The 1st International Symposium on EAP in Asia & the 2nd Annual Conference of China EAP Association

EAP in Asia: New Developments and Strategies

Venue: Fudan University, Shanghai, China

Hosted by: China EAP Association (CEAPA)
College of Foreign Languages and Literatures, Fudan University

Co-organizers: Foreign Language Teaching and Research Press
Higher Education Press
Fudan University Press
Shanghai Jiaotong University Press
Oxford University Press
English First
Garnet Education

May 27—29, 2016 Shanghai
To supply our students with the wings of EAP

EAP is most probably of the greatest value in foreign language teaching in tertiary institutions as English is increasingly replacing local languages as medium of instruction in many university courses and becoming the language for research publication both at home and abroad. It should merit more attention from the policymakers who are making tremendous effort to construct the world-class universities and disciplines, and to develop science and technology in China. Its practice in higher education will help to end the era when a generation of Chinese scientists could neither read literature in English nor write research articles in English, and help to produce future Nobel Laureates like Dr. Yang Zhengning and Dr. Li Zhengdao. Many Chinese researchers and scientists like Shi Yigong, vice President of Tsinghua University, do not make breakthrough in their respective disciplines until they go abroad to study in Anglophone universities where they engage in their studies and work in English, accept the training of EAP, and finally gain socialization into the community.

Language is the sole representation of knowledge, and disciplinary theories are constructed and disseminated by particular language expression. Innovative ideas would not exist without language. That is to say, researchers or scientists cannot express their ideas and theories without following the genres and conventions of their discourse communities. In some sense, the extension of ideas depends on the extension of language. The Chinese government released The 12th Batch of National Plans of Thousands of Young Talents. Among the 558 talents, Dr. Liu Mingzhen and Dr. Yangshu are born after 1990. The former has published many articles about solar cells in prestigious international journals, including Nature. The latter continued her PhD program in Hong Kong upon graduation from Fudan University. She has published about 40 papers about semiconductor devices in many international journals. Both of them made bright achievements only after receiving the training of EAP abroad. These examples illustrate that the Chinese undergraduates are very bright and have great potential for innovation. They will soar to international arenas only if they have the wings of EAP.

The circumstances under which college English is implemented now are quite different from those of 30 years ago where there were few Chinese scientific journals published in English, few international scholars and scientists visiting Chinese campuses to deliver lectures and few EMI disciplinary programs and courses offered in tertiary institutions. But things have changed a great deal since then. The objective, curriculum and contents of college English programs should adapt to the new situation. If we still teach the intensive reading of short stories, still teach English merely for the improvement of students’ English proficiency, and “if we teach today's students as we did yesterday's, we are robbing them of tomorrow” as the American philosopher and educational reformer John Dewey said. To supply them with the wings of EAP is a great and unavoidable mission of language teachers of our times. College English will not function properly in higher education unless it makes a paradigm shift from EGP to EAP. It will not avoid being marginalized and replaced unless it makes changes which should be different from the teaching of English in primary and secondary schools, English departments and social training agencies.

Jigang Cai
President, The China EAP Association
*taken from his article: www.journals.zju.edu.cn/soc/CN/article/showNewArticle.do
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Welcome Messages

Message from Assistant President, Fudan University

It gives me a great pleasure to welcome you all to Fudan University and to The 1st International Symposium on EAP in Asia & the 2nd Annual Conference of China EAP Association, which is to be held on May 27-29, 2016.

May 28 is the 111th anniversary of Fudan University. Holding the conference during the celebration of the anniversary has a special meaning. Fudan University is now making efforts to enter the list of world-class universities which means the internationalization of various disciplines as well as higher education. The internationalization, however, depends on the English proficiency of the students, especially, the undergraduates. There are now over 5000 scientific journals in the Science Citation Index (SCI) that cover 176 disciplines, including biology, medicine, physics, chemistry, and agriculture. Among them, 95% are published in English. It means that the undergraduates will not keep up with the developments of their disciplines if they could not read English-medium articles and books in their respective disciplines, and they will not be able to share their research findings with international researchers if they cannot present their papers in international conferences nor can they write articles in international journals. Training students in such communication skills is the mission of English for Academic Purposes (EAP).

Themed as “EAP in Asia: New Developments and Strategies”, the conference provides a valuable and unique platform for scholars, researchers, and practitioners in EAP in China and other parts of Asia to have a dynamic exchange of ideas. The exchange will surely contribute a great deal to EAP development in Fudan, in Asia and around the world.

I wish you all a fruitful conference and enjoyable stay in Fudan.

DING Guanghong
Assistant President
Fudan University
Message from the Dean of the College of Foreign Languages and Literatures, Fudan University

It is a pleasure of mine to extend our warmest welcome to you all on behalf of the College of Foreign Languages and Literatures, Fudan University. We are grateful to the kind support we get from Prof. Hyland and Prof. Flowerdew, and from friends in Fudan and other universities. We feel greatly honored that outstanding scholars from other institutions have come to participate in the symposium. Of course, special thanks should go to Prof. Cai Jigang, without whose commitment, we would have not reached this far.

The discussion and the implementation of EAP programs signal a huge step in the development of the ESP teaching. In China, the step is closely related to the reforms in the ESP teaching sector, which, like the English major, has been facing enormous pressures and challenges in the last twenty years. English as a foreign language has been accorded a unique status in China, and it has a huge population of learners. Bolton and Graddol point out, the “scale of the spread of English in China in recent decades has taken most observers by surprise.”

However, there is not much discussion about what the term “special purposes” refers to. The purpose of learning a language is generally communication, but in China it has long been the case that the study of English is not related to that purpose, as English is not a communicatively functional language among the Chinese. The “special purposes” here could refer to the educational use of English, or to put it in blunter terms, as an officially required literacy, English, for many, is mainly learnt for examination. As examination dictates the teaching practice, English in most educational contexts, whether at the primary, secondary and tertiary level, is taught for the purpose of passing these examinations. English teaching in the primary schools prepares the pupils for the examinations which will advance them to the middle schools, which in turn will tune up students for the entrance examinations to universities. Once in university, English is studied for credits. The result is that most of the students who have learnt English for quite some time and passed all the required examinations in school cannot use English to express themselves even in the simplest manner. It is not surprising that the majority of the learners have stopped learning or “using” English after they finish formal schooling. The little English they have acquired in school mostly falls in oblivion over time.

I think EAP programs are attempts to change that undesirable situation as they try to make English academically relevant, or shall we say, the programs target the communicative use of English for the students both before and after graduation. It is certainly not an easy task to promote the programs in China since EAP started as a program in the English-speaking academic context,
where it presupposes a good level of mastery of English. In a country like China, where English is not an instructional language in universities, and many students have not even reached the basic level of English for simple communicative purposes, the EAP programs are confronted with daunting task

But that is the reason why we should have the symposium, where we can meet and explore in greater depth the issues concerning the teaching of English. I am sure that through the discussions at the symposium, we will have a better understanding of EAP programs, and we may even learn about effective strategies of EAP teaching.

Finally, please allow me conclude my remarks with the best wishes for all of you. I wish the symposium a success and you had a happy stay in Fudan.

QU Weiguos
Professor of English
Dean, College of Foreign Languages and Literatures
Message from Conference Chair

English is increasingly replacing local languages as medium of instruction in many university courses and the language for research publication both at home and abroad in China and in Asia. This has popularizes EAP as an integral element of higher education. The implementation of EAP in Asia, especially in mainland China, however, takes on quite different features and challenges from Anglophone countries, English medium instruction (EMI) universities like those in Hong Kong. For example, the majority of disciplinary courses in China are taught in the vernacular rather than in English, both students, especially undergraduates as well as their EAP practitioners perceive no immediate utility of using English in the students’ academic studies as well as on the job, except for those who are going abroad for studies. Consequently, most Chinese tertiary institutions are characterized by a lack of motivation to teach and study EAP, though policy makers are increasingly aware that equipping students with competitive competence in the international academic and professional communities of their disciplines is extremely important.

Therefore, the biggest pedagogical challenges that face us--EAP practitioners and researchers in China and in Asia---today are:

- How to motivate students as well as their EAP teachers in EAP courses and enhance their awareness of the critical role EAP plays in their academic studies?
- How to implement EAP efficiently in the context where they don’t have to apply EAP skills to their assignments?
- How to design EAP curriculum in these circumstances? Should we choose a wide-angle EAP approach or a narrow-angle EAP approach or a hybrid approach?
- Should we use practices which are popular in Western English-speaking contexts or those indigenous to our local academic settings?
- Should we need to teach discipline-based genre analysis and academic literacy to the undergraduates so as to help them to gain socialization into their disciplinary communities?
- Should we prioritize the development of critical thinking and citation practice in EAP instruction as the two issues are plaguing most of Chinese and Asian students?
- How to promote EAP teacher development when there is general misconception that EAP instruction needs the expertise of the target disciplines?
- How to negotiate all these challenges and tensions, and ensure a successful paradigm shift in China and in Asia?

As a part of the celebration of the 111 year’s anniversary of Fudan, the conference aims to provide a platform for EAP researchers and practitioners in China and in Asia to explore the new developments and strategies. I am convinced that this conference with more 100 presentations will assist us in achieving the purposes. I am grateful to the keynote and plenary speakers, all other speakers and participants who have travelled from different places to make this an exciting event.

CAI Jigang
President
The China EAP Association
# Program

**Day 1: 27 May (Friday) Venue: Student Square, Twin Towers**

**Pre-conference workshop**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>11:00-13:30</td>
<td>Registration</td>
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<tr>
<td>13:30-17:30</td>
<td><strong>A Task Based Approach to English for Academic Purposes</strong></td>
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<td></td>
<td><em>James Michael Lambert &amp; Glynis Kay Scaramuzza (University of Leicester, UK)</em></td>
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<td></td>
<td>13:50 – 14:50: Session 1: ―Task-Based EAP‖ (lecture)</td>
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<tr>
<td></td>
<td>• Defining EAP</td>
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<td>• Defining task-based learning</td>
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<td></td>
<td>15:00 - 16:00: Session 2: ―Analysing Tasks‖ (workshop and group work)</td>
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<td>• Identifying academic tasks</td>
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<td>• Analyzing skills and language inputs which will help learners to perform tasks</td>
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<td>16:15 – 17:30: Session 4: Observation (video)</td>
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<td>• Watch a teacher in the classroom</td>
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<td>• Consider practical issues of teaching and groupwork</td>
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**Day 2: 28 May (Saturday) Venue: Student Square, Twin Towers**

**Pre-conference workshop (Continued)**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tr>
<td>8:30-11:30</td>
<td><strong>Day 2 Programme.</strong></td>
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<td>08:30 – 08:45: Day 2 Programme.</td>
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<td>08:50 – 09:50: Session 3: ―Skills Development‖ (lecture)</td>
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<td></td>
<td>• Creating communicative materials</td>
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<td>• Encouraging participation in reading and listening skills development</td>
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<td></td>
<td>10:05 – 11:05: Session 5: ―Devising materials to practise skills‖ (workshop and group work)</td>
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<td></td>
<td>• Selecting texts</td>
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<td>• Creating activities for your learners</td>
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<td>• Trying out activities</td>
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<td>11:10 – 11:25: EAP Question and answer.</td>
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<td>11:25 - 11:30: Close</td>
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**Day 2: 28 May (Saturday) Venue: Science & Technology Building**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>11:00-13:00</td>
<td>Registration</td>
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<tr>
<td>13:00-13:20</td>
<td>Opening and Welcoming</td>
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<td>Time</td>
<td>Session</td>
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<tr>
<td>13:20-14:10</td>
<td><strong>Keynote Speech</strong>&lt;br&gt;<strong>Prof: Ken Hyland, The University of Hong Kong</strong>&lt;br&gt;Title: English in the disciplines: A new approach to EAP&lt;br&gt;Chair: Fang Xu Nanjing University</td>
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<tr>
<td>14:10-15:00</td>
<td><strong>Prof: John Flowerdew, City University of Hong Kong</strong>&lt;br&gt;Title: Some thoughts on English for Research Publication Purposes (ERPP) and related issues&lt;br&gt;Chair: Bin Zou Xi’an Jiaotong-Liverpool University</td>
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<tr>
<td>15:00-15:20</td>
<td>Photo-taking Session&lt;br&gt;Coffee Break</td>
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<tr>
<td>15:25-16:00</td>
<td><strong>Plenary Speech</strong>&lt;br&gt;<strong>Prof. Jigang Cai, Fudan University</strong>&lt;br&gt;Title: Research on Conference Papers by Chinese Non-English Major Undergraduates and Its Implications&lt;br&gt;Chair: Xiaoping Cui Shandong University</td>
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<tr>
<td>16:00-16:35</td>
<td><strong>Prof. Fang Xu, Nanjing University</strong>&lt;br&gt;Title: Legitimizing dual publication: Knowledge production and EAP writing expertise revisited&lt;br&gt;Chair: Zhifeng Kang Fudan University</td>
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<tr>
<td>16:35-17:10</td>
<td><strong>Prof. Congjun Mu, Shanghai Maritime University</strong>&lt;br&gt;Title: Bridging the gap between language proficiency and cognitive growth: A putative model for training students’ critical thinking in academic English writing&lt;br&gt;Chair: Xiao Gao Hebei University of Economic and Business</td>
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<tr>
<td>17:10-17:50</td>
<td><strong>Q. &amp; A</strong>&lt;br&gt;EAP in Asia: New Developments and Strategies&lt;br&gt;Ken Hyland, John Flowerdew, Cai Jigang, Xu Fang, Mu Congjun, etc.</td>
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<tr>
<td>17:50:19:30</td>
<td>Dinner at the 3rd floor of Danyuan restaurant:*</td>
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<td>19:45-21:00</td>
<td>A meeting of the council members of the China EAP association: Venue: 2901, Twin Towers</td>
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*The dinner is exclusively for key/plenary speakers, members of the council and those who pay it
## Day 3: 29 May (Sunday)
### Venue: Twin Towers (West)

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<th>Parallel Sessions</th>
<th>Venue: 202 Theme: Information technology and teaching material</th>
<th>Venue: 204 Theme: EAP assessment and testing</th>
<th>Venue: 205 Theme: ESAP: subject-specific programs</th>
<th>Venue: 206 Theme: EAP curriculum design</th>
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<tr>
<td><strong>8:00-8:25</strong></td>
<td>Xi Qian Xi’an Jiaotong University</td>
<td>Li-Ching Hung Chinese Overseas University, Taichung, Taiwan Alternative Assessment: Can Portfolio Assessment Have Positive Impact on EFL Aboriginal Students’ Learning Outcome? Zihui Guan Dongguan University of Technology The Construction of Business English Internship Teaching System in Combination with Work and Study</td>
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<td>Canwen He Fudan University An Outcome-based EAP Curriculum Design at Fudan University</td>
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<td><strong>8:25-8:50</strong></td>
<td>Jinguan Li, Jing Yang University of Electronic Science and Technology of China EAP Material Development in the Age of Information Technology Qiong Liu Huazhong University of Science &amp; Technology An Empirical Study on the Effectiveness of Online Group Discussion Peer Assessment in EAP Writing Hairuo Wang North China Electric Power University A Discussion on the Teaching of Academic English for Students Majored in Science and Technology</td>
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<td>Yuwei Wan Jiangxi University of Finance and Economics A Needs Analysis Approach: An Investigation into Postgraduates’ Needs for EAP Courses Offered in Finance &amp; Economics Colleges</td>
</tr>
<tr>
<td><strong>9:15-9:40</strong></td>
<td>Dezheng Feng The Hong Kong Polytechnic University Genre, Pedagogy, and PowerPoint Design in TEAP: A Multimodal Analysis of the General Linguistics Course in China Jin Yang Jinling College, Nanjing University Assessment criteria of oral presentation--what can peer feedback tell? Yue Ren Communication University of China Going to “useful” English Class: on the Efficiency of discourse-theory-based ESP curriculum ——A Case Study of Journalism Major Students</td>
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<td>Xiaofei Rao East China University of Science and Technology Embedding Information Literacy in the University EAP Program: Theoretical Underpinnings and Pedagogical Implications</td>
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<tr>
<td><strong>9:40-10:05</strong></td>
<td>Terigele Bao Beijing University of Technology The Study of Teaching Mode on Mooc-based Flipped Classroom in EAP Course Chongling Hao Chang’an University The Analysis and Evaluation of the Postgraduate English Textbooks for Integrated Course Wei Xu Hubei University of Chinese Medicine Suggestions on Academic Courses Curriculum Design in Medical Universities – A Case Study on Hubei University of Chinese Medicine</td>
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<td>Richard Silburn University of Nottingham Ningbo Issues in EAP: Perspectives from Ningbo and Nottingham</td>
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<tr>
<td><strong>10:05-10:30</strong></td>
<td>Hui Li Shanghai University of Sport Teaching of Sports English on WeChat Gareth Morris, Antonia Paterson Exeter University / Xi’an Jiao Tong-Liverpool University Designing EAP Assessments – Examples from a Sino-British University Xiaoying Lu Shanghai University of Sports A Probe into Blended Teaching Mode of College English Integrated with an ESP module of Sports English</td>
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<td>Xiaodong Lei Huaihai Institute of Technology Research on the Construction of the EAP Curriculum System in Application-type Comprehensive Universities</td>
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| 8:00-8:25 | Venue: 301  
Theme: EAP methods & approaches | Venue: 302  
Theme: EAP research | Venue: 303  
Theme: EAP teacher development | Venue: 304  
Theme: EAP Writing Practice |
|-----------|-----------------|-----------------|-----------------|-----------------|
| Lan Wang  | Wuhan University of Technology  
A Study on the Application of Project Teaching Approach to ESP Education | Jiu Li  
Renmin University of China  
A Critical Review of Factors for Varied Expressions of Stance in Academic Writing | Min Hou  
Shanghai University of International Business and Economics  
Identity Development of EAP Students | Bin Zou  
Xi’an Jiaotong-Liverpool University  
Portfolio tasks in academic writing instruction |
| 8:25-8:50 | Venue: 302  
Theme: EAP research | Venue: 303  
Theme: EAP teacher development | Venue: 304  
Theme: EAP Writing Practice |
| Bielei Wang  | Tongji University  
Peer questioning in EAP classrooms | Xinyue Liang  
Sichuan University  
The Study on Hedges in Chinese English majors’ Written Language | Dingfeng Yin  
Huaiyin Institute of Technology  
A Research and Practice of Teaching Group for the Present English for Academic Purposes | Zhongqing He  
University of Science and Technology Beijing  
The Application of Functional Language Analysis in the Teaching of EAP Writing |
| 8:50-9:15 | Venue: 303  
Theme: EAP teacher development | Venue: 304  
Theme: EAP Writing Practice |
| Yuan Gao  | Chinese Academy of Science  
Metaphoric Gestures in Chinese and Foreign Science Classes | Hsien-Chin Liou , Wen-Feng Chen, Bing-Yu Chou, Guan-Hui Lin  
Feng Chia University  
Comparison of Generic Structure and Citation Practice of Dissertation Introductions Between Mechanical Engineering and Management of Technology | Sen Gao  
Shanghai university of sport  
Development of Teacher in EAP | Weixiong Luo , Xiao Chen  
Guangzhou No.21 Middle School ; South China Normal University  
A Comparative Study of Hedges and Boosters in English Academic Writing by Expert Writers and Chinese Undergraduates |
| 9:15-9:40 | Venue: 304  
Theme: EAP Writing Practice |
| Xianghong Zeng  | University of Shanghai for Science and Technology  
Application of PBL Teaching in Academic English Writing in the universities of Science and Engineering. | Yongfang Liu  
Ludong University  
Features of English dissertation titles written by Chinese students | Yi Yan , Weimin Zhang  
Tsinghua University  
Teaching EAP in China: One Teacher-Scholar’s Cognition | Junyan Lu  
Ningbo Institute of Technology, Zhejiang University  
The Enlightenment of Writing Centers in American Universities to the teaching of EAP Writing in Chinese Universities |
| 9:40-10:05 | Venue: 304  
Theme: EAP Writing Practice |
| Qingling Wang  | Yunnan Normal University  
On Discipline Based EAP Teaching for Graduate Students of Non-English Major and the Change of Teacher’s Role | Pengfei Yan  
Beijing Institute of Technology  
Research on Phraseological Sequences in Science and Engineering Students’ Academic Discourses | Markus Davis  
Xi’an Jiaotong-Liverpool University  
Towards an EAP Teaching Future in China: the Need for Professional Training | Ruirui Fan  
Shaanxi Normal University  
A Study on the Importance of Chinese-English Dictionary in Academic English Writing |
| 10:05-10:30 | Venue: 304  
Theme: EAP Writing Practice |
| Ping Wang  | College of Foreign Languages  
Understanding CBI: an overview of key notions in the literature and the implications for Chinese university EFL education | Rong Ma  
Beifang University of Nationalities  
A Study of Citation Competence in L2 Writing | Xiaoma Han  
Dalian Maritime University  
Action Research of Chinese Pre-service Teachers Training Based on Effective Competencies Development | Xiao Gao  
Hebei University of Economic and Business  
Constructing New Paradigms for “Writing: English for General Academic Studies”: An Action Research |

10:30-10:45 Coffee Break
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<th>Special forums</th>
<th>Publication of research articles</th>
<th>A paradigm shift from EGP to EAP</th>
<th>Development of Critical thinking</th>
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<td>10:45-12:15</td>
<td>Dawang Huang</td>
<td>Xiaoping Cui</td>
<td>Rong Gong, Yulong Li</td>
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<td>Ningbo University, Ningbo, China</td>
<td>Shandong University</td>
<td>East China University of Science and Technology; The Hong Kong Institute of Education</td>
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<td></td>
<td>Pragmatist transposition of discourse strategies in a Chinese scientist’s academic writing/publishing: A revisited study of writer identity after ten years</td>
<td>On College English Teaching Reform and Academic English Teaching—from EGP to EGAP</td>
<td>How Do EAP Learners Conceptualize Critical Thinking Competence in Social media based Micro-course Context?</td>
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<td>Hao Guo</td>
<td>Jing Zheng, Xiaoyan Ge</td>
<td>Junhong Liu</td>
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<td>Xuzhou Medical College</td>
<td>Shanghai Institute of Technology</td>
<td>China Three Gorges University</td>
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<td>Tianting Duan</td>
<td>Xiao Yuan</td>
<td>Yuanzhang SU, Ilana Zeira, Agmad Gydien</td>
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<td>Fudan University/Kunming University of Science and Technology</td>
<td>Hunan University</td>
<td>University of Electronics Science and Technologies of China</td>
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<td>The Concluding Part of Research Articles in Linguistics: A Comparison of Generic Structure in Chinese and English</td>
<td>Gap in EGAP Course Leads to Low Achievement of IELTS Test</td>
<td>An Application of Applying Critical Thinking to English Academic Writing</td>
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<td>Yujun Wang</td>
<td>Qingyang Sun</td>
<td>Daniela PANAYOTOVA</td>
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<td>Shandong University</td>
<td>University of York, UK</td>
<td>University of Nottingham Ningbo</td>
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<td>Authorial Identity in Academic Writing on Economics: a corpus-based comparative analysis of Chinese and English writers</td>
<td>“I never came across such rigorosity before”: students’ transition from undergraduate EGP writing in Shanghai to postgraduate EAP writing in the UK.</td>
<td>“I think, therefore I am”.</td>
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<td>Jingqiu Wang</td>
<td>Xiaohao Ma</td>
<td>Airong Wang</td>
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<td>Northeast Normal University</td>
<td>The University of Hong Kong</td>
<td>Xi’an Jiaotong-Liverpool University</td>
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<td>A Comparative Study on the EAP Features of English and Chinese Abstracts</td>
<td>From EFL to EAP contexts: Challenges and opportunities from student perspectives</td>
<td>Teaching Critical Thinking in EAP</td>
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<td>Xiaofang Zhang</td>
<td>Tao Wang, Manjun Zhang</td>
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<td>Chang’an University</td>
<td>University of Science and Technology of China</td>
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<td>A Contrastive Study on Genre Analysis of Conclusions of English and Chinese Research Articles</td>
<td>EGP and EAP Curriculum Design in Science and Engineering Universities → a case study of English Reform Program in University of Science and Technology of China</td>
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**Lunch Break 12:15-13:30** (Venue: 2nd Floor, Danyuan Restaurant)
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<td>14:20-14:45</td>
<td>Lingjuan Wu Shanghai Second Polytechnic University A Flipped Class Model Supported by TED-Ed: a Case Study of EGAP Listening and Speaking</td>
<td>Qiguang Gong Shanghai University of Sport Research and Teaching Practice of EGAP in Sports Majors</td>
<td>Rong Zhao Fudan University Aligning EAP Courses with Prospective International Academic Conferences</td>
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<td>14:45-15:10</td>
<td>Manjun Zhang University of Science and Technology of China TED Talks as an Academic Presentation Resource for EAP class</td>
<td>Fang Wang Shanghai University of Sport English Teaching Approach in Sports Universities in the Background of EAP</td>
<td>Gareth Morris, Antonia Paterson Exeter University / Xi’an Jiao Tong-Liverpool University EAP Curriculum Design: Considering Challenges and Possible Solutions</td>
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**Parallel Sessions**
- **Venue: 301 Theme: EAP methods & approaches**
- **Venue: 302 Theme: EAP research**
- **Venue: 303 Theme: EAP teacher development**
- **Venue: 304 Theme: EAP Writing Practice**
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<th>Time</th>
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<tr>
<td>13:30-13:55</td>
<td>Cuiqun Yao</td>
<td>Shanghai University of Sport</td>
<td>The application of project-based approach in Sports EAP</td>
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<td>Stephen Gow</td>
<td>University of York (UK)</td>
<td>Academic Integrity, Criticality and Critical Theory: Mainland Chinese students epistemological adaptation to studying on UK Master’s programmes.</td>
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<td>Na Li</td>
<td>Hebei University</td>
<td>A case study of teacher development promoted by EGAP teaching</td>
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<td>Guang Han, Jing Yao</td>
<td>Harbin Institute of Technology</td>
<td>A Study on Academic English Writing Teaching for Undergraduate Science Students in the Basic Phase of College English Teaching</td>
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<td>13:55-14:20</td>
<td>Dan Cui, Tian Xu</td>
<td>Harbin Engineering University</td>
<td>To what extent is English language teaching methodology informed by theory?</td>
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<td>Julian D. Collinson</td>
<td>Xi’an Jiaotong Liverpool-University</td>
<td>AP Writing Theory and Practice: A Practical Model for Teaching Key Essay-writing Skills</td>
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<td>Gareth Morris, Antonia Paterson</td>
<td>Exeter University / Xi’an Jiao Tong-Liverpool University</td>
<td>Professionalism and TESOL: Developing EAP Teachers and Transforming their Practice</td>
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<td>Peiling Xing</td>
<td>Xi’an Jiaotong-Liverpool University</td>
<td>Students’ Perception of their Report Writing Skills and their Actual Writing Performance in a “Paper Plane Making” Project of an EAP module</td>
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<td>14:20-14:45</td>
<td>David Oakey</td>
<td>University of Nottingham Ningbo China</td>
<td>A Comparison of Recent Corpus-Derived Phraseological Lists for EAP Pedagogy</td>
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<td>Chunyan Wang</td>
<td>Shanghai University of International Business and Economy</td>
<td>Is “good selection bias correction” good or not: a contrastive study of multiple modification of NP in academic writing</td>
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<td>Hua Peng</td>
<td>Fudan University</td>
<td>Coming of age in an EAP communities of practice: Negotiating identity in a simulated international conference</td>
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<td>Hua Guo</td>
<td>Fudan University</td>
<td>Author Pronouns in Abstracts of Sociology Research Articles: A Cultural and Paradigmatic Choice</td>
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<td>14:45-15:10</td>
<td>Xinhui Liu</td>
<td>Xi’an Jiaotong Liverpool University</td>
<td>The Triad of Interfering Factors in EAP Learning and Teaching</td>
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<td>Juan Li, Hui Tian, Xunli Cui</td>
<td>Beijing Sport University</td>
<td>Corpus-based Genre Analysis of Chinese and English Sport Science Paper Abstracts</td>
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<td>Lingling Zuo</td>
<td>Fudan university</td>
<td>Exploring the usage of hedges of Chinese writers in English linguistic journals from social identity perspective</td>
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<td>Qiufang Zheng</td>
<td>Shanghai University</td>
<td>A Survey on the Effect of EAP Teaching in a Sino-Australian Co-education Project</td>
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<td>15:10-15:35</td>
<td>Jing He</td>
<td>Fudan University</td>
<td>English Debating as Interface for CBLT Approach in EAP</td>
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<td>Jingwei Guo</td>
<td>East China University of Science &amp; Technology</td>
<td>Narrative Construction of University EAP Teachers’ Identity: An In-depth Interviewing Perspective</td>
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No Coffee Break, but coffee is available after 15:00
Abstracts

Keynote Speeches

English in the disciplines: A new approach to EAP
Professor Ken Hyland
The University of Hong Kong

In 2012 Hong Kong totally reformed its educational system by removing a year from students’ school experience and adding it to their time at university. For those of us responsible for English language provision it presented an opportunity to reconsider the kind of English that we should be teaching and how we might create courses which best prepared students for their studies. At Hong Kong University we decided to redesign our courses to focus on “English in the Discipline”. This recognizes that because the conventions of academic communication differ considerably across disciplines, identifying the particular language features, discourse practices, and communicative skills of target groups becomes central to teaching English in universities. Teachers therefore had to become researchers of the genres they teach and to devise courses around the principle of ‘specificity’. In this presentation I talk a little about this process, but mainly discuss the principles of disciplinary specific language on which it is based, drawing on my research over the last decade to highlight the disciplinary-specific nature of writing and argue for a specific view of teaching EAP.

Bio
Ken Hyland is Chair Professor of Applied Linguistics and Director of the Centre for Applied English Studies at the University of Hong Kong. He has taught Applied Linguistics and EAP for over 35 years in Asia, Australasia and the UK and has published over 200 articles and 24 books on language education and academic writing. He is a Foundation fellow of the Hong Kong Academy of the humanities and honorary professor of the University of Warwick, was founding co-editor of the Journal of English for Academic Purposes, co-editor of Applied Linguistics and is editor of the Bloomsbury Discourse Series. Recent books include Teaching and researching Writing (3rd edition, 2016) and the Routledge Handbook of EAP (edited with Philip Shaw, 2016).

Some thoughts on English for Research Publication Purposes (ERPP) and related issues
John Flowerdew
City University of Hong Kong
Academic writing for research publication takes place around the globe, involving, according to a recent account, 5.5 million scholars, 2,000 publishers and 17,500 research/higher education institutions (Curry and Lillis, 2010: 1). Because so many scholars whose first language is not English are now using that language for publication purposes and because of the research interest that has developed in the field, a specialist term has been coined, English for Research Publication Purposes (ERPP). This paper will overview some issue relating to ERPP.

Bio
John Flowerdew is a Professor in the Department of English, City University of Hong Kong. He has over 20 years experience in EAP across five contents. His research interests include discourse analysis, ESP/EAP, curriculum theory and the use of English in Hong Kong. As well as writing and editing a number of books, including five edited collections on academic discourse, he has published widely in the leading Applied Linguistics, Language Teaching and Discourse Analysis journals, focusing on academic and political discourse. His most recent book (with R. Forest) is Signalling nouns in English (2015, CUP).

Plenary Speeches

Research on conference papers by Chinese non-English major undergraduates and its implications

Jigang Cai
Fudan University

Studies of research articles (RAs) of Chinese non-English major undergraduates are rather scarce compared with those of English majors and of non-English major postgraduates. RAs can be classified into writing for degrees, for journals and for conferences. While degree dissertations and journal articles provide fully detailed papers, conference papers (CPs) are reduced to the form of short papers and vary to a certain extent from RAs in purpose, social setting and language modality (Swales, 1990). The present study aims to investigate the problems with CPs written by non-English major undergraduates in terms of rhetorical structure, moves and citation practice. It is based on the analysis of 40 conference papers they submitted to the 1st Shanghai International Collegiate Conference (June 12, 2015), the comment made by 33 EAP scholars, and the subsequent interviews with students. The results reveal that i) the majority of novice writes failed to integrate previous studies into their literature reviews; ii) there was less citation of sources in writing; iii) there were little comparison, therefore, between the present studies and previous studies, nor explanations for their findings in the discussion section; iv) their papers lacked coherence and logic when ideas and data were presented, v) they could not effectively follow the conventions of academic writing and vi) informal and even colloquial English was pervasive. The interviews confirm the difficulty the novices had in reading English journal articles for information, the transfer of Chinese ways of thinking and writing as well as a deficit of training of English academic writing. The pedagogical implications will be discussed.
Legitimizing dual publication:

Knowledge production and EAP writing expertise revisited

Professor Fang Xu
Nanjing University

In this presentation, I call forth legitimizing non-native-English-speaking (NNES) scholars’ dual publication, that is, publication of their research in two languages. It has been widely acknowledged in the international academia that duplicate publications or multiple submissions of the same paper are a violation of intellectual ethics. This policy remains unchallenged if the publications are made in one and the same language. However, when involving two languages for two kinds of readers, the problem of dual publication emerges. By dual publication, it means a paper gets published in NNES scholars’ home language (e.g., Chinese) before being published in English. The problem has elicited a debate among my Chinese colleagues. While some are concerned about self-plagiarism, others (e.g., Wen & Gao, 2007) strongly hold that NNES scholars are disadvantaged in disseminating knowledge because of resource and power constraints in international publication. Hence, dual publication should be encouraged as believed to improve academic equality. As such, the topic of the legitimacy of dual publication might be a shared concern among not only Chinese and other NNES scholars, but all those interested in the geopolitics of academic writing (Canagarajah, 2002) for knowledge production.

I would take Wen and Gao’s (2007) argument a step further and argue that dual publication should be legitimized as it would function as a constructive mechanism on two levels. On the level of international publishing culture, dual publication would help resist intellectual hegemony by encouraging NNES scholars to contribute more to global knowledge production which equally benefits the center scholarship. On the level of EAP writing expertise, dual publication would enhance NNES scholars’ professional vision, knowledge and skills of intercultural rhetoric, and authorial voice construction for different readerships. To address the issue, I revisit the notions of knowledge production and EAP writing expertise.
I end by discussing research implications in the areas of applied linguistics if dual publication were to be legitimized.

References:

Bio
Fang Xu is Professor of Applied Linguistics and a doctoral supervisor at Nanjing University, China, where she teaches graduate and undergraduate courses in (applied) linguistics. She is currently Vice President of the China Association of EFL Writing Teaching & Research, and Deputy Director of Research Institute of Foreign Language Studies, NJU. Her research interests focus on second language writing, including issues concerning NNES scholars’ international publishing, cultural understandings of plagiarism, development of L2 academic writing, and analysis of writing processes. Currently she is chairing a project about evaluation in L2 academic writing, which is supported by China’s National Humanities and Social Sciences Research Grant. Her work has appeared in TESOL Quarterly and more frequently in Chinese first-class journals on foreign languages and literature. She is an anonymous reviewer for Journal of Second Language Writing (SSCI) and five Chinese-SSCI journals. Lately she has been invited as a co-editor for the column of Disciplinary Dialogues in Journal of Second Language Writing.

Bridging the Gap between Language Proficiency and Cognitive Growth: A Putative Model for Training Students’ Critical Thinking in Academic English Writing

Congjun Mu
Shanghai Maritime University

Previous English for Academic Purposes (EAP) studies indicated that students from Asia sometimes came not only with limited English proficiency but also with academic practices that made their negotiation of critical thinking and writing difficult (Melles, 2003). In particular, Chinese applied linguists (Huang, 1998; Wen et al., 2010, to name just a few) pointed out that college English major students were rather weak in critical thinking in their English learning in China. However, it seems unclear that in which aspect of critical thinking Chinese students lack from the research to date. Prior studies appear to have paid much more attention to studying and training students’ critical thinking skills than their critical thinking dispositions in China. Furthermore, a gap between the students’ English language proficiency and their cognitive levels has been observed. It might be imperative to bridge that gap for the purpose of improving their critical thinking ability.
In this presentation, I will first report my original research conducted at a Shanghai university. A group of 73 senior English major students took part in a survey of critical thinking dispositions and their English essays were assessed with the newly-proposed criteria on the quality of critical thinking. They were found to be weak in critical thinking dispositions, especially in the dimensions of being inquisitive, being analytical and being confident in reasoning. They were also shown to have critical thinking problems in precision, depth and rhetorical appropriateness in English writing. Specifically, they are not adept at analyzing the issue, generating the sub-argument, arguing from different perspectives and with sufficient evidence, and being aware of the audience. Then, I will discuss the relationship between the students’ English language proficiency and their cognitive levels. Finally, I will propose a putative pedagogical model for training students’ critical thinking in the context of literacy learning.

Bio
Pragmatist transposition of discourse strategies in a Chinese scientist’s academic writing/publishing: A revisited study of writer identity after ten years

Dawang Huang
Ningbo University, Ningbo, China

Abstract
Disciplinary socialization of multilingual scientist writers is generally substantiated across variously power-laden local/global discourse communities in the age of English as lingua franca in science (e.g., Casanave, 2002; Canagarajah, 2002; Huang, 2015; Li & Flowerdew, 2009). Notably, strategic negotiation of discourses involved in their scholarly writing/publishing may affect the construction of critical voice as well as positive writer identities and in a broad sense full-fledged disciplinary socialization. In this case study, I revisit writer identities of a Chinese middle-aged vernacular-trained professor of materials science in the time span of ten years. Based on Ivanic’s (1998) synthetic account of writer identity in interactional, developmental and historical contexts, our study applies Canagarajah’s (2004) typology of writing strategies in text construction (i.e., avoidance, accommodation, opposition, appropriation and transposition) to conceptualizing the participant’s multi-dimensional socialization history in the balancing and juggling writing games. Results show that this Chinese researcher undertook a somewhat transpositionist style in resolving the identity conflicts through a pragmatist attitude towards scholarly conversation concomitant with the retarded socialization.

Problems in Writing for English Research Manuscripts by Chinese Medical Postgraduates

Hao Guo
School of Pharmacy, Xuzhou Medical University
Abstract
The dominance of English in international academic publications has increased manifolds during the last few decades, especially in medical fields. However, writing a qualified English research article is definitely not an easy task for most Chinese postgraduates; paper rejection or requirement of major revision due to unsatisfied language used is rarely uncommon. Through text analysis and in-depth semi-structured interview, the current study was designed to analyze the problems in writing for English research manuscripts by ten master’s candidates from a medical college in eastern China and to identity underlying causes. Results show that in comparison to grammatical errors that are often discussed, textual and pragmatic problems are thornier, such as colloquial words; improper collocation; lack of cohesion and coherence; being restricted to write in a simple style; redundancy; and strongly Chinese-influenced English expression. The presence of these problematic manuscripts is closely associated with multiple factors including lack of experience of English academic writing, insufficient skills of citation and paraphrase, unsatisfactory writing habits and writing motivation, and less developed capacities for self-study. In order to smoothen the way towards international medical publication, a number of recommendations are made, especially broader participation and detained guidance of EAP practitioners in the academic writing process.

The Concluding Part of Research Articles in Linguistics: A Comparison of Generic Structure in Chinese and English
Tianting Duan
Fudan University, /Kunming University of Science and Technology

Abstract
The present study explores the generic structure of the concluding part of research articles in linguistics and shows the differences between Chinese and English discourses by analyzing 20 research articles. The results suggest that there are at least five remarkable differences:

a. In general, the concluding part of English research articles always includes more information, while Chinese articles always have brief conclusions. This may be attributed to different styles of English and Chinese journals. The length of English academic papers is generally longer than that of Chinese articles. As a result, English writers can write more and discuss more in the conclusion. With shorter conclusion, Chinese research articles in linguistics encourage writers to clarify the main ideas within the limited words.
b. English writers are more likely to highlight the value of the research findings in the conclusion part, especially the implications. What have to be clear is that Chinese writers also talk about the implications of the study, but prefer to write in other parts of the article, such as in an independent chapter or in the Discussion.

c. English writers direct the future research in the Conclusion while Chinese writers seldom do so.

d. Chinese writers seldom evaluate research methods in the Conclusion while English writers reflect the methodology and point out the limitations.

e. More English writers choose to indicate the significance of the study in the concluding part though the significance is important in both English and Chinese research articles.

The findings of the present study can be applied to the teaching of academic reading and writing and can help improve students’ learning efficiency in both input and output of research articles in a foreign language.

Authorial Identity in Academic Writing on Economics: a corpus-based comparative analysis of Chinese and English writers

Yujun Wang
School of Foreign Languages and Literature, Shandong University, Jinan, China

Abstract
The construction of authorial identity constitutes an integral part to the process of academic writing, and recent researches have suggested that the mother tongue of the writer and the subject of the writing can both cast influence upon the writer’s strategies for projecting the textual self. This study focuses on academic writing on economics and runs a comparative analysis of the representation of the authorial identity in papers published by Chinese and English researchers in their first language. With the self-constructed Chinese and English corpora, I collect data on absolute and relative frequencies of the author’s self-mentions and categorized them into four aspects of the authorial identity according to their predicates, namely the researcher, the discourse constructor, the opinion-holder and the evaluator. The frequency analysis reveals that first person pronouns are preferred than third person pronouns in both corpora, indicating that both groups of authors try to represent themselves in a more positive way. And also the choices of self-mention in economic
papers incorporates the authorial characteristics of academic writings in both hard science and soft science subjects, with plural pronouns being the common self-mention and a certain number of single pronouns used to highlight the originality of the research. But in general self-mention frequency in English corpus is higher than that in Chinese corpus, in line with the different attitudes towards the salience of authorship held by the two sets of writing conventions. On the other hand, the identity analysis does not find marked discrepancy in the construction of the researcher and the discourse constructor identity between two corpora. By contrast, it is obvious that English writers attach more importance to the interactions with readers by constructing the identity of opinion holder and evaluator more attentively.

A Comparative Study on the EAP Features of English and Chinese Abstracts

Jingqiu Wang
Northeast Normal University

Abstract
Abstracts as an EAP writing mainly serves academic papers. This paper compares English abstracts with the Chinese from the perspective of generic structure. The aim of the study is to offer some help for Chinese scholars to write internationally accepted abstracts. So it is of significance to find to what extent the Chinese abstracts are different from those published in international journals.

Following Bhatia’s abstract model (1993), the two groups of abstracts will firstly be divided into four units: introduction, methods, results and conclusions. Then the frequency of occurrence of the structure units, the optional and obligatory moves as well as the linear sequence order are identified and compared, which is the first-level study. The second-level study starts from the inside structure of the units. Each of the structure units is further divided into its hierarchical moves, and the English abstracts will be compared with the Chinese move by move. The comparison includes the frequency of the occurrence and the distribution of the moves; the linguistic features (e.g. the initiated words in each move, tense, voice and modals) that signalize the moves. The source material is a group of 40 abstracts taken from Chinese and English linguistic journals.

The analysis shows that both the English and Chinese abstracts follow Bhatia’s model. The linear sequence in both groups of abstracts is Introduction-Methods- Results-Conclusion although some unit is absent in the Chinese abstracts. Introduction unit is obligatory for the texts in both languages.
Methods section is obligatory in the English abstracts but optional in the Chinese abstracts. Results unit is obligatory in the English abstracts but optional in the Chinese abstracts. Conclusion section is optional in both groups of abstracts. Based on the results, the pedagogical implications are given at the end of the paper.

A Contrastive Study on Genre Analysis of Conclusions of English and Chinese Research Articles
Xiaofang Zhang
Chang’an University

Abstract
Conclusion, as an indispensable part of research article, consolidates the established research space. However, few comparative study on genre analysis of English and Chinese research article conclusions has been done. The theory of genre analysis is the theoretical background of this paper. The rhetorical structures of conclusion section of research articles are studied with the aim to draw attention to culture difference in the academic community. The practical significance of this paper is to put the result of this study into the teaching of research article writing to Chinese English major students.

Forum 2
A paradigm shift from EGP to EAP

On College English Teaching Reform and Academic English Teaching
— from EGP to EGAP
Xiaoping Cui
Shandong University

Abstract
With the further development of China’s higher education reform, the types and orientations of different universities have changed a lot. Different universities have established their own educational goals respectively. Recently, “academic English” becomes the high-frequency words in China’s college English teaching context. Some universities have offered academic English courses
to undergraduates, and many more universities are planning to offer academic English courses to their undergraduates. In terms of college English teaching, EGP (English for General Purposes) is getting fewer and fewer shares/hours, while EGAP (English for Academic Purposes) is getting more and more shares/hours. But as for the EGAP course, what to teach? How to teach? And how to meet students’ personal needs and the social needs? ...The paper takes Shandong University’s EGAP teaching as an example, and tries to presents the solutions to the serial questions. Two years’ teaching practice proves that the EGAP courses have been working well and have achieved an effective teaching result, which is highly praised by students and teachers.

On the Role of EAP in the Talent Cultivation System of Higher Education
Jing Zheng, Xiaoyan Ge
School of Foreign Languages, Shanghai Institute of Technology

Abstract
The role of EAP in the talent cultivation system of higher education is a subject worth profound discussion and study. On the one hand, extensive surveys are carried out among undergraduates from 985 Universities, 211 Universities and other local universities in China so as to analyze the individual needs for EAP programs. On the other hand, detailed requirements for talents in the new ear proposed by renowned global institutions and businesses, educationists from various academic fields as well as a number of governmental sectors are studied so as to offer a thorough analysis of the social demands for the integration of EAP programs into the talent cultivation system of higher education.

Gap in EGAP Course Leads to Low Achievement of IELTS Test
Yuan Xiao
Hunan University, Changsha, 410082, Hunan Province, China

Abstract
ESL teaching is the mainstream of English teaching in Non-English speaking countries. With the development of globalization, international communication and exchange increase significantly, which requires higher English proficiency in certain field. Tertiary English teaching is on the way of
turning from English for general communication to English for academic purpose or English for Specific purpose.

Shift from EGP to EAP is challenging and will take time. Obstacles are on the way. One biggest obstacle is English teachers’ concept in the process of teaching. Some teachers are refusing the revolution and some teachers are pretending to follow the revolution without adopting any changes in class.

Distinct difference exists in ESL teaching and EGAP and EAP teaching. The focus of general ESL courses is the 'context-embedded' language of everyday interaction, but EAP courses need to focus on 'context-reduced' language, which tends to be rather abstract and to rely less heavily for its coherence on an immediate context (Liyanage I J, Birch G J, 2001). Short & Spanos (1989) see this as the fundamental difference between EAP and ESL curricula.

Revolution of ESL teaching cannot be rushed. Those international colleges where students are studying in cooperative programs with foreign universities, should act first, for their students are urgent to take EAP courses in abroad and their learning of English is more task-based.

This paper is a case study of an international college, where students learn English and major courses within two years study in China, and then continue the third and fourth year of education abroad. In the paper, the way of ESL teaching and the EGAP teaching is compared and reasons for low achievement in IELTS were listed. By the research, the author draws a conclusion that there is a big gap between ESL teaching and EAP teaching and EGAP is the possible way to fill in the gap, and associate teaching methods are recommended.

“I never came across such rigorousness before”: students’ transition from undergraduate EGP writing in Shanghai to postgraduate EAP writing in the UK.

Qingyang Sun
University of York, UK

Abstract
This presentation will reflect on some of the findings of my empirical Master’s dissertation. The aim of the study was to explore L2 writing experiences of some Chinese students in two contexts: previous undergraduate education in Shanghai universities and current postgraduate education in University of York in the UK. To understand the situation of both contexts and especially the link
between them, three groups of participants were interviewed: 3 EAP tutors from University of York, 6 Chinese students studying MA in TESOL at York with background in English related majors, and 4 lecturers of English from Shanghai universities. Interview transcripts were coded following the process of a grounded theory approach.

Although a number of differences exist between the two writing contexts, most of the student participants reported academic rigorousness in postgraduate writing tasks as the most impressive one: every claim needs to be supported by evidence instead of merely personal opinion. For them, this new requirement demands the ability to look for sources and select the relevant parts, while remaining open to both sides of the argument and avoid bias. This was also reported to be one major problem with the Chinese students’ writing according to the UK EAP tutors. According to some of the English lecturers in Shanghai, using evidences to support argument was touched upon in their designing of undergraduate writing tasks, depending on the lecturer’s understanding of students’ needs, but not a major focus due to the exam-oriented curricular. These findings suggest more cultivation of academic argumentation ability in undergraduate English writing courses for English Major students, and more widely for humanities and social sciences subjects.

From EFL to EAP contexts: Challenges and opportunities from student perspectives

Xiaohao Ma
The University of Hong Kong

Abstract
Recent years have seen increasing numbers of mainland Chinese students crossing borders to pursue postgraduate studies, among whom many choose universities in Hong Kong. For these students, the use of English for academic purposes in Hong Kong institutions necessitate a quick transition from limited repertoire of academic English to intensive use of it. Therefore, it is important to understand what experience in relation to English awaits these students. Currently, although researchers have examined the challenges of English for nonnative English speaking (NNES) students in English-medium universities, scant attention was paid to graduate level students who have to read and write in English in a non-native English speaking context like Hong Kong. This presentation reports a study of mainland Chinese students in a research university in Hong Kong, with a focus on their perspectives of using and learning English for academic purposes in the new context. Survey and interview data were collected to understand students’ difficulties in using English for various
academic tasks and the perceived affordances and constraints of learning academic English in relation to the learning context and the level of academic program. Overall, students view that pursuing a postgraduate degree in Hong Kong entails challenges, particularly in approaching academic writing tasks and giving presentations in English. However, such challenges are not alleviated by experiences in the program, nor are scores in proficiency tests (TOEFL and IELTS) correlated with these challenges. In terms of opportunities for learning academic English, students expressed dissatisfaction with the perceived affordances for learning in the new context and ambivalence about prioritizing language learning and research work. This presentation ends with a calling for more attention to academic English training for mainland Chinese to better prepare them for the internationalization of higher education and the global expansion of English use for academic communication.

EGP and EAP Curriculum Design in Science and Engineering Universities

------ a case study of English Reform Program in University of Science and Technology of China

Tao Wang, Manjun Zhang
University of Science and Technology of China

Abstract

The authors, responsible for the English teaching reform program in University of Science and Technology of China (USTC) since 2009, analyzed EGP and EAP curriculum design in this school. USTC is a science and engineering school, where 30% of the graduates continue their study overseas, 40% learning further in China and only 30% hunting jobs. The reform program has been carried out to solve the following problems. 1. Some seniors thought their English level was scarcely improved. 2. The students considered College English irrelevant to their need to pass international English exam. 3. How to help those students with English deficiency when they were immersed in heavy academic learning. 4. A great number of international academic exchange and conferences need students with high academic English level. 5. How to arrange bilingual courses? How to bridge the gap between EAP and bilingual courses? In this English teaching reform program, there are some achievements and at the same time a few new problems are emerging, which are to be discussed with teachers and researches from other universities.
Forum 3
Development of Critical thinking

How Do EAP Learners Conceptualize Critical Thinking Competence in Social media based Micro-course Context?

Rong Gong, Yulong Li
East China University of Science and Technology; The Hong Kong Institute of Education

Abstract
Critical Thinking Competence is not only a set of cognitive skills adopted in processing information and expressing complex ideas, but also a mentality for questioning and truth-seeking. Taking a pedagogical approach to critical thinking in line with social constructivism, the present study designed a social-media-based micro-course in which information technology and instructional scaffolding combined to build facilitative educational conditions for critical thinking development. The 16-day micro-course is composed of 8 units, each comprising 3 modules - TED speech learning materials tweeted by Wechat public platform, QQ group online discussion and wechat-tweeted learning reflection. The purpose is to observe the online learning behavior of College EAP (English for Academic Purposes) learners in China in constructing basic concepts of critical thinking. Besides wechat backstage data digging, content analysis is also conducted of triangulated data (participant observation notes, after-viewing group chat-log and focus-group-interview notes). Three findings were made: 1) In non-school curriculum course context, utilization rate of public online learning resources is very low and dropout rate is high; 2) the full course attendees, though low in number (only 9), succeeded in constructing an explicit concept of critical thinking and the conceptualization process is affected by six factors - phatic communication, in-depth interaction, awareness individual perspectives, argumentative skills, teacher guide and self-reflective disposition. The above findings imply that social-media-based micro-course, if incorporated into formal school curriculum to guarantee attendance, may prove to be effective supportive resources for college EAP learners to develop a global concept of critical thinking.

Cultural Differences of Critical Thinking Cultivation in the Teaching of Cinderella in Chinese and American Primary Schools

Junhong Liu
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Abstract
The story of Cinderella is about how a girl, Cinderella, was tortured by her stepmother and finally won beautiful love and social status with the help of a fairy lady. By analyzing the different teaching approaches of the story Cinderella in Chinese and American primary schools, this study suggests that the essential distinction in educational concepts of the same story lies in their different ideas on critical thinking cultivation. Critical thinking absence (CTA) and critical thinking presence (CTP) are adopted to explain the discrepancy in teaching Cinderella. This study further proposes that the different attention paid to critical thinking in Chinese and American primary schools can be attributed to their different cultural values and thinking modes respectively, namely collectivism vs. individualism and perceptual thinking vs. rational thinking. This study is in hope of shedding light on Chinese education reform of cultivating students’ critical thinking with cultural and intercultural consideration and inspiration.

An Application of Applying Critical Thinking to English Academic Writing
Yuanzhang Su, Ilana Zeira, Agmad Gydien
University of Electronics Science and Technologies of China

Abstract
English academic writing classes in China conventionally emphasize on building vocabulary and memorizing template structures, rather than developing critical thinking skills such as analyzing, creative thinking and problem solving. The connection between language ability and logical thinking, especially that between academic writing ability and critical thinking potential, is widely discussed through out the last decade. However, the application of developing students critical thinking potential in EAP classes is rarely reported in China.

This paper reports an experimental English academic writing course conducted in University of Electronic Science and Technology of China. This course explores a new collaborative teaching approach of English academic writing by combining instruction of academic writing rules with practice of critical thinking. This course consists of 15 units, and each unit (4 hours) contains a lecture and a lab. In the lecture, a Chinese teacher introduces the principles of critical thinking. In the lab, the class is divided in two equal-sized smaller classes instructed by two foreign teachers individually practicing language output such as discussion, debate and writing by applying the critical thinking skills introduced in the previous lecture. The content of this course includes: 1, logic,
fallacies and argumentation; 2, methods of analysis and rhetorical modes; and 3, discourse analysis, revision and publication.

The teachers and students find this course plausible for it not only helping the students build up a critical thinking habit which is essential in higher level reading and writing, but also practice languages skills in real-life situation. The results of Watson-Glaser Critical Thinking Appraisal® show that the experimental group performs significantly better than the control group. The writing score in GET (Graduate English Test) also indicates that the students’ English academic writing abilities are improved.

“I think, therefore I am.”

Daniela PANAYOTOVA
University of Nottingham Ningbo

Abstract
The proposed paper focuses on defining Critical Thinking and analysing its applications not only in academic work but also as a transferable skill which may have become essential in the modern, international world of work and communication. The concept of Critical Thinking has undergone extensive development from its early features (Francis Bacon, 1625) to its modern interpretations (Glaser, 1941; Scriven and Paul, 1987; Paul and Elder, 2008). The importance of Critical Thinking in academic work and education is undeniable and it transcends cultures in the objective, unbiased way which is its most significant, underlying feature (Paul and Elder, 2008; Vieira, Tenreiro-Vieira, and Martins, 2011, University of Aveiro, Portugal). There is no British University which does not have a programme in Critical Thinking Skills in one form or another. The reason for this is not only that it is essential for developing a solid academic foundation but also because the modern work context demands from graduates to be flexible, creative, adaptable and multi-functional in order to be able to operate in an ever-closer, globalised world. Whether there is only one way to think critically (Todd Caroll, 2004; Willingham, 2007) If so, whose way can be considered the “right” one, is a fascinating area of research which could lead to important developments in educational theory to reflect the internationalisation of universities and academia in general. The paper will try to predict future developments in Critical Thinking and suggest ways to incorporate the teaching of CT in academic
Teaching Critical Thinking in EAP

Airong Wang
Xi’an Jiaotong-Liverpool University

Abstract

Critical thinking is essential in academic study as this is where authors’ in-depth analyses of sources and data are revealed. However, teaching critical thinking has been very challenging. This paper outlines some difficulties of teaching critical thinking in EAP and introduces practical suggestions, by referring to the theory of scaffolding.

The challenge of teaching critical thinking in EAP can be highlighted by three points. The first one relates to students’ educational background. In China, most students have not been introduced to the concept of critical thinking at school, as their studies are largely exam-oriented. As a result, they are unable to analyse data or sources critically but only give superficial interpretations. Additionally, EAP is a comparatively new concept in China, so there could be a lack of teachers who are capable of teaching critical thinking in this context. This leads to the third difficulty: due to a shortage of experienced teachers, no widespread practice can be referred to by teachers who attempt to implement this type of teaching. All these, being students’ educational background and teachers’ immature teaching methods, could influence EAP classes negatively, i.e. students are intimidated into participating.

On the basis of my own teaching experience at Xi’an Jiaotong-Liverpool University and the theory of scaffolding, I would provide some suggestions. According to van Lier (2004), scaffolding is a process of “providing means of access to an activity or text that is unaltered” (p. 150). If a teacher plans to teach critical analysis of a reading material for example, it is suggested that the teacher does not ‘simplify’ the teaching material. Instead, he or she can ‘amplify’ the teaching content, by scaffolding students through analysing key words, main ideas, and background of the text. After this, the teacher could stimulate the students’ insights by asking further questions, for instance, comparing their previous knowledge or experience with the information in the text, and then providing their own understanding of the similarities and differences. In this way, students could participate without intimidation and the goal of teaching critical thinking in EAP can be gradually achieved.

Reference

Parallel Presentations

Theme 1

Information technology and teaching material

The Conception of Constructing EGAP Speaking and Listening Courses under the Model of Flipped Classroom

Qian Xi

Xi’an Jiaotong University

Abstract

With the development of college English course reform, EAP courses are gaining more attention for their practicability and manipulability. It is crucial to solve the problem of improving students’ EAP competency with the background of reduction of both English teaching time and credits in undergraduate curriculum. Based on the theories of Constructivism and Multi-Literacies, this paper aims to analyze the benefits of adopting the model of flipped classroom in EGAP listening and speaking courses. It proposes a conception of “trinity” course construction, consisting of three primary stages, namely the pre-class, during-class and post-class periods with the help of micro-lectures and other online resources. The author emphasizes on the students’ self-study and peer discussion under the instruction of teachers by watching and reading related materials in the micro-platform set up particularly for the EGAP listening and speaking courses and students are required to finish given assignments before class. In the second stage, by communicating and discussing sufficiently in the class with their classmates and teachers, students comprehend the course contents and internalize the skills and knowledge of the course via teacher’s pointed explanation and typical demonstration and presentation of their classmates. The third stage provides students with the opportunity to practice, through which they compare, analyze and assess what they have learned in class and therefore complete related output tasks. The whole process is based on the “flipped classroom” teaching model, focusing on “output-driven notion”, which deeply integrates English teaching and information technology. This paper ends up with detailed suggestions concerning learning style transformation, teaching content design, analysis towards teaching objects and concept transformation of teachers.

EAP Material Development in the Age of Information Technology

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University of Electronic Science and Technology of China
Abstract
Information technology has brought much impact to EAP teaching materials. Besides textbooks produced by major publishers, many new forms of materials are now available freely online. Compared to commercially published textbooks, online materials like Open Educational Resources and MOOCs in different disciplines can be more easily adapted to better suit the needs of a specific EAP classroom. EAP teachers in an EFL environment should develop the ability to select suitable online materials, and the ability to design tasks and activities accordingly to achieve the teaching goals. With a review on EFL/ESL teaching material development principles, and a reflection on the authors’ practical experience, the paper demonstrates the possible ways that online materials can be utilized for EAP classrooms, and urges the building of a resource pool where EAP teachers can share their designs of activities based on online materials.

The Role of Information Technology in Teaching Academic English Writing
Yan Zhan
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Abstract
For many years, IT has widely applied to teaching English writing courses, whereas problems exist. Academic English courses are designed around the specific language needs of the learner, thus a key step in course design is to know about learners’ profiles, language proficiency level and the demand of target situation. An academic writing instructor plays roles of a teacher, materials provider, researcher, collaborator, and evaluator. Through IT, they can access discipline-specific materials and situations and compile corpora of specialized texts. Varied computer-mediated communication provides learning tools and a gateway to the discourse community. Online virtual environments and courses facilitate learners’ autonomy and motivate them effectively. In a word, combing traditional classroom and online courses, exercising the advantages of both, can maximize the learning potential of academic writing courses and cater to a wider range of learner profiles.

Genre, Pedagogy, and PowerPoint Design in TEAP: A Multimodal Analysis of the General Linguistics Course in China
Dezheng Feng
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Abstract
As multimedia equipment and in particular PowerPoints are frequently used in classrooms, analyzing how meaning is constructed in PowerPoints and exploring how to design PowerPoints effectively to enhance classroom teaching has been an important task that researchers in multimodality and education face. In view of this, this study investigates the design of award winning PowerPoints in University English Linguistics course and the pedagogical principles behind it. The paper proposes the generic structure of Linguistics PowerPoints, based on the quantitative analysis of 591 slides. It is found that the PowerPoints are generally preoccupied with teacher-centered transmission of knowledge, while the attention paid to the students’ analytical skills is inadequate. Therefore, the paper elucidates the principles of PPT design based on the multiliteracies pedagogy. This study introduces multimodal genre analysis to PPT for the first time, which provides important theory tools not only for the understanding of linguistic knowledge construction in the new “genre”, but also for the effective design of Powerpoints in the teaching of linguistics and English for Academic Purposes in general.

The Study of Teaching Mode on Mooc-based Flipped Classroom in EAP Course
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Abstract
The new teaching resource “Massive open online courses (Moocs)” and new teaching mode “flipped classroom” have been widely applied in western countries. Whether and how they can be applied in our EAP teaching has become the focus of domestic EAP researches. Both Moocs and flipped classroom designs are highly recognized by the students. A coordination of Moocs and flipped classroom can lead to fully blended learning in foreign language education supported by information technology. This paper discusses the advantages and disadvantages of Moocs and flipped classroom, analyzes the possibility of the application of Moocs and flipped classroom to EAP course.

Teaching of Sports English on Wechat
Hui Li
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Abstract
Despite the fact that China has been an undisputable host country of international sports events nowadays, there is a severe shortage of professional sports translators; which makes it urgent to promote sports English teaching so as to get more sports English talents. Different from general English, sports English entails a large quantity of words and sentences which can’t be acquired without professional learning. Moreover, the target learner of sports English includes not only the students of sports colleges and majors, but also the translators, assistants, executives of international sports teams and events, most of whom are not good at English. As a main way of interpersonal communication, wechat covering a wide range of users, highly interactive and easy to operate, corresponds to the peculiarity of sports English and the target learners. The teaching of sports English can be carried out on wechat by one-to-one private conversation to solve the problems of individual students in learning sports English, or by many-to-many discussion or sharing language points, pictures, audio, video, and links in a wechat circle. In addition, not only language, pictures, audio and video information, but also the links related to sports English, such as sports news, knowledge and rules, can be revised and then released on public wechat platform. The study of sports English teaching on wechat is a beneficial research into the teaching of English in specific fields.

Preparing the Teaching Materials for ESP of Electric Power

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Abstract
Preparing teaching materials is a fundamental area in ESP teaching, which should be a field of study. As materials play a crucial role in conducting ESP teaching and learning activities, this paper makes an investigation into the varieties of readily available materials on the market concerning the electric power English and then, on the basis of the analysis of the problems, explores the principles of material selection and writing. The problems of the teaching materials arise in the following aspects: A) the targeted reader is unclear; B) the contents are out-of-date; C) the forms of after-text exercises lack diversity and active involvement; D) separate skills (reading and writing) are too much focused on, very few materials combining different skills. The nature of ESP teaching is student-centered, so it is suggested that the students’ considerations be listed as the top priority. Relevance and motivation are the general principles in preparing teaching materials for ESP of electric power as the
knowledge of electric power is very sophisticated, beyond the grasp of most college English teachers. The two principles are in tune with the needs analysis. In selecting or writing materials, information relevant to electric power should embody the potential of motivating students. However, students’ needs analysis is not enough as the starting point in preparing teaching materials. What should be added is the socio-political factor because China’s electric power industry is now undergoing the comprehensive and dramatic change, for example, the framework of “one belt one road”. The author emphasizes that there are no absolutely good or bad materials, just degrees of fitness for the required purposes. Tailor-made materials, on the one hand, enable teachers to adjust to the needs of students; on the other hand, they allow teachers to be actively and flexibly involved in developing the teaching course.

Using Authentic Texts and Tasks in EAP Teaching

Jingtian Zhang
School of Foreign Languages, Tongji University

Abstract
Authentic texts play a practical and significant role for advanced EAP learners. In this paper, the author describes and illustrates how she makes use of authentic materials from different disciplinary backgrounds. In the Academic Writing class for Ph.D. candidates, students are asked to take the papers they are reading into their English class in order to analyze and discuss different moves based on genre analysis theory. In the course on International Conference Communication, students are required to develop their acculturation into the research world by exploring their target “calls for papers”, and continuing with a series of studies on conference paper writing, speech preparation and visual construction until they are finally ready to present the paper at the conference. Some difficulties and challenges are then discussed such as limitation of course span, EAP teachers’ development and so on.
Alternative Assessment: Can Portfolio Assessment Have Positive Impact on EFL Aboriginal Students’ Learning Outcome?

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Abstract
Lack of empirical research on portfolio assessment in aboriginal EFL English classes of junior high schools in Taiwan may inhibit EFL teachers from appreciating the utility of this alternative assessment approach. This study addressed the following research questions: 1) understand how aboriginal EFL students and instructors of junior high schools in Taiwan perceive portfolio assessment, and 2) how portfolio assessment affects Taiwanese aboriginal EFL students’ learning outcome.

Ten classes of five junior high schools in Taiwan (from different regions of Taiwan) participated in this study. Two classes from each school joined the study and each class was randomly assigned as control group and one is experimental group. These five junior high schools consisted of at least 50% of aboriginal students. A mixed research design was utilized. The instructor of each class implemented portfolio assessment for 15 weeks of the 2015 Fall Semester. At the beginning of the semester, all participants took a GEPT test (pretest), and the 15th week, all participants took the same level of GEPT test (post test). Scores of students’ GEPT test was checked by the researcher as supplemental data in order to understand each student’s performance. In addition, each instructor was interviewed to provide qualitative data concerning students’ general learning performance and their perception of implementing portfolio assessment in their English classes. The results of this study was used to provide suggestions for EFL instructors while modifying their lesson plan regarding assessment. In addition, the empirical data was used as references for EFL instructors implementing portfolio assessment into their class effectively.

An Empirical Study on the Effectiveness of Online Group Discussion

Peer Assessment in EAP Writing

Qiong Liu
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Abstract
This paper reports the results of an empirical study accessing the features and quality of online peer assessment (PA) by QQ group discussion mode in academic English writing class. About 58 students in 14 discussion groups’ online peer assessment records, paper scores, together with the data and results from two questionnaires and a follow-up interview were processed and analyzed to find out the answers for the following two questions: 1) What is the effectiveness of online group discussion peer assessment in EAP writing? 2) What are the main advantages and disadvantages of such mode comparing to face-to-face (F2F) group discussion mode?

The study results show that the online group discussion PA did not demonstrate obvious advantages over F2F mode in its effect on the final drafts of the writings. However, it has shown obvious advantages over F2F mode as it is favored more by the participants. Moreover, the greatest advantage of this mode over F2F mode lies in the fact that it encouraged autonomous study and explorations of knowledge. Other advantages include more objective and frank comments were provided; the participants were stimulated to do more logical and prudent thinking and presented ideas clearly and correctly; the students took more egalitarian and active roles during discussion instead of being lazy; it also makes it possible for teachers to execute immediate monitor and supervision simultaneously to each group. On the other hand, the main disadvantages of the mode are two: one is that some technique factors may constrain the students to express their idea quickly and freely, and thus make the procedure rather time-consuming. The other is that the writer is not easy to summarize the key revision points from the long reviewing record. Basing on the above research results, some pedagogy implications for effective use of the online peer assessment discussions are proposed in EAP writing process.

A Study of the Washback Effects of the TEM-4 Oral Test on Oral English Teaching and Learning

Wenchuan Zheng
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Abstract
Washback is the effects of testing on teaching and learning. Important tests are believed to have more intense washback effects. Nowadays, TEM-4 oral test plays a very important role in assessing the oral English proficiency of undergraduate English majors in grade two and attracts more and more universities’ attention. Therefore, TEM-4 oral test is supposed to exert influence on oral
English teaching and learning. As a result, the study of the washback effects of TEM-4 oral test is very necessary. The present study adopts Arther Hughes’ PPP (Participants, Process, Product) Model and Charles Alderson & Dianne Wall’s 15 Washback Hypotheses as the theoretical framework. The author combines the quantitative (questionnaire) and the qualitative (interview) research methods to investigate the washback effects of TEM-4 oral test on oral English teaching and learning. The research subjects includes 720 undergraduate English majors in grade two and 36 oral English or basic English teachers and 6 English program administrators from 6 universities of Xi’an. There are three research questions. First, what are the positive and negative washback effects of TEM-4 oral test on teaching? Second, what are the positive and negative washback effects of TEM-4 oral test on learning? And third, what are the positive and negative washback effects of TEM-4 oral test on English program administrators? This study aims at finding out the positive washback effects of TEM-4 oral test on oral English teaching and learning and improving the teaching and learning attitude, process and results.

Assessment criteria of oral presentation--what can peer feedback tell?

Jin Yang

Jinling College, Nanjing University

Abstract

English abstract: Assessment of oral presentation is an under explored area. Traditional assessment is mainly performed by teachers only while students’ views are not taken into consideration. This study investigated 300 science students’ peer feedback and generalized major factors influencing students’ evaluation of their peers’ presentations. Results show that intelligibility is the number one factor in the peer assessments. Other factors include fluency, pronunciation, the use of visual aids, eye contact, performances in Question-and-Answer session and stage manner. In addition, it was found that students also made specific suggestions on the improvement of grammar, pronunciation and manners of delivery.

The Analysis and Evaluation of the Postgraduate English Textbooks for Integrated Course

Chongling Hao

Chang’an University
Abstract
English learning is still an important part for postgraduate education to meet students’ language and academic needs. Compared to undergraduate education, postgraduate education possesses uniqueness and requires students to pay more attention to such issues as the academic and research ability, creativity and independency, self-learning, and critical thinking. Thus English teaching and learning in postgraduate education should take both communicative and academic needs into consideration to improve the comprehensive quality of postgraduates. Under the great pressure from academic study, English tests and future employment for postgraduates, the students will have to continue to learn English in class and after class. In foreign language teaching, English textbook is an important component and has crucial effect on teaching and learning effectiveness. English textbooks are the main sources for students to input English efficiently and effectively. This paper takes the postgraduate English textbooks for integrated course used in Chang’an University as the subject. Through detailed analysis of one unit and the comparison between the claimed principles in preface and the actual design of units, this paper aims to explore the characteristics of the textbook and its consistency to the claimed principles. It finds that the textbook has many advantages and mainly conforms to the principles in the preface. The organization of the contents cover integrated abilities. The selected materials are natural, original and various. Besides, the exercises are in various forms to meet both language and academic needs of students.

Designing EAP Assessments – Examples from a Sino-British University

Gareth Morris, Antonia Paterson
Exeter University / Xi’an Jiao Tong-Liverpool University

Abstract
This presentation will discuss the assessment preparation and marking process that takes place on English for Academic Purposes (EAP) modules at a Sino-British university in mainland China. The customised approach to assessment that has been taken on these credit-bearing EAP modules will also be highlighted. With examples specifically drawn from two EAP modules, namely one for Architecture, Urban Planning and Civil Engineering students, and the other for Business students, the process of assessment preparation (evaluation and moderation) will be discussed, and the marking process (which includes standardization, grading and moderation) will be outlined. Examples will also be taken from one Joint Delivery module titled ‘Imagining the City.’ Areas in which the assessments are unique in many respects will also be considered. This includes the thematic coverage of assessment content, the integration of language skills within tests, the
incorporation of academic skills into assessments, and the design of grading descriptors in order to ensure that students who pass EAP modules have met module learning outcomes. Finally, the presenters’ will discuss how the assessment preparation and marking process approach and module customisations to assessment made at this institution could be applied in other similar academic contexts.

Theme 3
ESAP: subject-specific programs

The Construction of Business English Internship Teaching System in Combination with Work and Study

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Abstract
The construction of business English internship teaching system plays an important role in the process of talent cultivation in foreign trade and economy. The paper takes the reform of business English internship teaching in Dongguan University of Technology as an example to explore the objective, content, condition, administration and evaluation system of internship teaching based on the combination with work and study, and discusses the union of trade, enterprise and university and business English talent cultivation.

A Discussion on the Teaching of Academic English for Students Majored in Science and Technology

Hairuo Wang
North China Electric Power University

Abstract
There is a lot of needs of the students who major in science and technology to be involved in international academic exchanges. However, because of not being English major, they do not have a lot of time or energy for language learning. How to teach them the ability to grasp academic English so that they are able to be engaged in international academic exchanges is a question to be discussed.

The Discourse of English Research Papers in Communication Studies: A Generic Approach

Debing Feng
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Abstract
The EAP (English for Academic Purposes) as one type of the ESP is characteristic of scientific discourse. Drawing upon genre theories, this paper examines a corpus of 30 pieces of communication research articles, focusing specifically on their communicative purpose, word choice, modality and discourse structure. It shows that this type of articles aims at introducing and reasoning on the research findings for experts, scholars and students in communication studies. Such articles tend to employ active-voiced, simple and concise sentences, professional terminologies and low modality in achieving textual coherence, and they enjoy a generic structure as follows, abstract, introduction, literature review, data description, methodology, analysis, discussion, conclusion. This study will contribute to the EAP teaching in general, and English academic writing in particular.

Bio-note: FENG Debing is a lecturer at Jiangxi University of Finance and Economics, China. He received his PhD in Linguistics at the University of Macau. His research interests include sociolinguistics, multimodal discourse analysis, discourse analysis, conversation analysis and media studies. His recent publications include “National voice: a discourse analysis of China Central Television’s News Simulcast” in Discourse & Communication, 2013, 7(3), and “Identifying the participants: reference in television news” in Visual Communication, 2016, 15(2).

Going to “useful” English Class: on the Efficiency of discourse-theory-based ESP curriculum ——A Case Study of Journalism Major Students

Yue Ren
Communication University of China

Abstract
After a three-semester ethnographic curricular case study of Journalism Major students, this research tries to answer the question “Is teaching English for Special Purpose (ESP) necessary for general
college students” and “how should it be carried out”. The findings demonstrate: Chinese students in upper tier universities have the need to study ESP for the sake of professional development. Given the intellectual challenge of ESP courses in the beginning, student can still accommodate the curricular design later on, out of the course’s integrality to developing their professional skills in their majoring areas. Students’ recognition pattern, however, leads the curriculum design to be based on discourse theories and modularized by different core patterns of clause relations (e.g. general-particular, problem-solution, etc., though the classification of core patterns by discourse theory needs to be adjusted to and further amplified by different type of news passages in this case study). Through the modularized curricular process, the students’ recognition escalates along lexis-clause-discourse pattern and, by thus growing an analytical awareness of thematic development, they could finally comprehend an ESP passage on discourse level. This new clause-pattern gestalt can duplicated and applied to their reading of any new ESP passage and generate in their mind an instant and holistic comprehension of the new passage. After the entire ESP course, students are observed to have advanced both in terms of English language proficiency and in terms of professional understanding.

Suggestions on Academic Courses Curriculum Design in Medical Universities – A Case Study on Hubei University of Chinese Medicine

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Abstract
Our school set goals for academic courses, including: 1) the textbooks should equip students gradually with academic abilities; 2) The themes should be content-based and aim to promote students’ critical thinking abilities; 3) The activities should include both language training and a variety of tasks. With these principles, we designed EGAP courses into four semesters adopting both western textbooks and Chinese EAP textbooks published by China’s FLTRP and Fudan University. Key Concepts by Heinle publishing press is ideal to provide basis for academic listening and note-taking training while Chinese EAP textbooks by Fudan University is systemic for comprehensive academic ability training. In the 3rd year, we design advanced ESP academic courses for students majoring in medicine, nursing, clinical science, etc. This research aims to compare the teaching effect of using these EAP textbook with traditional general English textbooks by using different holistic and
modular designs, choice of themes, type of exercise, treatment of vocabulary and grammar, implementation of Content and language integrated Learning (CLIL), etc. to see how the quality of EAP curriculum can be improved in medical universities by using quantitative approach.

**A Probe into Blended Teaching Mode of College English Integrated with an ESP module of Sports English**

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**Abstract**
One of the hottest debate topics in current College English teaching is whether EGP should be replaced by ESP. At the same time, some experts think EGP and ESP can work together in College English teaching in terms of principles and practice. Wen Qiufang thinks that ESP can help students know international rules and regulations, but cannot cultivate other abilities of them. What ESP covers is the general cross-border knowledge, which reflects the general characteristics of a certain subject. It doesn’t involve the teaching of multi-cultures, not to mention highlight the communication of multi-cultures, while EGP does involve those aspects. This study suggests that the complementation of ESP and EGP in college English teaching is more suitable for the reform of English teaching for PE students in sports universities. PE students have very weak foundation of culture courses, especially English basics. Therefore, based on the ESP teaching theory and constructivism learning theory, this study carried out a one-year reform of college English teaching for PE students via the task-based teaching method by focusing on the learning style of them. In this reform, the researcher integrated the ESP module of sports English into the EGP teaching, attempting a blended teaching mode of college English in classroom. This reform aims to explore a new way to improve college English teaching which is suitable to the learning style of PE students, to lay a solid foundation of their English basics, and to improve their ability of application of sports English in various international sports events and their future employment. This study adopts both the quantitative and qualitative research methods. The measuring tools adopted are test, questionnaire, interview, and classroom observation, which are used to do the statistical analysis of the experimental data. After a year’s experimental research, this study basically achieved the desired results.

**Compilation and Evaluation of Sports Academic English Teaching Materials**

Aihua Lu
Abstract
Teaching materials serve as a media for the implementation of courses to achieve its teaching objectives. Sports English teaching materials aim at promoting sports professionals’ competence of applying English in their academic study, sports-related social interaction and their future working environment. The essential task of sports academic English is to guide students from the basic English learning stage to apply English into their academic studies, which shouldn’t just be instructing students in English or imparting professional knowledge to them but should create diversified practice-oriented tasks to enable Students to apply English in their academic studies. According to the English levels of sports professionals and their academic need analysis, suggestions for compilation idea, selection of topics, type of text, language skills, vocational skills, difficulty of materials and layout of exercises have been forwarded based on the evaluation model proposed by Tom Hutchinson and Alan Waters for Specific English teaching material in 1987.

Pharmaceutical Academic English Application in University English Instruction

Fang Gao
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Abstract
Foreign language skill plays a pivotal role for students to explore the cutting-edge knowledge worldwide. Over the past decades, Chinese universities’ foreign language teaching focused on English for General Purposes (EGP) to hone and improve students’ basic language skills and cross-cultural communication capability. Nevertheless, foreign language instruction is not just for pure language cultivation, appreciation of the foreign culture, but also the process to cultivate students’ language practical skills, academic application, critical thinking ability and innovative competence.

English as a tool will not find its means for the practical output if it is not learned based on a particular aspect of content. Therefore, English for Academic Purposes (EAP) should be implemented into the English teaching core curriculum. No matter what path students take after graduation, whether they choose to pursue Master’s degree study or to land the job in various enterprises and institutions, a combination of language skills and professional knowledge is bound to
benefits them in various ways for a long term. Pharmaceutical Academic English, as a branch of academic English, plays an indispensable role in technological research and development, information collection and international communication. Shenyang Pharmaceutical University, as a nationally well-known higher education institution launched pharmaceutical major with the emphasis on academic English fully demonstrates the importance of such trend. This paper shows the curriculum design and its implementation, academic English pragmatic analysis and the integration of EGP and EAP instruction at Shenyang Pharmaceutical University.

Through daily instruction practice, we recognized that EGP teaching is an instructive means to construct the basic rules conforming to general language regulation, while EAP helps to stimulate students’ language pragmatic consciousness and practical skills. Pharmaceutical English as a branch of academic English strengthens the students’ language skills to be more adaptive to the international academic exchange arena which requires advanced English proficiency in the professional field. EAP instruction will be the trend for tertiary level English instruction, especially for non-comprehensive universities with specific major emphasis.

Research and Teaching Practice of EGAP in Sports Majors
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School of Sports Journalism & Foreign Studies, SUS

Abstract
College English Instruction is now under revolution from EGP to EAP/EGAP nationwide in China. To keep up with the latest development, a series of reforms have been conducting in sports majors, on which practicable general academic English curriculum for sports students is focused. Aiming at the English learners’ effective language application, I borrowed some ideas and practice of EAP at University of Wollongong, Australia, as it has been proved efficient and effective in language teaching, especially on overseas students in Australia. Furthermore, “Teaching Syllabus for English Majors” (2000) is another important document to provide theories for my research and practice.

Professor Liu Runqing from Beijing Foreign Studies University has pointed out that in terms of the basic foreign language skills, the requirement should always be the same, though courses are offered significantly different for College English and English Majors. Professor Shu Dingfang from Shanghai International Studies University believes that one of the nine problems in College English lies in its unscientific curriculum to train learners’ language skills, taking speaking
abilities and writing skills for example. As is known that curriculum embodies the end of education, a scientific and feasible one equals to a successful necessity in language teaching. Compared with the “Teaching Syllabus for English Majors” (2000) which has detailed specific requirements in each aspect of language learning, “College English Curriculum Requirements”(2007) has simply made clear requirements of College English Teaching in three levels and outlined compulsory courses and optional courses respectively. It is probable to come to a conclusion that such guidance is too general and lacks of function.

This study is to specify College English into different courses, aiming to go further in EAP’s study. We have offered courses of EGAP in Listening and Speaking, Academic Writing, Academic Reading and English Lecture in different semesters; each is instructed by a member from the same teachers group. The advantages of such arrangement contribute to cultivating students’ academic abilities and skills and promote students’ effective productivity in English.

**English Teaching Approach in Sports Universities in the Background of EAP**

**Fang Wang**

Shanghai University of Sports

**Abstract**

When students enter universities with better and better English skills, EAP teaching is called on its way in universities and colleges. As one of the first universities in Shanghai that have experimented with EAP teaching, Shanghai University of Sports has carried out reforms of English teaching in majors of journalism, rehabilitation and management since 2013. At the beginning, our English teaching is still focused on English with a general purpose, complemented with sports English materials edited by relevant teachers. While at present, our English teaching lays equal importance on general English and academic English. With *An Integrated Academic English Course* by professor Cai Jigang being used as our textbook, we are still on our way of EAP teaching experiment. Based on English teaching with reduced class hours, this article will analyze problems we are facing in EAP teaching in sports universities and the project-based teaching approach from the perspective of textbook, teaching staff and teaching method.

**Theme 4**
EAP curriculum design

An Outcome-based EAP Curriculum Design at Fudan University

Canwen He
College of Foreign Languages and Literature, Fudan University, P. R. China

Abstract
Outcome-based education (OBE) is an educational theory that highlights teachers’ and students’ attention and efforts on the desired results of education (Spady, 1994). Based on the outcome-based educational approach and the text-book Academic English for Science and Engineering (chief compiler: Jigang Cai) newly edited by foreign language teaching and research press, this paper introduces an EAP curriculum design at Fudan University.

The paper will first review the theory of OBE. Then the outcomes for an EAP course at Fudan University will be introduced which is for intermediate level students from different disciplines of science and technology. Finally the course-book-based and additional activities to cultivate academic skills and components of assessment will be explained in detail.

The course expects to develop students’ reading, writing, listening language skills and academic skills including library skills, note-taking skills, critical reading and thinking skills, research paper reading and writing skills, oral and poster presentation skills required in their academic studies and research in English context.

Based on the text-book authentic academic contexts, a variety of in-class and out-of-class activities are implemented which centers on the desired outcomes: critical reading, academic writing and literacy skills. These activities well integrate critical reading and academic writing. Students in a group are required to read the same text but play different roles in the whole group’s overall understanding of the context. For example, some students identify move-steps in academic writing while others identify rhetorical devices. Still others identify the strengths and weaknesses of the argument.

The assessment includes four parts: participation and assignments; term paper; an oral and poster presentation based on the term paper; final exam. All assessments aim to examine the expected outcomes.
This paper might provide a feasible model for an outcome-based EAP curriculum design for other universities.

**A Needs Analysis Approach: An Investigation into Postgraduates’ Needs for EAP Courses Offered in Finance & Economics Colleges**

Yuwei Wan

School of Foreign Studies, Jiangxi University of Finance and Economics

**Abstract**

With the internationalization of higher education and growing postgraduates’ needs for EAP courses, the need to offer EAP courses has been recognized and much research has been conducted on students’ needs and curriculum development. However, little needs analysis has been found in finance and economics colleges. To address this research gap, the current study is set in a Finance and Economics College in central China. The study aims to investigate into the current situation of students’ EAP skills and analyze their needs for EAP courses. A survey is carried out among 200 non-English major postgraduates from 13 colleges and an interview is conducted with 5 English teachers and two bilingual teachers majoring in finance and economics. It is found that the students have strong need for EAP skills, especially the skill of reading and writing academic papers, while English speaking and listening skills are less desired. Predicated on the results, several suggestions on teaching EAP courses are addressed at the end of the paper, which have implications for EAP curriculum development and textbook preparation in finance and economics colleges.

**Research on the Reforms of College English Follow-up Courses**

---- On the Construction of Academic English Courses at WHUT

Zi Wan

Wuhan University of Technology

**Abstract**

Non-English students at tertiary level tend to become unsatisfied with the effects of General English teaching for they’ve achieved improvement in their language competence. The essay attempts at discussing the curriculum setting of Academic English Courses, which are one of the orientations of
the follow-up courses. First, this article defines Academic English and proposes the basic structure of Academic English. With the acceleration of reform in elementary education and improvement of freshmen’s English competence, the current curriculum setting is unable to meet students’ needs as in Wuhan University of Technology; therefore it is imperative to offer a series of follow-up courses coupled with bilingual courses and all-English classes. In answer to what kind of follow-up courses should be offered, Cai Jigang advocates that the target of college English teaching should be distinctly viewed as a means because the use of means is overt while quality education is covert; however when they both serve for societal, technological and cultural development, learners’ humanistic quality and scientific quality will be enhanced at the same time. Since every university in China has its different administrative levels, conditions, features and orientations in talent cultivation, the courses such as ESP, EAP, Subject-based English and EGP co-exist reasonably, which can constitute major components of the follow-up courses. This essay attempts at elaborating on curriculum setting of Academic English in accordance with the features of the students and educational objective sat Wuhan University of Technology.

Embedding Information Literacy in the University EAP Program: Theoretical Underpinnings and Pedagogical Implications

Xiaofei Rao
East China University of Science and Technology

Abstract
According to American Library Association (2000), Information literacy refers to the abilities that require individuals to “recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.” With the rise of academic English in the broader context of globalization and internationalization of higher education, information literacy is increasingly important in the high learning environment of frequent academic exchange and proliferating information resources for academic and other specific purposes. Because of the escalating complexity of this environment, individuals, in particular university students, are confronted with diverse and abundant information choices in their academic studies and preliminary research practices.

This study intends to explore the theoretical underpinnings and pedagogical implications of embedding information literacy in the university EAP program. It starts off with the definition of
information literacy and its indispensable connection to high education and the integration of academic English literacy. It then reviews the gap in the existing literature regarding the embedded literature retrieval practices in the university EAP program to posit the centrality this research study. The study further explores the three theoretical underpinnings of the information literacy-embedded university EAP program, namely the socio-cultural constructivist theory of learning, needs analysis, and information literacy competency. Grounded on the broader university EAP paradigm and the critical language pedagogy, a three-phase progressive embedded literature retrieval pedagogical model is developed into the university EAP program at a Shanghai university. The purpose of this embedded information literacy model is to enhance the university students’ technological and linguistic competency in effectively retrieving domestic and international literature when they engage in the preliminary scientific research. The study ends with the pedagogical implications of cultivating information literacy competency through the university EAP program, emphasizing the new direction of the 21st century EAP in integrating information literacy and academic English literacy as one of the promising possibilities for successful transformation of the traditional Chinese university English program.

Issues in EAP: Perspectives from Ningbo and Nottingham

Richard Silburn
Head of the Centre for English Language Education, University of Nottingham Ningbo

Abstract

There remains much debate over the status of EAP within the academy, within professional qualifications frameworks and within English language teaching (ELT) in general. This paper will attempt to outline the key areas of contested knowledge and set them in the perspective of EAP programmes in the Centre for English Language Education (CELE) at the University of Nottingham Ningbo China (UNNC).

UNNC was the first Sino-foreign university to open its doors in China. Established in 2004, with the full approval of the Chinese Ministry of Education, and run by The University of Nottingham with co-operation from Zhejiang Wanli Education Group, a key player in the education sector in China.

The main focus of this talk will be the development of the Preliminary Year programme over the first 10 years of UNNC’s history. The Preliminary Year is a full credit-bearing component of a 4 year undergraduate programme with degrees issued by the University of Nottingham. It began life as a
small-scale English for General Academic Purposes course largely designed and administered by the Centre for English Language Education in the UK. It has subsequently evolved into a discipline specific model encompassing both EAP and content modules for a yearly intake of approximately 1700 students.

The overall aim of the Preliminary Year Programme is to enable students to succeed in their future studies at UNNC and beyond. The programme will equip students with the language, study and thinking skills needed to manage their studies independently and to meet the demands of their future academic course. To achieve this aim, it is necessary for them to use English in a wide range of academic situations.

The main areas examined will be the definition of English for Academic Purposes, English for General Academic Purposes or English for Specific Academic Purposes, Academic Literacy or Study Skills and the Critical or Pragmatic Approach. It is hoped that the lessons learned from encountering these issues in the UNNC context can be applied to the broader context of the development of EAP in China.

Research on the Construction of the EAP Curriculum System in Application-type Comprehensive Universities

Xiaodong Lei
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Abstract
Guidelines for College English Teaching——a national syllabus to be issued by China’s Ministry of Education for the first time integrates EAP (English for Academic Purposes) into the contents of college English teaching. In line with the higher education internationalization, the mode of intensive development and individualized development, local regular universities, in the process of transferring into application-type comprehensive universities, are expected to develop their own individualized and unique syllabuses and curricula for college English, which distinguish them from the research-type comprehensive universities, so as to satisfy students’ academic and professional needs. In this paper EAP (English for Academic Purposes) consists of both EGAP (English for General Academic Purposes) and ESAP (English for Specific Academic Purposes). Based on the theory of course design, especially the theory of ESP (English for Specific Purposes), the paper concentrates on the studies on such issues as EAP’s syllabus design, course design, textbook
development, teaching methods, pedagogies, faculty development and course evaluation system in application-type comprehensive universities in order to explore new ways of cultivating qualified application-oriented professionals of good English competence.

**Developing an EAP Curriculum for a Provincial-level Comprehensive University**

Min Zhang, Weiwei Yang

Hebei University

**Abstract**

Nowadays a certain number of universities in China have played leading roles in developing EAP curricula for undergraduate students, most of which are 985/211 level universities, such as Fudan University, Qinghua University and Zhongshan University, or Sino-foreign cooperative universities, such as the University of Nottingham Ningbo China and Xi’an Jiaotong-Liverpool University, or institutions focusing on certain specialties, such as the Shanghai University of Finance and Economics and the Second Military Medical University. An EAP curriculum in those institutions is designed to meet their teaching objectives, teaching resources, and the needs of target learners, which are not the same as they are in a provincial-level comprehensive university. We thus developed an EAP curriculum after conducting a campus-wide needs analysis in Hebei University, which indicated that the interviewees from 15 colleges were in need of receiving EAP training for the benefits of their future academic or job needs. The curriculum consists of compulsory EAP courses for colleges or majors that expressed strong needs to have EAP classes and elective EAP courses for all the undergraduates. At the initial stage, the targets learners of our compulsory EAP courses are students of Quality classes whose English score in National College Entrance Examination was above 140, students of IELTES classes who will spend the last two years of undergraduate study in Ireland, and students of Excellent classes who have been chosen to receive special academic training in some colleges. The teaching approach for all the courses will initially focus on core academic skills, language forms and study activities common to all disciplines, and then be more subject-specific for the Excellent classes. The teaching materials for all the courses will be a combination of EAP textbooks and self-selected sources and publications. The assessment of the courses will be formative and summative when both the teaching process and products are taken account of. It is believed that curriculum development should cater for the needs, language level, academic knowledge and skills of target learners as well as the teaching resources that can be fully used in a provincial-level comprehensive university.
Exploring the Necessity of the Connection of EAP Courses throughout the Undergraduate, Master, and Doctoral Programs and the Effective Teaching of EAP

Yanyan Kou
Nanjing University of Information Science and Technology

Abstract
Faced with the economic globalization and the internationalization of higher education, college English needs to reorient itself. Therefore, EAP (English for Academic Purposes) will be integrated into the content of college English teaching by the Ministry of Education for the first time. However, there are still disagreements about the teaching concept of EAP at the stage of undergraduate education in the foreign language field at home and abroad. Actually, the reformers have faced a series of challenges in the initial phase—the systematic design, the applicability and the feasibility of the EAP curriculum, etc. Thus, it is significant to design it systematically throughout the undergraduate program, master program and doctoral program. And also the following issues should be focused on: the connection of the EAP curriculum during the three programs, the effective teaching of EAP, and the shift of college English teachers. The study analyzes the representative research results and EAP teaching theory and practice, and explores the perspectives of teaching targets, curriculum system, teaching methods, and construction of teaching faculties. It is also pointed out that the EAP courses at different stages should respectively fit into students in different English levels, even if students will not use English in their future careers, which will be helpful for developing students’ scientific research consciousness. In her paper Gong Rong (2015) illustrated a 3-step designing process for Undergraduate Academic English Literacy Curriculum and analyzed the assessment standards for 3-semester curriculum (Transitional, Intermediate and Advanced courses). Gong Rong’s study contributes to the analysis of the necessity and importance of the connection of the EAP curriculum. In the end, the reflections on the practice of the EAP courses at the undergraduate and postgraduate stages in Nanjing University of Information Science and Technology, are provided and suggestions are put forward.

Aligning EAP Courses with Prospective International Academic Conferences

Rong Zhao
College of Foreign Languages and Literatures, Fudan University

Abstract
The EAP theory and practice have gained momentum since the program was launched nationwide in China in the early 2010s. However, previous studies results indicate a lack of EAP writing know-how among student writers at both sentence and discourse level although they do show a sign of improved awareness towards the generic standard of research paper writing for general academic purposes after taking EAP courses. It entails the necessity of modifying the current teaching syllabus and curriculum in general in the light of their strengths and weaknesses. In particular, such developments and challenges necessitate an urgent transformation of EAP courses focusing on describing and modeling general academic formats across-disciplines to workshops targeting at specific academic themes and occasions.

Towards that end, this paper proposes that a corpus-driven approach aligning ongoing EAP courses with prospective international academic conferences, with Shanghai International Collegiate Conference as a good case in point, can enhance student writers’ academic performance in international arena. The initiative is to encourage students to specify and follow their attentive international academic conference proceeding in rigid IMARD format. With the assistance of self-review, peer review comments, teacher’s feedback and corpus tools, they revise their drafts until their final product is submitted and accepted by the conference organizing committee. By analyzing and comparing 64 students’ abstracts produced at progressive stages linguistically, generically and stylistically along the training trajectory, it is revealed that this synthetic teaching concept and practice can help ensure to a substantial extent the success of novice-to-professional agenda.

EAP Curriculum Design: Considering Challenges and Possible Solutions

Gareth Morris, Antonia Paterson
Exeter University / Xi’an Jiao Tong-Liverpool University

Abstract

Educators working in China, and indeed Asia, can often find that they have quite a lot of autonomy when it comes to the curriculum. Indeed, in many cases, and especially at the university level, they may be tasked with devising an entire course curriculum (and its associated materials and assessments) from scratch with little if any guidance or support. This can be a daunting and problematic demand, especially if the teacher is either relatively new to the profession or the locality. In fact, it can be significant challenge even if they are not and ample support is offered and provided. In contrast, working at some joint venture institutions can lead to the opposite being true. Here courses and their associated curriculum can be so well developed that almost no preparation is required. This is because everything may be centrally stored and managed. On that note, this
presentation will consider the speakers’ experiences with curriculum course design within an EAP context as both have been tasked with this responsibility as module convenors at XJTLU, and as doctoral candidates at Exeter both are also encouraged to reflect on their practice. The presentation will therefore begin by describing the context in which they work, before subsequently going to describe and analyze some of the experiences they have had with regards to curriculum design. During this presentation, examples will be presented and reflective opinions offered.

**Theme 5**

**EAP methods & approaches**

**A Study on the Application of Project Teaching Approach to ESP Education**

Lan Wang

School of Foreign Languages, Wuhan University of Technology

**Abstract**

In the research on project teaching approach, the domestic problems in application and countermeasures, and the problems of teachers’ role changing are rarely involved, and the literature on specialty courses of foreign languages in application is also scarce. Applying project teaching approach, we should take into account the agreement of project teaching approach and training objectives of higher education, the matching of the project teaching approach and the curriculum system, the implementation circumstance problem of project teaching approach and the interdisciplinary issues of project teaching approach.

This paper clears up the scientific justification for the existence of ESP through the analysis of ESP’s nature. The specific features of ESP teaching in goals and focuses require us to adopt suitable ESP teaching methods for the completion of ESP teaching tasks. As ESP teaching methods popularly used in foreign are well catering to Chinese students. English education in China, we have to find out those for our own. The ESP teaching method introduced here as project teaching approach is from our ESP teaching practice and will play a positively instructive role in the ESP education to Chinese students.
**Peer questioning in EAP classrooms**

Beilei Wang  
Tongji University

**Abstract**

This study explores functions of peer questioning in EAP class activities from a cognitive perspective. By integrating micro-flipping learning in the EAP course, the instructors assign tasks for out-of-class autonomous learning and involved learners in within-group and inter-group interactions in class. The data collected from group discussions and reflective journals are coded and categorized in the framework of grounded theory. The results reveal that the questions learners posed are consistent with Bloom’s taxonomy of thinking and also subject to grouping patterns and task requirements in class.

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**Metaphoric Gestures in Chinese and Foreign Science Classes**

Yuan Gao  
Chinese Academy of Science

**Abstract**

The research analyzes the metaphoric gestures for abstract scientific ideas in science classes, and compares Chinese and English teachers’ metaphoric thinking and pedagogical methods. This study confirms that metaphoric gestures embody the existence of metaphoric thinking and dynamically display the metaphoric features. The communicative and cognitive functions of metaphoric gestures are prominent in teaching. Chinese teachers stress the concretization of ideas, and they value the mastery and transmission of ideas. English teachers focus on the release and display of ideas, and they have a lower degree of dominance in class than Chinese teachers.

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**Application of PBL Teaching in Academic English Writing in the universities of Science and Engineering.**

Xianghong Zeng  
University of Shanghai for Science and Technology

**Abstract**
To meet the challenges posted by higher education internationalization, English teaching for students in universities of science and technology should focus on developing students’ ability for scientific information and international academic communication. However, most current English teachers are experts in language, but lack of subject knowledge, while most students do not have foundation in academic English to start with. How to instruct students to write an academic article has been a great challenge to English teachers. This paper proposes ESP course for students of science and engineering based on learners’ need analysis and explores the effectiveness and specific implementation of PBL(project-based learning) teaching concept in developing academic writing skills. The teaching concept of PBL is mainly about helping students solve the problem of certain discipline through the way of researching on projects, which calls for the developing of students’ autonomous learning ability, team cooperation ability, the ability to analyze and solve problems, which can be effectively applied in enhancing students’ academic language competence in the practice of writing projects. In accordance with the concept “learning by doing”, students can improve academic English with the teachers’ guidance in every stage of paper writing (choosing a topic, searching for information, writing an outline, finish the academic article, writing an abstract, etc.), through finishing a series of tasks which involves language input by through lots of reading, language interaction by group discussing , language output by practicing skills of note-taking and summary writing, and language reflection by analyzing others’ writing work. Students have obtained a lot of specific knowledge and language communicative skills since they have participated in every stage of the project -- composing a complete academic paper. Interviews with students and students’ papers are good proof of PBL effectively applied in academic writing. Yet, how to assess and revise those academic writing is still a tough job for teachers without backgrounds in science and engineering.

On Discipline Based EAP Teaching for Graduate Students of Non-English Major and the Change of Teacher’s Role

Qingling Wang
Yunnan Normal University

Abstract
EAP focuses on cultivating students English academic ability based on materials in specific disciplines. Graduate students have great needs for academic English. Discipline based EAP teaching helps graduate students study specific knowledge in their research field so as to enhance their academic quality, broaden their academic horizon, and cultivate their communicative ability in international academic arena. In EAP classroom, the role of English teachers changes greatly. They not only teach English skills through academic materials but urge students to learn discipline knowledge as well. In this way, they become the coordinate learners, the organizers and evaluators of the active learning process.

Understanding CBI: an overview of key notions in the literature and the implications for Chinese university EFL education

Ping Wang
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Abstract
This research starts with a review of definitions of CBI. It then discusses they notions of CBI with its focus on the analysis of the theoretical background of CBI. It is subsequently suggested that a theoretical hard nut to be cracked in today’s CBI research is to establish the scope of discussion of CBI models meeting the specific needs in a specific context instead of simple acceptance of the current EFL teaching models learned from other countries or regions.

The application of project-based approach in Sports EAP

Cuiqun Yao
Shanghai University of Sport

Abstract
It is common among Sport major students that ability in independent study, time spent, discipline and stamina in English learning are all far from sufficiency. It is advised that project-based approach be adopted in Sports EAP to remedy the above problems. Three methods are recommended: 1. Grouping based on each individual sports event, which enables students to apply discipline knowledge to language use, and in turn, helps in further study and research of the sport event
concerned. 2. Grouping based on students’ career orientation, including research-type, teaching-type, and teaching-and–research type, which serves as an efficient way for sports students to develop necessary language and skills 3. Grouping based on English skills including reading, listening, speaking, writing and translation, which attracts students according to their individual preferences and needs.

Project-based approach in Sports EAP is expected to raise students’ interest in English learning, which focuses on each individual’s career development and does mutual enhancement in sports discipline development and English language.

To what extent is English language teaching methodology informed by theory?

Dan Cui, Tian Xu
Harbin Engineering University

Abstract
With the globalization of the world, English language teaching becomes more important than ever before, and many universities and classroom teachers are active to explore the most efficient and effective methodology to teach English languages to achieve a desirable result. When they seek to improve the quality of English language teaching, they often research teaching methodologies by referring to general theories about language and language learning. Theoretical bases and teachers’ hands-out experience have informed methodologies of ELT, and methods of English language teaching have been improved with the developments about linguistics, psychology and education. But there is a question which extent the information that theory has made available can be used to explore English language teaching methodology and the relevance of theory to English language teaching methodology.

A Comparison of Recent Corpus-Derived Phraseological Lists for EAP Pedagogy

David Oakey
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Abstract
It has long been recognized that a significant proportion of English usage is comprised of phraseological forms of some kind, and that proficient learners successfully acquire such forms and their meanings and also develop an awareness of the appropriate registers in which to use them. In the field of English for Academic Purposes (EAP) several recent studies have produced lists of phraseological forms, backed by large-scale corpus evidence, which are intended for application to EAP pedagogy. New terms have been coined for these forms and existing terms have been appropriated: 'lexical bundles' (Biber et al. 1999; 2004; Hyland 2008; 2012), 'collocations' (Durrant 2009; Ackermann and Chen 2013), 'academic formulas' (Simpson-Vlach and Ellis 2010), 'multi-word constructions' (Liu 2012), and 'phrasal expressions' (Martinez and Schmitt 2012). Few authors of such lists are themselves current EAP practitioners, however, and guidance for pedagogical implementation is therefore patchy at best. Confronted with so many lists and so many terms, the teacher or materials designer may understandably find it difficult to select a particular list or combine items from different lists into their course syllabus and materials.

This paper consequently aims to clarify for EAP practitioners this recent work on phraseological items by reviewing and comparing these recently published lists. It uses a comparative framework which draws on "Eastern European" lexicography (Aisenstadt 1981; Howarth 1996), "Empirical Firthian" lexicology (Stubbs 2001), and "Usage-Based" cognitive linguistics (Gries 2008) to explore syntactic, pragmatic, semantic, lexical, and methodological reasons for the differences between them. It then discusses how serious these differences are likely to be in practice for EAP learners, and suggests a data-driven learning approach for teachers to help their students contextualise such items, and to assist course designers in selecting items for inclusion in the syllabus.

The Triad of Interfering Factors in EAP Learning and Teaching

Xinhui Liu*

Language Center, Xi'an Jiaotong Liverpool University

Abstract

Despite multiple interpretations of EAP, "for academic purposes" has roughly decided the landscape and destination of EAP teaching/learning - it is not for chatting in English or fulfilling daily activities; rather, it is for the achievement of academic purposes and thus has regulations or norms to follow - at least within the academic circle. Among all proficiency standards defined in different countries by different EAP teaching and testing institutions, accuracy or appropriateness might be an undeniable
criterion for the evaluation of successful EAP learning/teaching, thus the diagnosis of interfering factors for the achievement of this aim: the transfer of the first language, the impact of Internet English, and the mal-practice of the EAP learners and instructors.

Error analysis of 300 EAP learners' essays is done to illustrate how negative transfer of the first language occurs at the ideological/cultural, syntactic, lexical, and phonetic levels; statistics are integrated with comparative illustrations of the prescriptive or conventionalized gaps between the Chinese and English languages.

A questionnaire survey is made among EAP learners and instructors in terms of how Internet English has negatively impacted the EAP learners' language performance in academic settings judged by academic descriptors or criteria. Cases from different international schools and universities are incorporated to show how English as a global communicative language has deteriorated or been de-standardized due to the technical restriction for the language use online, the sub-standardized or ungrammatical textual or verbal contribution of web pages, and the need for slang or buddy language in the social networking cyberspace.

Observation and interviews are done in terms of the strategies or methodologies used by EAP instructors and learners. Review of the current EAP teaching methods and theories are integrated with reflections upon what the learners need and how the expected outcome can be approached.

**English Debating as Interface for CBLT Approach in EAP**

Jing He  
Fudan University

**Abstract**

Based on the fundamentals of Content-Based Language Teaching (CBLT) approach and the key concept of Cognitive Content Engagement (CCE) in it, this research employs the four key factors in CCE to analyze the features of English debating as a language teaching method and discovers that debating contains interrelated academic content with appropriate cognitive challenge and that it requires certain depth of cognitive processing and learners’ effort to accommodate new knowledge into the existing knowledge framework. All these four features investigated are important in inducing both content learning and language acquisition. Based on the analysis of key factors in CCE and the features of English debating, this article proposes the English debating approach, which contains maximum germane cognitive load, as an ideal interface for content and language teaching in CBLT.
A Critical Review of Factors for Varied Expressions of Stance in Academic Writing

Jiu Li
Renmin University of China

Abstract
It has become widely recognized that the writer’s stance splashes in academic writing. The paper reviews the studies of factors for the varied expressions of stance in academic writing at home and abroad and finds that in those studies there are generally two research approaches: single factor analysis and multifactor analysis. The single factor analysis attempts to explore the casual relationship between a factor and certain stance expression features, i.e. attributes certain expression of stance to a single factor, such as disciplinary background, linguistic and cultural background and academic level. The multifactor analysis probes into the effect of more than one factor on the expression of stance, many of which focus on the interactive effect of disciplinary background and other factors, for example, the disciplinary and cultural background, the disciplinary background and academic level as well as the disciplinary background and research paradigm. Based on the review, the paper summarizes the major findings of the current researches and proposes the future research direction.

The Study on Hedges in Chinese English majors’ Written Language

Xinyue Liang
Sichuan University

Abstract
Along with the globalization progress accelerating, more and more Chinese learn English and communicate with foreigners, so the importance of hedges stands out. In cross-cultural communication, if there is no hedge in a speaker’s words, the communication between the speaker and the hearer will fail because the lack of hedges will make the speaker’s words sound arrogant, tough or impolite. This is same in English academic theses. Misused hedges will result in big troubles. As the status of English rise steadily, the number of scholars who study Chinese English learners’ mastery of hedges soar, too. In these studies, researches on the use of hedges in Chinese
English Majors' written language are relatively fewer at home. In addition, writing is different from spoken language. In writing, people are allowed to have more time to think about the expression of hedges. This thesis studies the use of Hedges in the written language of Chinese English majors by analyzing three corpora- WECCCL, TECCL, and NESSIE which is an alternative of LOCNESS. This thesis tries to contribute to three questions. First, whether there are differences of usage of hedges between Chinese English majors and native English speakers in written language? If there are differences, they are in what aspects? Second, what causes the differences between English native speakers and Chinese English Majors in the usage of hedges in written language? Third, what are the implications of these differences in our foreign language teaching?

Through the analysis of the data collected in the three corpora, the fact is found that English native speakers and China English Majors both use many approximators and shields, in which the frequencies of most hedges used by China English Majors are similar to that of English native speakers. This shows that Chinese English majors master hedges well. However, some specific Hedges are still more or less used by Chinese English majors. The phenomenon that Chinese English majors use more plausibility shields and less attribution shields shows the difference between Chinese and foreign cultures and mode of thinking. Moreover, some hedges are misused in grammar by Chinese English majors.

In general, Chinese English majors have great similarity with English native speakers in using hedges, but still have a lack of mastery of some certain types of fuzzy hedges. To solve this problem, English teachers should strengthen the input and output of Hedges in their daily teaching. At the same time, English learners should also learn British and American culture and literature consciously. In practice, they should learn to think by means of thinking patterns of foreigners and use hedges appropriately.

**Comparison of Generic Structure and Citation Practice of Dissertation Introductions Between Mechanical Engineering and Management of Technology**

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**Abstract**
Genre analysis has provided insights into the discernible textual features and their disciplinary cultures in EAP studies. Variation on disciplinary conventions of the micro or macro-level of academic texts has been revealed among various disciplines. However, mechanical engineering (ME) and management of technology (MT) are two important but under-represented disciplines. This study investigated the textual organization and citation use of 24 doctoral dissertations from mechanical engineering and management of technology. Units of ‘move’ and ‘step’ were adopted to identify the textual organization prevalent in their introduction sections. Citation features were also compared. The analysis reveals the similarities and differences of their textual organization as well as attribution behaviors, and highlights the unique characteristics and perspectives of each discipline. For genre structures, there were fewer differences at the move level than those at respective steps. For instance, ME writers used more texts for steps of topic generalization and literature review but MT students only showed so concerning topic generation with much fewer citations as shown in its overall lower citation density. With detailed analysis on sub-steps of niche establishment, sharp variations were also found between the two areas when writers used persuasive communicative resources to argue why their own projects were needed to fill existing research gaps. Concerning citation, mechanical engineering writers tended to convey a neutral attitude towards their findings by removing the agent, but student-writers of Management of Technology adopted an author-active stance toward their work by more seemingly appended non-integral forms. Concerning why they used citations, writers of both areas mainly cited references to give credit to other scholars and support their own decisions for the research projects. Very limited self-citations were found among these student-writers. The findings contribute to course design of professional communication by raising awareness among prospective graduate students and practitioners in their disciplinary communities.

Features of English dissertation titles written by Chinese students

Yongfang Liu
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Abstract

Background

Titles identify particular pieces of academic work in the intended discourse community. However, dissertation titles have not been extensively studied, especially those written by L2 students.
Aim

The purpose of this study was to assess the linguistic differences between native and non-native (Chinese) students’ dissertation titles and, especially, to consider the main problems arising in the English titles of Chinese students’ dissertations.

Sample

700 English dissertation titles written by Chinese students were explored in three fields (natural sciences, linguistics and literature), together with 700 in the same disciplines written by native English students.

Methods

Quantitative and qualitative analyses of the 1400 titles of dissertations published during 2010-2014 were made in terms of their average lengths, syntactic structures and semantic contents.

Results

The results showed not large differences in average length of the total titles as a whole. But literature titles written by Chinese students were significantly shorter than those written by English native students. Syntactically, noun group titles were the most common for the Chinese students in the three disciplines. English-native students used more flexible options in designing titles and, especially in linguistics and literature, compound titles were much preferred. Semantically, methodology appears far more in Chinese students’ titles as a result of high frequency of “study(ies)”and “research” in them.

Conclusions

These results reflect cross-cultural differences and fundamental differences in pragmatic intention in the disciplines concerned and knowing about them will assist foreign learners of EAP to write effective English dissertation titles. This study should be helpful for genre-based researchers, postgraduate students, teachers of English for academic purposes, and Chinese students.

Research on Phraseological Sequences in Science and Engineering Students’ Academic Discourses

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Abstract
Based on the new paradigms of phraseological sequences research developed by scholars at home and abroad in recent years, this paper presents the significantly different phraseological sequences utilized by Chinese science and engineering students in relation to their British counterparts, through the comparative analyses of two corpora: a small-scale Chinese academic written English corpus and British Academic Written English. Describing the patterns of the selected phraseological sequences, this paper also aims to analyze the reasons behind the overuse and underuse of certain phraseological sequences in Chinese students’ academic discourses, in expectation of providing feedback to current burgeoning ESP teaching and research.

A Study of Citation Competence in L2 Writing
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Abstract
The present study investigates the development features of citation competence in L2 writing, and measures the validity of the construct and its impact on writing quality. 115 writing samples were analyzed, with the data treated by structural equation modeling approach. It is found that: 1) the participants prefer to express the writer stance of “endorse”, use the intertextual strategies of “direct quotation”, “generalizing” and “copying”, employ the citation typology of “integral”, and implement the function of “exemplification” in citation of L2 writing; 2) the construct “the ability of intertextuality” indicated by the 4 observable variables is valid, because it can predict 30% variance of the writing quality. The result of this study is helpful to construct the system of citation competence evaluation.

Academic Integrity, Criticality and Critical Theory: Mainland Chinese students epistemological adaptation to studying on UK Master’s programmes.
Stephen Gow
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Abstract
Mainland Chinese students are expected to overtake local students on postgraduate courses in Britain in 2016 (Havergal, 2015). This landmark is one of the more highly visible signs of the growing Chinese influence on international higher education. A second indicator of Chinese influence is the development of the ARWU, identifying citation metrics as a key indicator of university performance, and the corresponding vast increase in publications from Chinese scholars (Hvistendahl, 2013). In both cases, questions of academic integrity, especially surrounding the concept of plagiarism, have emerged in the anglophone discourse on Chinese learners and scholars (Bloch, 2012; Li, 2015). This study uses focus group analysis of Mainland Chinese Masters students in the UK to explore the epistemological impact of studying abroad and the implications in terms of academic integrity.

Thematic analysis of the data has revealed the epistemological development of Chinese learners as they attempt to adapt from an examination based, monologic education system to research-based essays in a dialogic academic discourse. The study uses Baxter-Magolda’s (1992) Epistemological Reflection Model and Habermas’ Theory of Communicative Action (1981) to explore the connection between academic integrity and the stereotype of the uncritical Chinese learner in international higher education. The research findings expect to show that the examination focus in Chinese education has a serious impact on the epistemological development necessary for academic writing in English, providing a connection between the development of criticality and understanding of plagiarism. From a critical theory perspective, however, it also implies that the marketization of higher education, particularly the drive for Chinese students internationally has an impact on academic integrity. The study may have implications for the development of criticality in Chinese academia, particularly in the social sciences and humanities, and also for the support of Chinese students studying English for academic purposes around the world.

AP Writing Theory and Practice: A Practical Model for Teaching Key Essay-writing Skills

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Abstract
In addition to teaching fundamental aspects of grammar and vocabulary, many EAP writing courses focus primarily on two salient aspects of academic essay writing, namely organisation and referencing. The former, organisation, typically includes ensuring student
familiarity with the rhetorical patterns that are common in ‘Cause and Effect’, ‘Problem-Solution-Evaluation’ (PSE) and ‘Compare and Contrast’ type essays, among others. The latter, conventions of referencing, are likewise a major focus of EAP writing instruction in order to ensure that factual information presented in essays is verifiable, and that any suggestion of plagiarism is avoided. However, other key criteria exist for successful essay-writing and should also be taught to students. This presentation will therefore demonstrate ways to ensure that students gain insights into the importance of producing text that is relevant, complete, and positioned, in addition to being organised and appropriately referenced.

An illustration of the model is presented below:

Students need to be know what constitutes grammatical and lexical accuracy and appropriacy, but also the ways by which an extended piece of writing may be judged effective, or not effective. The viewpoint adopted in this presentation is that academic essays succeed to the extent that they possess five distinct yet related characteristics. Thus, they should be organised according to identifiable principles, but the information contained within the essay must also be relevant, complete, verifiable, and positioned in relation to the central requirement(s) of the task.

This talk will present ways in which these five text-construction skills can be taught, including use of model texts which meet, or fail to meet each of the five criteria.

The presentation is intended to be of use for course designers and tutors of EAP involved in teaching academic writing on Foundations, pre-sessional and in-sessional courses.

Is “good selection bias correction” good or not: a contrastive study of multiple modification of NP in academic writing

Chunyan Wang
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Abstract
This paper investigates L1 related noun phrases (NPs) complexity in L2 academic writing. The variations of NPs in economic research writings by Chinese writers and native writers were studied from both syntactic and semantic point of view. NPs in research papers were studied based on two corpora of 48 research papers whose writers were from two different cultural and linguistic backgrounds. Syntactic structures of different patterns were searched out in the two corpora, and complexity of NP patterns was calculated. Meanwhile semantic meanings of these modifiers were
manually classified into different categories. Contrastive study showed that Chinese writers used more pre modifiers and less post modifiers in their writing. The NP patterns from Chinese writers are less complex compared with the patterns by native writers. Nominal modifiers in Chinese writing expressed less evaluative and more topical meanings. Findings suggest NP complexity and NP patterns are tightly influenced by L1 linguistic and rhetoric features. Both theoretical and pedagogical implications of the research are also discussed.

Corpus-based Genre Analysis of Chinese and English Sport Science Paper Abstracts

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Abstract
As an academic genre, an abstract has its distinct discourse characteristics which merit study. Some previous research have demonstrated that the English abstracts in Chinese academic journals differ from the ones in international journals in terms of discourse patterns and language use. However, little research has been done in the field of sport science research papers. Based on the theory of genre analysis, using the corpus research methods, this paper aims to compare the similarities and differences in the English abstracts between the Chinese and international sport science research papers, mainly in discourse structure. We established the Chinese and English sport science research paper abstracts corpora and randomly chose 200 abstracts from Chinese and international journals respectively. The corpus software Wordsmith 6.0 and PowerGREP were used to analyze the abstracts in the five moves of Background, Objective, Methods, Results, and Conclusion. It was found that the two corpora differed significantly in terms of discourse pattern. Compared with the international sport science journal abstracts, Chinese journal abstracts showed the absence of Background move, omission of Results or Conclusion move sometimes, lack of “research gap” step in Background move, without “research questions or hypothesis” step in Objective move, without detailed introduction of “research procedures” step in Methods move, lack of “suggestions for future research” step in Conclusion move, reversed order of the moves, etc. Besides, the authors also observed that the international journals showed greater variety and diversity in some vocabulary use than Chinese journals within each move. In conclusion, the English abstracts of international sport science research papers have more complete and diverse discourse patterns than Chinese journals. The study findings have positive implications for Chinese sport science scholars to write better English abstracts.
Identity Development of EAP Students

Min Hou
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Abstract
Identity development of EAP teachers has been the focus of many studies in EAP research. This paper, however, attempts to explore the development of identity of students in EAP study setting at an Australian university.

Using the method of case studies, the researcher studied a group of Chinese students who were studying at an Australian university. The study reveals that there are considerable changes on their identities during their one-year study in the EAP setting: 1) They changed from English users rather than English learners, a much more equal relationship to English native speakers; 2) When performing academic presentations and arguments, they felt they were experts and even authoritative figures of their discipline. The study also shows that these changes are related to their change of beliefs in English learning, previous life experiences, and intercultural communication competence.

The study shed valuable lights on EAP teaching in China: 1) Students need to regard themselves as English users rather than English learners; 2) Keeping learning journals is a good way to help students reflect on their EAP studies and development of identity.

A Research and Practice of Teaching Group for the Present English for Academic Purposes

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Abstract
English for Academic purposes for engineering master is a challenging for a teacher’s role. The requirements for English teachers have not only higher level of English teaching and intercultural communicative competence but also a background of science and engineering study and can help
students acquire English information. As an individual English teacher, however, it is hard to meet the requirements. To build a teaching teamwork is a good method for the present English for Academic purposes. The teaching group should help and cooperate each other in English teaching practice. The members of teamwork are composed of different academic study and common goals and interests. The teaching teamwork is useful for development of individual teacher as well as teaching process. They complement and coordinate with each other and make efficient a teacher’s special talents in EAP. The arrangement for teaching motivates them to promote teaching conception and upgrade their teaching method. As a result, both teachers and students benefit from teaching. In a word, to enhance EAP for engineering master, a teaching group is very critical to guarantee the quality of EAP.

**Development of Teacher in EAP**

Sen Gao  
Shanghai university of sports

**Abstract**

EAP is currently new trend in English teaching. It is quite different from EGP and belongs to one branch of ESP. New perspective and direction, which is born from the thought of actual trouble and problems in daily teaching, will lead towards new changes not only in the teaching books but also teachers who do really matter.

In the abstract, the writer refines some idea based on his own teaching practice with the expectation of contributing for the solution of the question. During daily routine, too many courses and too many classes, obviously, are the main obstacles for teachers especially young teachers. Inevitably, the quality of class declines. It is generally accepted that which one is more important, quantity or quality, in Engish teaching. Teaching students English in university is totally different from making products in factory. The former one needs more patience and whole-hearted cultivation. Apart from these, research concerned, as it is, is the core and back of English teaching. Whatever the teaching content it is, teacher is the core of research. Less classes and more time, less courses and more quietness are essential for teacher’s research job. Only in this way can quality of class and development of teacher be both reached.
Evaluation for teacher’s job, in addition, also varies accordingly. Innovation and creativity in English teaching call for better environment that is ‘leisure’ time. In so doing, it is possible to build each university’s academic biology and it is partly the answer to ‘the Question of Qian Xue sen’.

Teaching EAP in China: One Teacher-Scholar’s Cognition

Yi Yan, Weimin Zhang
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Abstract

In recent years, English as a foreign language (EFL) teachers in many Chinese universities have been encouraged to teach English for Academic Purposes (EAP) instead of English for General Purposes (EGP) to meet the changed needs of EFL learners, and also to respond to the call of education authorities against the backdrop of the internationalization of higher education in China. However, the literature on how EAP is conceptualized and taught by university EFL teachers in China is still scanty. This case study seeks to address this gap by investigating one EAP teacher-scholar at a research-oriented university in China. Access to the participation’s cognition was gained through in-depth, semi-structured interviews, classroom observations and course documents. The study demonstrates that the EAP teacher-scholar’s cognition is an amalgam of many components including his conceptualizations of EAP itself, EAP curriculum development, classroom practices and teacher education. The findings highlight three salient aspects where EAP and EGP approaches differ: the description of the language system within which the participant frames his talk, the approach to scaffolding student learning, and the participant’s own competency of engaging in academic research and scholarly exchange. This study may raise some issues for reflection on EAP teaching, and may have implications for EAP teacher education in China.

Towards an EAP Teaching Future in China: the Need for Professional Training

Markus Davis
Xi’an Jiaotong-Liverpool University

Abstract

An increase in internationalization and English Medium Instruction (EMI) teaching is currently at the forefront of tertiary education reform in China. Within English language teaching, the shift from the exam focused College English Test, to a more applied skills-based approach perhaps personifies
this best. Whilst this paradigm shift is recognized, what is less clear is how English language teaching professionals within Chinese universities will adapt and adopt the required teaching skills and approaches for this shift to be permanent rather than a short term phenomenon. A good EAP teacher is very sensitive to how language is used, but training is needed to best acquire this ability.

Building on the success of a recent EAP training day held at Xi’an Jiaotong-Liverpool University, a Chinese tier 1 EMI university in Jiangsu Province, this presentation will outline a new training initiative that is aimed at helping teachers from across China to implement changes to the delivery of English language in colleges and universities. Given the importance of English university curricula as well as the use of English to communicate around the world, and, above all, the great number of young Chinese studying in or hoping to study in English, it is imperative to have well-trained EAP teachers with a solid professional qualification and a genuine, deep understanding of how English works in academic contexts.

Tentatively named the National Certificate in English for Academic Purposes (NCTEAP), this is a three week course grounded in current theory, which offers practical training and solutions in delivering EAP courses, including materials development, curricula design and classroom practice. Whilst teachers will have to work hard, they will find that their understanding of EAP is transformed, and they will acquire specialist knowledge that is in great demand.

**Action Research of Chinese Pre-service Teachers Training Based on Effective Competencies Development**

Xiaona Han
Dalian Maritime University

**Abstract**
The effective English as Foreign Language (EFL) teaching rests on the extent to which the teachers implement competencies in their courses smoothly and effectively. The aim of the EFL pre-service teachers training is to transmit such competencies to our trainee teachers. Unlike “content knowledge”, competencies cannot be passed from trainers to trainees directly; they must be self-developed by every pre-service teacher. A good EFL teacher training can not only provide theoretical framework for pre-service teachers to help them with teaching practice, but also bring about important values and competencies which should emerge and develop throughout their whole career as the excellent teaching practice. These can hardly be mastered by reading or memorizing theories. Through engaging in Action Research of Chinese pre-service teachers training based on
effective competencies development in Dalian Maritime University, a new model of trainees’ actively involvement in their own career development process has been implemented. From questionnaire data analysis, the Chinese EFL pre-service teachers consider themselves competent enough for communicative EFL courses through training.

A case study of teacher development promoted by EGAP teaching

Na Li
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Abstract
Teacher is one of the key elements of successful EGAP teaching, and the course design as well as classroom teaching of EGAP can promote the development of teacher. The present case study explores the process of the professional development of 5 teachers in a PLC of EGAP teaching. Based on the need analysis of more than 800 students from various majors and grades of Hebei University together with follow-up interviews of 20 students, the teachers conducted the curriculum design. Then they went to several universities, including Fudan University, Suzhou University and BFSU, to have in-depth discussion with professors who have been teaching EAP and observed classroom teaching there. The teachers in the present study have been teaching EGAP as an optional course to all the undergraduate students for 3 semesters continuously, and are planning to set EGAP course as a compulsory course for students in 4 colleges, who have shown the strongest desire for the course in the previous survey. The present study shows that teachers in the PLA have great professional development in terms of curriculum developing, scientific research on teaching reform, and academic communication with fellow teachers. The teachers in case are planning about further teaching practice of EGAP and advancement of their professional development.

Professionalism and TESOL: Developing EAP Teachers and Transforming their Practice

Gareth Morris, Antonia Paterson
Exeter University / Xi’an Jiao Tong-Liverpool University

Abstract
As qualified and certified teachers, and relatively experienced professional educators, the presenters have learnt in contexts in which high standards of professionalism were and are expected, and where it was possible to feel that they were, and indeed are, members of a collective profession. In contrast, and with some language courses in mind, and TESOL practitioner experiences also considered, that professional connection can be seemingly lacking. Indeed, some might question whether as TESOL or EAP practitioners we are part of a specialised field profession which can lay claim to high standards of professionalism. It can equally well be argued that in many cases pre-service TESOL (and EAP) teacher education is inadequate given its default remit. In light of these points, this presentation will briefly consider what is meant by the terms ‘profession(s),’ ‘professionalisation,’ and ‘professionalism’ before quickly considering the professionalism of both mainstream teaching and TESOL. The problematic nature of TESOL pre-service education will also be covered. The talk will then centre on how we can develop EAP teachers in light of issues such as these, and when necessary transform practice to and for ‘good’ effect. Ways in which this might be facilitated and enhanced will also be considered through drawing on the practitioners’ own experiences.

**Coming of age in an EAP communities of practice: Negotiating identity in a simulated international conference**

**Hua Peng**

Fudan University

**Abstract**

This paper studies, from a communities of practice perspective, an English for Academic Purposes (EAP) course developed to empower Chinese-speaking undergraduate students from various disciplines to communicate successfully in international academic and professional settings such as conferences. The study draws on students’ preparation for as well as participation in a curricular-required simulated international conference to discuss how the novice student presenters come of age in a professional setting and what implications this practice may offer to the EAP practitioners, course developers as well as educational designers.
Exploring the usage of hedges of Chinese writers in English linguistic journals from social identity perspective

Lingling Zuo
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Abstract
Hedging is a significant and high frequent meta-discourse option for researchers to represent their stance and convey researchers’ concern with their potential readers. Drawing from former studies that delve into the definition, function, classification and cross-linguistic performance of hedges, this study examines the usage of hedges in the international linguistic articles written by Chinese writers and international writers. Based on a self-built data set of 110 articles from six kinds of international applied linguistic journals, this study is intended to investigate whether the usage of hedges differ between Chinese writers and international writers from certain linguistic community shows any difference. Based on interviews with 6 Chinese writers in the data set, this study aims to find out the possible reason for the similarity in the usage of hedges from the perspective of social identity theory. Meanwhile, another data set of articles written by Chinese writers in Chinese-medium journals is collected to testify interviewers’ identity stimulation in the usage of hedges. Qualitative results demonstrate that the usage of hedges of Chinese writers in the abstract and discussion sections shares similarity with that of international writers in the English-medium international linguistic journals; the usage of hedges by Chinese writers in the Chinese journals shares consistent performance of hedges with that of articles written by Chinese writers in English-medium journals. Qualitative analyses indicate that such similarity in the usage of hedges between Chinese writers and international writers lies in the Chinese writers’ academic education background and interaction with reviewers from the target community. These findings are examined from the perspective of social identity theory in terms of social identity stimulation, and failure of social identity salience. A systematic education of Chinese academic writing and more tolerance and acceptance of academic writing tradition aboard are suggested.

Narrative Construction of University EAP Teachers’ Identity: An In-depth Interviewing Perspective

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Abstract
Amidst the recent educational reform in the nation, English for Academic Purposes (EAP) is undertaken as an experimental university English program that grows noticeably. Accordingly, the critical focus on the identity construction of EAP teachers has been gaining increasing attention. This research focuses on university EAP teachers who used to teach English for General Purposes (EGP), as this specific teacher population has emerged as a group with particular characteristics from the perspective of teacher professional identity. Teacher narrative is frequently employed as a key tool in identity formation in research on teacher identity. Therefore, this paper investigates how four EAP teachers in a Shanghai university use narrative resources to construct and negotiate critical EAP teacher identities by adopting Seidman’s in-depth phenomenological interviewing methodology. They are interviewed to obtain an insight into their past experience as EGP teachers, their present detailed experience as EAP teachers and their reflection on the meaning of working as university EAP teachers. The analysis of the narrative interviews, interpreted within the framework of position theory and the theories of narrative identity, shows that the teachers have constructed significantly different teacher identities in contrast to those when they taught EGP in the past. This research sheds light on EAP teachers’ identity construction and characteristics and entails quality teacher training programs in this regard. Meanwhile, it is helpful for increasing awareness of the importance of teacher identity in teacher education and professional development.

Theme 8
EAP Writing Practice

Portfolio tasks in academic writing instruction

Bin Zou
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Abstract
During the procedure of academic writing instruction, multi-draft portfolio is considered to be an effective way to improve writing, providing a feedback loop as well as enhancing learners’ understanding of writing as a recursive process. In the EAP teaching context at Xi’an Jiaotong-Liverpool University, portfolio tasks are often adopted as guidance to assist students in writing assignments. Students are required to write a 1,000-2,000 words coursework essay as the
formative assessment each semester. The process of coursework writing lasts for eight weeks and students need to complete several portfolio tasks such as literature review, research design, data collection and data analysis. Students work on each portfolio task for two weeks and receive feedback from their tutor. Then, students improve their writing based on the tutor’s comments. This study examines students’ perspectives on portfolio tasks in helping them with their academic writing. Questionnaire and interview were used as research techniques. The results demonstrate that portfolio tasks could assist students in many aspects including building the logic order of the research report, creating an appropriate literature review and survey questions, enabling them to access various online sources, being familiar with Harvard reference system and applying tabulated data to analyze results. The findings also suggest that tutors are recommended to provide further detailed information about how to find the gap in the literature review, as well as offering both general and individual feedback to students. Meanwhile, more time should be given to students to search for academic references, yet students are also required to improve their skimming and scanning skills.

The Application of Functional Language Analysis in the Teaching of EAP Writing

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Abstract
This paper tries to explore the application of functional language analysis in the teaching of EAP writing course, highlighting the features of academic writing of Chinese college students in the setting of EAP classroom. Functional language analysis, which draws on systemic functional linguistics, investigates language in three aspects: content (i.e., experiential meaning), organization (i.e., textual meaning) and voice/perspective (i.e., interpersonal meaning). In terms of content, each clause in students’ writing is to be analyzed to identify the process types, types of voice and the participants. In the area of organization, clauses are analyzed to see what begins each clause, how clauses are connected to each other, and how cohesion is achieved. In terms of voice/perspective, clauses are analyzed to see the attitudes, evaluation, and authorial perspectives realized in wording. Through the scrutiny of a self-compiled corpus, the present study makes a detailed description of students’ writing through functional language analysis. It is hoped that this study will help EAP researchers and teachers understand the gap between the language students already control and the language they have to master, so that they are more likely to succeed in EAP research and teaching.
A Comparative Study of Hedges and Boosters in English Academic Writing by Expert Writers and Chinese Undergraduates

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Abstract
Hedges and boosters are essential devices to convey writer’s attitude in academic writing to the reader. They show to what extent the writer is willing to show his commitment to what he writes, and the skillful use of these devices contributes to successful writing. There has been insightful research into hedges and boosters in spoken discourse and written discourse. However, research on their use in academic writing by Chinese undergraduates has been rare.

This study adopts corpus-based method. It compares the use of hedges and boosters in English academic writing by expert writers and Chinese undergraduates. By analyzing the similarities and differences between the two groups, the study aims to reveal the patterns of use by Chinese learners and identify problematic and difficult areas for them. More specifically, the following questions are addressed:

1) Is there any significant difference in the frequency of hedges and boosters in learner and expert writing?

2) Is there any significant difference in the variety of hedges and boosters in learner and expert writing?

3) What are the most frequently used hedges and boosters in learner and expert writing? How are they used?

The findings indicate that Chinese undergraduates use significantly fewer hedges and more boosters than expert writers. In terms of variety, Chinese undergraduates use fewer types of hedges and boosters in their academic writing than expert writers, although no significant differences exist. Among all the hedges, modal verbs enjoy high frequencies. Chinese undergraduates tend to use should more frequently, whereas expert writers use may, would, could and might more frequently. Among all the boosters, indicators of certainty rank high in frequency. While expert writers use past tense more frequently, Chinese undergraduates show no preference in tense.
This study suggests that pragmatic devices such as hedges and boosters deserves greater attention in the teaching of L2 academic writing. Pedagogical implications are discussed.

**The Enlightenment of Writing Centers in American Universities to the teaching of EAP Writing in Chinese Universities**

Junyan Lu
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**Abstract**

This paper introduces first the writing centers in American universities from several aspects. 1. What to name it: writing clinic, writing lab or writing center? 2. Its development: its origin and size now. 3. Its role in teaching writing. In other words, what to teach: to correct grammar mistakes, spelling, or form in students’ writing in order to help them to produce a good writing, or aid them to correct their mistakes and know the real way to write in order to help them to be a good writer. 4. Enrollment of tutors. Who can be the tutors: professors, students or volunteers outside the universities. 5. Who to teach. What kind of students will come to the center to seek for help? 6. The relationship between the center and the class. The center will cooperate with the professors to handle the students’ writing assignments, in return, the need of the students and professors is the necessary requisite for the existence of the writing center. From the above introduction, its enlightenment to the teaching of EAP writing in Chinese universities can be drawn. 1. To attach importance to the writing course. Nowadays, most Chinese universities do not have writing courses for non-English majors. When the professors assign their students a writing task, they can only depend on their own to cope with the students’ assignments. Usually there are more students in one class than the professor can handle so that the professors can only finish their instruction of students’ writing unsatisfactorily. 2. The teacher’s role in teaching writing. The professors should focus on the students themselves to make them good writers instead of on their writing to make them to produce good writing. 3. To tap the students’ potentials and develop their abilities. To enroll students with good writing skills and communicative capabilities. Peer review will benefit both the reviewers and the reviewees.

**A Study on the Importance of Chinese-English Dictionary in Academic English Writing**

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Abstract
Academic English writing is an important part of academic English teaching, which plays a significant role in standardizing academic English, improving the ability to better master the language, and understanding modes of thinking. Chinese-English dictionary is an important tool to learn foreign language, and provides a key role for academic English. In English learning and application, it helps to solve many difficult problems, and gives much valuable information for oral and written English. Definitions and exemplifications in Chinese-English dictionary can inflect the basic meaning, the basic structure of oral English as well as cultural information, and standardize English writing, which has a directive function. Taking A Chinese-English Dictionary as an example, this paper will combine lexicology knowledge, and further analyze the significance of definitions and exemplifications to academic English writing, and point out the theoretical and practical misleading of academic English teaching and writing due to improper use of dictionary. Combined with the questions and influencing factors in academic English writing, such as, mother tongue, ways of thinking, basic lexical expression, and so on, it will give solutions to improving abilities of academic English writing and basic English expressing for those whose English is not so good, with efficient usage of Chinese-English dictionary. The writer hopes that it will make contributions to improve academic English writing ability and the value of Chinese-English dictionary.

Constructing New Paradigms for “Writing: English for General Academic Studies”: An Action Research
Xiao Gao
Hebei University of Economic and Business

Abstract
The course – “Writing: English for General Academic Studies” – is designed for sophomores with the purpose of promoting writing proficiency, academic literacy, critical thinking, teamwork awareness and presenting skills. Based on learners’ new characteristics and new objectives for this course, the current study aims at constructing new paradigm for the course by using action research. This study first reports the basic information, teaching design and its rationales of the course, and then presents two circles of action research (reflection and research as well as “action and reform” with problems-reasons-measures procedure. After two circles of action research, this teaching design has been refined well and the characteristics of paradigm unique and the teaching effects prominent.
A Study on Academic English Writing Teaching for Undergraduate Science Students in the Basic Phase of College English Teaching

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Abstract
Academic English teaching tends to be regarded as the basic direction for college English teaching reform, and teaching academic English is an important part of college English teaching for further improvement and development, of which teaching academic English writing is one of the main circles. Recent years have witnessed a large improvement of English proficiency of undergraduate students in the basic phase of teaching and learning, especially undergraduate science students from top-ranked universities who are well equipped with aptitudes for learning academic English adapted to their present cognitive abilities. And meanwhile, it is becoming a need as well as a tendency that undergraduate students tend to participate in international courses, exchange programs, study visits, international contests of various subjects and international conferences. And reading English articles is commonly seen as students’ essential needs, and even publishing research articles in English academic journals is not uncommonly regarded as highly deserved. Therefore, teaching academic English writing to undergraduate science students could be able to satisfy the special demands of cultivation of talents in tertiary education and the needs and development of these students with individualized aptitudes, inherent interests and preferable needs.

This paper attempts to analyze and argue that it is feasible and necessary to conduct academic English writing teaching in the basic phase of college English teaching in terms of teaching curriculum, contents, methods and strategies on the basis of the practice of teaching the course of academic English writing as extended compulsory one in the second year of college English teaching in our university, the purpose of which is to explore a more effective approach to developing undergraduate science students’ English proficiency. As a case study, it shows that it is quite necessary to conduct college English teach oriented towards academic English in the phase of basic teaching and leering in tertiary education, especially in top-ranked universities, and such teaching is expected to have further development which suits students’ learning needs and personal development, and further the social and economic progress and internationalization. And inevitably, conducting such teaching may as well promote the reform of college English teaching effectively.
Students’ Perception of their Report Writing Skills and their Actual Writing Performance in a “Paper Plane Making” Project of an EAP module

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Abstract
“The research assignment helps students learn how to explore and become knowledgeable about a topic to select proper tools of research, to develop critical and logical thinking, and to organize and report the research results in a form acceptable to the academic discourse community” (Corbin and Corbin 1978). Yeh (2009) claims that a research report tends to interpret the project as information searching, rearranging and reporting, without personal or subjective expressions. This study intends to investigate Chinese students’ perception of their project report writing skills and their actual performance in a “Paper Plane Making” project which was delivered in an EAP module. It attempts to discover (1) what perception the participants had relating to this academic project report writing skills; (2) what difficulties they encountered in writing the report; and (3) what relationship was between their perception and their own writing performance. The participants were from a random sampling of one class in the Industrial Technology Stream of the EAP course. The instruments used contain a 20-item questionnaire on academic report writing skills, an open-ended question survey on the difficulties of writing the report, and a structured assessment descriptor focusing on structural sentences usage, signposting language use, section organization and language expression. Descriptive statistics, the Wilcoxon signed-rank test, and correlation analysis were used in analyzing the data. The results will provide constructive ideas to both EAP curriculum designers and front-line practitioners to fully understand Chinese learners’ difficulties and challenges that they encountered in English-medium universities and in turn engage in more effective curricular practices.

References

Author Pronouns in Abstracts of Sociology Research Articles: A Cultural and Paradigmatic Choice

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Building on previous studies on first person pronouns in academic writing, this study examines the cultural and paradigmatic influences on the use of author pronouns in a corpus of 240 English abstracts in four leading sociology journals. Statistical analyses reveal that English scholars are significantly more likely to use author pronouns than their Chinese counterparts. Quantitative researches show a significantly higher probability of using self-referential pronouns as compared to non-quantitative researches. Analyzing the functions of “we” and “I” demonstrates broad similarities across cultural groups and article types. Meanwhile, Chinese writers are inclined towards low risk functions as contrasts with English writers’ preference for high risk functions. Epistemological and methodological influences are found to shape the remarkable differences in the function of author pronouns between quantitative and non-quantitative studies. These findings hold important implications for non-native academic writing practices and future researches concerning pronoun choices.

A Survey on the Effect of EAP Teaching in a Sino-Australian Co-education Project

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A Survey of 195 students has been conducted to explore the effect of EAP teaching in a Sino-Australian Co-education project. Results show while their overall academic English level has been noticeably improved, students’ academic listening and critical thinking skills need to be further developed in future teaching of the course. Related problems, including textbooks, and their causes are analyzed. Solutions and the study’s implications on college English teaching are proposed.
Theme 9

EAP micro-skill instruction

Interpreting Synergism Based Upon Visual-Audio-Oral Course of EAP: A Case of CI Between English and Chinese*  
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Abstract  
On the basis of the theory of relevance and transfer, this study puts forward interpreting operation synergism through positive transfer from Visual-Audio-Oral Course of EAP to E-C and C-E interpreting. In the way of consecutive interpreting, the researcher has done the experiments to 147 undergraduate interpreters of non-English majors in five classes taught by him in the second semester from 2014 to 2015. The experimental results show that listening of EAP has the functions of relevance and holistic presupposition to student interpreters, whose audio nerves have been activated once more while listening to SL (source language) information. At this moment, the function of transferring SL information as input occurs. And further, speaking of EAP also has the functions of relevance and holistic presupposition to student interpreters, whose oral nerves have been activated once more while encoding and expressing in TL (target language). At this moment the results of transferring information as TL output are prominent. Therefore, Visual-Audio-Oral Course of EAP has the effect of relevance, transfer and presupposition to student interpreters’ interpreting operation in China.

A Study of English Proficiency and the Use of English Academic Reading Strategies with Non-English Postgraduate

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Abstract  
For postgraduates, to understand the internationally newest research about their majors, finish their thesis and improve their capacity of scientific research, the ability of reading the relevant English
academic information plays an important role. The ability is not only influenced by students' mastery of expertise knowledge, but also closely related to their academic reading strategies. The question whether there is any relationship between their English proficiency and their use of the English academic reading strategies is a major concern in the recent years. The present study investigates 500 postgraduates majoring in traffic engineering of Chang'an University to find whether there is any differences in their use of academic English strategies, and then to find the reason of the influence of proficiency on the use of strategy by a series of interviews.

A Flipped Class Model Supported by TED-Ed: a Case Study of EGAP Listening and Speaking

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Abstract
To improve the efficiency of EGAP (English for General Academic Purposes) listening and speaking, a flipped class model supported by TED-Ed is introduced and its feasibility and effectiveness are investigated through an experimental study, a questionnaire, and interviews. This flipped class model based on TED-Ed involves three key steps, namely, exploring teaching materials online by the teacher, autonomous learning (watching videos, finishing tasks, participating in online interaction and giving feedback, etc) on TED-Ed outside the classroom and classroom learning (solving problems related and oral practice) on the students’ part. Results show that on the basis of online educational video resources such as TED-Ed and by flipping the conventional model of listening exercises inside the class and oral practice as homework outside the class, this flipped class model supported by TED-Ed is feasible and quite effective for the listening and speaking of EGAP. To be specific, the autonomous learning on TED-Ed before class not only helps to enhance the students’ academic listening skills by providing them with opportunities to make use of listening strategies such as meta-cognitive strategies, cognitive strategies, and social-emotional strategies, but also enhances students’ multi-literacies especially media literacy. In turn, more meaningful learning opportunities are created in real classroom and learning becomes more effective. For example, the problem-solving session and oral practice in class not only gives the students’ more chances to internalize what they have learned but also improves their oral English.
TED Talks as an Academic Presentation Resource for EAP class

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Abstract
The study explores the application of TED (Technology, Entertainment and Design) speeches in Academic Presentation classrooms. The teaching is designed in effort to develop college students’ ability to make scientific academic presentation. The rapid international communication brings more academic interaction to Chinese colleges, which calls for the students’ proficiency in presenting in English their findings and opinions within their disciplines. Different from traditional oral English classes that focus on oral communication in general topics, the academic presentation classes pose new challenge to college English teaching. The study introduces TED speeches into course design for TED speeches feature specialized subjects, disciplinary lexical density and structure sophistication. The use of TED speeches in classrooms is hoped to attract students to scientific topics, to enhance skills in producing scripts and establishing scheme of speech, to grasp presentation techniques. It is expected to design better academic presentation courses.
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