




**Pedagogies into Practice:
Practical language development in L2-medium education**

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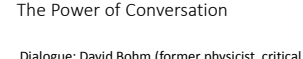


Outline

- THE POWER OF CONVERSATION
- EVOLUTION OF EAP TOWARDS SOCIAL PRACTICE
- DISCOURSE, LANGUAGE FUNCTIONS & LINGUISTIC ABILITY
- EXTENSION ON WRITING: CLARITY AND COHESION, ACADEMIC STYLE
- SPEAKER DEVELOPMENT: PRACTICAL HABIT FOR INSTRUCTORS
- LEARNER TYPOLOGY & SOCIAL PRACTICE
- YOUR EXPECTATIONS?



**SURVEYING THEORETICAL LANDSCAPE:
The Power of Conversation**




The Power of Conversation

Dialogue: David Bohm (former physicist, critical theory in Education)
Conversation: Theodore Zeldin (social historian)
Forum symmetry: Grunig (public communication theory)

Up to 2 million years of evolution: tool making; narratives for warning and opportunity
Fundamental in all participant-centred teaching-learning activity


GENERAL THREADS:

- Tend to focus on removing presuppositions: values and beliefs.
- Self aware: paradigms that might block (suspension of judgment)
- *Meaning is active not static – and fleeting/momentary, even surprising*
- Studies on the *benefits* of handling miscommunication, inference, exploring verbal/nonverbal meaning (implications for collaborative learning)
- *Avoid aiming to settle: unconstrained and exploratory – towards shared perception, creatively*



Example: David Kantor's four distinct roles for participants:

- **Move:** Initiate action to move in a particular direction, with clarity.
- **Follow:** Support, amplify, or derive a similar direction, from the preceding.
- **Oppose:** Raise objection for possible problems with the current direction.
- **Bystand:** Propose a new viewpoint or reference frame or new direction, that bypasses, transcends, or overcomes a temporary deadlock, expands the thinking of the group: progress. Perspective and reflection.



The Power of Conversation



MORE GENERAL THREADS:

- Empathetic listening – even into the ‘other’s’ paradigm (What is their ‘truth’?)
- *Problem-solving proven better in dialogue (or groups)*
- *Informal works best – an art form (tapping both sides to thinking)*
- Express both thoughts and feelings - becomes a collective experience
- From facilitator to engaged participant (towards equality) = productive
- Thought being made into a metaphor.. to ‘find its own way’
- Parallels with indigenous communication traditions
- Example: The Oxford Muse
- FITS WITH PARTICIPANT-CENTRED EDUCATIONAL ACTIVITY



The Power of Conversation

PUTTING IT INTO PRACTICE: YOUR IDEAS



The power of conversation



- When and how best exploited in pedagogies?
- Examples:
 - All task-based activity
 - All extended pair or group sub-tasks and tasks
 - Seminar discussions
 - Leveraging outside class social activity

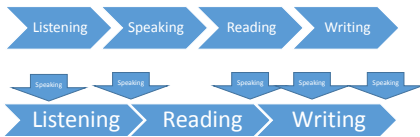
ESF european social fund in the czech republic
 european union
 INVESTMENTS IN EDUCATION DEVELOPMENT

**SURVEYING THEORETICAL LANDSCAPE:
 Evolution of EAP towards ‘Social Practice’**

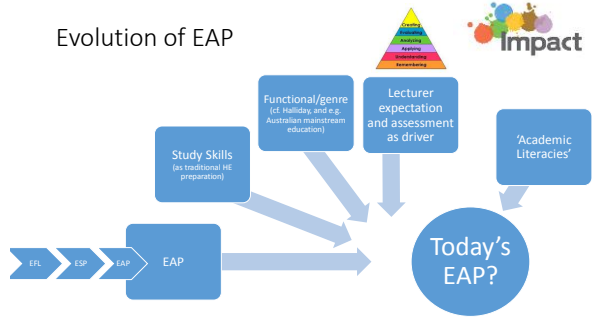
Evolution of EAP and ‘Social Practice’

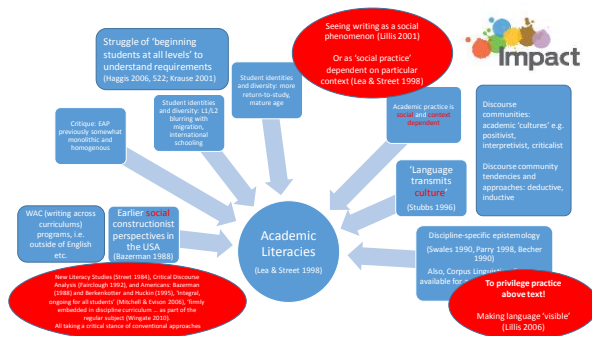
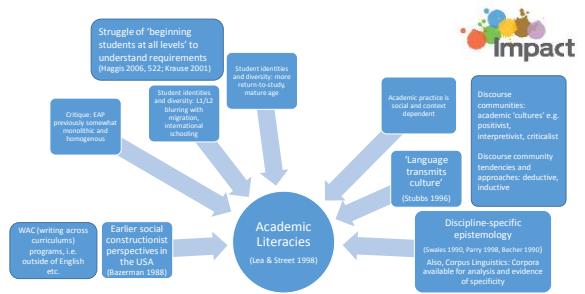
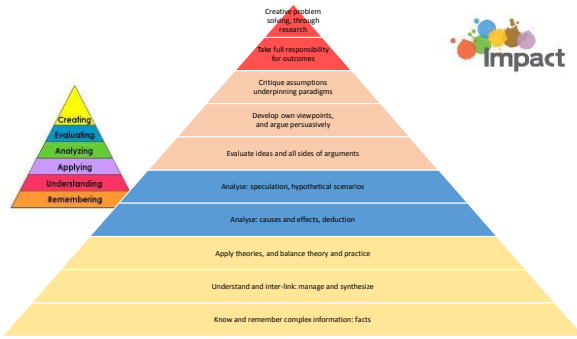


(Prelude: academic expression with writing as core, but seeing speaking as crucial precursor and consolidator of it)



Evolution of EAP





But is this new?

Halliday and others: register, genre, social roles, social practice

(communicative context + linguistic behaviour = pedagogic solutions)

Also:

- Swales, and Swales & Freak, who built on Halliday;
 - the rhetorical tradition in US College Composition (Jordan 1992);
 - Discourse Studies (Prior 1998);
 - Process Writing (Raimes 1991).
- So **not** so new...

(Relevant) recommendations and implications:

- Texts serve the 'conversation', not the other way round
- Learner types vary endlessly. So do teacher-student relationships: human! (Multiplicity: individuate!)
- Discipline communities (and their expectations) evolve!
- Less 'normative' more 'transformative' (how verbal practice can help enable and empower student voice)
- Moving formerly-peripheral EAP into its relevant content = raise awareness of discipline's communicative and social practices

Evolution of EAP and 'Social Practice'

PUTTING IT INTO PRACTICE



Tactic

- Analyse idea, topic, proposition, issue or object from allocating multiple perspectives (or from time-dependent paradigms, etc.)
 - Develops criticality, originality, bird's eye linking of disciplines
 - Reminds students of voices within a social process
 - JIGSAW reading: confer and regroup
- The controversies over the Muslim veil:
 - Feminist perspective: non-visibility, power
 - Pragmatic perspective: its origin, geographic conditions, tribal social relations
 - Islamist perspective: identity, moral values
 - Political perspective: power, theocracy, secularism
 - Youth perspective: fashion and identity assertion



Summarise the discourse



- Stress, emphasise
- Highlight, underline, spotlight, focus on
- Define, identify, refer to
- Portray, describe, depict, render
- Show, demonstrate, reveal, indicate
- Find, isolate, distinguish
- Observe, comment, remark, acknowledge
- State, note, mention, indicate
- Sum up, overview, outline, preview
- Predict, forecast
- Suggest, recommend, propose
- Maintain, sustain, claim, allege, assert
- Condemn, refute, deny, challenge
- Conclude, deduce

Tactics: summary



- Allocate lexis-rich sources
- Preparation: group cooperation and manipulation of information: standardise, peer-teach/correct, rehearse (audio memory)
- Re-group: each represents paradigm to new group (information gap)
- Or done dually: across the room as debate
- Student metacognition: pride in resourceful expertise, pressure of performing on par with group (order strong first).

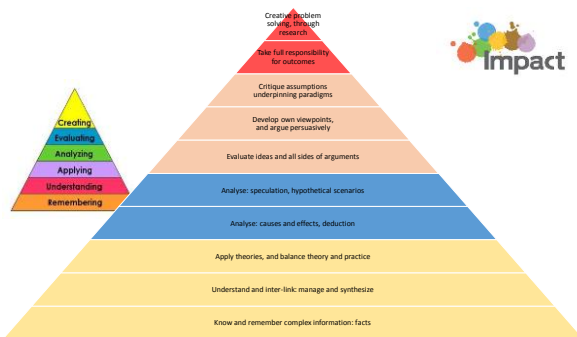
Anything similar?

Any hiccups? Good practice?

Tactic



- Culture of challenge, celebrated as healthy. Never personal
- Introducing 'social practice' and 'privileging practice above text'
- 'Who would disagree with that? Why?'
- 'What school of thinking does that come from?'



Tactic



- More informally: polarise suggestions, together as class or in groups
- 'Obama's Healthcare': What would
 - Adam Smith think?
 - Marx think?
 - Keynes think?
 - Hayek think?
- Ask and answer across the room: 'Is she right? Why/why not?' etc. Inclusion and concept checking
- Juxtapose as counter-arguments refuted
- Build up discourse verbally - coax towards academic style
- Optional extra: re-express deductively and inductively (recycling new lexis tool)

Further tactic



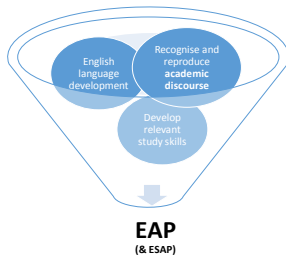
In literature reviews:

Begin to 'enter the conversation' ... both:

A conversation necessarily has participants and voices.
Being assessed on 'ability to build on work of others'.

- **Intellectually** (The location of your question within the discipline and its wider academic context: meaning, significance, relevance, purpose)
- **Rhetorically** (From your formative research, the birth of a means to explain and proceed through the topic)
- **Socially** (Establishing 'the right to speak', why someone should listen to you)

Building courage?
Other ways?



Discourse & Function: Genre Approach



(Halliday: Systemic-Functional Linguistics)

- COMPARE focus (1970s) on sentences and utterances, pronunciation, grammar & syntax, error correction



- WITH explicit teaching (1980/90s onwards) of genres such as recount/narrative, report, argument, instructions, processes, context description, etc.

Academic Discourse: Genre



What language features typically define the following:

- Descriptive, analytical and argument essays
- Reports, problem-solution reports, case studies
- Research reports and dissertations - and *their parts*, e.g. *abstracts, methodologies*
- ESAP formats: legal, scientific, engineering, medical
- Reflective writing
- (Academic textbook chapters)
- (Journal articles)
- (Technical/specific journalism)
- Seminars, presentations, (lectures)

The Functional



Sample **written functions** in university life:

Orientation	Simpler functions	Harder functions	Higher functions
Orienting readers to thesis: - Giving context - Raising controversy - Surveying paradigmatic landscape and voices in discourse community	Describing Explaining Outlining process Outlining narrative Comparing, contrasting	Evaluating, assessing Substantiating with reason Supporting with evidence	Identifying paradigmatic underpinnings Justifying approaches and methodologies Expressing research limitations
Previewing Signposting transition	Analysing cause Analysing effect Analysing by deconstruction Analysing by linking	Handling ambiguity Exploring counter-arguments Refuting counter-arguments	
Summarising, reviewing	Linking theory to practice Reporting findings Analysing findings	Recognising and challenging assumptions Concluding, deducing Recommending	

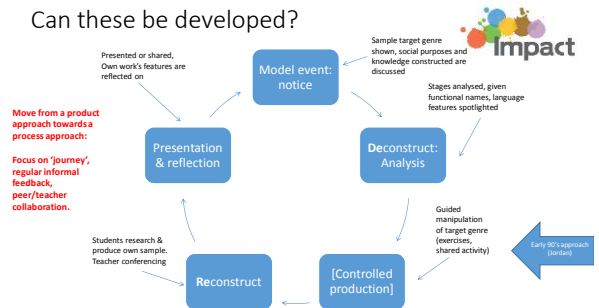
The Functional



Sample **spoken functions** in university life:

Mainly Relational	Mainly Negotiation	Mainly Solicitation	Mainly Delivering
Establishing and maintaining relationships with peers. Expressing solidarity. Offering assistance. Empathizing. Expressing humour	Discussing, arguing or critiquing a proposition in an event such as a seminar: including polite/hedged disagreement	Liaising with support staff and administration for living needs: information seeking, complaining	Leading seminars: keeping control and steering: prompting, inclusion, 'bouncing', interrupting, clarifying, summarising, (dis)agreeing/challenge, asserting position/opinion, speculating, hedging
Collaborating on group project or assignment: planning, allocating, expressing contingency and interdependence	Negotiating deadlines, submissions and word-counts, with tutors	Conducting research using certain instruments: querying, active listening /responding, etc.	Introducing and delivering a presentation, or paper, or a poster presentation. Summarising/concluding with recommendations
Exploring with peers how to approach coursework: suggesting, comparing hypothetical scenarios	Giving and responding to advice, feedback, and approaches to a task		Updating tutors on progress: reporting

Can these be developed?



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.**



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, 1996). **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 of Liberia will be examined.**





The monarchy **certainly** has no place in modern Britain as it is a **categorically** undemocratic institution, with the Queen **unselected**. **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.



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 clamouring 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. ...

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 **impacted** 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.

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.

The data was collated and analysed according to the supervisor/employee groupings and according to the different management styles.



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, $P<.05$). 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, $P<.05$) (Fig. 2). The tree species that were avoided were not significantly further from the water ($t=-4.277$, d.f.=268, $P>.05$) 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, $P>.05$) (Fig. 3).



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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 Ibsen 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 postal 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.



Polyploidy 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 polyploidy. 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 ($p=0.04, p=0.06, p=0.08$), 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.



Summary

The sinking of R.M.S. Titanic is a well researched and documented event, with explicit detail available on the engineering considerations, the structural considerations, the operational considerations, and the procedural considerations by the participants in the event. All of these, although most notably the engineering and structural considerations, have been less than ideal.

Events

The R.M.S. Titanic sailed upon icebergs 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 (Gannon, 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 (BRL, 1996). This increase in brittleness contributed to the severity of the hull's damage.

Captain E. J. Smith had not slowed 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 "full-size phosphorescent ripple" 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 Hildeson at the helm had begun to turn to port. When the alarm sounded, he turned full to port. His turning caused the Titanic to sidewise the iceberg, rather than hit it head-on. Experts believe that the ship would have sunk so quickly had it hit the iceberg head-on (Gardner and Van der Vliet, 1995). The lower section of the Titanic was divided into sixteen major 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 (Gannon, 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.

Plans were filed 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 (BRL, 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 (Harder 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 rip loose and sink (Gannon, 1995). Contributing to this failure in the midsection was the design of Titanic's huge ship staircase. The staircase 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 Carpathia, the first rescue ship, saw the scene, was able to arrive.



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 over time, and the second is how 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...



Area with most entrenched or 'fossilized' errors, especially in speaking but also in writing.

WHY? Because functionally, they've proven to work. (Criticism of a strictly communicative approach only)

Rich and authentic expression of spoken functions



- Charts of phrases
- Phrases highlighted in scripted dialogues or speeches
- Keep the chart fluid: top it up as new ones occur to you
- Trio role-plays with a police-person monitoring

Paralipsis in orienting a talk to the purpose
I'm sure you're all already aware that ...
... not to mention the ...
I'm sure there's no need to explain that ...
I imagine some of you have seen / considered ...



What do these have in common?

A major problem with this kind of application is
 Lack of X has existed as a health issue for many years.
 To date there has been little agreement on what
 More recently, literature has emerged with contradictory findings..
 One observer has already drawn attention to the paradox in
 In many Xs a debate is taking place between Ys and Zs concerning
 The controversy about scientific evidence for X has raged for over a century.
 Despite its safety and efficacy, X suffers from s
 Research has consistently shown that first year
 adequate understanding of

Highlighting a problem or controversy in the field of study

Adapted from: Manchester University Phrasebank

12/10/2015

Slide 50

What do these have in common?



Data management and analysis *was performed* using
 The experiments *were carried out* over the course of the growing period from
 Injection solutions *were coded* by a colleague to reduce experimenter bias.
 Drugs *were administered* by injection ...
 The mean score for both trials *was subjected* to multivariate analysis of variance to determine
 The subjects *were asked* to pay close attention to the characters whenever
 Prompts *were used* as an aid to question two so that
 The pilot interviews *were conducted* informally by
 Blood samples *were obtained* with consent, from 2
 Independent tests *were carried out* on the X and Y
 This experiment *was repeated* under conditions in
 A total of 256 samples *were taken* from 52 holes.

Describing process: typical verbs (note the passive form)



What do these have in common?

In our investigation there were several sources for error. The main error is
 Another major source of uncertainty is in the method we used to calculate X..
 Further data collection is required to determine exactly how X affects Y.
 It was not possible to investigate the significant relationships of X and Y *further* because our sample size was too small.

Acknowledging problems or limitations in the methodology

12/10/2015

12/10/2015

Slide 52

What do these have in common?



The *most striking* result to emerge from our data is that
Interestingly, this correlation is related to
 The correlation between X and Y is *interesting* because
 The *more surprising* correlation is with the
 The *single most remarkable* observation to emerge from the data comparison was
 One *unanticipated* finding was that
Contrary to expectations, the study failed to find a significant
 This finding was *unexpected* and suggests that ...

Highlighting significant, interesting or surprising results



What do these have in common?

Our study produced results which *uphold* the findings of the previous work ...
 These findings of this study are *consistent with* those of Smith who found
 This finding *supports* previous research into X which links X and Y.
 Our study *confirms* that X is associated with
 This finding *corroborates* the ideas of Smith and Jones, who suggest that
 We find it encouraging to compare this figure with that of Jones who found that
 These findings further *support* the idea of
 My findings seem to be *consistent with* other
 This also *accords with* our earlier observations
 There are *similarities between* the attitudes described by ...

Reference to previous research: supporting previous research

12/10/2015

12/10/2015

Slide 54

What do these have in common?



These data *must be interpreted with caution* because

These results therefore *need to be interpreted with caution*.

With a small sample size, *caution must be applied*, as the findings might not

These findings *cannot be extrapolated* to all patients.

Finally, a number of important *limitations* need to be considered. First,

A number of *caveats* need to be noted regarding the present study.

The most important *limitation* lies in the fact that

The study was *limited by*

Our study was *unable* to analyse these v.....

My study was *not specifically designed* t.....

The study has *only examined*

Advising cautious interpretation:
Limitations of the study

12/10/2015

Slide 55

Academic Discourse: Broadly, what all 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'



Discourse, Language Functions & Linguistic Ability PUTTING IT INTO PRACTICE – YOUR IDEAS?








Extension on Writing:
Clarity And Cohesion, Academic Style

Paragraphing



Regulation is a theme that has re-entered political discussion, and not without good cause. The stimulus packages and an array of recent interventionist approaches have halted what might have been a deeper recession. Stigler reports that "regulation may be actively sought by an industry or it may be thrust upon it" (un-solicited 1971). In this case, it is largely the latter. Yet it seems to be evident that government intervention in markets, through price control, taxation, subsidies and regulation, makes their operations more efficient. Price control, for example, can be an important tool. Darlenstein & Bower (2002, in Hall et al. 2007) suggest that markets can be guided through price mechanism. Governments can set a minimum price, and not allow price to fall below the equilibrium level, protecting producers' incomes. In the case of agriculture in the UK, as consumers become richer, the tendency for them to purchase basic foodstuffs, like bread and potatoes, may decline. This may influence farmers who might suffer very low revenues. The government sets up a minimum price as subsidies to protect producers' benefits, making their earnings stable. In other words, revenue stability can be achieved directly by government intervention (ibid, p.76).

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Members of Latin and Arab societies easily feel the Chinese notion of 'Li' or power distance² but those in North Western European countries do less so. In being presented with the maxim "one should not bypass hierarchical lines to get one's job done", 22 percent of the Swedish agree with this, while in China 66 percent do³. Thus different types of communication emerge that might be employed, known as *gongwen*, with three relationship sets: superior-subordinate or *niaoxing*, like a CEO announcing rationalised layoffs; subordinate-superior or *shangxing*, like a manager reporting to the board of directors; and equal-equal or *pingxing*, like sales approaches. Although radically re-structured companies like Semco in Brazil would host voices who would strongly argue the reverse⁴, many hierarchies seem artificial or challengeable in many Western perspectives, but in the Eastern they are more likely considered essential for business and society to function. This brings us to the notion of leadership, patronage and governance, more specifically. A Chinese leader has to be seen to have his or her own good idea that lead to results, but in the West, a leader can quite openly take credit for his or her subordinates'. Of the maxim "a leader should have all the answers to hand", in Sweden 10 percent believe this, while 74% do so in China⁵. The question that therefore can be raised as to what extent the traditional SOE culture of a need for "leadership appearance over performance" may be still alive and kicking.

²Hofstede, "Cultures and organizations: software of the mind," 6.

³Fisher, "Ricardo Semler won't take control," 1.



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Paraphrasing



Paragraph 1: Surviving Cancer

Progress is gradually being made in the fight against cancer. In the early 1900s, few cancer patients had any hope of long-term survival (Martinez 1995, p.43). In the 1930s, less than one in five cancer victims lived more than five years. In the 1950s, the ratio was one in four, and in the 1960s, it was one in three. Currently, four in ten patients who get cancer this year will be living five years from now. The gain from one in four to four in ten represents about 69,000 lives saved each year (Ibid, p.44).

Paragraph 2: Surviving Cancer

Progress is gradually being made in the fight against cancer. In the early 1900s, few cancer patients had any hope of long-term survival, according to Martinez (1995, pg.43). Yet because of advances in medical technology, progress has been made so that currently four in ten cancer patients survive (Ibid, p.44). It has been proven that smoking is a direct cause of lung cancer. The battle has not yet been won. Cures for some forms of cancer have been discovered. Still, other forms of cancer are still increasing. Heart disease is also increasing, which is not good news.



Paragraph 1:

Specific to the period, Classical Liberalism appeared in the 19th Century, having built on ideas developed in the 18th Century by Adam Smith. According to Lynn (2003), it advocated a particular pattern of government and society and recommended certain limits and principles in the formation of public policy. Yet, Lynn argues that this has to be understood in the context of the Industrial Revolution unfolding at the time, as well as the rapid urbanization (2003, p.34). He believes that the conditions today, in contrast, cannot demand such a simple framework. The thinking at the time was drawn on the psychology of individual liberty, 'utilitarianism' and 'natural laws' along with a belief in progress, all popularized by Adam Smith and relevant to the circumstances and rapid change prevalent.

Paragraph 2:

Classical liberalism appeared in the 19th Century, having built on ideas developed in the 18th Century by Adam Smith. According to Lynn (2003), it advocated a particular pattern of government and society and recommended certain limits and principles in the formation of public policy. Lynn informs us of the Industrial Revolution at the time, as well as the rapid urbanization (2003, p.34). The Industrial Revolution was much earlier than Chinese industrialization. This occurred between the 1960s and 1990s when the Chinese involved in agriculture fell by 30% (Jones, 2007, p.12). There are other types of revolution as well. The Cultural Revolution in China was associated with a tremendous shift in economic activity as well. The interpretation of Marxism by the government at the time was an interesting one.

Paraphrasing



- Don't mix styles (indent or skip a line)
- One point per paragraph
- New point, new paragraph
- Nothing irrelevant or unnecessary

Developing an idea



- Topic sentence
- Supporting sentences
 - Defining, classifying, expanding, giving examples or detail
 - Giving reasons or effects
 - Contrasting, describing, explaining
 - Refuting counter-arguments
- Closing or link sentence

An economic system is defined by Dixon (1981) as the system of "production, distribution and consumption of goods and services" (p.12). More abstractly, it is the set of principles and techniques by which problems of economics are addressed, such as the problem of scarcity through allocation of finite productive resources (Cigana 1994). It is composed of both people and institutions, including their relationships to productive resources, such as through owning and exploiting property. Examples of contemporary economic systems include capitalist systems, socialist systems, and mixed economies. Cuba, for instance, is said to be socialist which refers to its domination by a political, bureaucratic class, attached to one single communist party. This party follows Marxist doctrines and claims to represent the proletariat, though in a non-democratic fashion. "Economic systems" is therefore the subject in economics that includes the study of systems such as this.



Paragraphing



- Long waffly paragraphs annoy lecturers!
Keep to a single idea (developed) in each, e.g.
 - Topic – explanation – origin – outcome
 - Topic – extension – clarification of detail
 - Topic – problem – solution
 - Topic – cause – effect
 - Topic – Argument
 - Topic – counter-argument – refuted
- Any one of these 'moves' might be a reference!*

Getting the balance:



1. Your own words to express your ideas and research
2. Other people's words/ideas to support your ideas (or be discredited)
3. Using 'metadiscourse'
i.e. the language we use to refer to our writing
 - "The first of these two proposals is to be unpacked in greater detail..."
 - "The question arises as to how this finding should be dealt with."
 - "The inference that can be made from this will be..."
 - "It is necessary to illustrate this notion with a case study."
 - "The problem outlined in the above paragraphs will be..."

Asking students: Why reference?



- Avoid failing (by plagiarising)
- BUT plagiarism is not the only reason!
- Show you have read widely & can select appropriate material
- Strengthen/support your arguments - essential to analysis and persuasion
- Acknowledge work of others, & gives you authority
- Allows reader to look it up

Reporting verbs



Stylistic variety, especially with seminal voices.
Be adventurous with reporting:

state that	argue that	refer to it as
claim that	suggest that	pinpoint the issue by
define it as...	assert that	highlight several...
mention that	emphasise that	hold that
note that	point out that	believe
reported	explained	held the view
overturned assumptions that		
challenged the status quo by		
was of the xxx school of thought ...		

Referencing style



Use stylistic *variety*:

- Seminal thinkers, incorporated into sentence: Smith (2009) advanced the debate by...
- Incidental sources, in brackets:
There are four factors (Smith, 2009)...

Various researchers across a range of academic disciplines have discerned a rise of supra-territoriality in contemporary history without using that precise word. Already at mid-century, for example, the philosopher *Martin Heidegger proclaimed* the advent of 'distancelessness' and an 'abolition of every possibility of remoteness' (1950: 165). Forty years later the geographer *David Harvey described* 'processes that so revolutionize the objective qualities of space and time that we are forced to alter, sometimes in quite radical ways, how we represent the world to ourselves' (1989: 240). The sociologist *Manuel Castells has distinguished* 'a network society' in which a new 'space of flows' exists alongside the old 'space of places' (1989: 348; 1996). In the field of International Relations, *John Ruggie has written of* a 'nonterritorial region' in contemporary world affairs (1993:172).



Referencing style



A study by Matheson has shown that of 42 projects implemented with a participatory approach, 64% have been successful whereas the rate was only 8% with weak or no participation (1997).

Participation is the means and the path for the delivery of the project goals (Cleaver 2001; Cooke & Kothari 2001; UNDP 1998).

Referencing style



The action that occurs here is visibly an intrusion into someone's 'territory of the self' (Goffman, 1971: 28-61).

Pawley (1986: 116), in discussing his concept of 'lexicalisation', notes that "it is important to separate those form-meaning pairings that have institutional status in this culture from those that do not, as well as to denote particular kinds and degrees of institutionalisation".

Blocked indented quotations



As Hartman et al. (1997, p.759) have indicated:

Despite its importance for policy, the question of air pollution abatement is a question that has not been comprehensively addressed because the requisite data have not been available. As a result, benefit-cost analyses of abatement options have relied on cost estimates from engineering models.

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When to cite:



- Ideas distinctive to an author
- Not commonly known or accepted
- Experts referred to
- All quotations (words copied)
- All paraphrases (your own words)
- If in doubt, be safe

Academic Writing Style



- Need to be universally understood
- Not 'better'
- ... just an academic 'lingua franca'... a 'code'

Academic Writing Style



1. CONCISE (usually!)
2. PRECISE
3. APPEARING NEUTRAL
4. FORMAL
5. SERIOUS

Eight steps



... to be *concise, precise, objective, formal & serious*

1. Remove redundancy
2. Convert (some) verbs to nouns
3. De-personalise (the passive voice can help)
4. Choose more precise, Latin-derived words
5. Embrace abstract nouns
6. Use caution and distance yourself
7. Emphasise when necessary

Step 1: Being concise



"There has been less research in education this year due to the fact that there is a complete lack of public funding for it." (24 words)

"A lack of public funding has meant less educational research this year." (12 words)

Step 1: Removing Redundancy



- postpone to a later date => postpone
- each individual person =>
- divided into two equal halves =>
- absolutely perfect =>
- an extra added bonus =>
- reverted back to =>
- still in use today =>

Step 2: Verbs → Nouns



- produce → production
- concede → concession
- deteriorate → deterioration

Step 2: Verbs → Nouns



1. They will consider the issue at next week's meeting.
Consideration will be given to the issue at next week's meeting.
2. They eventually permitted the site to be used for the festival.
3. They will not announce the findings until next week.
4. They will produce the new car in a purpose-built factory.

Step 2: Verbs → Nouns



British Muslims have launched an 'Islam is Peace' campaign. It was accompanied by a communications effort worth £300,000.

British Muslims have launched an 'Islam is Peace' campaign, which was accompanied by a communications effort worth £300,000.

A £300,000 communications effort accompanied the launch of British Muslims' 'Islam is Peace' Campaign.

Your turn



If the community is vaccinated, we will save hundreds of lives. The next generation will also experience a greater quality of life.

Community vaccination's resultant saving of hundreds of lives will ensure longer-term greater quality of life.

Step 2: Verbs → Nouns



- Many futile attempts have been made to teach animals to speak how humans speak.
- Many futile attempts have been made to teach animals to speak in human fashion.

- It is essential to discuss how much cultural and biological evolution can be explained by similar principles.
- Many factors must be considered in explaining how fast the population has grown in the developing countries.
- There are advantages and declines in productivity and both are related to how much the population density is increasing.
- Menzel (1973) showed that non-speaking chimpanzees can convey where food is to one another.
- These star charts were provided to enable the deceased to tell what time it is and what day it is.
- How big this group is varies in different centres.
- On the surface, why women and domestic architecture were associated were obvious.



Through the first half of the twentieth century Labour held firm to the idea that the land system in Britain needed reforming. This article's objective is to present the Labour party's thinking on the land question. It will examine the changing nature of land-related policies brought forward by Labour during the inter-war period and indicate the different, and indeed contradictory, policy positions adopted by the party. It presents an outline of Labour's political economy of the land question and shows how, in the inter-war years, changes the party's view of agriculture led to the development of land policies based on control of land use rather than on nationalization. This, it will be argued, provides the vital background to understanding the decision of the Attlee governments not to nationalize land.

Through the first half of the twentieth century Labour held firm to the idea that the land system in Britain needed reforming. This article will attempt to present what the Labour party thought on the land question. It will examine how Labour's policies regarding land changed between 1918 and 1939 and indicate the different, and indeed contradictory, policy positions adopted by the party. It presents what Labour's political economy of the land question was like and shows how, in the inter-war years, changes in the way the party viewed agriculture led to developing land policies based on controlling the use of land instead of nationalizing it. This, it will be argued, provides the vital background to understanding why the Attlee governments decided not to nationalize land.



Step 4: De-personalising



- *I believe that the entire work could have been executed that year.*
- *The entire work could be executed that year.*
- *If you consider the consequences, you would never elect such an option.*
- *If the consequences are considered, such an option would never be elected.*

Comparing



Clever programmers and design teams developed this e-learning template for software application and business process training content. We have included software applications and back office process training for you. Our brilliant new multi-media expert, Bertie, delivers high-end animations, graphics and interactions to provide interactive training. You will be using complex simulations of application environments and business procedures.

This e-learning template has been developed for software application and business process training content. Software applications and back office process training are included. High-end animations, graphics and interactions are delivered to provide interactive training. Complex simulations of application environments and business procedures are used.

Step 4: Choosing precise terms



What's wrong with this:

A lot of people think that the weather is getting worse. I think that they are quite right. Research tells us that we now get storms etc all the time.

Origins of English



Anglo-Saxon-derived words and phrasal verbs - less formal and more familiar, friendly

versus

Latin-derived verbs and words via French
- 'higher' and more formal/polite/distancing
- give authority

Examples



go after	pursue, seek
go on	continue, persevere, persist,
make	construct, develop, create, generate
do	perform, undertake, act, execute
luckily	fortunately, auspiciously, favourably
need	require, necessitate
want	desire, aspire to, to be inclined towards
make up with	reconcile, accommodate, yield to
good thing	advantage, benefit, asset
get better	improve, advance, enhance, progress
good enough	satisfactory, adequate

Step 4: Choosing precise terms



Being articulate:

1. Habits – automatically interconnecting higher and lower synonyms
2. Habits – automatically associating meaning
Forming 'networks' of meaning
3. Resources to help you
www.thesaurus.com
www.lexchecker.org and www.find-the-word.com

Step 5: Referring & abstract nouns



China is the world's largest manufacturing power. Its output of televisions and smartphones surpassed America's in 2011. Such an achievement now accounts for a fifth of global manufacturing. Its factories have made so much, so cheaply that they have curbed inflation in many of its trading partners.

However, this era of "cheap China" may be drawing to a close. Such costs are soaring, starting in the coastal provinces where factories have historically clustered. In these regions, increases in land prices, environmental and safety regulations and taxes all play a part. Greater than any of these, however, is labour. On March 5th 2011, Standard Chartered, an investment bank, released a survey of over 200 Hong Kong-based manufacturers operating in the Pearl River Delta. It found that the aforementioned factor had risen as a 10% wage-rise in the previous year. Foxconn, a Taiwanese contract manufacturer that makes Apple's iPads, in Shenzhen, put theirs up by 16-25% in June 2011¹.



It is necessary to define Situational Theory and to explain Situational Theory. Situational Theory is an approach whereby the management style depends on the situation. The management style could vary from a directive management style with a less mature employee, to a guidance management style with a more mature employee, and so on. Management styles will be outlined here and compared to other leadership models. There are other leadership models which have been developed since Situational Theory. In summary then, the situation of the maturity of the employee affects the management style so that the leader can take the best management style course of action for the leader according to the situation.



It is necessary to define Situational Theory and to explain Situational Theory. Situational This theory is an approach whereby the management style depends on the situation. The management style could vary from a directive management one with a less mature employee to a guidance management style one with a more mature person and so on. These management styles will be outlined here and compared to other leadership models. There are other leadership such models which have been developed since Situational Theory. In summary then, the employee maturity affects the management style so that the leader can take the best management style course of action for themselves according to this situation.



The malnutrition in the rural population will not be addressed by the local government as the local government has not articulated that they acknowledge the malnutrition in the rural population.



The malnutrition in the rural population will not be addressed by the local government as this authority has not articulated that they acknowledge the problem.

Step 5: Referring & abstract nouns



Tangible? Useful? Why?

- Approach, procedure, process, methodology
- Shortcoming, problem, issue, challenge, difficulty
- Dilemma, paradox, contradiction, irony, incongruity
- Development, trend, change, advance, progress
- Distinction, difference, comparison, contrast
- Assumption, premise, basis, foundation, paradigm
- Description, outline, preview, overview, specification
- Recommendation, suggestion, proposal, opportunity

More examples



A question that needs to be asked is whether ...
 A serious weakness with this argument, however, is that ...
 One of the limitations is that it does not explain why...
 One criticism of much of the literature on X is that ...
 The key problem with this explanation is that
 The existing accounts fail to resolve the contradiction between ...
 However, there is an inconsistency with this argument.
 Smith's argument relies heavily on qualitative analysis of ...
 It seems that Jones' understanding of this framework may be questionable.
 One major criticism of Smith's work is that
 Many writers have challenged Jones' claim on the grounds that ...

Step 6: Use caution



What is wrong with the following?

To express love, females touch and care for others while males do so by providing for others.
 Women focus on the journey in life but men think only about the destinations.
 The Chinese are hard working people. Germans are methodical and systematic.

should	certain	always	probably, possibly
would	absolute	often	perhaps, maybe
may	possible	sometimes	absolutely
might	definite	usually	likely
can / could	impossible	frequently	clearly
must	extreme	normally	roughly
will	excessive	generally	certainly
have to be	intensely	as a rule	surely
ought to	unlikely	on the whole	extremely
can	uncertain	occasionally	totally
seems to	most	rarely	completely
tends to	highest	seldom	definitely
appears that	least	hardly ever	undoubtedly
		never	presumably
			conceivably

<p>all / every / each / no / none / any</p> <p>most / a majority (of) / the (vast) majority</p> <p>a great proportion of / a large number</p> <p>many / much</p> <p>some / a number (of) / several</p> <p>a minority (of)</p> <p>a few / a little / few / little</p>	<p>no doubt</p> <p>certainty</p> <p>possibility</p> <p>probability</p> <p>likelihood</p> <p>Generally speaking,</p> <p>In a manner of speaking,</p> <p>On the whole,</p> <p>Put simply,</p> <p>In general terms...</p>
--	--

Your turn: identify caution



- There is experimental work to show that a week or ten days may not be long enough and a fortnight to three weeks is probably the best theoretical period.
- Conceivably, different forms, changing at different rates and showing contrasting combinations of characteristics, were present in different areas.
- One possibility is that it is likely to be weaker than that produced by pre-exposure and thus is more likely to be susceptible to the effect of the long interval.
- It appears to establish three categories: the first contains wordings generally agreed to be acceptable, the second wordings which appear to have been at some time problematic but are now acceptable, and the third wordings which remain inadmissible.

Step 7: Distance yourself



Which are more 'distant'?

- It might be argued that the event was conspired.
- It has been argued that the event was conspired.
- It could be argued that the event was conspired.
- It can be argued that the event was conspired.

Step 7: Distance yourself



Which are more 'distant'?

- It is clear that ...
- It is evident that ...
- There is strong evidence to suggest that ...
- There is a strong case that ..
- The allegation is that ...
- It might be suggested that ...
- It might be claimed that ..
- Jones (1999) has claimed that ..
- Critics of this view may allege that...

How distanced?



- There is, perhaps, some evidence that ...
- There is undoubtedly some truth in the idea that..
- In spite of the fact that ...
- It seems that ... / It appears that ...
- It has often been observed that

Step 7: Distance yourself



Choosing reporting verbs:

Which are more 'suspicious' and have a distancing effect?

- Allege, claim, suggest, deny, proclaim
- State, declare, observe, note, report, describe

Step 8: Emphasising



Inversion for emphasis

- The member presented some valuable new information and did so in a very clear and coherent manner.
- **Not only** has the member presented some valuable new information, **he has also done so in a very clear and coherent manner.**
- The functional strategies were particularly prominent.
- **Particularly prominent** were the functional strategies ...



Inversion for emphasis

- The rebels do not provide any evidence for this claim.
- **In no case, do the rebels provide any evidence for this claim.**
- They perished with dignity and courage on that day.
- **What dignity and courage did they perish with, on that day!**
- We consider it a virtue and also a prerequisite.
- **Not only do we consider it a virtue, we also consider it a prerequisite.**

Step 8: Emphasising



Complete the following expressions:

- *Particularly important (+ be+ noun phrase)*
- *Especially interesting.....*
- *Much less expected.....*
- *Rather more significant....*
- *Especially noteworthy.....*
- *Of greater concern....*

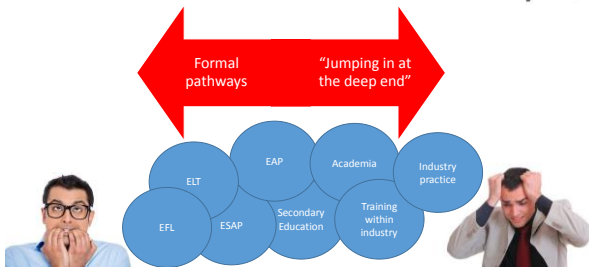
Step 8: Emphasising

Complete the following from your own subject area:

- *Had the authors....*
- *Were this situation...*
- *Seldom does the ...*
- *Such was the impact...*
- *Never has such a theory....*
- *Should the result be positive...*
- *Only by interpreting....*
- *Rarely did [Foucault]....*



The L2 Context: Globish in HE



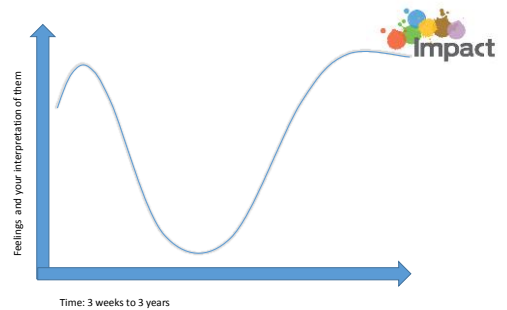
Performance in a second-language medium

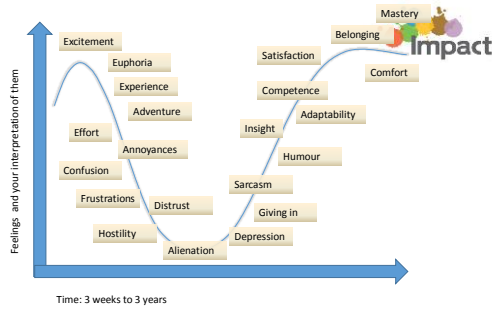
Performance anxiety



Performance anxiety:

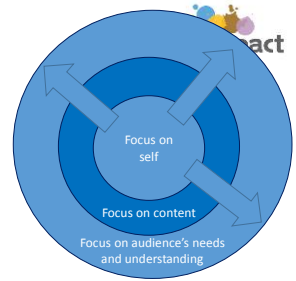
- Encouraging to face fears, exposure (often simply part of maturing)
- Natural, DNA-programmed
- Reassurance through 'realities' and positive framing





Performance anxiety

- Too much inward focus?
- Or entrenched 'performance anxiety'?
- 20% - 80%



Performance anxiety



False 'belief constructs' over cause-effect (conditions and symptoms)
Perceived 'triggers':

- Size of audience / multiple eye contact
- Being broadcast publicly
- Not knowing your topic / intimidation by experts in audience
- Technology failing last minute
- Reading not speaking OR speaking not reading
- Premeditation, or waiting in line to speak ('creeping death')

Performance anxiety: the truth



- Lecturing: instinctive and natural, like chatting (Best lecturers: 'conversational' in style)
- Force yourself outside 'comfort zone' - it grows to accommodate
- Will always be difficulties: few people notice, fewer care
- Perceived thresholds and triggers: false beliefs



Performance anxiety: CBT approach



- Breathe: mindfulness of surroundings
 - In mindful state: less possible to produce the 'cocktail'*
 - Mother nature developed the 'cocktail' for good use
 - With cognitive-behavioural link (false beliefs): performance anxiety
 - Break link = perform best (deconstruct beliefs and displace through positive experience)
- Obsessive thoughts
 - Positive framing: e.g. 'nervous' → 'excited', challenge, opportunity, life well-lived
 - Self trust
 - Side step intrusive thoughts: free up your working memory
 - Detach from outcomes, momentarily

* 'Cocktail' comprises adrenalin, cortisol, norepinephrine, testosterone and other hormones



Performance in a second-language medium

Engaging audiences



Engaging audience

- (Not) reading / memorising / parroting a script
- Pausing and speed (comfortable chunking – *to come*)
- Vocal variety: volume, pitch, tone or flat?
- Use of body, movement, dynamic, gesture
- Smile and energy, mood
- Visuals supporting not competing
- Clarity and sequencing
- Authoritative, expert, comfortable, happy, serious
- **Involving people (directly or indirectly)**



Gravitas

- Serious but happy and comfortable
- Smiles flashed regularly
- Tapped energy
- **Balance between playing 'authority' vs 'friend'**
 - Academic culture, authoritative, kudos, credibility
 - Colleague, peer, community, society, belonging, friend

Consider how Czechs might compare?

Engaging audience: involving people

- Direct questions:
 - Requests for perspective or experience
 - Concept checks
- Rhetorical questions
- Appeals to imagination, or reflection
- Balance between abstraction and reality
- Referencing within realm of audience experience
- Instructions, and being personal

- BUT: sensitivity
losing face, invading space, cultural considerations

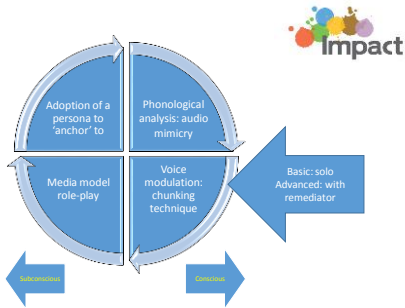


Why is this MORE important for L2-medium students than L1-medium students?

Performance in a second-language medium

Voice and accent





i:	ɪ	ʊ	u:	ɪə	eə	
e	ə	ɜ:	ɔ:	əʊ	aʊ	
æ	ʌ	a:	ɒ	eɪ	aɪ	ɔɪ

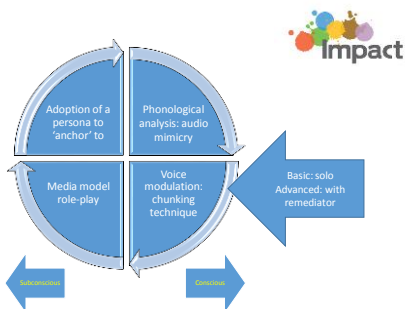
p	f	t	θ	tʃ	s	ʃ	k
b	v	d	ð	dʒ	z	ʒ	g
h	m	n	ŋ	r	l	w	j

Czech influence on English

- Simplified 5 vowel phonemes (5 vs. 20 in English... also English spelling not logical!)
- Hard to differentiate between /æ/, /e/ and /ʌ/
- More equal stress on all syllables
- Stressing on the first syllable
- Not using weak forms (an, can, etc.) or linking/elision
- **Less intonation patterns (flatter)**

Czech Influence on English

- **Neither /ð/ or /θ/ in Czech:**
often replaced with /d/ or /dz/ for /ð/, and /t/ or /s/ for /θ/
- **No /w/ in Czech. Often replaced with /v/ or use /w/ in place of /v/**
- Some small variation with /r/
- Some confusion /ŋ/, /g/, /k/ end of words (*thing/think*)
- Voiceless /s/ and voiced /z/ indistinct
- Not aspirating /p/, /t/ and /k/ at word start, or over-aspirating mid-word



A two-by-five minutes a day habit incorporating:

- (Syntax development)
- (Lexis development)
- Voice development: modulation, confidence, authority, (accent and pronunciation)



Sample chunking



Each time we gather
to inaugurate a president,
we bear witness
to the enduring strength
of our Constitution.
We affirm the promise
of our democracy.
We recall that
what binds this nation together
is not the colours of our skin

or the tenets of our faith
or the origins of our names.
What makes us exceptional –
what makes us American –
is our allegiance to an idea,
articulated in a declaration
made more than two centuries ago:
"We hold these truths to be self-evident,
that all men are created equal ...
- Obama Inauguration Speech

Sample chunking



Each time we gather
to inaugurate a president,
we bear witness
to the enduring strength
of our Constitution.
We affirm the promise
of our democracy.
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what binds this nation together
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- Obama Inauguration Speech

Modulation Technique



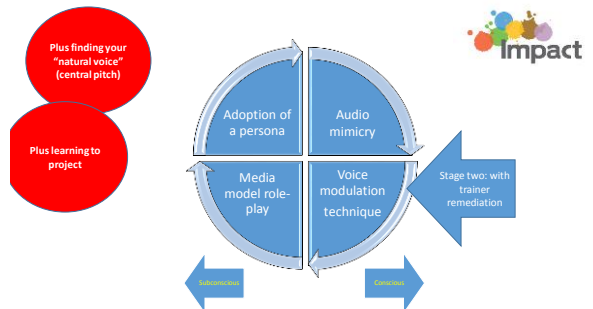
- **Chunk any text:**
 - Syntactically (grammatical units)
 - Phonologically, separated by tonal boundaries (in a single breath!)
 - Semantically (thought units)
 - Depends on attention span, audience, density of content, velocity
- **Repeat: 'chunk' aloud**
- **On completion, summarise aloud without looking**
 - Ensure cognitive engagement with content
 - (Chunking applied, as free practice)
- **Advanced chunking: highlight primary & secondary stress points**
- **Practice with a remediator, with yes/no indications**

Chunking technique



Be an **active listener**
as when you **hear**
what **others** have to say,
you'll **speak** more **directly**
to **their** concerns.
If you **focus** closely
on **engaging** with them,
you will **naturally** empathise
and assume aspects of their sp
in your **own**.

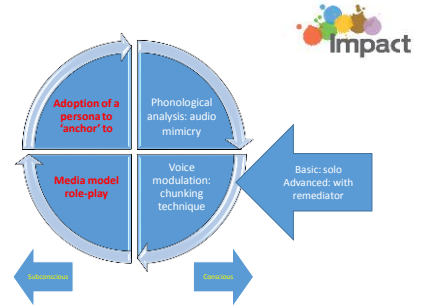
- Useful to add 'landscape' to your speech. Reduce Czech flat/staccato effect!
- Also great for lexical and grammatical enriching!
- Gives confidence (more cognitive power through timing), authority and impact



Finding your natural voice
(versus your habitual voice)



- Sitting with erect posture, or standing (cf. Alexander Technique)
- Breathing deeply until in effortless rhythm (relax stomach)
- Fingers in solar plexus: Hum!
- Rhythmic pressing on solar plexus (interrupts hum, encourages settling on natural pitch)
- Gradually insert words into the hum
- Result: your natural voice
- Hum "Happy Birthday to You" – is the pitch the same?
- Freer, less constrained, less effort?
- Less audible initially until proper breathing adopted (we often constrain to raise pitch to be audible)



Performance in a
second-language medium

The actual content



Speaking for the ear, not the eye



We need to revitalize our economy after the global financial shocks of recent times but growth that ignores environmental responsibility is ultimately not sustainable which is why we are investing heavily in such policies as the de-carbonisation of road transport through advanced technologies and pushing for stringent measures to control emissions from aviation and shipping.

We need to revitalize our economy after the recent global financial shocks. But growth that ignores environmental responsibility is not, ultimately, sustainable. That is why ... we are investing heavily. We are investing in a range of policies. Like the de-carbonisation of road transport through advanced technologies. We are pushing for stringent measures to control emissions. Including emissions from aviation and shipping.

Speaking for the ear, not the eye: advice



- Contemporary oratory: low-key, casual and conversational
- Contemporary oratory: calm, reassuring
- Natural words and phrases: flow as conversation
- Creates psychological 'community' among listeners and speaker
- Avoid speaking over their heads (convoluted, pompous, verbose)
- Avoid talking down to them (patronising, condescending)



Writing for the ear, not the eye: instruct



Instructing and appealing to reflection

Let me take you to a scene where ...
Take a moment to think about...

Imagine the tremendous benefits for the climate, if this were to be invested wisely.
Just think about the new opportunities it could open for energy-efficient technology.



Speaking for the ear, not the eye: personalise

- Personalise: I, me, my, you, we, us, our ...
- Be gender-inclusive (he/she)
- Simple sentences, more active than passive
 - Exclusively active voice: musical, choppy and juvenile
 - Exclusively passive voice: graceful, dignified, starchy, dry, dense, heavy



Speaking for the ear, not the eye: politeness

Passive for politeness and distancing

- Our staff can present the proposal on Tuesday.
- The proposal can be presented on Tuesday.
- Have you considered these options?
- Have these options been considered?
- Will Malcolm Turnbull address aboriginal health?
- Will aboriginal health be addressed?



Speaking for the ear, not the eye: juxtaposition

- Kevin Rudd restored the relationship we enjoy today.
- The relationship we enjoy today was restored by Kevin Rudd.
- Buddhist philosophers created a unique culture that has influenced societies in every continent.
- A unique culture has been created by Buddhist philosophers, influencing societies in every continent.
- Societies in every continent have been influenced by the unique culture created by Buddhist philosophers.



Rhetorical Devices

Repetition in parallel, and often in threes

- The inherent vice of capitalism is the unequal sharing of blessing; the inherent virtue of socialism is the equal sharing of miseries.
 - Churchill
- I came, I saw, I conquered.
 - Julius Caesar

Rhetorical Devices



Tonight will be a stomach-churning moment for Mr. Bush, and he must be puzzling over how he got snarled in this nightmare, with Old Europe *making him* beg, North Korea *making him* wince, the deficit *making him* cringe, the lost manufacturing jobs *making him* gulp; with the hawks *caving in* to the U.N. and to old Saddam Baath army members who want to rebuild a security force; with Representative David Obey *demanding* the unilateral heads of Rumsfeld and Wolfowitz, so that "Uncle Sam doesn't become Uncle Sucker", with the F.B.I. warning that more Islamic terrorists who know how to fly planes may be burrowing into our neighbourhoods.

- Maureen Dowd, commentator referring to a speech by President George W. Bush September 7, 2003.



Rhetorical Devices

Rhetorical questions

- Who would you rather ran the province?
- Should a mother of vulnerable infants really trust this operator?
- Why don't we perhaps take a look at the causes here?
- When is the right time build such a relationship?
- Were they wise enough to grasp this opportunity?

Rhetorical Devices



Using relative clauses to approach idea dramatically

- The one **that** matters the most is ...
- There are some **who** want us to believe that But we
- **What** we need to occur right now is ...
- It is scholarly works like this **which** are known for ...
- And that is exactly **why** there happens to be ...

Rhetorical Devices



Inversion for emphasis

- The author presented some valuable new information and did so in a very clear and coherent manner.
- **Not only** has the author presented some valuable new information, *he has also done so in a very clear and coherent manner.*
- The functional strategies were particularly prominent.
- *Particularly prominent were the functional strategies ...*

Rhetorical Devices



Inversion for emphasis

- The rebels did not provide any evidence for this claim.
- *In no case, did the rebels provide any evidence for this claim.*
- They perished with dignity and courage on that day.
- *What dignity and courage did they perish with, on that day!*
- Society considers it a virtue and also a prerequisite.
- *Not only does society consider it a virtue, it also considers it a prerequisite.*

Rhetorical Devices



Hinting the obvious

- I'm sure that you are all aware of the events yesterday at 1:15 pm ...
- There's no need to tell you who I am referring to.

Hinting by denying, or stating the opposite

- I will not go into the allegations that the leader of the militia was drunk.
- I'm sure the representative of the paramilitary would not be lying.

Rhetorical Devices



Antithesis, and using conjunctions

- They said: "Give me liberty, or give me death".
- Ask not what your country can do for you, but what you can do for your country.
- It was the best of times; it was the worst of times.
- If puritanism was not the godfather to capitalism, then it was the godson.
- The conditions were rife, **for** the foundations had been laid, **and** our leaders were ready, **but** our opponents were not.

Rhetorical Devices



Imagery and metaphors:

- Enlivens
- Generous to listeners (encourages interpretation)
- Efficient and economical: max meaning, min words
- Expressive for ideas without easy words
- Tactical: analogy, useful for persuasion

Vocabulary building: literal-metaphorical

Literal	Metaphorical
someone wanting force or violence for solutions	hawk
someone wanting negotiation for solutions	dove
someone acting opportunistically without caring	vulture
implying terrific energy, fast-growing	tiger (economy)
white Anglo-Saxon protestant	WASP
a unexciting and older business with reliable revenue	cash cow
in market economies, the customer is correct, regardless	the customer is king
exemplar behaviour is better than simply making promises	actions speak louder than words
the more we postpone, the more costly it shall be	time is money
an intricately complicated but carefully balanced solution	a well-calibrated solution
dramatically fluctuating data	roller-coaster

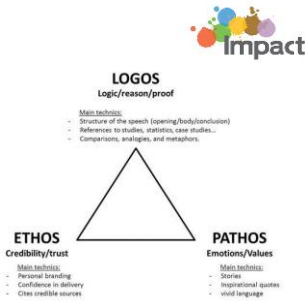
Personal habits: vocabulary building

Daily: developing associations through synonymising

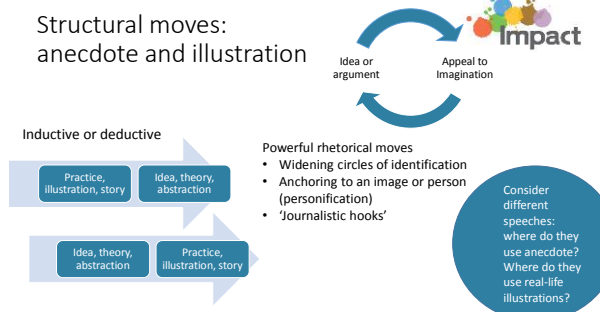


Rhetorical Devices

Aristotle's Three Appeals
(Not appropriate for academia?)



Structural moves: anecdote and illustration



To PowerPoint or not to PowerPoint?

To support you, not replace you (audience shouldn't read your message)

- Notes, phrases, bullets
- Maps
- Photographic images
- Video clips

PPT should enhance only. If not, don't use it.

Personal habits: Lexis building

Daily: developing associations through synonymising



Lexis building: synonymising by register

Higher register word choice	Lower register word choice
Nevertheless, nonetheless	Yet, still
Initially, subsequently, ultimately, finally	First of all, next, then, later, in the end
Increasingly, gradually, incrementally	Bit by bit, in stages, slowly
Consequentially, consequence, as a result, resultant	In the end, upshot, outcome, bring about, lead to
Moreover, furthermore, in addition	Also, what's more, besides, similarly, in line with
Procedure, process, methodology, method	Way, means, approach
Specification, description, detail	Outline, preview, overview, roadmap, plan
Recommendation, proposal, opportunity	Suggestion, pitch, way forward
Distinction, contrast, disparity, incongruence	What's different, not in common, distinct
Fortunately, auspiciously, favourably	With luck, chance, favour shined on us
Desire, aspire to, to have an inclination towards	Want, long for, to lean towards
Advance, enhance, progress	Improve, get better, get ahead
In conclusion, in summary, to conclude	In brief, in a nutshell, to wind up

Lexis building: autonomous learning

- Daily habits? What suits you?

A course for groups wishing to form a language enriching club:

- www.corballis.com/pages/eloquentenglish/ebook1.pdf
- www.corballis.com/pages/eloquentenglish/ebook2.pdf
- Free for staff at Masaryk

ESF european social fund in the czech republic
EUROPEAN UNION
INVESTMENTS IN EDUCATION DEVELOPMENT

**SURVEYING THEORETICAL LANDSCAPE:
Learner Typology for 'Social Practice'**

Learner Typology

- “Faculties believe that the behaviors most responsible for impeding international students’ academic success are: (a) their lack of **participation in classroom discussions**, (b) their lack of **participation in debate with classmates or instructors**, and (c) their failure to **ask for clarification** of issues . . . that are unclear” (Tompson & Tompson, 1996).
- But expectations on participation vary wildly according to:
 - Cultural factors: expectations
 - Personal learning styles
 - Personal teamwork styles

Learner Typology: Learning Styles

- Auditory (cf. Audio-Lingual method)
 - Visual
 - Tactile
 - Kinaesthetic (cf. Total Physical Response method)
- (Barbe, Swassing & Milone, 1979, but also extended by Neuro-Linguistic Programming practice, cf. Scott 2006)
- *Simplistic. Preference only, and a mix*
 - *Shifts throughout life, prior learning influence*
 - *Cultural aspect (cf. Arab/Spanish with Chinese/Korean)*
 - *Part of a bigger mix: group/individual, setting, etc.*
 - *Also 'Multiple Intelligences' (Gardner 1983)*

Learner Typology Perceptual Quality: Concept

- **Concrete**: registering information through 5 senses, the obvious 'here and now' rather than hidden meanings, or linking concepts
- **Abstract**: visualizing, conceiving ideas, getting the un-seen. Intuition, imagination, lateral/beyond. 'It is not always what it seems' (Gragoc, 1984)
- Also **Reflective Observation** vs. **Active Experimentation** (Kolb 1985)
- We all have both: degree of comfort

Re-focus on Learners Perceptual Quality: Ordering



- **Sequential:** organize information in linear, step-by-step manner; logical train of thought, traditional approach to information, planning and following plans, avoiding impulse.
- **Random:** organize information by chunks, in no particular order; skip steps in procedure eg. start in middle/end; impulsive, spur of the moment (Ginger, 1984)
- Both present in everyone: degree of comfort.

Other tools to gauge 'style'



- Commercial tools including:
 - Myers Briggs
 - Margerison-McCann



Global vs. Analytic Thinking Styles



Analytic

- Linear, steps
- Sees trees not forests
- Happy amid details
- Decisions: logic, facts, common sense
- Prefers organized environment
- One thing at a time
- Information presented step-by-step
- Speaks with fewer gestures
- Quiet, well-lit, formal environments
- Complete task before starting another
- Words and numbers
- Directions
- Underlining or highlighting

Global

- Decisions incl emotions/intuition
- Less formal/structured
- More flexible environment
- Spontaneous and likes spontaneity
- Doing several things at once
- Information ok with humour/emotion
- Speaks with more gestures
- General idea first, and detail later
- Distractions okay, frequent breaks
- Personally interesting challenges
- Learns well through group learning
- Prefers written or tactile involvement
- Responds to pictures/diagrams/maps

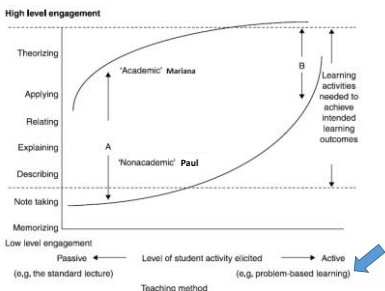
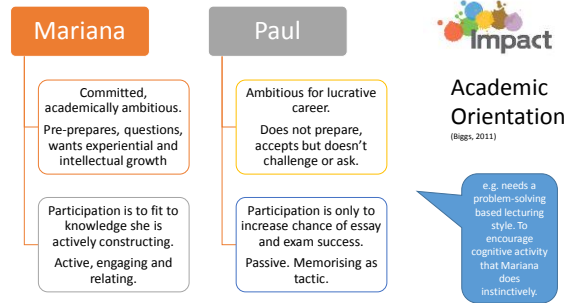


Figure 1.1 Student orientation, teaching method and level of engagement



Academic Orientation

From: Biggs, 2011

Manipulate motivation: value to the learner, learner expects success



- Moving success-failure within student's "locus of control"
- Meaningful worthwhile activities: real-life problems
- Past alumni always report being inspired by lecturers who have passion!



Learner Typology for 'Social Practice'

PUTTING IT INTO PRACTICE



Tactic:



- Sharing good practice
- What extent do you
 - Manifest a teaching-learning climate grounded in success? How?
 - Adapt to learner typology?
 - Balance perceptual preferences or global/analytic preferences?
 - Work dually for academic and less academic orientations?

Tactic:



- Leaders present their approach for teaching a discipline-specific concept or skill to their group
- Observers to monitor. Would the approach exhibit:
 - Adaptability to learner typology
 - Balance of perceptual preferences (deductive, inductive?)
 - Bird's eye perspective predominant, or analytic? Roadmap maintained?
 - Dual level: for the more and less academic orientations? How?

Tactic:



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Findings from a SOAS PD day, March 2015



- **Delivery and paralinguistic aspects:**
- Enthusiasm, energy, highlighting – bang the board (etc) to wake up or shock audiences, occasionally!
- Unidirectional vs interactive lectures?

(Attention-span aware. Getting the balance: breaking up the dynamic but not allowing time-wasting. To what extent to respond to blank/sullen faces, and how?)

Findings from a SOAS PD day, March 2015



- **Encouraging fit into 'arch of knowledge' / global thinking**
- **Motivation / empowerment**
- 'Lecture in 1 minute' (outlining as summary at outset – for 'bird's eye' perspective)
- Remind them what they know (for fit to prior knowledge, at start) - builds confidence
- 'Concept envelopes' (students choose one and define without stating)
 - student predictive capacity
- Various approaches to: 'Empower through verbalizing first'

Findings from a SOAS PD day, March 2015



- **Encouraging leaner independence / metacognition**
- Include lecture study skills

(pre-reading/predicting, note-taking engagement, etc.)
- Student self-assessment forms for each lecture/seminar

(OR – at least – space given for reflective time after lectures, on own level of engagement. Choices: written/verbal/private/public)
- Mnemonics for association – helps weaker students to engage and enjoy and learn?



Findings from a SOAS PD day, March 2015

- **Inductive approaches to engage / structuring**
- Anecdotes? Unsuitable academically? But it works!
Memorable – useful – lead to ideas
- Real world – make students see themselves in that position
- Cohesion and ‘accumulation’ through a well linked, scaffolded lecture
- Avoid obsessing, overt planning for different types, but maintain flexibility and recognise uniqueness



Supporting the weak and extending the strong. Strategies:

- Support in pairs
- Pair/team matching and composition
- Teasing out plenary-style, building on prior knowledge, tactical placing of participants (for respect, as a ‘human’ resource)
- Different class roles
- Examples to extend: presentations, research tasks, role of expert, role of peer teacher (also consolidates skills & knowledge)
- Examples to support: reading aloud, drilling, assigning simpler or shorter reading passages, comprehension rather than subtext/critical tasks
- Making the weaker student an expert through access to source on wall (forced internalisation and repetition of chunks to relay)



Student Typology and ‘Social Practice’ PUTTING IT INTO PRACTICE: YOUR IDEAS



Outline

- THE POWER OF CONVERSATION
- EVOLUTION OF EAP TOWARDS SOCIAL PRACTICE
- DISCOURSE, LANGUAGE FUNCTIONS & LINGUISTIC ABILITY
- EXTENSION ON WRITING: CLARITY AND COHESION, ACADEMIC STYLE
- SPEAKER DEVELOPMENT: PRACTICAL HABIT FOR INSTRUCTORS
- LEARNER TYPOLOGY & SOCIAL PRACTICE
- YOUR REFLECTIONS?



Pedagogies into Practice: Practical language development in L2-medium education

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**Thank you for
your attention**