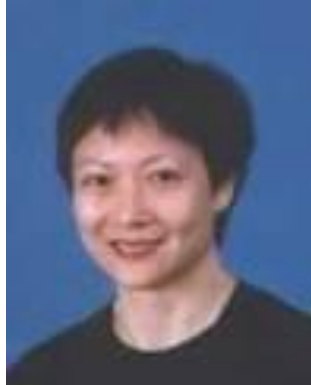
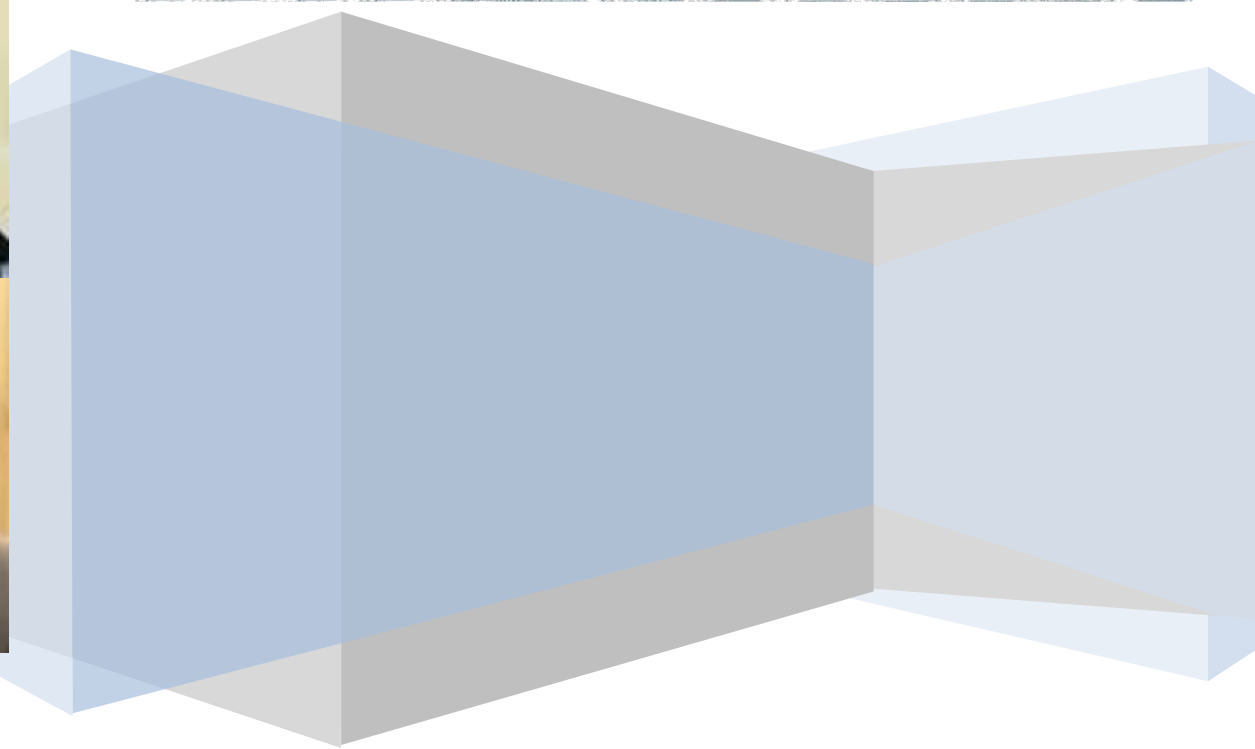
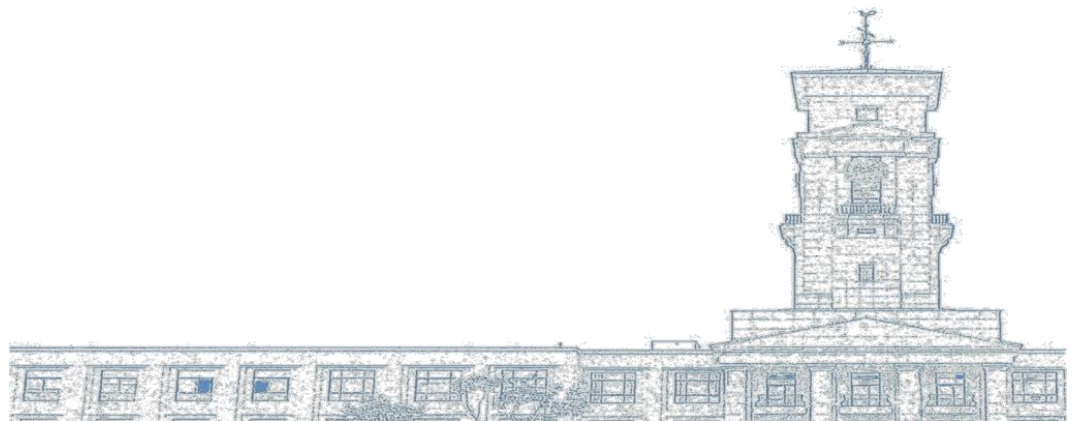


*Asian ESP Journal and UNNC welcome you to
the ESP in Asia Conference 2010*



Engaging Ecologies, Enabling Empowerment

**University of Nottingham Ningbo China
11-13 November, 2010**



The University of Nottingham Ningbo, China

The University of Nottingham Ningbo, China is the first Sino-Foreign University in China with approval from the Chinese Ministry of Education. It is run by The University of Nottingham UK with cooperation from Zhejiang Wanli Education Group-University.

Mission Statement:

The University of Nottingham Ningbo's mission statement is "Academic Excellence in the Service of Global Citizenship". This means that The University of Nottingham Ningbo, China has committed itself to developing subjects that combine internationally ranked teaching and research excellence with Chinese needs for internationalisation and globalisation. This allows Chinese students to enjoy a world-class international education without the major expense of studying abroad. All undergraduate and postgraduate programmes in Ningbo are conducted entirely in English with the same teaching and evaluation standards as at Nottingham UK. The University has the Centre for English Language Education (CELE) dedicated to teaching English for Academic Purposes.

Location:

The University is located in Ningbo Higher Education Park on a newly built and dedicated campus with a land area of 887mu. It currently has over 4300 undergraduate and postgraduate students and more than 300 teaching and administrative staff from over 30 countries in the world. Chinese undergraduate students are selected from 27 different provinces through the Gao Kao. Division 1 is required.

Research:

The University is active in research, collaborating within China and Internationally. Significant collaboration exists with The University of Nottingham UK. Indeed one of aims of The University of Nottingham Ningbo's Research is to bring the Research expertise of The University of Nottingham UK to China. Currently the University has a series of research institutes: Institute of Asia Pacific Studies, Institute for Comparative Cultural Studies, Centre for Research in Applied Linguistics, The Ko Lee Institute of Sustainable Development-Centre for Sustainable Energy Technologies, Centre for Global Finance, Learning Science Research Centre, International Centre for Behavioural Business Research, the International Finance Research Centre and the Leverhulme Centre for Research on Globalisation and Economic Policy.

Internationalisation:

Internationalisation is at the heart of the development of The University of Nottingham Ningbo, China: we have an increasingly international student body as well as a growing international teaching team. The University now has more than 180 international students from different countries. In the longer term we are aiming for 25% of the student population to be international. Our internationalisation policy also means that students have the opportunity to study at The University of Nottingham UK or to go as exchange or study abroad students to study at other top universities around the world.

ESP in Asia 2nd Annual Conference Schedule

Day 1 (Nov. 11/2010)

8:00 - 9:00	Registration					
9:00-9:15	Opening Session and Welcome					
9:15 -10:15	Plenary: Professor Gu Yueguo					
	Multimodal Text Analysis of Classroom Discourse					
10:15-10:45	Coffee Break					
10:45-11:45	Plenary: Dr Kevin Harvey					
	Corpus linguistics and discourse analysis					
11:45-12:45	Plenary: Professor Fang Yan					
	A Genre-Based Approach to Teaching English Writing					
12:45 -1:45	Lunch					
Room:	TB418	TB419	SSB109	SSB113	SSB312	TBA
1:45-2:15	BAO: Spoken Discourse Genre Analysis for Interpreter Education in the Chinese Context	ZHENG: 高职大学英语口语教学引入 ESP 的探索与实践	IRANMERH, ERFANI, DAVARI: Iranian ESP Textbooks	TAM: Application of International Standards in Aviation English Assessment in China	AI: MALL in a General Education Class in English	JIANG, ZHANG: The Analysis on Grammatical Features of English Film Titles
2:20-2:50	CAO, WANG, HUANG: Genre Systems of Publicity Discourse in Contemporary China	YA: 浙江科技学院 EAP 课程的教学研究与实践	LI, GAO: ESP Course of Software Outsourcing English Oriented at Demand from Company	PUGSLEY, TIETJE: Engineering English Success	GAO, ZHANG: Agency and Metacognition: Two Worlds Apart?	SHAMMARI: EAP Learners' Attitudes toward Extra-Curricular Internet Use in Saudi Arabia
2:55-3:25	CROMPTON: Hedging in Arabia	CAI, LIAO: 学术英语还是专业英语	CAI, MO: Constructivist Views on Compilation of Business English Course-books	SHEN: Pilot Study on Teaching of English for Sci-Tech purpose	IRWIN: A Systemic Functional Grammar Approach to Prescriptivism	LI: How to Motivate Students of English for Business Class
3:55-4:25	HONG: Corpus Linguistics (CL) & Systemic Functional Linguistics (SFL) in a Critical Discourse Analysis (CDA)	PENG: Generic competence of first-year college EFL learners in their PowerPoint-assisted English presentation	O'GRADY: Options for collectivizing written feedback on student paragraphs using email, WORD and smartboards	LIU, LIU: Turn-Taking Modes and Its Application in Business English Conversation	YANG: A Survey of the Use of Communicative Language Teaching in ESP Classes	KNIGHT: Strategies for Developing English as the Medium of Instruction in University Contexts
4:30-5:00	WANG: A Comparative Study of Epistemic Modality	WOODWARD: The Use of Foreign Language Teaching Techniques in the Computer Science Laboratory to Support Oral Presentation	DU: Teacher Feedback in EAP Writing Classrooms	McKENNY, HILTON: Text Mining and Concordancing to Assist International Business Studies	CHEN: A Study of Hotel English Reform from the perspective of Learning Needs Theory	LI: From learning English to learning in English
5:05-5:35	PANG, YE: A Comparative Analysis of Genre Theories	YANG: Assessment for Learning in a Chinese University Context	WILLCOCKS: Promoting autonomy through writing conferences	LIN: Towards a Framework for Analyzing Choices in Business Writing		XIN: Effect of Problem-based Learning on Management of ESP Program Among Non-English Doctoral Candidates
6:00	Conference Dinner					

Time	Event					
8:30 - 9:00	Registration					
Room:	TB109	TB227	TB418	TB419	SSB109	SSB113
9:00-9:30	TAO, HUANG: A Corpus-Based Analysis of Research Paper Titles in English: Across Discipline and Culture	HUME: The development of an English for Specific Purposes / Content Language Integrated Learning course	JIANG, JIN: On Fuzziness of Legislative Language	SIMIN, RASEKH, JAFARZADEH: Adapting ESP Material According to the Needs, Interests and Proficiency Levels of Learners	LITTLEWOOD: Participation-based Pedagogy	HUANG: Effective Ways of Developing ESP Teachers at the Chinese Tertiary Level
9:35-10:05	HU: A tentative investigation of lexical bundles in logistic textbook corpus	KUNSCHAK, HUME: Content, task and communication : The keys to successful ESP for Art & Design	CHENG, CHENG: A Functional Understanding of Legal Proof in English for Legal Purposes	WANG: Dilemma and Reflections on ESP Materials Development for English Majors in China	FREESTONE: English in global university education: Issues of hegemony in the Chinese context	YANG: A Narrative of an Intercultural Encounter for Academic Purposes
10:10-10:40	QIN: Genre Analysis of Abstracts in Applied Linguistics	HAN, LIU: A Genre Analysis of English Newspaper Sports Hard News Report in China Daily		HIGGINS: Promoting Learning Groups in EAP Lecture Preparation Classes	ARTHURS: Language Ecology and Language Policy at UNNC	
10:40-11:05	Coffee Break					
11:05-11:35	SU: The Effects of L1 on L2 in EFL Classrooms in China	LEVRAI: Developing Effective Materials for EAP	LEE: Tracing the development of Continuing Support: An Evolving Paradigm	SMITH: Justifying and Focusing Research through the Literature Review	SILBURN: The Devil and the Deep Blue Sea: Evolving a Large-Scale EAP Syllabus for Reading and Writing	
11:40-12:10	HUANG, TAO: Acquisition of Causative Devices among Chinese College Students	MUKHERJEE: Religious Affiliation and Language Shift	HEI: The Writing Center-Based Genre Approach to Undergraduate Academic Writing in the Chinese University	ZHONG: An Exploratory Study of Argumentative Strategies Used in Doctoral Dissertation Literature Review Section	ZOHORIAN ET AL: A Critical Review on the Efficacy of Authentic Materials for ESP Courses	
12:15-12:45	MOHAMMADI: The Impact of Cloze-test on Vocabulary Retention Of Iranian ESP Learners	DAI: Raising Learners' Awareness of Their Own Culture in ELT	LIU: Project-Based ESP Program: Proficiency Gained with the Completion of Series of Tasks	REN: The Processing of Complex English Sentences by Chinese Learners of English	ROACH: Orienting students into their disciplines in the matter of critical thinking	
12:45-1:45	Lunch					
1:45-2:45	Plenary: Professor Winnie Cheng		An ecology of practice: Research Centre for Professional Communication in English			
2:45-3:45	Plenary: Professor Ken Hyland		Teaching and researching genre			
3:45-4:15	Coffee Break					
4:15-5:00	Round Table Session: Where should ESP in Asia be focused?					
5:00-5:30						

Day 3: Nov. 13, 2010. Workshop Schedule

Time:	TB418	TB419	SSB109	SSB113	TB227
9-9:15	Introduction to Workshop Day				
9:15-10:45	Bill Littlewood	Winnie Cheng	Terry Greatrex	Handan Bao	Benedict Lin
10:45-11	Coffee Beak				
11-12:30	Bill Littlewood	Winnie Cheng	Douglas Bell	Handan Bao	Derek Irwin
12:30-1:30	Lunch				
1:30-3	Fiona Hyland	Peter Waters and Joy Gannaway	Douglas Bell	Tim Wallis	Ben Lin and Derek Irwin
3-3:15	Coffee Beak				
3:15-4:45	Kevin Harvey	Peter Levrai	Gina Roach and Jiajia Xu	Richard Silburn	Eliot Wright
4:45-5	Closing Remarks				
<hr/>					
Bao	Memory or Analysis? In What Way Text Analysis Boosts Interpreter Performance				
Bell	Teaching Oral Presentations in Academic Contexts				
Cheng	Analysing company brochures: Using Wmatrix and ConcGram in genre analysis				
Greatrex	Producing English Sounds in the Classroom: Tips and Tools for Teaching Spoken English				
Harvey	Analyzing & Understanding Workplace Language				
Heasley	Giving feedback on student writing				
Hyland	Providing quality feedback				
Irwin	Teaching Prescriptive Rules through a Functional Approach				
Levrai	Developing Criteria for the Evaluation of EAP Materials				
Lin	Exploring How Texts Work: Lesson Cycles & Activities for ESP/EAP teaching				
Lin and Irwin	Helping Students Re-write Their Way to a PhD				
Littlewood	Techniques for Structuring Classroom Interaction				
Roach and Xu	Empowering students in the skill of asking questions: a suggested classroom procedure				
Silburn	Developing coherence and cohesion in writing				
Wallis	Developing Classroom Vocabulary: core lexis in EAP				
Waters	The use of authentic materials in teaching and testing				
Wright	Actively Involving Students in Note-taking through the Cornell System				

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INTRODUCTION

The 2nd ESP in Asia conference is being held at the University of Nottingham Ningbo, China, a campus of the University of Nottingham offering a full range of programmes delivered in English. It is thus a unique environment in which to gather and reflect on the different purposes English serves within the Asian context.

As ESP grows in Asia, it needs to evolve practices that engage the ecologies in which it operates. Such ecologies include, on the one hand, sociolinguistic realities such as multilingualism and variation in global English(es), and, on the other hand, variable professional and academic cultures and practices in Asia. The conference theme seeks to capture the notion that through engaging these ecologies, ESP may evolve more enabling paradigms, both for individuals and for institutions.

We have invited papers and workshop proposals on all aspects of ESP, from researchers, teachers, training consultants and industry professionals. In line with the theme, we have particularly encouraged papers on the following:

- English in specialised domains in ESL/EFL contexts
- English in the professions in multilingual & multicultural contexts
- ESP/EAP within a World Englishes paradigm
- Sociolinguistics of work
- Pedagogical innovations in ESP/EAP
- The Asian context: challenges and rewards
- EAP within academics, for academics, and by academics
- Identity and ELT

This exciting conference includes many excellent scholars from China and abroad. Our distinguished group of plenary speakers includes Professor Gu Yueguo of the Chinese Academy of Social Sciences, Professor Winnie Cheng of Hong Kong Polytechnic University, Professor Fang Yan of Tsinghua University, Dr Kevin Harvey of the University of Nottingham, UK and Professor Ken Hyland, of the University of Hong Kong. We welcome scholars in ESP from around the world, as well as those members of our local community who have come to learn more about the applications of English in Asia.

We hope that you find your participation to be an enriching and exciting experience!

Sincerely,

The Organizing Committee, 2nd ESP in Asia Conference

PLENARY SPEAKERS:



Prof Gu Yueguo
Chinese Academy of Social Sciences

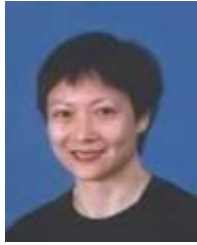
Prof Gu Yueguo, who obtained his PhD from Lancaster University, UK, is a research professor, and the Head of the Contemporary Linguistics Department, in the prestigious Chinese Academy of Social Sciences. His research interests include pragmatics, discourse analysis, corpus linguistics, rhetoric and online education. He has published extensively in these areas both at home and abroad. He has also authored and edited several series of textbooks covering linguistics, rhetoric, ELT methodology, action research, cross-cultural communication, and teaching English to Chinese learners. He is a co-chief editor of the *Journal of Contemporary Linguistics*, and on the advisory editorial boards of nine international journals. He was the winner of five national top research prizes, and was appointed K. C. Wong Fellow of the British Academy in 1997. He is a holder of many honorary posts, most notably special professorship of the University of Nottingham (2004-2012), and academic advisor of the Hong Kong Polytechnic University(2007-2013). (Personal website: <http://www.multimodal.cn>)

Multimodal Text Analysis of Classroom Discourse **— Towards a conceptual and operational framework of analysis**

Classroom discourse is interaction taking place in a classroom, which can be a real-life one with all the physical properties, or a virtual one as displayed on the computer screen, or an integrated one such as a Computer-Assisted Language Learning Lab. When a classroom discourse is video-taped, it produces a multimodal text of it. While classroom discourse is a real happening of experience, its multimodal text is a video representation of it, that is, it transforms a piece of real-life experience into a frozen object so that it can be played back and forth, analyzed, critically reflected upon, etc.

This paper attempts to present an analytic framework in which multimodal texts of classroom discourse can be systematically examined. As indicated in the subtitle of the paper, the analytic framework will be both conceptual and operational. By “conceptual” is meant that conceptualization will be presented as how to examine classroom discourse by way of multimodal texts. By “operational” is meant that such conceptualization can be put to practice in analyzing classroom behaviors by measuring it. Section 2 will focus on the conceptual side, whereas Section 3 on the operational side. Section 4 will make some sample analyses. The paper concludes by exploring some theoretical implications and remaining problems.

The data for the paper all come from the Multimodal, Multimedia & Multiple-Environment Learning Research Lab (the 3-M Learning Lab for short) jointly run by Tongji University, and Beijing Foreign Studies University. The core “hardware” of this lab is a 40-person classroom equipped with three cameras video-taping simultaneously the teacher, the students and computer-supported equipment such as the PowerPoint.



Prof Winnie Cheng
Hong Kong Polytechnic University

Winnie Cheng is the Director of the Research Centre for Professional Communication in English (RCPCE), in the Department of English of The Hong Kong Polytechnic University. She is also the Senior Editor of the *Asian ESP Journal* and the Secretary/Treasurer of the Asia-Pacific Rim Language for Specific Purposes & Professional Communication Association. She is well published in a wide range of areas, and her articles have appeared in top journals such as *Applied Linguistics*, *English for Specific Purposes Journal*, *International Journal of Corpus Linguistics (IJCL)*, and *Teaching in Higher Education*. Her books include *A Corpus-driven Analysis of Discourse Intonation* (co-authored with Chris Greaves and Martin Warren, John Benjamins, 2008) and *Professional Communication: Collaboration between Academics and Practitioners* (co-edited with Kenneth C.C. Kong, Hong Kong University Press, 2009). Much of her current research involves collaboration with business, finance, and technical professionals, to whom she has also acted as a consultant.

An ecology of practice: Research Centre for Professional Communication in English

The Research Centre for Professional Communication in English (RCPCE) of the Department of English, The Hong Kong Polytechnic University, was set up in 2006 driven by the mission to “pursue applied research and consultancy so as to deepen our understanding of professional communication in English and better serve the communication needs of professional communities”. In the talk, I will describe the RCPCE as an ‘ecology of practice’ in terms of a number of interdisciplinary and intercultural dimensions, systems and interrelationships, including resources, information and language technology, multimodal language use and communication, meaning-making, discourse flows, networks, (inter-)subjectivity, and performativity. I will illustrate the theme of the talk with examples of recent RCPCE research project findings, workshops and Continuing Professional Development (CDP) seminars, all of which involve different professional bodies and industries in Hong Kong. I will also discuss the ways in which the RCPCE as an ‘ecology of practice’ has empowered other ‘ecologies of practice’ through various collaborative and interdisciplinary activities and experiences.



Prof Fang Yan
Tsinghua University, China

Fang Yan is Professor of English and Linguistics in the Department of Foreign Languages, Tsinghua University, China. Her fields of specialty include English, Systemic-Functional Linguistics and Applied Linguistics, and Chinese Culture and Society. She was the Deputy-Chair of International Systemic-Functional Linguistics Executive Committee from 2002 to 2008 and the Vice-Chairperson of Functional Linguistics Association of China from 1995 to 2008. She was the organizer of the 1995 Summer Institute of Systemic-Functional Linguistics held in Tsinghua University, the Co-convenor of the 1997 International Discourse Analysis Conference held in Macao University sponsored by Macao University and Tsinghua University, and also the Co-convenor of the 36th International Systemic Functional Congress held in Tsinghua University in 2009, sponsored by Tsinghua University and City University of Hong Kong. Now she is an honorary vice

chairperson of Functional Linguistics Association of China . Her research areas include Systemic-Functional Linguistics, especially Theme in Chinese, genre-based language teaching, and Applied Linguistics. She has published more than 30 papers and is the co-author of one book and one text-book.

A Genre-Based Approach to Teaching English Writing – A Report on a Longitudinal Experiment in a Chinese College

This paper reports a five-year long experiment built on the genre-based approach to teaching college-level English writing in a Chinese provincial university. The purpose of the paper is to verify the applicability of the genre-based model to teaching English as a foreign language (FL) in the Chinese context. After a short introduction, the paper elaborates on the approach based on the notion of “genre” as well as on the reasons for choosing this approach for our experiment. The third part is an examination of the aspects of the experiment, focusing on the principles for choosing the particular genres and on the working model of the process for implementing the experiment. This is followed by a discussion of the positive results of the experiment, which is mainly a comparison of the average scores the students have got in the nationwide Term 4 and Term 8 examinations before and after the experiment. The final part sums up the implications and limitations of the experiment and makes reflections on possible improvements for working out a better English writing program.

Key terms: systemic functional linguistics; genre-based approach; English writing; experiment; Chinese context



Dr Kevin Harvey
University of Nottingham, UK

Kevin Harvey is a lecturer in sociolinguistics at the University of Nottingham, UK. His principal research specialities are in applied sociolinguistics, discourse analysis and corpus linguistics, and he is particularly interested in interdisciplinary approaches to professional communication. His present research focuses on multi-modal approaches to medical discourse and their practical implications for health care deliveries. Specifically this work involves a corpus linguistic exploration of electronic health messages, with a focus on examining the health concerns communicated by contributors to medical professionals online. His recent publications include 'How to use corpus linguistics in the study of health communication', in *The Routledge Handbook of Corpus Linguistics* (edited by O’Keefe and McCarthy, Routledge, 2009), and 'Electronic Health Discourse', in *The Pragmatics Encyclopedia* (edited by L Cummings, Routledge, 2009). He is currently working on a book on health communication to be published as part of the new Routledge series of introductory textbooks for applied linguistics.

Corpus linguistics and discourse analysis: Using corpora to interrogate electronic health communication

In this paper I examine how corpus linguistic methods – principally the facility of keywords - can be harnessed in the process of discourse analysis. Focussing on electronic health communication, I examine patterns and commonalities in the discourse of young people when formulating health concerns online. The past decade has seen a proliferation of opportunities to use the internet for health related advice and information, and many new sites have been created whereby users can construct identities, formulate problems and seek solutions concerning health related issues. This paper will report on a study of a one

million word corpus of emails sent to a UK-based website – the Teenage Health Freak website – a health forum tailored to the needs of young people allowing them to seek advice anonymously from health professionals.

In my interrogation of the email data, I aim to demonstrate how corpus analysis is able to reveal micro patterns of communication (such as personal attitudes towards and beliefs about health and illness), as well as macro discursal patterns that reflect broader cultural and economic trends in contemporary society: in particular the phenomenon of psychiatrization, the process whereby emotional complaints once considered to fall within the scope of everyday experience are now construed as being amenable to medical (pharmaceutical) treatment.



Prof Ken Hyland
University of Hong Kong

Ken Hyland is Chair Professor of Applied Linguistics and Director of the Centre for Applied English Studies at the University of Hong Kong, having moved from the University of London last year. He has taught Applied Linguistics and EAP for over 30 years in Asia, Australasia and the UK and has published over 140 articles and 14 books on language education and academic writing. His most recent publications are *Academic Discourse* (Continuum, 2009), a second edition of *Teaching and Researching Writing* (Longman, 2009), *Academic Evaluation* (edited with Giuliana Diani, Palgrave, 2009), *EAP: an advanced resource book* (Routledge, 2006) and *Metadiscourse* (Continuum, 2005). He is currently working on a book on Disciplinary Identity for Cambridge University Press and a handbook on discourse analysis for Continuum. He was founding co-editor of the *Journal of English for Academic Purposes* and is now co-editor of *Applied Linguistics* and editor of the book series *Continuum Discourse Series*.

Teaching and researching genre

The last decade has seen increasing attention given to the notion of genre and its application in language teaching and learning. Essentially, genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations. Genre-based writing instruction is therefore a response to changing views of language and of learning to write which incorporate an increasing understanding of how language is structured and how it is used in social contexts. Genres are therefore resources for getting things done using language in particular contexts, pointing to the fact that texts are successful only when they employ conventions that other members of the community find familiar and convincing. This presentation explores what research tells us about genre and some ways that teachers can bring genre techniques to their writing classes.

WORKSHOPS

Handan Bao: Memory or Analysis? The Ways Text Analysis Boosts Interpreter Performance

The workshop will lead you through a journey of discovering how your familiarity with the structural properties of texts makes a big difference in recalling exercises. It then goes on to examine methods of developing student familiarity with typical oral conference discourse for the purpose of training conference interpreters.

Douglas Bell: Teaching Oral Presentations in Academic Contexts

Love them or loathe them, oral presentations have become a key feature of university life, with almost every academic discipline requiring them, at some point, of their students. But how should oral presentations be handled? What are the biggest difficulties faced by students in delivering oral presentations, and by tutors in actually teaching them? What are the main issues that need to be addressed?

In this interactive workshop, participants will be invited to share their experiences of giving, teaching and assessing oral presentations in academic contexts. With specific reference to his textbook 'Passport to Academic Presentations: Oral Presentations in English for Academic Purposes' (Garnet Education, 2008) the workshop facilitator will showcase a variety of materials for teaching presentations, and then link these to a series of core pedagogic principles, that he personally believes to be vital for oral presentation success.

Winnie Cheng: Analysing company brochures: Using Wmatrix and ConcGram in genre analysis

The workshop demonstrates how a corpus-based genre study of the Corpus of Company Brochures (CCB) collected from engineering and surveying companies in Hong Kong was conducted. The study aims to describe the general patterns of moves and lexico-grammar, as well as the semantic fields that constitute the brochures and individual moves. The brochures were first analysed in terms of move-structure, resulting in different move sub-corpora. Then Wmatrix (Rayson, 2003; Chitchyan, Sampaio, Rashid, & Rayson, 2006), a corpus-analysis and comparison tool, was used to analyse the parts-of-speech (POS) and semantic fields of the CCB and individual move corpora. As Chitchyan et al. (2006: 21) describe, Wmatrix "uses a combination of part-of-speech and semantic tagging, frequency analysis and concordances (i.e. words in context) to identify domain concepts of potential significance". This was followed by the analysis of the phraseological patterns, or the 'aboutness' (Sinclair, 2005), that typify the CCB and the moves, with the use of *ConcGram 1.0* (Greaves, 2009) to generate 2-word and 3-word concgrams. A concgram is made up of words which co-occur contiguously and/or non-contiguously, and includes all instances even when one or more words are found between the co-occurring words (i.e. constituency variation), e.g. *materials testing* and *materials for testing*, and if the co-occurring words are in different positions relative to one another (i.e. positional variation), e.g. *materials for testing* and *testing of construction materials* (Cheng, Greaves, & Warren, 2006; Cheng, Greaves, Sinclair, & Warren, 2009). An Exclusion List containing the fifty most frequent grammatical words from the British National Corpus (Ahmad, 2005) was applied, so that the most frequent 2-word and 3-word concgrams generated by *ConcGram 1.0* consist mainly of the lexically-rich or content words. The workshop also shows the main findings of the research study.

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Terry Greatrex: Producing English Sounds in the Classroom: Tips and Tools for Teaching Spoken English

This workshop is aimed at teachers and will cover practical approaches to teaching speaking to school students. The focus will be on the production of English sounds, including pronunciation but also covering aspects such as syllable stress within words, and word stress and the linking of words within sentences. A brief introduction to the general approach adopted will be followed by examples of activities that can be adapted to a variety of classroom situations.

Kevin Harvey: Analyzing & Understanding Workplace Language

This workshop aims to introduce students to the language of the workplace, focussing on a variety of settings and some of the linguistic signatures that characterise the interactions that take place within these settings. Students will have the opportunity to conduct their own analyses of workplace interaction, interrogating both spoken and written texts. The session should highlight some of the key issues in the sociolinguistics approach to the language of work. In particular, prominence is given to linguistic analysis of workplace communication and how such an empirical approach can challenge some of the tenets pedalled by so-called communication experts, experts who are being increasingly utilised by business and organisations in order to maximise their communicative efficiency.

Ben Heasley: Giving feedback on student writing

In this workshop participants will explore practical issues involved in giving feedback to students. The focus will be on determining the advantages and disadvantages of three different ways of responding to student writing: teacher written feedback, teacher-student conferences and peer feedback.

Fiona Hyland: Providing quality feedback

This workshop is designed to help participants to both examine and develop their feedback practices when responding to student writing. Although feedback is considered to play a highly important role in developing student's writing, (Hyland and Hyland 2006), teachers at both secondary and tertiary level often find themselves with many unanswered or only partially answered questions relating to providing effective feedback. Using an interactive workshop approach the following questions will be addressed: Where should teachers focus their feedback for it to have maximum impact? What are the most effective ways of delivering feedback? What role can peer feedback play and how should this be introduced? How can teachers use feedback to develop students' skills to self-evaluate their writing?

Derek Irwin: Teaching Prescriptive Rules through a Functional Approach

As many writing instructors are perfectly aware, students are penalized for grammatical “errors” in their papers, whether or not such textual phenomena should be acceptable in contemporary English writing. Thus, we are often trapped between the desire to discard out-dated grammatical models and the practical need to teach prescriptive rules, since students need to observe them to get the highest marks. This workshop presents a method to get students thinking about the regularities in language via a simplified version of the experiential metafunction from systemic functional grammar. This approach helps learners to identify and “fix” the most common grammatical issues for which they are generally penalized in their writing.

Peter Levrai: Developing Criteria for the Evaluation of EAP Materials

This workshop will review the rationale behind criteria-driven evaluation of materials and provide a framework for the areas criteria could be developed for i.e. global, content specific, cultural etc. The workshop participants will then work on developing evaluation criteria and the validity of those criteria will then be examined by the group. By doing so a valuable tool will be developed that participants can then relate to the materials they use in EAP.

Benedict Lin: Exploring How Texts Work: Lesson Cycles & Activities for ESP/EAP teaching

In this workshop, participants will be taken through a mini-lesson cycle for ESP/EAP, aimed at helping learners develop their understanding and use of a specific text genre. In the process, they will be taken through some activities and tasks that may be used in lessons. Through experiencing what a student goes through in such a lesson cycle, participants will be led to understand the principles of the Curriculum Cycle proposed by educational linguists working in the Systemic-Functional tradition, and based on Vygotskian learning theory. They will also explore how traditional and communicative language teaching techniques can be meaningfully integrated into genre-based teaching for a rich, purposeful learning experience.

Benedict Lin and Derek Irwin: Helping Students Re-write Their Way to a PhD

Inspired by the classic Mad Magazine feature ‘Re-writing Your Way to a PhD’, this workshop is an activity-based seminar that explores from the perspective of Systemic Functional Linguistics (SFL) how academic genres work to re-represent everyday experience, and what students therefore need to know to construct writing in their academic disciplines. The workshop provides a broad introduction to key areas of SFL-based text analysis that would provide an enabling framework for teachers to scaffold students’ growth into writing in their specific disciplines, and is relevant not just to language teachers, but also to anyone wishing to help with their own writing. Come prepared to see what Mad Magazine can show us about how to help our students succeed!

William Littlewood: Techniques for Structuring Classroom Interaction

In this workshop we will first look at some techniques for structuring classroom interaction which have been developed within the framework of ‘collaborative learning’, in particular:

- ❖ ‘Jigsaw’ techniques
- ❖ Group investigation
- ❖ Snowball (‘forward’ and ‘backward’)
- ❖ Think / pair / share
- ❖ Three-step interview
- ❖ Rotating circles

- ❖ Constructive controversy
- ❖ Numbered heads

Some examples of activities using these techniques will be given and participants will then be asked to design, in groups, their own activities for sharing with others.

Gina Roach and JiajiaXu: Empowering students in the skill of asking questions: a suggested classroom procedure

A vital question, a creative question, rivets our attention. All the creative power of our minds is focused on the question. Knowledge emerges in response to these compelling questions. They open us to new worlds.

- Verna Allee, *The Knowledge Evolution*

In this workshop, participants will engage in a classroom practice called *quescussion*. A quescussion is a discussion made up entirely of questions around trigger concepts with the aim of training students in the art of asking questions and raising their awareness in what constitutes ‘good’ or ‘powerful’ questions; a strategy usually attributed to Professor Paul Bidwell (Gedalof, 1998). The workshop is premised on the viewpoint that the question is the most important tool in triggering higher order cognitive thinking processes associated with methods of inquiry in University disciplines such as hermeneutics, problem solving, expertise, the scientific method and critical thinking. Despite the importance of the need to build students’ capacity and skills in this area, question asking largely remains the domain of teachers while students are traditionally expected to provide answers. The workshop will end with a discussion of what participants find useful in the technique, what they resist about it and how they might incorporate quescussions into their classroom contexts.

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Richard Silburn: Developing coherence and cohesion in writing

A review of common problems connected to cohesion and coherence in student writing and practical activities to improve these elements of composition. The workshop will begin with a discussion of the terms, followed by an overview of the various devices employed and finally a discussion of their importance in L2 writing. It will then move on to examine how cohesion and coherence can be incorporated systematically into the teaching of a reading and writing course. This will include a demonstration of how raising awareness of various text features can be used to improve reading skills before looking at ways that students can produce features more effectively in their own writing.

Timothy Wallis: Motivating Vocabulary – Huggable Words and Sentence Building

A few years ago The Guardian newspaper featured a survey of English Learners’ 70 Favourite Words. These ranged from words voted for because of their meaning, like ‘peace’ or ‘passion’, to words whose sound attracted the student including ‘higgledy-piggledy’, ‘peek-a-boo’ and ‘serendipity’ – all described as huggable, cuddly, warm words. We will look at these words and explore some of their meanings, considering how vocabulary can be very motivating for language learners of all ages and how this motivation can lead to opportunities for creative writing.

The session will also include a rather unusual dictation activity in which students have to reconstruct a text from a skeleton structure.

Both these activities can be adapted easily to be effective with classes of all sizes and all levels from pre-intermediate to the most advanced students.

Peter Waters and Joy Gannaway: Using authentic listening materials to prepare students for lectures with specific reference to Chinese students.

Part 1: The first part of the workshop will look at the different aspects which combine to allow comprehension of a lecture or to prevent it. This will be considered in relation to Chinese students in particular and will include discussion of Vocabulary, Grammar, Phonology, Level of English, Topic Knowledge, Student expectations, Student motivation, Authenticity of materials and Authenticity of the task.

Part 2: We will look at an example of an authentic lecture used with year one students and then discuss the difficulties encountered and how they were overcome.

Part 3: We will watch a short authentic lecture and participants will have the opportunity to discuss the best ways to exploit this material.

Eliot Wright: Actively Involving Students in Note-taking through the Cornell System

“Note-taking as a skill is not easy in one’s own language; in a foreign language the difficulties can become very serious. For this reason, considerable help may be needed” (Jordan, 2000).

The following questions are often asked by Chinese students at UNNC: “How should we take notes?” and “How long should our notes be?” Taking notes from lectures and from texts, to prepare for exams and coursework, was second nature when I was in school and university. Asking my students why they find this skill so difficult, the majority answered that they had never practiced the skill of note taking or been shown how to effectively take notes. Therefore, teaching the students more explicitly why taking notes is so important and how to be efficient and effective when taking notes is an extremely worthwhile activity for any teacher to undertake.

This workshop will explore:

- Why is taking notes important?
- What is the Cornell system of note taking and how can it be useful?
- What should students take notes on?
- How can this be put into practice?

Reference: Jordan, R. (2000) *English for Academic Purposes*, Cambridge, CUP.

PARALLEL PAPERS:

MALL in a General Education Class in English

Ai Chun Yen

National Dong Huw University, Taiwan
acyen@mail.ndhu.edu.tw

This paper presents how students' academic writing and reading awareness (English for academic purposes, EAP) is developed in an English class with a MALL (mind maps assisted language learning) project in NDHU, Taiwan. Strategies and productions shared in this module are research-based and also practical in application. 4P model—plan-produce-publish-present—is introduced in the first class by framing the approach in a way to contextualise reading and writing better, and, more importantly, to make their academic text analysis more productive for the students and the teacher. Productive text analysis on MALL project centres on how context shapes meaning for different readers.

The data comprise observational records and artefact of the project during the semester. The results show that effective academic communication in reading and writing depends on a complex of procedural skills that develop only through use; and if language learning depends crucially on language use, students who enjoy a high degree of social autonomy in their learning environment should find it easier than otherwise to master the full range of discourse roles on which effective spontaneous communication depends. Finally, this paper provides some recommendations to organisers of Freshman English in the light of teaching English for academic purpose and concludes that for non-English speakers the learning of academic reading and writing is a lifelong process of endless conflict and negotiation.

Key Words: English for academic purposes (EAP); intertextuality; mind maps

Language Ecology and Language Policy at UNNC

James Arthurs

University of Nottingham Ningbo China.
james.arthurs@nottingham.edu.cn

Language policy focuses on selection of a language to fulfil particular roles, and implementation by which the language is established in these roles. The language of instruction is at UNNC is English, but the first language of most students is Chinese. The existence of the Centre for English Language Education follows. Some have proposed additional measures to promote the success of English-medium instruction such as encouraging students to communicate only in English in the main campus area. Another proposal is that lecturers should tailor their delivery to their UNNC audience, avoiding excessive use of idiom. The language ecology of UNNC has been described as hybrid immersion (Hughes & Gao, 2008). While courses are taught in English, Mandarin Chinese is dominant in social communication. Although many students choose this university to develop their English competence, they are proud of their Chinese linguistic and cultural heritage. Efforts to control sociolinguistic ecosystems by policy have been compared to government efforts to control markets or even the weather. UNNC may not aspire to multilingual education but we can acknowledge that our students' first language plays an important role

in their cognitive development. While encouraging them to devote regular quality time to developing their English, any policy measures restrictive to their L1 should be avoided.

Key Words: language policy; language ecology; university.

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Spoken Discourse Genre Analysis for Interpreter Education in the Chinese Context: A Preliminary Report

Handan Bao

The University of Nottingham Ningbo, China
handanbao@gmail.com

Few interpreter students come to the education program with ready familiarity with the discourse genres they need to deal with in various multilingual and multicultural work settings. This paper reports on the preliminary findings of a small-scale corpus analysis as part of a study driven by the need of developing student awareness of spoken discourse genres effectively. The corpus is a publicly available collection of audio and video recordings of a recent political-economic forum that brought together speakers from the government, the industry and the academia. Methodological implications of the purpose, which is different from teaching students to author texts, are discussed. How the research finding might interface with interpreting strategies long advocated by leading scholars is also discussed. The paper hopefully serves as a catalyst for cooperation from ESP scholars in the later phases of the study.

Key words: spoken conference discourse; interpreter education; genre

学术英语还是专业英语-----我国大学 ESP 教学重新定位思考

蔡基刚 廖雷朝

(复旦大学 外文学院 上海 200433 云南大学 大学外语部 昆明 云南 650031)

摘要：我国大学 ESP (专业英语) 教学长期来定位在由专业教师开设的专业英语上。然而，由于专业教师英语能力有限，英语教师专业知识有限，加之 ESP 课程受基础英语和双语课程的挤压，使得 ESP 教学效率低下、发展逐渐边缘化。鉴于近几年我国高校双语课程尤其是全英语课程崛起，学生呼吁增开一门衔接性课程，我们认为我国的大学 ESP 教学应定位在学术英语上，着力培养学生学术口语和书面交流能力。这一定位不仅能满足学生用英语进行专业学习的需求，而且为我国大学英语教师转型乃至整个大学英语教学的发展指明了方向。

关键词：ESP 教学；重新定位

ESP in China, oriented towards ESAP, has developed slowly to a point where it has become marginalized. The situation is caused by inadequate English proficiency of content teachers, subject background of English teachers, the predominance of GE at the tertiary level and the rise of bilingual courses. Considering a growing demand in recent years for a transitional course between GE and bilingual teaching, it is suggested that EGAP instead of ESAP should be offered to college students. The significance of the reorientation of ESP in China towards EGAP is that it will facilitate the successful shift of both college English teachers and College English teaching from GE to ESP

Key words: ESP teaching; reorientation

Constructivist Views on Compilation of Business English Course-books

Cai Shu, Mo Zaishu

College of International Studies, Hunan University, Changsha 410082, China
caishu1986@126.com
mozaishu@163.com

Much attention has been paid to the study of the theories and approaches to the study of EFL teaching from the perspective of constructivism. Yet there are relatively few research applying constructivism to the study of its teaching content, especially coursebooks, failing to match the rapid development of EFL coursebooks. Based on the requirements of constructivist teaching theory and taking into consideration the three characteristics of BE teaching, i.e., authentic material, purpose-related orientation, and self-direction, the current research draws on constructivist theories of teaching materials and proposes constructivist view of business English coursebooks, i.e. BE coursebooks developed based on Constructivism should possess the following six qualities: well-balanced combination of language skills & business knowledge, authenticity, collaborative learning promotion, learner-orientation, three-dimension, and diversity of contexts and materials. It is hoped that this study could be of some use to BE coursebook construction.

Key Words: constructivism; business English coursebooks; views on teaching materials

Genre Systems of Publicity Discourse in Contemporary China: A diachronic case study of Ningbo

CAO Min, WANG Juan, HUANG Dawang

Ningbo University

Given that soft power, in particular, image-building has become essential communicative events of administrative governments, publicity discourse develops into a complex matrix of genres (Scollon, 1999, p.22). China and its cities are, after having made amazing economic successes during the past four decades (1979-2010), currently more concerned with branding and elevating soft power than ever. Such intense communicative motivations are prevalently concomitant with the drastic advance of social,

cultural and technological innovations, and as a consequence, demand professional practitioners “use, transform and invest tools and tricks of the symbolic trade” (Bazerman, 1988, p.318). The discourse construction of Hong Kong as a world city, as Flowerdew (2003) explicated, was instantiated through the expertly use of discourse strategies and tactical development of multiple genres like public consultation, policy speech and promotional video. We attempt to address such language ecology of public discourse in contemporary China by choosing as our focus subject Ningbo and its International Fashion Fair (IFFAIR, established since 1997). A chronological perspective will be adopted to explore the evolution of genre systems in the discursive practice of IFFAIR and on the resulting process of establishing discursive identity of this Chinese costal city the image of Ningbo (e.g., as an amazingly hybridized city of modernism with a long history and global view).

Key Words: publicity discourse, genre, genre system, case study

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A Study of Hotel English Reform from the perspective of Learning Needs Theory

Chen Shuping

Tourism College of Zhejiang, Hangzhou , China
emilychen@tczj.net

Vocational education is different from general high education and closely associated with Occupational status. It should be adjusted promptly according to the industry needs. Otherwise it will lose its value and development potential. The paper assesses the hotel English course in respect of course objectives, teaching materials, teaching methods, teacher qualification and evaluation methods on the basis of empirical study and questionnaire from the perspective of ESP learning needs theory. Then it proposes an exploration of hotel English reform.

Key words: vocational education; ESP; needs analysis; hotel English

A Functional Understanding of Legal Proof in English for Legal Purposes

Le Cheng Winnie Cheng

The Hong Kong Polytechnic University
Research Centre for Professional Communication in English
eglcheng@polyu.edu.hk egwcheng@polyu.edu.hk

In common law jurisdictions, with Hong Kong being one of them, the notion of proof, which is the result

of the joint assessment of relevant items of evidence introduced in a trial, is frequently related to notions such as the belief, certainty or conviction of a judge or a juror about reality. Due to diversities in the explanations of the burden of proof, the association of proof with fact finder's (judges and jurors) beliefs is often criticized. There has been a long-standing controversy in law, and that is, the participants who know the reality cannot decide on facts, and judges or jurors who are distant from the reality find facts. It is, therefore, common that the fact finders are seldom virtually certain about proof which is the basis of factual reconstruction. Rather, they can only be morally certain, if at all, about proof. Inevitably, belief becomes a core notion in burden of proof. In this analysis, we link belief and proof by introducing the notion of 'epistemic modality', which is concerned with speaker's belief in propositional probability (e.g. Cheng and Sin 2008; Halliday and Matthiessen 2004; Palmer 2001). Using court judgments in Hong Kong, the analysis of the variation in the orientation of epistemic modality (Cheng and Cheng 2010; Halliday and Matthiessen 2004) helps to integrate the two levels of proof, that is, proof on balance of probabilities and proof beyond reasonable doubt. This study, as an exemplary research project, will also prove to be useful and insightful for applying functional linguistics in the field of English for Legal Purposes.

Key Words: legal proof; epistemic modality; belief; probability

Acknowledgement

The work described in this paper was substantially supported by a grant from the Research Grants Council of the Hong Kong Special Administrative Region (Project No.: 1-ZV7D).

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Hedging in Arabia: A corpus-based study

Peter Crompton

American University of Sharjah
pcrompton@aus.edu

Hedging is recognised as a distinctive feature of advanced academic writing (e.g. Myers, 1989; Hyland, 2005). However, to know what to teach about academic hedging, EAP instructors need to know what their students' current hedging (if any) looks like. This paper describes corpus-based research into the quantity and type of hedging found in texts in an apparently unexplored region hitherto, the Middle East. Hedging in a corpus of texts by novice academic writers studying at an English-medium university in the United Arab Emirates is characterised in terms of the hedging found in various other kinds of texts: textbooks, research articles, native English speaker essays, newspaper editorials, non-native English speaker essays by students from other parts of the world. According to the findings, Middle Eastern students hedge less overall than native English speaker writers and in particular they use fewer epistemic verbs and adjectives than native English speakers. EAP instructors also need to have some idea of what is an appropriate target proficiency for novice academic writers: on the basis of the findings described here it is suggested that the quantity and type of hedging found in native English speaker

essays and editorials could serve as useful models on which to draw in the course of hedging instruction.

Key Words: hedging; corpus; EAP

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Teacher Feedback in EAP Writing Classrooms: From theory to practice

Jianying Du

Huazhong University of Science and Technology
dujianying@mail.hust.edu.cn

Assessment is multi-functional during the developmental process of learning. According to the purposes it serves, assessment can be subdivided into summative and the formative ones. Formative assessment provides the teacher and the learner with information about how to improve teaching and accelerate learning (e.g. Black & Wiliam, 2009). It is, therefore, normally seen as assessment *for* learning. As an approach to formative assessment, teacher feedback has potential for supportive teaching, cooperative learning and appropriate use (Hyland, 2006). Nonetheless, the condition - 'if implemented well'- needs to be added for the potentials to be accomplished. Against guidelines proposed for effective teacher feedback in L2 writing (e.g. Williams, 2007), the paper aims to discuss issues and problems in integrating teacher feedback in EAP/ESP writing classroom as well as its impact on the course design. Factors influencing the effectiveness of teacher feedback are addressed in the study, such as time, procedures, form, content, subject knowledge and so on. An advanced writing course for English major graduates at a Chinese university is employed to facilitate the demonstration and discussion. Findings and discussions raised in the study may not be necessarily EAP-specific, and the shared subject interest or expertise between the teacher and the learner is, in most cases, ideal but unusual in ESP classrooms in EFL contexts. However, it is hoped that this study will raise teachers' awareness of the significance of effective feedback, and encourage their reasonable exploration in subject fields.

Key Words: teacher feedback, L2 writing, formative assessment

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Effect of Problem-based Learning on Management of ESP Program Among Non-English Doctoral Candidates

Feng Xin

Foreign Languages Department of Fujian Medical University

ESP is in such an awkward situation in China that some people contemptuously suggest substitution of bilingual education provided by subject-matter experts for English teachers in universities. Though this perspective sounds irritating, the frustrating issues occurring over the management of ESP program deserve deliberation, such as students' prevailing indifference, knowledge gap existing among disciplines and difficulties in evaluation. It is especially true in the ESP program for non-English doctoral candidates. This community features with extremely limited time for classroom learning activities, relatively higher English proficiency and rich professional knowledge and experience, along with clear and specific personal objectives for language learning, all of which have proved challenges to conventional teaching methods and teaching staff as well, with English language teachers bearing the brunt. Problem-based learning (PBL), a long-standing teaching philosophy popular in western countries, is now in the ascendant in China with its generally acknowledged advantages in developing students' problem solving awareness and skills, as well as their teamwork spirit by immersing them in real-world problems for solutions. PBL is theoretically applicable to a great extent for the consistency of its characteristics with teaching requirements from ESP programs. This paper aims to investigate how effectively PBL works in ESP teaching for Chinese non-English doctoral candidates, and to provide teachers with some insights into how to smoothly carry out ESP program in this very community. In this case study, 59 medical doctoral students were randomly divided into an experimental class and a control class, and followed in 5 months by the combination of qualitative and quantitative analysis with observation, interview, questionnaire, as well as vertical and horizontal comparisons involved. The results present that PBL could exert significantly positive influence on metacognitive improvement, but show little superiority in facilitating students' consolidation of subject-matter knowledge in ESP program teaching in a short term.

Key Words: English for Specific Purposes; problem-based learning; non-English doctoral candidates; effects

English in global university education: Issues of imperialism in the Chinese context

Philip Freestone

University of Nottingham, Ningbo, China.
philip.freestone@nottingham.edu.cn

The establishment in Asia of Western university programmes where English is widely used results in a complex set of power relations between institutions, staff and students. Indeed, the role of English as a global language in such contexts merits close examination in terms of cultural imperialism and class inequality. An awareness of such issues can be argued to be of great importance to EAP and ESP professionals, as well as academic and administrative staff. This paper analyses these issues of power, and in particular, assesses the validity of Phillipson's (1992) model of 'Linguistic Imperialism' in the light of his recent comments on the role of Western Universities in Asia, and on the University of Nottingham, Ningbo, China in particular (Phillipson 2009). It is argued that an analysis of linguistic hegemony in the contemporary global context should perhaps focus not so much on the imposition of Western cultural values through language spread, but on the role of English in sustaining the hegemony of an emerging global elite class, which dominates the kind of university settings in question. A discussion of potential future developments follows, with a particular focus on the concept of 'Global Citizenship', and its relevance to students and staff in the present context.

Key Words: hegemony; linguistic imperialism; international higher education

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Agency and Metacognition: Two Worlds Apart?

Xuesong (Andy) Gao* & Lawrence Jun Zhang**

Hong Kong Institute of Education* & National Institute of Education**

[*xsgao@ied.edu.hk](mailto:xsgao@ied.edu.hk) & **lawrence.zhang@nie.edu.sg

The current debate on autonomy in the field has focused on expanding the research horizon, but surprisingly little effort has been made to see the inter-relatedness of agency and metacognition due to an increasing popularity of sociocultural perspectives in language learning research. Agency as a sociological/sociocultural construct and metacognition as a cognitive construct have been increasingly viewed as two worlds apart. However, such division may be unnecessary, as each strand of research leads to findings concerning different aspects of learners' autonomous learning. We argue that since metacognition embraces a range of beliefs, thinking's, understandings, behaviours and strategies for current and future actions, which are most often systematic, it is a prerequisite for examining learner autonomy and self-regulated learning. Therefore, research into learner autonomy can capitalise on both areas in order to synergize our understanding of learners' autonomous learning and inform our support to their learning efforts. In view of this proposal, we will analyse a set of data from a longitudinal enquiry into mainland Chinese undergraduates' language learning in Hong Kong. We advance a view that metacognition and agency be considered complementary to each other in revealing the process and goals of autonomous learning. Both perspectives to be adopted for analysing the data will help us to put forward an argument that we need to have a broadened learner development scheme, which includes efforts to enable learners with metacognitive capacity, micropolitical competence, and sociocultural understanding.

Key Words: agency; metacognition; learner autonomy;

A Genre Analysis of English Newspaper Sports Hard News Report in *China Daily*

Han Ping, Liu Yu Ying

College of Foreign Languages, Chongqing University

angiehp@sina.com, Tina_20052661@163.com

In this paper, 10 hard sports news reports, downloaded from <http://www.chinadaily.com.cn/sports/>, approximately 10,000 words, about the 2010 FIFA World Cup Series, have been selected as the corpus. On the basis of the four-part cognitive structure of news proposed by Bhatia (1993), this article makes an attempt to analyze the specific cognitive move-step structure of English Newspaper Sports Hard News Report (hereinafter NSHNR) from *China Daily*. Then, the paper adopts the classification of intertextuality proposed by Xin Bin (2008), and points out the feature of intertextuality in terms of

specific intertextuality and generic intertextuality in NSHNR, aiming to reveal the ideology and social power relations hidden in the discourse. The discussion unravels two prominent features of NSHNR which are determined by the unique nature of NSHNR as genre for its mainly communicative purpose is to entertain the reader. Besides, this paper made a tentative exploration to explain the reasons for the two features. Conclusion is drawn that the fierce competitive environment, the commercialization of journalism and the entertainment of sports news have all contributed to the adoption of a reader-friendly strategy in the process of discourse production.

Keywords: Genre Analysis; Sports Hard News; Intertextuality

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The Writing Center-Based Genre Approach to Undergraduate Academic Writing in the Chinese University

Hei Yuqin

School of English Studies, Xi'an International Universities
heiyuqin@xisu.edu.cn

Despite the fact that writing centers have become widespread in universities in the U.S. and U.K., it's quite rare to find a real writing center in universities in mainland China (Google search for "writing center"). This paper reports the three-year operation of the writing center in Xi'an International Studies University, Shaanxi, China, with the purpose of demonstrating that a writing center, in addition to its role of tutoring as depicted in most universities abroad, plays an even more significant role in facilitating the academic writing instruction in the university in China. It takes the double duty of tutoring and teaching. In this paper we argue that a writing center in the Chinese context performs the role of instructing and tutoring, which actually goes beyond the boundary of writing centers as defined by some scholars (Harris, 1988). To demonstrate the feasibility of this kind of operation, we experimented with the genre approach to undergraduate academic writing in the writing center, including mainly the research-based argumentative essay and BA thesis. From some cases presented and analyzed in the paper, we can clearly see the effectiveness of the writing center-based academic writing instruction in our university.

The paper first introduces the context in which the writing center was established, and then it examines how academic writing, here undergraduate academic writing in particular in our university, is conducted through the genre approach in the writing center. The paper concludes that tutoring in the writing center forms an important connection with or even part of teaching of undergraduate academic writing. "This connection could assist us to think about and to articulate the relationship of theory and method in the writing classroom and in the writing center program, as well as assist us to create new concepts of helping students improve their composing and writing abilities" (Raines, 1994: 153).

Key words: Writing center; academic writing; genre approach

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Text Mining and Concordancing to Assist International Business Studies

Dr Brian Hilton and Dr John McKenny

Nottingham University Business School and Division of English Studies, University of Nottingham Ningbo
Brian.Hilton@nottingham.edu.cn, John.McKenny@nottingham.edu.cn

In this paper, the authors will demonstrate how megacorpora and their analyses can greatly enhance research potential in IBS. In particular they will examine how theories are developed and taken up but how sometimes scholars use the words and concepts of the theory but not the theory itself. A kind of lip service is paid to the theory but the scholars are not actually writing within the paradigm.

Promoting Learning Groups in EAP Lecture Preparation Classes

Rob Higgins

Ritsumeikan University's College of Information Science and Engineering
rht25175@fc.ritsumei.ac.jp

The Japanese Ministry of Education (MEXT) initiative to introduce an extra 300,000 international students into the Japanese university system by 2020 will present certain challenges to English language instruction. The response will require, to some degree, a dynamic and creative teaching approach that broadens understanding of English for Academic Purposes (EAP) methodology from its often ESL-based perspectives. The role of the instructor in providing interesting and supportive learning environments for EAP students is going to be a central component of this discourse and the emerging ecology of EFL-based EAP preparation. In the classroom, materials will need to be created or refined for particular genres and disciplines. This demonstration will show how to support EAP students in their preparation for content-based lectures in English. Furthermore, it will develop this approach within a task-based teaching methodology. Creating a supportive and stimulating learning environment for university English for Academic Purposes (EAP) preparation will be outlined in this presentation. The presenter will discuss the use of learning groups and an EAP-centred task-based approach. In the discussion of tasks by Ellis, he includes the concept of workplans “workplans take the form of teaching materials or ad-hoc plans for activities that arise in the course of teaching; engaging in cognitive processes such as selecting, classifying, ordering, reasoning, and evaluating information in order to carry out a task (2003, p.9). Moreover, peer help is considered one of the most effective ways to overcome linguistic difficulties in lectures (Miller, 2002). Furthermore, Nation and Newton discuss introducing buzz groups into lecture preparation classes to discuss and compare notes (2009). Therefore, the sequencing of tasks that promote peer support and discussion through workplans would seem an effective way to overcome linguistic difficulties. This will be evaluated in the presentation through focused analysis of the classroom activities.

Key Words: learning groups; task-based learning; EAP

Corpus Linguistics (CL) & Systemic Functional Linguistics (SFL) in a Critical Discourse Analysis (CDA) of the representation of Chinese women in *My Country and My People*

Hong Lv

University of Nottingham, Ningbo, China
zx06467@nottingham.edu.cn

This paper presents the results of a study of the role of language in the ideologies constructed in the apparently neutral text focus of the images of Chinese women in 'Woman's Life', a chapter in Lin Yutang's essay collection *My Country and My People*. This research employs Critical Corpus Linguistics (CCL) and Systemic Functional Linguistics (SFL) as used in Goatly (2004) and Nair and Ralif (2008) with the following aims: 1. to see how choices in the transitivity framework of SFL (Halliday 1985,1994) can be interrogated and analyzed using WordSmith Tools and how the frequency of specific realizations of these choices in the concordance data can be useful within a Critical Discourse Analysis (CDA) approach. 2. to examine how the combination of CCL and SFL can provide a rigorous basis for making claims about text meanings and latent ideologies in a literary work. 3. to explore how foregrounded linguistic elements in literary works revealed using the hybrid theoretical basis may be understood and interpreted, and how the related ideologies are interweaved. To achieve these ends, I apply a CDA approach to examine the power represented in the images of Chinese women in Lin's work, in order to explore how Lin, as a male feminist (Lu, 2008), used the English language in his essays as a tool to promote feminism in China and change the negative stereotype of Chinese women in the western world.

Key Words: Women's image; Lin Yutang; SFL; CL

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A tentative investigation of lexical bundles in logistic textbook corpus

Hu Yuying

Guangdong University of Foreign Studies
katehyy@163.com

Formulaic language has been the focus of a variety of types of research in the past three or four decades and given as various labels as formulaic sequences, multi-word strings, lexical bundles, word clusters collocations, lexical phrases and so on. With the research focus on lexical bundles in general

spoken/written registers or discipline-specific research articles, previous studies seem to have ignored language use in logistic English text book in Chinese tertiary settings. The present corpus-based study will try to make a tentative investigation of lexical bundles in Logistic English textbooks basing on a mini textbook corpus of 120,000 tokens on the basis of 3 published textbooks. The main purpose of the research is to investigate the distributions as well as functions of the highly frequent 4-word lexical bundles in the logistic English textbooks. According to Douglas Biber (2006), academic lexical bundles play the following roles in the academic discourse: (1) stance expressions (2) discourse organizers (3)referential expressions. Guided by this framework, the following research question is addressed : Are the 4-word lexical bundles more significant than other multi-word lexical bundles? If so, how about their distribution and pragmatic functions in the text? The research will adopt a frequency-driven approach and KW analysis approach aided by the computer software WordSmith Tools 4.0. The present researcher expects that what will be uncovered in this study will contribute to some significant pedagogic suggestions for Chinese English learners in logistic English vocabulary, reading comprehension as well as their academic writing abilities in that special field.

Key Words: corpus-based investigation; logistic technical lexis; frequent 2-4 sequences

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A Corpus-Based Analysis of Research Paper Titles in English: Across Discipline and Culture

Huang Dawang and TAO Jian

Faculty of Foreign Languages, Ningbo University
wilson.en@gmail.com; taojian_tracy@yeah.net

Research paper titles as a Cinderella construct in academic writing “mirror a set of requisites that are crucial to the construction, communication, and progress of new knowledge” (Soler, 2007, p.91). In this postmodernist academic world, tensions furthermore arise between their informativeness, conciseness and promotionalness. Researchers have been recently integrating genre theory with cross-disciplinary analyses of RA titles (Haggan, 2004; Hartley, 2008). Contrastive studies, though having extensively examined research papers of non-Anglophone academics, are rather ignorant of their performance in writing RA titles. Our corpus-based comparative study of research paper titles is conducted across the disciplines of language studies and materials science to explicate disciplinary and cultural motivations. Results show that, 1) research paper titles of materials science undertake a higher load of information and stronger objectivity as compared with those of language studies (e.g., title length and promotional rhetorical strategies); and 2) Chinese academics both in language studies and materials science show high homogeneity, as indicated by a similar length of titles across two disciplines and a relatively low frequency of compound structures. In addition, a number of redundant expressions like *study* and *analysis* and some hedges like *preliminary* are not uncommon in the paper titles of Chinese language researchers while such promotional rhetorical strategies as metaphors and antithesis popular in Anglo-American language study titles are seldom seen.

Key Words: research paper titles; culture; corpus analysis

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Effective Ways of Developing ESP Teachers at the Chinese Tertiary Level

Huang Ping

The Institute of ESP study, The Centre of Language Cognition and Application
of Chongqing University

pinghuang8@gmail.com; pinghuang@cqu.edu.cn

By introducing the present situation of the Chinese ESP teachers, this article first reviews the literature of ESP teacher development, and accordingly, suggests four possible solutions to develop ESP teachers at the Chinese tertiary level: 1) providing different training programs to train both specialists and College English teachers to be ESP teachers; 2) adopting collaborative teaching between specialist and language teachers in one classroom to avoid subject knowledge and language teaching problems; 3) self-training by action research to investigate more effective ways of ESP teaching; and 4) fully reforming the subject-based English in the present “College English Requirements”. This study calls for more research into the interdiscursive competence and interdisciplinary knowledge in ESP course design.

Key words: ESP teacher development; Chinese Tertiary level; Reform of College English

The development of an English for Specific Purposes / Content Language Integrated Learning course for the emerging design and creative industries in the Peoples Republic of China

David L Hume

English Language Centre Shantou University
davidlh@stu.edu.cn

This paper will illustrate the development involved in framing English for Specific Purposes (ESP) / Content Language Integrated Learning (CLIL) course to prepare tertiary students for a career in the creative and design industries. The development of ESP and CLIL courses requires the achievement of the best fit of, current, teaching practice and specific discipline knowledge. To date most development in the academic ESP field has focussed on science, engineering and business, or specific work place situations. The focus of this project is that of art and design, a field of studies that is growing fast, as developing societies in the Asia Pacific region mature and begin to appreciate the value and application of said discipline. Most of the current debate, particularly in the emerging CLIL area, centres around the co curricular partnership between TESOL teaching experts and experts from the target disciplines. This project takes a different perspective and is driven from the position of expert knowledge in the target discipline and TESOL teaching. This English through art course has attempted to engage a TESOL methodology in its initial structure. The content of the course and individual lessons, while based on an established canon, taught through Western art schools, recognises philosophical differences in the

approach to art and design. It has been the aim of this project to consult with suitable educational institutions. The first deliberate consultation of this type has taken place with faculty from the Cheung Kong Art and Design School of Shantou University, while the initial course has been piloted at three levels through the English Language Centre of Shantou university.

Key Words: art; design; China; ESP; CLIL

Iranian ESP Textbooks: A Belated, but Necessary Functional Shift from TALO to TAVI

Abutaleb Iranmehr; Seyyed Mahdi Erfani; Hossein Davari

Shahrood University of Technology, Shahrood, Iran; Damghan University, Damghan, Iran; Tarbiat Modares University PhD Candidate, Tehran, Iran.

Emails: a_iranmehr946@yahoo.com; smerfani@yahoo.com; hdavari1358@yahoo.com

Enjoying a paramount importance in any ESP trend, textbooks play an essential role especially in situations where English is taught as a foreign language and undoubtedly the Iranian setting is not an exception to the rule. In these situations, where textbooks may be almost the only source of English, its development and evaluation should be at the outmost focus of material developers, researchers as well as educational planners. Looking at the current ESP textbooks practiced in Iranian academic setting reveals that a belated, but necessary, shift from TALO (Text as a Linguistic Object) to TAVI (Text as a Vehicle for Information) is seen; a shift, which is known in Dudley-Evans and St John's (1998) words, as one of the principles defining the purpose of reading in ESP as opposed to general EFL study. Thus, this paper, in a more precise word, attempts to (a) provide firstly a description of TALO/TAVI distinction in brief (b) present a clear picture of the twenty-six-year-old history of ESP textbook development in Iran and (c) show the signs and traces of such a necessary and promising, though belated, transition in the newly-developed ESP textbooks in Iranian academic setting. Equally worthy of mention is that, experiencing the ideal situation of TASP (Text as a Springboard for Production) in ESP necessitates, at first step, this emerging transition from TALO to TAVI.

Key Words: Iranian ESP textbooks; TALO; TAVI; Textbook evaluation

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A Systemic Functional Grammar Approach to Prescriptivism

Derek Irwin

Division of English Studies, University of Nottingham Ningbo
Derek.Irwin@nottingham.edu.cn

Students often have trouble understanding the need to learn prescriptive rules, since many are outdated and most have no relevance to common discourses. Even once convinced that their academic careers can be greatly improved by knowing these rules, most immediately by gaining higher marks, they often have a great deal of trouble understanding the rules themselves. This paper explores the

ways writing instructors may motivate students into wanting to learn prescriptive norms. I then demonstrate how simplified functional category labels can explain traditional grammatical categories. Once students have a grasp of these basic concepts, it then becomes much easier to show them what common prescriptive terms for errors actually mean, and the best ways in which these errors can be repaired to attain greater academic success.

The Analysis on Grammatical Features of English Film Titles

Jiang Ting, Zhang Fangfang

College of Foreign Languages, Chongqing University

zhangfang.luoyang@163.com

The headline of news is the eye of news, and it is also true for the film. The film title not only needs to deliver the content but also attract spectators, that is to say, it adds the touch that brings a work of art to life. Based on this, the film title has its unique features, such as, short, accurate and accessible. This paper will analyze English film titles from grammatical features. In order to study their titles, the author draws one hundred English films at random from the year 2006 to 2010, 20 ones each year, only to find that English film titles are quite different from Chinese ones. Most of English film titles are noun phrases or noun, quite a few *of* phrases, a few complete sentences, some elliptical sentences and few other forms. This phenomenon can inspire those Chinese who try their best to ingeniously translate Chinese film titles into English ones. The author hopes that this research could be helpful for translating film titles, especially Chinese film titles.

Key words: English film titles, grammatical features, noun phrases, sentences

On Fuzziness of Legislative Language: A Research Based on Corpus Analysis

Jiang Ting, Jin Wen

College of Foreign Languages, Chongqing University

jiangting26@gmail.com, jinwen5563@163.com

Fuzziness is one of the marked characteristics in the legal language. To ensure the authority and binding force of law and the precision of legal results, legislative language, as one of the core part of legal language, also inevitably show some fuzziness. With the help of actual corpus and samples of legislative language, the research analyzes the Parallel Corpus of China's Legal Document (PCCLD), which was built and put into use in 2009. It also sums up the characteristics of fuzziness in legislative language and makes further discussion about the classification, the cause, and the meaning of fuzziness in legislative language.

Key Words: legislative language; fuzziness; corpus

Strategies for Developing English as the Medium of Instruction in University Contexts

Paul Knight

University of Nottingham
paul.knight@nottingham.ac.uk

In the wake of increasing economic and academic globalisation consideration of using English as the medium in instruction (EMI) in non-English speaking countries is growing. EMI is being considered at all educational levels from primary to higher education, and this consideration is happening at institutional level, local and national government level. This paper will focus on the strategies needed to successfully implement EMI programmes at university level. Such programmes can be either at the initiative of the university itself or as a response to local or national government policy. The first issue to be examined will be the question of exactly what EMI might mean to the institution concerned. EMI is not a state, rather it is a spectrum, and institutions need to consider where along this spectrum they aspire to be, and what the way stages might be in their journey to reach there. The paper then proceeds to suggest strategies for planning and undertaking this journey. These strategies are based on the principle that successful EMI development is not something that can be achieved through the imposition of top-down external models or training, but rather requires long-term capacity building within institutions. Such capacity building centres on exploiting existing English language teaching capabilities within an institution and close liaison between departments concerned with English language education and other academic departments. This paper draws on the authors own experience in establishing EMI projects, and will highlight not just the academic challenges but also the organisational challenges that the successful development of EMI at university level faces.

Key Words: EMI, EAP, ELF

Content, task and communication: The keys to successful ESP for Art & Design

Claudia Kunschak, David L. Hume

Shantou University
ckunschak@stu.edu.cn; dlhume@stu.edu.cn

Content based instruction (CBI), or English for Specific Purposes (ESP), has become a mainstay in most university curricula, together with the trend towards English-medium instruction (EMI), a general internationalization of university curricula, as well as faculty and students who are increasingly moving abroad for part or all of their studies. In this context, ESP has, mainly, evolved from professional schools, such as business, law or medicine, serving an academically high-achieving population and focusing heavily on certain genres and terminology to be mastered (see Du, 2009, for CBI in China). At the other end of the spectrum are China's Art and Design (A&D) students, who are more creative than academically oriented, more orally communicative rather than literary in expression, more divergent than linear in task completion. Traditionally, they have been grouped apart, with lower expectations and less resources than mainstream college English students. This paper will report on a curriculum development project designed to cater to this student group, build on their strengths and provide them with meaningful English skills for their professional lives. Since the fall of 2009, A&D students at a medium-sized public university in Southern China have been co-taught by an international and a Chinese

teacher receiving English-through-Art instruction at three levels. Content, tasks, skills, linguistic tools, objectives, and modes of assessment have been developed to fit their needs. This paper will discuss the rationale, implementation and evaluation of this program, based on sample syllabi and lesson plans, assessment instruments and criteria, as well as questionnaire and interview data, from students and teachers. It is hoped that the findings will encourage a discussion about the potential for ESP to venture beyond its traditional fields and the resulting washback effect that could be beneficial for general English course development.

Key Words: art and design, learning style, task-based instruction, alternative assessment

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Tracing the development of Continuing Support: An Evolving Paradigm

Christine Lee

The University of Nottingham, Ningbo China
Christine.Lee@nottingham.edu.cn

This presentation will outline the development of the Continuing Support Programme (CSP) at the University of Nottingham, Ningbo (UNNC) from its creation to the present and examines the rationale and emerging circumstances which have shaped its evolutionary course and expanding mandate. It will consider the challenges within CSP in relation to its role and provision at UNNC, and how these are being addressed. Finally, it will map the possible areas of development in its two centres: in particular, in relation to the English for Academic Purposes and English for Professional Communication programmes at the Continuing Support Centre, and the ways of supporting and developing autonomous learning skills at the Self Access Centre.

Key Words: learner autonomy; needs analysis; English for Academic Purposes; self-access language learning

Developing Effective Materials for EAP

Peter Levrai

University of Nottingham Ningbo
peter.levrai@nottingham.edu.cn

This paper will consider the issue of how to develop truly effective materials for EAP and introduce a powerful tool for ensuring the validity of materials: criteria-driven evaluation. It will then outline how the Continuing Support Programme of CELE (Centre for English Language Learning) generated this tool and look specifically at two key areas that arose from doing so, namely 'What to Teach,' and 'How to Teach'. In answer to the first I will outline the activity of the ELAS project, a thorough language audit to determine the needs of MA students in UNNC, and summarise some of the key findings. With regards to the second key area, 'How to Teach?', I will look at the issue of how materials should deal with issues

like metalanguage, considering that while students are studying EAP, EAP is not their primary learning aim.

Key Words: materials development, criteria-driven evaluation, language audit

From learning English to learning in English: learning strategies used by EAP learners at an English-medium university on mainland China

Chili Li

University of Liverpool,
Xi'an Jiaotong-Liverpool University
Chili108@liverpool.ac.uk

This paper reports on an investigation of the strategy repertoire of EAP learners at an English-medium university, in comparison with that of the EFL learners from a traditional university on mainland China. The research aimed to explore the mediating effect of EAP teaching and English-medium environment upon Chinese undergraduate students' use of strategies from a socio-cultural perspective. Oxford's (1990) taxonomy of learning strategies was adopted in the study. Quantitative data revealed that undergraduates from the English-medium (EM) university demonstrated a higher level over their counterparts from the traditional EFL university in their use of strategies in English learning. Independent T-test showed that the two cohorts were significantly different in their use of memory, meta-cognitive and social strategies. These findings were evidenced from a follow-up interview that EM environment exerted positive influences of the learners' strategy use in English learning. Implications were pointed out to the reform of English language education in China and other regions in the world where similar situations exist.

Key Words: learning strategies, EAP learners, English-medium environment

ESP Course of Software Outsourcing English Oriented at Demand from Company

Li Liu, Gao Gao

Dalian University of Technology, Ningbo University of Technology
Angela76862000@yahoo.com.cn lindagaogao@sina.com

In order to solve the problem of having an ESP course (including four aspects: textbook does not improve practical ability; teaching target is not specific ;teaching is not closely related to practice; there is no case study in textbook). Software Outsourcing English course based on "Content-based instruction" is oriented toward demand from company. It combines theory and practice, designs different levels of Software Outsourcing English skill and aims to cultivate all-round capability of students. To strengthen the English skill based on content, the course has three aspects: take the subject knowledge as the core, meet demand of students in software outsourcing and use authentic language material. It also includes case study.

Key Words: ESP Software Outsourcing English Content-Based Instruction theory

How to Motivate Students of English for Business Class with the Help of Current English Financial and Economic News Stories

Li Song

School of English and Education, Guangdong University of Foreign Studies
harrylee002@hotmail.com

Among the challenges in teaching ESP courses is how to motivate students. Motivating students may be the key to realizing learners-centered approach in ESP teaching. The author shared current English financial and economic news stories from English websites in the beginning of each English for Business class and succeeded, to a certain degree, in motivating students in the course. The effort yields certain success but has room to improve.

Key Words: English for Business; motivation; news stories

从法律英语教学实践看 ESP 不同于大学英语的魅力

李婷婷

广州市中山大道 293 号广东技术师范学院大学英语部
lffcathy81218@yahoo.com.cn

摘要：同时有过 EFL 和 ESP 教学经验的教师应该都会感觉到学生在大学英语和专业英语学习上的不同表现。笔者将在本文中结合自己长期的大学英语教学经验，对比自己在法律英语这一门专门用途英语课程上的教学实践，试析 ESP 的魅力，尤其是法律英语课程对于法学学生而言不同于大学英语的吸引力。笔者将结合现有研究成果和个人教学实践从学生的学习目标、学习动机、学习兴趣等多个方面展开探讨。

关键词：法律英语；大学英语；学习目标；学习动机；学习兴趣

Towards a Framework for Analyzing Choices in Business Writing: A Proposal

Benedict Lin

University of Nottingham Ningbo China
Benedict.Lin@nottingham.edu.cn

In this paper, I propose a framework for analyzing choices that writers have to make in business writing, bearing in mind the factors impinging on those choices. The framework recognizes that business writing is a multi-dimensional social act, and that the skilful and effective writer is one who can successfully negotiate the interests of varied stakeholders involved in this inter-discursive act. I contend that such negotiation will be much helped by an awareness of, firstly, the (possibly competing) multifarious purposes of writer, document and reader(s), as well as the characteristics of and relationships between the stakeholders, and secondly, of the discourse and linguistic choices available to the writer. The framework is thus designed to facilitate explicit analysis of specific facets of these aspects, and has been developed based on my theoretical background in Systemic Functional Linguistics, and insights I have

gained in conducting corporate training in business communication. In offering this framework, I thus also reflect on the importance of the researcher/academician engaging in practice, and the practitioner engaging in theory.

Keywords: Business/Technical Writing; discourse; linguistic choice; corporate training

Raising Learners' Awareness of Their Own Culture in ELT

Lin Dai

Shanghai Jiao Tong University, University of Nottingham Ningbo China.

lindai@sjtu.edu.cn

While the native speaker-based notion of communicative competence has been questioned over the last decade, there is a tendency of laying stress on incorporating international contexts into English Language Teaching (ELT). This paper has the main objective of drawing attention of language teachers to the local culture in ELT by focusing on the English as an international language (EIL) context in China. By studying the settings of language use in China and the instrumental function of English used by Chinese learners, the author argues that the teaching of culture should not be constrained to native-speaker cultures and more focus should be given to the local cultural contents that are more relevant and familiar to the learners' lives. This encompassment of local culture in ELT can largely increase learners' interest in learning, help them gain better insights into their own culture, boost their confidence in language interactions and in turn, result in more competent intercultural communication. At the end of the paper, the author also considers the strengths of local non-native teachers for their bilingualism and familiarity with the local context. Some suggestions are made for them on how to incorporate learners' culture into ELT practices. English has become an international language because of the growing number of people speaking it as a second or foreign language. It's widely used in education, business communication and cultural exchanges around the world. In fact, today's verbal exchanges in which English is used involve not only native-nonnative but also nonnative-nonnative participants. In regard to this distinct feature of English, language teaching is no longer linked exclusively to one or a few native English-speaking cultures. Teachers of English then should be more tolerant and open-minded in selecting culture contents. The value of including topics dealing with local culture should not be neglected.

Key Words: local culture, native English-speaking culture, ELT

Participation-based Pedagogy: How Congruent is it with Chinese Cultures of Learning?

William Littlewood

Honorary Professor, Hong Kong Baptist University

williamlittlewood@yahoo.com

A common stereotype of Chinese learners is that they are reluctant to participate actively in classroom learning and prefer to learn in passive ways. However a strong body of experience and research is now accumulating that questions this stereotype and highlights the role of the specific learning context in either discouraging or encouraging students' readiness to participate. In a survey of tertiary students learning English in eight Asian countries (including Mainland China), most students in all countries

expressed a wish to participate actively in exploring knowledge and held positive attitudes towards working purposefully, in groups, towards common goals. A later survey indicated that students in Mainland China, Hong Kong and Singapore preferred an interaction-oriented to a transmission-oriented classroom. What then leads to the stereotype mentioned above, which could hardly have survived so long of it were not grounded in real perceptions of teachers and learners? In a third survey, students of a range of subjects were asked what factors they believed to facilitate or hinder their own readiness to participate in interactive learning. They believed that the main obstacles are (in this order) tiredness, shyness, fear of being wrong, insufficient interest or knowledge in the subject, and insufficient time to formulate what they want to say. When asked what teaching strategies help to avoid such obstacles, they believed that teachers should give priority to creating an informal atmosphere, giving encouraging responses and ensuring that topics engage students' knowledge and interest. These studies indicate that most Chinese students welcome participation-based classroom learning if it is implemented in supportive ways. The paper concludes by mentioning some collaborative learning techniques which, in the presenter's experience, have provided suitable contexts for stimulating participation.

Key Words: students' attitudes; Chinese cultures of learning; interactive learning; collaborative learning techniques

Project-Based ESP Program: Proficiency Gained with the Completion of Series of Tasks

Ching Kang Liu

National Taipei University

ckliu@mail.ntpu.edu.tw

The ESP program designed for National Taipei University (NTPU) is on the basis of the needs both of the students and of the institute. The needs of the students are reflected in the questionnaires showing that 80% of freshmen at NTPU expect to have their English courses related to ESP. The needs of the institute come from two sources. First, language teachers who teach classes consisting of high English proficiency levels keep complaining that the students do not need general English classes any more. What they need is a more challenging course highly related to what they major in. Second, teachers from the specific knowledge domain complain about their students, after one-year Freshmen English class, being not ready for the courses instructed in English. Combining these two needs, NTPU has designed a unique program of embedding ESP courses in the freshman English program. In this new system, students with TOEIC scores higher than 600 are assigned to take ESP courses instead of regular advanced EGP courses. The ESP courses designed for different disciplines include different course materials and different foci of language training. Students, divided in small groups, are required to design a series of small projects in a certain domain autonomously and then complete the chosen projects involving four language skills. For example, ESP courses for business majors can choose to focus on developing a new product, collecting relevant data, having the products advertised through different media, and evaluating the whole project at the final stage. Both oral presentations and written reports are included in the activities of the course. Students' performances are evaluated on the basis of both formative and summative assessment (e.g., text analysis and proficiency test). Project-based ESP program has demonstrated that students can perceive the power of English by using it through the completion of projects. In addition, with those teachers who teach ESP courses being willing to take the training program to become ESP teachers, this design will be economical and practical for NTPU because it cannot hire as many additional English teachers as needed for the ESP program.

Key Words: ESP; ESAP; ESP for college students; ESP for EFL students

Turn-Taking Modes and Its Application in Business English Conversation

Liu Yan, Liu Shengtao

Qinhuangdao Institute of Technology, College of Mechanical and Electronic Engineering
caterpillar12345@126.com, liu_sheng_tao@126.com

As a social functional variety of English, Business English comes from EGP (English for General Purpose) and shares common linguistic features with EGP, but it has its own discourse structure and language pattern. There exist differences between business and natural language because both these two language varieties are closely connected with their corresponding contexts. This paper intends to analyze turn-taking rules and its mode shift in business English conversation, so as to find out the rules and characteristics of English turn-taking modes in business context. It is feasible to improve efficiency of Business English teaching.

Key Words: turn-taking modes, Business English, conversation, pragmatics

Analysis of Teaching Model and Textbook Compilation for EST Reading

Ma Ying

College of Foreign Languages, University of Shanghai for Science and Technology

Graduates in General English in China are now confronted with unprecedented challenges in the job markets, while the role of ESP in international cooperation and communication is increasingly evident. The demands for interdisciplinary talents have promoted the development of ESP teaching, which focuses on the practical use of a second or foreign language and the acquisition of subject matter knowledge. The nature of ESP teaching leads to the distinctiveness of ESP teaching model and textbook compilation. Based on my survey and teaching practices in English Reading for Science & Technology, some constructive suggestions are made on ESP teaching model. One suggestion is that Content-Based Instruction (CBI) with cooperation between language teacher and subject teacher may be an ideal ESP teaching model in China. Some other ideas on textbook compilation and its role in ESP teaching are also provided. Hopefully, a beneficial learning-centered teaching atmosphere can be created.

Key Words: EST reading; teaching model; textbook compilation

摘要：国内高校普通英语专业毕业生在当今就业市场饱受挑战和冷遇，而特殊用途英语（ESP）在国际合作和交流中的作用却越发彰显，复合型人才的市场需求促进了ESP教学的发展。ESP教学侧重语言的应用性和学科知识的获得，教学模式和教材编写有其特殊性，需求分析为其提供了前提。目前，高校英语专业普遍增设“科技英语阅读”等ESP课程。本文通过分析一份调查问卷并结合笔者科技英语阅读课的教学实践，提出整合利用国外传统交际教学法-内容教学法（Content-Based Instruction），配以专业和语言教师的合作教学是较为理想的适合中国特殊语言环境中ESP学习者的教学模式。另外，还针对国内教材现状，尝试为ESP教材编写与功能定位提供建设性意见，从而营造一个以学习为中心的良好教学氛围。

关键词：科技英语阅读；教学模式；教材编写

The Impact of Cloze-test on Vocabulary Retention Of Iranian ESP Learners

Mohammad Omid Mohammadi

The Islamic Azad University, Behshahr branch, Iran

Dmohammadi2020@yahoo.com

The researchers' aim in this study was observing the impact of Cloze-test on vocabulary learning of Iranian ESP learners. To accomplish this task a total sample of 80 students at Azad University, Behshahr Branch participated in this study. After pre-testing 60 students, were randomly assigned into the Experimental group and the Control group. Through conducting a T-test the homogeneity of the two groups was proved. During ten sessions treatment, students in both groups were thought the selected vocabularies. The students of Experimental group were thought these selected vocabularies by using the Cloze-test often after finishing each session while the subjects in the Control group were thought the same words through the routine procedure of teaching vocabularies (without using Cloze-test). This procedure continued to the end of the term. Then both groups were given test on the basis of what they have been studied during the term as the post-test. The scores of the two groups on both tests were compared through T-test formula to observe if there was any difference between the performances of the subjects in the both tests. The rejection of the null hypothesis at the level of %5 significance indicated that Cloze-test had a statistically significant effect on improving students' vocabulary learning.

Key Words: Cloze-test, vocabulary, ESP

Religious Affiliation and Language Shift: The Case of Indian Communities in Malaysia

Dipika Mukherjee

Shanghai International Studies University

d.mukherjee@ias.nl / dipikamukherjee@yahoo.com

Controversies and problems with regard to language policy and language education still exist in Malaysia and despite of attempts of language policy makers to promote multilingualism, the implementation has been marred by political and religious affiliations. Malaysia is a melting pot of many different cultures and ethnicities, the three largest being the Malay, Chinese and the Indians; only the language shift in the larger Indian communities in urban cities will be discussed in this paper. Some of the languages spoken in these communities being addressed will be Tamil, Malayalam, Punjabi, Hindi, Bengali, and Sindhi, among others. Recent studies have demonstrated that, in Malaysia, religious affiliation and the subsequent benefits of that affiliation appear to be a strong determinant of the language a community is likely to shift to. This phenomenon is unique in sociolinguistic studies.

Key Words: Language Shift; Religion; Malaysia

Options for collectivizing written feedback on student paragraphs using email, WORD and smartboards: a modest proposal for increasing the salience of feedback comments and corrections.

Michael O Grady

Centre for English Language Education
University of Nottingham Ningbo China
mike.ograde@nottingham.edu.cn

This presentation will demonstrate how teacher feedback on student paragraph writing in EAP can be usefully 'collectivised' or 'aggregated' using email, WORD and smartboards. A rationale for doing so will also be provided, based on some of the findings of recent research into written feedback. The method presented is a modest proposal for addressing some of the frequent problems which research has indicated often undermine the effectiveness of written feedback. This procedure has been used on foundation year EAP writing courses at UNNC, particularly during the teaching of short paragraph writing in functional areas such as introductions, conclusions, simple paragraph templates, compare and contrast paragraphs, paragraph reconstruction exercises and other commonly taught functional areas of EAP writing syllabi. It could also be used in any short pieces of text writing which may include typical routines or moves, within a particular genre style. The feedback method which will be demonstrated is designed to accomplish a number of things; to highlight positive features of student writing, to allow students to compare their written output with that of other students, to provide extra salience to particular problem areas of writing and finally to give teachers a relatively simple and practical methodology for dealing with feedback. It is hoped that this procedure can help to create conditions whereby feedback is more likely to be acted upon and thus start language items down the path of long term acquisition.

Key Words: EAP Writing, Feedback, email, WORD, Smartboard

A Comparative Analysis of Genre Theories

Pang Jixian, Ye Ning

School of International Studies, Zhejiang University, Center for the Study of Language and Cognition,
Zhejiang University
pjx2001@zju.edu.cn, ynstar_hz@yahoo.com.cn

Genres are ways in which people "get things done" through their use of language in particular contexts or discourse communities. Studies of genres are often said to fall into three schools: American New Rhetoric (NR), systemic functional linguistics (SFL) and applied linguistics (AL). The research focuses of the three schools can be examined from the perspective of a text/context continuum, with NR falling toward the contextual end and SFL and AL toward the textual end. Despite divergence in theoretical origins and research focuses, analysts in the three schools, who view genres as dynamic and historical, all seem to have the goals of describing and explaining this situated use of language in context, aiming to probe into various ways genres and society are related. The present paper argues that the current studies of genres are generally approached from the social and cultural perspectives, supplementing a cognitive dimension to the current studies would be a worthwhile research direction. On the whole, the competition and evolution of the three schools seem to lie in the fact that they are mostly complementary, and this is particularly the case in the current practice of analyzing genres.

Key Words: schools of genre studies, context, communicative purpose, comparative analysis

Generic competence of first-year college EFL learners in their PowerPoint-assisted English presentation

PENG Hua

Fudan University
penghua@fudan.edu.cn

This is a report of an ongoing study of generic competence of first-year college EFL learners in their PowerPoint-assisted English presentation. While there is a comparatively rich research literature on PowerPoint-assisted learning in English context, research of similar kind in Chinese context is relatively scant. Much less research has done to analyse it as a genre. Some Chinese EFL scholars focus on how to facilitate computer technology so as to enhance teaching effectiveness (Ding, 2007; Xu, 2008; Xue, 2008). Hu (2007) seems to be the only one who called our attention to PowerPoint slides as a genre yet there seemed little further study of students' slides. To follow this line of inquiry, the current study intends to examine first-year students' PowerPoint slides from a generic perspective. To triangulate the data collection and to further explain the findings of the slide analysis, semi-structured slide-based interviews are to be conducted with student learners and their English teachers. Scripts which go with the PowerPoint are to be collected as well to gain a relatively complete view of students' generic competence. The study also intends to offer some implications for college English teaching.

Key Words: electronic discourse analysis; EFL learning; student genre

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Engineering English Success: The design and implementation of an introductory course in Engineering with specific regard to the language and learning needs of students in the Chinese context.

Lewis Pugsley and Carsten Tietje

Centre for English Language Education and Division of Engineering
The University of Nottingham Ningbo China
lewis.pugsley@nottingham.edu.cn, carsten.tietje@nottingham.edu.cn

A continuing trend in EFL teaching is a separating into discrete sub-units: *English for Specific Purposes*. Most obviously seen in *English for Business*, this trend has extended to cover *English for Nursing* and even *English for Battlefield Situations*. The teaching and learning context at the University of Nottingham Ningbo, China (UNNC) requires the teaching of *English for Academic Purposes*. However, as the university diversifies the range of subject areas offered to students, and by extension creates a greater

diversity of needs, it has become apparent that a 'one size fits all' model cannot now be understood as appropriate and that further fining-down is necessary. Student feedback and staff-student consultations revealed that perceptions that the course did not obviously cater for course-specific needs were having a demotivating effect on some students. In response to this, and with particular regard to the growing numbers of students arriving to study science and engineering, the Centre for English Language Education (CELE) has been working in collaboration with the academic departments at the university to produce courses in *English for Specific Academic Purposes* (ESAP). This paper describes the teaching and learning context within UNNC's fast expanding Division of Engineering, established only in 2008, and its relationship with CELE. Detailed here is the background to the need for change and the response to that need: the process of needs-analysis, of consultation between the language centre staff and the course content providers in the Division of Engineering, and the devising of the new course. The paper provides a model of practice for the design and implementation of ESAP courses with regard to Engineering in the East Asian context so as to produce engineers equipped with both the engineering and communications skills required in an internationalized job market.

Key Words: ESAP: Engineering; Needs Analysis

Genre Analysis of Abstracts in Applied Linguistics: exploring the differences between abstracts of art and science

Qinke

Foreign language college, Chongqing university
Keer0945@163.com

The abstract of papers is the essence of the whole essay. For decades, linguistic researchers are always having the genre analysis explicitly. However, the interdisciplinary comparative analysis seldom occurs. This paper is based on the analysis which is the model of abstract of Swales, probabilistically choosing 30 abstracts from applied linguistic core journals, and studying the macro structure and micro factors in aspects of uses of moves, features of structure, language and rhetoric. On the top of that, it combines the research result from Ge Dongmei and Yang Ruiying (2005) into comparative study, aiming at exploring the differences between abstracts of art and science. The result shows that abstracts of art and science in terms of macro structure owns both similarities and distinct differences. Meanwhile, this paper enriches the analysis of genre study of papers, and attaches the significance to writings of English papers.

Key Words: the abstract of papers; Applied Linguistics; transdisciplinary comparative analysis; macro structure and micro factors

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The Processing of Complex English Sentences by Chinese Learners of English

Hulin REN

North China Electric Power University
hulinr@hotmail.com; hulinr@yahoo.com.cn

The study investigated the exposure-based account for Chinese learners' differences in the comprehension of certain self-embedded complex English sentences such as *Tom thinks that the fact that keeping clothes clean is necessary surprises the cleaner*. Three groups of Chinese learners with different amount of formal exposure with English (i.e. 15 years (group 1), 10 (group 2) and 5 years (group 3)) and one control group (i.e. 10 years exposure to English) took part in an off-line and a self-paced on-line comprehension test. Results showed that group 1 and group 2 had the same comprehension accuracy as the control group, but different in reading times. Group 3, on the other hand, needed longer comprehension times but obtained lower comprehension scores in comprehending the complex English sentences, suggesting that formal exposure amount to English had effects not only on Chinese learners' response times, but also on comprehension accuracy. Results of the study are discussed in terms of the role of formal amount of exposure to English in complex sentence processing, and conclusions based on the results are summarized with regard to Chinese learners' performance to comprehend complex English syntactic structures.

Key Words: formal exposure; sentence processing; comprehension accuracy; reading times

Orienting students into their disciplines in the matter of critical thinking: a cross-disciplinary approach

Gina Roach

Centre for English Language Education
University of Nottingham Ningbo China
Gina.Roach@nottingham.edu.cn

This is a reflective paper on an academic orientation lecture about critical thinking for incoming postgraduate students at the Centre for English Language Education, University of Nottingham Ningbo China (UNNC), EAP context. Masters students listened to short introductory talks by four different lecturers about what critical thinking means or involves in each of their disciplinary divisions at UNNC: Business School, International Studies, International Communication Studies and English Studies. An initial analysis of lecturers' talks reveal, as expected, that divisions focus on different concepts and aspects of critical thinking, and lecturers also offer interesting metaphors or 'mental visual hooks' to aid students in understanding divisional expectations in this area. These findings may be of value to EAP and higher education practitioners interested in ways of talking about what critical thinking means across disciplines with their students.

Key Words: EAP; academic orientation; disciplines; critical thinking

Adapting ESP Material According to the Needs, Interests and Proficiency Levels of Learners

Shahla Simin, Abbass Eslami Rasekh, Mehdi Jafarzadeh

Department of English Language and Literature, University of Isfahan, Iran
Shahlasimin@yahoo.com ; abbasseslamirasekh@yahoo.com ; meh.jafarzade@gmail.com

The aim of the present study is to improve ESP materials to be used for ESP courses administered in Iranian universities through processes of evaluation and needs analysis. The question is how successful

the newly prepared ESP materials have been in developing English proficiency of the students whose preference is their study and professional needs. For this purpose, newly published series of ESP textbooks prepared by the academic staff of the department of the English Language Service Center of University of Esfahan for the students of engineering and behavioral science were evaluated through a number of established evaluation procedures. The materials prepared claimed that they targeted the study and professional needs of students. To do evaluation in both formative and summative ways, students were placed in courses designed in accordance with their EFL proficiency level determined by administering a placement test. The teaching materials were limited to the textbooks recently prepared by the staff of the department. To investigate the effectiveness of the textbooks, a questionnaire containing questions on not only needs but also students' estimations of effectiveness of the teaching materials was used during and at the end of the semester. The questionnaire data was followed and complemented by an interview conducted to gain evaluation data in both formal and informal ways. The results of analyzing data gathered through the above procedures revealed that new ESP textbooks were successful in enhancing motivation and developing ESP proficiency. Interview data informed us of the importance of using specific English materials in increasing students' progress.

Key Words: English for Specific Purposes; ESP material; ESP course

Pilot Study on Teaching of English for Sci-Tech purpose

Shen Li

College of Foreign Languages, Chongqing University

sl65123032@yahoo.com.cn

The author made a preliminary analysis on the present features, teaching methods of English for Professional Purpose (EPP) and College English. It is our view that only by learning EPP, students should have the ability to read and translate scientific papers in English, to write pure scientific abstract and paper in English, and to share their research achievement orally with foreign experts directly, and to improve their ability to attach to international communication, which is ultimate objective of English learning. Considering the present obvious defects of teaching for EPP and College English, it argues that a "bridge"- English for Sci-Tech purpose (EST) between them is the necessary measure for solving the problems therein. Based on the pilot teaching objective study on Teaching of English for Sci-Tech purpose, whose objects are the students of Architecture who were in their third term (English level 3rd), the author made a preliminary discussion on EST's teaching objective, content, methods and a few effective methods for examining.

Key Words: English for professional purpose; technical English; examining methods; self-learning; language practical ability;

EAP Learners' Attitudes toward Extra-Curricular Internet Use in Saudi Arabia

Mishal H. Al Shammari

King Saud University

almoued@gmail.com

This study investigates learners' attitudes toward extra-curricular Internet use for learning English for Academic Purposes (EAP) at college-level school in Saudi Arabia. It looks at percentage of use among learners on their own initiative, ranks which EAP skills the users sought to improve, and learners'

attitudes toward the Internet. The research reported in this article intends to provide the basis for arguing that existing extra-curricular Internet use by self-motivated EAP learners and their positive attitudes toward it support the idea of integrating the broad range of online applications (such as Computer-Communication (CMC), Literature, Corpus Linguistics, etc.) into EAP curriculum. The study shows that two thirds of participants were using the Internet and holding positive attitudes toward it without prompting for EAP support. Since that use is naturally occurring with positive attitudes of users toward it, an inclusion of directed use is something that builds on what is already showing itself to be active. Moreover, pedagogically the other attractions for such an inclusion are, among others, the diversity of authentic materials which the learners can encounter as well as the pedagogical advantages for students with different learning styles and patterns. In this last case, for example, in a synchronous CMC, the reticent student can passively observe interchanges as long as desired, and then choose to post a comment when so inclined after having time to reflect on and even correct the language. Hence, EAP programs should rethink EAP curriculum taking into consideration the nature of digital native students. The EAP curricula must include plans for assuring the computer competency for learners, the computer literacy of the teaching staff, and the appropriateness of the Internet content recommended to the students.

Key Words: EAP; Learner Attitudes; Internet Use in EFL

The Devil and the Deep Blue Sea: Evolving a Large-Scale EAP Syllabus for Reading and Writing

Richard Silburn

Centre for English Language Education
University of Nottingham Ningbo China

This paper will explore the issues surrounding the implementation of educational change with specific reference to the reading and writing module in the first year programme for undergraduates at UNNC. It will begin by discussing the difficulties of designing a syllabus which satisfies the various stakeholders involved but still maintains a consistent approach to achieving learning objectives. The two issues relevant to the UNNC context; the size and scale of the EAP operation and the challenges connected to teaching students in an English medium of instruction in a non-English speaking environment, will be given particular focus. It will then examine how the process of needs analysis led to a change in approach to the reading and writing module. Specifically, the movement away from content based instruction and the design and implementation of a skills and language based syllabus. This will lead in to a discussion of how many commercially available EAP textbooks, which often have a 'top-down' focus, are unsuitable for use on a foundation year programme and how materials can be produced to meet needs of these programmes. Attention will be given to how current research from corpus and systemic-functional linguistics can be built into a '*traditional*' grammatical-functional EAP syllabus. It will conclude by analysing how these aims can be practically realised and how problems stemming from this shift in approach can be solved.

Key Words: syllabus design; reading and writing in EAP; EMI

Justifying and Focusing Research through the Literature Review

Lawrence Smith

Centre for English Language Education
University of Nottingham Ningbo,
Lawrence.Smith@nottingham.edu.cn

Many international students join English medium graduate programs with a good command of the language but with little knowledge and/or experience of the specific academic skills that they will be expected to develop or perform. As Hyland (2003) points out, it is not the inability to write that is the problem for many students but their ability to “acquire the literacy skills of a new culture” (p49). One of the most problematic areas that international post graduate students have to deal with in their academic writing is that of the literature review. Literature reviews come in all shapes and sizes (Ridley 2000), sometimes according to different cultures, disciplines, university departments and even individual tutors. A major concern is that many students have only a very vague notion of the main aims of the literature review – to place themselves within the current literature of the field being researched and to justify the research carried out by clearly expressing in what way the paper contributes to the existing body of literature. (Bellers and Smith 2004). It is not surprising then, as Swales and Lindemann (in Johns 2002) note, that faculty often complain about the quality of literature review sections in student papers. The aim of this presentation is to present some ways in which students can be helped to focus their research ideas and therefore assist them in being able to express clearly the main aim(s) of their intended research and thus provide a justification for the literature review.

Key Words: international students; literature review; justifying research

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The Effects of L1 on L2 in EFL Classrooms in China

Su Fang

Inner Mongolia University of Technology
sufang811@yahoo.com.cn

The study of the effects of L1 on L2 acquisition has been a cause of controversy for several decades. Since the Behaviorist theories of language transfer in the 1950s and Chomsky’s universal grammar theory in the 1980s, there have been two conflicting views on the role of L1 in L2 acquisition. Some linguists hold the view that the L1 plays an essential role in facilitating the learning of L2. Others emphasize the importance of maintaining the L2 as the focus of learning and believe that the use of L1 impedes L2 learning. The present paper supports the first of these perspectives. According to a study (by Littlewood and Sufang), teachers’ use of Chinese in English language classrooms in China varied widely. Over half of the students recalled that their teachers had used Chinese for more than 75 % of the lesson

time. At the other extreme, only 5 per cent of students had experienced teaching in which English had been used for 75% of the time. It indicates a need to develop a balanced strategy which guides the teacher to integrate the complementary roles of Chinese and English in developing students' language competence. The present paper discusses ways in which the Chinese language affects English learning and then goes on to propose an English-based bilingual model for teaching EAP in Chinese universities. This 'transitional-maintenance model' has three main components. First, it sets bilingual competence as the goal of learning. Second, it explores students own beliefs regarding English and seeks to clarify their needs. Third, the textbook and students' learning styles are studied with the aim of determining when and how much L1 should be used in English classrooms. The transitional-maintenance model is based on an integration of the theories of language transfer and universal grammar discussed earlier. It can maximize L2 development as well holding greatest potential for improving students' L1 development.

Key Words: effects; English-based bilingual model; beliefs; students' learning style

Application of International Standards in Aviation English Assessment in China

Bobby K Tam

Air China

bobbytam@airchina.com

In 2003, the International Civil Aviation Organization (ICAO), an agency of the United Nations, adopted provisions requiring pilots and air traffic controllers in its member states to demonstrate language proficiency by March 2008. This deadline was later changed to March 2011, provided those nations which required the extension file an implementation plan. ICAO's mandate helped make Aviation English, in the last half decade, one of the fastest-growing segments within the field of English for Specific Purposes. This growth is reflected in the number of new Aviation English training programs and proficiency tests. Many of these tests, however, "appear not to meet international professional standards for language tests" (Alderson, 2009). In 2006, the Civil Aviation Administration of China (CAAC) began testing its pilots in English language proficiency to comply with ICAO standards. The Royal Melbourne Institute of Technology English Language Test for Aviation (RELTA) was the assessment instrument used in China from 2006-2008. From 2009 onwards, the Pilot English Proficiency Examination of China (PEPEC), administered by the CAAC, became the standard language test for pilots in China. While a country's aviation regulatory body developing and implementing its own test is not unique to China, there is some concern with conflict of interest "in the sense that it is very much in their interest NOT to fail anyone" (ICAO, 2010). To address the issue of oversight as well as standardization, ICAO initiated an endorsement process in 2010. This presentation is an overview of Aviation English training and assessment in China to date, with special focus on the comparison of the two assessment instruments used in China and an examination into whether or not they satisfy ICAO requirements.

Key Words: Aviation English; ESP; Language Assessment

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Acquisition of Causative Devices among Chinese College Students: A Para-Chronological Analysis

TAO Jian, HUANG Dawang

Faculty of Foreign Languages, Ningbo University

taojian_tracy@yeah.net; wilson.en@gmail.com

The construct of causative devices, widely perceived as essential to argumentative discourse, constitutes a major challenge for L2 learners and thus a hot research area of second language acquisition like Contrastive Interlanguage Analysis developed by Granger (1998). Schellepegrell (1996) noticed that advanced ESL writers in USA commonly deployed the discourse marker function of *because* as a result of lacking sufficient awareness of register differences. In Hong Kong university student writings, Flowerdw (1998) summed up such inappropriacies as restricted coverage, marked sentence initial positioning as well as problematic grammatical patterning of certain logical connectors, and underuse of causative categories in comparison with expert corpus data. Chen and Wu (2006) found that Chinese college students tended to overuse *so* in their writings and the chain use of causative devices was not uncommon in their spoken English. However, most of the above literature failed to conduct any chronological studies so as to distinguish developmental reasons from cross-cultural/linguistic motivations. Our research will follow a para-chronological approach to the acquisition of English causality markers among Chinese learners by retrieving corpus data from two different levels of English proficiency, CLEC-ST5 and CLEC-ST6 (representing junior and senior English majors in Chinese universities, respectively). Differences in terms of frequency, diversity, and syntactic locus of causative devices would help clarify cross-cultural/linguistic considerations from developmental issues.

Key Words: Chinese EFL learners; causative devices; acquisition

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A Comparative Study of Epistemic Modality: a genre based approach

Wang Hongmei

Foreign Language School, Shanghai University

olivia2003@126.com

The paper explores the use of epistemic modality and its close relationship with hedging. Epistemic modality is not only a device to show people's uncertainty towards the proposition, but also a way to show politeness or allow negotiation between readers and authors. This paper compares the use of epistemic modality in the field of biological science in newspaper and academic journal articles to explore, in these two genres, how it is used, whether there are any prominent use of certain expressions, and the reasons for using them.

Key Words: epistemic modality, hedge, politeness, comparison

Dilemma and Reflections on ESP Materials Development for English Majors in China

Jia ming Wang

School of Education in Xi'an International Studies University
wjmcpcn@yahoo.com.cn

Based on the necessity of ESP curriculum building for English majors in China, this article furthers the discussions on the interaction and level of variation between course and materials. It is suggested that deficiencies exist in materials' development and teaching process, such as undefined value and objective, unitary format and unsubstantial content, as well as far fell-behind researches and etc. To resolve the obstacles in this situation, it needs to build a contextualized community which involves the participation from learners, teachers of other disciplines, English teachers to work cooperatively in developing learning materials. In such a process, relations of materials development and curriculum standards, learners' needs and multi-subject participation, level variation and educational assumption, and teachers' professional quality and step-in materials' research all need to be considered and balanced.

Key words: ESP; EAP; Learning materials

Designing ESP courses for Chinese Research Universities

Wang Tao

Foreign Language Department, University of Science and Technology of China
wtao@ustc.edu.cn

This study is an attempt to explore ESP courses design for Chinese research universities. With qualitative analysis and quantitative analysis methods, this article first analyzes the specific needs of the students at the advanced English level, which covers situation analysis, present situation analysis and personal information analysis. The students in the University of Science and Technology of China are chosen as the samples. In response to students' needs, this paper goes on to explore new teaching models concerned. The analytical data, analysis of needs conflict and corresponding solution, as well as the study of teaching models are of great importance to ESP courses design for Chinese research universities and "985 program" universities.

Key Words: need analysis; advanced English courses; questionnaire

Promoting autonomy through writing conferences

Kim Willcocks

Centre for English Language Education, University of Nottingham Ningbo
Kim.Willcocks@nottingham.edu.cn

An important challenge for Asian higher education in the near future is to adapt college curricula to foster independent learning and to allow for teachers to guide students along their individual learning paths. In a Japanese university, I devised and taught a writing course that involved students working with self-study materials and using class time to check progress with their teacher in one-on-one conferences. The idea was to allow students to work at a pace that is comfortable for them and to give the teacher time to focus on individual's needs. My presentation will detail the reasoning behind setting up such a course, and will present student feedback and teacher reflection. It will also show some of the instructional readings and worksheets, and will explain how I tried to make them user friendly and interactive.

Key Words: autonomy; writing; feedback

The Use of Foreign Language Teaching Techniques in the Computer Science Laboratory to Support Oral Presentation and Group Work.

John Woodward

University of Nottingham Ningbo China

john.woodward@nottingham.edu.cn

This paper examines how a first year Linux course can be utilized to address the two main issues facing Chinese students taught in English; oral presentation and group work, both requiring verbal communication in technical English. The development of these skills is typically delayed until the final year, however we believe this can be integrated into a course from the start. While many computer courses do not focus on oral communication as they are considered "technical", our course is intended to provide a context which promotes oral communication (i.e. presentation and group work) and positive classroom dynamics. There are parallels between natural languages (e.g. English) and artificial languages (e.g. Java), and therefore parallels between their teaching methodologies. The aim of this paper is to explore how Computer Science teaching can import pedagogic techniques from English Language teaching. Computer Science is a high context situation and feedback is often immediate providing Total Physical Response. It is this high context that allows very short but effective presentations. A popular exercise in English Language Teaching is an information gap exercise which can be borrowed for example in a "computer help desk" scenario where one student assists another to achieve a given task. The use of "storyboarding" (i.e. drawing pictures like a cartoon book) can be used to describe the development of a software interface, without any technical background. Later in the course, the implementation of the interface can be tackled as a group work project using software engineering processes. Over a single semester enough Linux can be introduced that students can produce programs using Linux text processing utilities which implement a text based interface.

Key Words: computer science; pedagogy; Linux

Assessment for Learning in a Chinese University Context: A Mixed-methods Study on English as a Foreign Language Speaking Ability

Yang Song

McGill University

yang.song2@mail.mcgill.ca

Many Chinese researchers have reported that Chinese English language students have difficulties in oral English learning. Their research demonstrates that students of Non-English Majors and English Majors not only fail to achieve the objectives of the teaching programs but also experience frustrations in English language learning (Cai, 2005; He, 1999; Wen, 2001; Yang, 1999). Assessment for learning (AFL), an interactive and learning-focused pedagogy, has shown its effectiveness in encouraging learners' participation, identifying learners' weaknesses, providing instructors with useful feedback for learners' further development, and turning learners into autonomous learners (Black & Wiliam, 1998; Harlen & Winter, 2004; Rea-Dickins & Gardner, 2000). The researcher conducted a study which implemented AFL into the Chinese classroom. This mixed-methods study made use of three AFL tasks, questionnaires, interviews in order to explore teachers' and students' perceptions of AFL and examine whether AFL tasks help learners to improve their oral English skills. The results indicated that both teachers and students prefer this AFL approach. The AFL tasks benefit students' English language learning, especially intermediate and high-level English major students. This study examines methods to balance the assessment of learning and assessment for learning in Chinese English language teaching and learning, and offers students an alternative way of evaluating their oral English proficiency.

Key Words: oral English learning difficulty; alternative assessment; assessment for learning

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对 ESP 课堂实施交际教学法的调查及反思 A Survey of the Use of Communicative Language Teaching in ESP Classes

杨小婉 YANG Xiaowan

广东外语外贸大学英语教育学院

School of English and Education, Guangdong University of Foreign Studies

dorisyang@mail.gdufs.edu.cn

摘要：ESP 作为在特定语境、特定行业中使用的英语，是基础教学的扩展和延续，是从基础英语能力的培养向英语应用技能培养的过渡，其核心是培养学习者跨文化交际能力。ESP 的这些特点决定了在教学中实用性和交际性的重要性，因此，很多学者提出了使用交际教学法来替代传统的“翻译+语法”教学法。然而在课堂教学中，笔者发现，单一的交际教学法尚存在许多问题，很多时候不能满足学生的需要，甚至影响了课堂教学的效果。本文以问卷调查与面谈的方式调查了 300

名非英语专业大学生对 ESP 课堂实施交际教学法的看法，并总结了影响交际教学法教学的一些因素，建议更好地结合多种教学法，以期更有效地组织 ESP 课堂教学。

In ESP classes, many researchers strongly advocates the use of Communicative Language Teaching to replace the traditional "Translation + Grammar" teaching pattern. However, Communicative Language Teaching approach is not perfect and cannot always meet students' needs, or even negatively influence the effectiveness of classroom teaching. This paper reports 300 Chinese non-English major's perceptions on Communicative Language Teaching in ESP classes through interviews and questionnaires. Based on the findings, the paper concludes some factors which influence Communicative Language Teaching in ESP classes and suggests ways to combine multi-teaching methods to more effectively organize classroom teaching for ESP courses.

Key Words: perceptions; Communicative Language Teaching; ESP classes; non-English majors.

浙江科技学院 EAP 课程的教学研究与实践

陈轩

浙江科技学院语言文学学院 浙江省杭州市留和路 318 号

yaxuanchen@163.com

摘要：本研究展示了浙江科技学院中澳班的 EAP 课程。该课程引进原版教材、采用任务型教学法，使学生在完成任务的过程中掌握学术英语的特点，学会用英语撰写学术论文和报告，学会用英语进行一般的学术交流，为学习国外大学专业课程奠定良好的语言和学术基础。实践证明，EAP 教学提高了中国学生分析问题、查找外语文献、撰写英语学术论文、以及自主学习等能力。

关键词：EAP 课程；中外合作；学术论文

A Narrative of an Intercultural Encounter for Academic Purposes

Senlin Yang

The University of Western Ontario

The author gives a narrative of his learning experience with a TESL certification program at a Canadian college as an interesting episode of intercultural communication for academic purposes. The narrative features a distinct perspective from the author as a non-native English speaker, a former EFL teacher in China, and a prospective ESL teacher in Canada. It exposes the author's thoughts and feelings about some cultural differences concerning the curriculum design, course delivery, assessment and evaluation, as well as the interested parties (i.e. the students, the instructors as well as the management).

In addition, the author discusses implications of his learning experience through the lens of intercultural communication (DeCapua & Wintergerst, 2004; Gudykust, 1998), touching on issues such as effectiveness of teaching methods and learning strategies, cultural and personal biases and dynamics of power relations. The author illustrates that to a large extent cultural differences under discussion are perceptual and contextual (Neuliep, 2009); the intercultural encounter entails not only sources of challenge, but also chances of learning and growth for all parties involved (Kim, 2001).

Key Words: (non-) native speakers; intercultural communication; TESL certification program

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高职大学英语口语教学引入 ESP 的探索与实践

郑维

浙江旅游职业学院 浙江杭州萧山高教园区
sarahz@163.com

摘要：根据学生的目标需求和市场需求，本文试图从应用层面探讨 ESP 指导高职院校公共英语课堂口语教学的可操作性，并通过实地调研、课堂实践、学生反馈、教学效果反馈和对照等方式，从教学模式、教学内容、教学检测和教师培训等方面引入 EGP+ ESP 这种教学模式，从而更合理地开展高职院校公共英语课堂口语教学，使之更好地适应市场需求，同时更好地给学生在专业学习和实习就业提供更多的帮助。

关键字：高职；英语口语；ESP

An Exploratory Study of Argumentative Strategies Used in Doctoral Dissertation Literature Review Section: A Cross-cultural Academic Discourse Community Perspective

ZHONG Hong

Guangdong University of Foreign Studies
Email: gwzhonghong@126.com

The present study attempts to examine the argumentative strategies employed in doctoral dissertation literature review in the discipline of linguistics and applied linguistics over cross-cultural academic discourse community. The findings show that a researcher from the English-medium discourse community tends to highlight the difference of opinions among previous studies by pointing out their weaknesses and limitations in a critical voice while one from the Chinese-medium discourse community tends to speak highly of previous studies with an attempt to avoid pinpointing their inadequacy.

Key Words: Literature Review; Argumentative Strategies; Academic Discourse Community; Cross-cultural discourse

A Critical Review on the Efficacy of Authentic Materials for ESP Courses

Zahra Zohoorian Vahid Baghban , Professor Ambigapathy Pandian

University Science Malaysia

Marjan.zohoorian@yahoo.com, ambiga@usm.my

As Celce-Murcia (2000) concludes using authentic materials in language classrooms have been influential over the past two decades. Although its emergence dates back to the 1890s by Henry Sweet, many teachers involved in foreign language teaching have encouraged and discussed that using authentic materials is beneficial (Shrum & Glisan, 2000; Paltridge, 2001; Guariento & Morley, 2001; Kelly & Kelly & Offner & Vorland, 2002). On the other hand, the use of authentic materials in learning contexts such as ESP has always been a matter of controversy and as Khaniya (2006) mentions, a larger number of teachers are starting to identify the benefits of authentic materials and the options that such materials may provide for professional English teaching settings rather than traditional intensive ESL. In this respect, the present paper aims at reviewing the issue from a critical perspective. To this end, there will be a review of authenticity and authentic materials as opposed to textbook-based materials focusing on the nature and quality features as well as the approaches involved, such as communicative language teaching (CLT), Content-Based Instruction (CBI). Moreover, to argue the efficacy of authentic materials in ESP, special attention will be paid to the motivating role these materials may play based on the assumption that language is used for real-life purposes by real people. The study will wind up by providing some guidelines for the selection and instruction of authentic materials for ESP courses.

Key Words: authentic materials; English for Specific Purposes (ESP); motivation

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