate students

meet global needs

one in a million

Occurrences per million words	Speech: occurs once every	Writing: occurs once every
1000	8.5 minutes	2.5 pages
200	42.5 minutes	12 pages
100	85 minutes	25 pages
40	200 minutes	60 pages
20	400 minutes	125 pages
	800 minutes	250 pages