



亚洲 **ESP** 学会第三届年会
暨全国第八届专门用途英语研讨会

The 3rd Annual Conference of Asia ESP & the 8th Chinese National Symposium on ESP

- **Organized by** The Asian Association for English for Specific Purposes; The Chinese Association for ESP
- **Hosted by** School of Foreign Languages and Cultures, Chongqing University; Faculty of Arts and Humanities, Chongqing University
- **Co-organized by** Chinese Journal of ESP; Higher Education Press

15-17 November 2019

Chongqing University

China

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Introduction to the Conference

The Asian Association for English for Specific Purposes and the Chinese Association for ESP invite you to join our 2019 annual conference to be held in Chongqing University from 15 to 17 Nov. 2019. International scholars and practitioners are welcome to share your recent work and discuss how your collective efforts can advance the future of English for Specific Purposes. The conference will have pre-conference speeches, plenary speeches, featured speeches and parallel sessions.

The theme of the 3rd Annual Conference of Asia ESP & the 8th Chinese National Symposium on ESP——“ESP Teaching & Research: Innovations, Challenges and Prospects” allows a wide range of interpretations, thus taking into account the varied interests and approaches within the ESP community. Through innovative practices, it will explore who we are, what we do and how we can collectively transform perceptions and understandings of current ESP studies and teaching.

We encourage proposals from scholars involved in ESP and would be particularly pleased to receive papers from members of the Asian Association for English for Specific Purposes and The Chinese Association for ESP, from those working collaboratively across disciplines, from those involved in staff and student support, policy making, and from students themselves. The topics of interest for submission include, but are not limited to:

- ESP language studies
- ESP course design
- ESP research & teaching method innovation
- EAP and EOP teaching and research
- ESP education policy
- ESP teaching and technology
- ESP material development & design
- ESP testing & assessment
- ESP corpus-driven study & teaching
- Cross-cultural studies in ESP context
- ESP development
- others

Organizers

School of Foreign Languages and Cultures, Chongqing University

Founded in 1932, the School of Foreign Languages and Cultures (FLC) has now grown into one of the largest schools of humanities in Chongqing University. The mission of FLC is to cultivate high-level foreign language professionals with multi-disciplinary knowledge and international expertise.

It is now one of the finest research and education centers for the study of foreign languages, literature and culture in Southwest China.

The School's reputation for excellence keeps growing as it continues to improve its curriculum, teaching methods and educational technology to meet the challenges of China's rapid social and economic development. Every year, large numbers of qualified young graduates find their positions in the fields of foreign affairs, foreign trade, tourism, finance, education, publishing and culture.

The School offers three undergraduate programs (i.e., English Studies, Japanese Studies, German Studies), six master's programs (i.e., MA in English Language and Literature, MA in Japanese Language and Literature, MA in Linguistics, MA in Applied Linguistics, MA in Translation Studies, MA in ESP and Business English studies, Master of Teaching Chinese to Speakers of Other Languages, Master of Translation and Interpreting), one PhD program (i.e., PhD in Language, Cognition and Smart Computing) in collaboration with the School of Computer Science, and a variety of English courses for non-English majors at Chongqing University. The School has established a Research Center of Language Cognition and Language Application. During recent years, the faculty has conducted over 60 research projects commissioned by China's National Social Science Fund, the Ministry of Education's Social Sciences Research Project and Chongqing Municipality Social Sciences Research Project. The faculty members have published hundreds of monographs, textbooks, translations and research papers, some of which have won prestigious awards.

The School is well equipped with advanced facilities, including a Language E-Learning Center, a satellite TV receiving system, and state-of-the-art language laboratories and interpreting suites.

In keeping with Chongqing University's internationalization strategy, the School has established partnerships with schools and universities in the United Kingdom, the United States, Australia, Canada, Germany and Japan, as well as in China's Hong Kong, Macau and Taiwan regions.

Address: 55 Huxi Southern Road, Campus D, Chongqing University, Shapingba District, Chongqing, P. R. China.

The Asian Association for English for Specific Purposes

The Asian Association for English for Specific Purposes (Asia ESP) is an academic platform for all ESP practitioners and researchers in Asia, the Pacific regions and the rest of the world to share their experiences. It is dedicated to promoting joint endeavors in the betterment of learning, teaching and research advancement in academic and professional areas of English for Specific Purposes in both EFL and ESL contexts. It is devoted to serving the needs of its members and affiliates through annual conferences, special interest groups activities, journals, publications, training seminars and workshops, and educational and research projects.

Asia ESP focuses on the following areas of teaching and research in ESP:

1. Curriculum and course design
2. Materials design and writing
3. Teaching and learning approaches and methods
4. Innovations in research and instruction
5. Teacher development
6. Testing, assessment and evaluation
7. English teaching and research for general and specific academic and occupational purposes in domains of EST, EBP, ELP, EMP, etc.
8. Intercultural communication in ESP contexts
9. Corpus Linguistics and Data-Driven Instruction (DDI) for ESP
10. Educational technology, e.g. Computer Assisted Language Learning (CALL), e-learning
11. English as a Medium of Instruction (EMI)

The Chinese Association for ESP

The Chinese Association for ESP is affiliated with the China Association for Comparative Studies of English and Chinese. The members of the Chinese Association for ESP are joined by scholars university teachers. and all those who are professionally interested in the teaching and practice of English for Specific Purposes. Founded in 2011, the Chinese Association for ESP provides opportunities for its members to share their scholarly findings and teaching experiences with colleagues and to discuss trends in the academy. Its members host conferences and meetings, work with related organizations, and sustain a journal focusing on ESP teaching and research.

The Association aims to:

1. promote the teaching and research of ESP in China;
2. provide a vehicle for interested members, scholars, and teachers to promote responsible scholarship and advocacy in the diverse fields of ESP inquiry and promote the study and research that cross national boundaries;

3. hold conferences every the other year with an institution partner and host or co-host ESP teacher training on a regular basis;
4. plan, organize, and conduct research projects about ESP and synthesize findings into reports for scholars, teachers, and educational departments to consult and study;
5. enhance scholarly exchanges among teachers and scholars and promote Dissemination of ESP research findings;
6. offer various social services to the teaching and research of ESP;
7. publish Chinese Journal of ESP, contact information lists, conference proceedings, etc.

Plenary Speakers

Prof. Kohji Abe

The National University of Electro-Communications (UEC)



Kohji Abe, Vice-President for Educational Affairs of the National University of Electro-Communications (UEC), Tokyo, Japan since 2012. He also holds the position of the Director of Education Development Center during the same period. Prior to the current positions, he was the Vice-President of Students Affairs and Director of Student Support Center. Professor Abe obtained a Ph.D. in Science (Physics) from Hiroshima University, Japan, in 1986. His main research areas include phase transition, laser, light scattering spectroscopy, Raman scattering, Brillouin scattering, birefringence,

fluorescence spectrum, ferroelectricity and superconductivity. He has also been supervising the Graduate School Technical English program a university-wide compulsory ESP program at UEC, for over seven years.

From EGAP to ESAP: Building the Curricular Cohesion of the Undergraduate and Graduate University-Wide ESP Programs for EST Students in Japan

English education in tertiary institutions for science and technology students in Japan is generally offered only in the first two years of the undergraduate education. Though the tendency of such English education being focused on general academic English (EGAP) skills as a component of general education, or GE, EGAP is insufficient for students in the domains of science and technology to bridge the gap between EGAP offered as GE and real-life English they face in the research lab in the fourth (or the third) year or in the graduate school. Thus, two ESP programs, “Technical English”, were implemented at both the graduate (Graduate School Technical English/GTE) and undergraduate (Undergraduate School Technical English/UTE) levels at UEC Tokyo in 2010 and 2012 respectively. This talk first introduces the background of the making of the two compulsory ESP program, i.e. EAP-based program in conjunction with EST (English for Science and Technology), at the university level and the process of curricular design of the two curriculum-wise connected but management-wise independent programs. Further, the talk details the curricular content, teaching methodology and pedagogy, inner and outer testing and assessment, teaching

materials, staffing and the management organization of each of the two programs. With these two programs running for about a decade, experiences are obtained from the various aspects of the curricula, the difficulties in management and the efforts spent on maintaining the educational quality. In addition to the above-mentioned aspects, the speaker wishes to share the strong desire of the science and engineering disciplinary faculty for ESP-oriented education for science and engineering students and the collaboration between the English and disciplinary faculties. The model at UEC Tokyo is a unique one as it is the only tertiary model in Japan known thus far that offers university-wide and compulsory ESP courses for graduation at both undergraduate and graduate schools and is the longest running. Finally, thoughts on improvements of UTE and the status of currently on-going reform on the GTE.

Keywords: EAP (EGAP, ESAP), EST, Educational Policies, Curriculum Development, Disciplinary Specialists' Perspectives of ESP

Prof. Seung-Ryul Lee

Korea Aerospace University



Seung-Ryul Lee is a professor at Korea Aerospace University, majoring in Management at Academic/Social Associations. He is now the Adviser of English for Specific Purposes in Korea.

Education:

- University of Alberta, Education, Ph.D.
- Korea University, English Language & Literature, Ph.D.
- Seoul National University, English Education, M.Ed.

Distinguished Awards received:

Award of Excellent Scholarly Books from the Ministry of Culture and Tourism in 2013

Recent Publications

Books

- Lee, S-R, et.al. (Trans.)(2017). Crafting Qualitative Research: Working in the Postpositivist Traditions. Seoul: Hankukmunhwasa
- Lee, S-R, et al. (2015). Rediscovering Teacher. Seoul: Hakjisa.
- Lee, S-R. (2012). Native English Speaking Teachers. Seoul: Hankukmunhwasa. (Award of Excellent Scholarly Books)

- Lee, S-R. & Kang, S. (2018). Ethnography with Intercultural Competence and Visual Thinking for Real Life Problem Solving. WMSCI2018 Conference Proceeding.
- Lee, S-R. (2017). Needs Analysis of Students Majoring in Flight Operations with Focus on Aviation English. Learner-centered Curriculum and Instruction.
- Lee, S-R. (2016). The Space Created by a Diaspora of Canadian English Instructors. Asian Journal of Canadian Studies.
- Lee, S-R. & Kang, Y. (2016). Stereotypes and Hegemony in Co-teaching between Native English Speaking Teachers and Korean English Teachers. English Language & Literature Teaching.
- Lee, S-R. (2015). Research in English for Specific Purposes in the 21st Century. English Linguistics..
- Lee, S-R. (2015). A Gadamerian Hermeneutic Inquiry into Korean English Teachers ' Communication with Native English Speaking Teachers. The Journal of Educational Philosophy.

Qualitative Research Trends in ESP Research

English education is interested in gratifying the demands of society in terms of workplaces and the immediate needs and wants of students at universities. These interests have driven educators and researchers to become interested in English for specific purposes (ESP). In order to develop ESP research and pedagogy, especially, it is essential to review ESP research trends with respect to their methods covered. Reviewing research articles published in the 21st century reveals some remarkable features with respect to research methodologies. Qualitative research methods have recently more preferred over quantitative methods. This may reflect a tendency for ESP researchers to conduct their research based on their teaching experiences (case studies and interpretative research) and academic writing (genre/discourse analyses).

As for quantitative research, nearly all of the papers utilize corpus analyses and simple descriptive statistics rather than experimental quantitative research. From these research trends, more qualitative research is expected to be conducted in the future. Among qualitative methods, ESP research has been dependent on case studies and genre/discourse analyses. ESP should be developed through practice. It is necessary for ESP researchers and practitioners to focus on the teaching settings and on ethnographic approaches in which they give a thick description of research data which oozes out of contexts. As a result, qualitative research traditions have attempted to clearly understand or explain complex phenomena in the research data, thus reducing the gaps between the realities of the ESP classrooms and the real world.

Prof. Karl Maton

University of Sydney



Professor Karl Maton is Director of the LCT Centre for Knowledge-Building at the University of Sydney in Australia and Visiting Professor at Rhodes University and the University of the Witwatersrand in South Africa. Professor Maton completed three degrees at the University of Cambridge in England and moved to Australia in 2005. Professor Maton is the creator and architect of Legitimation Code Theory (LCT), a framework for studying and shaping knowledge practices. LCT is now the basis of a multidisciplinary and international community of scholars and educators (see www.legitimationcodetheory.com or www.karlmarton.com). Professor Maton's work includes: the founding text of LCT, *Knowledge and Knowers: Towards a realist sociology of education*, (2014); a collection showing how to enact LCT in research *Knowledge-building: Educational studies in Legitimation Code Theory* (2016); and forthcoming collections on how LCT has influenced systemic functional linguistics (*Accessing Academic Discourse*) and using both approaches to explore science education (*Studying Science*). He is one of the authors of *Sociology: Themes and perspectives* (Van Krieken *et al*, 2014, Pearson), the best-selling undergraduate sociology textbook in Australia. Professor Maton is the editor of the book series 'Legitimation Code Theory: Knowledge-building in research and practice', published by Routledge. The book *Knowledge and Knowers* has been translated into Chinese and will be published by Foreign Language Teaching & Research Press in October 2019.

Making Waves in ESP: The Value of Legitimation Code Theory in Teaching and Research

Legitimation Code Theory (LCT) is addressing two challenges faced by English for Specific Purposes. The first is relating theory to practice. We are often confronted by either free-floating theory that is divorced from practice or empirical descriptions of practice that are locked into their contexts of study. A second problem is that most approaches suffer from knowledge-blindness: they often explore generic processes of learning and ignore the different forms taken by the knowledge being taught and learned. Thus research tends to address knowing rather than knowledge. Yet, to provide support to students requires understanding the different organizing principles of different disciplines.

I shall introduce a framework that brings knowledge into the picture and provides a means for relating theory to practice. LCT is now being widely used to explore education at all levels, across

the disciplinary map, and in a growing range of national contexts. Specifically, I discuss a dimension of LCT that is being rapidly taken up in both research and teaching: Semantics. I focus first on a major project that showed the need for ‘semantic waves’ to build knowledge in classrooms. I then discuss how semantic waves are being shown to be crucial for student success in assessments. Finally, I show how academic literacy programmes are using these ideas from LCT to empower students by revealing the bases for achievement in different subject areas.

Prof. Lifei Wang

Beijing Language and Culture University



Lifei Wang (PhD from Nanjing University) is professor of The School of Translation and Interpreting, Beijing Language and Culture University, China. He was CSC visiting professor to UC Berkeley and Georgetown U in 2010 and 2018. He is on the editorial board of China Translation Journal and Foreign Languages and Their Teaching. His main research interests are applied linguistics, business discourse, language services studies, and linguistic economics. He has published over 100 articles in C/SSCI-indexed journals, Books of Studies on Nominalization in Business Discourse, Brief Studies on Business English, and Business English: An Integrated Coursebook. He is leader of many national, ministerial and municipal research projects and has received the Second Prize of Beijing Excellent Educational and Teaching Achievements in 2008 and 2017, and Second Prize of Beijing Municipal Excellent Research Awards for Social Sciences in 2018.

Advances and Practices of ESP as a Discipline in China: The Case of Business English

This talk reviews the historical stages of ESP and analyzes the current developments and foci of ESP teaching and research at home and abroad in terms of the theoretical and practical implications and values of ESP as a pedagogical ideology and approach. It points out that ESP is still incomplete with its disciplinary system, and calls for theorization and systematization from different disciplinary perspectives. Taking my personal experiences of developing the business English program and discipline as an example, I summarize the gradual processes of building the systems of BE program, discipline, theory and academic fields in the last decade. At the end of my talk, I propose five future directions for ESP Chinese academia, i.e. 1) ESP teaching and research towards the double first-class “New Engineering Sciences”; 2) multi-language and multi-disciplinary ESP corpora building for “Belt and Road” studies and application; 3) ESP corpus-driven development of technical core wordlist; 4) ESP “gold courses” development in line with “the National Standard” and “the Teaching Guidance”; 5) “Belt and Road” special language services professionals training

and capacity building.

Prof. Lawrence Jun Zhang

The University of Auckland



Lawrence Jun Zhang is Professor of Linguistics-in-Education and Associate Dean (International Partnerships), Faculty of Education and Social Work, University of Auckland, New Zealand. His teaching mainly involves supervising 18 fulltime PhD students in Applied Linguistics at the moment and delivering courses in systemic functional linguistics in language education. His major interests are in learner metacognition and teacher education, with particular reference to EFL reading and writing and ESP/EAP. Additionally, he is also keen to examine issues related to academic writing and writing for publication. He has published extensively along these lines in leading SSCI-indexed international journals such as *Applied Linguistics Review*, *Discourse Processes*, *Modern Language Journal*, *Language Awareness*, *Language & Education*, *Journal of Second Language Writing*, *English Today*, *System*, *Instructional Science*, *Metacognition and Learning*, *International Journal of Bilingualism and Bilingual Education*, *Journal of Psycholinguistic Research*, *TESOL Quarterly*, *English for Academic Purposes*, *Reading and Writing*, *Asia Pacific Education Researcher*, and *British Journal of Educational Psychology*, as well as in international journals of repute such as *Australian Review of Applied Linguistics*, *Australian Journal of Teacher Education*, *New Zealand Studies in Applied Linguistics*, and *RELJ Journal*. His recent co-edited books include *Asian Englishes: Changing Perspectives in a Globalized World* (Pearson Education, 2012) and *Language Teachers and Teaching: Global Perspective, Local Initiatives* (Routledge, New York, 2014). He is also a popular plenary/keynote speaker at over 20 conferences around the world, particularly in Asia. A frequent presenter at major international conferences such as the TESOL Convention, the AAAL Conference, and the AILA Congress, he was the sole winner of the “Distinguished Research in TESOL Award” in 2011 for his article, “*A dynamic metacognitive systems perspective on Chinese university EFL readers*”, published in *TESOL Quarterly* (2010), 44(2). He is Principal Investigator of a research project with a 220K (1.1 million in RMB) grant from the Singapore Ministry of Education. He is a key collaborator of 3 research grants from the China Social Science Fund and one huge research grant (\$670K, or 3.6 million RMB) from the Millennium Foundation Singapore.

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Email: lj.zhang@auckland.ac.nz

Teacher Agency and Affordance in the Provision of ESP in Universities: A Case

Study and Its Implications for Curricular Design

Against the backdrop of current scholarly debates on the provision of a national English language curricula for English majors and the direction of English language provision to non-English majors, I think that an acute issue that arises from such debates is how well prepared the English teachers are for delivering the curricula in question. In response to such debates and as a way of furthering the discussion, I will examine how teachers, when given the tasks for implementing an ESP curriculum in particular institutions, think of their own capacities and the kind of affordance they have for bringing to fruition an ESP curriculum. I will contextualise such a discussion with reference to some data in order to illustrate the challenges they face and affordances they are equipped with. I will conclude my presentation with a discussion of the implications for curriculum design, from classroom teachers' and the policy-makers' standpoints as well as how students might feel about such initiatives.

Featured Speech Speakers

Prof. Yilin Sun

Seattle Colleges



Dr. Yilin Sun is a tenured professor and directs faculty development programs at the Seattle Colleges in Seattle, WA, USA. She has served the field of TESOL for over 30 years as a classroom teacher, program leader, teacher educator, and researcher with many higher education institutions in China, Macau, Canada, and the USA. She received her PhD in applied linguistics from the Ontario Institute for Studies in Education, University of Toronto, Canada and her BA in English Literature and Pedagogy from Central China Normal

University. Dr Sun is a former president of the TESOL International Association. TESOL International Association is the largest international professional association of its kind in the world. This is the first time in TESOL's 50 years' history that an Asian nonnative English speaking female ELT professional served as president of TESOL. She has also served as the founding president of Macau Association for Applied Linguistics (MAAL) and previously served as Director of the English Language Center, University of Macau during 2016-2017. She has authored and coauthored books, book chapters, and journal articles. She is also serving as Chief Editor of *Foreign Language Teacher Education and Development: Selected Works of Renowned TESOL Experts* published by Shanghai Foreign Language Education Press. Over the years, Dr Sun has offered numerous keynote, plenary and featured presentations at international professional conferences.

Prof. Shi Jie

National University of Electro-Communications



Shi Jie, Professor of English at the National University of Electro-Communications (UEC), Tokyo, Japan, has been a practitioner and researcher in TESOL, ESP/EAP, Sociolinguistics, AI-Assisted Translation and Cognitive Education in EFL/ESL for over three decades primarily in Japan, China and Singapore. She has developing, teaching and directing two large-scale university-wide ESP programs at the undergraduate and graduate levels at UEC Tokyo and a postgraduate EAP program at Tokyo Institute of Technology in Japan. Shi is also a Guest Professor at the College of Foreign Languages of Huazhong University of Science and Technology (HUST) and has been involved in the curriculum development of ESAP (English for Specific Academic Purposes) for science and engineering students at School of Engineering Science (SES) of Wuhan National Center for Optoelectronics, HUST, as a Foreign Expert. As a teacher trainer, Professor Shi has been invited to give numerous seminars on ESP/EAP in several countries in Asia. She is an active member of several international associations and serves as the Chair for ESP Kanto of Japan Association of College Teachers (JACET), Vice-President of the Asian Association for ESP, an advisor of the Chinese Association for ESP, and an executive board member of China Association of Translation, Interpreting and Cognition (CATIC). She is the founding member and the head the Research Station for Innovative and Global Tertiary English Education (IGTEE) at UEC Tokyo.

Pre-conference Speech Speaker

Prof. Mark Krzanowski

Brunel University London

Chongqing University of Posts and Telecommunications



Mark Krzanowski is Associate Professor in English for Specific Academic Purposes (ESAP) in Transnational Education (TNE) at Brunel University London (BUL) and at Chongqing University of Posts and Telecommunications (CQUPT). Prior to this post, Mark was the Director of the Centre for Academic English Studies (CAES) in the Surrey (University) International Institute (IIS) at the Dongbei University of Finance and Economics (DUFE) in Dalian, China. In the past, Mark worked at the University of Westminster as Lecturer in English, Linguistics, TESOL and Teacher Training (2011-Feb 2018); was Academic Co-ordinator for ELT in the Dept of PACE at Goldsmiths College, University of London (2002–2005); Head of ELT Unit and Senior Lecturer in EAP at the University of Hertfordshire (1997–1999–2002); and EAP Co-ordinator at UCL/University College London (1993–1997). Mark was the Co-ordinator of the IATEFL's (International Association of Teachers of English as a Foreign Language) ESP (English for Specific Purposes) SIG (Special Interest Group) from 2005 until 2013, and since 2014 he has been Editor-in-Chief of its Journal: Professional and Academic English (PAE). Mark is also a member of the ESP IS (Interest Section) Committee at TESOL.org. He has edited three key EAP/ESP books for the IATEFL ESP SIG (published by Garnet Education), and one for the British Council (with Ben Grey). He has co-authored an EAP booklet with Jeremy Day, published by CUP. He can be reached on markkski2@gmail.com or on Mark.Krzanowski@brunel.ac.uk.

Conference Programme

15 November (15:00-21:00)

| Time | Theme | | Chair | Venue |
|-------------|-----------------------|---|------------------|---------------------------------------|
| 14:00-21:00 | Registration | | | Hotel |
| 15:00-16:00 | Pre-conference Speech | Title: Current Trends and Developments in English for Specific Purposes (ESP) in British and International Contexts Speaker: Mark Krzanowski | Prof. Huang Ping | Room 501 FLC Building 外语学院楼 501 |
| 18:00-20:00 | Dinner | | | Hotel |

16 November (8:30-12:15)

| Time | Theme | | Chair | Venue |
|-------------|------------------|--|--------------------------------------|-----------------------------|
| 8:30-9:10 | Opening Ceremony | <ul style="list-style-type: none">● Welcome Speech by Prof. Wang Shilong, Vice President of Chongqing University● Welcome Speech by Prof. Ou Ling, CPC Secretary of School of Foreign Languages and Cultures (FLC), Chongqing University● Welcome Speech by Prof. Cai Jigang, President of The Chinese Association for ESP | Prof. Fan Dinghong, Vice Dean of FLC | 1F-7 Library 图书馆 1F-7 |
| 9:10-9:30 | Photo taking | | | |
| 9:30--10:20 | Plenary Speech | Title: Advances and Practice of ESP as a Discipline in China: The Case of Business English Speaker: Prof. Lifei Wang | Prof. Jie Shi | 1F-7 Library 图书馆 1F-7 |
| 10:20-10:35 | Coffee break | | | |
| 10:35-11:25 | Plenary Speech | Title : From EGAP to ESAP: Building the Curricular Cohesion of the Undergraduate and Graduate University-Wide ESP Programs for EST Students in Japan Speaker: Prof. Kohji Abe | Prof. Cai Jigang | |
| 11:25-12:15 | Plenary Speech | Title: Making Waves in ESP: The Value of Legitimation Code Theory in Teaching and Research Speaker: Prof. Karl Maton | Prof. Yang Ruiying | |
| 12:15-13:30 | Lunch | | Canteen No. 3 | |

16 November (13:30-18:00)

| Time | Theme | | Chair | Venue |
|-------------|--|--|----------------------------------|-----------------------------|
| 13:30-14:20 | Featured Speeches (The Japan ESP Panel) | Title: Needs Analysis for Graduate School Technical English Course Design and Materials Development Speakers: Suwako Uehara, Alexandra Terashima, Jie Shi | Prof. Han Ping | 1F-7 Library 图书馆 1F-7 |
| | | Title: Instructional Design and Implementation of Academic Writing Tasks for Undergraduate Students of Science and Engineering Speaker: Yan Yu | | |
| | | Title: Student Attitudes toward Gamification as an Approach to Vocabulary Learning Speaker: Shin'ichi Hashimoto | | |
| | | Title: Curricular Challenges in ESP Presentation Program for Graduate School Students of EST in Japan Speaker: Jie Shi | | |
| | | Title: An Analysis of the Relationship between English Proficiency and Final Scores in an International Business EMI Program: to What Extent does English Proficiency Predict Performance in Content Classes? Speaker: Robert Gommerman | | |
| 13:30-14:20 | Featured Speech | Title: An ESP Innovation - Using TILT to Close Achievement Gaps for Underserved Students in Higher Education Speaker: Yilin Sun | Prof. Zhang Hongyan | 1F-9 Library 图书馆 1F-9 |
| 14:20-14:40 | Coffee Break | | | |
| 14:40-18:00 | Parallel Sessions | | Teaching Building No. 1 第一教学楼 | |
| 18:00-19:00 | Dinner | | Canteen No. 3 | |

17 November (9:00-12:15)

| Time | Theme | | Chair | Venue |
|-------------|--|--|--|------------------------------|
| 9:00-9:50 | Featured Speeches (The Panel of Chongqing ESP) | Title: Developing ESP Curriculum and Implementing Project-based ESP Instruction for Postgraduates in Chongqing University Speaker: Li Yan | Prof. Yang Ruiying | 1F-9 Library 图书馆 1F-9 |
| | | Title: Achieving Efficient ESP Teaching to Medical Majors: Curriculum Design and Textbook Series Creation Speaker: Liao Rongxia | | |
| | | Title: Project-based ESP Teacher Development in Pedagogical Reform Speaker: Li Cuiying | | |
| | | Title: The Discursive Construction of ICT in Virtual Public Sphere Speaker: Wang Jing | | |
| | Featured Speeches (The Panel of Huazhong University of Science and Technology) | Title: Taking Needs into Deeds: The Application of Needs Analysis in Undergraduate EAP Courses design Speakers: Jianying Du & Qiong Li | Prof. Zhou Mei | 1F- 7 Library 图书馆 1F-7 |
| | | Title: Facilitating Students Learning and Development through the Academic Poster Session in an EAP Course Speaker: Jiaoyue Chen | | |
| | | Title: Application of PBL in Undergraduate EAP Course Speaker: Qimin Peng | | |
| | | Title: Bridging EAP Curriculum and EMI Needs of EST Undergraduates of an International Education Program in China Speakers: Yue Zhang, Jie Shi, Shuhua Xu, Jürgen Kurths, Zhoumi Li, Po Hu, Ling Fu | | |
| 9:50-10:05 | Coffee Break | | | |
| 10:05-10:55 | Plenary Speech | Title: Teacher Agency and Affordance in the Provision of ESP in Universities: A Case Study and Its Implications for for Curricular Design Speaker: Prof. Lawrence Jun Zhang | Prof. Chen Xiangjing | 1F-7 Library 图书馆 1F-7 |
| 10:55-11:45 | Plenary Speech | Title: Qualitative research trends in ESP research Speaker: Prof. Seung-Ryul Lee | Prof. Liao Rongxia | |
| 11:45-12:15 | Closing Ceremony Summary Speech: Huang Ping Announcement of Outstanding Conference Papers: Chen Xiangjin Speech by Higher Education Press | | Prof. Fan Ding hong, Vice Dean of FLC | |
| 12:15 | Lunch | | Canteen No. 3 | |

Parallel Sessions

Nov. 16 (14:40-18:00)

Parallel Session 1: ESP Language Studies

| Time | Speakers | Title | Chair | Venue |
|-------------|--------------------------------|--|-----------------------------|--|
| 14:40-14:55 | Ma Tao | 基于衔接词分布的语篇参数集支持向量机分类法 | Prof. Chen Xiang-jing | D1201 Teaching Building No. 1 |
| 14:55-15:10 | Xiong Xiaoqin | A Multi-dimensional Exploration of the Interpersonal Meaning of Business English Letters | | |
| 15:10-15:25 | Li Zhijun | 研究文章标题的演变 | | |
| 15:25-15:40 | Wang Yueli, Xu Hongliang | 中国英语学习者第一人称代词学术运用与作者身份建构发展趋势研究 | | |
| 15:40-15:55 | Wang Lianzhu | A Contrastive Analysis on English Academic and Non-academic Texts within the Framework of Transitivity Theory | | |
| 15:55-16:10 | Zeng Jing | Error Types and Post-Editing Strategies of Machine Translation: A Medical Corpus-based Research | | |
| 16:10-16:30 | Coffee Break | | | |
| 16:30-16:45 | Yu Xuan | A Study on the Semantic and Rhetorical Functions of Reporting Verbs in Research Article Introductions Across Disciplines | Prof. Chen Xiang-jing | D1201 Teaching Building No. 1 |
| 16:45-17:00 | Li Jinfeng | A Comparative Analysis on Stance Markers in Research Article Introductions between Linguistics and Quantitative Linguistics | | |
| 17:00-17:15 | Hou Rui | Syntactic Complexity in English Abstracts of Research Articles--Differences Between Native and Chinese Writers | | |
| 17:15-17:30 | Chen Qi Cheng An | Problems in Chinese Medical Doctoral Students' JA writing--An Investigation Based on Learner Data via the Lens of ESP Genre Analysis | | |
| 17:30-17:45 | Rui Yuan | Understanding EMI Teachers' Beliefs and Practice in Higher Education: An Exploratory Study in China | | |

Parallel Session 2: ESP Language Studies

| Time | Speakers | Title | Chair | Venue |
|-------------|------------------------------|---|-------|-------------------|
| 14:40-14:55 | Lei Siyu, Yang Ruiying | A Contrastive Analysis of Lexical Diversity in Research Articles--Exploring the Influence of Proficiency and Nativeness | Prof. | D1202 Teaching |

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|-------------|--|---|--------------------|-------------------------------|
| 14:55-15:10 | Dr.Sui Xin | Lexical Features of the China-US News Reports in the Background of Trade War | Yang Ruiying | Building No. 1 |
| 15:10-15:25 | Tang Bin | Evaluations for Knower Construction in Promotional Blurbs of English Literary Study Books | | |
| 15:25-15:40 | Xu Shuai, Huang Ping | The Correlation Study on Syntactic Complexity and Writing Quality in the Expositions written by Chinese English Majors | | |
| 15:40-15:55 | Huang Qing | Perceptions of Engagement Practices in Nursing Clinical Communication A Case Study of Nursing College Students in an ESP Course in Mainland China | | |
| 15:55-16:10 | Wei Heng | Legal Approach to Legal Translation Studies | | |
| 16:10-16:30 | Coffee Break | | | |
| 16:30-16:45 | Chang Yue, Huang Ping | A Comparative Analysis of Chinese ESP Textbooks from the Perspective of LCT | Prof. Yang Ruiying | D1202 Teaching Building No. 1 |
| 16:45-17:00 | Gao Ruohan, Fan Jinli, Wang Ye, Wang Yan | Language Quality Analysis of Medical English Articles a Journal Corpus-Based Study | | |
| 17:00-17:15 | Xia Mi, Huang Ping | Frequency and Type of Negative Words Used in Abstract of Research Articles of Humanities, Basic science and Medicine | | |
| 17:15-17:30 | Lai Xiaochun, Liu Fang | Bibliometric Visual Analysis of ESP Study at Home and from abroad for Forty Years (1978-2019) | | |
| 17:30-17:45 | Wu Yuxi | Media Representations of Macau’s Gaming Industry in Greater China A Corpus-based Critical Discourse Analysis | | |
| 17:45-18:00 | Howard Hao-Jan Chen | Using a Large Conference Presentation Corpus to Support Novice Conference Presenters | | |

Parallel Session 3: ESP Language Studies

| Time | Speakers | Title | Chair | Venue |
|-------------|-----------------------|---|------------------|-------------------------------|
| 14:40-14:55 | Jiang Ting, Zhang Hui | An Ecological Niche Theory Based Research on Attitude Resources of Chinese-American Smart Home Advertising Discourse---A Brand Comparison Between Xiaomi and Nest | Prof. Jiang Ting | D1203 Teaching Building No. 1 |
| 14:55-15:10 | Lei Huiting | A Comparative Study of Genre Characteristics of Conclusion of Chinese and American English Master's Thesis of Linguistics | | |
| 15:10-15:25 | Jiang Donglei | A Linguistic Analysis of ESP Reading Textbook Articles and Original RAs | | |

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| 15:25-15:40 | Yang Xinyuan | An Interdisciplinary and Diachronic Study of Stance Markers in Pure Science and Applied Science Research Articles | | |
| 15:40-15:55 | Han Ping, Wang Qiaoling | A Diachronic Comparative Study of Authorial Stance Markers in Results and Discussion of Educational Research Articles | | |
| 15:55-16:10 | Fu Daan, Tian Qingxuan | Needs Analysis and Register Analysis of ESP Teaching in New Undergraduate Colleges | | |
| 16:10-16:30 | Coffee Break | | | |
| 16:30-16:45 | Li Huan, Yang Feng | Generic Structure Analysis of Introductions between Non-English Major Undergraduate Papers and Research Articles | Prof. Jiang Ting | D1203 Teaching Building No. 1 |
| 16:45-17:00 | Luo Lan | Critical Discourse Analysis of Trade War ---A Case of Corpus-assisted Study on The Economist | | |
| 17:00-17:15 | Zhou Yanjing | Analysis of Pragmatic Presupposition in Cosmetic Advertising Language | | |
| 17:15-17:30 | Zhang Han | The Contrast Analysis of Chinese and American Advertising Language Based on High/Low Context | | |
| 17:30-17:45 | Luo Jianmeng | A corpus-based Study on Amplifiers in Academic Writing across Disiciplines | | |
| 17:45-18:00 | Bian Lizhi | New Developments of Business English in China in 21st century Problems, Countermeasures and Trends | | |

Parallel Session 4: ESP Material Development & Design

| Time | Speakers | Title | Chair | Venue |
|-------------|---------------------------------|---|-------------------|-------------------------------|
| 14:40-14:55 | Gao Lifan | A Comparative Study of Business English Negotiation Textbooks from Multiple Perspectives | Prof. Du Jianying | D1204 Teaching Building No. 1 |
| 14:55-15:10 | Li Yan, Wei Guo | Preparing ERPP Materials Based on Manuscript Revision of Research Papers | | |
| 15:10-15:25 | Guang Shi | Development and Design of Tourism English Textbooks under the Background of Belt and Road Initiative | | |
| 15:25-15:40 | Liu Li-rui | ESP Materials Design for Sports English —Taking College Sport English Published by Higher Education Press as an Example | | |
| 15:40-15:55 | Hu Mengqi | Challenges and Solutions for Transitional Programmes in a Sino-British University | | |
| 15:55-16:10 | Wang Yu, Zhang Yiyi, Liu Xiaoli | Research on Chinese-English Translation of Museum Commentaries Under the Guidance of Relevance Theory-Taking the Textual Commentaries of the Capital Museum as an Example | | |

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| 16:10-16:30 | Coffee Break | | | |
| 16:30-16:45 | Wang Zhuojun | The Instructional Design and Application of Production-oriented Approach in Sports English Translation Platform | Prof. Du Jianying | D1204 Teaching Building No. 1 |
| 16:45-17:00 | Cheng Li | Exploration of Science and Humanistic Values in an English-for-Specific-Purposes Course of Chinese-Foreign Cooperative Education Programme” | | |
| 17:00-17:15 | Yuan Hu | Reflection on Teaching EAP courses in an EMI University in China: Challenges and Opportunities | | |
| 17:15-17:30 | Liu Zhining | Research and Practice of Project-Based Learning in EGAP Curriculum | | |
| 17:30-17:45 | Zhou Mei, Chen Lijun | An Empirical Study on the Effect of Flipped-classroom-based Critical Reading Teaching on Non-English Majors’ Critical Thinking Disposition | | |
| 17:45-18:00 | Wang Ruiji | 商务英语专业基础课程跨文化商务沟通能力的培养 | | |

Parallel Session 5: ESP Course Design

| Time | Speakers | Title | Chair | Venue |
|-------------|-------------------------------|---|--------------------|-------------------------------|
| 14:40-14:55 | Zhou Hongqin | Business English Curriculum Design under the Belt and Road initiative Based on Enterprises’ Need Analysis--A Case Study of Chongqing University of Science and Technology | Prof. Zhou Hongqin | D1205 Teaching Building No. 1 |
| 14:55-15:10 | Zhang Aiwen | 基于 ESP 需求分析的公安院校警务英语课程设置的探索与研究 | | |
| 15:10-15:25 | Yi Wang, Jing Wang Wang Lisha | Trialing Project-Based Learning in a new EAP ESP course: A Collaborative Reflective Practice of Three College English Teachers | | |
| 15:25-15:40 | Chen Qiuxian | A three-in-one Groupwork Model for ESP: from Formative Assessment Perspective | | |
| 15:40-15:55 | Cheng Yang’ Zhang Yiyi | An analysis of English-Chinese Translation of Sports English——Taking the English Sports News on CNN and ESPN as an Example | | |
| 15:55-16:10 | Liu Lu | A Course Design of Academic Writing Using an Integrated Teaching Method | | |
| 16:10-16:30 | Coffee Break | | | |
| 16:30-16:45 | Fan Wen | Instructional Design for ESP Course—Business English Listening and Speaking Based on the Theory of Teaching Optimization | Prof. Zhou Hongqin | D1205 Teaching Building No. 1 |
| 16:45-17:00 | Baote Rigele | EAP Writing Curriculum and Cultivation of Critical Thinking | | |
| 17:00-17:15 | Zhang Li | ESP--EGP Course Modules Design: A Case Study of EAP Integrated Writing in Donghua University | | |

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| 17:15-17:30 | Zhang Zhenyu, Chen Yiping | ESP Course Design in CALL Environment -- Based on SLA Theory | | |
| 17:30-17:45 | Zeng Lihong | Identity Awareness in Pre-experienced Learners of Business English | | |

Parallel Session 6: ESP Research & Teaching Method Innovation

| Time | Speakers | Title | Chair | Venue |
|-------------|-------------------------------|--|------------------------|--|
| 14:40-14:55 | Li Cuiying | Accumulating and Constructing Academic Knowledge through Semantic Waves | Prof. Li Cuiying | D1206 Teaching Building No. 1 |
| 14:55-15:10 | Zuo Hongshan | “You have done a good job!”: Peer Comments on EFL Students’ Oral Presentations from a Language Socialization Perspective | | |
| 15:10-15:25 | Luo Zaibing | A corpus-driven study of disciplinary variations: A lexical bundle approach | | |
| 15:25-15:40 | Mu Xuqin | Study of the Multimodal Interactional Strategies in Academic Oral Presentations | | |
| 15:40-15:55 | Wang Wenhui, Zhang Yiyi | The Significance of Going Out of Radio, Film and Television Works——Taking the First Winter Olympics Animated Film Winter Olympics Village as an Example | | |
| 15:55-16:10 | Chen Jiaoyue | Facilitating Students Learning and Development through the Academic Poster Session in an EAP Course | | |
| 16:10-16:30 | Coffee Break | | | |
| 16:30-16:45 | Liu Youhong | An Exploration of Improving Business English Majors' Intercultural Business Communicative Competence through Multimodality---A Case Study of Southwest University of Finance and Economics | Prof. Li Cuiying | D1206 Teaching Building No. 1 |
| 16:45-17:00 | Li Meiqi | On the Culture-embedding Model of Business English Teaching Under the “Belt and Road” Initiative--A Case Study of CWNU | | |
| 17:00-17:15 | Chen Ji, Liang Jing | 以 ESP 课程为支撑的中医药院校外语教学模式探索 | | |
| 17:15-17:30 | Liujiy | An English Lesson Study Based on Phenomenon-Based Teaching | | |
| 17:30-17:45 | Zhang Ting | Shifting EAP Teacher Identity: From College English Teacher to EAP Teacher | | |

Parallel Session 7: ESP Research & Teaching Method Innovation

| Time | Speakers | Title | Chair | Venue |
|-------------|---|--|-------------------|--|
| 14:40-14:55 | Li Zhang | Exploring the Feasibility of Applying MOOC-based Flipped Classroom Pedagogy to Academic Writing and Presentation | Prof. Zhang Li | D1207 Teaching Building No. 1 |
| 14:55-15:10 | Shen Juming | Teaching English for Intercultural Communication: Challenges and Opportunities | | |
| 15:10-15:25 | Zeng Qiuyi, Cheng Li, Dong Shixin | A Study on the Academic Speaking Skills of Engineering Students in a Chinese-Foreign Cooperative Education Programme | | |
| 15:25-15:40 | Zhang Yue | A Critical Genre-based Approach to ESP: Lecture Design on English Language Teachers' Classroom Discourse at Tertiary Level | | |
| 15:40-15:55 | Lian Yong | Research on the Application of Informatization Education Technology on ESP in Higher Vocational Colleges and Universities Based on “Dual System” Model | | |
| 15:55-16:10 | Zeng Jianbin | Teacher Practices in the Teaching of English Research Paper Writing | | |
| 16:10-16:30 | Coffee Break | | | |
| 16:30-16:45 | Li Yan | Exploring ESP Instruction for Postgraduates in Chongqing University | Prof. Zhang Li | D1207 Teaching Building No. 1 |
| 16:45-17:00 | Zou Yuanpeng | | | |
| 17:00-17:15 | Huang Ying | | | |
| 17:15-17:30 | Yang Jie | | | |
| 17:30-17:45 | Zhang Pengjie | ESP 理论视角下工程英语的教学 | | |
| 17:45-18:00 | Wu Yixi | Analysis on the Application of Mind Map in Petroleum English Teaching | | |

Parallel Session 8: ESP Research & Teaching Method Innovation

| Time | Speakers | Title | Chair | Venue |
|-------------|--------------------------------------|---|--------------------|-------------------------------|
| 14:40-14:55 | Zheng Daxuan | 3 Ws in Legal English Teaching and Research in China | Prof. Zheng Daxuan | D1210 Teaching Building No. 1 |
| 14:55-15:10 | Huang Ping, Deng Yuting, Cao Yunpeng | Analysis on the Experts' Views of Domestic College English Teaching Reform from 2011 to 2017 | | |
| 15:10-15:25 | Lv Yufan | A Comparative Study of the Application of Teaching Methods between Public Schools and Private Training Institutions: A Perspective of Constructivism Theory | | |

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| 15:25-15:40 | Meng Lingyi | Discourse Analysis of Science Technology News Report and Hot Comments from the Perspective of Appraisal Theory- A Case Study of Reporting "5G" Communication Technology on Fox News Network | | |
| 15:40-15:55 | Jian Wang Qin Ren Yan Yang | On the Innovation of ESP Teaching in MOOC---Take Yunnan University as an Example | | |
| 15:55-16:10 | Sang Xiuyue | Research on E-commerce English Classroom Instruction Based on Needs Analysis of ESP | | |
| 16:10-16:30 | Coffee Break | | | |
| 16:30-16:45 | Liu Xiaohua | Investigating Chinese University Students' Skill Needs in EGAP Reading | Prof. Zheng Daxuan | D1210 Teaching Building No. 1 |
| 16:45-17:00 | Zhao Chunxia | Exploration of College English Talents Training Mode Based On the ESP | | |
| 17:00-17:15 | Gu Haiyun, Bo Hua | ESP Interactive Teaching Methods based on Rain Classroom and Intelligent Classroom | | |
| 17:15-17:30 | Qing Zhang | Exploring the Path of the Construction of Legal English Teachers | | |

Parallel Session 9: ESP Research & Teaching Method Innovation

| Time | Speakers | Title | Chair | Venue |
|-------------|---------------|--|-----------------------|--|
| 14:40-14:55 | Hei Yuqin | Integrating Argument-Based Inquiry into BA Thesis Writing for Chinese University English Major Students | Prof. Hei Yuqin | D1211 Teaching Building No. 1 |
| 14:55-15:10 | Zhang Hongyan | Design and Implementation of Three Dimensional MEM English Course Supported with All Media | | |
| 15:10-15:25 | Ren Zaixin | Dialogism in ESP Genre Based Teaching a Post-Modernity View | | |
| 15:25-15:40 | Sun Xiao-meng | The Application of CLIL Model Based on Production-oriented Approach in EOP Teaching | | |
| 15:40-15:55 | Minjie Li | The Study on AI - assisted ESP Teaching | | |
| 15:55-16:10 | Peng Cuiping | Directed Motivational Currents in POA and Its Effect on Language Learning Behaviors | | |
| 16:10-16:30 | Coffee Break | | | |
| 16:30-16:45 | Chen Chao | Peacekeeping English Teaching Research Based on the Theory of ESP Need Analysis | Prof. Hei Yuqin | D1211 Teaching Building No. 1 |
| 16:45-17:00 | Wang Guifang | Research on Business English blended Teaching Reform Based on SPOC | | |
| 17:00-17:15 | Li Yanhua | Cooperation between a Chinese Forensic Scientist and a Language Teacher for Scholarly Publication A Case Study | | |
| 17:15-17:30 | Xiao Yan | An Empirical Study of Instructional Scaffolding in Teaching Academic Writing in China’s Medical University | | |

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| 17:30-17:45 | Fan Chen | Promoting the Argument Quality of L2 Academic Writing | | |
| 17:45-18:00 | Li Bin | 基于专门用途语料库的翻译教学模式研究 | | |

Parallel Session 10: ESP Corpus-driven Study & Teaching

| Time | Speakers | Title | Chair | Venue |
|-------------|---|---|-------------------|--|
| 14:40-14:55 | He Yushuang | An Analysis of the Options of Multiple-choice Questions in TEM4 Based on COCA | Prof. Chen Jun | D1212 Teaching Building No. 1 |
| 14:55-15:10 | Liu Bing, Jiang Ting | A Multimodal Analysis on Academic Paper Presentations of Chinese Doctoral Candidates | | |
| 15:10-15:25 | Wen Jun | Cognitive Mechanism of English Proverbs from the Perspective of Conceptual Blending Theory | | |
| 15:25-15:40 | Zhang Xiuhai, Zhao Tong | Using Corpus-based Approach to Create the Vocabulary List for ESP Teaching and Learning | | |
| 15:40-15:55 | Gu Tong | Application of CLIL in Construction of Ecological Classroom for Business-related Courses of Business English Majors | | |
| 15:55-16:10 | Xie Jia | Narrative Study on Teacher Identity Crisis in ESP Curriculum Construction--A Case Study in the "College English Course for Art Majors" of a key University in China | | |
| 16:10-16:30 | Coffee Break | | | |
| 16:30-16:45 | Ji Wanru | Re-examination A Corpus-based Study of Verb Passivization in Academic Writing | Prof. Chen Jun | D1212 Teaching Building No. 1 |
| 16:45-17:00 | Wang Ping | Identifying the Linguistic Features Affecting Text Difficulty in English Reading Comprehension Test: A Comparative Data Mining Study | | |
| 17:00-17:15 | Dong Shixing, Cheng Li, Zeng Qiuyi | Visual Analysis on Intercultural Communication Researches in ESP Context Based on CiteSpace | | |
| 17:15-17:30 | Wang Xingfu | COCA-Based Text Analyzer for Writing | | |
| 17:30-17:45 | Xia Beibei, Lei Chunlin Zhou Qinqin | Business English Teachers' Professional Development through Coaching Practice Contests: From the Perspective of Professional Learning Community (PLC) | | |

Parallel Session 11: ESP Corpus-driven Study & Teaching

| Time | Speakers | Title | Chair | Venue |
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| 14:40-14:55 | Yang Yumei, Zhou Sailan | A Comparative Study of Metadiscourse in Chinese and English Abstracts of Dissertations of Economic & Administrative Foreign Students in China | Prof. Yang Yumei | D1213 Teaching Building No. 1 |
| 14:55-15:10 | Wang Fang | The Exploration of Petroleum English Teaching Model from ESP Perspective | | |
| 15:10-15:25 | Gu Haiyun | Developing ESP Teaching Materials Based on Undergraduates' Needs | | |
| 15:25-15:40 | Gu Xiangdong Zeng Changping | Vocabulary Assessment: How Much do We Know? — Our Journey of Exploration | | |
| 15:40-15:55 | Li Yan | Double-edged Effects of Intra-operative Redose of Prophylactic Antibiotics among Diabetic Surgery Patients | | |
| 15:55-16:10 | Ji Chengbin | Inspiration and Possible Measures: On teaching of ESP from the perspective of the American 5C standards | | |
| 16:10-16:30 | Coffee Break | | | |
| 16:30-16:45 | Jiao Xinping | A Study on Military, English, Cultural and Regional Expertise Integration Education | Prof. Yang Yumei | D1213 Teaching Building No. 1 |
| 16:45-17:00 | Xiang Xiaoting, Rui Yuan | Implementing Assessment as Learning in EAP Writing Classrooms | | |
| 17:00-17:15 | Zou Bin, Xiu Cai Lu, Chris Macallister | Collaborative Teaching between Academic Teachers and EAP Teachers in a Content and Language Integrated Learning (CLIL) Context | | |
| 17:15-17:30 | Chen Kunkun | Training Model of Business English Discourse Competence for Business English Majors | | |
| 17:30-17:45 | Tarun Sarkar Gu Xiangdong | An Indian English Teacher’s Journey of Fostering Research Skills and Enhancing Teaching Competencies Through Co-Book-Review-Writing for <i>TESOL Quarterly</i> | | |

Parallel Session 12: ESP Research & Teaching Method Innovation

| No | Speakers | Title | Chair | Venue |
|-------------|-------------------------|--|------------------|--|
| 14:40-14:55 | Bin Zou, Jiang Guhai | The Impact of EAP Skills on Students' Further Academic Study | Prof. Bin Zou | D1214 Teaching Building No. 1 |
| 14:55-15:10 | Deng Jingzi | A Study on the Connotative Development of Business English Major--A Preliminary Analysis Based on Linguistic Economics | | |
| 15:10-15:25 | Shen Hong, | Instruction Design of Business Integrity Culture | | |

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| | Ma Yanhua | | | |
| 15:25-15:40 | Gareth Morris, Xinyu Wan | Evaluating EAP Provision—A Holistic Perspective | | |
| 15:40-15:55 | Liu Sitong | Pragmatic Identity Construction of English Abstracts Writing of Science and Engineering Postgraduates | | |
| 15:55-16:10 | Li Hui | On the Interpersonal Meaning Construction of Chinese and American Business English Speeches--A Corpus-based Study | | |
| 16:10-16:30 | Coffee Break | | | |
| 16:30-16:45 | Lin Yuhong, Gu Xiangdong | “Break the Ice: Learning by Doing”—An Autobiographic Narrative Inquiry from a Novice Student Researcher | Prof. Bin Zou | D1214 Teaching Building No. 1 |
| 16:45-17:00 | Luo Ziwei | A Study on Demotivation in Business English Learning | | |
| 17:00-17:15 | Wang Beilei, Wang Jie | How far can EAP Teachers go? | | |
| 17:15-17:20 | Luo jian | Development of ESP Teachers Semiotic Competence | | |

Parallel Session 13: EAP and EOP Teaching and Research

| Time | Speakers | Title | Chair | Venue |
|-------------|------------------------|---|-------------------|--|
| 14:40-14:55 | Zhou Mei, Zhao Feng | A Comparative Move Analysis of Chinese and English Electrical Engineering Research Article Abstracts | Prof. Zhou Mei | D1215 Teaching Building No. 1 |
| 14:55-15:10 | Zhang Yanru | Interpretation of Choice of Deixis In Students' Speech----a Case Study in Postgraduates' Class Presentation | | |
| 15:10-15:25 | Zhu Yu | The Enlightenment of ESP to the Students' Studies and Practical Needs of Business English | | |
| 15:25-15:40 | Li Hongde | A Study of the Language Features of English Research Articles ---Based on the Corpus of the Academic Articles of Science and Technology | | |
| 15:40-15:55 | Liu Chenqiong | An Analysis of Hedges in Business English Speeches from an ESP perspective | | |

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| 15:55-16:10 | Yao Wenjing | The Development and Implementation of an EAP Course in a New Zealand Private Tertiary Establishment | | |
| 16:10-16:30 | Coffee Break | | | |
| 16:30-16:45 | Wang Hui, Jiang Ting | Thematic Structure in the Introduction Section in Academic Writing of Chinese Doctoral Students-Based on Learners' Corpus | Prof. Zhou Mei | D1215 Teaching Building No. 1 |
| 16:45-17:00 | Cheng Yanfan | A Comparative Study of Citation Practices between Master's Theses and Journal Articles | | |
| 17:00-17:15 | Huang Jian | 论“核心素养”培养语境下理工科大学英语教师的身份定位 | | |
| 17:15-17:30 | Zhao Rulan, Kong Linglan | Research on ESP Teaching in Military Academies from the Perspective of Needs Analysis Theory | | |
| 17:30-17:45 | Yao Jigang | A Study of Self-regulated Learning Skills in a Mobile-assisted English Learning Environment | | |

Parallel Session 14: EAP and EOP Teaching and Research

| Time | Speakers | Title | Chair | Venue |
|-------------|--|---|--------------------------|--|
| 14:40-14:55 | Chen Xiewan Liao Rongxia | Writing an ESP Textbook for Medical Undergraduates | Prof. Liao Rongxia | D1216 Teaching Building No. 1 |
| 14:55-15:10 | Liu Ketong Gu Xiangdong | The Development of Life Competencies from Book Review Writing to Publication in <i>Applied Linguistics</i> | | |
| 15:10-15:25 | Gu Xiangdong Yin Kailan | Oh My Gosh! 3 Months' pre-MA Training—100 Academic Papers?! | | |
| 15:25-15:40 | Zhou Yun | Study on Intertextual and Interdiscursive Strategy in Chinese and Foreign CSR Reports | | |
| 15:40-15:55 | Wang Anying | EAP Curriculum Design-Meeting the Needs of High Level Students from Various Disciplines | | |
| 15:55-16:10 | Gu Xiangdong, Wang Yongli | An Investigation into References for the Graduate Record Examination in Linguistics and Applied Linguistics | | |
| 16:10-16:30 | Coffee Break | | | |
| 16:30-16:45 | Zhang Baodan, Zhang Yuyang, Pan Junlan | Project-based Learning in ESP class: A Systematic Review | Prof. Liao Rongxia | D1216 Teaching Building No. 1 |

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| 16:45-17:00 | Zheng Qun, Zhao Chao | Disciplinary Variation of Imperatives in Academic Writing—Take “Note” as an Example | | |
| 17:00-17:15 | Hu Zhiwen | A Genre-based Comparative Study of Shell-noun Use in the N-be-to Construction in Popular and Professional Science Articles | | |
| 17:15-17:30 | Zhang Min, Wang Juan | Exploring the Use of a Blended-learning Model to the Teaching of EGAP Listening and Speaking | | |
| 17:30-17:45 | Li Hongling | Developing Critical Thinking through Critical Reading Instructions for EFL Undergraduate | | |

Parallel Session 15: EAP and EOP Teaching and Research

| Time | Speakers | Title | Chair | Venue |
|-------------|----------------------------------|--|-------------------------------|--|
| 14:40-14:55 | Deng Liming, Wang Meiling | Exploring Generic Features in China-Africa Corporate Advertising | Prof. Gu Xiang- dong | D1217 Teaching Building No. 1 |
| 14:55-15:10 | Jiang Junjing Gu Xiangdong | English Language Learning and Identity: Insight from a Case Study of Two English Minor Students in China | | |
| 15:10-15:25 | Zhang Mulin | “I will adapt next time”: A Case of Study of Beginning ERPP Teacher’s Belief and Pedagogical Content Knowledge | | |
| 15:25-15:40 | Dan Wu, Xin Wang | Comparative Study of English Abstracts in Engineering Written by Chinese and English Native speakers: Genre-based Analysis | | |
| 15:40-15:55 | Lan Yueqiu, Gu Xiangdong | An Empirical Study on Promoting Students' English Pronunciation Learning Based on the Online Real-time Scoring App | | |
| 15:55-16:10 | Fang Ling | Effects of Content and Language Integrated Learning on Architecture Students’ Motivation of English Learning | | |
| 16:10-16:30 | Coffee Break | | | |
| 16:30-16:45 | Ni Yang | Developing Academic English Literacy Among Undergraduates--A Case Study | Prof. Gu Xiang- dong | D1217 Teaching Building No. 1 |
| 16:45-17:00 | Qian Lihua | The Application of the “Academic Literacies” Model to Classroom Instructional Practice | | |
| 17:00-17:15 | Dong Jihua | The Cross-register Variation of Identity Construction in Finance Domain--from the Perspective of Collocation Networks | | |
| 17:15-17:30 | Wang Zhenjing | Code Switching in ESP class: Case Studies of Teacher Talk in Chinese Context | | |

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| 17:30-17:45 | Zhang Yinghong | Professional Development of College English Teachers in Physical Education Colleges and Universities under ESP Teaching Concept | | |
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Parallel Session 16: ESP Development

| Time | Speakers | Title | Chair | Venue |
|-------------|--|--|-------------------|--|
| 14:40-14:55 | Han Ping Huang Dan | A Comparative Study of Promotional Ways in Abstracts Written by Chinese Authors cross Disciplines Based on the Attitude System of Appraisal Theory | Prof. Han Ping | D1218 Teaching Building No. 1 |
| 14:55-15:10 | Bi Yuping Chen Yiping | A Review on the International Research of Modern Educational Technology and Language Testing (2014-2018) | | |
| 15:10-15:25 | Xu Fang | Research on Activity Instructions between Chinese and Foreign EAP teachers in One Chinese Vocational College | | |
| 15:25-15:40 | Liao Danlu | Smart Education: Empirical Study of Tourism English Teaching in Higher Vocational Colleges | | |
| 15:40-15:55 | Holly He Kate Zhang | Critical Thinking Skills Development across Business English Curriculum | | |
| 15:55-16:10 | Deng Qi, Zhao Xue | The ESP-based Study on the Evaluation of Machine Translated Psychological Text | | |
| 16:10-16:30 | Coffee Break | | | |
| 16:30-16:45 | Zhang Yining, Yang Fang | Using Ted talks in English for Academic Communication Development: Learning Patterns, Motivation, and Emotion | Prof. Han Ping | D1218 Teaching Building No. 1 |
| 16:45-17:00 | Gu Zhizhong | Research on ESP Reform in China | | |
| 17:00-17:15 | Xing Yi | Cross Cultural Awareness in ESP Teaching | | |
| 17:15-17:30 | Jing Nana, Tan Xiaoyong, Zhang Yi, Zhou Na | A General Report on ESP Teaching in Normal Universities | | |
| 17:30-17:45 | Wu Xiaoliang | A Review on the Studies of Aviation English Test in China | | |

Abstracts

Pre-conference Speech

Current Trends and Developments in English for Specific Purposes (ESP) in British and International Contexts

Mark Krzanowski

Brunel University London

Chongqing University of Posts and Telecommunications

The speaker will offer a comprehensive review of current trends and developments in ESP in the UK in the context of common contemporary challenges facing the field of English language teaching and learning. The speaker will draw on lessons drawn from British (and - if/where appropriate - international) contexts and will comment on their relevance for applied linguists, teachers-practitioners and educators.

ESP will be seen through the prism of various sub-areas, e.g., English for Academic Purposes, English for Occupational /Professional Purposes, Academic Literacies, English as a Lingua Franca, English as a Medium of Instruction or English as an Additional Language.

The talk will include the review and a critical analysis of cutting-edge trends in writing and assessment in the disciplines; materials adoption, adaptation, design and development; curriculum design; emergence of digital literacies; ways of managing the diversity of ESP in a range of unique contexts; the role of needs analysis; the importance of specialist knowledge, teacher training, trainer training and teacher education. Each topic will receive a detailed treatment. Assessment, for instance, will be illustrated by examples of recent innovative approaches, e.g., synoptic assessment or 'authentic assessment' or customized assessment.

Last but not least, due attention will be given to ESP research and scholarly activity coming out from international teaching associations – in this case, the IATEFL ESP SIG where the presenter has been playing a key role since 2004. The speaker will draw on his 26 years of EAP/ESP/ELT and Applied Linguistics experience gained in the UK and overseas. A question-and-answer session will form an integral part of the lecturette.

Featured Speeches

Skills and Strategies for 21 Century ESP - Innovative Efforts in Closing Achievement Gaps

in Higher Education

Prof. Yilin Sun
Seattle Colleges

In higher education, there is an “Equity Crisis: Access is Not Equity” for under-served, first-generation, and low social economic background students; They are half as likely to complete university or college in 4 years. In the field of ESP, not much attention has been paid to address such crisis until recently.

In this presentation, the speaker will share a state-wide scholarship of teaching and learning project that she has been involved with in the state of Washington, USA since 2018 – TILT 2.1.1 (Transparency in Teaching and Learning). The TILT Higher Ed project revealed that when faculty make small changes to 2 assignments in 1 course 1 semester, the impacts are significant. This simple, easy to replicate teaching intervention noticeably increases students’ retention and success, especially for students from systemically non-dominant populations (in multiple ways at statistically significant levels, with a medium to large magnitude of effects). The participants will engage in discussions with the speaker to explore related research findings, samples faculty work, and strategies to make TILT work for their own teaching context.

The Japan ESP Panel

Paper 1

Needs Analysis for Graduate School Technical English Course Design and Materials

Development

Suwako Uehara*, Alexandra Terashima**, Jie Shi*

*The University of Electro-Communications (UEC Tokyo), Japan

**The University of Tokyo, Japan

The National University of Electro-Communications is one of a few graduate schools in Japan that offer a compulsory Graduate School Technical English (GTE) program. The program initiated in 2010 is undergoing a new era for curriculum development. The goal of the program is to give students English skills useful for an academic career in research including presentations, reading, discussion and writing. The GTE course offered by the Department of Electrical Engineering and Optical and Nano-Materials Development is taught by both English department faculty and science faculty. The former focuses on presentation and writing while the latter, content-specific reading and discussion skills. During the Spring semester of 2019, two needs surveys have been administered to the students in the current Graduate Technical English program: a pre-course survey and an interim course survey. The surveys aim to find out in-coming students’ learning needs and

expectations of the course and the various aspects of the current departmental curriculum meets the needs of the students as well as to make curricular improvements for the next academic year. This presentation summarizes the salient points of the results of the two surveys, discusses the implications of student responses, and makes recommendations for improvements to the curriculum in line with the student feedback. The specific recommendations for course design, especially materials development and pedagogical revision, are aimed to better fulfil the intended ESP-oriented academic learning goals and strengthen the collaboration between the English and science faculty.

Keywords: ESP, EAP, Needs Analysis, Curriculum Development, Materials Development

Bios of the presenters:

Suwako Uehara is an Associate Professor at the University of Electro-Communications teaching graduate and undergraduate students in English for academic purposes and ESP. She is currently a special editor for the *OnCUE Special Conference Issue* and is a member of the Writers' Peer Support Group of JALT. Her research interests include 21st-century education, ESP, motivation, autonomous learning, creativity, and the use of technology in the EFL classroom.

Alexandra Terashima completed her Ph.D. in Genetics at Harvard University. She became interested in scientific writing and science communication while in graduate school. After work as a postdoc at the University of Tokyo, she worked at RIKEN Brain Science Institute, Japan, as an in-house editor helping scientists develop and publish research articles. Currently, she teaches academic writing and speaking as a lecturer at the ALESS program at the University of Tokyo and also teaches for the GTE course at UEC Tokyo.

Jie Shi is a professor of English at the National University of Electro-Communications (UEC), Tokyo, Japan, has been a practitioner and researcher in ESP/EAP Curriculum Development, Sociolinguistics, and Cognitive Education in EFL/ESL for over three decades. She leads and teaches the university-wide undergraduate and graduate ESP programs at UEC Tokyo and an EAP presentation program for the Graduate School of Science (Physics) of Tokyo Institute of Technology. She is currently the Vice-President of ESP Asia and an advisor for ESP China.

Paper 2

Instructional Design and Implementation of Academic Writing Tasks for Undergraduate Students of Science and Engineering

Yan Yu

The National University of Electro-Communications (UEC Tokyo), Japan

Academic writing is an essential part of various genres of science and engineering English. Various writing tasks are assigned to the students taking the compulsory courses of Basic Technical English (BTE) in the spring semester and Intermediate Technical English (ITE) in the fall semester of the Undergraduate Technical English (UTE) program at UEC Tokyo. In this presentation, the scaffolding pedagogical approaches adopted especially for the basic and intermediate students of the two courses are introduced detailing the in-class activities designed to assist students in the process of completing the designated academic writing tasks. In the BTE course, students are required to complete two writing assignments, a summary and a PPT file. In the ITE course, students are required to write a research paper abstract and an academic poster as the two main writing assignments. In order to conduct the writing assignments in the ITE course, students are asked to find published online scientific resources and research articles written by their own department professors whose research labs students desire to enter in the following year. In both semesters, teacher instruction on IMRAD-based reading strategies and writing skills is given in class prior to students' individual and peer practice for better understanding of the targeted strategies and skills. Teacher feedback at various stages also reinforces students' understanding and completion of the required tasks. The results of such a scaffolding instructional process have produced positive achievements of the learning and teaching objectives of the two courses.

Keywords: EAP, Instructional Design, Scaffolding, Academic Writing, Research Article and Abstract

Bio of the presenter:

Yan Yu has been teaching in EFL in PRC and Japan for more than 20 years. Her recent interests in research include autonomous learning, learner-centered approach, ESP for science and engineering, and genre-based approach. She has been teaching at the UTE program for over eight years.

Paper 3

Student attitudes toward gamification as an approach to vocabulary learning

Shin'ichi Hashimoto
Tokai University, Japan

Gamification in language study has been an approach to engage students with learning materials. The interactive nature of this approach is aligned with active learning techniques and improves communication between students. This preliminary study on using a vocabulary learning game called Quizlet Live is an attempt to understand students' attitudes toward this kind of learning. The learning materials for the study are technical vocabulary from a textbook for engineering and science. The students in the study are enrolled in the third-year of an undergraduate curriculum at a national university of science and technology. The course is a mandatory course for all third-year students to prepare them for the fourth-year, in which they join labs to do research for their graduation thesis. The Quizlet Live game is only used two or three times during the semester for about 10 to 15 minutes each time. Therefore, this component of the course is very small, compared with the overall course objectives, but anecdotal evidence gathered through this study indicates that students highly enjoy the activity and find it a motivating way to study technical vocabulary.

Keywords: EAP, Vocabulary Learning, Gamification, Motivation, Pedagogy

Bio of the presenter:

Shin'ichi Hashimoto is a specially-appointed associate professor at Tokai University. He has been involved with Japanese university English education for nearly twenty years in various capacities. His main research interests include ESP education, language learning technology, and collaborative learning.

Paper 4

Curricular Challenges in ESP Presentation Program for Graduate School Students of EST in Japan

Jie Shi
Tokyo Institute of Technology (TokyoTech)
The University of Electro-Communications (UEC Tokyo)

Tokyo Institute of Technology (TokyoTech) in Japan is one of the first Japanese universities of science and technology implementing ESP courses in graduate schools. The Department of Physics of the Graduate School of Science of TokyoTech has offered departmental courses of English for Specific Academic Purposes (ESAP) for its Master's and Ph.D. students since 2003. The presenter

is the initial curriculum developer and the instructor for both academic English writing and presentation courses of this unique and long-term ESAP program. The focus of this presentation is given to the curriculum developmental process of the program in the past 15 years detailing the various stages of and challenges in needs analysis, materials development, syllabus development, pedagogical strategies, student dynamics in terms of English abilities, learning needs, gaps between student and teacher expectations of the course goals and learning achievements, collaboration between science and English faculty, teaching materials, and administration-related issues. In particular, the rationale for the adoption of the varied approaches to the syllabus design for the Master and the Ph.D. courses, for the separation of the academic writing and academic presentation courses, and for the initiation of collaboration of ESP and EMI faculty members is reported. The strengths and weaknesses of the current curricula are analysed.

Keywords: EST (English for Science and Technology), Graduate School English Education, Curriculum Development and Pedagogy, ESAP Presentation and Writing, ESP-EMI Collaboration

Bio of the presenter:

Jie Shi is a Professor of English at the National University of Electro-Communications (UEC), Tokyo, Japan, has been a practitioner and researcher in ESP/EAP Curriculum Development, Sociolinguistics, and Cognitive Education in EFL/ESL for over three decades. She has developed and taught the EAP writing and presentation program for EST students majoring in Physics in both Master's and Ph.D programs at the Graduate School of Science of Tokyo Institute of Technology (TokyoTech). She serves as the Chair of the ESP Kanto Chapter of the Japan Association of College English Teachers (JACET).

Paper 5

An analysis of the relationship between English proficiency and final scores in an international business EMI program: to what extent does English proficiency predict performance in content classes?

Robert Gommerman
Chuo University, Japan

In the last few years, several universities in Japan have opened departments with courses and entire programs instructed exclusively in English. As these programs become more popular, it is important to understand the extent to which English proficiency at the onset of studies can predict performance in content classes where instruction, course materials, and support are delivered entirely in English. Data from a newly created business department at a respected Japanese

university suggest that prior English ability could not predict performance in two core subjects (Introductory Economics and Introductory Business Management). Despite having low English proficiency scores, many students were able to achieve high grades in both subjects, while some students with high proficiency scores did not perform well. The data also show a fairly strong correlation ($r = 0.64$) between performance in Introductory Economics and Introductory Business Management, which adds support to the notion that English proficiency, while important, is not a predictor of performance. The metrics used for this analysis were students' final numerical course scores ranging from 0 – 100 in the two subjects mentioned above, and results from a national privately administered English proficiency test (GTEC) which students took before the beginning of the first semester of the first year of studies. While this analysis is still in the exploratory phase, the findings so far could have significant implications for the viability of EMI programs in Japan, and criteria for admission to such programs.

Keywords: EMI, content-based teaching, English proficiency, language performance, Economics and Business Management majors

Bio of the presenter:

Robert Gommerman has been working at universities in the Tokyo area for the last 13 years and currently works as a Specially Appointed Assistant Professor at Chuo University's newly created faculty of Global Management, a department that operates as an English Medium Instruction (EMI) program. Gommerman plays the central role in coordinating curriculum development and helping to design the program to be one based strongly on data science.

Chongqing ESP Panel

Paper 1

Developing ESP Curriculum and Implementing Project-based ESP Instruction for Postgraduates in Chongqing University

Yan Li
Chongqing University

The primary purpose of ESP is to prepare learners to use English in a specific context. Therefore ESP Curriculum should be developed and designed based on the needs analysis which involves considering where learners come from and where they are heading for. Different from the traditional curriculum, ESP Curriculum addresses the target needs concerning “Necessity, Lacks and Wants” (Hutchinson and Waters, 1987) from different perspectives including the learners,

instructors, administrators and would-be employers in the specific industries. Strictly followed the needs analysis theory and principle, Chongqing University has been conducting ESP Curriculum development over six years with the purpose of cultivating the discursive competences (Bhatia, 1999) and multi-communication ability of the postgraduates for their current academic study and 2000) future professional practice. A series of ESP postgraduate courses have been designed and an overall framework of ESP Curriculum has been established aimed at different disciplines and majors for different levels or categories of postgraduates. In the meantime, based on “learning centred approach” (Hutchinson & Waters, 1987), the varieties of ESP courses are implemented through Project- based instruction according to the specific course objectives and syllabuses. With the consistent effort and practice of our ESP teachers’ team, the postgraduates’ discursive competences including textual, generic, social competence with their discipline knowledge and professional practice have been remarkably promoted and improved.

This presentation will mainly introduce how ESP Curriculum for postgraduates in CQU has been developed and how Project-based ESP instruction has been conducted over the past few years. Firstly, the rationale of ESP curriculum design would be briefed; and then the overall framework of ESP curriculum would be detailed, with the focus on the two major ESP courses, namely EAC (English for Academic Communication) and EPC (English for Professional Communication). Finally, the Project-based ESP instruction would be highlighted and presented by using examples.

Key words: ESP curriculum, needs analysis, discursive competences, learning-centred approach, project-based instruction,

Bio of the presenter:

Yan Li is a senior lecturer, and the dean of graduates English Section in the School of Foreign Languages and Cultures. She is interested in ESP instruction and research and has been engaged in the postgraduate English ESP program development. Her major lecturing courses include EAC (English for Academic Communication) and EPC(English for Professional Communication) for master degree candidates in recent 5 years.

Paper 2

Achieving Efficient ESP Teaching to Medical Majors: Curriculum Design and Textbook Series Creation

Rongxia Liao

Army Medical University, Chongqing, China

English for medical purpose (EMP) is an important subdiscipline of English for Specific Purposes (ESP). The value of EMP teaching lies in the fact that it is in essence a practical educational activity addressing specific needs for health and medical practitioners. So far, curriculum design is still a challenge for EMP teachers in China, because most of them are English majors and not equipped with sufficient medical knowledge—the target situation. Furthermore, lack of quality textbook series remains to be a big problem for efficient EMP teaching. Our multi-disciplinary team developed an optimum curriculum according to needs analysis theory. By combining target situation needs with learning needs, we designed an EMP curriculum for medical majors at all levels from undergraduates to doctoral candidates. The curriculum consists of 4 compulsory courses and a variety of selective courses, targeting most common EMP needs of medical majors. In addition, we created a textbook series for the curriculum, after evaluating and reorganizing first-hand teaching materials from target situations. Based on content-based-instruction strategy, this textbook series aims to provide well-organized teaching materials for students with different learning needs (such as integrated English course book for undergraduates, academic reading course book for postgraduates, academic writing course book for doctoral candidates, and academic communication course book for all-level students). To facilitate individual teaching and learning, we have explored a web-based curriculum center, a learning management system, where users can register to access digital course books and online learning activities.

Keywords: EMP, ESP, Curriculum Design, Textbook Series Creation, Needs Analysis

Bio of the presenter:

Rongxia LIAO is a Professor in Army Medical University, teaching EMP to medical students (including undergraduates and graduates) for academic and occupational purposes. She received her Bachelor's degree in English language and literature in 1993, and obtained her doctor's degree in Medicine, in 2007. Her research interests include curriculum and text book design in EMP, and digital medicine. She is the writer of the first EMP textbook series based on needs analysis in China. She is currently a committee member of ESP China, and the executive director of the International Society of Digital Medicine.

Paper 3

Project-based ESP Teacher Development in Pedagogical Reform

Cuiying Li

Chongqing Jiaotong University

This paper explores ESP teacher development in the context of pedagogical reform under the framework of project-based learning. Project-based learning is usually regarded as an effective way of students' learning but rarely employed by our college English teacher learning community as a way to promote college English teacher development. This study reveals the following findings: 1) the case study ESP teachers are clearer about their goal of development and have stronger motivation; 2) the case study ESP teachers value the study of related theory more than before; 3) the theoretical study greatly helps with their problem-solving in real teaching and work on projects, thus highly increases their sense of accomplishment; 4) the work on projects helps with the quality communication within their community and enhances their professional identity.

Keywords: project-based learning; ESP teachers; case study

Bio of the presenter:

Cuiying Li is a Professor in Chongqing Jiaotong University, teaching academic reading and writing (including undergraduates and graduates). Her research interests include systemic functional linguistics, English education and teacher development. Cuiying Li completed her Ph.D. in linguistics in 2011. She has become interested in disciplinary literacy since then and is now working on the application of genre-pedagogy in disciplinary learning.

Paper 4

The Discursive Construction of ICT in Virtual Public Sphere

Wang Jing

Chongqing University of Posts and Telecommunications

With the rapid development of new media, the virtual public sphere provides a totally new field for ICT science communication. This paper builds a corpus by data-mining articles popularizing ICT on the web, uses T-LAB software to facilitate the diachronic discourse analyses, reveals the ICT science communication status and presents a mechanism of science communication discourse in virtual public sphere.

Key words: ICT, virtual public sphere, science communication, discourse

Bio of the presenter:

Wang Jing is a Senior lecturer at Chongqing University of Posts and Telecommunications, teaching graduate and undergraduate students in English for academic purposes and ESP. She completed her Ph.D. in Sun Yat-Sen University and she is currently the Executive Council Member of International Association for Hallidayan Linguistics. Her recent interests in research include discourse analysis, cultural studies and ESP for science and engineering.

The Panel of Huazhong University of Science and Technology(HUST)**Paper 1****Taking Needs into Deeds: The Application of Needs Analysis in Undergraduate EAP Courses****Design**

Jianying Du, Qiong Li

School of Foreign Languages

Huazhong University of Science and Technology (HUST)

Needs analysis is considered to be the central force and one of the core principles of EAP based on the ESP approach. The lacking of sufficient implementation of needs analysis may result in dissatisfactory pedagogy and classroom practice. This study proposes a framework of CEAPNA (comprehensive EAP needs analysis) and illustrates how the framework helps shape learning-centered EAP pedagogy. The CEAPNA survey is conducted to 452 undergraduates and 83 faculty members from science and engineering departments of HUST, triangulated with the researchers' retrospection of seven years of pedagogical practice.

Major findings in the study suggest multiple sources as a must in a comprehensive and accurate analysis of EAP learner needs. In the meantime, the specificity of learner needs addresses EAP practitioners' endeavors to specify these needs in various dimensions so as to negotiate a satisfactory balance between language, cognition and effects in EAP pedagogy. Due to realistic constraints in specifying and balancing the needs, this paper wishes to oblige with a conceptual interpretation as well as a pedagogical retrospection.

Keywords: EAP, Needs Survey and Analysis, Course Design, Pedagogy, CEAPNA

Bios of the presenters:

Jianying Du teaches EAP to students at undergraduate and postgraduate levels. She has been teaching EAP for over ten years, and her research interests include curriculum and pedagogy for science and engineering freshmen, critical thinking in academic communication. She is recently interested in genre-analysis approach in teaching EAP.

Qiong Li holds a doctoral degree in economics, and has been teaching English at both undergraduate and postgraduate levels. She is particularly interested in genre approach to EAP writing.

Paper 2

Facilitating Students Learning and Development through the Academic Poster Session in an EAP Course

Jiaoyue Chen

School of Foreign Languages

Huazhong University of Science and Technology (HUST)

Over the past few decades, academic poster presentations have become a medium of knowledge transfer and a means of publication in academic settings (Feak, 2013). The skills used in preparing and delivering poster presentations are transferrable to the workplace and useful for students (Akister, Bannon, & Mullender-Lock, 2000). It is also argued that the use of poster presentation as part of a university teaching tool can help students develop and focus on their arguments concerning their course work (Lynch, 2017). This study introduces the academic poster session embedded in an EAP course and focuses on the students' perspectives and experiences of the session at a key university in China. Forty-nine undergraduate medical students attending the course participated in the study. Data were obtained via questionnaires and focus group discussions. The findings suggest that the poster session creates opportunities for students' self-confidence, consolidates their academic practices, and helps them develop their final research paper writing. Furthermore, it is argued that this process helps students establish their own academic voice and identity. Despite the effective and facilitating roles of the poster session for the students learning and development, this study also points out some ongoing concerns regarding the course design.

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meetings. *Paediatric Respiratory Reviews*, 12(3), 208-213.

Keywords: EAP, Academic Poster, Presentation, Student Perspectives, Medical Domain

Bio of the presenter

Jiaoyue Chen graduated from Southampton University with a doctoral degree in applied linguistics. She has been teaching EAP for medical undergraduates for several years. Her major research interests are in academic writing and presentation skills for academic communication.

Paper 3

Application of PBL in Undergraduate EAP Course

Qimin Peng

School of Foreign Languages

Huazhong University of Science and Technology (HUST)

EAP course is a great challenge for first-year undergraduate students from classes of excellent engineers who are indiscriminately chosen on the basis of their placement performances in maths and physics rather than their English abilities. PBL (Project-based Learning) could be a way out as it creates a student-centered cooperative language learning environment. PBL focuses on facilitating students' motivation, interest and confidence, cultivating students' abilities of problem-solving and critical thinking, thus it helps to improve students language learning abilities and strategies. In an EAP course among 120 freshmen from 4 classes of excellent engineers in Huazhong University of Science and Technology, students are allocated into different project groups focusing on researches in intelligent medicare, unmanned driving, intelligent machine and the design and construction of high-rising buildings. Through students' cooperative learning by involving in activities such as data collection, critical reading, tables and charts interpretation, group discussion, debating, presentation and research proposal writing, PBL has been proven to be practical, effective and enlightening at improving students' English ability and academic skills such as discussion, presentation and proposal writing.

Keywords: PBL, EAP, motivation, critical thinking

Bio of the presenter

Qimin Peng has been a very experienced English teacher, his class being very popular among students. He started teaching EAP about ten years ago. He is specialized in the application of network and IT skills to EAP classrooms.

Paper 4

Bridging EAP Curriculum and EMI Needs of EST Undergraduates of an International Education Program in China

Yue Zhang*, Jie Shi**, Shuhua Xu*, Jürgen Kurths*, Zhoumi Li*, Po Hu*, Ling Fu*

*School of Engineering Sciences (SES)

*Wuhan National Laboratory for Optoelectronics (WNLO)

*Huazhong University of Science and Technology (HUST), China

**University of Electro-Communications (UEC Tokyo), Japan

The School of Engineering Sciences (SES) of Wuhan National Laboratory for Optoelectronics (WNLO) is established as part of a national project with the mission to prepare its Biomedical Engineering (BME) majors for top level international and document graduate schools at the end of the program via international undergraduate education. The four-year program offers general core and major courses in English taught by international professors, i.e. English-Medium -Instruction (EMI) courses, in addition to the English language education component mainly offered in the first two years. The main difference between the English language component of SES and the majority of the general English components of universities in China lays in the fact that the SES one is solely created based on the ESP approach. The English curriculum of the SES includes only the necessary general and specific academic English genres and skills, i.e. the EGAP and ESAP curriculum, in order to serve students' needs for major-related academic development. This paper first introduces the structure of the English curriculum containing the required or credited curricular and non-required or non-credited extracurricular parts mainly in the first two years implemented since 2014. It then gives the rationale for critically evaluating the current curricular structure and for expanding the EAP curriculum to building a more apparent and practical connection between the EAP curriculum and the EMI courses. Then, the paper reports preliminary results of the investigation on the EMI teachers' perspectives of the SES students' performance in English, especially the weaknesses of students' performance in English, as well as the EMI teachers' expectations of the English courses. The English curriculum developers also hope to demonstrate the potential applications of the investigation results to the English curriculum for the betterment of the SES students' English competences and performances as required by the various EMI courses throughout the four years of the international undergraduate program.

Keywords: EGAP, ESAP, EMI, Needs Analysis, Curriculum Development

Bios of the presenters

Yue Zhang is the educational affairs administrator of SES at WNLO of HUST and one of the main English curriculum developers and an extra-curricular English program trainer at SES. Her

teaching experiences also include teaching EFL as part of General Education and EAP at the School of Foreign Languages of HUST. Her main research interests are EST, EAP and curriculum

development and testing.

Jie Shi, a professor of English at the National University of Electro-Communications (UEC), Tokyo, Japan, is a practitioner and researcher in ESP/EAP Curriculum Development, Sociolinguistics, and Cognitive Education in EFL/ESL in both Japan and China. She is one of the EAP curriculum developers for the School of Engineering Sciences, WNLO at HUST. She is currently the Vice-President of ESP Asia and an advisor for ESP China.

Ling Fu is a professor in Britton Chance Center for Biomedical Photonics in Wuhan National Laboratory for Optoelectronics (WNLO), the Executive Dean for SES and the deputy director of the Key Laboratory of Biomedical Photonics of Ministry of Education at HUST, China. Professor Fu has published many high-quality papers including more than 40 papers as first or corresponding authors in referred international journals, including Neuron, Optics Letter, Biomedical Optics Express etc. Professor Fu was awarded the New Century Excellent Talents of Ministry of Education in 2008 and Excellent Young Scholar in 2015.

Shuhua Xu is the deputy dean of SES at WNLO of HUST. His teaching experiences include teaching Principles of Communication, Information Theory for international students of HUST. His main research interest is bilingual education for International Education programs in China..

Jürgen Kurths is the dean of the SES and professor at the Humboldt University Berlin, Germany. He is a member of the Academia Europaea, has got 8 Honorary Doctorates and is a highly cited researcher in Physics and Engineering. His research interests are complex systems science and their application to biomedical engineering and Earth sciences.

Zhoumi Li is the Student Chancellor of SES at WNLO of HUST. He is a professional for Career planning and psychological counseling and manages student's overseas internship programs at SES. He received the Master's Degree in Public Administration and is pursuing a PhD in the same area.

Po Hu is the administrative coordinator of foreign affairs and general affairs of SES at WNLO of HUST. She arranges seminars and talks offered by international scholars. She received her first Master's Degree in Accounting from University of Adelaide in 2012 and her second master's degree in International Trade from University of South Australia in 2013.

Parallel Sessions

Parallel Session 1: ESP Language Studies

A SVM Approach to Validating Distributed Conjunction Classifiers for Discourse Parameter

Sets

Tao Ma

Shanghai Sanda University

Unstructured formal parameters for observing discourse functionality are largely floating indexes, such as lexical bundles for academic discipline categorization and stylistic classification based on sentence typicality. An isolated parameter can hardly capture the connectivity of discourse functions, each of which is putatively exclusive to applications for specific purposes. Whether there are effective approaches to setting valid parameters for the functional separation of discourse variables determines how useful language materials can be accurately selected for specific purposes. This study proposes a SVM approach to validating distributed conjunctions as classifiers (DCCs) for discourse functions. By using WordSkew, a corpus data analysis tool, frequency distributions of causal, contrast and correlative conjunctions in five sections are examined in three domains i.e. arts, natural sciences, and commerce and finance, for academic and non-academic purposes across three age groups of authors among 180 texts of similar length retrieved from the BNC. It is found that the patterns of fifteen DCCs to eighteen subsets of discourse parameters are predictable by applying the SVM approach, which is also reliable among longer texts. These indicate the higher validity of structured formal parameters as functional classifiers with a sectional distribution dimension and the hidden conformity to implicit rules of conjunction insertions to discourse sections for specific purposes.

Keywords: conjunctions, discourse structure, discourse classifier, corpus-based, support vector machine

A Multi-dimensional Exploration of the Interpersonal Meaning of Business English Letters

Xiong Xiaoqin

School of Arts, China University of Petroleum, Qingdao

This paper challenges to apply functional linguistic theory to the discourse analysis of business English letters, hoping to fill in the research gap and contribute to discourse analysis. The theoretical basis is M.A.K. Halliday's functional linguistic theory, including the interpersonal metafunction of language and its realization in the lexico-grammatical level of language: the Mood system and the

Modality system. To give a comprehensive description of the interpersonal meaning, some other linguistic devices such as paragraphing, salutation and complimentary close, and the use of favorable words have been integrated into the functional analysis model to reveal the interpersonal features and how the features relate to the context of situation in business English letters. Through quantitative analysis, it is found that the dominant mood type is declarative which gives information about the writer's company or the product or service. In respect to the mood structure, personal pronouns "we" and "you" as the subjects of mood permeate most letters, which creates an atmosphere of face-to-face conversation. Essential finites of tense choice are present tense and present perfect tense. And the modality choice of the letters is always oriented towards modulation type, esp. inclination type employed to convey the willingness to cooperate and establish business relations. It is in the third dimension of the analysis that the paper analyzes some other linguistic devices typical of business English letters. What deserves mentioning is clear paragraphing with short sentences, which facilitates further reading, makes a business letter easier to read and drives home the message to get desired impact. Meanwhile, salutation and complimentary close are peculiar linguistic device to convey interpersonal meaning in business letters. In addition, the use of favorable words embodies the positive emotion the writers encode in writing, which further reinforces the interpersonal meaning in business letters.

The Evolution of Research Article Titles: The Case of Journal of Pragmatics 1978-2018

Li Zhijun

华侨大学

Previous studies seldom investigated the evolution of research article titles in pragmatics. Based on qualitative and quantitative analysis of 650 research article titles, this study depicts the evolutionary trends of research article titles published in the Journal of Pragmatics regarding their length, lexical density, structural constructions and semantic content since the establishment of the journal in 1977. Our findings identified a trend towards longer titles with higher lexical density, an increasing preference for compound constructions over nominal-group and full sentence constructions, and a more prevalent presentation of information about research method/design in addition to the topic in titles over the past four decades. These findings suggest that research article titles published in the journal appear to be diachronically more informative.

Keywords: research article title; evolution; title length; lexical density; structural construction; semantic content

A Study on the Developmental Trends of the Academic use of First-person Pronouns and Writer Identity Construction among Chinese English Learners

Wang Yueli & Xu Hongliang

In second language academic writing, few diachronic studies have been conducted concerning the developmental features of English learners' self-mention. This study, through contrastive interlanguage analysis, explores the developmental trends of the academic use of first-person pronouns among Chinese English learners ranging from undergraduate level to master's and PhD Level. It was found that Chinese learners' academic use of first-person pronouns demonstrates four diverse developmental patterns, with an apparent distinction between the bachelor's and master's study periods. Besides, Chinese learners was found to prefer and maintain a comparatively implicit approach in writer identity construction through the three learning phases. However, the appropriateness and complexity are optimized with the deepening of their study. We hold that learners' academic writer identity construction is closely associated with both the socio-cultural factors, such as social expectations and teaching orientation, and individual cognitive factors, such as individual identity orientation, learning experience and beliefs. Academic writing pedagogy needs to pay more attention to reshaping the identity concepts of teachers and students, and to make more efforts in cultivating learners' awareness of personal participation.

A Contrastive Analysis on English Academic and Non-academic Texts within the Framework of Transitivity Theory

Wang Lianzhu

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Based on Halliday's transitivity theory (Halliday 1968, 1985, 1994; Halliday & Matthiessen 2004, 2014), this study constructed a new transitivity system for discourse analysis, and this new system has been used to analyse texts of different genre, including academic and non-academic texts. After analyzing process types of the English academic and non-academic (eg. news texts) texts both quantitatively and qualitatively, this study finds: 1) in academic texts, relational process, mental process and action process cover 47%, 29% and 24% respectively while in news texts, action process, relational process and mental process cover 46%, 30% and 24% respectively; 2) for academic texts, relational process shares nearly half (47%) of all processes while for news texts, action process shares nearly half (46%); 3) further study shows that the same is approximately true of Chinese academic and non-academic texts. These findings reveal that the duty of scientific research is to explore the attribute and state of entity, and the correlation of entities, while the major task of news media is to offer a reportage of events such as goings-on and happenings. Contrastive analysis of texts of different genres with the aid of transitivity system can help learners and writers better understand the characteristics of academic and non-academic texts.

Keywords: transitivity theory; academic text; contrastive study

Error Types and Post-Editing Strategies of Machine Translation: A Medical Corpus-based

Research

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The growing demand for translation of medical texts under economic globalization has contributed to the development of machine translation (MT). However, the quality of MT has been constantly questioned and criticized. Knowing the error types of MT helps to improve the translator's post-editing (PE) ability. 15 complete medical articles were selected from The New England Journal of Medicine (NEJM) based on the principles of representativity, reputation, accessibility, and timeliness; 15 versions of human translation (HT) were obtained from its officially authorized Chinese journal; and 15 MT versions were produced by Google translate. The parallel comparative study of the two medical text corpora was undertaken according to the error types. The statistical analyses revealed that the average MT error rate reaches as high as 81.34%, among which lexical errors account most, next syntactic errors, and then other errors (43.98%, 36.43%, and 19.59% respectively). Based on the findings, five PE strategies were put forward: establishing the terminology database, knowing the error types of MT, comprehending the original texts, grasping medical English, and having a positive attitude. This research summarized the error types of MT of medical texts and subsequently put forward relevant strategies, which may provide a guide for improving the MT quality and PE efficiency.

Keywords: Medical texts; corpus; English-Chinese machine translation; error types;

A Study on the Semantic and Rhetorical Functions of Reporting Verbs in Research Article Introductions Across Disciplines

Yu Xuan

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Reporting verbs are used by writers to fulfill particular established semantic (e.g., ARGUE, THINK, FIND, SHOW), or rhetorical functions (e.g., Reporting from text, Self-referential, Uncited Generalization). Although widely studied, but little attention has been paid to their variations across disciplines. This study investigated semantic and rhetorical functions of reporting verbs in high-quality research article introductions (RAI) across natural sciences, social sciences, and humanities. We selected 88 (36 RAI from natural sciences, 25 from social sciences, and 27 from humanities) RAI to explore the similarities and differences in the use of reporting verbs across disciplines. The results show that in terms of semantic categories, in natural sciences, SHOW verbs occupies the largest percentage (34.07%), followed in sequence by ARGUE verbs (31.42%), FIND verbs (23.89%), and THINK verbs (10.32%); in social sciences, ARGUE verbs occupies the largest percentage (45.29%), followed in sequence by SHOW verbs (24.11%), FIND verbs (21.87%) and THINK verbs (8.93%); and in humanities, ARGUE verbs occupies the largest percentage (44.44%),

followed in sequence by SHOW verbs (24.07%), FIND verbs (22.69%), and THINK verbs (8.80%). It is revealed that reporting verbs in social sciences and humanities share almost the same semantic distribution pattern where ARGUE verbs are used the most frequently, in contrast to that in natural sciences where SHOW verbs are the most frequently used. In terms of rhetorical functions, in natural sciences, Reporting from text occupies the largest proportion (54.60%), followed in sequence by Uncited Generalization (26.90%) and Self-referential (18.50%); in social science, Self-referential occupies the largest proportion (41.10%), followed in sequence by Reporting from text (37.10%) and Uncited Generalization (21.80%); and in humanities, Reporting from text occupies the largest proportion (47%), followed in sequence with Uncited Generalization (33%) and Self-referential (20%). It is revealed that reporting verbs in natural sciences and humanities share almost the same rhetorical distribution pattern where Reporting from text is the most frequently used rhetorical function, while in social sciences there are more self-references. These results can mainly be accounted for by disciplinary differences and writers' various intentions in introducing ideas. This study has implications not only for better understanding reporting verbs' semantic and rhetorical functions across disciplines, but also for better assisting academic writing instruction and practice.

Keywords: reporting verbs, research article introductions, semantic categories, rhetorical functions.

A Comparative Analysis on Stance Markers in Research Article Introductions between Theoretical Linguistics and Quantitative Linguistics

Li Jinfeng

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In academic writing, stance markers are always an essential rhetoric means to express an author's opinions, attitudes and commitments. Previous studies focused on different patterns of using stance markers in different disciplines, but the differences between sub-disciplines are yet unclear. To this end, the present study investigated the differences of distribution and patterns of stance markers in theoretical linguistics and quantitative linguistics, two sub-disciplines of linguistics with huge differences in research methods and paradigms. Two corpora for each sub-discipline were built, each with 80 high-quality research article introductions. The findings indicated that researchers in both sub-disciplines use stance markers frequently near 30 times per 1000 word. However, they differ in the distribution of the four types of stance markers Quantitative linguists use more self-mentions (33%) , and attitudes (9.3%), compared with theoretical linguists (27.5%, 6.4% respectively). Theoretical linguists prefer hedges (44%) compared with quantitative linguists (35.1%). As for boosters, they account for a similar percentage near 22% in both sub-disciplines. These results can be accounted for by different characteristics of the two sub-disciplines. This study is expected to enrich research on divergence of sub-disciplines in linguistics and other disciplines,

and to offer pedagogical implication for ESP instructors as well.

Syntactic Complexity in English Abstracts of Research Articles: Differences Between Native and Chinese Writers

Hou Rui
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Abstract is the most clear and concise part of a dissertation. A better understanding of the differences of abstract writing between ESL learners and native speakers helps domestic scholars to improve the abstract quality which is standardized by the international academic environment. However, we found that there are few researches focused on the syntactic complexity of academic articles targeting different levels of learners in China, and the number of measurement dimensions adopted for the analysis of L2 writing is comparatively small and inconsistent. This paper collects respectively 20 papers of masters and doctors of electrical engineering of Chongqing University from CNKI and 20 papers of native experts from IEEE. Based on 4 dimensions (length of production units, amounts of coordination, amounts of subordination, and degree of phrasal sophistication), in total 10 indexes of measures of syntactic complexity, this study aims to find out the characteristics and differences among NNS-Masters (non-native speaker-masters) and NNS-Doctors' abstract writing in Chongqing University and NS's (native speakers) abstract writing in syntactic complexity. With the help of L2SCA (L2 Syntactic Complexity Analyzer) and SPSS, significant differences are found in their writing of abstract.

Keywords: L2, academic writing, abstract, L2SCA, syntactic complexity

Problems in Chinese Medical Doctoral Students' JA writing: an Investigation Based on Learner Data via the Lens of ESP Genre Analysis

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This study looks into authentic learner data. It includes the early draft and published version of 30 medical journal articles (JAs) written by Chinese doctoral students in medicine. Through the lens of ESP genre analysis, the study investigates the problems in JA writing of these advanced English learners targeting international publication. The analysis is focused on the lexico-grammatical realization of the moves/steps in the Introduction sections. By comparing the two versions of the Introductions, some problems in the students' writing are visualized. This article describes two of the problems. One is that a move/step seemingly exists but the intended communicative purpose in the move/step is not satisfactorily fulfilled, indicating that the students might not be clear what they are supposed to realize through a certain move/step and thus failed to adopt appropriate language to realize it effectively. The other problem is that the students seem to have knowledge of what specific

linguistic structures to use in a move/step, but their expression is not as satisfactory as expected due to a lack of consideration of the rhetorical elements that influence the effect of writing. Both problems can be ascribed to a lack of rhetorical awareness. In short, our results suggest that doctoral students, even though they are advanced language learners/users, lack awareness and strategies in manipulating language to fulfill their intended communicative purposes. Cultivation of rhetorical awareness and training of purposeful writing are worth more attention in writing instructions.

Keywords: journal article writing; move-step; communicative purpose; rhetorical awareness; learner data

Understanding EMI Teachers' Beliefs and Practice in Higher Education: An Exploratory Study in China

Yuan Rui

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This study investigates a group of EMI teachers' beliefs and practice in a research-intensive university in China. Drawing on data from reflective frames and follow-up interviews, the findings shed light on the complexity and multiplicity of EMI teachers' beliefs, which directly shape how they engage in EMI teaching in their respective fields. Specifically, the participants formed different types of beliefs about the roles of English and EMI, about EMI teaching and learning, and about university curriculums and policies on EMI. When they tried to implement their beliefs in practice, they were confronted with a range of obstacles including a lack of professional competence as well as "publish-or-perish" culture in higher education. The study argues for a systematic and incremental approach to designing and promoting EMI teaching with subject-specific and community-based support for EMI teachers.

Parallel Session 2: ESP Language Studies

A Contrastive Analysis of Lexical Diversity in Research Articles: Exploring the Influence of Proficiency and Nativeness

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Lexical diversity (LD) of a text refers to the number of different word types that are used in a text. It has been found to be a reliable measure to assess writing quality (Mazgutova & Kormos, 2015; Zheng, 2016), however, the relationship between LD and the quality of research articles (RAs) has been neglected. Regarding the writing of research articles, many studies conclude that non-

native scholars of English usually have more problems. However, a recent study by Cotos, Link, and Huffman (2017) found that English novice writers did not show significant difference with L2 students in the learning of genre features, which includes vocabulary. This study is an attempt to explore whether LD in RA manuscript by Chinese doctoral students is similar to those by English native scholars, and what the influencing factors are – nativeness or academic writing proficiency. In order to address these issues, we used three corpora: 30, 70, and 50 RAs respectively written by English native experts, native final-year undergraduates and postgraduates, and Chinese PhD candidates. We adopted Moving-Average-Type-Token-Ratio (MATTR), which is unconstrained by the length of text, to calculate general LD features. We also used AntConc to extract verbs and first person pronouns for comparison between the three corpora because novice writers often have difficulty in appropriately using lexical verbs in an academic environment and they lack the ability in constructing a credible representation of themselves and their work. Our preliminary results suggested that (1) native experts employed richer vocabulary than the other two student groups, but native students shared similar general LD features to Chinese PhD candidates; (2) the number of repetitive verb and first person pronoun types used in Chinese PhD candidates and experts' RAs was larger than that in native students. The findings revealed that nativeness may not guarantee higher quality of RAs. Academic writing proficiency and research experience may play a bigger role in terms of the writing quality of RAs. Hence, L2 graduate students should abandon the common belief that they are inherently inferior in academic writing, and they should work hard on improve their RA genre knowledge and writing skills.

Lexical Features of the China-US News Reports in the Background of Trade War

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The paper studies the news reports associated with China-US relation to analyze the lexical features of the China-US news during the trade war so as to explore how the relationship between these two countries are reflected in the media in the background of trade conflicts. Trade conflicts have been an important issue in the trade relationship between China and the United States. The latest round of trade conflicts, starting from the imposition of 25% tariffs on \$34 billion Chinese exports by US on 6 July 2018 and having lasted for more than one year, Sinclair's (1996) model of five categories of co-selection of a lexical item, namely core, collocation, colligation, semantic preference, and semantic prosody, is adopted to describe the lexical items of the key words in the corpus. The analysis is connected with the current social, political, and economic background to explore the deeper meanings of the lexical items in the specific area. The purpose of the article is to contribute to a re-examination of the relations between China and US during the trade war.

Evaluations for Knower Construction in Promotional Blurbs of English Literary Study

Books

Tang Bin

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Promotions of academic books are discipline-specific and have to follow the assumptions and conventions in different disciplines. Similarly, evaluative language for the purpose of academic promotion should follow discipline-specific requirements. The study aims to find out how evaluative language contributes to promotion in the blurbs of literary study books from the perspective of knowledge-knower structures. The two research questions are: 1. What are the values attached to the academic books and what are the values attached to the authors in book blurbs of literary studies? 2. In what ways does evaluative language in book blurbs contribute to the creation of a new cultivated gaze and another area of research for promotion in literary studies? The study uses the theory of knowledge-knower structures (Maton 2014) and appraisal theory (Martin & White 2005). Maton (2014: 30) distinguishes knowledge codes from knower codes in knowledge production. Knowledge codes emphasize specialized principles and procedures for knowledge production and downplay the personal discretion of knowledge producers (Maton 2010). Knower codes, however, emphasise a legitimate kind of knower legitimated by reference to unique insights and dispositions of an ideal knower (Maton 2014: 32). Commenting on the development in horizontal knowledge structure, Bernstein (1999: 163) suggests “that what counts as development is the introduction of a new language.

A new language offers the possibility of a fresh perspective, a new set of questions, a new set of connections, and an apparently new problematic, and most importantly, a new set of speakers.” Featuring a knower structure, the discipline of literary studies should reflect the characteristics of development in a horizontal knowledge structure: a new specialized area of research and a new knower for the specialized research area.

Effective academic promotions in literary studies should highlight the characteristics of development in a horizontal knowledge structure. The evaluative language for the promotions is analysed under the framework of appraisal theory. According to Martin and White (2005), appraisal theory deals with what attitudes people express towards people or things, how they graduate their attitudes in either force or focus and how they negotiate their attitudes with the audience who might hold different attitudes.

The data for my study comprises 230 promotional blurbs of literary study books which are prepared by publishers and sent to various universities in China. University faculties are treated as

clients who hold the authority of purchase. To sell the products, promotional blurbs are used as advertisements promoting the books to the audience of disciplinary professionals. As a result, they make good textual resources for the study of evaluative language in this promotional genre.

Prior to the analysis I extract all the evaluative expressions from the data. Then relying on appraisal framework (Martin & White 2005), I classify all the evaluative expressions according to their own meaning content. A quantitative statistical analysis is firstly conducted to determine the statistically significant types of values realised through evaluative expressions. Then a qualitative analysis of the favourite types of values is conducted to offer a detailed interpretation of how knower structures in literary study books' blurbs are constructed in text.

The study discovers that the values of being new and original, being insightful and being authoritative have been more frequently promoted than the values of being deep and profound in study, being rich and meticulous in analysis and being convincing in argument. The first three values are about the book reviewers' axiological judgments about either the books or the researchers and highlight the researchers' unique insights and perspectives. The latter three values are concerned with the research output and highlight the book reviewers' epistemological evaluations of the internal organization and argument validity in the books. This pattern of evaluative language serves to highlight the creation of a unique understanding in a certain subject area and an ideal knower in the specific subject area. It manages to stake out a new research area and create a new reference point against which future achievements in the same area will be evaluated.

Revealing patterns of evaluative language and how they contribute to the creation of knower structures, this study illuminates the ways for discipline-informed promotions in the field of literary studies. Understanding the promotions of academic works may help us appreciate how literary study works are valued in the discipline. Pedagogically, this understanding may benefit the teaching of English for the field of literary studies, helping researchers package their works with discipline-appropriate promotions and reach a bigger audience. This study also emphasises the importance of knowledge-knower structure theories in LCT for the analysis of academic promotions.

**The Correlation Study on Syntactic Complexity and Writing Quality in the Expositions
written by Chinese English Majors——A Research Based on the Automatic Grading
Program iWrite**

Xu Shuai, Huang Ping

Chongqing University

This study explores the relationship between syntactic complexity and writing quality in expositions produced by senior Chinese English writers from five tiers of universities in China in a timed writing task through a combination of fine-grained measures of complexity. The analysis is based on a corpus of 270 student writings across three grade tiers: high, middle and low. All the expositions were evaluated by two distinctive manners including human grading and automatic machine grading. Since correlation test shows that automatic machine grading displays a relatively strong correlation with complexity measures compared with that of human grading, the results of machine grading will be taken into consideration. A one-way MANOVA was used to explore the statistical significance of differences of eleven commonly used syntactic complexity measures (assessed using Lu's Second Language Syntactic Complexity Analyzer, 2010) across three grade tiers. The results reveals that little variation in subordination and coordination, but statistically significant higher on Length of Production (mean length of clause, mean length of sentence, mean length of T-unit) and Sentence Complexity (clause per sentence) in high-rated papers. Additionally, two measures of complexity including complex nominals per clause and complex nominals per T-unit are rarely employed in the low-rated papers, but strongly relevant with the performance of high-rated papers.

Analysis on the complex nominal composition using Stanford Tregex with difference assessed with a one-way MANOVA are expected to show high densities complex nominal types are present in high-rated papers and lowest densities in low-rated papers. While Coordination and Subordination structure did not demonstrate a strong connection in high-rated papers, Length of Production, Sentence Complexity and Particular Structures appear to be the important component of a paper with great performance. Meanwhile, we conclude with some implications for syntactic complexity research and how to improve the academic writing at syntactic level. The differences of human grading and automatic machine grading will also be mentioned to offer insights for the grading manner.

Keywords: Syntactic complexity, writing quality, iWrite, exposition writing

Perceptions of Engagement Practices in Nursing Clinical Communication A Case Study of Nursing College Students in an ESP Course in Mainland China

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Effective nurse-patient communication can be realized in a number of ways, one of which is the nursing professional's engagement with patients during their medical care. Engagement is characterized as nurses' ability to interact with a patient, seeing beyond the patient's immediate symptoms or pain. To better engage with patients, a nurse may employ different communication skills, particularly strategies that allows nurses to understand and elicit patients' concerns, which are essential to developing a good patient-centred care.

Engagement is a task that demands specific communication skills and may be more challenging when a foreign language is involved. Due to globalization, nurses in China are confronted with increasing opportunities to interact with patients in English. Thus, a course on English for specific purposes (ESP) for teaching engagement and related communication skills is needed. Students can not only learn about communication skills to promote better engagement but also transfer these skills into their first language (e.g., Mandarin) when interacting with patients.

This PhD project aims to explore the perceptions of nursing students in one tertiary college in China regarding their engagement practices and their spoken communication strategies. Nurse supervisors and graduate students will be interviewed and observed to explore their concept of engagement in clinical practice at hospitals. The data on nurses' perceptions of engagement will contribute to refining an existing ESP course for college nursing students with a focus on communication strategies to promote engagement in clinical contexts. The spoken interactions involved in nursing students' engagement practices in the ESP course will be video-recorded and evaluated to determine the effectiveness of the modified ESP course. Pedagogical benefits and clinical implications will be generated to inform ESP practitioners and nurse educators in China about ways to teach engagement practices in nursing communication.

Legal Approach to Legal Translation Studies

Wei Heng

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Legal translation is a multidisciplinary subject; its research approaches need to be multidisciplinary too to accommodate the complications brought about by legal elements. Legal translation research at home relies mainly on methods of linguistic and translation studies, seldom on legal ones. This paper argues that legal methods are useful tools to legal translation, which can

broaden the spectrum of legal translation studies. Comparative law and legal hermeneutics are two legal methods that share common ground with legal translation, of which legal translation can make good use.

Both comparative law and legal translation need to consider two legal systems (except rare occasions of translating within one legal system, like legal translation in Hong Kong). Although comparative law aims at comparing rules, and legal translation aims at achieving proper translation products, comparative law method is crucial and has been substantially used in translating legal concept, definition, legal term, and even in analyzing the relation between legal translation and legal culture.

Interpreting legal text is the common ground of legal hermeneutics and legal translation. Legal hermeneutics provides methods to interpret laws in judicial procedures; the very first step of legal translation is to interpret source texts. Legal hermeneutics helps translators making decisions to achieve the goal of the source text in target language.

A Comparative Analysis of Chinese ESP Textbooks from the Perspective of LCT

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This paper aims to conduct a comparative study of three widely used and latest published textbooks based on Legitimation Code Theory (LCT). This study found that: (1) From the perspective of specialization, the knowledge codes and the knower codes are evenly distributed in “English for Specific Purposes in Mechanical Engineering”, “Academic Exchange in Medical English”, both being more in line with the universities’ training requirements of English for specific purposes, which attach greatness not only to the knowledge and skills, but also the individuals’ emotional attitudes; while “English for Forestry Science” only pays attention to the construction of knowledge codes. (2) As for semantic features, “English for Specific Purposes in Mechanical Engineering” and “English for Forestry Science” have higher semantic density and less semantic gravity, whose emphases are placed on knowledge and information acquisition; on the contrary, “Academic Exchange in Medical English” has lower semantic density. (3) “Academic Exchange in Medical English” draws on the advantages of multimodal and modern teaching technology, thus greatly enhancing its practicality. All these present in front of us a fact that the structures and focus points of the three ESP textbooks differ greatly. According to different demands of language learners, ESP editors should compile textbooks with various levels of specialized, semantic and discoursal density in order to optimize the design of ESP textbooks.

Keywords: ESP textbook; LCT; principle of specialization; principle of semantics; semantic density;

Language Quality Analysis of Medical English Articles —— a Journal Corpus-Based Study

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Objective: To analyze the current writing and editing of English research articles published in Chinese medical journals in order to provide references for the improvement of language quality.

Methods: The discussion section of 50 published research articles with IMRD structure were selected from domestic English medical journals as the corpus of this study, then errors in the corpus were manually analyzed and classified. **Results:** Our corpus contained a total of 1,566 sentences, and errors were found in 377 sentences, with an error rate of 24.07%. The total number of errors was 434, presenting in aspects of tense errors (21.20%), improper prepositions (13.59%), relational incoherence (13.36%), subject-predicate disagreement (8.06%), faulty parallel (7.37%), non-standardization of abbreviations (7.37%), misselection of words (6.22%), single-plural errors (5.76%), ambiguous reference (4.15%), illogical comparison (4.15%), misuse of articles (3.69%), run-on sentences (2.53%), and misspelling (2.53%). **Conclusion:** The language quality of English medical journal papers published in China still remains to be improved, so authors and editors should raise attention in improving the language ability and avoiding negative transference of mother language.

Keywords: Error analysis; Medical English journal; Language quality

Frequency and Type of Negative Words Used in Abstract of Research Articles of Humanities, Basic science and Medicine

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Negative words is widely used in research papers but rarely used in abstracts. As Swales(2019)notes that negation in abstracts remains to be further explored. In order to help learners study the usage of negative words in different disciplines, the present study compares the frequency and types of negative words used in research papers abstracts of three fields of Humanities, Basic science and Medicine. We also explore the reasons of these similarities and differences from two aspects: disciplinary features and abstracts writing features. 150 abstracts, 50 from each discipline were selected and analyzed based on Tottie's (1991) classification of negation.

The results of the chi-square analyses revealed, regarding the frequency of use and type of negative words, there were significant differences and similarities among the three disciplines.

Specifically, in Humanities, writers use more negative words than those in other two disciplines. In addition, all three disciplines would like to use more implicit negative words than explicit negative words in their abstracts. This paper may be meaningful to help second language learners from different disciplines to understand and use negative words better in their academic writing.

Keywords: Negative words, frequency, type, Humanities, Basic science, Medicine

Bibliometric Visual Analysis of ESP Study at Home and from abroad for Forty Years (1978-2019)

Lai Xiaochun, Liu Fang
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This study uses the authoritative visualized bibliometric tool named CiteSpace on the base of data corpora of domestic and foreign core journals to systematically analyze the past and current objective conditions of ESP research over forty years from six perspectives. It is found that, first, in terms of the number of articles published, the international is less than domestic; second, in terms of keywords, there are big differences between domestic and international research topics;

third, in terms of literature co-citation, domestic and international scholars such as Cai Jigang, Wang Shouren, Belcher and Basturkmen won the high co-citations; fourth, in terms of the co-cited authors, Dudley-Evans and Hutchinson lead both domestic and international ESP researches; fifth, in terms of co-cited journals, the SSCI journal English for Specific Purposes has achieved domestic as well as international high co-citation; last, in terms of cooperative scholars, international academic cooperation and research topics are more than domestic. It is argued that domestic and international scholars need to strengthen their theoretical construction, textbooks' development and pedagogy philosophy. This study might provide certain reference value for further exploration of ESP in the future.

Keywords: ESP research; domestic core journals; international core journals; CiteSpace; visual

Media Representations of Macau's Gaming Industry in Greater China: A Corpus-based Critical Discourse Analysis

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The study compares media representations of Macau's gaming industry in three English-language newspapers published in the Chinese Mainland, Hong Kong SAR and Macau SAR. Critical discourse analysis (CDA) and corpus linguistics (CL) are combined to find out to what extent different ideologies and stances are represented by newspapers published in different

territories in China. Three news article corpora, namely *Xinhua News & China Daily Corpus (XH&CDC)*, *South China Morning Post Corpus (SCMPC)* and *Macau Post Daily Corpus (MPDC)* were compiled for the study. To address the research aim, the study analysed and contrasted frequent lexical words in each news article corpus based on Sinclair's (2004) model of five categories of co-selection of the lexical item. Findings show that the newspapers published in the three territories represented Macau's gaming industry in different ways. Different ideologies and stances at the macro-level are outlined as well. ***XH&CD (Chinese Mainland) paid more attention to report the astonishing social development and economic achievements of Macau over the last 15 years since its handover to China, displaying a positive stance towards Macau's future. Findings indicate that SCMP held a very pessimistic attitude towards Macau's economic situation in 2014 by using language with a negative tone and negative metaphors. MPD, as a regional press of Macau, focused on such local issues and affairs of Macau's gaming industry.***

Using a Large Conference Presentation Corpus to Support Novice Conference Presenters

Howard Hao-Jan Chen

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There is an increasing need for ESL/EFL graduate students to present their research findings in various academic disciplines. It is, however, a very challenging task for many non-native English speakers to present their works fluently. Some CALL (Computer Assisted Language Learning) and EAP (English for academic purposes) researchers have begun to develop new supporting tools for ESL/EFL students. In this study, we first downloaded 2,340 transcripts of academic conference presentations from YouTube. These transcripts were then compiled into a large conference presentation corpus. With this large presentation corpus, we were then able to compile useful teaching and learning materials. A large number of 5-8 words lexical bundles were extracted and loaded into a large online database. This large conference presentation lexical bundle database was then used to support the development of an online academic oral presentation suggestion tool. This online tool allows ESL/EFL students to input any word(s) and the system can automatically suggest the commonly used lexical bundles for the target word(s). The innovative tool was also made available to a group of graduate students in Taiwan. The feedback from students was very positive. Students found that the new tool could help them prepare their presentations more easily and also help them become more confident in making the presentations.

Parallel Session 3: ESP Language Studies

生态位视阈下中美智能家居产品广告话语的生态性对比研究

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随着人工智能科技的发展,以“节能环保,生态科技”为主题的智能家居,逐渐走进大众视野。作为传播产品功能和设计理念的媒介,智能家居广告是人们了解产品的重要依据,其所传递的观念潜移默化地影响着人们的生态意识和消费行为。挖掘不同文化中智能家居广告生态取向,对于探索 and 解释智能科技背景下人们的生态行为具有显著的现实意义。本文基于语言生态位理论,构建了广告话语态度资源的生态位分析框架。以20份中美智能家居传感类产品广告为语料,从情感因子、认知因子、社会因子以及满足机会四个方面对数据进行分析。结果显示,由于中美两国所处的社会文化语境高低、权势距离的差距,以及科技成果与科技发展历史的错位现象,美方智能家居品牌Nest倾向于以情感(情感因子)为核心的人本导向的节能生态观,以温和的生态隐喻为主要表现方式;而中方智能家居品牌小米则侧重以科技(社会因子)功能为核心的科技导向技术生态观,态度直接、开放。

关键词: 生态位; 态度系统; 生态性; 广告话语; 生态语言学

A Comparative Study of Genre Characteristics of Conclusion of Chinese and American English Master's Thesis of Linguistics

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This paper takes the "Conclusion" parts of 30 Chinese and American linguistic master's thesis as the research object, creates a small corpus, and compares the differences on genre characteristics from macro-move and micro-linguistic features. The four-step-conclusion model proposed by Swales and Feak (1994) provides a theoretical framework for the analysis of the move features of Chinese and American English master's thesis and the text analysis software Coh-Metrix 3.0 is used to analyze the linguistic features of the Chinese and American English master's thesis. The results show that there are some differences in the move characteristic of Chinese and American master's thesis: the move structure and move order of Chinese English master's thesis are more in line with the four-step-conclusion model proposed by Swales; in terms of linguistic features: although T-test indicates Chinese and American English master's thesis do not differ significantly in terms of linguistic features, however, due to the differences in the Chinese and American way of thinking and teaching, the subtle distinctions can be grasped from the discourse basics, textual cohesion and coherence, vocabulary use, syntactic complexity, and textual content. This research is intended to

bring the inspiration for the writing and teaching of the English master's thesis.

Keywords: Chinese and American English master's thesis; genre characteristics; comparative study

A Linguistic Analysis of ESP Reading Textbook Articles and Original RAs

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With the development of international academic exchanges, it has become a hot issue of English teaching and research at Chinese colleges and universities to explore an effective way to teach EAP or ESP courses. The opinions of linguists and teachers are divided over what kind of teaching materials can be taken as the effective and suitable means of input for advanced-level L2 learners. Our study aims to make a linguistic comparison between articles of the ESP reading textbook and original research articles (RAs) published in influential scientific research journals, providing more constructive implications to learners and teachers. Out of 27 non-original research articles in the textbook, we selected 18 articles compiled by the editors from Nature, Science and JAMA as the first corpus. In order to balance the running words of each corpus, we chose 6 original research articles also from the above mentioned three journals with 2 from each journal, setting up the second corpus. As what Crossley et al (2007) did, we use the computational tool Coh-Metrix to investigate the differences between textbook articles and original RAs in such linguistic features as casual cohesion, connectives, lexical co-reference, density of logical operators, lexical difficulty, syntactic complexity and so on. In order to examine whether there is significant differences between textbook articles in the first corpus and that of the second corpus, we adopted independent samples t-test of SPSS to analyze our data. The findings demonstrate that these texts differ significantly at both lexical and syntactic level. This research is meant to enable material developers, course designers, and classroom teachers to judge more accurately the value of both ESP reading textbooks and original RAs in journals. Additionally, the linguistic features that comprise these text types could be the teaching focus for ESP reading and writing courses. We hope this study not only enhances theoretical support for ESP courses, but also provides the important reference for related research.

Keywords: Material development, ESP teaching, Discourse analysis

An Interdisciplinary and Diachronic Study of Stance Markers in Pure Science and Applied Science Research Articles

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As a necessary tool for authors to express criticism and appraisal, to persuade readers and interact with them, evaluative language has attracted much attention from the academic community. At present, many scholars have done interdisciplinary research on the use of stance markers in the research articles of soft and hard science; however, few researchers have attached attention to the similarities and differences and the diachronic development of the use of stance markers in L2 learner's research articles of pure and applied disciplines.

This study takes 200 research articles written by Chinese graduate students between 1982 and 2017 as the corpus, and applies Biber (1999) and Hyland's (2005) classification of stance markers and Martin and White's engagement system (2005) as the theoretical framework. It presents the frequency, patterns and preference differences in the use of stance markers in pure science and applied science research articles, and explores the disciplinarily changes of the stance expressions presented in the past 35 years. The internal and external factors are analyzed in terms of the discipline nature, discipline culture and the disciplinary practices. The data reveal that pure science and applied science share a high proportion of monogloss realization in expressing stance, a noble frequency of utilizing fuzziness stance markers and a low rate of recurrence of certainty and self-mention markers. However, pure science inclines to present first person markers and contractive heterogloss realization; while applied science prefers expansive heterogloss realization and appraisal markers. With the passing of time, the differences in the use of stance markers between pure and applied science are gently becoming smaller. This paper hopes to reflect the improvement and evolution of the academic literacy and stance-expressing ability of Chinese pure science and applied science graduate students; and provides some pedagogical references for them in expressing stance properly in writing academic articles.

Keywords: stance marker; engagement system; interdisciplinary difference; diachronic study

A Diachronic Comparative Study of Authorial Stance Markers in Results and Discussion of

Educational Research Articles

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It is worldly acknowledged that research articles (RAs) are statement or description of reality. They should be objective, depersonalized and convey disciplinary knowledge and matters of fact. However, this traditional opinion has been challenged in recent years and many scholars gradually realize the social and interactive nature of RAs and are consciously using attitude stance markers (ASM) to gain more acceptance from others. To figure out how occurrence frequency of ASM changed with the progress of time, we intend to make a diachronic comparative study in results and discussion of educational RAs by constructing two corpora from 40 RAs, 20 from 1983-1988

(Corpora A) and 20 from 2013-2018 (Corpora B), based on Hyland's (2005) model of academic interaction. This study firstly can give us a comprehensive view about the diachronic change in educational RAs and make some contribution to the relevant studies about ASM. Besides, it may provide useful insights about how to effectively achieve the social and interactive nature of RAs for teachers and students in their future drafting. Finally, it may help relevant scholars increase the readability of their articles, better suit their intend readers and gain much more acceptance.

Needs Analysis and Register Analysis of ESP Teaching in New Undergraduate Colleges

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College ESP teaching is an important part of college English teaching , but it is quite unsuccessful especially in new undergraduate colleges. Against the current background of application-oriented transition in new undergraduate colleges, it is urgent for some EGP teachers to change themselves into ESP ones. Most of EGP instructors have realized the importance and urgency of ESP teaching , and they are mentally prepared for it . EGP instructors can change themselves into ESP ones through their professional self-development . Target need analysis and learning need analysis are the focus of ESP teaching. ESP is the result of the development of register theory. Register has four characters and two functions. Field, tenor and mode are three elements of register. Usually, register is dominated by field, but mode and tenor can complement and limit the nature of field. In ESP teaching, field analysis basically reflects target need analysis while tenor analysis and mode analysis roughly match learning needs analysis. Discussing the role of needs analysis and register analysis of ESP teaching is practically significant for the EGP-to-ESP transformation in new undergraduate colleges.

Keywords: ESP teaching; new undergraduate colleges; needs analysis; register analysis

Generic Structure Analysis of Introductions between Non-English Major Undergraduate

Papers and Research Articles

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The importance of genre knowledge in helping language learners to understand and master academic, professional or educational discourse has been widely acknowledged for more than two decades. Most of the previous studies focused on the analysis of genre characteristics in various parts of research articles (RAs) like abstract, introduction, conclusion and acknowledgement. However, few studies have focused on the comparative analysis of introductions between non-English major undergraduate papers and international research articles. This study, which takes one

hundred introductions to build two corpora (Corpus IR of 50 introductions of research articles in *the English for Specific Purposes* Journal and corpus IS of 50 introductions of non-English major undergraduate papers) and is supplemented by Swales' CARS (*Creating a Research Space*) model *Establishing a territory*, *Establishing a niche*, *Presenting the present work*, aims to investigate the similarities and differences of moves and steps structured in two corpora respectively. This exploratory study is primarily conducted with the following three aspects: (a) the frequency of moves, (b) move distributions, (b) the move patterns. Overall, the findings firstly show that the total number of three moves used in RAs is larger than that of students' papers (IR = 217, IS = 170), which indicates that RAs are more complex with move cyclicity than students' papers. Secondly, the imbalanced distribution of moves in RAs (M1 = 91, M2 = 59, M3 = 67) and the lowest frequency of Move 2 (*Establishing a niche*) indicate that RAs writers are not willing to point out the shortcomings of previous studies directly while the move distribution in non-English undergraduate papers presents relatively balanced (M1 = 64, M2 = 56, M3 = 50), which suggests students papers are strictly structured with linear pattern. Thirdly, the two corpora show certain regularity in the move pattern that both corpora adopt M1-M2-M3 and M1-M2-M1-M2-M3 patterns more frequently. In addition, both corpora also present the move absence and lack of step and disorder of move. Corpus IR shows the more lack of Move 2 while more move absence occurred in Corpus IS. The attained results will be beneficial to teaching rhetorical structures as well as academic writing courses.

Keywords: Introductions; research articles (RAs); non-English major undergraduate; Move; Step;

Critical Discourse Analysis of Trade War---A Case of Corpus-assisted Study on The Economist

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Since China has become the world's second largest economic entity, many countries have established a deeper and more win-win business relationship with China in the tide of economic globalization. Including the United States. However, the development of China's high-tech industry has always threatened the interests of the United States in this field. This is the main reason for the outbreak of this trade war. Given the enormous impact of the China-US trade war on the entire world, the authors believe that it is necessary to study it. This article takes the famous British *The Economist* as an example to study the linguistic features of this trade war. Based on the theoretical framework of critical discourse analysis and corpus language, a corpus retrieval software called AntConc will be used to analyze the economics section of the journal and use these reports to build a small corpus. Relevant reports were selected from the trade war. The report from April 2018 to June 20

19 was selected, because the trade relationship between the two countries was particularly tense during this period. Through several functions of the software, it is found that: in this trade war, The Economists have a negative view on the Chinese economy, especially high-tech production. It does confirm the negative impact on the global economy. However, from the perspective of the United States, this economic war has less impact on the United States than China, because most of the core industries in the United States are not subject to high tariffs.

Key words: linguistic corpus; trade war; critical discourse analysis

Analysis of Pragmatic Presupposition in Cosmetic Advertising Language

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The advertising language is created persuasive, aiming to convey the potential consumer information of advertised products or services, persuading them to purchase those products or services. To promote advertised products or services, advertisers make great efforts to adopt every possible linguistic or non-linguistic method to reach their ultimate goal. Pragmatic presupposition is one of the most effective linguistic techniques adopted in advertising language because of its own characteristic including unidirectionality, subjectivity and latency, which strengthen the persuasive power of advertising language. This paper aims to analyze pragmatic presupposition in cosmetic advertising, different types of advertisement pragmatic presupposition and its advertising effect. Presupposition can be classified into five types from the view of consumers' psychology, including existential presupposition, behavior presupposition, fact presupposition, state presupposition and belief presupposition. This paper analyzes different types of cosmetic advertisements, and studies their pragmatic presupposition strategies and corresponding advertising effects and offers some feasible suggestions on advertising language design. Previously, there are a lot of study of pragmatic presupposition as well as advertisement, while rare study of pragmatic presupposition in cosmetic advertisement. This paper aims to offer illumination to the advertisement design to realize greatest advertisement effect.

Keywords: pragmatic presupposition; presupposition; cosmetic advertising language

The Contrast Analysis of Chinese and American Advertising Language Based on High /Low Context

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Hall first proposed the concept of high-context and low-context, which means that culture can be divided into two kinds of context: high-context and low-context. As known to all, Chinese culture belongs to high-context culture, while American culture belongs to low-context culture. Undoubtedly culture and language are two indispensable parts, thus the communicating ways of Chinese and American are totally different. With the development of globalization and the prosperous of economy, communications between China and American are increasing dramatically. Advertisements as an economic activity and a mean of transmitting mass media, is playing a more and more important role. It provides information for audiences about various kinds of products, and transmits cultural values consciously or unconsciously. Besides, it can also reflect the differences of language. Therefore, this paper aims to analyze the differences of Chinese and American advertising language based on high and low context. This paper uses qualitative method and mainly collect data from China's and American's authoritative advertising magazines and yearbooks and some advertisements on social media, like China Advertising Yearbook, Modern Advertising, American Advertising Age, International Advertising, Weibo, WeChat, Facebook, etc. There are totally 400 samples after 2010 to guarantee their reliability. The author mainly analyzes four differences between Chinese advertising language and American advertising language: Implicitness VS Explicitness; Elaboration VS Succinctness; Collective Initiation VS Individual Initiation; Self-effacement VS Self-enhancement. In addition, this paper probes into the root reasons of these differences from the following aspects, social reasons, consuming habits and thought patterns.

Keywords: High/low context; advertising language; differences

A corpus-based Study on Amplifiers in Academic Writing across Disciplines

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The amplifier is attracting considerable interest due to its function as the intensifying subjunct. Previous work has only focused on the contrastive analyses of amplifiers between EFL learners and native speakers, but yet failed to investigate them from the cross-disciplinary perspective. This paper sheds new light on the use of the amplifier and the features of its two subcategories: maxizers and boosters based on the cross-disciplinary academic research writing. A corpus containing 90 journal articles (30 articles from each discipline)

was built and the list of the 20 most frequently used amplifiers in the British National Corpus (BNC) was employed in this study. The results showed that the three most frequently used amplifiers (very, particularly and highly) were the same across disciplines. Moreover, dramatic differences in the overall use of amplifiers were revealed across disciplines in that amplifiers were most frequently used in natural sciences, followed by that in social sciences and humanities. In term of the maximizer, no noteworthy differences were found. Nevertheless, further analyses showed a great many of variations in the use of boosters across disciplines, especially between humanities and natural sciences. This study provides considerable insight into how cross-disciplinary difference impacts academic writing, highlights the importance of amplifiers on EAP pedagogical practice and can also enhance academic writing instructors' awareness to help students distinguish main features of their own discipline from others.

New developments of business English in China in 21st century problems, countermeasures and trends

Lizhi Bian

Dongbei University of Finance and Economics

Business English in China has become a branch of ESP that develops most quickly and in particular the 21st century has witnessed a boom in business English teaching and research. In the new century, great achievements have been obtained, but some serious problems still exist in current teaching practice of business English such as immature theoretical framework, inaccurate objectives of talent training and nonstandard curriculum design, which need to be researched systematically. Thus it is necessary to retrospect the development history, investigate the current situation and forecast the future tendency of business English in China so that a comparatively scientific theoretical framework for training business English talents will be constructed, the teaching methods in business English would be improved and teaching model should be designed innovatively. Based on the research of developmental history and the survey on current situation of business English in China, the author puts forward some principles for training both academic and applied talents including undergraduates, postgraduates and doctoral students. Finally, some countermeasures are given in light of the existing problems. We should develop business English major under the guidance of ESP theories, make an orientation of this discipline reasonably, and make efforts in improving course design and textbook quality, with strengthening the practice teaching and promoting teachers' professional development both in theory and practice.

Keywords: business English; new developments; 21st century

Parallel Session 4: ESP Material Development & Design

A Comparative Study of Business English Negotiation Textbooks from Multiple Perspectives

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Business English negotiation course is the core compulsory course for business English majors. As the carrier and basic tool of teaching, business English negotiation textbook is of great importance. The quality can directly affect the teaching effect of the course. This paper compares four current mainstream business English negotiation textbooks and discusses their differences from both macro and micro scales. It is found that all the four textbooks can be used as textbooks for business English majors according to their guiding principles. However, some problems still exist. There are overlaps both in textbook framework and unit layout and an inadequacy in components. Besides, some improvements should be made in the practice of language skills and negotiation skills. Finally it makes a horizontal analysis of the four textbooks with the national standards so as to provide suggestions for publishing and selecting business English negotiation textbooks suitable to adapt the current situation of our country and to meet the needs in the cultivation of negotiating talents.

Keywords: business English negotiation books; comparative study; textbook assessment

Preparing ERPP Materials Based on Manuscript Revision of Research Papers

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English for Research Publication Purposes (ERPP) is “a branch of EAP addressing the concerns of professional researchers and post-graduate students who need to publish in peer-reviewed international journals” (Cargill & Burgess, 2008, p. 75). In ERPP courses, students are expected to develop expertise with academic literacy skills and self-editing strategies to produce quality manuscripts for publication. Material preparation is an essential part of ERPP courses. To date, the focus of ERPP material design in the Chinese context has been placed on “early-candidature research students” with no data to write about since they have not started their research (Cargill et al. 2018, p. 14), and middle-candidature students ready to write or complete manuscripts using their own data (Cargill & O’Connor, 2006; Huang, 2014). However, materials for late-candidature research students who have accomplished their research and completed the manuscripts for publication are scarce. This may result from the assumption that these students have gained

publishing competence to write and publish independently. The real situation is that the manuscripts submitted by these novice researchers tend to suffer from sentential, rhetorical and textual problems (Yang, 2018, p. 28), often receiving negative evaluations from reviewers concerning language quality. Therefore, ERPP courses for late-candidature students should help them finish the last mile of publishing competence. It is thus necessary to develop ERPP course materials for these students to facilitate their research publication. This paper proposes a manuscript revision based approach to ERPP material design for late-candidature students. The principles of material selection are first discussed in terms of material sources, authenticity and complexity, and learning motivation and language levels of students. The textbook we compiled based on these principles is then introduced. This textbook is composed of four complete manuscripts, which are revised and evaluated from the perspectives of appropriateness and effectiveness, including formality, accuracy, textual structure, logical moves, punctuation, spelling, and regulations. Errors and problems are marked and annotated with clear interpretations. In addition, for each section of a manuscript, general evaluation is provided based on Swalesian genre analysis, considering simultaneously conventions of the research field and requirements of the target journal. Feedback from both teachers and students after one semester trial use of this textbook is presented, showing that the needs-oriented manuscript-based approach to material design is feasible for ERPP courses and beneficial for late-candidature students. Finally, suggestions are given regarding the use of this textbook.

Keywords: English for Research Publication Purposes (ERPP), late-candidature research students, manuscript revision

Development and Design of Tourism English Textbooks under the Background of Belt and Road Initiative

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The Belt and Road Initiative not only strengthens our relations with neighboring countries, but also brings new opportunities and challenges for the development of China's tourism industry. In this context, the demand for tourism English professionals in society is also increasing, which puts forward higher requirements for the training of tourism English professionals. In addition, with the implementation of the Belt and Road Initiative, higher requirements have been put on the cultural quality, language ability and professional integrity of the relevant talents engaged in Tourism English. However, the current tourism English teaching, especially the development and design of textbooks, is far from meeting the above requirements. Based on the analysis of the current situation and shortcomings of the development and design of tourism English textbooks, this paper puts forward that the development and design of tourism English textbooks should break away from the traditional framework of language skills training and turn to the development and design thinking

with the six elements of tourism “food, hospitality, travel, visit, shopping and entertainment” as the main line, so as to better meet the social requirements for the professionalization, standardization and internationalization of tourism English professionals.

Keywords: Tourism English; Textbook; Development and Design; Belt and Road Initiative

ESP Materials Design for Sports English —Taking College Sport English published by Higher Education Press as an Example

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ESP (English for specific Purpose) materials play an essential role in ESP teaching and learning process. However, the design and construction of ESP materials are much underdeveloped compared with other general English teaching materials. The lack of suitable ESP materials becomes a serious problem especially for China’s sport universities and colleges. Therefore, College Sport English published by Higher Education Press is a breakthrough. This paper first summarizes the current problems in learning materials among China’s universities and colleges which hinder students’ English learning performance and progress. Then, the paper provides the needs analysis for Sports English and points out the importance of ESP materials design and construction. Thirdly, the paper incorporates ESP theory into the compiling of College Sport English, introducing its compiling principles, structure arrangement, content design and key features. College Sport English adopts a learning-centered approach and focuses on students’ needs. Its content design is closely related to real-life situations, sports training, sports competition, sports major related themes and topics, which greatly enhances students’ interest and practical application ability. The objective of this paper is to develop ESP material design and construction for sports English which can better meet the demand of China’s sports development and students’ real needs in the new era.

Keywords: English for Specific Purpose (ESP); teaching materials; Sport English; College Sport English; Sport universities and colleges

Challenges and Solutions for Transitional Programmes in a Sino-British University

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This presentation offers an overview of the curriculum design and module assessment in a Sino-British University’s transitional program while investigating the content and language integrated learning (CLIL) approach on the basis of its goals (Coyle, Hood & Marsh, 2010) and 4Cs framework (Coyle, 2007). The challenges that the tutors and students face in the modules are presented, which often arise because students are of various English proficiency levels and are from different educational cultures and academic disciplines, while tutors do not have enough disciplinary

knowledge or effective assessment framework to support those demands. Certain solutions such as a hybrid of assessment framework, rather than an adaption of CEFR framework is proposed. More disciplinary specific materials' selection tools are introduced to create relevant academic environment to facilitate learner autonomy and continuous learning.

Research on Chinese-English Translation of Museum Commentaries Under the Guidance of Relevance Theory- Taking the Textual Commentaries of the Capital Museum as an Example

Wang Yu, Zhang Yiyi, Liu Xiaoli
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At present, with the acceleration of the globalization process, China's international status has been greatly enhanced, and people-to-people exchanges between other countries and China have become more profound and extensive. However, foreign tourists are prevented from fully and correctly understanding Chinese culture by the cultural differences between China and English-speaking countries in ways of thinking, values, principles of conduct and moral norms prevent. Xu Li (2012) believes that the museum is a microcosm of the long history of a country or region. The cultural relics exhibits a long history and cultural connotation, and the translation of the textual commentaries of the museum directly affects the cultural exchange of a country or region. Therefore, it is urgent to improve the quality of the English translation of the museum textual commentaries, so that the active promotion of Chinese traditional culture can be strengthened.

Guided by relevance theory, this research studies the Chinese-English translation of the textual commentaries of the Capital Museum, dividing the content into different categories, such as cultural relics, rhetoric, allusions, special sentence patterns, periods, historical figures and events, poetic language and Chinese cultural vocabulary. It tries to provide relatively standardized and fluent translation at the linguistic level, and make supplementary explanations or reasonable amendments at the cultural level, so that the cultural connotation behind the commentaries can be revealed and the optimal relevance between the original text and the translation can be achieved. Ultimately, the author tries to explore the effective translation methods of the museum textual commentaries in order to break through the cultural barriers and achieve a more ideal contextual effect. In addition, the author attempts to make suggestions on the translation quality, the translation review process, the translator's requirements and social supervision, so as to make the museum better spread the culture.

Keywords: Relevance Theory, Museum Commentaries, Chinese-English translation, The Capital Museum

The Instructional Design and Application of Production-oriented Approach in Sports

English Translation Platform

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Sports English translation platform is a kind of professional practice which aims to cultivate and improve students' translation ability and expand their sport-related knowledge through studying and translating the relevant literature and materials in sports field. Even though the platform is set to be student-centered, without a driving force for learning outcomes, enabling input materials, and selective learning with peers, students who undertake the translation tasks are often tortured and their translation, most of the time, only stays at the equivalence of words and phrases, while ignores other aspects such as discourse, style and culture, etc. To deal with the situation, production-oriented approach is adopted. During the two months practice, a “motivating-enabling-assessing” teaching procedure is implemented in class while students' cooperative learning and autonomous learning ability is cultivated off class through strengthening process management. At the end of the course, effects of POA teaching are assessed through questionnaire, interview and reflection from the teacher and students. It is proved that driven by POA, students have become more active and engaged in leaning; in the student-teacher learning community, better translation outcomes are produced; key competency like critical thinking, culture awareness, etc. is developed. This model presents great challenges on professional expertise and teaching ability to ESP teachers as well, but to some extent, ESP teachers' sports knowledge is also driven to increase.

Keywords: production-oriented approach; sports English; translation teaching; autonomous learning; learning-using integration

Exploration of Science and Humanistic Values in an English-for-Specific-Purposes Course of Chinese-Foreign Cooperative Education Programme”

Cheng Li

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Guided by the theory of Language Socialization, this case study investigated the effectiveness of an innovative English-for-Specific Purposes (ESP) course on the development of engineering students' intellectual growth as well as their understanding of professional and humanistic values. Assisted by WeChat, this ESP course is offered to all the Year-2 students in a Chinese-Foreign Cooperative Education Programme between a university in Beijing and a university in London. The course consists of two interrelated parts: face-to-face instruction led by a teacher of English and after-class WeChat discussions facilitated by another teacher with the academic background of ideology and politics. The researcher followed 246 students for six months from September of 2018 to February of 2019. There were five major resources for data collection: a pre-test and a post-test,

a questionnaire and semi-structured interviews and WeChat interactions. Results showed that the students' attitudes towards the course were positive. Moreover, statistical analysis indicates that this course was effective in cultivating the students' ability of self-development in professional skills, cultural awareness and social values. It is hoped that this study will bring new insights into English teaching and learning in China-Foreign Cooperative Education Programmes.

Keywords: English-for-specific purposes; language socialization; skills; values; Chinese-Foreign Cooperative Education Programme

Reflection on Teaching EAP courses in an EMI University in China: Challenges and Opportunities

Yuan Hu

Xi'an Jiaotong-Liverpool University

English for Academic Purposes (EAP) has nowadays received great attention due to the increasing establishment and collaboration of English-medium instruction (EMI) institutions in Asia-Pacific higher education. As a branch of English for Specific Purposes (ESP), the design and delivery of EAP courses tailoring for specifically disciplinary needs have become significantly challenging. Xi'an Jiaotong-Liverpool University (XJTLU), a British-Sino joint venture, has been actively engaging in the design and development of the discipline-specific EAP courses in the past decade in eastern China. This presentation will argue that beyond the mastery of general EAP skills (writing, speaking, listening and reading) and the learning of English vocabulary and grammar, EAP courses should focus on the specific needs of the learners, collaborating with different disciplines to develop sets of linguistic and professional skills to achieve practical goals and job-related functions. It will identify current challenges and opportunities that teachers may encounter in teaching and designing EAP courses by reflecting on the presenter's ten-year teaching EAP courses.

Research and Practice of Project-Based Learning in EGAP Curriculum

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Chongqing University

This descriptive and exploratory case study focused on Project-Based Learning (PBL) as an instructional approach in EGAP (English for General Academic Purpose) curriculum, within the context of higher education in a Chinese foreign language university. The researcher investigated the rationale behind the current design and students' and teachers' perceptions about the curriculum, as well as, their perceived motivations and challenges during the teaching and learning process. The participants involved were sophomores majoring in non-common languages while taking English as their second foreign language and some of the faculty within the same program. The purpose of the study was to explore students' perceptions regarding PBL and its contribution to students'

learning of English as well as some of the indications to students' learning of their major language in their general academic skills through their own hands-on learning experiences. Data were collected through curriculum documentation, questionnaires for students, classroom observations, and in-depth phenomenological interviews of selected students and teachers. The data were analyzed using SPSS. Results indicated that PBL may help students improve their general academic research skills and more importantly, PBL in English class is able to facilitate students' learning abilities in studying their own major. Implications for improving students' critical thinking and analytical problem-solving skills are still open to discussion.

Keywords: Project-Based Learning; English for General Academic Purpose

An Empirical Study on the Effect of Flipped-Classroom-Based Critical Reading Teaching on Non-English Majors' Critical Thinking Disposition

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Since the early 20th century, extensive attention has been paid by researchers to critical thinking (CT), on which there have been lots of studies abroad. Among them, a two-dimensional structure of CT, consisting of critical thinking cognitive skills and critical thinking disposition (CTD), has been constructed by Facione (1990) and widely accepted. In China, research has been conducted mainly on CT's definition, origin and its development through effective teaching such as critical reading teaching. In recent years, with the integration of technology and digital resources, flipped classroom, a new teaching model, has been embraced as a product of innovative education. However, relevant studies on the effect of specific teaching methods on CTD are still insufficient, especially in flipped classroom settings.

Therefore, this study aims to investigate the effect of flipped-classroom-based critical reading teaching on non-English majors' CTD. The research questions include: 1) What's the effect of flipped-classroom-based critical reading teaching on non-English majors' overall critical thinking disposition? 2) What's the effect of flipped-classroom-based critical reading teaching on non-English majors' seven dimensions of critical thinking disposition (truth-seeking, open-mindedness, analyticity, systematicity, self-confidence, inquisitiveness, maturity)? 3) What are the possible causes for the effect?

This paper was based on a four-month observation of flipped-classroom-based critical reading teaching in Chongqing University with 50 non-English major freshmen as participants. They were high intermediate English learners from classes of Level 3 based on their performance in the English Placement Test. The CCTDI-CV questionnaire was administered to students at the beginning and at the end of the experiment respectively, measuring both the overall critical thinking disposition and

its seven dimensions. This was followed by interviews, aiming to find out the advantages and disadvantages of the flipped-classroom-based critical reading teaching, students' comments and suggestions on the teaching.

The results show that 1) students' overall critical thinking disposition significantly improved; 2) students improved significantly in terms of self-confidence and systematicity but they performed worse in terms of inquisitiveness, while there was no significant change in truth-seeking, open-mindedness, analyticity, and maturity; 3) the possible causes for the improvement include some challenging in-class activities, helpful learning materials, and the teacher's attention to the cultivation of students' learning autonomy. Meanwhile, students' fear of challenging the teacher and their conservative personality may lead to their reluctance to ask questions, thus they became less inquisitive.

Based on the results, some suggestions are provided for improving the flipped-classroom-based critical reading teaching and developing students' CTD. For example, effective online communication needs to be enhanced by preserving a specific period of time for online discussion with full involvement; enough attention should also be paid by the teacher to teaching vocabulary and grammar for students' test-taking; the interval between before-class activities and class time should be shortened so as to improve in-class efficiency.

Keywords: critical thinking disposition, critical reading teaching, flipped classroom.

商务英语专业基础课程跨文化商务沟通能力的培养

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With the development of globalization and increasing international business exchanges, a great number of colleges in China have set up business English major and relevant courses. However, students' lack of intercultural business competence turns to be a problem due to a comparatively newly-founded subject and inadequate experience. To address this problem, this comparative study examines the approaches to cultivating such competence based on Immersion Teaching Theory. Sixty students are selected from 2 classes in the second year. The first class is taught by traditional teaching methods while the second class is inserted with a mixture of methods fostering students' intercultural business. Findings reveal that the provision of cultural context and politeness principle can be adopted in terms of theoretical level while case study and cross-disciplinary approaches can be applied in terms of practice level. The study proposing strategies warrant an urgent need to cultivate students' intercultural business competence and give feasible solutions assisting the teaching process for fundamental courses of business English majors.

Parallel Session 5: ESP Course Design

Business English Curriculum Design under the Belt and Road initiative Based on Enterprises' Need Analysis-A case study of Chongqing University of Science and Technology

Zhou Hongqin

Chongqing University of Science and Technology

The Belt and Road Initiative creates enormous opportunities for the enterprises and universities at Chongqing while bringing challenges simultaneously. The enterprises have higher expectations on the talents of Business English graduates in the light of the new economic structure which initiates the urgency to reform Business English curriculum. Currently, many courses for Business English majors are lagging behind the development of the Belt and Road, which engenders a great gap between the enterprise talents' demands and current professional situation of Business English graduates.

The study aims to analyze the relationship between the enterprises' demands for talents and Business English curriculum design based on the research into enterprises demands for talents and Business English Curriculum reform at Chongqing University of Science and Technology. The questionnaire reveals that enterprises in Chongqing are in urgent need of talents with qualifications in English for Specific Purpose (ESP). Business English courses are to be reformed to satisfy the needs of enterprises under the Belt and Road Initiative. The need analysis provides the theoretical basis for the reform at Chongqing University of Science and Technology. The reform is conducted to modify Business English curriculum to cultivate students' ability in language application and professional capability in special areas. Elaborately, Business English curriculum design at Chongqing University of Science and Technology involves syllabus design, teaching methods' reform, textbook adjustment, etc. The research into the cross-curriculum reform shows that it is effective to cultivate the students' ability of language application for special purpose and satisfy the enterprises' demands for talents.

Keywords: Enterprise Talents' Demands, Curriculum Design, The Belt and Road Initiative

基于 ESP 需求分析的公安院校警务英语课程设置的探索与研究

张爱文

陕西警官职业学院

As a branch of ESP, the police English course is the one that reflects the characteristics and disciplines of police colleges. The opening of police English course is an effective way to train high quality police talents in police colleges and universities. Based on the demand analysis theory of

ESP, this paper puts forward the necessity of establishing police English courses in police colleges and universities according to the investigation of police officers and police college students' demand analysis of police English. It also makes a preliminary exploration and research on the principles of curriculum setting, the formulation of teaching objectives, the determination of teaching contents, the improvement of teaching mode, the establishment of teaching evaluation system and the feedback mechanism of information. The aim is to combine students' current study in school with their future work environment and career development, and to cultivate students who know English and are proficient in professional application of high skills.

Trialing Project-Based Learning in a new EAP ESP course

Yi Wang, Jing Wang, Wang Lisha
怀卡托理工学院/山东理工大学

Currently in many Chinese universities, the traditional College English course is facing the risk of being 'marginalized', replaced or even removed, and many hours previously allocated to the course are now being taken by EAP or ESP. At X University in northern China, a curriculum reform as such is taking place, as a result of which a new course has been created called 'xue ke' English. Despite the fact that 'xue ke' means subject literally, the course designer has made it clear that subject content is not the target, nor is the course the same as EAP or ESP. This curriculum initiative, while possibly having been justified with a rationale of some kind (e.g. to meet with changing social and/or academic needs of students and/or institutions), this is posing a great challenge for, as well as considerable pressure on, a number of College English teachers who have taught this single course for almost their entire teaching career. In such a context, three teachers formed a peer support group in Semester One this year, to work collaboratively co-tackling the challenge, and they chose Project-Based Learning (PBL) for the new course. This presentation will report on the implementation of this project, including the overall designing, operational procedure, and the teachers' reflections.

Based on discussion, pre-agreement was reached on the purpose and manner of collaboration as offering peer support for more effective teaching and learning and fulfilling and pleasant professional development. A WeChat group was set up as the chief platform for messaging, idea-sharing, and resource-exchanging. Physical meetings were supplementary, with sound agenda but flexible time, and venues. Mosoteach cloud class (lan mo yun ban ke) was established as a tool for virtual learning, employed both in and after class. Discussions were held at the beginning of the semester which determined only brief outlines for PBL implementation and allowed space for everyone to autonomously explore in their own way. Constant further discussions followed, which generated a great deal of opportunities for peer learning and lesson plan modifications. A reflective journal, in a greater or lesser detailed manner, was also kept by each teacher to record the journey

of the collaboration. At the end of the semester, it was commonly recognized that, although challenges existed, the collaboration was overall a success and they were all willing to continue with it and endeavor to refine it to be a more professional and productive approach.

A Three-in-one Groupwork Model for Esp: from Formative Assessment Perspective

Chen Qiuxian
Shanxi University

English for Specific Purpose (ESP) usually involves collaborative work of several people across disciplines. How can the collaborative work be most effective, however, is an issue to be explored. This paper, informed by formative assessment principles, proposes a three-in-one model.

Formative assessment, which was defined as “the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there” (Assessment Reform Group, 2002), aims at enhancing learners’ learning outcome and learning skills via personal engagement and peer feedback in regards to how to learn, how to assess. The author posits that formative assessment principles fit well with the very objectives of ESP.

An ESP learner, from a formative assessment perspective, is not supposed to single-tasked; rather, he/she should take up three identities at once within a learning spiral circle: a creative writer, a critical reader, and a constructive assessor. By fulfilling the responsibilities that each identity shoulders, an ESP learner would be able to achieve improved learning outcomes, as intended. These three identities could be best realised by working in a collaborative group, whose model is shown with an illustration below. The feasibility and potential of the model has been evidenced by the author and her colleagues with a pilot experiment on postgraduate students of non-English major in a Chinese university.

An analysis of English-Chinese Translation of Sports English——Taking the English Sports News on CNN and ESPN as an Example

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Sports English is a highly specialized language variant used for communication in the sports industry. Sports English is not only the embodiment of sports culture in English, but also a language variant to express sports events or related occupations in English (Chen Shan, 2013:154). In recent years, with the development of technology and economy, people around the world pay more and more attention to sports events and participate in amounts of sports activities. Preliminary research shows that the demand for sports English talents is gradually increasing, which exposes the problem of inadequate translators at the present stage. In order to alleviate the current situation of relativ

ely shortage of translators in sports and to transfer high-quality talents to sports industry, attention should be paid to the cultivation of professional translators in sports, so as to fully highlight the image of China as a sports power. Meantime, this can also promote the development of Chinese sports industry and the exchanges and cooperation in sports field of all countries in the world. This paper will choose articles from the Cable News Network (CNN) Sports section and the Entertainment and Sports Programming Network (ESPN) between 2017 and 2019 to analyze the English-

Chinese translation of sports English from the following three aspects: first, the specific meanings of common English words in English sports news; second, the syntactic features of English sports news; Third, the stylistic style of English sports news. In the process of analysis, this paper will summarize the translation skills and strategies commonly used in sports English translation, and conclude the English-

Chinese translation methods and linguistic features of sports English. Therefore, the analysis on sports English is of great importance and practical significance in training professional sports translators and carrying forward sports culture.

Keywords: Sport English; Syntactic Features; Stylistic Style

A course Design of Academic Writing Using an Integrated Teaching Method

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Writing is generally regarded as the most difficult skill to master for foreign language learners. The difficulty of writing lies in the need to firstly generate ideas and then organize ideas to form an essay. Turning ideas into readable texts employing an appropriate choice of words, phrases, and sentences is the most difficult part of writing. (Richards and Renandya, 2002). To systematically teach writing, researchers have proposed several influential approaches, such as content-based approach, process-based approach and genre-based approach, etc. (see e.g. Snow, 1998; Crandall and Kaufman, 2002; Swales, 1990; 2004; Flowerdew, 1993; Hyland, 2002d; 2003b; 2003c). Of the above approaches, I would like to focus on a genre-based approach, since teaching academic writing is in practice teaching a special genre. Essays, assignments, and other pieces of writing should be produced in academic settings. Therefore, improving students' genre awareness has become one of the teaching purposes of academic writing course. The academic writing course designed in this paper employs an integrated teaching method. It combines corpus-based approach, cooperative language learning (CLL) and genre-based approach in the teaching of writing. The course is designed for the intermediate level undergraduate English majors in China. In this course, students improve their academic writing skills and their awareness of particular genre simultaneously. Through the comparative analysis of the academic writing corpus MICUSP and several small corpora built by students consisting of texts that are similar to ones they are expected to write, the

students learn to identify the linguistic patterns and organizational conventions in academic settings.

This paper begins by reviewing genre-based approach, corpus-based approach, and CLL. Then it points out the need to combine these approaches, followed by describing a lesson plan which was used in an EFL academic writing course. It concludes by summarizing the strength and limitation of such an integrated approach. The purpose of this paper is to explore the possibility of integrating genre-based approach and corpus-based approach with CLL in academic writing, hoping that this integrated approach could complement the genre-based approach and facilitate learners to create more generic writing products.

Instructional Design for ESP Course—Business English Listening and Speaking Based on the Theory of Teaching Optimization

Fan Wen
成都信息工程大学

As one kind of ESP, the specific purpose of Business English is to help develop generalized English skills applicable in real business circumstances of different kinds. Among those skills, the listening and the speaking skills are the most practical ones. Based on the Theory of Teaching Optimization, this paper explores the instructional design of the course—Business English: Listening and Speaking from selecting the material, designing the class activities, organizing the class, using teaching methods, and assessing students' performance, in order to achieve the most optimized and effective ESP teaching.

EAP Writing Curriculum and Cultivation of Critical Thinking

Baote Rigele
北京工业大学

This paper discussed curriculum plan of EAP writing and cultivation of critical thinking in EAP writing course. The methodologies adopted in this paper are “needs analysis” and “genre analysis”. Across all sections of the academy, students' capacity for critical thinking is generally considered to be a core and necessary academic skill. Academic writing course should improve EAP student writer's capacity of critical thinking, developing a critical competence to innovate, challenge, resist and reshape the discourses of their academic discourse community. It is proposed that the development of a critical thinking occurs within a particular disciplinary context, and involves the ability of students to make evaluations within their field's “accepted standards of judgement” (Swales & Feak, 2004). Like Hyland(2003), it is also proposed here that “learning about genres does not preclude a critical analysis but provides a necessary basis for critical engagement with cultural and textual practices.” In order to develop the writing skill in an EAP course, pedagogy needs to help the writer to develop the competence to communicate in writing that is analytical and critically evaluative in terms of their field's “accepted standards of judgement.” A genre-based

pedagogy will involve examining and reconstructing the target genres of the discipline community.

Keywords: EAP writing course; critical thinking; needs analysis; genre analysis

ESP-EGP Course Modules Design--A Case Study of EAP Integrated Writing in Donghua University

Zhang Li
Donghua University

College English teaching and reforming has always been one of the hot topics in higher education, among which whether EFL could have the direction of ESP and emphasize its function as a communicative tool have been debated, thereafter, the research on ESP/EAP course design is of vital practical importance. With teachers' Action Research paradigm and Gillet (1996)'s classic course design model, this paper is a case study on EAP Integrated Writing teaching in Donghua University, aiming to exemplify to introduce and report its ESP/EGP course modules designing framework. The study could support the findings that school-based ESP course design must be based on the analysis on specific teaching and learning contexts, especially on learners' needs analysis. The reform on teaching contents, methods and assessment could rely on teacher's reflection on his or her mastery of and application of a certain teaching theories, hence teaching trend would be learner-based and teacher-guided. The ultimate status of course design and upcoming teaching would satisfy the general systematisms and effectiveness of teaching and learning.

ESP Course Design in CALL Environment-- Based on SLA Theory

Zhang Zhenyu, Chen Yiping
Chongqing University

ESP is an English language course designed to meet the needs of students in a specific field. CALL is any process in which a learner uses a computer to improve his or her language. The development of CALL brought new technical methods to classroom learning. In the early CMC1.0 era (communication mediated by computers), synchronous and asynchronous communication modes were brought. Then, in the era of Web2.0, there are technologies that can simulate reality, such as virtual world, video conference and so on. First, this study proposes four principles that should be followed in the design of ESP courses under the CALL environment :1) follow the basic principles of SLA (effective input, interaction and feedback); 2) establish a sense of community; 3) adopt appropriate technology and learning content; 4) provide relevant and adequate training. The discussion of the third principle includes an overview of the technological and pedagogical options available for online courses and makes specific recommendations for teachers, administrators, and designers. Second, this study reviews previous empirical studies of CALL in course design and discuss the feasibility of using relevant technologies of CALL in ESP courses. Finally, this article summarizes the possible influences and constructive suggestions on the application of CALL in the

design of ESP course based on SLA theory.

Identity Awareness in Pre-experienced Learners of Business English

Zeng Lihong

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The study investigates to what extent the cross-cultural training programmes influence the dynamic nature and various components of BE (Business English) learners' cultural identity. Cross-cultural communication is the key skill for BE learners, as well as employees in multinational organizations. Multi-cultural identity is the underlying component of cross-cultural communication and the important part in the construction of professional identity for BE learners. Given the shortcoming that cross-cultural training programmes are seldom evaluated, the present study adopts (a pre- and twice post-) surveys to trace changing sources of cultural values (i.e., Family, Nationality, Religion, Political Affiliation etc.) in BE learners' interaction with native speakers of Chinese or English. Semi-structured interviews following surveys indicate deeper and precise connection among cultural values, linguistic performance and other factors (i.e., motivation, beliefs, etc.) Findings show that some learners adopt different identities in accordance with different settings, indicating intrinsic tendency of acculturation before the training. Some learners acquire progression in their usage of multiple identities after the training, signaling teachability of cross-cultural awareness (multiple identities). There always exists a group of learners who have permeable identity with same models of cultural values (i.e. bringing home style) in different settings, raising challenges against the effectiveness of cross-cultural training. The multifaceted picture of cultural identity is important for syllable designers, teachers and researchers of Business English and cross-cultural training programmes

Parallel Session 6: ESP Research & Teaching Method Innovation

Academic language teaching---Multiple perspective,

Colloquium: Academic language teaching--- Multiple perspective

Team members: Zuo Hongshan; Mu Xuqin; Luo Zaibing; Li Cuiying

Accumulating and Constructing Academic Knowledge through Semantic Waves

Li Cuiying

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Academic knowledge is not high above the common sense knowledge or everyday practice but grow from it and the two kinds of knowledge usually appear as waves of flow in academic discourse. Maton (2013) identifies 'semantic waves' as an important feature of academic discourse and a crucial characteristic of teaching for cumulative knowledge-building; and Martin (2013) explores a 'power trio' of intertwining linguistic resources which contribute to the creation of these waves.

This paper draws on these complementary theoretical frameworks from Legitimation Code Theory and Systemic Functional Linguistics to explore their implications in the teaching of academic reading and writing. The drawing of semantic waves is also a way to picturize the thinking process in knowledge construction, which will make it clearer for students to understand and will work as an approach for them to get the framework of the academic reading and writing. The power words, power grammar and power composition are the real material that will help to make the abstract waves into flow of knowledge. This study shows that the joint construction of semantic waves in class help to make the process of knowledge construction explicit and thus effective in teaching academic reading and writing.

Keywords: academic knowledge, semantic waves, power trio

“You have done a good job!”: Peer Comments on EFL Students’ Oral Presentations from a Language Socialization Perspective

Zuo Hongshan
Sichuan University

Language socialization is an emerging perspective in academic discourse research in recent years (Duff, 2010). By participating in academic practice and academic interaction, new members of the academic community are introduced into specific systems of knowledge, belief and identity, and can express their own voice, identity and initiative. This is academic discourse socialization (Duff 2007, 2010; Ochs & Schiefflin, 2008). This study takes peer comments on EFL students’ oral presentations in English classes as a starting point and seeks to explore the socialization process of students’ oral academic discourse through the changes observed in peer comments in one academic year. Specifically, we will answer the following research questions: 1) What is the distribution of different types of peer comments? 2) What changes do peer comments undergo during the academic year?

This study obtains data from the oral presentations of first-year English majors’ audio-visual classes. In each class, two students are invited to give English presentations concerning certain issues of British or American movies and television shows. After the presentations, one student is invited to comment on the presentations in English.

This study lasted one academic year, with 18 peer comments collected in the first semester and 21 in the second semester. We transcribed the comments and built a Corpus, and used UAM Corpus Tool software for annotation and analysis. When analyzing peer comments, we drew on Hyatt’s classification of composition comments (Hyatt, 2005) and made some modifications.

The results show that peer comments of the students mainly include the following types, i.e., content-related comments, stylistic comments, development comments, structural comments and other categories. Compared with the first semester, in the second semester, there are significantly more content-related comments and stylistic comments. It is also found that students were more careful in making negative comments and adopted more pragmatic strategies. This shows that with the improvement of students' English proficiency and the deepening of their English learning, they pay more attention to the content, language and other aspects in peer comments, and their expressions are more appropriate. These can be regarded as the manifestation of academic discourse socialization.

Keywords: language socialization, oral academic discourse, peer comments\

A Corpus-Driven Study Of Disciplinary Variations: A Lexical Bundle Approach

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As part of meaning-making resources, Lexical bundles are defined as frequent occurring sequences within continuum between lexis and grammar. By conducting structural and functional analyses on 4-word lexical bundles, this study adopts a corpus-driven approach to explore disciplinary variations in such three disciplines as Physics, Psychology and English. Data shows significant distributive variations in structural and functional patterns as well as bundles themselves within disciplinary discourses, which are contributed by discipline-specific knowledge structures. The Physics discourse is characterised by considerable use of NP-based bundles with technical terms due to the nature of a hierarchical knowledge structure; whereas English discourse employs large amount of NP-based bundles with abstractions and “location” bundles, arising from a horizontal knowledge structure; by comparison, Psychology discourse not only shares some features of both, but also embodies such specialized discipline-specific variation as weak use of NP-based bundles and great use of participant-oriented bundles, indicating a hybrid blend of distinctive discipline-specific knowledge structure. The findings of the present study implicate that in discipline pedagogy and writings, with an understanding of discipline-specific bundles, individuals who used to be laymen of the related fields may be more advantageous by using discipline-specific bundles in their disciplinary learning.

Keywords: Lexical bundles; disciplinary discourse; disciplinary variation; knowledge

Study of the Multimodal Interactional Strategies in Academic Oral Presentations

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Academic oral presentations, as the important measure for researchers to report their research results and conduct academic communication, refer to any oral presentation on certain academic topics. Common academic oral presentations rely on PowerPoint as the technical aid. The efficiency of academic oral presentations is not only ascribable to the creativity and value of the research result but also to its oral delivery, such as the quality of speech and interaction, among which interaction determines whether a presenter can build the connection between him and the audience, that is, whether a presenter can control the audiences' attention and fully engage their mind throughout the whole presentation. As common academic oral presentations involve not only language, but also voice, visual effect and body language, academic oral presentations are not mono-language modal but multimodal. This research, aimed at a systematic exploration of the interactional strategies of academic oral presentations, carries out a qualitative study of the interactional strategies of academic oral presentations, with academic oral presentations collected from online video databases as the corpora. The study focuses on three aspects: 1) describing the popular multimodal interactional strategies; 2) describing the interaction of the different multimodal strategies; 3) describing the distribution features of interactional strategies.

Keywords: academic oral presentations; interactional strategies; multimodal

The Significance of Going Out of Radio, Film and Television Works——

Taking the First Winter Olympics Animated Film Winter Olympics Village as an Example

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After successfully holding of the 2008 Summer Olympics, China's sports industry has developed by leaps and bounds, leading a sports power. In 2022, China will hold the Winter Olympics, which will not only help to further promote the development of China's sports industry, but also help to enhance China's international status. The smooth progress of the Winter Olympic Games is inseparable from the popularization and propaganda of the knowledge of ice and snow as well as the Winter Olympic events both at home and abroad. As the most dynamic and influential mass media nowadays, radio, film and television have played a unique role in foreign exchange and cultural communication (Yan Chengsheng, 2014). As China's first animated film on the theme of the Winter Olympics, Winter Olympics Village adopts stopmotion technology, integrating the Olympic concept of "green, sharing, open and honest" into the animated film. With the North China leopard, Tibetan Antelope, giant panda and other animals with Chinese characteristics as the main characters, it narrates stories related to Winter Olympics sports covering alpine skiing, freestyle skiing, Nordic combined and their like, showing the charm of icesnow sports to the world. Taking the animated film Winter Olympics Village as the research object, ESP theories as the research foundation, this paper will research the significance of going out of the animated film in four aspects.

cts, including publicizing the Winter Olympics culture and enhancing the soft power of our country, (Zhu Xinmei, 2018), improving the enthusiasm of children to participate in icesnow sports and their physical quality, promoting the ice-snow tourism industry both in home and abroad, and connecting icesnow sports equipment manufacturers in the process of product research and development.

Keywords: film and television works; intercultural communication; 2022 Beijing Winter Olympics; ESP theory

Facilitating students learning and development through the academic poster session in an EAP course

Chen Jiaoyue

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Over the past few decades, academic poster presentations have become a medium of knowledge transfer and a means of publication in academic settings (Feak, 2013). The skills used in preparing and delivering poster presentations are transferrable to the workplace and useful for students (Akister, Bannon, & Mullender-Lock, 2000). It is also argued that the use of poster presentation as part of a university teaching tool can help students develop and focus on their arguments concerning their course work (Lynch, 2017). This study introduces the academic poster session embedded in an EAP course and focuses on the students' perspectives and experiences of the session at a key university in China. Forty-nine undergraduate medical students attending the course participated in the study. Data were obtained via questionnaires and focus group discussions. The findings suggest that the poster session creates opportunities for students' self-confidence, consolidates their academic practices, and helps them develop their final research paper writing. Furthermore, it is argued that this process helps students establish their own academic voice and identity. Despite the effective and facilitating roles of the poster session for the students learning and development, this study also points out some ongoing concerns regarding the course design.

An Exploration of Improving Business English Majors' Intercultural Business Communicative Competence through Multimodality---A Case Study of Southwest University of Finance and Economics

Liu Youhong

西南财经大学

As China's opening to the outside world get bigger and bigger, the international business activities such as import and export trade, foreign investment are growing rapidly. The demand for business English talents in economic and social development is constantly expanding. Therefore, business English major emerges as the times require. Business English is an applied subject, which aims to cultivate students' language ability, business knowledge and skills, intercultural

communication ability, humanistic quality and so on. Thus, it can be seen that improving the intercultural business communicative competence of business English majors is the starting point and destination of business English majors in applied universities. It is the duty and goal of business English teachers to cultivate and promote students' cross-cultural awareness. However, many colleges and universities are still persistent in improving language ability and business knowledge, ignoring the axis function of intercultural communicative competence, and failing to make most use of the network and multimedia in teaching. Based on the theories of intercultural communication, intercultural communicative competence model, this paper takes Southwest University of Finance and Economics as an example to analyze the current situation of business English students' intercultural business communicative competence by means of questionnaires, and at the same time to understand the focus and the existing difficulties of business English teachers in teaching through structured interviews. On the basis of qualitative research, the writer provides some innovative strategies on how to improve cross-cultural business communicative competence in business English major courses; explores the mode of combining multimodality and cross-cultural communication model; optimizes the course from the practical operation level, so as to achieve the teaching objectives effectively. The results of this study are an attempt and necessary supplement to the research on the cultivation of intercultural communicative competence. The author of this paper hopes that this survey can provide some reference for the further study of intercultural foreign language teaching, and give hint to more in-depth discussion and research in this field.

Keywords: Intercultural Communicative Competence Model, Intercultural Business Communicative Competence, Multimodality.

On the Culture-embedding Model of Business English Teaching Under the “Belt and Road” Initiative--A Case Study of CWNU

Li Meiqi

西华师范大学

“Belt and Road” initiative brings both opportunities and challenges to business English learners. Cultivating those who are good at intercultural communication is a trend to meet the needs of times and also the vital task of “Belt and Road” development. Recent years, the culture teaching aimed at promoting English learners' intercultural communication abilities has received extensive attentions from scholars, but in business English field, the in-depth studies are not enough with no systematic culture-teaching model proposed.

This study is a case study which investigates students' cultural competence and culture teaching of business English major at CWNU. By classroom observation, questionnaire and semi-structured interview, this study finds that most students have poor cultural competence in the countries and

regions along “Belt and Road”, and some problems are existed in culture teaching now. Based on Acculturation Theory, this study aims to modify traditional methods of culture teaching and tries to propose culture-embedding model which fits the curriculum provision of business English major. This study is hoped to provide some enlightenment to the following business English teaching.

Keywords: “Belt and Road” initiative; business English; culture teaching; culture-embedding model;

以 ESP 课程为支撑的中医药院校外语教学模式探索

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为了适应国际化中医药人才培养的需要,我校在国内率先摸索以 ESP 课程体系为支撑的外语创新教学模式。我们在中医学(九年制、5+3 一体化)专业中开展了抽样访谈和问卷调查,分析我校人才培养指导性文件,调研教务处、国际合作处、临床医学院和附属医院,挖掘长学制学生在国际化软实力上的需求。基于需求,首先转变教学理念,尝试公共外语通识博雅教学转向 ESP 教学,突出跨学科、跨文化特点,把外语作为交际工具,将教学目的明确为通过外语获得专业和职业所需的实用信息。我们从学术英语实用性出发,在现有的《综合英语》基础上,一年级增加《英语口语》、《大学英语听力》,二年级开设《大学英语阅读》、《大学英语写作》、《高级英语视听说》,三年级开设《通用学术英语》、《医学英语》、《基础中医英语》、《英文科技文献研读》《医学英文选读》等课程,到硕士研究生阶段开设《临床中医英语》,博士生阶段开设《中医药英语专论》、《SCI 论文写作》,实现难度递进的阶梯式教学模式。我们以跨学科合作为一个中心、创新创产为两只抓手,汇聚中医药、生物医学和外语平台与师资三方力量,构建以“菁讲堂——敏思计划”、“菁摇篮——孵化计划”、“菁营地——实战计划”和“菁创汇——明星计划”为四体支撑的全程式、浸入式教学模式,创新性地从教学理念、课程设置、实践平台、创产协作等维度加大改革,构建中医药人才从语言学习、医学翻译实践到科研成果推介的创新教学模式。实践证明,在 ESP 课程为支撑的新教学模式下中医药学生国际化软实力得到了极大的提升。

[关键词]: ESP; 专门用途英语; 外语教学; 中医药

An English Lesson Study Based on Phenomenon-Based Teaching

Liu Jy

重庆师范大学

Phenomenon-based teaching, also known as topic teaching or integrated teaching, is a cross-disciplinary and multi-disciplinary integrated teaching around phenomena or topics that students are interested in. The topic of the lesson study "Travel Plan" in this paper is selected from Unit1 Where did You go on vacation? in PEP English Grade 8 Volume 1. It aims to cultivate students' interest in

learning, innovative spirit and sense of teamwork through the integration of English, history and geography. Through this lesson study, it can find that in the current Chinese context, the implementation of phenomenon-based teaching can improve students' autonomy in learning to a certain extent, and can basically achieve the goal of multidisciplinary learning in one lesson. However, there are still some problems, such as inadequate teaching environment and insufficient knowledge reserve of teachers, which need to be further explored and improved.

Keywords: Phenomenon-based teaching; English lesson study; Effectiveness and problems

Shifting EAP Teacher Identity: From college English teacher to EAP teacher

Zhang Ting

长江大学

As an increasing number of institutions implemented EAP courses in College English Teaching in China, many research branches emerged, including EAP teacher research, among which teacher anxiety, teacher development, and teacher competence are hot topics. Our research group designed an long-term action research project to develop EAP curricula for non-English major college students. Shifting identity of EAP Teachers is one of our foci. To understand the complex situation and changing roles in reconstructing EAP teacher identity, EAP teachers' awareness, belief, and confidence of their new role were explored by interviewing three EAP teachers regularly, analyzing their teaching material, observing their classes regularly and interviewing their students. Participants' professional competence are also investigated in four dimensions developed by EALEAP (British Association of Lecturers in English for Academic Purposes), namely, their academic practice, EAP students understanding, curriculum development, and programme implementation. Participants vary in gender, educational background, years of teaching, and research practice. The investigation and its findings are presented in three parts in this paper, including: a) introduction to the concept professional identity and teacher identity, and review of its study; b) data collection and data analysis; c) presenting the findings of the program, the pains and gains in creating the new identity as a EAP teacher, including assessment of three teachers' believes, practices, academic competence, and their popularity among students. This study paves the way to perceive EAP teachers' professional identity at the crossroad, and provides a new angle to understand EAP teachers profoundly and new evidence to EAP teacher training program designing.

Parallel Session 7: ESP Research & Teaching Method Innovation

Exploring the Feasibility of Applying MOOC-based Flipped Classroom Pedagogy to

Academic Writing and Presentation

Li Zhang
Shanghai Jiao Tong University

Flipped classroom method has been becoming a more and more popular way to aid classroom instruction, and MOOC is a good platform to implement this approach. However, little is known about whether the method is feasible to be implemented in academic English course where exploration method is encouraged. In other words, whether the presentation of learning content

in MOOC will impede students' motivation to explore the knowledge by themselves. In order to find out students' perceptions about the feasibility of the MOOC-based flipped classroom method to the course, a questionnaire investigation was conducted on students who have attended the course given in the traditional classroom where exploration of the knowledge is encouraged. Six students were interviewed immediately after they have finished the course to get an in-depth understanding of students' ideas. It has been found that (1) students generally think that the traditional teaching method need updating, and the flipped model is a preferable choice; (2) the course should be well designed so as to avoid negative impacts brought by the new method. These results shed light on our further research into MOOC-based flipped classroom method.

Keywords: Flipped classroom; Academic English; MOOC

Teaching English for Intercultural Communication: Challenges and Opportunities

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Developing students' intercultural communication competence through foreign language education has been acknowledged as one of the key aims in the national scheme of college English courses. Nevertheless, research and practice are both limited regarding how language teaching and the development of intercultural competence can be integrated effectively. This study reviews the challenges and achievements in developing and delivering the course of "Developing Students' Intercultural Awareness and Skills" at Xi'an Jiaotong Liverpool University and offers some insights as to how the development of intercultural competence can be incorporated into foreign language teaching to various degrees. In this way, the study provides suggestions for the further development and reform of English courses in Chinese universities.

Keywords: Intercultural Communication, English Teaching, ESP

A Study on the Academic Speaking Skills of Engineering Students in a Chinese-Foreign Cooperative Education Programme

Zeng Qiuyi, Cheng Li, Dong Shixin

English for Academic Purpose (EAP) is one of the major branches of English for Specific Purposes (ESP). This paper describes a 12-month study (2017-2018) investigating the development of academic speaking skills of a group of engineering students in an ESP course in a Chinese-Foreign Cooperative Education Programme between Beijing University of Posts and Telecommunications (BUPT) and Queen Mary University of London. All the Year-2 students took the ESP course “Professional Communication Skills” (PCS), which aims to help students improve their academic and professional communication skills. Sixty-five students in the PCS course volunteered to participate in the study. All the participants’ presentations were video-recorded and then analyzed in terms of presentations skills and contents. Data analysis shows that academic speaking in this course covered a wide range of topics and there is a close relation between the contents of academic speaking and the major of participants. Moreover, in terms of presentation skills, these students performed well in organization but the aspects which needed further improvement included interactivity, body language, pronunciation and intonation. The findings of this study provide useful insights for teachers in the development of EAP instructional models in Chinese-foreign cooperative education.

Keywords: academic speaking skills, ESP, Chinese-Foreign Cooperative Education Programme

**A Critical Genre-based Approach to ESP: Lecture Design on English Language Teachers’
Classroom Discourse at Tertiary Level**

Zhang Yue

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A threefold purpose is addressed in this article. Firstly, it introduces Critical Genre Analysis (CGA) as a multi-perspective framework. Through comparing and contrasting CGA and critical Eco-discourse analysis on the definition, focus, development, and how they work in ESP, it aims to propose CGA as an approach to English for Specific Purposes (ESP). Finally, a lecture design on a core course named English Language Teacher’s Classroom Discourse (ELTCD) would be provided as an example of adopting CGA among mainland Chinese undergraduate students, basing on a real Needs Analysis study conducted by the author with the pedagogical specification, guidelines, and implications given.

**Research on the Application of Informatization Education Technology on ESP in Higher
Vocational Colleges and Universities Based on “Dual System” Model**

Lian Yong

承德石油高等专科学校

In the information technology 2.0 era, the backward teaching concept of ESP in higher vocational colleges and universities and the lack of information means have led to the current situation that it is impossible to seamlessly and timely connect with students' future job. This paper studies which English information education technologies are being used popularly and how to use them to cooperate with the teaching mode of work-study integration of various majors in higher vocational colleges and universities based on the dual system of school-enterprise integration; How to use information technology, education big data and artificial intelligence to serve teachers' teaching and students' learning in the dual environments; How to standardize MOOC education of ESP in higher vocational colleges and universities; How to fully integrate the dual systems, ESP teaching and information education technology so as to fully involve and integrate both teaching and learning, working and studying. This paper aims at establishing the embryonic framework of school-enterprise integration culture and participatory culture in higher vocational English teaching in the information age of 2.0. This kind of integrated and participatory ESP teaching research based on information education technology in higher vocational colleges and universities is still blank at home and abroad.

Keywords: ESP Informatization Education Technology Dual System Integrated Culture Participatory Culture

Teacher Practices in the Teaching of English Research Paper Writing

Zeng Jianbin

Fudan University

English Research Paper Writing is a large multidisciplinary writing programme across the curriculum (WAC) for research students in Chinese universities, who are academically challenged and motivated to write and publish in international academic contexts. However, the overwhelming task of supervising the learners' writing drafts in a large multidisciplinary EFL writing course presents a demanding challenge, and effective teaching practices such as team work

presentations, abstract and research paper drafts, and their peer review feedback and tutorial comments are introduced to encourage engagement with learners, peers, and tutors in the advanced English classroom. The learners are encouraged to present and share on the distinctive genre patterns and stylistic conventions in the research papers of their specific research fields. They are also required to practice writing the abstract and the full research paper, which will be reviewed and revised by their peers and tutors. Surveys reveal significant improvement in the EFL learners' academic writing, and samples of their team work presentations, abstract and research paper drafts, peer review feedback, and tutorial comments will also be demonstrated in illustration. Our work introduces a new task-based approach to cope with such persistent issues as large class sizes and

multidisciplinary learners in the teaching of EFL and EAP writing, which is expected to enhance the effectiveness of these teacher practices in the teaching of English Research Paper Writing, to provide evidence of student learning outcomes in an EFL WAC programme, and to promote scholarly development of EFL educators in similar TEFL practices.

Keywords: EFL, WAC, EAP, teacher practice

Exploring ESP Instruction for Postgraduates in Chongqing University

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Chongqing University

Chongqing University has been exploring and implementing ESP courses for postgraduates with different background of discipline or major over the past years. Based on the ESP needs analysis, a series of ESP courses have been designed and an overall framework of ESP curriculum has been established in order to cultivate students' multi-communication ability for their current academic study and future professional practice. At present, two major ESP courses, namely English for Academic Communication (EAC) and English for Professional Communication (EPC) are offered to the postgraduates of PhD and Master program in Engineering. In addition, some other ESP courses such as English for Movie Experience (EME), English for News and Medium Communication (ENMC), English for Communication in Arts and Cultures (ECAC) have also been set up for the postgraduates from special faculties with more specific purposes. In this presentation, the background of ESP courses in Chongqing University is briefly introduced and the instructions of three kinds of ESP courses are respectively demonstrated from different

perspectives. AC for PhD program focuses on the project-based and data-driven approach as the instruction to develop students' academic communication competence and enhance their research capability; EPC for Master program in Automobile Engineering adopts content-based and task-based instruction integrating the use of professional knowledge and development of communication ability; and EME for Master program in Faculty of Film highlights "situated learning" approach for instruction with the aim of creating lively situations for students to experience and use English to communicate. With our teachers' exploration and practices on ESP instruction, the postgraduates' communicative competence in their specific context has been greatly improved. We hope our experience can provide some reference for the instruction of similar ESP courses.

Keywords: ESP instruction, postgraduates, multi-communication ability, project-based /task – based /content-based approach, , situated –learning

ESP 理论视角下工程英语的教学

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石家庄铁道大学

Since the beginning of the 21st century, the Internet has developed rapidly, and the process of social informatization has been continuously accelerated. At the same time, with the strengthening of China's overall national strength and the continuous expansion of participation in international projects and things, the role of English has become more and more important. Although the pass rate of college English level 4 and 6 has been increasing year by year, college students find it difficult to use English language for specific work after they embark on work. Under this background, college English teaching should be improved. While teaching specific reasons knowledge, it should cultivate students' language practical ability and guide them to use the knowledge they have learned to carry out a wide range of communication activities. The Ministry of Education clearly pointed out in the document: training with good humanistic literacy, with a global vision of high-quality personnel. College English teaching should strengthen the language knowledge and language application ability of students and help them to use English as a tool for reason communication. ESP teaching theory establishes a new concept. With the idea function theory as the guideline and communication ability as the purpose, it creates a real communication situation and improves the use of language in practical applications.

Analysis on the Application of Mind Map in Petroleum English Teaching

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China University of Petroleum

Mind Mapping is a useful tool to train and motivate thinking with its systematic structure and correlated associations, easy for people to express ideas and construct logic thoughts. At present, most of the petroleum English teaching fail to attract the students' learning interest, as petroleum teaching mainly focus on the training of language skills in professional vocabulary rather than the ability of critical thinking. This paper intends to conduct an in-depth study on the application of mind mapping in petroleum English teaching, highlighting the value of mind map in reading and writing. It helps to continuously improve the divergent thinking ability of college students in the teaching of petroleum English reading, particularly conducive to deepen students' understanding and memory of reading relevant contents, thus helping to construct systematic outlines for paper writing. Mind mapping provides both simple and efficient modes of thinking and memory, but also helps students form a clearing thinking and logic system about the whole class. Thus, petroleum English teaching with mind mapping is helpful to improve the teaching effectiveness and the quality of classroom instruction.

Keywords: Mind mapping; Petroleum English teaching; Critical thinking.

Parallel Session 8: ESP Research & Teaching Method Innovation

3 Ws in Legal English Teaching and Research in China

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重庆西南政法大学

On the basis of documenting the Legal English Teaching and Research from China's CNKI from 1990s up till the present by making analysis of major achievements in Legal English Teaching and research with CiteSpace, the author wishes to mention three critical problems (3 Ws) to offer some guidance for the future work, specifically, Who (people involved in the Legal English teaching and research), What (the content of Legal English to be taught in Chinese universities) and Where (directions for further future study). With regard to people involved in the Legal English teaching and research, special attention shall be directed at arousing the legal professionals especially the law professors, and those language scholars or professors who specialize in Chinese legal language, though with limited English proficiency; secondly, legal English teaching as well as research has to centre around Chinese Belt and Road Initiative and the foreign related language services, special focus is too be placed upon the comparative study; thirdly, the future for Legal English teaching and research has to be oriented towards the economic and social development of China and the multinational legal exchanges.

Keywords: Legal English Teaching and Research; 3 Ws (Who; What; Where)

Analysis on the Experts' Views of Domestic College English Teaching Reform from 2011 to 2017

Huang Ping, Deng Yuting, Cao Yunpeng
Chongqing University

In the context of globalization and internationalization of higher education, the insertion of English for special purposes (ESP) courses into college English course system has already become a necessity. However, conflicts abound in the fields of college English curriculum setting, teaching approaches and teacher development. This paper tries to synthesize and analyze the different experts' views by reviewing the CNKI articles from 2011 to 2017. This review found that the focus is on the college English teaching reform; more specifically, on how to teach ESP courses, how to reform CET-4 and CET-6, how to build academic community and so on. It is suggested that 1) we should stop arguing what contents (ESP, EGP) must be focused on. The most critical thing is the way to teach language courses. College English teaching reform should absorb the essence of ESP's notion

of curriculum setting---“learning-centered approach”, any language courses must be flexible and adjustable and tailored to the different needs of specific learners. 2) We should avoid the misunderstanding of ESP teaching---EGP is not the basis of ESP, and ESP is not the extension of EGP either. 3) Teachers should be audacious to change the rigid examination-oriented teaching method, which is a result of the implementation of CET-4 and CET-6, and to teach ESP courses for college students.

Keywords: college English teaching reform, ESP, EGP

A Comparative Study of the Application of Teaching Methods between Public Schools and Private Training Institutions: A Perspective of Constructivism Theory

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This study aims to get a glimpse of English teaching approach taken by teachers come from private training agencies and explore the differences between public and private sectors in regard to the teaching approach and teachers' self-construction. In the first stage, ten teachers come from public schools have been interviewed and nine cases were audio-recorded on the spot, transcribed for stratified analysis. In the second stage, the questionnaire has been sent to teachers come from private training agencies and nine teachers were interviewed at the same time. The teaching approaches and difficulties in the process of teaching have been explored in depth. Moreover, the differences between public schools and private training institutions have been dissected with adopting the same teaching method. In brief, this analysis reflects the teaching methods of training agencies, explores the key and challenges to the successful implementation of teaching approach based on the constructivism theory and may offer some instructive solutions to the teaching reform and development of China's Public Schools

Keywords: Teaching methods; the Constructivism Theory; teachers' self-construction; private training institutions

Discourse Analysis of Science Technology News Report and Hot Comments from the Perspective of Appraisal Theory- A Case Study of Reporting "5G" Communication Technology on Fox News Network

Meng Lingyi
Chongqing University

With the development of Systemic Functional Linguistics, Appraisal Theory has been applied in many fields. In recent years, the practice of analyzing news discourse has increased. This year has witnessed that “5th generation mobile networks” communication technology (short in 5G)

entered its first year of commerce. And the news media of global countries hold their diverse and disputable opinions on the birth and development of “5G”. This paper retrieves all news reports related to “5G” on the Tech column of Fox News Network from January 1 to October 1, 2019, and selects 12 most relevant reports and their corresponding hot comments as appraisal resources. Then from the perspective of Appraisal Theory, this paper analyzes distribution features, changing trends of appraisal resources and makes comparative analysis between reporters and commenters’ appraisal features. Through more comprehensive understandings of science and technology news report and relevant comments, it would be helpful for young readers to improve their abilities to think, analyze and interpret.

Keywords: Appraisal Theory; Appraisal resources; Appraisal features; “5G” science and technology news reports and relevant comments; Comparative discourse analysis

On the Innovation of ESP Teaching in MOOC---Take Yunnan University as an Example

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Yunnan University

The MOOC (Massive Open Online Course) combines multiple network tools and various teaching resources to form diverse learning resources. English for General Academic Purposes: Listening and Speaking is a MOOC offered by Yunnan University in fall, 2019. It breaks through the limitations of the traditional EAP teaching model by re-integrating teaching resources based on the characteristics of the curriculum to truly focus on students’ needs. The course covers most of the techniques required for academic English listening and speaking practice: how to listen to academic lectures, how to take notes, how to do academic reports, and how to take part in discussions, etc.

This course is divided into two modules: Academic English Listening and Academic English Speaking, consisting of 30 lectures with a specific focus on one type of relevant skills respectively. Each lecture gives detailed explanations about the above-mentioned techniques and language skills with typical examples. In the instructional design, the course aims to apply an online and offline mixed teaching mode. With the use of MOOC combined with the specific contents and the objectives of English for General Academic Purposes, Listening and Speaking of Yunnan University, the goal of cultivating international talents with certain academic qualities can be achieved.

Keywords: ESP, MOOC, Yunnan University, English for General Academic Purposes, Listening and Speaking

Research on E-commerce English Classroom Instruction Based on Needs Analysis of ESP

Sang Xiuyue

Xi'an International Studies University

Recently, with the rapid development of the Internet, E-commerce, as a new economic and business model, will become the kernel of human information in the 21st century. All walks of life are increasingly demanding for inter-disciplinary talents who are both proficient in professional business and foreign language ability. In particular, some private colleges and universities with strong professional characteristics pay more attention to the comprehensiveness and practicability of talent cultivation. As an important branch of English for Specific Purposes (ESP), the research on E-commerce English definitely need be based on reasonable needs analysis. Needs analysis is the basis for formulating teaching syllabus, teaching objectives and compiling teaching materials, which enables teachers to define teaching objectives and contents and achieve different goals according to different levels of students and actual needs of classroom instruction. Qualitative and quantitative methods will be applied in this research to investigate the current E-commerce English classroom instruction. Through the questionnaire, students' weaknesses in E-commerce English learning can be investigated, and then the in-depth interview is used to further analyze the problems existing in the classroom instruction of E-commerce English, so as to put forward feasible and replicable improvement strategies with a definite aim.

Keywords: ESP; needs analysis; E-commerce English; classroom instruction

Investigating Chinese university students' skill needs in EGAP reading

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Guangdong University of Foreign Studies

In recent years, academic English education has drawn increasing attention in the field of ESL education at the tertiary level in China, and scholars such as Cai (2018, 2019) have been calling for a shift from the conventional "College English" curriculum that aims to build students' general English proficiency to an academic English curriculum that ties in more closely with students' subject studies. Such a curriculum is presumed to incorporate core courses that develop students' English for general academic purposes (EGAP) (Cai, 2018), and the content of these EGAP courses needs to be planned based on a careful needs analysis. Against this background, our project was launched earlier this year to investigate Chinese university students' skill needs in EGAP reading. While the project employs multiple methods, such as document/task analysis, interviewing and questionnaire survey, my report will focus on the questionnaire survey. More specifically, I will describe how we developed our questionnaire based on multiple sources of information, the content of the questionnaire (such as its theoretical dimensions), and how we plan to collect and analyse

data to general useful information to meet our research goals.

Exploration of College English Talents Training Mode Based On the ESP

Zhao Chunxia

China University of Petroleum

Under the influence of the economic globalization, English for Specific Purposes (ESP) plays more and more important roles in various fields. At the same time, the requirements for English talents are much higher. However, due to the relatively short time of its courses construction in colleges and universities, ESP is far from maturity in our country. During the ESP process, there are various problems including the position of the talents training, the major and curriculum design, the talents training modes and the correlated ESP practical teaching, etc. Therefore, it is imperative to solve these problems with the purpose of exploring the training mode of the college English talents in our country. China University of Petroleum (hereinafter referred to as UPC) began to conduct ESP courses in 2012, and it has accumulated some valuable teaching experiences. In order to define ESP courses more objectively and scientifically, the research is conducted among students from some majors of UPC. Through the research, the author finds out some problems existing in the ESP courses in UPC, and puts forward possible solutions in the aspects of curriculum design, teacher resources, teaching materials and the evaluation systems respectively. At the same time, we should aim to find out the strategies of talents training modes to perfect our teaching system.

Keyword: ESP, College English, Training Mode

ESP Interactive Teaching Methods based on Rain Classroom and Intelligent Classroom

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Shanghai Maritime University

Nowadays the educational resources are increasingly networked and globalized. There are various forms of online courses (such as MOOC, SPOC, and Micro-course) that provide convenient access of knowledge to people. Whereas, classroom teaching is still fundamental for college students to form a complete academic knowledge framework and develop independent learning and problem solving abilities. By taking ESP (English for Special Purpose) for Electronic Engineering course as an example, this paper is to provide practical teaching methods to improve the students' participation in the classroom through interactive teaching tools: Rain classroom and intelligent classroom. The interactive classroom teaching aided with online educational resources is proved to an effective approach to implement blended teaching.

Keywords: Interactive Classroom Teaching; Rain Classroom; Intelligent Classroom

Exploring the Path of the Construction of Legal English Teachers

Qing Zhang

China University of Political Science and Law

Under the background of economic globalization, with the deep development of the “Belt and Road” initiative, the foreign-related legal affairs have increased year by year, and the importance of legal English has become increasingly prominent, becoming an indispensable tool language for foreign-related legal work. The development of legal English major and discipline construction first need a high-level faculty, and how to build a “legal + English” composite faculty becomes a major problem. At present, the legal English teachers in colleges and universities are weak, the structure is irrational, and the teaching methods need to be improved as well. This paper starts with the role of legal English teachers, analyzes its current situation, and finally puts forward some suggestions for the construction of legal English teachers. We believe that English teachers in colleges and universities need to actively explore the issue and be brave in innovation, and strive to achieve the three roles of the master of foreign language, the specialist of legal knowledge, the practitioners of legal English teaching theory and methods, and assume the important task of the construction and development of legal English. We would like to make some suggestions for the construction of legal English teachers in this paper, such as making appropriate training goals, developing corresponding educational concepts, organizing teachers to participate in relevant training, carrying out cooperation at different levels, establishing a reasonable and effective legal English teacher training evaluation mechanism, striving for support policies from departments and schools, and creating a corresponding academic research atmosphere, etc. The purpose of this paper is to inspire the academic circles, to promote the legal English teaching and the development of the teaching staff, so as to enhance the legal English teaching and personnel training in China, and to serve the national strategic needs.

Keywords: legal English major; legal English teaching; construction of legal English teachers

Parallel Session 9: ESP Research & Teaching Method Innovation

Integrating Argument-Based Inquiry into BA Thesis Writing for Chinese University English

Major Students

Hei Yuqin

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English academic writing is argumentative in nature, and occupies a central position in higher education (Hyland, 2013). Effective argumentation skills are essential for good communication, and can promote conceptual learning, problem solving performance as well as comprehension of issues

in disciplinary fields, so it is important for educators to help develop students' argumentation skills (Nussbaum & Schraw, 2007). Currently, in China argumentation is usually taught in writing the argumentative essay, which is the most common genre that university students must learn to write, particularly in the arts, humanities and social sciences (Kirkpatrick, 2017). Writing instruction is mainly concerned with teaching argument patterns to help students produce the required essays in writing courses as well as in national or international tests like IELTS and TOEFL. Even for English major students, rarely is argumentation taught as a tool used for critical thinking and inquiry in their academic learning and writing in five disciplinary orientations: linguistics, literature, translation, cross-cultural communication and regional & national research.

This paper introduces an approach to teaching BA thesis writing by integrating argument-based inquiry into the English major's disciplinary writing. Specifically, argumentation strategies are taught to the students in writing the major parts of the thesis. Classroom instruction consists of three components: **1) Argument Strategies:** Presenting or introducing the macro argumentation model as the scaffold, based on students' previous argument writing experiences; **2) Disciplinary Practice:** Doing primary and secondary research, with guided analysis and specific writing tasks based on argument elements and patterns; **3) Thesis Writing:** Doing writing projects, using argumentation in the paper that is organized, elaborated and supported by evidence from research. The paper intends to demonstrate how writing and disciplinary learning practice can be integrated in undergraduate BA thesis writing, focusing more on writing to learn. Outcome of the instruction shows that argument strategies can be employed by the students in writing the theses about the subject matter of various disciplines.

Keywords: BA thesis writing, argument-based inquiry, disciplines, Chinese English majors

Design and Implementation of Three Dimensional MEM English Course Supported with All Media

Zhang Hongyan

Peking University

As a comparatively new degree program started in 2010, MEM is designed to meet the dire need of China's Engineering management sector for high caliber talent with innovative capability, modern management skills and global perspective. The MEM English course that the author is teaching at School of Software & Macro-Electronics of Peking University serves as a key mandatory course, which prepares the students with sufficient workplace English skills for Engineering management. Previously the MEM course is faced with three major challenges: The conflict between the 32-hour course length and an ambitious curriculum plan; The conflict between a diversity of undergraduate majors and the same syllabus; The psychological problems that some

students are facing, “learned helplessness” for 20% of the students and “procrastination” for 70%. Based on a research over 300 MEM students on their needs and expectations for the course and the author’s a first hand experience with Mooc, Blackboard and WeChat, a three dimensional (basis layer, application layer and psychological layer) approach with support of all media (Moocs, Online Teaching platform (i.e. Blackboard), WeChat Group, WeChat Applet) was created and implemented, and milestone positive results were achieved by mid-2019, including stronger motives to participate in the course, better self-evaluation, better score for course evaluation, and willingness to learn English after class. It is concluded that technological innovations work better when they are integrated and deployed with clear understanding of various needs of the students.

Dialogism in ESP Genre Based Teaching a Post-Modernity View

Ren Zaixin

Donghua University

Since the application of genre theory is universally acknowledged in ESP classroom, many researchers have carried out numerous studies in the explanation for and implications of the theory in its practical and productive functions in promoting learners discipline-specific literacy. When learners undertake their learning activities in the classroom via two vehicles, either of Reading-to-learn and Learning-to-write or of embedding reading, writing and discussion in the learners’ assignments, the objective of teaching is to provide scaffolds for learners to produce texts similar or close to the modeling ones. However, it is found, in my teaching practice, learners’ products are far more different from the modeling texts, violating both textually and generically the conventions distilled from the original expert models. After examining learners’ texts and investigating their performance, it is argued that learners’ past sociocultural biography will, at least in part, account for these differences and learners’ textual variations of the generic conventions are learners’ purposefully expression of potential meanings.

Keywords: Dialogism; ESP; Post-modernity

The Application of CLIL Model Based on Production-oriented Approach in EOP Teaching

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As an important part of English for Specific Purpose (ESP), English for Occupational Purpose (EOP) plays an irreplaceable role in the cultivation of interdisciplinary and international talents. The “Production-oriented Approach” (POA) is a Chinese localized foreign language teaching theory with wide applicability to foreign language teaching. Based on POA, and combined with the dual requirements of EOP for language and occupational contents, this paper explores the application

framework and thoughts on the use of Content and Language Integrated Learning (CLIL) model in EOP teaching from three aspects: motivating, enabling and assessing, trying to provide theoretical and methodological references for ESP teaching. The findings are as follows: 1) The motivating design under CLIL model is production-oriented, which can reflect the real scene of students' future jobs and greatly improves students' study enthusiasm; 2) The CLIL model not only ensures the accuracy of facilitating materials and assistance, but also ensures the graduality of mastering language and vocational skills as well as the diversity of facilitating methods; 3) In CLIL model, language use, cross-cultural awareness and vocational skills should be taken into account in the evaluation process. This paper proposes that later researches need to apply CLIL model guided by POA to ESP practical teaching so as to improve the teaching effect of ESP, and perfect the theoretical system of POA, expand its scope of application and improve the quality of foreign language teaching in an all-round way.

The study on AI - assisted ESP teaching

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English for specific purpose (ESP) refers to the English language associated with a specific occupation and discipline, and is an English course that is set up according to the specific purposes and needs of learners to meet the market demand for diversified talents. AI is a new technical science, involving computer science, statistics, information theory, cybernetics, neuroscience and neurocognitive science, linguistics, psychology, learning science and other fields. Some researchers combine English teaching with AI to promote the development of English teaching. The current study explores the AI - assisted ESP teaching which includes how to combine AI with ESP teaching and what advantages that AI can bring to ESP teaching. The application field of AI involves natural language processing, intelligent information retrieve system, expert system, etc. The problems of ESP teaching in China's college contain that the lack of teachers with both professional knowledge and English proficiency, ESP teaching methods are single, teaching materials are outdated, and teacher-student interaction is less, etc. The results indicate that natural language process helps ESP teachers cultivate their self-study ability using machine and provides them with idiomatic English expressions and professional terminology; Intelligent information retrieve system supply ESP teachers with more comprehensive and objective information about specialized knowledge in English; Expert system offers more authoritative information to ESP teachers. In addition, AI provide rich teaching resources to help update teaching material, various teaching methods to increase more teaching approaches and attract students' attentions, rapid and comprehensive information about students and convenient communication approaches to promote the development of ESP teaching. What may be beneficial for future research is to investigate the combination of

more specific ESP teaching with more concrete AI technologies, and propose new findings and more solutions to improve ESP teaching.

Directed Motivational Currents in POA and Its Effect on Language Learning Behaviors

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POA has been proven effective by different researchers from different perspectives. The three interwoven stages in POA serve the function of setting goals, enabling and triggering positive emotionality, which are core characteristics of Directed Motivational Currents. Therefore, in this study, we intend to explore the dynamics and changeable nature of directed motivational currents in each phase of POA over a period of 3 weeks, based on the self-assessed motivational trajectory, and the contributory effects on language learning engagement and positive emotionality by way of semi-structured interview.

This study takes sophomore students in a university in China as its subjects and carries out POA in academic English learning. Firstly, each participant is asked to plot their motivational trajectories on a simple graph, the aim being to identify whether a particular period of unusually intense motivation has been experienced, with a focus on temporal change. Secondly, an individual semi-structured interviews are carried out with these students, using an interview guide covering the main dimensions of DMCs. The results demonstrate how motivation changes over time in the phases of POA on an individual level, and how learning behaviors involved in POA classroom are interrelated with DMCs.

Keywords: POA; Directed Motivational Currents; EAP; classroom-based research

Peacekeeping English Teaching Research Based on the Theory of ESP Need Analysis

Chen Chao

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Need analysis is crucial to the curriculum design, teaching materials and teaching design of ESP courses. The present research investigates the target needs and learning needs of Chinese UN peacekeepers in the UN mission by conducting a survey study. Fifteen Chinese UN peacekeepers (military observers and staff officers), who have already finished their UN mission or who are still working in the UN mission participated in the survey. They were asked to make comments on their English performance during their mission and give suggestions on the English courses they learned before they went abroad.

The research finds that the English capability they need to improve most is English listening. 57% of the participants said they had difficulties in understanding the accent of their UN colleagues and the local people, especially Indian English and African English. 29% expressed the dissatisfaction in the UN reports they wrote. 14% said they could not express them well in verbal communication. Although the sample is small, the research is conducive to peacekeeping English teaching because it helps us reflect on the curriculum design of peacekeeping English teaching and work out effective measures to improve the efficiency of peacekeeping English teaching in predeployment training. In peacekeeping English teaching, it is important that we do more need analysis to optimize the curriculum and devote proportional time to the enhancement of English capabilities of future UN peacekeepers so as to increase the effectiveness of peacekeeping English teaching.

Research on Business English blended Teaching Reform Based on SPOC

Wang Guifang

浙江越秀外国语学院

Business English blended teaching is carried out in this study, based on the construction of the Business English SPOC on the platform of UMOOC. Guided by the blended teaching theory, and combined with many kinds of teaching forms, such as flipping classroom, case teaching, project-based teaching, the blended teaching mode of online teaching and classroom teaching is applied to Business English. After one year's experimental teaching, students are tested and interviewed. The results show that students' business English learning achievements have improved, classroom teaching efficiency has improved significantly, and teachers' professional qualities have been improved. Blended teaching has achieved good results in practice after analyzing the problems and improving the implementation strategies.

Keywords: Blended Teaching, flipped class, SPOC, Business English

Cooperation between a Chinese Forensic Scientist and a Language Teacher for Scholarly

Publication A Case Study

Li Yanhua

山西医科大学

Chinese researchers have attached more importance to the publication in internationally refereed journals to enhance their career development, and they have tried various ways to achieve this goal, which has not been investigated adequately. This research explores the cooperation between a young Chinese forensic scientist and an English language teacher for scholarly publication in an academic journal in English. They revised and exchanged the texts for a dozen

times (including both the manuscript and the response letter), and had two face-to-face meetings in this four-month-long research. Data were collected through a sequence of drafts and meetings, and analyses were conducted in terms of grammar, content, structure, and genre. The data analysis revealed that writing in academic English is a tough process in which the forensic scientist struggled with subtle expressions and clarifying the complex experimental design and results, while the English language teacher suffered a lot with disciplinary basics in forensic science. Patient and constructive negotiations between them proved effective in understanding the academic conventions in medical science, responding to the reviewers' comments properly, and finally producing an acceptable academic manuscript without any help from native experts.

An Empirical Study of Instructional Scaffolding in Teaching Academic Writing in China's Medical University

Xiao Yan

Kunming Medical University

In recent 20 decades, college English teaching in China has been making a shift from general college English to English for academic purposes. In medical universities in China, a great number of medical students fail to meet the necessary writing skills needed to become successful writers or communicators both during their studies and after graduation. To explore the application and evaluation of instructional scaffolding strategy in the academic writing course in China's medical university, we studied 324 postgraduates (two teachers taught two classes for each) enrolled in academic writing course at Kunming Medical University in 2018. Sylvia Read's IMSCI model (I for inquiry and instruction, M for modeling, S for shared writing, C for collaborative writing, and I for independent) for scientific writing was revised and applied to scaffold the instruction for the IMRAD format in this writing course. Students were divided into different groups based on their specialties and each group were asked to raise research questions and prepare for writing a group research paper. After reading the scientific paper in the textbook, the students raised questions on each part of IMRAD, then specific instructions on how each section is formed were illustrated by the teacher in the classroom. As they developed understanding of the content that fit into the target genre, students read the model from the textbook and materials offered by the teacher on how to write the specific section of a scientific paper in that genre. They finished the writing assignment through pre-writing, drafting, revising (with teacher's suggestions), and editing each part of the paper. The modeling was applied to every phase of the writing. Participation in the collaborative writing allows the students become familiar with the features of IMRAD format by reading the models in the published articles and the feedback from the teacher. As the writing responsibility was gradually transferred to the students, they would be more successful in writing independently. At the end of the course, a semi-structured interview was conducted. Nearly all the students said the

scaffolding approach applied in the course was efficient and significant. In this empirical study, the revised scaffold combined with IMRAD format is favorable for students in medical universities in China.

Keywords: Scaffolding; Academic writing; Medical university

Promoting the Argument Quality of L2 Academic Writing

Fan Chen

Nanjing University of Information Science and Technology

This study investigated the impacts of peer and teacher evaluation on how students developed their quality of arguments in academic writing. In the present study, fifty first-year EAP students wrote argumentative essays following a modified Toulmin model, and their first drafts underwent a peer-then-teacher evaluation before being revised accordingly. The evaluation was based on an analytical writing rubric adapted from Stapleton & Wu's version (2015), which integrated the assessment of both structure and substance. Statistical analyses showed that first draft grades given by peers and teachers were significantly correlated in multiple areas. A comparison of the first and final drafts showed an overall improvement in the quality of arguments. Three case studies further revealed how students revised their essay with the help of peer and teacher feedback. Overall, the study showed that peer and teacher evaluation was effective in helping students improve their arguments and the analytical writing rubric is recommended as both an aid to EAP writing instruction and an assessment tool of argument quality.

基于专门用途语料库的翻译教学模式研究

黎斌

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近年来，专门用途英语（ESP）的研究在外语界越来越受到关注，但多数学者都以“通用英语”为出发点，开展“大学英语”转向、ESP 教学设计与特点等单语种研究，鲜有人关注“专门用途翻译（specialized translation）”这个领域。尤其是考虑到目前国内 249 所翻译硕士（MTI）院校中，理工院校超过三分之一；基于专门用途语料库的翻译教学，应当是理工 MTI 院校的培养特色，也是提升 MTI 学生差异性竞争力的必经之路。本文以“高速铁路”为例，探索专门用途语料库在翻译教学中的可行性与训练模式。

关键词：专门用途语料库，翻译教学，高速铁路

Parallel Session 10: ESP Corpus-driven Study & Teaching

An Analysis of the Options of Multiple-choice Questions in TEM4 Based on COCA

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Multiple-choice questions(MCQ) have been increasingly improved and developed in practice, but there are still many shortcomings. In this study, MCQ of vocabulary in TEM4 in 2019 will be selected as research object, and Corpus of Contemporary American English(COCA) is used to analyze the options of these MCQ. The research results show that there are significant differences in the frequency and rank of the usage of different options in a MCQ in COCA, and in the collocation of options and node words, Mutual Information Score(MI) of the correct answer far exceeds that of distractors in most cases. For test takers, if the gaps of frequency and MI between options are too significant, the interference of distractors will be unstable, even lose their interference. In this case, the test cannot achieve its expected results. The findings of this study can provide empirical evidence for the future study and improvement of TEM4 vocabulary MCQ and other kinds of MCQ.

A Multimodal Analysis on Academic Paper Presentations of Chinese Doctoral Candidates

Liu Bing, Jiang Ting
Chongqing University

With the advancement of the construction of world-class universities and disciplines in China, Chinese doctoral students should strengthen their international academic communicative ability. Through participating in international academic conferences and delivering paper presentation, Chinese doctoral candidates can update their academic information and have the opportunity to make academic communications with scholars worldwide. However, using English to make academic communication in international academic conferences still remains a great challenge for Chinese doctoral students. In order to reveal the current situation faced by Chinese doctoral students in paper presentations, this study videotapes the English academic paper presentations by doctoral students with no experience in paper presentation in Chongqing University. By analyzing the four modes used in their presentation from the perspective of multimodal analysis, including the verbal, written, non-verbal material and body language modes, the paper concludes by discussing the multimodal characteristics of Chinese doctoral paper presentations as well as the implications of the pedagogy for doctoral English teaching.

Keywords: academic paper presentations, multimodality, doctoral candidates

Cognitive Mechanism of English Proverbs from the Perspective of Conceptual Blending

Theory

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Conceptual blending theory is an important part of contemporary cognitive psychology. It has a wide range of applications and attracts great attention in the fields of linguistics, conceptual cognition and symbol recognition. With the help of conceptual blending theory, this paper analyzes the psychological cognitive mechanism of readers' interpretation of English proverbs and explains why people can understand the real intention of these proverbs in a cognitive way. This paper chooses typical proverbs for qualitative analysis with the help of COCA corpus as a wide ting each of the 101 American proverbs into the corpus, the frequency of the proverbs will be counted. Then, based on the conceptual blending theory's four mental spaces – two input spaces, a generic space and a blended space, the process of English proverbs' interpretation is studied. The study finds that when people try to understand the real intention of English proverbs or something else, they often carry out a series of cognitive activities, such as construction, improvement and expansion, to integrate the implied meaning in the English proverbs, and then project it into reality, and finally reach a new meaning. Therefore, conceptual blending theory can describe and explain the relevant cognitive mechanism of reader's interpretation of English proverbs in detail, which provides a broader prospect for such research.

Keywords : Conceptual blending theory; English proverbs; Mental space

Using Corpus-based Approach to Create the Vocabulary List for ESP Teaching and Learning

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Vocabulary use often varies significantly across academic disciplines, and even more significantly across specific research fields. However, most of the previous studies focus on the development of common academic vocabulary lists or vocabulary lists of certain disciplines, and rarely explore into vocabulary in specific research fields. This research set out to select English for Specific Purposes (ESP) vocabulary for a specific field English teachers and learners on the basis of a corpus created and existing word lists made from corpora. A total of 191 research papers within one single research field, tubulin-related research, were collected to create a corpus of 1.52 million words. Charts, appendices, and quotations were removed, since they are not recognized by computer software or that do not affect the results of vocabulary analysis. New General Service List (NGSL) and Academic Vocabulary List (AVL) were selected as the comparative vocabulary lists, both of which use lemma as statistical unit, so we decided to use lemma, rather than word families, for our results. We then ran the present corpora on program antconc 3.5.8, and used the three selection criteria below. First of all, vocabularies outside NGSL were divided two levels by comparing AVL. Those included in AVL belonged to the first-level vocabulary list, a common academic vocabulary list, while those outside of AVL fell into the second-level vocabulary list, a specialized technical vocabulary list. Secondly, Minimum frequency was used to ensure that the words (lemmas) should be of high frequency. We decided to use the minimum frequency, 22 PMWs for the selection of the list. Thirdly, we stipulated that a lemma should occur in at least 10 research papers (the range of 5%). As a result, after eliminating 1807 NGSL, we created a first-level vocabulary list of 628 lemmas, and a second-level vocabulary list of 718 lemmas. This study took tubulin research field as an example to discuss the process of ESP vocabulary list development. We hope that field-specific vocabulary list will enable teachers and learners in the field to efficiently teach or learn relevant vocabulary, accurately understand English reading materials, and fully express academic views.

Application of CLIL in Construction of Ecological Classroom for Business-related Courses of Business English Majors

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In recent years, the construction of ecological classroom is widely discussed by researchers as an effective paradigm to practice student-

centered class. Effective interaction between students and teachers is one of the key elements to construct an ecological classroom. Since business-related courses need to be taught in English for Business English majors, imbalanced relationship between language knowledge and business knowledge would lower the efficiency of interaction. Therefore, teachers need to coordinate sensitive factors of an ecological classroom so that can solve the problem of imbalance. This paper mainly focuses on four sensitive factors of business-related courses. To coordinate them effectively, the author suggests applying CLIL method as the four aspects of its framework can provide effective ways for teachers to integrate language knowledge and business knowledge. For example, contributed by cognitive and communication aspects, CLIL has advantages in designing a deep and sustainable interaction activity in class. What is more, by applying CLIL in the construction of ecological classroom, it is hoped that more and more new modes can be proposed to enhance learners' competences.

Keywords: ecological classroom, sensitive factors, CLIL, integration, interaction

Narrative Study on Teacher Identity Crisis in ESP Curriculum Construction--- A Case Study in the “College English Course for Art Majors” of a key University in China

Xie Jia
Chongqing University

Teacher identity is one of the key elements to ensure effective teaching. It is influenced by both teacher's individual factors and social factors, and it is not fixed once it is formed. This study conducts a narrative research on teacher identity crisis by semi-structured interviews and classroom observations of two English teachers in “College English Course for Art Majors” of a key university in China. This study aims to examine 1. the main manifestations of their teacher identity crisis in the process of ESP curriculum construction for art majors; 2. the main reasons for their teacher identity crisis; and 3. the ways to re-build their teacher identity. It is hoped that the results of the study may have not only implications for college English teachers who have encountered teacher identity crisis in the context of curriculum reform, but also positive significance for the design of college English courses for art majors in both this university and China contexts.

Keywords: art majors, ESP curriculum construction, teacher identity crisis, narrative research

Re-examination A Corpus-based Study of Verb Passivization in Academic Writing

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Huddleston(1971) originally discovered an interesting phenomenon that there were verbs such

as associate that only occurred in the passive form while transitive verbs such as acquire only occurred in the active form in academic writing. And this phenomenon was later corroborated by Swales'(2004) study. However, Huddleston's corpus was edited in the 1960s and the texts were not restricted to one specific genre and the corpus used in Swales' study, which was the science and engineering components of Ken Hyland's (2000) corpus of 240 research articles, was compiled in the 1990s and its disciplinary coverage was absence of chemistry. In view of this, the present study utilizes newly-published journal articles to build our own corpus, which contains 150 research articles published in recent 10 years from the fields of physics, biology, chemistry, mechanical engineering and electrical engineering (30 each). Based on this corpus, this study intends to carry out an updated examination to see whether transitive verbs vary widely in their propensity to passivize in recent academic writing papers. The study finds that transitive lexical verbs such as associate, arrange, attach, derive, distribute, connect are nearly always in the passive form although their passive percentages have dropped. In contrast, verbs such as help, reveal, agree, enter, imply are rarely in the passive form. The research data have updated the figures about the occurrences and passive percentages of these verbs in the previous two corpora and also showed that the above-mentioned phenomenon is largely confirmed in a corpus with much more recent texts. It is further suggested that at least in terms of transitive verbs passivization tendency, English research writing in science and engineering is relatively stable. The findings are of relevance for junior researchers with limited English language proficiency, for the attention to this grammatical item can help improve their reading and writing of research articles. Besides, this study has enriched the EAP research on a particular linguistic feature and also promotes a new sight to conduct EAP research.

Keywords: academic writing; transitive verbs; corpus; passivization

**Identifying the linguistic features affecting text difficulty in English reading comprehension
test: a comparative data mining study**

Wang Ping

Chongqing University

Reading material difficulty manipulation is of paramount importance for English teachers and test developers. According to Krashen's i+1 theory (1985), manipulating the difficulty of English reading material (e.g. passages in textbooks, texts in English tests, reading comprehension quizzes, etc.) to an appropriate level helps learners read and understand the reading materials and enhances their comprehension skills in the long run. Therefore, English teachers need to select reading texts of proper difficulty level, that is not too easy nor too difficult to read, and test developers need to adjust and modify the difficulty of reading passages (a process called "text adaptation"). However, how to measure the difficulty of reading texts, how to do text adaptation or from which aspects, etc., are not very clear and relevant studies have not generated conclusive results.

The present research is about a study on English reading text difficulty from a data mining approach, a complement to traditional text difficulty research methods. The study aims to identify the linguistic features affecting text difficulty and explore the best-performing data mining method in text difficulty prediction. The following two research questions were addressed in this study:

- (1) Among the three data mining methods (i.e. Decision tree, Logistic regression and Naïve Bayes) used in this study, which one is best?
- (2) What are the important linguistic features affecting English reading text difficulty?

In this study, 251 College English Test band 4 (hereafter “CET 4”) reading comprehension texts and 253 CET 6 reading comprehension texts were collected as the dataset of this study. 46 linguistic features motivated by a comprehensive literature review were computed by the automatic text analysis tool, Coh-Metrix. Three data mining methods, Decision tree, Logistic regression and Naïve Bayes were used to do text classification on the basis of the aforementioned 46 linguistic features and accordingly three types of models were trained and tested. As the final results show, the best-performing model is the Decision tree model, capable of correctly classifying 79.2% of the reading texts (Precision=79.2%, Recall=79.2%, F-measure=79.2%, AUC=0.81). Therefore, this study comes to the following conclusions: among the three data mining methods, Decision tree is the best-performing one in text difficulty prediction; the 46 linguistic features, especially Word length, Flesch-Kincaid Grade Level, Sentence length, Negative connectives incidence, Flesch Reading Ease, Temporal cohesion, Given/new ratio, Semantic overlap, Content word overlap and Temporality incidence) play an important role in English reading text difficulty prediction.

The present study is an attempt to incorporate data mining techniques into language testing research, and hopefully this research will bear some significance for future studies both theoretically and methodologically.

Keywords: language testing/assessment, text difficulty, linguistic features, data mining

Visual Analysis on Intercultural Communication Researches in ESP Context Based on

CiteSpace

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Intercultural communication is communication between people whose cultural perceptions and symbol systems are distinct enough to alter the communication event (Samovar, 2010). The purpose of this study is to explore the hotspots and trends of the current intercultural communication

researches in the context of teaching English for specific purposes (ESP) in China, analyze the issues worthy of attention in future researches. In total, 1104 articles were found on CNKI database from 2009-2018. CiteSpace software was used to for data analysis. With the visualize bibliometric method, the researchers analyzed the highly cited research articles, clusters of co-cited references keyword co-occurrence maps, burst keywords and terms, the clustering of hot words. Results shows that “ESP and intercultural communication ability training”, “ESP and intercultural communication teaching design” “intercultural communication and ESP Translation” are the three hot topics of intercultural communication researches in ESP. Moreover, intercultural communication researches in the context of “Belt and Road” have become the latest trend. It is suggested that further investigations focus on the cross-disiplinary cooperation education. And it is hoped that this bibliometric analysis will provide ideas and references for intercultural communication researches in ESP context.

Keywords: CiteSpace, visual analysis, ESP, intercultural communication

COCA-Based Text Analyzer for Writing

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This paper introduces the new text analyzer website out of the top 60000 lemmas in the Corpus of Contemporary American English (COCA). The interface could be used to assist students' writing by focusing mainly on words' dispersion in different genres, synonyms from WordNet, collocates and concordance lines. This website is also good to judge students' writing by their words ranges.

Keywords: COCA; text; collocate; writing

Business English Teachers' Professional Development through Coaching Practice Contests: From the Perspective of Professional Learning Community (PLC)

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Business English teachers are exposed to quite a number of opportunities to coach various practice contests at different levels, which not only enhance students' knowledge and skills in business field, but also promote teachers' professional development. However, this type of teacher development through a coaching community is currently under-documented. Based on the data arising from questionnaires, reflections and in-depth interviews, this study examined the characteristics and effectiveness of Business English teachers' professional development through the coaching community. It is found that such a coaching community has much of the PLC

characteristics proposed by Dufour & Eaker (1998) in respects of shared mission and goals; collective inquiry; data-driven collaboration; continuous improvement; and action and results orientation. The results also show that the coaching community empowers Business English teachers, updates their knowledge structure, enhances their practical skills, thus benefiting their classroom teaching and scientific research. All these are conducive to Business English teachers' professional development and in correspondence with the new National Standards for Business English Majors. The study discusses and concludes that coaching practice contests is a new, unneglectable and effective approach for Business English teachers' professional development in the new era.

Parallel Session 11: ESP Corpus-driven Study & Teaching

A Comparative Study on Metadiscourse Features in Chinese and English Dissertation Abstracts by Economic & Administrative Foreign Students in China

Yang Yumei, Zhou Sailan

Chongqing University

According to CNKI, there are 176 journal papers on metadiscourse published from January 2014 to August 2019. Only three of them focus on research papers done by foreign students studying in China. In order to explore the foreign students employment of metadiscourse, this study aims at 19 universities, which belong to both Chinese “double-first class” and the “Belt and Road Initiative” university alliance, and whose economic and administrative foreign students are the target authors. A total of 40 dissertations with both Chinese and English abstracts and full texts published from 2016 to 2018 were collected, and two small corpora of English and Chinese abstracts were established respectively. Based on Ken Hyland's (2004) metadiscourse model, we used AntConc 3.5.7 to mark and count interactive and interactional metadiscourse in these two corpora. The results show that there are generally more interactive metadiscourse resources than interactional metadiscourse resources in both corpora. In terms of interactive metadiscourse, transitional markers have the highest frequency and endophoric markers the lowest; in terms of interactional metadiscourse, attitude markers have the lowest frequency. More interactive and interactional metadiscourse resources were found in English corpus than those in Chinese corpus. In terms of interactive metadiscourse, there are more frame markers and evidential markers in Chinese corpus than that in English corpus; in terms of interactional metadiscourse, the frequency of self-mention is the highest in Chinese corpus, while hedges are the most frequently used in English corpus.

Keywords : metadiscourse; dissertation; English abstract; Chinese abstract

The Exploration of Petroleum English Teaching Model from ESP Perspective

Wang Fang

China's industrial development requires energy colleges and universities to cultivate professional talents who are capable of utilizing professional English comprehensively. On this occasion, ESP (English for Special Purpose) is needed to fulfill the mission. ESP refers to some English courses which are provided to satisfy students' specific communicative learning purposes and needs. It can fully combine English teaching with professional knowledge teaching. ESP covers several aspects, such as oil, economy and trade and law with the goal of cultivating students' ability of applying English in their future career. At present, although ESP is getting more and more attention in foreign language teaching, it is difficult to be carried out in foreign language teaching in petroleum colleges. In view of this, this paper intends to apply ESP in exploring the reform of petroleum English teaching model. The problems existing in petroleum English teaching include students' uneven English levels and lack of professional petroleum knowledge; simplified teaching methods; limited teaching contents which can't keep up with social development; insufficient faculty; backward teaching material construction and the mismatch between the teaching management model and petroleum English teaching. Aiming at these above problems, this paper intends to put forward corresponding strategies to probe into the application of ESP in the exploration of petroleum English curriculum model. Strategies to solve the problems existing in petroleum English include proper designing of teaching objectives; adopting diversified teaching methods; compiling high-quality textbooks; implementing accurate course orientation and cultivating teaching faculties.

Keywords : ESP (English for Special Purpose) ; petroleum English; teaching model ; strategies

Developing ESP Teaching Materials Based on Undergraduates' Needs

Gu Haiyun

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On the basis of statistics of CNKI (China National Knowledge Infrastructure), during the last decade, 49 journal articles on teaching problems of ESP for information engineering undergraduates have been published in China. Only 6 out of them were written by English teachers, comparatively, the rest authors were discipline teachers who work in College of Information Engineering, Communication Engineering, Electric and Electronic Engineering, Physics and Electronics Science, etc. So, it can be inferred that ESP courses for information engineering undergraduates are usually not taught by language teachers, but by discipline teachers in China's universities. And currently in China, the available ESP (English for Special Purpose) textbooks for engineering are compiled by discipline teachers too, still focused on reading, translation and grammar. Considering that Chinese undergraduates' general English levels have been improved greatly in the recent years, and many engineering students have plans to apply for graduate study or work in joint ventures in the future, their needs for ESP course have gone beyond the contents of current available textbooks. This study

aims to analyze Chinese engineering undergraduates' needs on ESP, and discuss how to develop ESP teaching materials and reform ESP teaching methods accordingly. According to our investigation, the communication skill demanded by EMI (English as a Medium of Instruction) courses and English workplace is the most desirable professional English ability. About 85% of the students prefer using e-textbook, and 53.33% of the students vote for interactive teaching method. Moreover, cross-analysis result shows that students with different vocational plans have different priorities on professional English skills. ESP practitioners need to consider these different needs, and design diverse activities for students.

Keywords: ESP for Engineering, Needs Analysis, Teaching Materials, Online Resources, Interactive Teaching

Vocabulary Assessment: How Much do We Know?

— Our Journey of Exploration

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Vocabulary is one of the most important components in Second Language Learning and it is a headache both for teachers and learners. Thus a huge amount of research has been done on how to assess learners' vocabulary size and their progress in vocabulary acquisition.

Taking a narrative inquiry approach, this presentation probes into a first-year MA student's journey of exploration, collecting and reading literature on vocabulary assessment under the instruction of her supervisor.

The academic papers the student read are all from top journals in the field of applied linguistics, for example, *Language Testing*, *Applied Linguistics*, *System*. During the process, the MA student was guided on how to read academic papers, and was advised to read five papers weekly and submit her reading notes to her supervisor every Sunday.

Based on the *Cambridge Life Competencies Framework* (Cambridge, 2018), our findings show that academic paper reading practice can help foster the student's personal skills, social skills and digital skills. This presentation is also expected to provide practical and operational recommendations for MA supervisors and MA students on how to start their academic journey.

Key words: vocabulary, assessment, narrative inquiry approach, the *Cambridge Life Competencies Framework*

Double-edged effects of intra-operative redose of prophylactic antibiotics among diabetic surgery patients

Li Yan

中国医科大学

Objective: Surgical site infections (SSIs) has a high incidence in diabetic surgery patients. Preoperative antibiotic prophylaxis followed by an intra-operative redose was a common strategy in diabetic prolonged procedures. To clarify the relative benefits and harms associated with this strategy, our study compares the postoperative outcomes following administration of single-agent preoperative prophylaxis versus a combination of both pre- and intra-operative prophylaxis antibiotics, including SSIs and acute kidney injury (AKI). **Methods:** All patients who underwent cardiac, vascular, colorectal, orthopedic joint replacement, and hysterectomy procedures during the period from January 2014 to December 2017 were reviewed for diabetic status at the time of surgery and perioperative antibiotic use. Diabetic patients undergoing surgery procedures that lasted more than 4 hours after the preoperative administration of cefazolin, with or without intraoperative redose of cefazolin were include. The association between receipt of pre- and intra-operative antimicrobials versus pre-operative alone and 30-day incidence of SSI or 7-day incidence of postoperative AKI was evaluated.

Results: In all, 1,840 procedures (361 pre-operative antimicrobials only, 1,479 pre- and intra-operative antimicrobials combination) with 60 (3.3%) SSIs and 346 (18.8%) AKIs were included. Intra- operative redose of prophylactic antibiotics was associated with a lower incidence of SSI (2.7%) than pre-operative prophylaxis alone (5.5%; crude risk ratio [RR] 0.47, 95% CI 0.27-0.82). After adjusting for age, gender, BMI, smoking, American Society of Anesthesiologists score, hypertension, pre-operative hemoglobin and WBC level, the association was still statically significant (adjusted RR 0.55, 95% CI 0.31-0.98). AKI occurred in 298/1,479 (20.1%) patients who received both pre-operative and intra-operative prophylaxis versus 48/361 (13.3%) patients who received pre-operative prophylaxis alone (crude RR 1.65, 95% CI 1.18-2.29; adjusted RR 1.71, 95% CI 1.21-2.43).

Conclusions: For diabetic surgery patients, intraoperative redose of prophylactic antibiotics was associated with both reduction in SSIs and increase in postoperative AKI. Protocols optimizing benefits while minimizing harms in diabetic population is needed to improve the clinical decision making around perioperative antibiotics.

Inspiration and Possible Measures: On teaching of ESP from the perspective of the American 5C standards

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北京政法职业学院

Traditional ESP classrooms adopt a grammar-translation approach, in which teachers teach vocabulary and grammar in the target language and require students to memorize the concerned contents. It seems that Students are not encouraged to speak up or interact in classrooms. Furthermore, students are unfamiliar with the target culture, which very possibly results in misunderstanding the exact meaning of language or behaviors or life-style of the target culture. This lack of intercultural awareness leads to an inability to effectively communicate in future lives or jobs. Inevitably, all these situations will result in less motivation to further improve and expand English language skills. Sometimes, the continued frustration and failed experiences can lead to a vicious circle for learners. These problems attribute to the failure of teaching intercultural communication skills in the classroom. The American 5Cs Standards include: communications, cultures, connections, comparisons, and communities. This framework is used by most teachers in America and serves as a basis for teaching world languages. China's ESP teaching maybe get inspired from 5Cs to review traditional teaching pattern and pay more attention to intercultural communication skills. In this case, the essay will provide some possible measures from three dimensions: educational authorities and individual school administrators, teachers and instructors, and students.

A Study on Military, English, Cultural and Regional Expertise Integration Education

Jiao Xinping
国防科技大学文理学院

Military English, as an important branch of ESP, is faced with a rare opportunity for development in China, in the face of the objective reality of the vigorous development of international military cooperation and exchange between the People's Liberation Army and the foreign counterparts. This study analyzes the practice of integrating military, English, culture and regional expertise education at National University of Defense Technology from the perspective of need analysis and content language integrated learning (CLIL). It includes summary and analysis of the practice at the university from dimensions such as curriculum construction, teaching model,

teaching material construction, teachers development, cooperation of the university and the forces, and academic research.

Keywords: needs analysis; content language integrated learning (CLIL); military, English, cultural, regional expertise integrated education (MECRIE)

Implementing assessment as learning in EAP writing classrooms

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Assessment as learning (AaL) aims to develop students' metacognitive awareness of their learning process and promote their academic study and self-regulated abilities. In second language writing, to date, limited research has been conducted on the implementation of AaL in the L2 writing classroom, especially in the university EAP context. To fill this gap, drawing on data from students' written reflections and follow-up interviews, the study investigates the benefits and challenges perceived by students regarding the implementation of AaL strategies in a EAP writing course in a Chinese university. The findings reveal that students benefited from the AaL-oriented instruction in terms of their enriched content and enhanced quality in their writing. They also became open-minded and critical through their collaborative engagement in the writing process, which further contributed to their open-mindedness and resilience as a learning writer. On the other hand, the students encountered some challenges in their writing due to their limited linguistic and cognitive abilities, the grouping arrangement as well as a lack of immediate support in the course. The study concludes with some practical implications on how to integrate AaL with EAP teaching in current higher education contexts.

Keywords: assessment as learning; EAP writing classrooms; AaL-oriented instruction

Collaborative teaching between academic teachers and EAP teachers in a Content and Language Integrated Learning (CLIL) context

Bin Zou, Xiucui Lu, Chris Macallister
Xi'an Jiaotong-Liverpool University

In recent years, Content and Language Integrated Learning (CLIL) has been identified as an important integration in helping college students to enhance their learning in academic disciplines.

This paper presents examples of collaborations between EAP teachers and subject teachers in delivering the content and language integrated learning (CLIL) programme at an English-medium instruction (EMI) University in Mainland China. The aim of the CLIL programme in this EMI University is to meet discipline needs and assist students in developing their academic literacy.

It also aims to reinforce communication between EAP teachers and subject teachers. We intend to investigate academic teachers' understanding and perspectives of this CLIL programme to discuss how CLIL can reinforce students' academic learning and development in academic literacy. This study adopted semi-structured interview as the research tool. 11 academic teachers from a variety of departments were interviewed. They have had co-teaching experience with EAP teachers for one to three years. The findings indicate that CLIL programme given by both academic teachers and EAP teachers is helpful for students' development in language skills including listening and not-taking; writing; speaking in presentation, discussion and argument. All academic teachers in this study provide positive comments on EAP teachers' help in the collaborative teaching. The result suggests that universities could consider it as a useful way to facilitate students' academic studies. Recommendations will be provided to improve CLIL in the future.

Training Model of Business English Discourse Competence for Business English Majors

Chen Kunkun

浙江越秀外国语学院

The foreign language majors have gained a new round of development opportunities after the "One Belt, One Road" initiative in China. The business English major has been opened in more than 400 universities as an emerging major. In recent years, discourse study is becoming a new topic. Domestic and foreign business English professional construction experts and scholars have conducted numerous studies of business English discourse. However, there is still a lack of theoretical research and case practice to focus on the students and business English discourse competence. This paper conceptualizes the business English discourse competence from a theoretical perspective, and proposes that business English discourse competence is a practical, interdisciplinary and dynamic competence to use language in business context. Business English discourse competence is based on basic language knowledge like speech, vocabulary, syntax and cognitive knowledge like country knowledge, cultural knowledge, contextual cognition and is expressed by the language skills of listening, speaking, reading, writing and translating to from a series of written or verbal skills, such as coherence between sentences and paragraphs, genre judgment and use in different contexts, pragmatic competence in different cultural contexts, and communicative competence under different communicative purposes. The paper analyzes the composition of business English discourse competence and the influencing factors. The article takes Zhejiang Yuexiu University of Foreign Languages as an example to try to provide a business English discourse competence research framework for business English professionals.

Keywords: Business English Major; Business English Discourse Competence

An Indian English Teacher's Journey of Fostering Research Skills and Enhancing Teaching Competencies Through Co-Book-Review-Writing for *TESOL Quarterly*

Tarun Sarkar & Xiangdong GU, Chongqing University

Richards (2010) in his competent teacher model emphasizes reflective teacher practice and the significance of integrating into professional communities of practice that demand both teaching and research skills. However, balancing weekly teaching commitments and pursuing academic research is a real-time challenge for many novice teacher-researchers. They lack guidance, support, encouragement, and commitment. As a breakthrough, supervisors often recommend book review writing as the first stepping stone, because through this arduous process (Bitchener and Basturkmen, 2006), one can develop critical thinking and foundation for academic research (Ge, 2012).

Adopting a narrative autobiographical inquiry approach, this presentation documents an Indian English teacher's experience of co-writing a book review from scratch to publication in *TESOL Quarterly* within a short span of time, accepting all academic responsibilities and challenges under the efficient guidance of a PhD supervisor of the concerned field in China. This presentation reveals how the whole process has not only helped the non-native English teacher from India to get established as a novice researcher, but also enhanced his professionalism and commitment to his teaching in the EFL context. It is hoped that this presentation underlines the value of joint ventures between local and international teacher-researchers at universities in China.

Key words: narrative autobiographical inquiry; book review; novice researcher; joint venture, Indian English teacher

Parallel Session 12: ESP Research & Teaching Method Innovation

The impact of EAP skills on students' further academic study

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EAP aims to enhance communicative skills in English in bridging a gap and enabling students to achieve future academic success (Jordan 1997). The goal of EAP is not only about the improvement of English-language proficiency, but also students' recognition and ability to

participate in different academic activities, such as being able to make notes in lectures, deliver presentations, and engage actively in group discussions (Hyland and Hamp-Lyons, 2002). However, few studies have explored various subject teachers' perceptions of students' academic performances after the completion of EAP courses. Thus, it should be interesting to investigate how EAP lessons can help students reinforce their further academic study from both students' and academic teachers' perspectives. This study investigated how the EAP skills students learnt in the Language Centre at an English medium university in China enhance their further academic study at this EMI university in China and a university in the UK. Participants included students and teachers from a variety of academic departments at the two universities. Research methods consisted of questionnaires and interviews. The results revealed respondents' perceptions of students' strengths and weaknesses in EAP skills as utilized in note taking, understanding lectures, reading, writing, group discussions, team work, critical thinking and delivering presentations in their academic study. The findings suggested that the majority of students perceived that EAP skills are transferrable to other modules and helpful to their academic study.

A Study on the Connotative Development of Business English Major--A Preliminary

Analysis Based on Linguistic Economics

Deng Jingzi

国防科技大学文理学院

Business English's connotative development is the embodiment of "Innovative development", "coordinated development", "open development", "green development" and "shared development" in the Business English education. Connotative development is an essential requirement for Business English academia. It is the directional problem of subject design and also the fundamental issue of it. Also, connotative development provides an objective basis for educational practices and establishes theoretical support for Business English development. The connotative development puts focus on the constant optimization and reorganization of inherent endowment, internal power, and internal creativity. Besides, connotative development lays emphasis on the integration of educational resources, which promotes the subject's sustainable development. Nowadays, China is entering an open economic period and the Business English subject is standing at the turning point of transformation and upgrade. How can we consolidate and promote this subject's comparative advantage in order to increase the subject's core competitiveness? Theories of the economics of language can provide theoretical support for this field of study's sustainable development.

Keywords: Linguistic Economics; connotative development; the value of language theory; human capital management theory; language and system theory; supply side theory

Instruction Design of Business Integrity Culture

Shen Hong, Ma Yanhua

Chongqing University

The research of CSP (Chinese for Special Purpose) started in the 1980s. Due to the late start, many theories of CSP have referred to the relatively mature ESP theory. Business Chinese is one of the most widely needed and studied Chinese courses in the Chinese for Special Purpose field. In business Chinese teaching, besides professional business vocabulary and business common sense, business culture is also an important part that cannot be ignored. Therefore, we choose the important culture of integrity in business culture as the research topic. Taking International students studying in China whose Chinese level are at Intermediate Level as the teaching object, the Instruction design of the business culture course is carried out by drawing lessons from the relevant theories of business English and combining the characteristics of business Chinese itself. The Instruction design is mainly based on case teaching method, supplemented by task teaching method and experiential teaching method. Then through the form of questionnaire and interview to evaluate the quality and satisfaction of the Instruction design, and get suggestions for improvement. Then we will summarize the corresponding teaching reflection and Suggestions, in order to gain more business culture teaching experience and inspiration through this Instruction design.

Evaluating EAP Provision – A Holistic Perspective

Gareth Morris, Xinyu Wan

Xi'an Jiao Tong - Liverpool University

In recent years' research on EAP has increased significantly as a wider base of practitioners gain experiences within this field, and increasing numbers of organizations and business enterprises consider its uptake or evolution. Forming a bridge between general English courses and academic programmes EAP modules are acknowledged as providing a useful learning base within universities as Zareva (2019) alludes to. In China the benefits of EAP provision is arguably even more apparent, especially in EMI institutions, or for student cohorts with overseas aspirations. In some cases, early successes with such provision has also promoted uptake elsewhere as the examples of Nottingham Ningbo and Xi'an Jiao Tong-Liverpool University (XJTLU) suggest. However, how effective or worthwhile such programmes can be or actually are is often debatable. On that note, this presentation will consider the case of XJTLU and its associated EAP provision. Thus drawing on literature, and the experiences of practitioners and students alike this talk will begin by looking at the EAP evolutionary journey that the XJTLU Language Centre has undertaken before considering the perspectives of staff and students, through their responses to semi-structured interviews alongside questionnaires, regarding how effective and useful such courses actually are and have been.

Pragmatic Identity Construction of English Abstracts Writing of Science and Engineering

Postgraduates

Liu Si-tong

Beijing International Studies University

As a consequence of intensified internationalization, science and engineering postgraduates are required to publish English articles in foreign high-level journals, which has become one of the important standards to measure international academic ability of science and engineering subjects in domestic universities. As one of the ultimate purposes of English for Specific Purposes (ESP) courses for science and engineering graduates, English essay writing is increasingly important. Besides, abstract is the main platform for the author to express his purpose, methodology and value of the research. Therefore, for science and engineering graduates, how to communicate with the international academic circle in a limited words, what kind of pragmatic identity to construct and which discourse type to adopt, these aspects to be discussed will play a constructive role in the academic paper writing and the cultivation of pragmatic ability.

Keywords: Science and engineering postgraduates; English abstracts writing; English for specific purposes (ESP); Pragmatic identity.

On the Interpersonal Meaning Construction of Chinese and American Business English

Speeches---A Corpus-based Study

Li Hui

重庆第二师范学院

It studies the construction of interpersonal meaning in Chinese learners' business English speeches and American business people' business English speeches, based on Halliday's functional grammar theory. Both quantitative and qualitative methods are adopted in the study. Through comparative analysis, the similarities and differences of mood system, person system and modality system between American business English speeches and Chinese learners' business English speeches in the construction of interpersonal meaning are obtained. It is hoped that the study will give some inspiration to learners in making business English speeches, so that they can better express their views and attitudes and influence others' thoughts, feelings and behaviors in business speeches.

Keywords: interpersonal meaning; Business English speeches; corpus

“Break the Ice: Learning by Doing”--An Autobiographic Narrative Inquiry from a Novice Student Researcher

Lin Yuhong & Gu Xiangdong

Chongqing University

Academic writing in general seems to present considerable challenges to novice scholars in many respects. But the first publication of a research paper is a necessary process for every researcher. The purpose of this presentation is to adopt an autobiographic narrative inquiry approach to explore a novice student researcher's journey from breaking the ice in academic paper writing to publishing, with constant effective supervision. The learning diaries and reading notes of a first-year MA student in applied linguistics at a key university were collected from May 2018 to August 2019. Sequential stages of writing and publishing a research paper were examined, and a further step in the study identified and classified the themes related to the student's academic and personal development. The results revealed that the whole process of writing and publishing an academic paper is effective in cultivating 21st century skills such as innovation, learning to learn, collaboration, communication, critical thinking, problem solving and information literacy. It is expected that this presentation will have implications for evidence-based instruction for EAP training at tertiary level.

Key Words: novice researcher; academic paper writing, academic paper publishing; academic development; autobiographic narrative inquiry

A Study on Demotivation in Business English Learning

Luo Ziwei

西南财经大学

Demotivation is a relative new term in motivation literature. Business English learners' demotivation can negatively influence their attitudes and behaviors in the learning process and degenerate teacher's dynamics. However, researchers focus more on the optimistic respects of the motivation, demotivation especially its study in business English have not received much scholarly attention. Given this, it is imperative and worthwhile to investigate demotivation phenomenon in business English learning and its possible influence factors. A questionnaire was adopted among 141 undergraduate business English majors to find out the factors demotivating students to learn business English. Based on the results, five demotivating factors are found: 1) teaching materials;

2) teacher-related factors; 3) teaching atmosphere; (4) lack of intrinsic confidence; (5) failure experience. Finally, some corresponding suggestions like enriching teachers' business knowledge, improving students' confidence and business English curriculum are given to better sustain and reinforce learners' dynamics to learn business English.

Keywords: demotivation; business English learning; influence factors

How Far can EAP Teachers Go?

Wang Beilei, Wang Jie

Tongji University

This study reports on subject teachers' perceptions about the extent to which EAP teachers can go and possibility of collaborating with EAP teachers. Hyland (2002) argues EAP teachers can go as far as they can regarding specificity. But previous studies (Alexander,2007; Post,2010; Campion,2016) suggest "inadequate subject knowledge" is one of the main challenges EAP teachers face. A possible approach to solve the problem is the collaboration between EAP teachers and subject teachers, but feasibility of and approaches to collaboration are yet to explore. This study, therefore, seeks subject teachers' views about EAP courses by conducting in-depth interviews with teachers of English-medium subject courses and vice deans of schools in a Chinese university. The results show subject teachers tend to take a positive attitude towards EAP courses and collaboration with EAP teachers though specific suggestions and approaches differ. The study also reveals that their views are related to discipline features, overall school curricula and student language proficiency. This study has implications for the research in ESAP course development and the transition from general English courses to English-medium subject courses.

Parallel Session 13: EAP and EOP Teaching and Research

A Comparative Move Analysis of Chinese and English Electrical Engineering Research

Article Abstracts

Zhou Mei, Zhao Feng

Chongqing University

Abstract, as an academic genre, summarizes the main idea of a research article (RA) and is the first part to be read in a RA. Therefore, the genre features of an RA abstract have attracted much attention from ESP researchers. There have been many studies conducted on the features of moves in RA abstracts of different disciplines, but relatively few studies focus on the move features of Chinese and English Electrical Engineering (EE) abstracts both in terms of move frequencies and in terms of move structures. To this end, 40 Chinese abstracts from 2 Chinese authoritative journals

and 40 English abstracts from 2 English SCI journals in Electrical Engineering were selected. Their rhetorical moves were annotated with the help of UAM Corpus Tool 3 based on Santos's (1996) 5-move model and the move frequencies and move structures were analyzed respectively. Specifically, the study answers the following 3 questions: 1) What are the similarities/differences of the move frequencies in the Chinese and the English EE RA abstracts? 2) What are the similarities/differences of the move structures (repetitions, move cycles, reversals) in the Chinese and the English EE abstracts? 3) What might be the reasons for these similarities and differences? The major results show that: 1) In terms of the move frequencies, the similarities are that move 2 is the most frequent in both Chinese (100%) corpus and English (95%) abstracts corpus while move 4 are the least frequent in both Chinese (32.5%) English (47.5%). The difference is that the frequency of move 1 in the Chinese abstracts (80%) are higher than that in the English abstracts (65%). 2) In terms of the move structures, the similarities are that the repetition of move 2, 3, 4, 5 and the move cycle 2-3, 3-4 and move 2-1 reversal are found in both the corpora. The differences are that the repetition of move 4 in Chinese abstracts are lower than that in English abstracts, and move 2-1 reversal is preferred in Chinese abstracts while move 5-3-4 reversal is preferred in English abstracts. 3) The similarities of the move frequencies and the move structures can be explained by the shared features of the RA abstract in the EE discipline, while the differences are possibly caused by the different research background and socio-cultural divergences between the West and China. This study has pedagogical and practical implications for ESP teachers and EE researchers.

Keywords: comparative move analysis, Electrical Engineering, research article abstracts

Interpretation of Choice of Deixis In Students' Speech----a Case Study in Postgraduates'

Class Presentation

Zhang Yanru

Beijing International Studies University

It is known to all that distinct choice of deixis reflect various meanings underlying the surface level. In addition to conveying a specific reference and inference, it can reflect the people's mental activities and their intention to build what kind of self-identity and to create what kind of atmosphere. The choice of deixis in diverse contexts has been studied such as that of teachers in primary school, secondary school and also some literature. At the same time, classroom presentation is an indispensable part for postgraduates, during which certain people tend to show certain tendency, namely their own style. However, there are rare study on this aspect. From the perspective of psychological distance and empathy function, this thesis tends to interpret the connotation underlying the choice of deixis, mainly the personal deixis and space deixis chosen by students in their process of classroom presentation so as to help them better understand their self-identity,

psychological process and also their role of both ‘teacher’ and knowledge sharer. Besides, I hope it will be helpful for students and teachers to have a better understanding of choice of deixis to facilitate their presentation and teaching through creating specific classroom atmosphere via their style of using deixis.

The Enlightenment of ESP to the Students' Studies and Practical Needs of Business English

Zhu Yu

西南财经大学

As Business English is a major branch of ESP and has benefited a lot from the ESP research results, this article explores BE major students’ studies and practical needs from the perspective of students instead of teachers in the process of Business English learning. In accordance with the development of ESP, there are five stages including register analysis, target scenario analysis, competence and strategy analysis, rhetoric or discourse analysis and regarding learning as the core. In the target scenario analysis, students’ actual needs and ultimate goals have been incorporated into the scope of curriculum design. In this article, twenty BE postgraduate students in SWUFE (Southwestern University of Finance and Economics) were interviewed on their BE studies and actual needs. The results demonstrated that some students lacked BE-related terms or vocabularies, quite a few desired to enhance their spoken English in real business environment, and several students mentioned that they expected to learn more related to business management, HR management, finance and etc.. Therefore, this study will concentrate on BE students’ studies and real needs from their points of view while taking the ESP Need Analysis Theory as theoretical basis.

Keywords: ESP; Business English; Students’ studies and needs; ESP Need Analysis Theory.

A Study of the Language Features of English Research Articles ---based on the corpus of the academic articles of science and technology

Li Hongde

Shanghai Jiao Tong University

Based on the corpus of academic articles of science and technology, the present study adopts the combination of the quantitative and qualitative approach, and investigates the application and distribution of person, tense and voice of the four sections, i.e. introduction, methodology, results and discussion of the research articles of science and technology. The present paper also tries to explain the motivation of the application of the language aspects used in the four sections of the research articles investigated. Moreover, a corresponding case study is also included in the study. The results show that there are regularities and motivation of the application and distribution of the three language aspects applied and distributed in the four sections of academic articles. They also

show that the awareness and mastery of the application and distribution of the corresponding language used is of great importance to direct the students to write English research articles both more effectively and efficiently.

An Analysis of Hedges in Business English Speeches from an ESP perspective

Liu Chenqiong

西南财经大学

Studies on Business English have occupied a crucial place in ESP research field over past decades. The present paper attempts to inquire into the features of BE discourses by exploring the application of fuzzy expressions in business speeches. Although the principles of business presentations are generally considered to be accurate, concise, concrete, etc., the usage of hedges in actual business contexts is inevitable. The previous studies on hedges in business speeches, compared with that in other areas, still seems not enough. Therefore, this paper aims to carry out a systematic research of the skillful use of hedges in business speeches from the ESP perspective. Based on Verschueren's Adaptation Theory, this paper elaborates its motivations and major pragmatic functions of hedges in business speeches. It is found that the frequent usage of hedges is the result of the addresser's adaptation to the physical world, social world and mental world; the pragmatic motivations of hedges are found to be deception and self-protection; the pragmatic functions are: ensuring self-protection, being persuasive and reliable, and being polite. It is concluded that addressers who are able to put hedges to good use are more likely to communicate effectively, and BE teaching and learning should give more attention to vague language.

Keywords: hedges; adaptation theory; business speeches; ESP

The development and implementation of an EAP course in a New Zealand private tertiary establishment

Yao Wenjing

The University of Auckland

This study introduces the development and implementation of the New Zealand Certificate in English Language (Academic) Level 5 (NZCEL Level 5) program in a New Zealand private tertiary establishment. With a review of the current prevalent academic textbooks, key academic English skills were identified and mapped to the learning goals as regulated by New Zealand Qualification Authority. Meanwhile, the skills were practised and measured by the assessment tasks developed for this program within various research projects. Since most students enrolled in the course were adult international students with irregular enrollment dates who took NZCEL Level 5 as a pathway to postgraduate study in New Zealand, the program adopted a rotating teaching module that covered

each assessment task. Highlights and challenges during the development and implementation of the program were discussed with implications provided for EAP course design and delivery for adult international students in similar context.

Thematic Structure in the Introduction Section in Academic Writing of Chinese Doctoral Students-Based on Learners' Corpus

Wang Hui, Jiang Ting
Chongqing University

The rational use of thematic structure not only facilitates writers' construction of coherent discourse but also assists readers' understanding of their writing intention. However, a lack of knowledge of its important role in writing was found among English as a foreign language (EFL) learners who have problems when organizing information in such a way. The present study tries to investigate the features of theme types used by Chinese advanced EFL learners in academic writing with the self-constructed small learners' corpus. It selected Chinese doctoral students of non-English majors as participants with the authentic data collection of their introduction section produced under time-limited tasks taking the international journal papers as a reference for the comparison study.

The results show that the doctoral students, as novice writers, use more interpersonal themes putting much emphasis on the authority of cited researchers instead of presenting author's identity or viewpoints in writing, which reflects their lack of confidence in image establishment as a researcher in certain research field. Moreover, unbalanced distribution of information and obscurities in topical themes in some clauses are salient in their introduction writings which could be attributed to the influence of different sentence organization in their mother tongue and the difficulty of transformation of thinking in foreign language. Hence, instructions are needed for students to understand how theme works in organizing information in discourse and learn how to make use of it to improve their academic writing.

Keywords: thematic structure, introduction section, Chinese doctoral students, learner' corpus

A Comparative Study of Citation Practices between Master's Theses and Journal Articles

Cheng Yanfan
Wuhan University

Citation, as one of the central features of scholarly papers, is an integral part of academic writing and serves myriad cognitive and rhetorical functions. According to previous studies, in the course of writing English academic papers, L2 students, particularly Chinese postgraduate students

have difficulties in integrating external sources into the running text. Therefore this study, with the help of corpus technology and Chi-square and log-likelihood software, compares and contrasts the citation practices in academic writings by Chinese postgraduate students and international experts. It was found that in terms of citation density, compared with expert writers, Chinese postgraduates used fewer citations in constructing their texts. In terms of author integration, data analysis shows that both groups of writers, students and experts, made use of more non-integral citations than integral ones, despite the fact that students used significantly more integration citations than experts. In terms of the textual integration, there were significant differences, with experts using assimilation and insertion + assimilation more frequently and students deploying more insertion. In terms of rhetorical function, findings demonstrate that attribution was the prominent citation function in student papers followed by identification. Finally, with regard to author stance, students' attitudes towards cited sources were neutral in the form of acknowledge or distance. Unlike students, experts expressed their positive or negative attitudes through integrating endorse and contest citations with the density of endorse citations higher than the contest. Results of the present study offer some pedagogical implications for the teaching of L2 academic writing.

Key words: Citation practices, Academic writing, Master thesis, Journal article

论“核心素养”培养语境下理工科大学英语教师的身份定位

Huang Jian

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基于教育部提出的“核心素养”和“合理为本科生增负”的要求，本文从当前我国大学英语教学的基本现状、“核心素养”的内涵、理工科人才培养的维度、大学英语教师的职业素养及职业认同度等方面，对省内部分理工科院校的英语教师的身份定位进行研究。研究表明，影响该群体身份定位的主要因素有科研任务、学生诉求、教学任务、职称晋升、行业培训等。如何在这几个互为影响的因素之间找到平衡点，既是每位大学英语教师值得思考的问题，也是确保人才培养达标的前提。关键词：核心素养；培养语境；大学英语；教师身份

Based on “Core Competence” and “Reasonable Burden” proposed by China’s Ministry of Education, this article studies the identity of English teachers in some universities of science and technology in Hunan Province from the aspects of the current basic status of college English teaching in China, connotations of “Core Competence”, the dimension of science and engineering talent cultivation, professional qualities and identity of college English teachers. This research shows that the major factors influencing this group’s identity are researching tasks, demands from students, teaching tasks, post promotion and professional training, etc.,. How to obtain the balance among these interrelated factors is either a question worthy thinking by every English teacher, or a precondition to reach the set standards of talent cultivation.

Keywords: Core Competence, Context of Cultivation, College English, Teacher's Identity

Research on ESP Teaching in Military Academies from the Perspective of Needs Analysis Theory

Zhao Rulan, Kong Linglan
中国人民解放军陆军勤务学院

Recently, ESP has made great progress in Chinese military academies. It is developed from none to presence, from less to more gradually. Based on the needs analysis theory and the real needs of talents training, study on the current situation and development trend of ESP teaching in military academies, this study focuses on how to enrich and improve ESP teaching mode in order to formulate practical teaching objectives and teaching methods. Meanwhile, it also enhances the teaching quality of ESP in military academies under the new media, and thus builds a solid foundation for the long-term development of ESP teaching.

Keywords: ESP; military academies; current situation; measures

A Study of Self-Regulated Learning Skills in a Mobile-Assisted English Learning Environment

Yao Jigang
Beijing University of Technology

Guided by the theory of Community of Practice (e.g., Garrison, Anderson and Archer, 2000), this case study investigated three engineering students' online self-regulated learning skills in a mobile-assisted ESP learning environment. Three students in their final year of undergraduate studies volunteered to participate in the study. The researcher followed the participants for 12 months (May of 2018 to April of 2019) and collected all their coursework assignments in the ESP course, their online interactions and their final reports for three projects of innovation. Six semi-structured interviews were conducted, three in May of 2018 and three in April of 2019. Results showed that the participants' self-regulated learning experiences were strongly affected by the interactions of social presence, cognitive presence and teaching presence. In particular, differences in administration, feedback and support for online communication and meaning negotiation were closely related to the students' attitudes or satisfaction towards the mobile-based instruction.

Keywords: Community of Practice; mobile-assisted language learning; ESP

Parallel Session 14: EAP and EOP Teaching and Research

Writing an ESP Textbook for Medical Undergraduates

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陆军军医大学

With the development of globalization and increase of international academic exchanges, the focus of foreign language teaching in China has shifted to English for Specific Purposes (ESP). Writing of teaching materials is a key step to ESP teaching and research, and ESP teaching materials thus receives increasing attention. For medical institutions, ESP indicates medical English. Despite growth of medical English books, a book based on in-depth needs analysis and for practical purposes still remains deficient. Guided by latest ESP theories, the current study set the objectives of our teaching material as developing communicative abilities by demonstrating language principles. Dynamic needs analysis was realized by conducting surveys throughout the whole course, and the design of content and activities was adjusted accordingly. Finally, an ESP textbook—Basic Medical English—that is best suited for medical undergraduates was completed and published. This book may contribute to improving the teaching materials design for ESP in China.

Keywords: ESP; medical English; materials design; textbook writing; needs analysis

The Development of Life Competencies from Book Review Writing to Publication in *Applied Linguistics*

Ketong LIU & Xiangdong GU

Chongqing University

Writing a book review is recommended by some supervisors as a first step in academic publishing (e.g. Shvidko and Atkinson, 2019). Previous research on book review writing has focused on its nature and derivative features, suggesting that it might be a genre that novice students can master more easily than research articles.

However, little empirical research has been done on students' experience of book review writing. This study, which adopts a narrative inquiry approach, relates an MA candidate's book review writing journey to *the Cambridge Life Competencies Framework* so as to find out whether the academic training of book review writing can benefit the novice student-researcher in life competence development.

Findings reveal that the process of writing a book review is in accordance with an orientation to the cultivation of 21st century talents. From book review writing, young scholars can learn how to be critically aware, how to communicate with others appropriately, and can develop many other key life competencies. The results should not only be good examples of academic writing for novice researchers, but also shed light on how to foster essential life competencies in the higher education context in China and beyond.

Key words: English writing; book review; life competencies

Oh My Gosh! 3 Months' pre-MA Training—100 Academic Papers?!

Xiangdong GU & Kailan YIN

Chongqing University

Reading academic papers is a regular research activity to help researchers to cover the existing knowledge of a given field and to keep track of the latest developments and trends (Wang, 2016). However, effective reading can be notoriously challenging for novices due to their lack of academic training and inadequate accumulation of knowledge.

This presentation employs an autobiographical narrative inquiry approach to document the academic reading process of a first-year MA student who has read about 100 academic papers from top journals, including *Applied Linguistics*, *Language Testing*, *English for Specific Purposes*, covering the topics of test assessment, written corrective feedback and effective teaching in the three months before she officially registered as an MA student. During the student's reading journey, her supervisor insightfully guided her to read one high-quality academic paper every working day and to submit her reading notes once a week.

Based on the *Cambridge Life Competencies Framework* (Cambridge, 2018) and qualitative analysis of the reading process, the findings indicate that the student's ability to learn, her collaboration and communication, her digital literacy, her critical thinking and time management have been significantly enhanced. For supervisors, moreover, it is underlined that checking students' reading notes can provide the opportunity to better understand their students, offer more comprehensive supervision and make adaptations accordingly.

Key words: academic paper reading, autobiographical narrative inquiry approach, *the Cambridge Life Competencies Framework*

Study on Intertextual and Interdiscursive Strategy in Chinese and Foreign CSR Reports

Zhou Yun

Hubei University of Science and Technology

The research on Corporate Social Responsibility Report (hereafter CSR report) is mainly done from economic perspective and inadequately discussed in the field of linguistics. Studies on intertextual and interdiscursive strategies concerning the multimodal generic features of the report has been far less. In order to draw the commonalities of discursive strategy employed in Chinese and foreign excellent CSR reports and make the research output better contribute to the “One Belt, One Road” business discursive practices, this study conducts a comprehensive analysis on the types of performance, content and pragmatic function of intertextual and interdiscursive strategy in CSR reports released by two Fortune 500 corporations in 2017.

The results indicate that textual intertextuality, verbal-visual intertextuality and interdiscursivity are critical strategies employed in domestic and foreign CSR reports. Textual intertextuality is essential which describes social responsibility in terms of corporate management principles and practice; verbal-visual intertextuality reveals the multimodal generic feature of the reports and demonstrates the achievement of corporate social responsibility further; interdiscursivity helps to construct dynamic corporate identities and makes reports highly accepted among various stakeholders, thus realizing multiple communicative purposes of discursive construction.

Keywords: textual intertextuality; verbal-visual intertextuality; interdiscursivity; CSR report

EAP Curriculum Design-Meeting the Needs of High Level Students from Various Disciplines

Wang Anying

Xi'an Jiaotong-Liverpool University

In recent years, an EAP curriculum focusing on teaching language skills and academic conventions associated with their discipline and its content is especially prevalent among EAP course design. However, with students from various disciplines, a ‘content-based’ syllabus would be very unlikely to be applied in practical teaching for obvious reasons. Jordan (2009) suggests that despite the fact that short EAP courses normally make great attempts to deliver nearly all aspects of EAP, they usually put emphasis on students’ overwhelming needs. What are the immediate EAP concerns for students who have already reached CEFR B2 level? Jordan (2009) recommends that

intermediate (+) students focusing more on EAP, but which components of EAP have not been specifically addressed. Therefore, this presentation will share the overwhelming EAP needs of freshmen with better English proficiency upon entrance to a Sino-British University through an EAP course design that has been offered for more than 5 years with the hope to shed light on EAP short-course design tailored for intermediate (+) students majoring in various disciplines.

An Investigation into References for the Graduate Record Examination in Linguistics and Applied Linguistics

Gu Xiangdong & Wang Yongli

Chongqing University

The National Criteria for English Majors (2017) point out that students specializing in Linguistics and Applied Linguistics are expected to become skilled in the English language, with all kinds of related life competences. This study explores the current reputations of representative universities in China to uncover any problems hidden in their postgraduate education that might stem from their entry requirements. To do this, we collected references from the 42 “double world-class” universities in China to identify their key features and make a comparison between these universities' requirements and the National Criteria, to find if there is a gap between the two. Although these universities are relatively pre-eminent in China, they may include some that do not meet standards, but are deficient in terms of quality and up-to-dateness, with no consistent standards applied. Besides, with the expansion of higher education, it is presumably lower entry requirements that are raising the number of postgraduates, which is what, to a large extent, fundamentally affects the quality of postgraduates' education. The results reveal that the universities' standards for their Graduate Record Examination lack uniform requirements and are much more basic than the National Criteria require. In other words, they fail to prepare undergraduates well for postgraduate courses. Based on this study, we hope to propose a more suitable framework of reference, with the aim of improving the quality of MA admission and education.

Key words: references, Graduate Record Examination, the National Criteria for English Majors

Project-based Learning in ESP class: A systematic review

Zhang Baodan, Zhang Yuyang, Pan Junlan

Chongqing University

English for specific purposes (ESP) is to learn English with the goal of using English in a particular field for non-native English speakers. In the process of language use, both language skills and other soft skills (eg., interactive teamwork, communication skills and negotiation) are expected to be developed. And project-based learning (PBL), an integrative pedagogical approach with focus

on student-centeredness in language learning, has been recently incorporated into ESP class to better fulfill such teaching objective. Although the research involving learners in project-based activities proves to be beneficial, yet studies reviewing characteristics of PBL' s application in ESP class are scarce. This study reviewed PBL' s application in ESP class in a systematic way. A total of 28 studies, published between 2007 and 2019, were involved in final analysis according to the inclusion criteria and were then coded and checked by two researchers separately. A data visualization analysis was also conducted by using CiteSpace after checking. The final analysis focused on the theme, content, method and finding of those studies. We found that most studies were concerned about the feasibility analysis before application, the effectiveness of ESP class combined with PBL mode and the increasing amount of ESP class blended with PBL. Potential problems in PBL' s application in ESP class and possible future directions are also discussed.

Keywords: Project-based learning, ESP, systematic review, CiteSpace

Disciplinary Variation of Imperatives in Academic Writing—Take “Note” as an Example

Zheng Qun, Zhao Chao

University of Chinese Academy of Sciences

Imperatives, although traditionally considered as negative politeness strategies in academic writing (Myers, 1989), often appear in academic writing as a way of socially constructing disciplinary discourse. To improve our understanding of the role imperatives play in academic discourse, this study investigates the disciplinary variation of imperatives in the main texts of research articles from applied linguistics, biology and engineering. With a total of 150 articles between 2016 and 2018 from high impact factor journals in each discipline, the present study investigates how imperative uses differ across disciplines in terms of frequency and how the imperative verbs (e.g., see, note, consider, etc.) function within and across disciplines. Results show that engineering, followed by linguistics and biology, features more diversified imperative uses. The study also finds that imperatives are used in research articles for citing literature or guiding readers (see), illustrating an argument (consider), getting attention by emphasizing (note), etc. However, a close examination into uses of note and notice reveals the disciplinary convention in knowledge construction. These results not only contribute to our understanding of imperative uses in academic writing but also have important pedagogical implications especially for EFLs' scholarly writing.

Keywords: Imperatives, Academic writing, Disciplinary variation

A genre-based Comparative Study of Shell-Noun Use in the N-Be-To Construction in

Popular and Professional Science Articles

Hu ZhiWen

This research explores shell-noun use in the N-be-to construction in popular and professional science articles. The study of shell-noun use in two sub-corpora of COCA (MAG:Sci/Tech & ACAD:Sci/Tech) reveals some distinctive differences of shell-noun use in N-be-to construction in terms of the frequency of shell nouns, the semantic distribution of shell nouns and their functions in specific context. The research results are as below: the overall frequency of shell nouns in two sub-corpus show salient difference; Shell-noun use in academic genre indicates more diversity of shell-noun usage and their norm frequencies are relatively higher; Shell-noun use bear some distinctive stylistic features in sci-tech articles; Both genres show more preference towards epistemic stance markers instead of attitudinal stance markers.

Exploring the Use of a Blended-learning Model to the Teaching of EGAP Listening and Speaking

Zhang Min, Wang Juan
Yunnan University

Mobile learning has been integrated into people's lives with the global use of mobile technology and devices. Its ubiquitous, spontaneous, interactive and personalized characteristics are of great help on solving the problems of traditional EGAP (English for General Academic Purpose) listening and speaking class, such as large classes which contain more than 50 students and limited in-class hours. This paper will use a teaching unit as an example to demonstrate the design and implementation of teaching through MALL (mobile assisted language learning) to explore the blended learning model from the aspect of teaching content, teaching organization, teaching methods and evaluation. It also studies the teaching effects under this model and the influence of this model on undergraduates' EGAP listening and speaking learning. By optimizing and reconstructing the teaching design through the blended-learning model, this paper expects to improve the quality and effect of EGAP teaching which will help to enhance undergraduates' speaking and listening abilities of academic English, to cultivate their academic English literacy, to motivate their interest in academic English learning and ultimately to promote their academic English communication skills.

Keywords: Blended-learning, MALL, EGAP listening and speaking, teaching practice

Developing Critical thinking through Critical Reading Instructions for EFL Undergraduate

Li Hongling
Chongqing University

Developing critical thinking is highlighted in university education worldwide. The main

purpose of the present study is to investigate the impact of critical reading instructions on developing EFL undergraduates' critical thinking. 58 undergraduates registering in the course Critical Thinking Reading and Writing participate in this research. Three evaluations are adopted including 1) Students' self-evaluation, 2) Paul and Elder Critical Thinking Framework, and 3) the Watson-Glaser Critical Thinking Appraisal (CTA).

The first two evaluations are designed from the perspective of students' self-evaluation on critical thinking. While Watson-Glaser CTA is to find out the students' critical thinking on reasoning by testing inference, recognition of assumption, deduction, interpretation and evaluation of arguments. Qualitative and quantitative methods are adopted to analyze the collected data. The pretest shows the gap between students' self-evaluation and CTA. 31 percent of the participants failed in the pretest of Watson-Glaser CTA. 12 percent students' correct rate are over 80 percent. The data of posttest would be collected in the end of the course. The findings of this research are expected to provide the instructors with insights of developing EFL undergraduates' critical thinking through critical reading instructions.

Keywords: Critical thinking, critical reading instruction, EFL, CTA

Parallel Session 15: EAP and EOP Teaching and Research

Exploring Generic Features in China-Africa Corporate Advertising

Deng Liming, Wang Meiling
Wuhan University

Driven by the need of economic, trade, and political cooperation between China and African countries over the past two decades, Sino-Africa corporate advertising genre has been playing an important role in promoting company products and services and building a positive international image. Encouraged by the newly emergent genre, this study aims to explore the generic features involved in the particular China-Africa corporate advertising discourse within the specific context of Sino-Africa win-win cooperation. A self-compiled corpus containing 36 China-Africa corporate advertisements was built which were categorized into such three types as infrastructure, banking, and investment. Based on Bhatia's critical genre analysis model (2017) and Tardy's (2016) genre innovative approaches, the study closely examined the salient features by focusing on the lexical prominence, the move-structure deviance, and atypical use of rhetorical strategies. The findings show that the prevalence of joint-venture and mutual bond was overtly appropriated to highlight China-Africa cooperative win-win relations in terms of lexical choices. Furthermore, it is interesting to observe that the emergence of Sino-Africa corporate advertising is more likely to employ generic

conventions through move structure. Lastly, instances of such rhetorical strategies as hybridization, metaphoricity, and multimodality were also deployed to enhance the persuasive effect of this particular advertising genre. The findings will have practical implications for situated advertising construction and shed light on the dynamic evolving nature of advertising discourse, particularly in China-Africa win-win business context.

Keywords: China-African corporate advertising; salient generic features; rhetorical strategies

English language learning and identity: insights from a case study of two English minor students in China

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Gu Xiangdong Chongqing University

In the research on language learners' identity in EFL contexts (Gao et al., 2007), studies have mostly focused on general English students and English majors, and little attention has been given to English minors, who cope with specialized knowledge learning and high-demanding English learning simultaneously. The context of English minor programs, which integrated students with various specialized backgrounds and where distinct English learning purposes and career development plans appear, seems an appealing area for exploring language learner's identity construction.

Drawing on students' journal entries and semi-structured interview data, this presentation reports on a case study investigating how two English minor students negotiate and construct their identities, and in what ways the English minor program facilitates their English learning and identity development. From a social constructivist perspective, the two informants' discursive identity construction is interpreted with a rich depiction of their English learning experiences in academic and non-academic settings. The findings of the study demonstrate the complexity of language learners' identity construction. The presentation is anticipated to provide some relevant pedagogical implications.

Key words: English minor, identity, identity construction, English learning

“I will adapt next time”: A Case of Study of Beginning ERPP Teacher's Belief and Pedagogical Content Knowledge

Zhang Mulin
武汉大学/武汉科技大学

Teachers' pedagogical content knowledge is one of the most important factors in determining classroom instruction quality, their beliefs are assumed to be part of teachers' competency and act as an important foundation of teachers' pedagogical decisions. This exploratory study describes the pedagogical content knowledge and beliefs of an experienced English for General Purposes (EGP) teacher who taught postgraduate students English for Research Publication Purposes (ERPP) for the first time. Thematic analysis was performed on data gathered from in-depth interviews, reflective journals and teaching artifacts. The results revealed that the teacher began her teaching with strongly self-perceived deficiency in subject matter knowledge about ERPP, but her learner-centered pedagogy and interactions with students prompted her to make constant attempts to adapt her teaching. It is also obvious that the teacher had strong beliefs in the value of ERPP both for students and herself in multiple aspects, which supported her through the "painful" and regretful first-round teaching. Suggestions for supporting teachers make the transition into and develop their PCK for teaching ERPP are offered.

Comparative Study of English abstracts in Engineering Written by Chinese and English native speakers: Genre-based Analysis

Dan Wu, Xin Wang
Nanjing Agricultural University

This paper conducted a comparative study of English abstracts in Engineering discipline in both qualitative and quantitative way from the perspective of genre analysis. Three mini-corpus were created by randomly collecting 100 abstracts from SCI journals written by English native researchers, 100 from SCI journals written by Chinese researchers, and 100 from CSCI journals written by Chinese researchers. Moves and submoves of abstracts were labeled based on a revised combination of Swale's CARS model(1990), Santos's five-move model(1996) and Hyland's five-move model(2000). The sequencing and recursion of the elements were then investigated, hence the similarities and differences of the abstracts in three corpus. This study adds to the existing knowledge bank regarding genre-based analysis of RA abstracts in different disciplines, and contributes to an deeper understanding of the genetic structure potential of the Engineering RA abstracts, as well as the differences between RA abstracts written by NS and Chinese researchers. It is hoped that the research can be especially beneficial for Chinese students and researchers majoring in Engineering in their construction of research article abstracts. The findings may also benefit some implications for ESP syllabus design, and materials preparation.

An Empirical Study on Promoting Students' English Pronunciation Learning Based on the Online Real-time Scoring App

LAN Yueqiu Chongqing University/Nanning Normal University

Pronunciation training and assessment is very time-consuming. Fortunately, automatic speech recognition (ASR) research and the application of its technology for second language instruction and assessment have grown considerably since the 1990s. Hence numerous Apps that incorporate pronunciation tutoring have become available commercially. Research shows that these approaches help improve learners' pronunciation perception and production. However, the study of using such approaches to promote students' English pronunciation learning is still rare in China.

This presentation reports that *My English Tutor* (MyET), an online real-time scoring App based on ASR technology, is used to train the English pronunciation of English-related majors of a local normal university after the ending of pronunciation classes, to encourage students to continue their pronunciation learning through the multi-angle scoring and timely feedback of the software. The scores are integrated into the students' usual performance assessment in the pronunciation course. The questionnaire survey results show that most students out of the 204 participants accept this assessment method. They agree that this practice helps promote their phonetic learning. They think that MyET can help them in the autonomous learning of oral and phonetic skills. Finally, some insightful suggestions are made on how to further improve the phonetic assessment mechanism based on MyET scoring.

Key words: pronunciation; online real-time scoring; autonomous learning

Effects of Content and Language Integrated Learning on Architecture Students' Motivation of English Learning

Fang Ling
Chongqing University

By means of qualitative and quantitative research methods such as classroom observation, tests, questionnaires and interviews, this study is intended to analyze the feasibility of content and language integrated learning (CLIL) in college English teaching, and the effects of this model on students' English learning motivation. Besides, it tries to provide reference suggestions for the role integration and positioning of language teachers in this mode, which integrates language learning and subject contents in the context of professional knowledge. After three years of research on 186 architecture students, the findings of the study indicate that CLIL instruction model is more effective than EGP in stimulating students' learning motivation, improving students' language ability and professional knowledge literacy. Meanwhile, it is conducive to the positioning and transformation of the role of language teachers, attaching importance to the internalization and output of students' knowledge. The results of the study can be extended to other majors and have implications for

promoting the reform of college English teaching.

Keywords: CLIL, College English, Feasibility, Learning Motivation, Teacher Role

Developing Academic English Literacy Among Undergraduates--A Case Study

Ni Yang
Tongji University

According to National Medium and Long-term Educational Reform and Development Program (2010-2020) and Highlights of Ministry of Education (2019), it is of great emphasis that colleges and universities shall focus on the central position of talent cultivation, especially the undergraduate education development. In Shanghai, with the release of A Framework of Reference for ELT Teaching at Tertiary Level in Shanghai (2017) and Guidelines on College English Teaching (2017), those documents clearly point out the necessity of incorporating academic English courses in undergraduate studies and the cultivation of undergraduates' academic English literacy. This is a descriptive research trying to obtain non-English major undergraduates' perceptions of academic English literacy, build a practical framework to define academic English literacy in current college English practice and attempt to conclude effective methods for undergraduates to improve their academic English literacy. The research implements a small scale of interviews among six selected participants. Participants of this research are non-English major undergraduates in a university with science and engineering characteristics in Shanghai. This research attempts to investigate the perceptions of non-English major undergraduates on academic English literacy, and on this basis, extracts some effective approaches to cultivating talents of academic English literacy for future college English practice. Key words: Academic English literacy, undergraduates' perception, talent cultivation.

The Application of the “Academic Literacies” Model to Classroom Instructional Practice

Qian Lihua
Tongji University

This research has applied the “Academic Literacies” Model to frame the curricular and instructional design for the course Academic English for Humanities in Tongji University. The integration of the Model theory considers not only teaching the use of academic language such as formal lexical and structural features, conventions and signposts, but also the analysis of various genres in academic contexts (including both speech and writing) and genre switching. The instructional approach involves the lexico-grammatical analysis of texts of different genres and the discourse-semantic analysis of themes and paragraphs relations to uncover their textual features, patterns, structures and organizations. Students have been asked to undertake both inside-classroom and outside-classroom activities, either as an individual or in a group, to prepare for reading and writing assignments and oral reports. The evaluation of this approach to the development of students'

academic literacies is revealed by two questionnaires, with one conducted in the first session of this course to investigate students' understanding of academic literacies, their prior experiences and expectations of this course, and the other in the final session to reveal how students evaluate different activities in helping them achieve academic literacies and to what extent the improvements of these abilities has been made.

The cross-register variation of identity construction in finance domain--from the perspective of collocation networks

Dong Jihua
The Univeristy of Auckland

This study investigates the use of self-mention pronouns and their collocation networks in academic and workplace registers. The analysis is based on the Hong Kong Financial Services Corpus (HKFSC) and a purpose-built corpus of research articles in finance. The software Antconc and Graphcoll were used to extract the pronouns and analyse their collocation networks. The statistical analysis shows that the academic register contains significantly more self-mention pronouns than the workplace corpus, which indicates a stronger tendency towards self-positioning. The collocation network analysis reveals a complex and intricate collocation network involving the self-mention pronouns in both corpora. We also identified significant register-specific semantic features with the collocation networks of self-mention pronouns. These findings contribute to our understanding of how self-mention pronouns operate in tandem with their surrounding context in register-specific discourse. Pedagogically, the findings can be useful for class and workshop-based training for finance students and early-career professionals.

Keywords: self-mention pronouns; collocation networks; academic discourse; workplace discourse.

Code Switching in ESP class: Case studies of teacher talk in Chinese context

Wang Zhenjing
China University of Geosciences

Studies have shown that use of target language could improve students' learning in EGP class. But very little is known about how teachers facilitate learning in ESP context. This study aims to explore whether teachers use the target language exclusively or rather switch between the first and target language in their classes, in what occasions code switching to first language may occur in teacher talk and their patterns, what the teachers' view on the use of target language and their code switching, what the reasons are for code switching, how their students understand code switching in teacher talk. Data were collected from three teachers by classroom observation and post-observation interviews. Findings show that teachers have different patterns in code switching. But they have similar beliefs and reasons for code switching. It is interesting to find students' views

on needs for code switching and its functions are different from the teachers. This study implies when and how to use code switching to facilitate learning in ESP class may be strongly different from that in EGP class. Investigation with more participants in different ESP teaching context is suggested for future study to explore teacher talk.

Professional Development of College English Teachers in Physical Education Colleges and Universities under ESP Teaching Concept

Zhang Yinghong

Shenyang Sport University

With the deepening of college English teaching reform, ESP has been carried out in various colleges and universities throughout China to varying degrees, which has made great contributions to the cultivation of high-quality compound talents. However, the shortage of ESP teachers in colleges and universities has seriously affected the development and deepening of ESP teaching. This study explores the professional development of college English teachers in P.E. colleges and universities under the guidance of ESP teaching concept. It points out that the main problems existing in ESP teacher training in physical education colleges and universities are as follows: lack of scientific understanding of ESP teacher training, single channel of ESP teacher training, lack of effective ESP teacher training mode, lack of reasonable ESP teacher training and assessment mechanism, etc. It is proposed to deepen the understanding of the importance of ESP teacher training, broaden the channels of ESP teacher training through multi-party cooperation, discussion, training and practice, construct an effective ESP teacher training model, establish a reasonable and effective ESP teacher training assessment mechanism and other strategies, so as to form a good ESP teacher training mechanism and development model, and better serve college English ESP teaching in physical education colleges and universities.

Keywords: ESP teaching concept; college English teachers; professional development; P.E. colleges and universities.

Parallel Session 16: ESP Development

A Comparative Study of Promotional Ways in Abstracts Written by Chinese Authors cross Disciplines Based on the Attitude System of Appraisal Theory

Han Ping, Huang Dan

Chongqing University

Over the last decades, many scholars have paid much attention on the promotional features in academic discourse. As an independent part-genre with persuasive function(Hyland, 2000; Bhatia, 1993), the abstract has become the first choice for scholars' research. A relatively overlooked aspect,

however, is the study about how the disciplinary variation differs promotional ways of abstracts. This paper is conducted based-on the promotional strategies(Hyland, 2000) and the attitude system of Appraisal Theory, exploring the use of promotional strategies and the distribution, frequencies of attitude resources within strategies in two disciplinary corpora. The corpora was complied by 80 abstracts published in international journals and written by Chinese authors. The findings show that comparing with abstracts in hard knowledge fields, the promotional way of soft knowledge fields is more abundant; the distribution and frequencies of attitude resources in the promotion strategies is uneven and unbalanced. The results will help domestic authors in different disciplines better use linguistic resources to achieve promotional functions in abstracts and will supplement more views for cross-disciplinary research.

A Review on the International Research of Modern Educational Technology and Language Testing (2014-2018)

Bi Yuping ,Chen Yiping
Chongqing University

With the development of modern technology, ESP language testing has changed a lot in its form , content as well as in the way to mark it. Based on the research articles published in Language Learning & Technology during 2014 and 2018, this paper aims to find out how does modern technology affect international language testing and assessment. A total of 21 papers meet the requirements and all the articles are reviewed from research methodology , research subjects and research concerns respectively after key words searching and manual examination. This paper indicates that empirical studies and mixed methods are increasing. And the main research subjects are ESL or EFL tests and adult ESL or EFL learners. The concern of the study in this field goes to writing assessment and feedback, followed by validity and validation. This paper shows that modern technology improves the efficiency and innovation of language testing and assessment, and helps Chinese scholars and researchers to get a better understanding of the status-quo of the study of modern technology and language testing.

Keywords: modern technology , language testing , research trend

Research on Activity Instructions between Chinese and Foreign EAP teachers in One Chinese Vocational College

Xu Fang
Zhejiang Institute of Mechanical and Electrical Engineering

Classroom of big sizes have posed great challenges to English teaching practice in Chinese Vocational Colleges, so the students-centered activities designs are essential to the improvement of teaching efficiency. As an important part of activity, instructions pave the way and guide the

direction for the successful activity completion. Based on classroom observations from EAP English teaching in one Chinese Vocational College, the paper has detailed three instruction differences between Chinese and Foreign language English teachers in terms of language use, gesture and demonstration. Furthermore, the underlying reasons for the differences were tentatively analyzed again cultural differences as well as teaching philosophies. Lastly, the teaching applications from this study are also suggested in the hope to solve the potential problems of activity organization in big-sized classroom teaching.

Smart Education: Empirical Study of Tourism English Teaching in Higher Vocational Colleges

Liao Danlu

Chongqing Vocational Institute of Tourism

Promoted by the new generation of information technology, smart education has become an inevitable trend in the global education. From the perspective of smart education, it is a brand-new subject in the information age to explore the ways of English teaching in Higher Vocational colleges. Based on the participation theory of Reg. Kothering, this paper chooses tourism related majors in freshmen and sophomores to participate in the experiment. Through the analysis of questionnaires, observations and interviews, it is found that using network resources and reconstructing teaching procedures can make the network environment and tourism English teaching content integrate organically, and can give full play to and mobilize students. The initiative and creativity of learning tourism English actively form a positive, harmonious and pleasant way of interactive learning, so as to improve the English level of higher vocational students and cultivate applied senior technical personnel.

Keywords: smart education; higher vocational education; tourism English Teaching

Critical Thinking Skills Development across Business English Curriculum

Holly He, Kate Zhang

South China Normal University

The concept “critical thinking” is defined by Brookfield (2012) as one of the survival abilities for people to live though variety of challenges and difficulties. In language education, many researchers have also discovered that critical thinking skills are an indispensable part of language learning and language teaching. Hughes (2014) points out that one of the language teacher’s tasks is supposed to be fostering language learners’ critical thinking skills since their ability to think and act critically has been proved to impose great impact on their ability of communication. Moreover, based on Bloom’s Taxonomy (Bloom, 1971 and 1974) of six critical thinking sub-skills, Hughes

puts forward five-staged skills of critical thinking in language education: understanding, applying, analyzing, evaluating and creating. Hughes' ideas have been responded by Harizaj & Hajrulla (2017) who similarly recommend that language teachers should teach not only language skills but also critical thinking skills in language classes. It is apparent to us that the development of critical thinking skills for Business English majors in the 21st century is imperative to facilitate their communicative competence and cross-cultural communicative competence. To our regret, so far we have only retrieved one research in which the author advocates advancing critical thinking skills development across business or management program based on Bloom's framework of Taxonomy (Zapalska, 2018). However, few attentions have been paid to the cultivation of Business English majors' critical thinking skills in Business English curriculum design. The current study, therefore, is to supplement for the limitation of the relevant research by proposing a process of enhancing critical thinking skills development across Business English curriculum at the universities. The development of critical thinking skills can be penetrated into Business English majors' four-year undergraduate program by merging English language skills with critical thinking skills. In this way, Business English majors can be cultivated to listen critically, speak critically, read critically and write critically. Accordingly, assessment is comprised of English language skills and critical thinking skills. The integration of critical thinking skills with English language skills in the Business English curriculum will for sure educate Business English talents who can survive the cross-cultural communicative world as well as the Business Jungle.

Key words Critical thinking skills, business English curriculum, business English majors, undergraduate program, communicative competence.

The ESP-based Study on the Evaluation of Machine Translated Psychological Text

Deng Qi, Zhao Xue

Chongqing University

Translated scientific literature with high-quality is of great importance to the academic communication between countries. With the rapid progress of the technology of Machine Translation in recent years, it has drawn scholars' attention for its features as time-saving, efficiency and lower-costing. While it is been widely adopted in different disciplines, machine translation is involved in more discussions by scholars from different countries on getting better translation in some feasible ways. Considering the characteristics of the language in scientific literature texts, the ESP theory can present a new angle to the machine translation study.

This paper intends to do some researches about Machine Translation on texts in the book *Psychology and Life*, which is a very popular course book with typical text in the field of scientific

literature. First, it will choose three separate paragraphs respectively in each chapter of the book (altogether, there are 16 chapters), and translate them from English into Chinese by applying Google neural machine translation system. Then, based on the analysis of the features of psychological language from the perspective of ESP, three evaluation standards— accuracy, standardization and comprehensibility – will be introduced, and it will be followed by an evaluation on the translation quality of the paragraphs. At last, it will try to explore the applicability of machine translation from the perspective of ESP theory.

Using Ted talks in English for academic communication development: Learning patterns, motivation, and emotion

Zhang Yining , Yang Fang
Tsinghua University

The use of English as a lingua franca enabled scholars around the world to report and exchange their research findings regardless of their first languages. Previous studies in English for Academic Purposes (EAP) had put much emphasis on the development of writing skills while underestimating the role of English for Academic Communication. In fact, such skill is essential to academic success. This study discussed how a learning application with TED talks was integrated into a doctoral-level EAP course. A total of 99 first-year PhD students taking a course intended to improve their English for Academic Communication participated the study. Patterns of student activity on using the application, as well as the relationship between such pattern and students' oral communication motivations and emotions were also discussed.

Research on ESP Reform in China

Gu Zhi-zhong
Anhui University of Finance & Economics

Against the background of economic globalization, a growing number of countries are engaging in China's "Belt and Road" Initiative. How Chinese colleges and universities can foster more talents with both expertise and a good command of English becomes a serious issue. In this paper, the author first reviewed the status quo of ESP teaching in China, then he elaborated on the necessity of ESP reform from national language strategy, economic development and higher education respectively, and gave four constructive suggestions, namely internationalization of ESP teaching concept, stratification of ESP curriculum, building of ESP ecology and modernization of ESP teaching methods at the end.

Keywords: ESP; Current Situation; Reform Necessity; Four Reforms

Cross Cultural Awareness in ESP Teaching

Xing yi

Language is a carrier of culture. Cultural matters in Language teaching materials might be barriers to full understanding, and cultural differences might cause cultural shocks. Language teaching always involves cultures things of all kinds, and ESP is an especially cultural loaded field of learning, teaching, and studying. Therefore cross cultural awareness is of foremost importance in ESP teaching, and hammering cross-cultural awareness in learners' mind should be considered as the first things' first of an ESP teacher. This paper attempted to take English for Tourism as a case in point to explore into the cross cultural factors which affect massively the effectiveness of ESP teaching by collecting data from surveying a 45 –learner class and a 30 person group of foreign visitors, applying constructive analysis method. The paper also explored into classroom practices and cognitions of two groups of SIT ESP teachers in teaching reading comprehension. The author believes that the findings of paper would offer certain references for both those teaching ESP and those studying ESP Teaching.

A General Report on ESP Teaching in Normal Universities

Jing Nana, Tan Xiaoyong, Zhang Yi, Zhou Na
Chongqing Normal University

The Guidelines on College English Teaching states that college English should well cater to students' needs and therefore requires that the curriculum should include general courses, ESP courses and cross-cultural communication related courses. Against such background, ESP practice and research has become an upward trend. Universities nation-wide have carried out a wide range of ESP research and practices. Normal universities are special in that they normally take teacher training and teacher's professionalism as the focus. Literature shows that despite scholars' fruitful exploration and research in wide fields of ESP practices, ESP textbook compilation as a problem still stands out and that few normal universities² open teacher-related ESP courses, not to mention research in that area. Therefore, this paper is to generally report on an innovative university-based ESP course of ETT (English for Teachers and Teaching) ³in Chongqing Normal University, especially from the perspectives of teaching practice and textbook compilation. Being a selective course, ETT is aimed at non-English major students who have passed CET 4 or A-level and especially those prospective teachers. ⁴Since its initiation in 2017, the course has already gone through four rounds of class practices, on basis of which, the course group has complied a school-based textbook of ETT centering around the key topics of teaching objectives (design, revision and implementation), teaching methods, teaching aids (mind-map) as well as assessment;each topic-related unit is developed through the outline of awareness, presentation, application, reflection and extension. Summarizing what has already been done and achieved, we plan to take flipped classroom teaching practice and research as the two primary focuses in future ETT teaching practice.

Keywords: ESP, ETT, Normal Universities, Teaching Practice, Textbook Compilation

A Review on the Studies of Aviation English Test in China

Wu Xiaoliang

Civil Aviation Flight University of China

A typical high-stake language test, the aviation English test in China takes the form of two independent tests: the Pilot English Proficiency Exam of China (PEPEC) and the Air Traffic Controller's English Test Service (AETS). This paper is a literature review on the studies of aviation English test in China before and after the implementations of PEPEC and AETS. Based on a chronological review of the test development, this study finds that home researchers' studies fall into the following categories: interpretations of the ICAO test standard, discussions of the test design in China, explorations of the test reliability and validity, and empirical studies of the wash back effect. The author believes that, to obtain official certification from ICAO, China's aviation English test needs a thorough check of its reliability, validity and fairness.

Keywords: aviation English test; review

Transport 会议交通指南

1. From Jiangbei International Airport 重庆江北国际机场

◆ Arriving at T3

1) 出租车

选乘出租车，约 40 分钟抵达重庆大学虎溪校区。费用：约 150 元

By taxi

It takes about 40 minutes to get to Huxi Campus, Chongqing University from Chongqing Jiangbei International Airport.

Cost: about RMB 150



2) 机场快线

选乘机场快线 K08（开往大学城方向），四川美院站下车。费用：20 元

By Airport Shuttle Bus K08

It takes about one hour to get to Huxi Campus, Chongqing University.

- Get off at Sichuan Academy of Fine Arts Bus Station in University Town;
- Walk to Huxi Campus or hotel.

Cost: RMB 20



3) 轨道交通

选乘坐轨道交通 10 号线（鲤鱼池方向），红土地站内换乘 6 号线（北碚方向），花卉园站下车，换乘 T112 路（大学城美院方向），大学城美院下车。

By rail transit

- Take CRT Line 10 (Liyuchi direction);
- Transfer to Line 6 at Hongtudi CRT Station (Beibei direction);
- Get off at Huahuiyuan Station;
- Transfer to Bus T112 (University Town direction);
- Get off at Sichuan Academy of Fine Arts Bus Station in University Town



◆ Arriving at T2

1) 出租车

选乘出租车，约 40 分钟抵达重庆大学虎溪校区。费用：约 120 元

By taxi

It takes about 40 minutes to get to Huxi Campus, Chongqing University from Chongqing Jiangbei International Airport.

Cost: about RMB 120



2) 轨道交通

选乘轨道交通 3 号线（鱼洞方向），红旗河沟站下，乘 T112 路（大学城美院方向），大学城美院下。

By rail transit

- Take CRT Line 3 (Yudong direction);
- Get off at Hongqihegou CRT Station;
- Transfer to Bus T112 (University Town direction);
- Get off at Sichuan Academy of Fine Arts Bus Station in University Town.

2. From Chongqing North (Longtousi) Railway

Station 重庆北火车站（龙头寺火车站）



1) 出租车

选乘出租车，大约 50 分钟抵达重庆大学虎溪校区。费用：77 元

By taxi

It takes about 50 minutes to get to Huxi Campus, Chongqing University from Chongqing North Railway Station.

Cost: about RMB 77

2) 公交车

选乘火车北站北广场—房地产学院专线，陈家桥小学站下车，同站换乘 272 路（科技学院方向），大学城美院下车。费用：5 元（本线路为最少换乘线路，其它线路可自行查询）

By bus

- Take Special Bus Line (North Square—Chongqing Real Estate College);
- Get off at Chenjiaqiao Primary School Bus Station;
- Transfer to Bus No. 272 at (direction of Chongqing University of Science and Technology);
- Get off at Sichuan Academy of Fine Arts Bus Station in University Town.

Cost: RMB 5

3. From Chongqing West Railway Station 重庆西站



1) 出租车

选乘出租车，大约 40 分钟抵达重庆大学虎溪校区。费用：67 元

By taxi

- It takes about 40 minutes to get to Huxi Campus, Chongqing University from Chongqing West Railway Station.

Cost: about RMB 67

2) 公交车

乘坐大学城专线公交车（大学城方向），终点站下车。费用：5 元

By bus

- Take University Town Special Bus Line (University Town direction)
- Get off at the Terminal Bus Station
- Cost: RMB 5

3) 公交专线

乘坐 T115 专线公交车（大学城方向），终点站下车
费用：8 元

By special bus line

- Take Special Bus Line T115 (University Town direction)
- Get off at the Terminal Bus Station
- Cost: RMB 8

General Information

✧ Registration Venue

- Holiday Inn, #26 South Road, Daxuecheng, Shapingba District, Chongqing
富力假日酒店,重庆市沙坪坝区大学城南路 26 号, 重庆大学虎溪校区北门斜对面
- Hairongyisheng Hotel, No.20/40, Daxuecheng Road, Shapingba District
海融颐笙酒店 (重庆海融颐笙酒店位于沙坪坝区大学城中路 20 号附 40 号, 重庆大学虎溪校区东门斜对面)

Notes: (1) Registration is open from 14:00 to 21:00 Friday, 15 Nov. 2019.

(2) Please bring the badge with you throughout the conference.

备注: (1)会议报到时间为 2019 年 11 月 15 日 (星期五) 14:00 - 21:00。

(2)会议期间请携带代表证。

✧ Conference Venue

- The conference is held on Huxi Campus, Chongqing University.
会议地点: 重庆大学虎溪校区
- Plenary sessions and featured speeches are in 1F-7 and 1F-9, Library.
主会场和分会场地: 图书馆 1F-7, 1F-9。
- Parallel sessions are in Teaching Building No. 1.
分组会场地点: 第一教学楼 D1201-D1207, D1210-D1218。

✧ Changes and Cancellations

Full details of the conference sessions are contained in the Conference Programme. Any changes and cancellations made after printing of the Conference Programme will be displayed on the Noticeboard in the lobby of the library. Please check the Noticeboard frequently for changes and cancellations to the Conference Programme.

✧ Meal Service

| Time | Meals | Location |
|------------------|----------------------|--|
| 15 November 2019 | Dinner (18:00-20:00) | Hotel |
| 16 November 2019 | Lunch (12:15-13:30) | Canteen No. 3 (Huxi Campus, Chongqing University) |
| | Dinner (18:00-19:00) | |
| 17 November 2019 | Lunch (12:15-13:30) | |

Map of Campus D

