Abstract Index

Individual Papers

Theme 1: Curriculum and course design in ESP

I-0101: Adeel Khalid

Nursing English in Pakistan: A Case for ESP

I-0102: Jintao Zhang and Ling Wu

The Necessity of Teaching Military English at Military Academies

I-0103: Chunxia Zhao

Exploration of College English Talents Training Mode Based on ESP

I-0104: Wenjing Yang

A Study on "EGP+ESP" College English Teaching Model

I-0105: Margalit Faden

ESP Corporate Training Techniques in the Classroom

I-0106: Basim Faraj and Nadežda Stojković

From Needs Analysis to Course Design: Teaching formats of academic presentations by using web-based technique

I-0107: Simon Cookson

Ready for Departure: Aviation English for Japanese Students on an ab initio Pilot Training Program

I-0108: Lei Shi

A Study on Construction of College English Curriculum in the Mode of ESP

I-0109: Yue Zhang, Ling Fu, Kurths Jürgen, and Shuhua Xu

Developing an EAP-ESP Curriculum for a Newly Established Education Center of Engineering Sciences in China

I-0110: Shari Joy Berman and Megumi Tada

Monitoring/Mentoring vs. Muddling/Meddling, Finding the Right Tenor to Nurture English with Intercultural Leadership Honors Students

I-0111: John W. Cheng

Developing an EAP Research and Writing Skills Course for Graduate Students of an Interdisciplinary Programme in Japan

Theme 2: Materials design and writing in ESP

I-0201: Hongjin Yue

A Survey Research on the Users of Vocational English Materials and Its Implications

I-0202: Song Han

Web-based Teaching Material Selection for An Outdoor Education ESP Course in China

I-0203: Qiong Li

The Characteristics of Summary Writing by Chinese University Students

I-0204: Weihua Bai and Yongzhen Shi

A Qualitative Study on Court Verdicts Based on Genre Analysis

C-0205: Alan Simpson

Do the Cornelsen ESP Matters Series Textbooks Meet the Needs of ESP in Asia?

Theme 3: Development and application of ESP theories

I-0302: Siqun Xu
On the Theory of ESP for Non-English Major students: A Research on ESP teaching reform at SUSTech
I-0303: Paul McKenna
Data Commentary and TED Talks: A genre analysis

Theme 4: ESP teaching and learning approaches and methods

I-0402: Jingqiu Wang
Comparison of Generic Structures of Chinese and English Abstracts
I-0404: Marlon Manuel
Multimodal System in ESP Environment: Boon or Bane?
I-0405: Juan Lin, Haiying Pan, and Xiaomeng Zhang
Analysis of Chinese College Students' Multimodal Composing Strategies in Academic R&W Activity System
I-0408: Gregory Friedman
Collaborative Language Research in A Travel Industry ESP Course
I-0409: Cuiqin Xu, Yan Qi, and Jun Xia
Analyzing pauses in computer-assisted EFL writing: A computer-keystroke-log perspective
I-0410: Zhenyu Liu
An Empirical Study of "Task-based and Internet-assisted" Policing English Teaching Model
I-0411: Youming Wang
Teaching strategies for oral English in sports schools–using GST model as a framework
I-0412: Ji Wang
Using the British Parliamentary Debate to Foster Deep Learning of Legal English
I-0413: Jing Zhang, Ke Li, and Caiying Cui
Theme-Based Debate in Military English Class: An Action Research Based on Project-Based Learning Approach
I-0414: Yingzhen Wang
The Application of Output-Driven Hypothesis in Teaching ESP: A case study
I-0415: Hua Yang
Goal-driven ESP Instruction: a case from Chinese tertiary business English classroom
I-0416: Shan Chen
Teaching Sport English through Service-Learning: A study of Experiential Learning in ESP context
I-0417: Wentao Ma
Cultivation of Students' English Public Speaking Ability in College ESP Teaching
I-0418: Jonathan Derr and Jie Shi
The Effectiveness of Genre-based Instruction on Abstract Writing for Japanese Graduate Students of EST
I-0419: Jie Shi and Jonathan Derr
Peer Evaluation of Academic Presentations by Graduate Students of EST in Japan
I-0420: Jing Xu
Fostering Critical Language Awareness in Learners in the ESP Courses
I-0421: Aiguo Wang
Classroom Teaching of Aviation English in China
I-0422: Masa Tsuneyasu
Relationship between Personality and Proficiency of Agricultural Students

Theme 5: Innovations in ESP research and instruction

I-0501: Feiyu Wang
Action Research in EFL College English Pilot Programs-integrating BP Debate Mode with Formative Assessment
I-0502: Lawrie Hunter
The EAP Instructor as Editor: Publication as a learning objective
I-0503: Ting Jiang and Xiaoru Ren
A Study of Evasive Answering Strategy in Chinese Arbitration Response based on Adaptation Theory
I-0504: Dawang Huang and Meimei Yang
Construction of Writer Identity in a Chinese Scientist's Academic Writing/Publishing: A revisited study across a time span of ten years
I-0505: Kayoko Yoshida and Kyoko Morikoshi
Offering Hospitality and Tourism Studies to Learners of English with a CLIL Approach
I-0506: Aika Miura
Compiling Domain-specific Corpora with the Sketch Engine

Theme 6: ESP teacher development

I-0601: Xiaowan Yang
ESP Teachers' Beliefs about Student Motivation and Their Motivational Practices: A Case Study
I-0602: Ying Zhang
Struggling with the Objectives of EAP courses in a Non-English Speaking University
I-0603: Jing Zhou
The Teachers' Role and Professional Development in ESP
I-0604: Dongmei Yu
English Teaching and ESP Teacher Development in Application-oriented University in China
I-0605: Dongmei Yu
The Construction of Teaching and Research Community for ESP Teacher Development

Theme 7: Development of ESP testing and assessment

I-0701: Heny Hartono
The Development of Communicative Competence Assessment for Bilingual School Teachers in Indonesia

Theme 8: English teaching and learning for academic purposes

I-0801: Yan Dong
Critical Stance and Evaluation in Chinese and Anglo-American PhD Candidates' Use of Authorial Self
I-0806: Jiang Yu
Using Genre-based Models for Academic Writing Instruction
I-0807: Howard Brown
New Challenges for EAP in Japan: English-Medium Instruction and the emerging blended classroom culture
I-0808: Yunlin Huang and Zixiao Chen
Strategy in Academic Reading: Voices from Chinese postgraduate students
I-0809: Yanli Qu
The Special Purpose of Environmental Literature in the Protection of Environment
I-0810: Yanli Qu
The Opportunities and Challenges of the English and American Literature Movie Appreciation Teaching Mode in the Context of English for Academic Purpose (EAP)
I-0813: Aiko Minematsu
L2 Listening in EAP: Teaching the "How" in an Academic Listening Course
I-0814: Olivia Zhang
Problems Associated with the Feedback Dialogue

Theme 9: English teaching and learning for professional purposes

I-0901: Wendy M. Gough and Kazumi Kato
Proposed Research of Tourist and Volunteer Interpreter Needs in a Small Japanese Port Town
I-0902: Rongfeng Jiang
On the e-Education of ESP Courses
I-0903: Masashi Nagai
Perspectives on the Choice of ESP Reading Materials for Engineers

Theme 10: English teaching and research for business purposes

I-1001: Wenying Deng
An Exploration of Multi-modal Teaching Model in Business English
I-1002: Yunlin Huang and Yang Cheng
Analysis of Pragmatic Strategies in Job Interview Conversation
I-1003: Dongmei Yu
Business English Teaching Based on Needs Analysis
I-1004: Jie Zhang
ESP English Teaching in College English Class for Business Purposes

Theme 11: English teaching and research for legal purposes

I-1101: Xinbing Yu and Lei Zhang
A Contrastive Analysis of Sentence Length in Chinese and English Legal Texts

Theme 12: Intercultural communication in ESP teaching

I-1201: Renzhong Peng and Weiping Wu
Validation of intercultural contact scale for Chinese college students: A structural equation modeling approach
I-1202: Yumei Yang
A Correlation Study on Chinese College Students' Intercultural Communication Competence & English Language Proficiency
I-1203: Xin Qiao and Yongzhen Shi
Barriers to Intercultural Communication Competence among Electronics Students in Northwestern Polytechnical University
I-1204: Tao Wang
The Philosophical and Artistic Values of the Chinese Classics in the Communication-oriented ESP

Theme 13: Corpus linguistics for ESP education

I-1301: Pingnan Chang
An Exploration of Interactional Metadiscourse in Architecture Research Articles
I-1302: Sebastien Louvigne and Jie Shi
Corpus-based analysis of the RA genre: The "Conclusion" sub-genre
I-1303: Fu Chen and Tianxing Xu
Commenting on Movies the American vs. Chinese Way: A corpus-based study

Theme 14: Others

I-1401: Funny Sari
Fostering Reflective Practice to Build Indonesian Student Teachers' Professional Identity
I-1402: Zhifeng Kang
Interpreting Synergism Based Upon Visual-Audio-Oral Course of ESP: A case of CI between English and Chinese
I-1406: Saeko Ujiie
English as Business Lingua Franca in Japan: Impacts and implications
I-1407: Jia Mingfang
ESP, How Specific Is It?: The dynamics of the application of ESP in College English teaching in China

Featured Presentations

Theme 1: Curriculum and course design in ESP

T-0112: Jie Shi
Incorporating the Needs of Subject Specialists in Curriculum Design of ESP Programs: The experience of a Japanese university of science and engineering

Theme 3: Development and application of ESP theories

T-0301: Ping Huang and Xiujuan Zhang
Analysis of Thematic Progression Pattern in LR Part of Economics Doctoral Thesis through Genre

Theme 4: ESP teaching and learning approaches and methods

T-0403: Liwen Li
Production-Oriented Approach to EAP Teaching in China: An Action Research
T-0425: Li Li and Wang Fang
Translation as a Profession and Curriculum Design for Legal Translation

Theme 6: ESP teacher development

T-0606: Kevin Knight
TESOL ESP Project Leader Profiles for Professional Development of ESP Practitioners Worldwide

Theme 8: English teaching and learning for academic purposes

T-0804: Jianying Du, Weiping Li, Wenhui Zhou, and Qiong Li
Production-Oriented Approach to EAP Teaching in China: An action research

Workshops

Theme 1: Curriculum and course design in ESP

W-0104: Alexandra V. Terashima, John S. Maninang, and Martin O'Brien
Experiments as a Springboard for Academic Writing

Theme 5: Innovations in ESP research and instruction

W-0501: Lawrie Hunter
Novakian mapping for argument identification and construction in EAP

Theme 8: English teaching and learning for academic purposes

W-0801: Katie Deng
Written Corrective Feedback: Issues and Implications
W-0802: Michael Clark and Barrie Roberts
Conflict Resolution and English language teaching: Communicating for Academic Success

Theme 11: English teaching and research for legal purposes

W-1101: Barrie Roberts
Mediation as a Second Language®: ESP for Law School "Alternative Dispute Resolution" Courses

Theme 14: Others

W-1401: Ting Jiang
On Interpersonal Meanings in Arbitrators' Mediation Discourse: A perspective from attitude system

Forums

Forum 1: The Pedagogical Endeavors of the Undergraduate Technical English Program of UEC Tokyo

R-0423a: Uma Maheswari Rajagopalan and Jie Shi

Adopting a SFL-oriented approach to evaluating genre-based academic abstracts of EST undergraduate students in Japan

R-0423b: Jie Shi, Yan Yu, and Haiyan Zhan

Student Team Teaching: A case study of cooperative learning and co-construction of knowledge in ESP

R-0423c: Shin'ichi Hashimoto

Evaluation of Student Presentations Using Online Feedback Forms

Forum 2: English for Tourism in Japan: Current issues and efforts

R-0424a: Reiko Fujita

English communication needs in Japanese local destinations

R-0424b: Kazumi Kato and Wendy M. Gough

Community Outreach Projects to Support Local English Needs

R-0424c: Naoko Tanaka

Tourism and English Educational Programs at Hokusei Junior College

Forum 3: New Directions in EAP Teaching and Learning: The experience of NYU Shanghai and Nanjing University

R-0803a: Anjuli Pandavar

Experience and Reflection: How beneficial are they to Chinese students?

R-0803b: Jie Xi

A Process Approach to Academic Writing in Project-Based Learning Classroom

R-0803c: Hua Chen

Production-driven, Subject-oriented Task Design in Teaching English Writing

R-0803d: Yan Huang

Output Task-Type Effects on the Acquisition of Academic Formulaic Sequences

R-0803e: Wenyu Wang

Investigating Chinese Doctoral Students' Rhetorical Competence in EAP Writing

R-0803f: Caitlin MacKenzie Mannion

Language Instruction from the Inside Out: Learning theory for EAP

Forum 4: Academic Writing through the Scientific Method: The ALESS Program at the University of Tokyo

R-0812a: Yukiko Mishina

Introduction to the ALESS Program

R-0812b: Chie Saneyoshi

ALESS Lab: Scientific support for a writing course

R-0812c: Candler Hallman

Data Collection Methods and Writing Instruction

R-0812d: Emiko Nozawa

Writing from the Social to Natural Sciences

Individual Papers

Theme 1: Curriculum and course design in ESP

I-0101: Adeel Khalid
Nursing English in Pakistan: A Case for ESP
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Nursing English in Pakistan is an important domain that comes under the ambit of ESP 'English for Specific Purposes'. English cogitates as a lingua franca and a cornerstone for success in any field. However, in ESL/ELT it is imperative to design a course that caters to the needs of the learners. Thereby this study attempts to evaluate the existing English for Nursing Purposes curriculum of BScN Programme prescribed by HEC/PNC to corroborate its relevancy and adequacy in preparing the musing professionals for their professional English language requirements using Stufflebeam's curriculum evaluation framework. This investigative study measures the level of existing linguistic (in)adequacy of the professional nurses pertaining to the specific roles they are required to perform so that their problematical areas could be identified systematically and subsequently reported with recommendations. A mixed method research approach has been used to measure the needs of the nurses. Tools like close-ended, open-ended questionnaires and semi-structured interviews have been used to collect data from three sample sizes professional nurses, nursing heads and language instructors consecutively. The findings of the study divulge that the course is inadequate and yet relevant. It is recommended to review the English language curriculum considering the needs of the nurses for their work place that may improve the standards of nursing English in Pakistan.

I-0102: Jintao Zhang and Ling Wu
The Necessity of Teaching Military English at Military Academies
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At the new stage of the new century, China contributes the largest number of peacekeepers to the United Nations, and PLA has to undertake more and more diversified military tasks overseas, which asks the servicemen for better task-oriented English communicative competence. The paper contains two parts, with part one illustrating the common practice and characteristics of military English courses at some military academies of NATO member states, and part two focusing on some suggestions about the necessity of teaching military English at Chinese military academies with a view to enhance cadets' task-oriented English communicative competence.

I-0103: Chunxia Zhao
Exploration of College English Talents Training Mode Based on ESP
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Under the influence of the economic globalization, English for Specific Purposes (ESP) plays more and more important roles in various fields, and 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. There are different problems in ESP teaching process, including the position of the talents training, the major and curriculum design, the talents training modes and the correlated ESP practical teaching, etc. Therefore, the following measures should be adopted with the purpose of exploring the college English talents training mode based on ESP: 1.To determine the talents training objectives based on the social needs; 2. To plan and write ESP textbooks based on needs analysis; 3. To innovate teaching methods combined with the features of ESP; 4. To emphasize the practical teaching; 5. To strengthen the ESP teaching staff construction.

I-0104: Wenjing Yang
A Study on "EGP+ESP" College English Teaching Model
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Current College English teaching model is EGP (English for General Purposes), which hardly meet the demands of all students from different majors, whereas ESP (English for Specific Purposes) teaching model can effectively make up for the shortage of EGP. By questionnaires and interviews for over 400 freshmen of ten different majors in Wuhan Media and Communications College, more than 80% students wants to learn English relating to their majors. Thus, we put forward "EGP+ESP" college English teaching model, that is, in the first year, students still have the EGP courses, and in the second year, they have the ESP courses. In this way, students not only grasp the four basic skills of English but also learn to specific knowledge of their major in English.

I-0105: Margalit Faden
ESP Corporate Training Techniques in the Classroom
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There is much debate over the extent to which the knowledge and skills acquired in the artificial construct of the academic classroom carry over to application in global workplace environments. In Japan, ESP corporate training and ESP university teaching share many common objectives but differ in fundamental ways. This paper presents an in-use approach to integrating high-intensity ESP corporate training techniques into academic courses so as to facilitate students' preparation for and entry into their professional lives. This approach was employed in a public speaking course for international and domestic mid-career government officials studying at a graduate school in Tokyo. In the course, emphasis was placed on verbal communication, nonverbal communication, and targeting, engaging, and influencing audiences. Students were filmed making three separate presentations and were evaluated each time by their peers. In the first presentation, students worked to develop their time management and verbal and nonverbal communication skills. In the second presentation, students honed their ability to speak without slides or a script. In the final presentation, students focused on integrating their acquired skills to prepare and make an engaging presentation based on their master's theses. After each presentation, presenters were given the results of detailed evaluation forms that had been completed by students in the audience. Additionally, after each presentation, presenters were given the opportunity to observe and evaluate themselves by watching their filmed presentations. The results of three sets of peer evaluations, and of student self-assessments completed at the beginning and end of the public speaking course, provide insights into students' perceptions of their (and their peers') progress in the course.

I-0106: Basim Faraj and Nadežda Stojković
From Needs Analysis to Course Design: Teaching formats of academic presentations by using web-based technique
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Teaching English for Specific Purposes presupposes two goals: enabling students to function successfully in the future professional surrounding, and preparing them for their possible further academic career. In that sense, an ESP course comprises English for Occupational/Vocational and English for Academic Purposes. For both directions, the authors of this text, both ESP lecturers and syllabus designers, conclude from their own teaching experience that teaching formats of academic presentations is a necessity if students are to perform well both in the professional and academic setting. Furthermore, the authors claim that those formats are crucial in all ESP profiles. Importantly, the authors claim that before starting teaching formats of academic presentations, it is crucial to offer a session of academic receptive skills in order to enhance the students' comprehension ability and to enrich the academic input and exposure. This paper starts with theoretical elaborations on the rationale of teaching materials and a proposed teaching methodology for written and spoken formats of academic presentations as well as the role of receptive skills in the academic environment. The proof offered is the fact that the authors conduct such lecturing at two distinctly different faculties, namely, Faculty of Electronic Engineering, University of Niš, Serbia, and the Faculty of Arts and Sciences, University of Benghazi, Al Marj, Libya. The practical illustration of these is a web-based program designed in the very manner of the segment of the syllabus design proposed here.

I-0107: Simon Cookson
Ready for Departure: Aviation English for Japanese Students on an ab initio Pilot Training Program
J. F. Oberlin University, Japan
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The Flight Operations program at J. F. Oberlin University in Tokyo, Japan, was established in 2006 to train students to become commercial airline pilots. English courses for the program were designed using a framework adapted from Graves (1996; 2000) consisting of the following processes: defining the context; assessing student needs; formulating goals and objectives; developing content, materials and activities; and designing an assessment plan. This presentation describes a key part of the English language training: an ESP course to teach aviation English. The presentation starts by outlining important events in the history of the program, including the introduction of language proficiency requirements by the International Civil Aviation Organization in 2011. Following a framework defined by Mitsutomi and O'Brien (2003), aviation English is divided into three components: radiotelephony phraseology; English for specific purposes; and English for general purposes. For this aviation English course, in-house materials were developed and later published as a textbook that is now widely used by Japanese airlines and training institutions (Cookson & Kelly, 2012). Several constraints impacted on the course, such as the age of the students and a university culture in which organizational changes are commonplace. The presentation concludes by reflecting on lessons learned during the nine years that I spent developing and teaching the course.

I-0108: Lei Shi
A Study on Construction of College English Curriculum in the Mode of ESP
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In order to cultivate competent students, China's college English teaching, English teaching to non-English majors, has been reforming. Many universities offer ESP courses which combine language content with subject content to meet society's needs. But facts show that ESP courses in college English teaching are under framework of General English which is the current core of college English curriculum. It is clear that college English teaching in the mode of ESP is different from that in mode of EGP. The former focuses on the integration of English and subject content, while the latter pays more attention to improving students' English competence. As an effective supplement to General English, it is necessary to construct college English curriculum in mode of ESP because ESP is an approach system for college English teaching, which can provide a theoretical frame for the construction of college English curriculum. Construction of college English curriculum in the mode of ESP is involved in design approaches, teaching methodologies, ESP teaching force building, courses classification standard, evaluation and testing. In such a frame, course design serves the learning needs in the fields of different subjects for students who pursue a profession or further academic study. In such a frame, language teaching approach can promote students to carry out the actual tasks in target situations with appropriate English and help students acquire language knowledge and subject knowledge on the basis of existing language ability.

I-0109: Yue Zhang, Ling Fu, Kurths Jürgen, and Shuhua Xu
Developing an EAP-ESP Curriculum for a Newly Established Education Center of Engineering Sciences in China
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College English education for non-English majors in China is under national debate primarily over divergence of EGP and EAP/ESP curricula. Fundamental issues tend to divide EGP from EAP and ESP, such as addressing needs of various stakeholders, mapping the curriculum as a consistent whole, training general academic literacies and skills, incorporating ESP competencies, and staffing. The complexity of these issues can be clearly observed from the establishment of a 4-year EAP-ESP curriculum for School of Engineering Sciences, a newly set-up education center of a large-scale university in central China. This paper provides a case-study report on the process of planning, proposing, revising and implementing this unique "non-EGP" curriculum and on the challenges that the curriculum designers have encountered and are still facing. Dilemmas derived from the balance between EAP and ESP skills, between EAP and ESP teaching materials, and between English and science subject teachers are presented. Perspectives of the various stakeholders, i.e. students, science faculty, English faculty, administrators and outside reviewers, on the outcome or achievements of the first academic year are also reported.

I-0110: Shari Joy Berman and Megumi Tada
Monitoring/Mentoring vs. Muddling/Meddling, Finding the Right Tenor to Nurture English with Intercultural Leadership Honors Students
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ESP by its very name is a highly specified area of instruction. The usual assumption is that learners in an ESP group share the same specialization. What happens when instructors need to monitor and mentor a diverse group of students? In 2013, Hirosaki University established the Hayabusa College honors program to cultivate future leaders with cross-cultural competency. Although limited to a select few, Hayabusa participants study for 3-4 weeks, free of charge, in both New Zealand and Korea. The goal is, in two years, to get students, sometimes starting out at an intermediate level, to be able to reach TOEFL iBT 68 or TOEIC 645 and be capable of delivering a professional 15-minute presentation, followed by a research paper, both in English, on a topic that marries their academic pursuits with their cross-cultural experiences. The authors will describe the program itself, the curriculum design and the implementation process citing actual cases. They will explain both the peaks and pitfalls encountered with the monitoring and mentoring that they have employed in the administration of the program. They will share the various pre-departure language learning approaches and cross-cultural training techniques utilized. The authors will present an overview of special events and interactions with overseas sister schools. And, finally, they will offer case studies detailing how the faculty has assisted with student preparation of presentations on research topics as diverse as "labor law and childcare leave for fathers," "selling Japanese-style bidet commodes to Korea," "a comparison of disaster preparedness among New Zealand, Korea and Japan," "the paucity of Asian women as sex symbols," and "the need for multilingualism among public nurses in Japan," all the while being careful not to overstep or derail the students' creativity and enthusiasm.

I-0111: John W. Cheng
Developing an EAP Research and Writing Skills Course for Graduate Students of an Interdisciplinary Programme in Japan
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Interdisciplinary programmes are becoming increasingly popular in social sciences because they can equip students with different specialisations to tackle the increasingly complex domestic and international issues. However, since this kind of programme attracts students from diverse cultural and academic backgrounds, it presents a challenge to design skills-based courses that can effectively help students to complete their studies. With this background in mind, this paper discusses the process of the development of an EAP research and writing skills course that is designed for graduate students of an interdisciplinary international relations programme. First, this paper describes how this course attempts to overcome the diverse academic backgrounds of the students by integrating the concepts, skills, and practical applications of academic research and writing in a three-part course. Second, it shows how the course adopts an interactive approach to bridge the gaps between students from different cultural backgrounds. Third, from the perspective of an interdisciplinary researcher, insights on the differences between conventional EGAP (English for General Academic Purposes) and ESP research and writing skill courses and the actual skills required in the student's target discourse community of interdisciplinary studies is also addressed. Finally, this paper concludes with a discussion on the issues and future directions of the development of EAP research and writing skills courses for graduate interdisciplinary programmes in Japan.

Theme 2: Materials design and writing in ESP

I-0201: Hongjin Yue
A Survey Research on the Users of Vocational English Materials and Its Implications
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In recent years, discussions on ESP materials have been on the rise, such as in the aspects of compiling principles, evaluation systems and development of teaching materials. However, most of them are subjective statements or elaborations, lacking survey research on the users of materials. School-based materials "Practical English for Police", with the characteristic of both strong operability in the classroom and practical application in the future workplace, has got a favorable reception from the teachers and students, but still exists some problems as well. Taking the school-based materials as an example, this paper firstly clarifies the positioning of vocational English in ESP, and then analyzes the survey results from the users with the qualitative and quantitative analysis methods. And on this basis, some proposals to be considered in the process of designing and writing ESP materials are put forward, attempting to provide practical evidence in improving ESP teaching materials development.

I-0202: Song Han
Web-based Teaching Material Selection for An Outdoor Education ESP Course in China
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In China it is widely assumed that students who major in Physical Education (PE) have much less command of English as a foreign language. As a result, they lack self-confidence in oral communication in traditional General English (GE) courses. This paper reports on an on-going study of an ESP course provided to third-year university students whose subject is Outdoor Education (OE), a subdivision of PE. During the first two academic years, the students engage in theoretical learning as well as practical training in a variety of OE activities, such as rope techniques, rock climbing, camping, orienteering and mountaineering. At the same time, they also participate in GE learning which is of no relation to the above mentioned training. The paper focuses on one of the crucial areas of the ESP course – selection of teaching/reading materials. These materials are mainly collected from the following authoritative international organizations' websites as International Climbing and Mountaineering Federation (Union International des Associations d'Alpinisme (UIAA), the International Federation of Sport Climbing (IFSC) and International Orienteering Federation (IOF). That selection is analyzed by taking several factors into consideration, including students' needs, the learning environment, curriculum guidelines and the existing subject matter publications in the native language. The analysis indicates that these materials provide the students not only with technical terms and authentic case studies that are highly relevant to their discipline, but also with opportunities to engage in authentic communication to solve real problems.

I-0203: Qiong Li
The Characteristics of Summary Writing by Chinese University Students
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This study analyzes the characteristics of one English summary paragraph written by 47 EFL university students on the test condition. The subjects were first-year non-English majors with medieval-advanced language proficiency and had received nearly one-year training in English writing. The results showed that half of them could explicitly reference to the title of the source texts, but mistook the editor for the author. Half of them wrote the topic sentence, but the thesis statements were not summarized completely, or accurately or with redundant language. They generally could include the content idea units of highest importance level, but could not distinguish the logical relations between content idea units of lower importance levels. In terms of the summary length, they used significantly more words than those required by the writing requirement, indicating comparatively weak abilities in synthesizing. The summaries basically reflected what is in the source text, but included misleading statements and the previous knowledge or opinions of the subjects. Therefore, it is necessary to provide appropriate summary writing instructions so as to help students write to learn the target language.

I-0204: Weihua Bai and Yongzhen Shi
A Qualitative Study on Court Verdicts Based on Genre Analysis
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Genre analysis is a new trend in linguistics which focuses on the study of discourse and communicative competence in English for Specific Purpose (ESP). It gives us an effective way to analyze the organization mode of discourse in order to dig out macro cognitive structure of the certain discourse. With the globalization, interaction of legal affair increased between China and other countries. The court verdict is one of the most important genre in legal English and legal field. Using a corpus instrument, along with qualitative as data analysis method and quantitative as reference as well as genre analysis as the theoretical framework, the present study intends to explore the move structure and features of court verdicts. A small legal language corpus of court verdicts is compiled including 30 verdict samples from Supreme Court of the United States, released between 16th May and 20th June, 2016. The data analyses reveal several key findings, court verdict is a kind of genre that is recognizable and specific. First, court verdict of the United States is composed of five moves. Second, these moves could be divided into seven steps further and each move has its own communicative functions. All of these moves achieved common text goal for communication through interacting with each other. Third, the strategy for using language is different due to the choice of move and sequence of each part in court verdict. This study aims to improve legal writing through genre analysis of court verdict. Implications for pedagogy and future research are also discussed.

C-0205: Alan Simpson
Do the Cornelsen ESP Matters Series Textbooks Meet the Needs of ESP in Asia?
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Cornelsen's Matters series consists of six textbooks focusing on Office, Trade, Electricity, Industry, Business and Technical Matters. The aim of this short paper will be to examine how these textbooks meet Asian ESP needs. These needs include building functional, technical, and relational vocabulary, while being able to listen for key information and gist, and understand different accents, and changes in topics. Will students have opportunities to make sentences and practice their flexibility? Can they learn direct and indirect language, as well as more assertive behavior? Are there activities to practice answering questions, clarifying, and structuring written and spoken responses? And does the textbook discourse use authentic language? The presenter will also highlight the pedagogical methods used, and to what extent he would use these textbooks in his corporate training.

Theme 3: Development and application of ESP theories

I-0302: Siqun Xu
On the Theory of ESP for Non-English Major students: A Research on ESP teaching reform at SUSTech
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The theory of ESP is of great enlightenment to the construction of the curriculum of the major of science and technological disciplines. The Theory focuses on the interdisciplinary study of the teaching and learning of corn language skills and ability as well as the relative disciplines. That's why it can provide a principle theory framework for the curriculum construction and a guidance to the course planning and instruction. Based on the ESP teaching questionnaire at SUSTech, this study analyzed the current situation and common problems of the ESP teaching. Through discussing the typical experimental results for students from SUSTech, this work puts forward the teaching principle of "student-centered, teacher-centered" and discusses the strategies for reforming the ESP teaching.

I-0303: Paul McKenna
Data Commentary and TED Talks: A genre analysis
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TED talks can be an effective resource in the English classroom, both as a source material and as a model of presentation. This study focusses on how data commentary in accomplished in TED talks, specifically where the presenter makes use of graphs. The TED Corpus Search Engine is employed to search TED transcripts and identify talks which explicitly mention graphs. These transcripts undergo further linguistic analysis. A comparison is made between data commentary in academic writing and in TED Talks with regard to rhetorical moves and lexis. It is proposed that data is employed to serve different rhetorical purposes in TED talks than they typically do in academic writing.

Theme 4: ESP teaching and learning approaches and methods

I-0402: Jingqiu Wang
Comparison of Generic Structures of Chinese and English Abstracts
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"Abstracts as an ESP writing mainly serves academic papers. This paper compares English abstracts with the Chinese from the perspective of generic structure. Following Bhatia's abstract model (1993), the two groups of abstracts will firstly be divided into four units: introduction, methods, results and conclusions. Then the frequency of occurrence of the structure units, the optional and obligatory units as well as the linear sequence order are identified and compared. This research has pedagogical motivation as it attempts to help non-native English-speaking researchers or graduate students, especially Chinese academics, write effective English abstracts in a way that meets the international scientific community's expectations. The following suggestions are made for teaching unit structures of English abstracts.

(1) Define the terms "genre", "structure", "unit", "obligatory" and "optional".
(2) Provide learners with an abstract (published in the international journals) model with all the units marked.
(3) Discuss with students what units in the model are obligatory, what are optional, and what are the linear orders.
(4) Ask students to find the linguistic features (e.g. tense, voice and modals, etc.) that signal each of the unit in the model.
(5) Give learners another (unmarked) abstract and ask them to identify the units, unit orders, obligatory, optional units and the linguistic features.
(6) Provide students with a non-English abstract (published in the domestic journals and belong to the same discipline with the model in Suggestion 2) and ask them to compare or contrast it with the model mentioned in Suggestion(2).
(7) Ask students to find the difference between the non-English abstract mentioned in Suggestion (6) and the English model in Suggestion (2), at same time, inform students that they had better overcome the difference if they want their research results published by the international journals.
(8) Ask learners to write an abstract.

I-0404: Marlon Manuel
Multimodal System in ESP Environment: Boon or Bane?
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Teaching and learning today is fast-paced. The expressed expansion of which through multimodal setup relates a good response to the dream of achieving an inclusive educational system by the aid of deep linguistic knowledge. Amidst this truth though, the same struggles for a major regard from the turf of English for Specific Purposes (ESP). This study necessitates the need to reframe ESP by espousing multimodal pedagogies to forge innovative opportunities of task-based student experience and learning. In this light, qualitative, investigative approach instrumented the inquiry on multimodal ESP practice employed with nursing students at the Sohar Nursing Institute of Ministry of Health in Oman. The study treats the underpinnings of the multimodal system and its impact to ESP and how multimodal tasks shape learner motivation, interaction and consciousness. An academic semiotic approach shed light to the study by espousing it with multimodal pedagogy to examine the impact of learner commitment in creating artifact with content-based communication, as well as mounting responsiveness of their comprehension practices. A survey questionnaire yielded that learners' dynamic participation determined by different kinds of motivation in a multimodal atmosphere. Learner artifacts demonstrated their ability to create content-based language in particular contexts of use and to innovatively unite the linguistic rudiments with other semiotic properties. The rationalization of their comprehension processes obviated their understanding of how multimodal system aroused enthusiasm in learning, promote critical judgment and decision-making skills, boost ordinary and flexible learning. Finally, the study proposes that ESP expansion derives more from a multimodal teaching system that navigates on student centralism, constructivism and socialism.

I-0405: Juan Lin, Haiying Pan, and Xiaomeng Zhang
Analysis of Chinese College Students' Multimodal Composing Strategies in Academic R&W Activity System
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With the prevalence of multimodal texts in everyday life, the academia has seen the increasing importance of how the use of popular and multimodal texts might contribute to the development of college students as academic writers. Some scholars (Graupner, et al, 2009; Jacobs, 2012) have explored how to use multimodal writing projects to create sustained and systematic curricula attending to students' professional development in the digital era. It is still unclear, however, how students, especially EFL students, approach multimodal composition. The research reports a multimodal argumentative writing project in a top Chinese university, and analyzes two groups of Chinese students' multimodal composing strategies as mediated actions. The multimodal composing project of 12 sessions was held as part of an academic reading and writing course to freshmen in November, 2014. We collected data through class observations, recordings of students' group discussions, students' QQ chat records, and interviews with students and the teacher. During the recursive data analysis process, two groups of students' multimodal composing strategy use was identified, described and categorized with multiple sources triangulated. The research identifies four types of composing strategies including the material and psychological artifacts, rules, community, and division of labor. The multimodal practices in students' daily life such as movie, comics, game, and music are found to mediate the composing process. Though the two groups of students have two distinctive patterns of multimodal composing process, the non-linguistic modality serves as the adds to the composing process which is still dominated by the linguistic modality. The research calls for more attention to the development of students' multimodal academic composing ability.

I-0408: Gregory Friedman
Collaborative Language Research in A Travel Industry ESP Course
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This paper reports on the methodology and results of a project in which students in an ESP Hospitality and Tourism Industry Communication course searched for and collected examples of professional language from the web to create a class database of key lexis and colligational information. This lexis was subsequently used by the students in spoken and written projects. One of these projects was the creation of original Japan destination websites. Text written by students for these websites was compared in a survey to text from official English websites for the destinations. The survey measured the reaction of potential Japan tourists to the text in terms of perceived attractiveness and trustworthiness. The goal of the survey was to discover whether the students' study of online, authentic, field-specific materials and lexis would result in favorable reaction by survey respondents. Results from the survey are considered, issues and problems arising during the project are examined, and directions for further research are proposed.

I-0409: Cuiqin Xu, Yan Qi, and Jun Xia
Analyzing pauses in computer-assisted EFL writing: A computer-keystroke-log perspective
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Using computer keystroke logs, this study investigated how writing skill affected L2 writers' pausing patterns to gain insights into their management of the cognitive writing processes. The 59 participants, 29 in the more-skilled group and 30 in the less-skilled group, were recruited from a college English course at a key Chinese university. The two groups completed an argumentative essay in a computer classroom where Input log was installed to log their writing activities. Setting the pause threshold at 2 seconds, the study compared both the global pausing pattern and the interval pausing patterns by dividing each writing event into five intervals of equal length. The results showed a significant effect of writing skill on the interval pausing patterns, but not on the global pausing patterns. In addition, the interval pausing patterns revealed important differences in L2 writers' management of their writing processes in terms of how one writing process dominates at specific intervals with interaction and shifts between other processes in a recursive fashion. Pedagogical implications are then discussed in light of these findings.

I-0410: Zhenyu Liu
An Empirical Study of "Task-based and Internet-assisted" Policing English Teaching Model
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As a widely used international language, English is playing an increasingly important role in police's law enforcement. The professional English often used in public security agencies can be called policing English academically and most of public security universities in China have attached great importance to policing English teaching. The course of Policing English is a kind of ESP course which typically embodies the features and disciplinary characteristics of public security universities. Therefore, how to innovate policing English teaching model, which can help achieve the goal of cultivating inter-disciplinary and application-oriented talents in public security universities, promote police's comprehensive ability in law enforcing concerning foreigners-related cases, is worthy of our discussion. This paper is intended to report a teaching experiment of "Task-based and Internet-assisted" policing English teaching model. The research team adopted "Task-based and Internet-assisted" teaching method combining task-based approach with internet-assisted multimedia in the experimental class and used traditional method of PPP (Presentation, Practice, Production) in the control class. Through data-based analysis of students' questionnaire, pretest and post-test scores in the two classes, students' interview and teachers' evaluation of the new policing English teaching model, the conclusion can be reached that the new model can effectively promote students' initiatives of autonomy study and improve students' comprehensive ability of using policing English. At last, we discussed some implications and reflections of this empirical study.

I-0411: Youming Wang
Teaching strategies for oral English in sports schools–using GST model as a framework
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At the new stage of the new century, China contributes the largest number of peacekeepers to the United Nations, and PLA has to undertake more and more diversified military tasks overseas, which asks the servicemen for better task-oriented English communicative competence. The paper contains two parts, with part one illustrating the common practice and characteristics of military English courses at some military academies of NATO member states, and part two focusing on some suggestions about the necessity of teaching military English at Chinese military academies with a view to enhance cadets' task-oriented English communicative competence.

I-0412: Ji Wang
Using the British Parliamentary Debate to Foster Deep Learning of Legal English
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The incorporation of role-play and collaboration into study has significant potential as a pedagogical strategy to foster ESP deep learning. The impact of a deeper approach to legal English learning on critical thinking and collaborative learning skills will accordingly be examined. The British Parliamentary Debate does provide an intense, interesting, interactive English environment and deep learning contexts on legal motions with role-play (such roles as Prime Minister, Deputy Prime Minister, etc.) and collaborative activities (such in-class activities as the floor debater's speech and Point of Information, etc.), which will encourage legal English learners to navigate their own thinking path, to exercise responsible choice in useful information and to apply acquired legal knowledge to solving problems with creative ideas.

I-0413: Jing Zhang, Ke Li, and Caiying Cui
Theme-Based Debate in Military English Class: An Action Research Based on Project-Based Learning Approach
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It is a great challenge for English teachers who have been so used to teaching English for General purposes to transit into teaching English for Special purposes, which requires not only the training of students' language skills, but the cultivation of their academic capabilities. Content-Based Instruction (CBI), which considers language as a medium in the learning of certain subject, seems just the right one to solve this problem. However, CBI just solves the problem of "what to teach", as to "how to teach", it still remains as a question. This paper is an experimental research to answer this "how to teach" question. It reports on an action research carried out with a group of second year EFL learners in a Chinese college. By continuously improving our ways of teaching, we finally adopt the Project-Based Learning (PBL), making debate one of its main activities, to guide and motivate students to explore certain subjects, to carry out in-depth discussions within groups, and to debate in class. Results indicate that debate proves to be a very effective activity in PBL, as students have to first read the text book to get the basic background information of certain issues, then to search, process and analyze related information, and discuss within group in order to convincingly defend one side of an issue. During this process, students' academic capabilities and their language performance are greatly improved, as well as their self-regulation processes.

I-0414: Yingzhen Wang
The Application of Output-Driven Hypothesis in Teaching ESP: A case study
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ESP has become the direction of college English reform in China, but very few researches on teaching English for LA have been conducted. This paper takes the construction of English for LA in Huazhong Agricultural University in China as a case to discuss how ESP can be carried out based on the Output-Driven Hypothesis, proposed by Chinese linguist and educationalist Qiufang Wen, which emphasizes on the important driven functions of output in English learning.Thanks to the rapid development of urbanization in China, both the discipline and industry of LA flourish in China. But the development of English for LA lags far behind the social demand. The current teaching of this course in limited universities is mostly to illustrate the knowledge of LA in English instead of guiding students to have global outlook, to use English to better understand their major, and present their professional works. The research starts from the investigations on LA students' English proficiency, their learning requirements, capacity, habits, interest and aims. Then it discusses the teaching objectives, curriculum design, course structure, teaching procedures and methods, teaching materials, and assessment of English for LA. The major findings are as followed: First, the teaching materials and content should arouse students' learning interest and more importantly should channel them to the latest theoretical and practical achievements of LA. Second, the design of students' out-put oriented teaching method is the crucial but the most difficult part to the success of this course. Third, process assessment should be the major way of evaluation. In the last part, the paper clarifies the potential challenges faced by university English teachers when the hypothesis is tested, and some recommendations are posed to solve these challenges.

I-0415: Hua Yang
Goal-driven ESP Instruction: a case from Chinese tertiary business English classroom
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This study aims at exploring the goal system in ESP instruction and examining how goals of different dimensions are related and actualized in the practice of ESP instruction. Using a qualitative research method, the study collects data from business English classes from a Chinese foreign language university. The data includes recorded classroom instruction, teaching plan, reflective journals from the instructor and the students, textbook analysis and interviews with the textbook designers. Data is analyzed to present the complexity of the goal dimensions and their actualization. The study finds that ESP instruction is a goal-driven process, while goals of different dimensions interact with each other in the process of their actualization.

I-0416: Shan Chen
Teaching Sport English through Service-Learning: A study of Experiential Learning in ESP context
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Originating in the United States of America, Service Learning, featuring its academic reflection and integrated analysis of community needs, continues to receive sustained attention from various institutions of higher education. (Hale, 2005) In addition, as an important strategy to strengthen contact between higher education and the public, Service Learning is being identified as a national education goal in many countries and introduced into the curriculum as a mainstream pedagogy.

This study has two purposes: one is to examine the feasibility of Service Learning in the ESP context with its efficacy on the development of learners' overall language acquisition, and the other is to examine the effectiveness of Service Learning in the ESP context by comparing learner's achievement under Service learning and Autonomous learning, with emphasis on the development of learner's linguistic competence, learning motivation and strategies, and multi-skills as well. This study also investigates the learning process and learning environment with the Service Learning approach.

The empirical research was based on Service Learning experiments and ESP education in Shanghai University of Sport In accordance with the Service Learning Theory, researcher incorporated course objectives related to students and community partners, designed program, and conducted classroom teaching, academic reflection and evaluation. Both quantitative and qualitative methods were employed in the data analysis. Data was collected from a series of questionnaires, participants' diaries, and interviews with participants, participant reports, teacher's observation logs, and course assessment.

I-0417: Wentao Ma
Cultivation of Students' English Public Speaking Ability in College ESP Teaching
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As a critical cross-cultural communication skill, English public speaking is increasingly important in the globalized world. People are expected to participate in the discussions actively and present their ideas clearly when attending international academic conferences. Employees are supposed to possess the ability to deliver public speeches or give business reports. ESP teaching, an innovation of college English teaching in China, therefore should cultivate college students' English speaking ability in public to enhance their personal development and meet the vocational competency requirements as well. This paper finds out college students' major problems in terms of English speaking in public based on questionnaires, analyzes its association with traditional English teaching mode and explores effective training programs according to the needs analysis of the students in collage ESP teaching. All in all, collage ESP teaching should combine the improvement of language competency and the skills of public speaking in order to help students strengthen their confidence, develop their communication skills and critical thinking abilities, all of which are in great need for both academic and occupational purposes in current society.

I-0418: Jonathan Derr and Jie Shi
The Effectiveness of Genre-based Instruction on Abstract Writing for Japanese Graduate Students of EST

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EST (English for Science and Technology) students writing a scientific abstract for the first time face a number of challenges. The abstract's language and format are different from more familiar types of general academic writing genres which tend to be more subjective and personal. In addition, EST students have to learn new registers and syntax which come much more easily to their English speaking counterparts. The rather structured and impersonal writing of research abstract and article pose tremendous difficulties to EST students in EFL context. Can a genre-based approach help Japanese graduate students in EST overcome these challenges and write better research abstracts? Over the course of a 15-week course, Japanese students in the first year of their master program are introduced to a number of different written genres and given a detailed explanation of the five-move (Background-Purpose-Method-Results-Discussion/Conclusion) scientific abstract as the main written aspect of the course. In this component, each student writes an abstract based on a capstone research project from their final year of the undergraduate graduation research. Seventy students' first drafts and final drafts are collected and compared to see the effect of genre-based teaching on their writing in both understanding of the move-based structure and language. The results of this research show that most students have incorporated the five moves, have increased their use of scientific registers and syntax and have improved objective style. The adoption of the genre-based approach appears to be effective in teaching scientific/research abstracts to Japanese EST students at graduate level.

I-0419: Jie Shi and Jonathan Derr
Peer Evaluation of Academic Presentations by Graduate Students of EST in Japan

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The value and merits of peer assessment or evaluation than enhance student Cooperative Learning, Autonomous Learning and metacognitive skills have been reported by research conducted in various contexts of English language education. As a part of longitudinal study on peer evaluation, the authors present the results of the peer assessment of student research presentation in a graduate technical English course, a form of EST (English for Science and Technology) education offered at a Japanese university of science and engineering. In this course, graduate students in a master program are required to give a group presentation on their undergraduate research that has been presented in Japanese. To prepare for this group activity, students are given specific instructions on how to make a computer-based presentation in English including the aspects of the structure based on IMRAD (Introduction-Method-Results-And-Discussion), PPT design, (verbal) delivery, non-verbal delivery, transition between speakers/parts, Q&A and time control. These aspects and The evaluation of student presentations is done by both students and the teacher in class simultaneously using the same evaluation rubrics. Results of 439 peer evaluation in this course will be reported in this presentation and compared with the teacher's evaluation of the same student presentations.

I-0420: Jing Xu
Fostering Critical Language Awareness in Learners in the ESP Courses
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The dominant ESP teaching model with a focus on language skills helps learners to fit in their target workplace environment. However, accepting the norms and communicative practices prevents learners from changing their perceptions and modifying their behaviors to position themselves better in the target contexts. A critical approach is proposed in the situated context to engage learners with the texts critically thus they are able to create new positions for themselves. Based on her self-reflection, the researcher conducted action research to raise learners' critical language awareness in the ESP classroom. This article provides an overview of the proposed critical approach and describes how the approach is applied to engage learners with the specific text critically. 86 Chinese vocational students of Business English major participated in the research and they were encouraged to write reflective journals about how they felt about interacting with the sociocultural messages embedded in the text through a critical approach. Classroom observation, interviews and focus groups are also included to collect data. The findings indicate that raising students' critical language awareness would be possible if teachers implement useful approaches. Being able to understand and to interpret the underlying meanings in the target context is of great significance which provides assistance for vocational students to negotiate tactfully to better suit their needs in the global context.

I-0421: Aiguo Wang
Classroom Teaching of Aviation English in China
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"Aviation English" is designed to be an ESP (English for Specific Purposes) course that has adopted a curriculum for students in the fields of aeronautics and/or aviation at Civil Aviation University of China. The target students are 2nd year students majoring aircraft engineering. The goal of this course is to train students primarily in academic and ESP skills such as aircraft maintenance and effective communication among maintenance staffs. A set of textbooks has been compiled by the course teachers incorporating the basic technical terms lexical structures extracted from needs analysis and investigation on the field-specific language features. This paper displays curriculum design of the "Aviation English" course and the methodology of teaching the course in classrooms aiming at fostering effective learning of target language and meeting the standards set by the International Civil Aviation Organization. It also focuses on a contrastive study of aviation language between English and Chinese which could lead to a more effective and suitable approach to ESP teaching in English for aviation in the Chinese context.

I-0422: Masa Tsuneyasu
Relationship between Personality and Proficiency of Agricultural Students
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Individual differences (IDs) greatly mediate learners' L2 learning and these IDs are important factors. Being familiar with learners' IDs, educators have a better understanding of their learners, explore various tasks, and modify teaching practices. These efforts help learners actively participate in class and is one of key issues to contribute to L2 language learning. More specifically, many researchers have shown great interest regarding personality traits since this ID has long been regarded as one of the complex factors in language learning classrooms. This study discusses how personality mediates L2 learning and focuses on what kinds of relationships personality has with proficiency in the L2. For instruments, the TOEIC as well as a conversational task are conducted to measure proficiency and Yatabe-Guilford personality inventory is conducted to measure personality. There are 54 Japanese university students and they are in their first year majoring in Agriculture. This action research indicates that there are relationships between personality and proficiency. These learners are relatively neurotic and produce fewer utterances which means nervous and careful learners need more time to speak. Thus, nervousness is related to the poor oral proficiency. This study further supports the importance of IDs and hopes to encourage educators to recognize learners' IDs and its relationships to better understand learners, to modify teaching practices, and to better serve education.

Theme 5: Innovations in ESP research and instruction

I-0501: Feiyu Wang
Action Research in EFL College English Pilot Programs-integrating BP Debate Mode with Formative Assessment

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The purpose of this paper is to demonstrate how action research may be applied to EFL college English pilot programs in China through integrating British Parliament (BP) debate mode with formative assessment in order to support the educational reform. The paper discusses issues of conducting action research within a two-year pilot program in one of China's universities and effects of utilizing a new method of teaching--BP debate as part of the formative assessment in the context of EFL classes in China. These issues are discussed based on the following spiral cycle for action research: planning, action, observation, reflection and then re-planning. Key issues such as the quality of students' learning on BP debate and teachers' reflections on the teaching practice of BP debate as well as the implementation of formative assessments are presented. It is shown that this BP debate mode might be modified into a simple version for the learners and further improvement of this EFL teaching practice are proposed in order to incorporate into reform efforts on a broader scale.

I-0502: Lawrie Hunter
The EAP Instructor as Editor: Publication as a learning objective

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In a 'have-to' technical academic writing instruction scenario (i.e. where the learner of academic writing is facing a do-or-die graduation requirement of publication in a substantial academic journal), the learner's primary objective, to successfully publish her research findings in an academic journal, clashes with the instructor's primary objective, that the learner become a semi-autonomous academic writer.The variety of client profiles within even a small academic writing class, in terms of background, linguistic intelligence (cf. Gardner's multiple), English skills, time available and intention strength (will), make it extremely difficult to pursue either of the above objectives by means of the classroom or group instruction model. Some manner of individualization, within a framework of writing knowledge and skills to be acquired, is undeniably necessary.This paper presents an in-place solution to the above "dilemma": an alternative to the dominant EAP instruction paradigm: reframe the instructor as an editor, and the learner as a client. The enactment of this alternative paradigm, over a ten year period, involved development of curriculum, materials, tasks, and most importantly methodology. The methodology is strongly focused on the raising of client consciousness of the writing problems (not 'errors') that are barriers to publication (these do not include grammar), and on the development of the client's ability to identify instances of those problems, and to remedy them. Qualitative results will be presented. Spoiler: this story has a happy ending.

I-0503: Ting Jiang and Xiaoru Ren
A Study of Evasive Answering Strategy in Chinese Arbitration Response based on Adaptation Theory
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Evasive answering strategy is one of the important discourse strategies, by which parties used to affect the final adjudication in arbitration. As the principal responder in arbitration, the parties often choose it when they realize that direct answering shall result in unfavorable consequences. Based on the Verschueren's Adaptation Theory and the analyzing of authentic arbitration recordings, the author explores the main applied features and underlying reasons for the usage of different evasive answering strategies. The result shows that their usage of diverse evasive answering strategies reflect dynamic and strongly context-dependent characteristics. Parties tend to use covert evasive answering strategy more frequently for it is their consciously linguistic choice. It is the result of dynamic adaptation to their own social identities, to the arbitration rules and to their intention of covering up unfavorable information. With the purposes of ending disputes and accelerating the arbitration smoothly, arbitrators shall revise the method of interrogation timely according to different evasive answering strategies that parties used, extract crucial information and finally make judicial rulings.

I-0504: Dawang Huang and Meimei Yang
Construction of Writer Identity in a Chinese Scientist's Academic Writing/Publishing: A revisited study across a time span of ten years
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Multilingual － in particular non-Anglophone － scientist writers generally undergo disciplinary socialization substantiated across variously power-laden local/global discourse communities in the age of English as a lingua franca in science (e.g.,Casanave, 2002; Canagarajah, 2002; Flowerdew, 2013; Huang, 2015; Li & Flowerdew, 2009). In particular, the construction of their critical voice as well as writer identities and in a broad sense full-fledged disciplinary socialization may result from strategic negotiation of discourses (i.e., avoidance, accommodation, opposition, appropriation and transposition; Canagarajah, 2004) In this case study, we revisit how writer identities of a Chinese vernacular-trained professor of materials science have developed in the time span of ten years. Our study applies Ivanic's (1998) synthetic account of writer identity and Canagarajah's (2004) 5-fold typology of writing strategies to conceptualizing the participant's multi-dimensional socialization history in the writing games of balancing and juggling. Results suggest that this Chinese researcher tend to resolve identity conflicts with a pragmatist attitude and lead to somewhat retarded socialization.

I-0505: Kayoko Yoshida and Kyoko Morikoshi
Offering Hospitality and Tourism Studies to Learners of English with a CLIL Approach
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Offering Hospitality and Tourism Studies to Learners of English with a CLIL Approach
Authors have worked in developing a hospitality and tourism curriculum within the department of English of a two-year college in Sapporo, Japan, since 2011. Hospitality and tourism studies have gained popularity among colleges and universities throughout the Asia Pacific region, as the center of international tourism has shifted from Europe and North America to Asia in recent decades (Chon, 2014). Japan is no exception as the government of Japan aims at doubling the number of inbound tourists by the 2020 Tokyo Olympic and Paralympic Games. Based on the five years of teaching and managing active-learning experiences, authors planned and published an English textbook entitled "Introduction to Hospitality and Tourism: A CLIL Approach" in February 2016 from MarketAsia Books Pte Ltd, a publishing house in Singapore. In our presentation, unique and innovative features of this book are introduced, including how the contents were designed to maintain the academic standards of the subject for the understanding of the basic concepts of hospitality and tourism studies as well as the industry's current practices. Also, we will discuss how our considerations to make the contents match the level of English proficiency of Japanese college students are reflected in the text writing. In order to make the book an effective tool for learners of English to meet EAP objectives, we chose a CLIL (Content and Language Integrated Learning) approach. The presentation will be concluded with class evaluations by registered students and future prospects and agendas for integrating content education and English education in the context of Japanese higher education curriculum.

I-0506: Aika Miura
Compiling Domain-specific Corpora with the Sketch Engine
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This paper aims to introduce how to build domain-specific corpora using the Sketch Engine, a commercial web-based corpus tool. The author teaches English at an agricultural university in Japan and has compiled two corpora targeted towards agriculture using WebBootCatT in the Sketch Engine. During compilation, WebBootCaTcrawls the internet and retrieves the available URLs based on a list of 'seed words' that the compiler wants to include in the corpus. In this study, the author introduces the Sketch Engine and shows how simple it is to build domain-specific corpora with it. Then, the author describes and compares the two corpora, 'Agriculture Corpus ver.1' (the author, 2015) and 'Agriculture Corpus ver.2', in terms of size, keyness, and lexical behaviors of the genre-specific vocabulary. Comparison of the two versions shows the effect of different seed words on the size and contents of the compiled corpora. Thus, the former is a trial version in which a list of seed words with 136 phrases containing 248 distinct words retrieved 151 URLs and compiled a corpus of 641,315 tokens. The number of seed words in the second version was slightly smaller, 131 phrases containing 216 distinct words; however, it compiled a much larger corpus of 8,424,353 tokens from 596 URLs retrieved. The seed words of the former corpus were rather miscellaneous, being taken from various sources on topics ranging from cloning to environmental issues, while the latter specifically focused on agricultural vocabulary drawn from academic key words given by the final-year students and staff at the Department of Agriculture. The study also compared the domain-specific corpora with a balanced corpus, the British National Corpus, and a mega-corpus, the SEKAI Corpus provided by Shogakukan Corpus Network.

Theme 6: ESP teacher development

I-0601: Xiaowan Yang
ESP Teachers' Beliefs about Student Motivation and Their Motivational Practices: A Case Study
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Teacher cognition has become a major area of interest for researchers in the field of L2 teaching in the past 20 years. Various domains of L2 teaching have been examined from a teacher cognition perspective, among which grammar teaching has received the most attention. In contrast, however, research that investigates teacher cognition in relation to student motivation has been rather scarce. Similarly, although abundant ESP research has focused on course design, students' lexical needs, design of teaching materials and learners' roles in the learning process, research exploring the role of ESP teachers has been relatively limited. This study therefore merges the three main areas of investigation, ESP teaching, L2 motivation and language teacher cognition, and aims to address the gap by examining three ESP teachers' beliefs about student motivation and their motivational practices in the classroom in China with the help of interviews and observations. Findings of this study show that teachers generally acknowledged the importance of motivation and its contribution to L2 attainment and tensions between teachers' beliefs and practices could result from either their conflicting/competing beliefs or contextual constraints. Findings also suggest that teachers' beliefs could be strongly influenced by their learning experience and their cultural background. This study complements L2 teacher cognition research by situating the research in a typical EFL context and investigating the relationship between beliefs and practices regarding student motivation. It also contributes to ESP teacher development by informing teacher education programmes of ESP teachers' understandings of student motivation and of the importance of encouraging them to reflect on their beliefs and practices in relation to motivating students.

I-0602: Ying Zhang
Struggling with the Objectives of EAP courses in a Non-English Speaking University
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Adopting an activity theory framework, this study attempts to take stock of a recently-launched English for Academic Purposes (EAP) program in a university in Shanghai, China. Five teachers of four EAP courses were interviewed to explore their perceptions of EAP, of course objectives, their teaching practices, and constraints that they believe have affected teaching. Ninety-six students who took the courses were also surveyed by a questionnaire to investigate their understandings, expectations, and evaluations of the EAP courses. The activity theory guided data analysis shed light on some painful struggles with the objectives of EAP courses in this non-English speaking university in China. Data show that students and teachers have different, sometimes contradictory understandings of EAP courses and accordingly the objectives of the courses differ greatly. Indeed their understandings of EAP objectives are not formulated in terms of "deficiencies" or "lacks" against target culture and norms in the English-speaking academic world, but what they can and want to achieve in the non-English speaking university context. Non-English speaking universities hence seem to face a more challenging situation when offering EAP courses. When the target academic culture is simply not there, even "imagined community of practice" is hard to grasp. On top of that, institutional demands, especially a top-down power relation could easily warp the objectives of the fledging EAP program, leaving students and teachers rather disoriented. Nonetheless by exploring the specificities of EAP courses in non-English speaking academic culture, this study points out that an EAP program must develop its own objectives not just by following normative practices couched in target-situation demands but also by making sense of the ramifications of its own context.

I-0603: Jing Zhou
The Teachers' Role and Professional Development in ESP
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The teaching of English for specific purpose (ESP) has gradually become the center of college English teaching. Teachers' quality is one of the key factors affecting the development of ESP teaching. At present, the development of ESP teachers' encountered a lot of problems such as academic ability, teachers' training, cooperative teaching and so on. To deal with these problems, this thesis explored the current situation and put forward a feasible way for the development of ESP teachers combined with the correlation theory of ESP.

I-0604: Dongmei Yu
English Teaching and ESP Teacher Development in Application-oriented University in China

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Nowadays, in China's application-oriented universities, English for Specific Purposes (ESP) teaching has become an irreversible trend in order to keep up with the teaching reform of college English and education. This paper deals with college English teaching and ESP teacher development in application-oriented University in China. It first briefly introduces the current situation of such universities in China, current English teaching and English teachers, then illustrates the necessity and urgency of transition from EGP teachers to ESP teachers, and finally, approaches to successfully transfer from EGP teachers to ESP teachers are put forward.

I-0605: Dongmei Yu
The Construction of Teaching and Research Community for ESP Teacher Development

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With the fast development of globalization in economy and education, traditional college English teaching in China and college English teachers are under great pressure and confronted with more and more challenges and difficulties. This paper, taking application-oriented
universities for example, deals with how to construct teachers' learning, teaching and research community to promote English for Specific Purposes (ESP) teachers' professional development, including background of the construction and connotation of ESP teachers' learning,teaching and research community, and strategies to construct the community.

Theme 7: Development of ESP testing and assessment

I-0701: Heny Hartono
The Development of Communicative Competence Assessment for Bilingual School Teachers in Indonesia
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Assessing the communicative competence of teachers is a special case of communicative language assessment by which the teachers' contextualized communicative language ability will be measured. The presenter will present a design of communicative competence assessment which is developed after a need analysis of what primary bilingual school teachers in Indonesia need to develop their communicative competence. In this study, the communicative competence assessment model is developed by modifying the model of communicative competence instrument designed by Pillar (2011) with a focus more on the productive skills. The model consists of self–assessment instrument and communicative performance assessment in the form of interview and mini teaching. The target language being assessed here is English which takes role as a foreign language in Indonesia. What teachers know about the language and how they use it in their duty to deliver their subjects in the target language is reflected through their performance in the communicative competence assessment. The communicative competence assessment becomes one of the crucial aspects to determine the level of teachers' communicative competence in the target language (English). Professional teacher training to enhance primary bilingual school teachers' communicative competence in English will further follow the result of communicative competence assessment.

Theme 8: English teaching and learning for academic purposes

I-0801: Yan Dong
Critical Stance and Evaluation in Chinese and Anglo-American PhD Candidates' Use of Authorial Self
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Critical stance and evaluation in academic discourse is relatively a new field of study and research on the evaluative devices expressing authorial self is still in its infancy. Various theoretic origins and their similarities and discrepancies are traced back on the bases of a brief review on critical stance and evaluation, which is followed by a pilot study and the construction of DISCORPUS for the present study. The findings of the small personally-assembled corpus-based study show that there is significant disciplinary and cultural specificity in the Chinese L2 English and Anglo-American Ph.D. candidates' use of the authorial self : I, let us, we (Asymp. Sig. (2-sided) =.000 for both Pearson Chi-square tests). Such disciplinary and cultural specificity embodies Hyland's conception of Proximity and Positioning. Note: Much of the research on which this paper is based was supported by the following grants: Chinese Ministry of Education Project of Humanities and Social Sciences (No. 13YJC740016), Shanxi Province Planning Project of Educational Science (No. GH-13076), Shanxi Province Project (No. 2015076) of Instruction Reform on Tertiary Institutions, and TYUST Research Project for Doctors (No. 20142002).

I-0806: Jiang Yu
Using Genre-based Models for Academic Writing Instruction
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In view of the growing internationalization of universities around the globe and the pressure on academic staff to publish in high-impact journals, it is not surprising that academic writing programs, especially those target to help students write research articles (RAs) are assuming increasing importance. Swales' (1990, 2004) landmark research on move structure patterning of the RA genre has inspired a wealth of research studies, many taking a corpus-based approach to linguistic analysis of the RA. However, while abundant corpus research on journal articles, together with useful pedagogic implications, is reported in the literature, there are only a few accounts on corpus-pedagogic applications for college students. This article is to illustrate the practice of drawing on genre-based model and corpus analysis to create effective methods of teaching academic writing. In this study, the students themselves had the opportunity to explore different genres of academic publication in academic writing classrooms. The initiative was designed on the basis of a needs analysis beforehand, hence it was used to cater for the students' requirement of English use. Since the initiative is still ongoing, only tentative evaluation and first observations of its impact will be presented.

I-0807: Howard Brown

New Challenges for EAP in Japan: English-Medium Instruction and the emerging blended classroom culture

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English-medium instruction is growing in Japan as part of the higher education sector's move to internationalization. Currently, over 1/3 of universities offer EMI programs, meaning that a small, but rapidly growing, subset of students, are engaging with English in new and challenging ways. Often, EMI in Japan is taught by domestic faculty, primarily for domestic students. So while the classroom language is English, implying adoption of some western patterns of pedagogy, the classroom culture remains rooted in Japanese academic norms. At the same time, those Japanese academic norms are evolving, driven by demographic changes, a government push for greater transparency and quality assurance and the ongoing adoption of active learning in higher education. This creates a blended classroom culture with implications for patterns of classroom interaction, expectations for performance, methods of assessment, and many other issues that can and should be addressed in EAP classes. Drawing on a nationwide survey of 115 undergraduate EMI programs and in depth interview data collected at 12 EMI programs, this presentation explores the emergence of a blended academic culture in EMI and discusses implications for language teaching, especially EAP practice. The presentation then focuses on case study results from one EAP program which adapted to attempt to meet the new needs of EMI students in a social sciences program. Examining Japanese EMI faculty's stated goals, expectations for performance and descriptions of classroom work, four main implications for practice in the pre-sessional EAP program emerged: longer-term focus on a single topic; more one-on-one interaction with students; a larger role for the students' L1 in strategic translanguaging; a greater focus on academic skills rather than language proficiency; and the use of CLIL to bridge the gap between language and content classes.

I-0808: Yunlin Huang and Zixiao Chen
Strategy in Academic Reading: Voices from Chinese postgraduate students
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Reading strategies are considered to be particular significant in language learning and academic achievement since they can improve language performance and enhance reading comprehension, as suggested by numerous relevant studies. However, several gaps have widely existed in the current literature in relation to reading strategies. Firstly, few studies have targeted on postgraduate students in the EFL contexts such as China. Secondly, the impacts of genders and academic majors on reading-strategy selection have varied in different studies. More empirical studies are needed to investigate the potential effects of the two factors and also give some implications to the reading-based instruction. This study investigates the reading strategies used by Chinese EFL postgraduate students during academic reading. More specifically, the research analyses the overall reading strategy pattern and examines the gender and major differences in the reading strategy use of Chinese postgraduates during their academic reading. A total of seventy-six Chinese postgraduate students have responded to a 28-item reading-strategy questionnaire and also completed an off-line semi-structured interview. The results indicate that Chinese postgraduates are relatively active and motivated readers who can flexibly employ a variety of reading strategies to achieve their comprehension. Their prime preference is the global strategies followed by the problem-solving strategies and the support strategies. Furthermore, no significant differences are found in the use of reading strategy between different genders and academic majors (i.e., sciences majors and non-sciences majors). Some pedagogical implications are proposed in terms of these results so as to enhance the English instruction at postgraduate level.

I-0809: Yanli Qu
The Special Purpose of Environmental Literature in the Protection of Environment
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Environmental literature is the perfect combination of environment science and literary text. The nature of literature is the reflection of social life. The nature of environmental literature is the reflection of environment crisis. Hence, to some extent, literature is the barometer of environment crisis. This article takes American classical environmental literature, which includes Silent Spring, A Sand County Almanac and Refuge: An Unnatural History of Family and Place, for example and discusses the role and influence of environmental literature in the protection of environment.

In the 1970s, ecological criticism appeared in the academic field, but it couldn't be called a school until 1990s. In 1993, the magazine focuses on literature and environment was formally published, whose tenet is to increase the numbers of both the creation and the criticism of environmental literature. Up till now environmental literature has not only gotten rid of the marginalized status but also strengthened its position in the academic research. Even in some universities, environmental literature is the compulsory course, some experts and scholars have been engaged in the study of it.

This article explores why the representative works of Rachel Carson, Aldo Leopold and Terry Tempest Williams have become the classics of environmental literature on the basis of the analysis of their themes and forms. Environmental literature helps the readers realize the significance of life, the interrelationship between way of life and intrinsic value, on the other hand, arouse ecological awareness and conscience.

I-0810: Yanli Qu

The Opportunities and Challenges of the English and American Literature Movie Appreciation Teaching Mode in the Context of English for Academic Purpose (EAP)

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With the development of the integration of economy and the increasing improvement of English level among college students, traditional teaching mode which emphasizes on the knowledge training (listening, speaking, reading, writing and translating) cannot meet the demands of neither the social progress nor the language learners. Faced with the ever-changing situation both domestically and foreignly, many scholars in China have proposed ESP (English for Specific Purpose) teaching mode. British linguist Jordon once pointed out ESP includes EAP (English for Academic Purposes) and EOP (English for Occupational Purposes). This article focuses on EAP teaching mode and takes the course of the English and American Literature Movie Appreciation as an example which aims to explore how the curriculum construction of literature movie appreciation adapts itself to the needs of multi-disciplinary English talents cultivation in the context of EAP under the background of Chinese higher education.

I-0813: Aiko Minematsu
L2 Listening in EAP: Teaching the "How" in an Academic Listening Course
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The effect of teaching listening is often underestimated in an EFL context and it is often the case that listening is the most ignored skill in a language course. However, being able to listen actively is undoubtedly a crucial skillset in EAP, as learners are expected to take notes, discuss and critically reflect on academic listening material. Studies have shown that skilled listeners often incorporate various listening strategies continuously and in many cases, using their metacognition. Thus, it seems relevant for teachers to focus on teaching not only the "what" but the "how" in academic listening. This empirical study seeks to examine the effects of a process-based approach to teaching listening strategies for academic purposes, particularly on the metacognitive awareness of learners. The participants of this study were intermediate level Japanese students in an academic listening course, who were taught to use bottom-up, top-down and metacognitive listening strategies over a period of 15 weeks. A within-group comparison of the development of their metacognitive awareness was done using the Metacognitive Awareness Listening Questionnaire (MALQ), pre- and post-instruction. In addition, learners' written reflections and interviews were analyzed to further investigate the impact on their learning. The results indicate some positive influences, particularly on learners' metacognition, confidence and self-efficacy. Finally, implications for EAP skills courses will be discussed, with some caveats for teaching basic and advanced level learners.

I-0814: Olivia Zhang
Problems Associated with the Feedback Dialogue
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The concept of feedback dialogue has drawn increasing attention in the literature, which emphasizes that feedback should be a two-way communication instead of a one-off act. However, productive feedback dialogue is difficult to manage, due to various constraints of the feedback itself and its academic contexts. Feedback is essentially problematic, which is revealed in its problematic characteristics (burdensome and judgmental), in the differing perceptions and interpretations of the feedback (process), and in the conditions under which it makes positive impacts on learning (Boud& Molloy, 2013).The unpublished paper draws on findings from three qualitative case studies of three ESL masters students' interpretations of teacher feedback at a British university, and taps how the problematic feedback dialogue revealed itself in the cases. The feedback dialogue here refers to the dialogue embedded within the written feedback messages, as well as the oral communication in a meeting. The problem, in Case One (Emily), was concerned with an interruption to a teacher-student feedback dialogue resulting from the power relation and misunderstanding. In Case Two (Jack), it was perceived as an insufficient interpersonal communication with the teacher. In Case Three (Henry), it was reflected as a refusal to identify with the teacher's ways of writing and negotiate his question. These findings implied that misunderstandings or misconceptions between teachers and students often happened as a result of an insufficient understanding of each other's perspectives. This calls for more attention drawn to the assessment and non-academic activities in which teachers and students obtain more personal understandings, and establish an agreed 'know-how' to react to the problems or tensions arising from their communication.

Theme 9: English teaching and learning for professional purposes

I-0901: Wendy M. Gough and Kazumi Kato
Proposed Research of Tourist and Volunteer Interpreter Needs in a Small Japanese Port Town
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With the upcoming Tokyo Olympics, towns across Japan are becoming interested in being friendlier to foreign visitors. This provides an opportunity to support the local economy as well as to develop programs that teach English for specific purposes (ESP). In 2013 the Active Local Tokai Ambassadors (ATLAS) English group was started at Tokai University's School of Marine Science and Technology in Shimizu, Shizuoka. The group's aim is to help students improve their English and develop critical thinking and social skills by participating in community outreach projects that support the English needs of the local community. In our town English interpretation services are provided to passengers from luxury liners that stop at Shimizu Port. Through observation of the community outreach projects the two ATLAS advisers noticed a mismatch between the students' and other volunteers' opinions about visitor needs, which resulted in difficulty providing the best help to the passengers. We applied for a To-Collabo Grant, which is a project using a grant that Tokai University received from the Japanese Ministry of Education. We will research passenger, student and volunteer needs, and the types of support similar small towns offer foreign visitors. With the research results of we will create an ESP training program for the ATLAS group, local volunteers, and the city office to better meet the needs of luxury liner passengers. This presentation will discuss the research plan and our proposal to develop ESP training for volunteers in the town.

I-0902: Rongfeng Jiang
On the e-Education of ESP Courses
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With the wider use of Internet, e-education will play an increasingly important role in ESP classes. It will help to promote the integration of network information technology, college English study and professional learning. The improvement of e-education involves the development of digital teaching materials and construction of online courses. The design of e-education of ESP courses should be based on work flow of a certain profession to improve learners' professional competence, English language competence and intercultural communication ability by following the principle of demand analysis and practicality, relevance and authenticity, openness and interactivity, integrating and individuality, etc.

I-0903: Masashi Nagai
Perspectives on the Choice of ESP Reading Materials for Engineers
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More often than not, ESP instructions for engineering students at Japanese universities are conducted with textbooks specialized in science and technology. While this style of ESP instructions generally meets the interests of the engineering students, it falls short of several essential aspects of engineering education.

1. Given the shortage of ethical and critical thinking education in the engineering curricula in Japan, ESP education should help foster the critical and ethical thinking attitudes among students by using reading materials carefully chosen from this perspective. Recent scandals involving some Japanese automakers and manufacturers bring home the importance of instilling the critical and ethical thinking practices among engineering students and corporate engineers alike.

2. Engineering students nowadays are expected to excel not just in engineering subjects but also in the practical skills of getting small businesses started and managing them well. Reading materials drawn from social sciences and humanities, including economy, finance, and psychology, should go into the ESP textbooks for engineering students much more than they currently do. The detailed interviews I conducted with corporate managers and engineers show the need to get the students read much more materials from social sciences and humanities in ESP classes.

In light of the above perspectives and others, I argue in this paper for the ESP textbooks and teaching materials that depart from those currently used and practiced.

Theme 10: English teaching and research for business purposes

I-1001: Wenying Deng
An Exploration of Multi-modal Teaching Model in Business English
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Multi-modal teaching aims to integrate video teaching, audio recording, and dubbing, singing and physical reaction methods to stimulate multiple senses of the students to reach better learning effects. This paper introduces the features of the multi-modal teaching model in International Marketing by illustrating a case study based on the promotion strategy of IKEA. This new teaching model is capable of integrating the teaching and curriculum sources of International marketing within a short period of time to promote the integration of two disciplines: English and international marketing. A questionnaire is conducted to collect the students' feedback and to demonstrate the efficacy of this teaching method. Nevertheless, some suggestions for improvements are put forward though the feedbacks from the students are generally favorable.

I-1002: Yunlin Huang and Yang Cheng
Analysis of Pragmatic Strategies in Job Interview Conversation
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Job interview is the key phase to obtain employment and the interview performance largely decides whether the applicant can succeed or not. In A Simplest Systematics for the Organization of Turn-Taking for Conversation, Sacks, Schegloff and Jefferson (1974) put forward the conversational-structuring system. Based on their theory, Liu Senlin (2007) summarizes the pragmatic strategies about turn-taking, which can be classified into three categories: strategies about manipulating turn-taking, strategies about manipulating adjacency pair and strategies about the start and the end of the conversation. Through analyzing transcription of 30 job interviews of a large Singapore company located in a city in Mainland China, the current research studies the pragmatic strategies that the candidates have employed in the interview conversation. Furthermore, the paper tries to give some suggestions on how to use pragmatic strategies properly during job-interview process.

I-1003: Dongmei Yu
Business English Teaching Based on Needs Analysis
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With the influence of globalization of economy on China, English for Specific Purposes (ESP) teaching has become an inevitable trend. However, owing to the quality of students and teachers from different universities, students, to varying degree, are confronted with the gaps between whatthey should learn and what they have truly learned. Among teachers, it is a shared view that there still exist some gaps between what teachers have truly taught and what they should teach. In order to shorten these gaps among learning and teaching, this paper, takes a branch of ESP: Business
English for example, under the guidance of needs analysis, discusses brief characteristics of Business English, the importance of Business English teaching and cultivation of Business English talents based on needs analysis, and, finally, suggestions for Business English teaching and thecultivation of business English talents based on needs analysis are put forward.

I-1004: Jie Zhang
ESP English Teaching in College English Class for Business Purposes
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With the development of economic globalization, the applied talents are more demanding than ever before. Just learning English as a communication tool has already not satisfied the requirement. In such a social background, the university education which undertakes the task of cultivating applied talents, especially the English teachers are facing with a new challenge. Application of ESP in college English teaching, and to promote these students using English skills combined with professional knowledge has become inevitable. Today there are many colleges and universities have opened the business English majors or the course, but viewing it from the teaching pattern, it is not the real English teaching for business purpose. It is a simple combination with the business vocabulary. In this case, the effect of the ESP teaching for business is not ideal. The purpose of this paper is to find out the problems existing in the current business English teaching, and to study how to improve our ESP teaching and learning approaches and methods. In the study, a questionnaire survey on 30 items is conducted to more than 80 students in economics .The result indicates that what these professional students want to learn in English class, and the current English teaching model is efficient or not .We then discuss implications of these facts on ESP education and report a case study of an improved class.

Theme 11: English teaching and research for legal purposes

I-1101: Xinbing Yu and Lei Zhang
A Contrastive Analysis of Sentence Length in Chinese and English Legal Texts
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The contrastive analysis of sentence length is prevalent in such academic fields as contrastive linguistics in general and stylistics, authorship attribution in particular. Lots of findings are worthy of note, say, there is a significant difference in sentence length between ordinary Chinese and English texts. Due to legal transplantation, legal concepts and principles from common law jurisdictions have entered continuously into the Chinese legal texts. Consequently, the linguistic vehicle of the common law inevitably have an important influence on the linguistic vehicle of the Chinese law. Specifically speaking, the explicit linguistic features of the English legal texts affect that of the Chinese legal texts. Our main research question concerning this topic is whether there is a significant difference between Chinese and English legal texts in terms of sentence length as an important explicit linguistic feature. This paper, based on the authentic data from Chinese and English constitutions as two samples of typical legal texts, measures the length of each sentence before an independent-samples T-test is carried out. The statistic test demonstrates that there is no significant difference between the two samples in terms of sentence length. The finding reveals that legal Chinese resembles legal English in sentence length, in spite of the fact that the sentence length of ordinary English texts is much longer than that of the ordinary Chinese texts. Our explanation to this convergent evolution is the result of joint effects of language contact and legal transplantation.

Theme 12: Intercultural communication in ESP teaching

I-1201: Renzhong Peng and Weiping Wu
Validation of intercultural contact scale for Chinese college students: A structural equation modeling approach

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This study constructed concept model and scale of Chinese college students' intercultural contact based on theoretical paradigm of intercultural contact and related literature review, and investigated Chinese college students' intercultural contact in the Chinese contexts. Through exploratory factor analysis and confirmatory factor analysis, the current study conducted a series of reliability and validity analysis through the collected questionnaire data, and the results demonstrate that intercultural contact scale of Chinese college students had the good reliability and validity. The research findings of investigating Chinese college students' intercultural contact reveals that: in the four factors of intercultural direct contact, domestic social media is relatively most important, foreign social media is relatively more important, foreign intercultural communication activity is at general importance, domestic intercultural communication activities is relatively least important. Meanwhile, in the two factors intercultural indirect contact, cultural product is relatively more important than multi-media and course. The research findings also suggest that the above six factors are beneficial for the development of intercultural competence. This study provides the important theoretical basis for scholars engaging in intercultural research and also the reference for the plan-making of international education training program.

I-1202: Yumei Yang
A Correlation Study on Chinese College Students' Intercultural Communication Competence & English Language Proficiency

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"The Third Place" theory proposes that language and culture collaboratively construct a third perspective on the relation of "self and other" through language, cultural competence is the basis for intercultural communication, and language is the media of communication. The enhancement of Intercultural Communication Competence/ ICC & English language proficiency/ LP are two major objectives of College English Education. According to previous research, there are two opposite views: one is that ICC and LP are significantly correlated; the other claims that there is no correlation at all. Few domestic empirical studies have been done on their relationship. Even fewer papers discussed the reliability and validity of ICC instruments. Thus, this paper utilizes ICAPS to assess college students ICC. A correlation study is carried out according to the participants' CET-4 scores and their ICAPS scores. Results reveal that Chinese college students' ICC level is rather low, and there is no significant correlation between LP and ICC. Except for Emotional Regulation, none of the other 3 constructs of ICC are correlated with LP.

I-1203: Xin Qiao and Yongzhen Shi
Barriers to Intercultural Communication Competence among Electronics Students in Northwestern Polytechnical University
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Intercultural communication is a form of communication which aims to share information across cultures and social groups. With increasing international exchange programs between China and other countries, many international students are coming to China for further study. The main objective of English for specific purposes is to prepare students to read and comprehend their own field materials in English without any or at least little difficulty. How to combine specific or professional knowledge with language competence has brought us to attention. Through interviews, observations and audio data analysis, the case-study tends to explore language barriers and provide solutions in classroom teaching and learning between international students and Chinese students majoring electronics, and a Chinese teacher teaching both in English and Chinese in NPU. The data analysis has the following findings: first, the Chinese teacher teaching field knowledge are poor in English and lacks the required technical knowledge and specific knowledge; second, the time arranged for the course, a two-unit course, not considering difficulty of the knowledge and student's competence, is not long enough to make students familiar and master with many technical terms; third, the difficulty level of the texts always does not match the students' level; fourth, the textbooks compiled are not provided through students' needs analysis. This study aims to find some reasons influencing students' communication competence and provide some effective solutions through a case-study in NPU.

I-1204: Tao Wang
The Philosophical and Artistic Values of the Chinese Classics in the Communication-oriented ESP
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In the era of peace and development, it is the task of every generation of young Chinese students to become cultural ambassadors for the civilisation of 5000 years history and splendid culture. Hence the effort to expose them to the development of thought by those most responsible for the evolution of the Chinese philosophical and artistic values is integral to the process of text reading in the communication-oriented ESP teaching practice. In order to get over barriers that may contribute to miscommunication in intercultural dialogues, the appropriate interpretation of Chinese culture must be based on application of both literary critics and cultural interpretation with an in-depth reading of the text of the Chinese Classics. In "A Dream of Red Mansions", acclaimed as the pinnacle of the Chinese classical novel, the Chinese speculative philosophy Taoism and transcendental speculation hinted by the author Cao Xueqin and his reflections about the contemporary society are intertwined in the work as the thematic thought and Cao Xueqin presents his own philosophy and aesthetic perceptions in a refined and subtle way in which the readers can perceive and sense the transcendental speculation through the plot development. The work is permeated with the author's deep reflection about life, a philosophical epiphany guiding readers to experience the sense of life: the ultimate questioning about the being, and the experience and exclamation about life and existence. With their timeless value of classic thought on central human issues, Chinese Classics are the sources of our being. They are the essence of our heritage and the meaning for cultural identification in the Intercultural Communication. College students are expected to return to the cultivation of the intellect in learning as well as the refinement of heritage literacy through the development of meaningful and rational thinking and judgement by means of a directed reading of the profound, aesthetic and important great Chinese Classics.

Theme 13: Corpus linguistics for ESP education

I-1301: Pingnan Chang
An Exploration of Interactional Metadiscourse in Architecture Research Articles
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While 'research article' writing is central to English for Academic Purposes research, little attention has been paid to the academic genre in the discipline of architecture. This study provides a textual analysis of 14 research papers from The Journal of Architecture based on Ken Hyland's (2005) model of interactional metadiscourse, which consists of five types of resources: hedges, boosters, attitude markers, self-mention and engagement markers. By the application of the UAM CorpusTool, metadiscoursal devices in these articles were identified manually against Hyland's definition of each category and his list of metadiscourse items investigated. To complement the textual analysis, two architecture lecturers at a British university were consulted regarding the disciplinarity of their subject area. Even with a relatively small sample of texts, a broad repertoire of interactional discourse markers are observed, suggesting that academic writing is not simply factual, objective or impersonal, as widely believed, but an endeavour to express voice and to involve reader-writer interaction. The analysis also demonstrates the prominence of engagement markers (despite hedges being the most common category), and noticeable variations in metadiscourse features amongst the articles as to frequency of occurrence, particularly distinctive in relation to the category of self-mention and several sub-categories of engagement markers. With reference to the two subject specialists' feedback, the variations found within this small collection of texts drawn from a single journal might reflect the inter/multi-disciplinary and practice-oriented nature of the discipline, implying that relevant discourse conventions is still evolving, rather than uniform and well-established. The possible relationship between language and discipline further suggests a potential and demand to incorporate more ESP elements into English language teaching in higher education.

I-1302: Sebastien Louvigne and Jie Shi
Corpus-based analysis of the RA genre: The "Conclusion" sub-genre
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Researchers must constantly produce academic publications but often find difficulties in writing without learning it systematically during university education. The Research Article (RA) genre consists of sub-genres based on the typical IMRAD (Introduction, Method, Result and Discussion) structure that is commonly used for research in science and engineering. Although essential for teaching, learning, and applications, the genre-based analysis of the RA genre is still considered to be difficult and complex. In order to assist EST students and researchers in building the structure of their RA and communicating ideas with appropriate linguistic expressions, and as part of a longitudinal research, this study focuses on the analysis of the Discussion and Conclusion sections of RAs based on rhetorical moves and the comparison with other sections. This study analyzed 543 articles from the Journal of Optics between 1997 and 2001 using an originally developed corpus tool, ULC (Universal Learning Concordancer). Word lists, n-grams, clusters, and words in context are going to be displayed among others. Difficulties in applying quantitative approach to data using filers of move markers are discussed.

I-1303: Fu Chen and Tianxing Xu
Commenting on Movies the American vs. Chinese Way: A corpus-based study
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Movie review plays an important role in influencing views of the audience and providing useful feedback to the production team. Yet as a special register, movie review has not received due attention in ESP research, especially from a cross-cultural perspective. The present corpus-based study seeks to fill this gap by analyzing a mini corpus of movie reviews written by American and Chinese college students who are asked to watch and comment on the same movies. Analyses based on key words and key n-grams show that compared with American students, Chinese student viewers exhibit a noticeably higher level of writer visibility as well as a much smaller repertoire of professional terms commonly found in expert movie reviews. The results are explained within the framework of register theory and pedagogical implications for ESP teaching in this regard are suggested.

Theme 14: Others

I-1401: Funny Sari
Fostering Reflective Practice to Build Indonesian Student Teachers' Professional Identity
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Reflective practice has become a well-established area in terms of studies and discussions among practitioners and researchers in the field of education, particularly within pre-service teacher education. It is considered essential to make reflection a habit from the early stage of a teaching career, which is during training period as a start of professional identity development process. Experts such as Dewey (1916) and Schön (1983) conceive of reflection or reflective practice as an option to build and strengthen student teachers' professional identity (cited in Kuswandono, 2014) not only during their training, but more importantly also throughout their professional life (Gore and Zeichner, 1991; Russel, 2005). When student teachers are able to critically reflect on their instructional decisions, they will enter the profession 'with dispositions and skills that will enable them to continue to learn from their experience' (Gore and Zeichner, 1991:119). Despite the many advantages that may possibly be obtained from reflection, the practice has not been effectively implemented in most teacher training programs in Indonesia. This paper reviews a number of research papers as an attempt to contribute to the construct of a supportive process of both learning to reflect and teaching reflection, especially within Indonesian initial teacher education programs. It is expected that insights into this topic may support wider application of reflection and also enhance the roles of teacher educators.

I-1402: Zhifeng Kang
Interpreting Synergism Based Upon Visual-Audio-Oral Course of ESP: A case of CI between English and Chinese
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On the basis of the theory of relevance and transfer, this study puts forward interpreting operation synergism through positive transfer from Visual-Audio-Oral Course of ESP to E-C and C-E interpreting. In the way of consecutive interpreting (CI), the researcher has done the experiments to 147 undergraduate interpreters of non-English majors in five classes taught by him in the second semester from 2014 to 2015. The experimental results show that listening of ESP has the functions of relevance and holistic presupposition to student interpreters, whose audio nerves have been activated once more while listening to SL information. At this moment, the function of transferring SL information as input occurs. And further, speaking of ESP also has the functions of relevance and holistic presupposition to student interpreters, whose oral nerves have been activated once more while encoding and expressing in TL. At this moment the results of transferring information as TL output are prominent. Therefore, Visual-Audio-Oral Course of ESP has the effect of relevance, transfer and presupposition to student interpreters' interpreting operation in China.

I-1406: Saeko Ujiie
English as Business Lingua Franca in Japan: Impacts and implications
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Major Japanese companies' policy of mandating English as official language is receiving attention. As in many other countries, English has become the de facto lingua franca in Japan too, and corporations are using English as their official or common language. Just like major non-Anglophone companies such as Philips, Nokia, SAP in Europe, Japanese firms including Rakuten, UNIQLO, Nissan, Honda and many others have been reported to be using English as their corporate official or common language. However, there are deep-rooted skepticisms among many Japanese business people. For example, Takanobu Ito, the former Honda Motor Co. CEO, said that it is "stupid" to make English the official language of a Japanese company, where the workforce is mainly Japanese. Ironically, Honda announced last year that English would soon become their official language of the company by 2020. The study examines the problems and difficulties experienced implementing English as official language policy in Japan. It is based on the interviews of the director and the manager of human resources department of a large E-commerce firm in Japan, and its employees who experienced the changes caused by the new policy. Further, in order to find out the state of the "English as Business Lingua Franca" phenomenon in Japan in much broader perspectives, Japanese bilingual professionals who use English for their daily business in various industries have been interviewed. The study indicates that English is now required in various types of corporations in Japan, across many different industries, regardless of size of organization, and country of origin. Also, as an employee progresses in his/her career ladder, the importance of English proficiency becomes greater. Also, in the case of Japan, the "English as Business Lingua Franca" phenomenon is taking a form of English/Japanese bilingualism than English only monolingualism even in the company that has declared English only corporate policy.

I-1407: Jia Mingfang
ESP, How Specific Is It?: The dynamics of the application of ESP in College English teaching in China
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As a practical teaching approach, ESP has been applied in China for decades. However, the definition and classification of ESP needs to be clarified and redefined. When the subject matter is taken into consideration, various areas or branches of ESP, such as EAP, ELP and EMP, can be identified. This situation leads to the question that may be asked by many College English teachers who are interested in ESP, What is the standard form, if there is one? Though positive progress in the comprehension of the actual aims of ESP in China can be observed, clearer understanding of students' English proficiency and practical usage of English language need to be achieved. Hence, more practical or specific curricula and syllabi should be designed by specific teaching institutions. The word "specific" is flexible and powerful: It can be specific for the purposes, the course goals, and the learners. Other aspects including financial situation and cultural aspects should also be considered regarding implementing ESP approach, especially in the context of College English in mainland China. To demonstrate the dynamics regarding the above-mentioned issues and the situation where ESP in China has taken on rather diverse forms at college level, results of investigations conducted by the author through face-to-face interviews of instructors and publications on actual classroom teachings are provided. The author's projection that most of the teaching institutions in mainland China will adopt the ESP approach is also shown, based on the notion that the ESP approach treats the needs of learners as its foremost important mission.

Featured Presentations

Theme 1: Curriculum and course design in ESP

T-0112: Jie Shi
Incorporating the Needs of Subject Specialists in Curriculum Design of ESP Programs: The experience of a Japanese university of science and engineering
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In EFL context, course development for EGP (English for General Purposes) or EGAP (English for General Academic Purposes) tends to rely on the beliefs, expertise, and experiences of course designers and/or course teachers. Selection of types of syllabuses and teaching materials can be highly technical and requires course designers to possess the knowhow or TESOL training. In ESP course development, however, the needs of various other stakeholders should be taken into consideration. This presentation reports the setting up of new ESP program at a Japanese university of science and engineering and the key role played by the subject teachers/specialists of the preparation committee. An extensive needs survey aimed at gathering subject teachers' feedback on the course content (e.g. ESP genres, language skills, weightage, types of projects), (internal and external) testing, teaching materials and staffing was developed and conducted on all departments through a preparation committee comprised of representatives of all departments. The rationale behind the design of the needs survey and the summary of the survey will be reported. The impact of the results on the final syllabuses will be discussed.

Theme 3: Development and application of ESP theories

T-0301: Ping Huang and Xiujuan Zhang
Analysis of Thematic Progression Pattern in LR Part of Economics Doctoral Thesis through Genre
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It is a shared view that academic writing, as an important part in international academic communication, has become a platform for the exchange of ideas between scholars along with globalization. Therefore, literature review (LR), the transition part between introduction and the body in academic writing, has become an important criterion to measure individual language organizational competence or one's academic level for its inner cohesion and logic. However, many PhD even the supervisors belittle the writing of this part. Most literature are randomly placed or just be listed without considering the engagement. Besides, most studies in this area mainly concerned stylistic features, syntactic analyses, or contrastive study of genres, but there is no literature about the inner cohesion of LR part in English Doctoral Thesis upon the binding analysis of genre and thematic progression (TP) theory. This study, with a sample of 20 English Doctoral Thesis for Economics from ProQuest through the macro-structure and microcosmic analysis, aims to explore the relationship between genre and TP of the LR part in these theses. Specifically, this study aims to explore the distribution of moves in the LR part of English Doctoral Thesis for Economics, what kinds of theme and TP patterns does LR part apply, and what is the relationship between genre and TP Patters. Adopting both qualitative and quantitative methods, this research applies text analysis, data coding of Strauss & Corbin (1994) and Freeman's (1998) data analysis mode based on the theoretical model established mainly on the foundation of Kwan's (2006) 3-move model, Halliday's (1994) classification of theme, and Huang Yan's (1985) TP patterns. Finally, this study is designed to remedy those weaknesses of the previous studies on TP in theory and help PhD with the writing of academic LR in practice.

Theme 4: ESP teaching and learning approaches and methods

T-0403: Liwen Li
Production-Oriented Approach to EAP Teaching in China: An Action Research
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The production-oriented approach (POA) has been developed by Professor Qiufang Wen over the past ten years with the aim of improving English classroom instruction at the university level in Mainland China. This approach starts teaching with language production (ie. speaking, writing, translation and interpreting) and ends with production while input serves as an enabler to help accomplish productive activities. This action research shows how POA teaching procedures which consist of motivating, enabling and assessing phases mediated by teachers are implemented in an EAP class for second-year non-English majors in Beijing Foreign Studies University, what problems arise in motivating and enabling phases, and how these problems get partly addressed and the direction for the next round of action plans. The action research has identified a challenge teachers are more likely to face in the motivating stage that tasks or scenarios must have high communicative value and topics for communication need to be sufficiently cognitively challenging. Another difficulty that teachers may confront is how to enable students to select relevant ideas, language, and discourse structures from the giving materials. Based on class observation, interviews, teacher reflections, student reflections after each class, modified teaching procedures are carried out and students are guided to learn new things progressively.

T-0425: Li Li and Wang Fang
Translation as a Profession and Curriculum Design for Legal Translation
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At the beginning of the 20th century, translation became a way of making a living due to a large market demand for translation and the division of labor based on specialization, for which translation developed gradually into a profession and then was professionalized rapidly after the World Wall II. With the more and more demand for legal translation, it is extremely urgent to professionalize legal translation talents. In the past 20 years there have been many changes in translation as a profession, which requires the adjustment of traditional curriculum design. This paper chooses a class from China University of Political Science and Law as the object of study and offers proposals related to the course design for the theory and practice of legal translation with developing professional competences of legal translators as the aim. At the end of the paper, some discussion is made on the evaluation of the learning outcomes set in this course. Preliminary data are collected from the learners' files and a completed questionnaire. Key words: task-based learning; legal translation; translation workshop; learning outcomes.

Theme 6: ESP teacher development

T-0606: Kevin Knight
TESOL ESP Project Leader Profiles for Professional Development of ESP Practitioners Worldwide
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TESOL International Association (or TESOL) based in the USA has over 11,000 members worldwide, and over 950 of those members belong to the English for Specific Purposes Interest Section (ESPIS). A former chair of the ESPIS became an official blogger on the subject of ESP in the TESOL Blog. (In 2015, the TESOL Blog had an average of more than 25,000 pageviews per month, in 215 countries.) In April of 2015, the ESP blogger launched the ESP Project Leader Profiles for the professional development of ESP practitioners worldwide. Each profile focuses on one ESP project leader. In a profile, the featured ESP project leader provides bio data and responds to the following two items: 1) Define leadership in your own words and 2) Tell me an ESP project success story. Focus on your communication as a leader in the project. How did you communicate with stakeholders to make that project successful? The two questions are based on the research of Knight (2015) who conducted semi-structured interviews (Grindsted, 2005) with 20 leaders in the public, private, and academic sectors in an exploration of the leadership conceptualization process. The ESP project leaders in the profiles have included ESP practitioners in English for Occupational Purposes (EOP) and English for Academic Purposes (EAP), including Professor JigangCai and Professor Yilin Sun. The profiles have been described by one ESP project leader (Schwelle) as "a nice way to communicate what we do and offer practical, experience-based advice for fellow ESPers around the world." The profiles are also a listed reference in the TESOL ELT Leadership Management Certificate Program Online. In his presentation, the speaker discusses the results of his analysis of the profiles (about 20) and focuses on conceptualizations of leadership of ESP practitioners and how communication is strategically used to achieve ESP project success.

Theme 8: English teaching and learning for academic purposes

T-0804: Jianying Du, Weiping Li, Wenhui Zhou, and Qiong Li
Production-Oriented Approach to EAP Teaching in China: An action research
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The production-oriented approach (POA) has been developed by Professor Qiufang Wen over the past ten years with the aim of improving English classroom instruction at the university level in Mainland China. This approach starts teaching with language production (ie. speaking, writing, translation and interpreting) and ends with production while input serves as an enabler to help accomplish productive activities. This action research shows how POA teaching procedures which consist of motivating, enabling and assessing phases mediated by teachers are implemented in an EAP class for second-year non-English majors in Beijing Foreign Studies University, what problems arise in motivating and enabling phases, and how these problems get partly addressed and the direction for the next round of action plans. The action research has identified a challenge teachers are more likely to face in the motivating stage that tasks or scenarios must have high communicative value and topics for communication need to be sufficiently cognitively challenging. Another difficulty that teachers may confront is how to enable students to select relevant ideas, language, and discourse structures from the giving materials. Based on class observation, interviews, teacher reflections, student reflections after each class, modified teaching procedures are carried out and students are guided to learn new things progressively.

Workshops

Theme 1: Curriculum and course design in ESP

W-0104: Alexandra V. Terashima, John S. Maninang, and Martin O'Brien
Experiments as a Springboard for Academic Writing
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The Active Learning of English for Science Students (ALESS) course, which is a requirement for all first year science undergraduates at the University of Tokyo, teaches academic writing, specifically in the form of an IMRD research paper. Although it is a writing course, ALESS incorporates a scientific experiment that students complete outside of class. During class, the students are guided through the process of developing an idea and hypothesis for their original experiment, as well as experimental design, data analysis and interpretation. The hands-on experience of independent academic research increases student engagement with, and understanding of, the course material, facilitating self-motivated learning. Because the results of the experiments are often not what the students expect, they are challenged with having to think of possible confounding variables or alternative explanations, giving rise to a more thoughtful and critically-minded Discussion section in their paper. The ALESS course is supported by a dedicated lab, staffed by a lab manager and a group of science teaching assistants, who consult with students about their experiments. This support system makes it possible to include a scientific experiment in a 13-week writing course. Throughout the course students give and receive peer feedback about their writing and experiment. In addition to the research paper, students give an oral presentation of their results for an additional chance to receive feedback from their peers, which serves to improve their final version of the paper. In this workshop we will discuss how incorporating simple, student-driven experiments into an ESP academic writing course increases student engagement with the course content, enabling them to produce an individual IMRD style research paper in the course of the semester. We will discuss and demonstrate specific examples of class activities that help students understand experimental design, scientific writing style and peer review.

Theme 5: Innovations in ESP research and instruction

W-0501: Lawrie Hunter
Novakian mapping for argument identification and construction in EAP
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In presentations, particularly during conference presentation Q&A, sci-tech EAP learners often prove unable to distil the underlying intentions of their research design or to identify the argument(s) surrounding their claim and the generalizability of their results. These EAP learners usually have little training in rhetorical orchestration, especially since their research papers are built on the IMRAD structure, a rather poor metaphor for argument. As a result, these learners find spontaneous oral explanation and argument summarization difficult. This workshop introduces the operation of a structured, low-text approach which has produced consistent, rapid development of the foundation target skills (argument analysis, argument construction) in classroom application (masters and PhD level). The key tool in this approach is the cross-platform freeware CmapTools, now widely adopted in science education. CmapTools automatically generates Novakian maps (maps in which each link is articulated by a relation phrase). Learners find these maps easy to evaluate in terms of correctness of relations and shockingly accessible in terms of structure of information. This workshop begins with an overview of current styles of concept visualization (and their attendant syntax and information structures) so as to give participants a broad practical overview of mapping practice today. Participants will then be introduced to the use of CmapTools, and will take part in guided model task performance. The workshop activities will be low-tech (post-its and marker pens) to maximize accessibility. However, participants who would like to 'lean in' on this skill set are encouraged to download Cmap Tools to their laptops (Mac, Win or Linux) or iPads, familiarize themselves with the basic functions of the software (takes about 15 minutes), and show up equipped for bigger-curve learning.Participants who arrive after the workshop has begun may be assigned 'observer' roles. Note: 'participant' is the fun, i.e. the learning, experience.

Theme 8: English teaching and learning for academic purposes

W-0801: Katie Deng
Written Corrective Feedback: Issues and Implications
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Written corrective feedback (WCF) has been a central aspect of teaching second language writing over the years, but it still remains a dilemma for teachers because of the numerous issues involved. Various written corrective feedback strategies and their implications have been identified and studied over the years by both teachers and researchers. However, teachers are still faced with a wealth of practical and pedagogical issues when providing corrective feedback on students' writing. This talk aims to discuss issues including:
- What kind of errors should be corrected?
- What kind of feedback strategies should teachers working in different contexts use?
- What is the ultimate purpose of giving WCF: Is it to help students learn writing as a skill, or is it to help students learn grammar by avoiding grammatical errors in their writing?
- What should students do with the teacher's WCF?
In addition, findings from two studies that investigated teachers' and students' perspectives on WCF in the EFL context of Taiwan and Japan will be presented and discussed. It is hoped that by having a better understanding of the beliefs teachers and students have about WCF, teachers working in other contexts will become more aware of the issues related WCF in their immediate teaching context, and to reflect on the effectiveness of their own WCF practice in order to help promote successful learning of L2 writing

W-0802: Michael Clark and Barrie Roberts
Conflict Resolution and English language teaching: Communicating for Academic Success
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Conflict resolution includes active listening, negotiation and mediation. Teaching conflict resolution to intermediate-advanced ESL/EFL students is an exciting way to engage them in authentic communication activities. While engaged in active listening exercises and mediation role plays based on literature, film, current events, history or personal conflicts, students improve their English language skills while learning practical social skills as well. Incorporating conflict resolution concepts and activities into English language teaching (ELT) helps all learners, including ESP students, to master authentic English along with academic and sociolinguistic skills (speaking, listening, grammatical accuracy, vocabulary, problem solving, critical thinking, appropriate tone and body language). The workshop will include a brief introduction to key conflict resolution concepts, and will guide participants in an interactive lesson, an active-listening exercise and a demonstration of how to implement an effective role-play activity. Partner/small group activities will provide empowering academic, professional and life skills, while covering language essentials such as paraphrasing, clarifying, and empathizing (active-listening); vocabulary, idioms, grammar (interactive lessons); along with interactive demonstrations of techniques that hone language and critical thinking skills which are essential in law, business, medicine, the environment, international relations, technology and social science.EFL/ESL instructors naturally bring many of these conflict resolution skills to the language classroom. By learning the language of mediation, students, too, can help facilitate their own communicative skills in English.The workshop's overall purpose is to demonstrate specific ways to present this integrated approach in intermediate–advanced content-based instruction, ESP and general EFL/ESL courses. Participants should leave the workshop with practical techniques, resources and strategies for adapting conflict resolution concepts and activities into their own EFL/ESL courses. They should also be inspired to develop their own integrated techniques to engage, enrich and empower their students – and themselves.

Theme 11: English teaching and research for legal purposes

W-1101: Barrie Roberts
Mediation as a Second Language®: ESP for Law School "Alternative Dispute Resolution" Courses
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Alternative Dispute Resolution (ADR), specifically negotiation and mediation, has become required practice for lawyers in the U.S. and around the world. Therefore, most U.S. law schools offer ADR courses based on roleplays to prepare law and LL.M. students for the formal and informal negotiations and mediations they will conduct before and during litigation. While these courses are challenging for all students, they present particular obstacles and emotional stress for non-native speakers of English due to language, sociolinguistics and culture, including legal culture. However, when such students take specially designed "ESP for ADR" courses, these obstacles turn into spectacular learning opportunities, preparing students for advanced ADR courses with native speakers of English and for actual negotiations, mediations and formal and informal professional –level communication in English. Unfortunately, it is rare to find an "ESP for ADR" course that integrates ADR theory, law, ethics and skills with the English, sociolinguistic and cross-cultural communication skills that non-native speakers need in order to participate in ADR training and real-world ADR sessions with global English speakers. It is even rarer to find a course that incorporates the legal and ADR cultures of its students, turning the classroom into a laboratory for global ADR theory and skills using English as the lingua franca. This workshop will make the case for making such "ESP for ADR" courses standard practice in law schools worldwide by inviting participants to experience key activities from the LL.M. course she has developed and taught:
1. Using authentic materials: Getting to Yes (Fisher, Ury, Patton; Harvard Project on Negotiation); court forms and websites; settlement agreements
2. Active-listening exercises and role plays
3. Assignments and assessment
Participants will leave the workshop with a deep understanding of "ESP for ADR" and practical tools for teaching it.

Theme 14: Others

W-1401: Ting Jiang
On Interpersonal Meanings in Arbitrators' Mediation Discourse: A perspective from attitude system
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The success of arbitration mediation largely depends on the application of attitude system by arbitrators. Attitudinal resources play an important role in mediation because arbitrators can use it to present their opinions, construct harmonious relationships and promote mediation. A corpus-based study shows that the attitude system in arbitration mediation discourse is dynamic, unbalanced and context-dependent. Arbitrators employ limited affection resources, but use sufficient appreciation and judgment resources to persuade or reason, narrow the distance and refute the defensives. Meanwhile, the subsystems of appreciation resources used in the mediation interweave with each other like rhythm, with many ups and downs flowing in mediation discourse, which helps to guarantee arbitrators' independent status and settle disputes.

Forums

Forum 1: The Pedagogical Endeavors of the Undergraduate Technical English Program of UEC Tokyo

R-0423a: Uma Maheswari Rajagopalan and Jie Shi
Adopting a SFL-oriented approach to evaluating genre-based academic abstracts of EST undergraduate students in Japan
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Research abstract is a text of foremost importance to students of science and engineering. However, explicit teaching of it tends to be missing in EGP and EGAP curricula of general Japanese English education. This paper reports the results of a preliminary study of analyzing student academic abstracts by using a SFL (Systemic Functional Linguistics) approach. The academic or research abstracts of the study are produced by the 3rd-year students in an undergraduate ESP course at a Japanese university of science and engineering. This paper is divided into two parts. Part I provides the background of the course where the data or student abstracts are extracted and reports the results of the analysis of the typical genre moves for scientific research (Background, Purpose, Methods/Experiment, Results and Discussion) in student abstracts. Specifically, the student abstracts are evaluated for the presence of the required moves and the sequence of the moves. The second part which is the main focus of this paper demonstrates the authors' attempt to analyze the difficult linguistic features that EFL students encounter in writing academic/research abstracts by employing Systemic Functional Linguistics (SFL) as a framework. SFL, as a theory of language, views language as a resource for making meaning and performs linguistic analysis paying attention to different registers and lexico-grammatical structures in constructing meanings in context. In conducting this aspect of the research, student abstracts are analyzed to identify the different features, namely, ideational, interpersonal and textual modes. In particular, emphasis is given to the usage of hedges and modality, as research abstracts contain modality and hedges. Clause analysis of students' abstracts reveals common errors such as singular-plural mismatch, referencing errors, missing or wrong prepositions, improper uses of registers/lexis and mistakes in verbal groups. The results of the identified difficult features, registers and lexico-grammatical structures and possible pedagogical ramifications in teaching academic abstracts are discussed as preliminary findings.

R-0423b: Jie Shi, Yan Yu, and Haiyan Zhan
Student Team Teaching: A case study of cooperative learning and co-construction of knowledge in ESP
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This presentation reports a case study of adopting Student Team Teaching (STT) in an undergraduate ESP course at a Japanese university of science and engineering. STT is an innovative teaching technique adapted from the usual Team Teaching method by teachers mostly at schools before college. The theoretical background of the pedagogy of STT is rooted in both Cooperative Learning and Active Learning approaches which believe in the effectiveness of learning by involving learners actively in the learning process from designing to implementation. The case study of this presentation is a third-year ESP course for engineering students of intermediate level of English proficiency. One of the aspects of the syllabus is team presentation on a scientific topic or a unit of the textbook of engineering English. In the current year, this project adapts the STT for the first time. The STT project requires students in groups to use an original lesson plan sheet designed by the first author, to conference with their teachers, and to teach using their lesson plan with exercises. As an important aspect of cooperative learning and cognitive development, students in this case study are also required to conduct a peer-evaluation on other peer groups. This presentation focuses on the process of the implementation of STT and students' perspectives of their peers' team teaching and their own teaching.

R-0423c: Shin'ichi Hashimoto
Evaluation of Student Presentations Using Online Feedback Forms
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In the recent years, EFL education and research on CALL (Computer-Assisted Language Learning) see shifts from technological assistance in teaching and learning to student-centeredness and student autonomy along with the development of the Internet. Hence, the advancement in CALL empowers teachers as well learners to create better collaboration between peers and between learners and teachers and to help foster more efficient learning strategies that take into account of individual students' learning styles. Research in CALL, however, shows a lack of emphasis of online sources and technology being used on facilitating peer-to-peer collaboration. Most studies seem to report the practices using the Internet for the benefits of course management, student evaluation of courses and other teacher-related tasks. To examine the effects of using the Internet or online technology in enhancing cooperative learning among peers or learners, the author of this paper designs a preliminary study of online peer evaluation forms using Google Forms® to replace the traditional paper-based evaluation form. The hypothesis of adopting the online peer evaluation is that it should improve the efficiency of administrating the evaluation, collecting and sorting data, and providing feedback for students. The classes from which the data is extracted are part of a compulsory undergraduate third-year EST (English for Science and Technology) program at a Japanese university of science and engineering. A total of 145 students in the third year of the undergraduate program are asked to peer evaluate group presentations on technical topics in five classes; and 1,300 peer evaluations are collected. After the results of the peer evaluations are given to the students, a post-survey on the presentation project as well as the effectiveness of the online evaluation form is administered. The survey results show that the students recognize the learning benefits of conducting the peer evaluation and perceive the online evaluation form favourably, which concurs with the perspectives of the teacher. With the hypothesis confirmed in this study, the author plans to further investigate the effectiveness of online peer evaluation method with more informants and to develop a real-time feedback system.

Forum 2: English for Tourism in Japan: Current issues and efforts

R-0424a: Reiko Fujita
English communication needs in Japanese local destinations
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The number of international tourists entering Japan each year has been growing sharply since the beginning of the new millennium. More and more tourists or visitors are starting to look beyond well-known tourist spots and to explore regional areas rarely visited by overseas travelers until now. As a result, the demand on foreign language skills to interact with such tourists are getting increasingly stronger in those local destinations. Japanese people involved in the tourism industry and even more everyday activities in the countryside will find themselves having to communicate with tourists who do not speak any Japanese language. In order to identify the linguistic needs of those local people, a survey was conducted at two potential local tourist destinations in southern Tokyo. The respondents were asked to evaluate their own foreign language proficiency and to describe difficult situations that they had experienced with international visitors. Of the 138 responses, only one fourth reported the ability to speak basic conversational English. There were frequent mentions of concern about not being able to make themselves understood to the visitors or to explain things adequately in specific situations. This presentation will summarize the language needs issues related to local Japanese tourism and will discuss the English for Tourism pedagogical implications based on the findings of this survey.

R-0424b: Kazumi Kato and Wendy M. Gough
Community Outreach Projects to Support Local English Needs
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The aim of the Active Tokai Local Ambassadors (ATLAS) group at the university's Shimizu campus is for students to improve their English language, critical thinking, and social skills. They collaborate with the city office to engage in practical activities that support English needs in the Shimizu community. The ATLAS students have engaged in ESP activities for luxury liner passengers coming to Shimizu Port. They created an English map of the Miho no Matsubara Mt. Fuji World Heritage site, developed a tour conducted in English and volunteered as English interpreters to help service providers at the port. By focusing on local support for foreign visitors, university English clubs can do projects that are useful for students to develop valuable English communication skills and give them a broader perspective of the world. Since Japan is keen on promoting itself as an English friendly country for the upcoming Tokyo Olympics, these community outreach projects will also make Japan a more comfortable place for foreign visitors. We will discuss the ATLAS club community outreach projects and our research into other activities that encourage students to become involved in English support for the community where they live.

R-0424c: Naoko Tanaka
Tourism and English Educational Programs at Hokusei Junior College
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The speaker will discuss tourism-related programs provided at the English Department of Hokusei Gakuen University, a Junior College in Sapporo. The department has started implementing hospitality-related subjects since 2011. In those subject, students learn hospitality and tourism in English and are exposed to current tourism business development through lectures or seminars conducted by guest speakers from the industry in Hokkaido. In addition, several internship programs have provided students with working experiences in international hotels, such as Hilton Niseko Village, a travel agent in Canada, and tourism business observing opportunities abroad. These programs help students to explore the future career possibilities in the tourism industry, develop English and communication skills and improve motivation for learning English. Since 2015, the department started research aiming to introduce Guide-Interpreter (GI) education at college level. As a part of the research, students and novice local GIs practice guiding to foreign volunteer tourists in a half-day bus tour. This experimental but practical tour seems to have promoted understanding of the guiding job and interests in the job among student participants. Moreover, it provides rare training opportunity for the GI participants. The speaker will summarize the results of the implementation of these programs and discuss the challenges and possibilities of future developments of the programs.

Forum 3: New Directions in EAP Teaching and Learning: The experience of NYU Shanghai and Nanjing University

R-0803a: Anjuli Pandavar
Experience and Reflection: How beneficial are they to Chinese students?
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Searching for a method of bringing liberal arts education to Chinese students and Chinese students to liberal arts education, five years of experimentation under different conditions of EAP teaching eventually suggested an approach that draws on diverse theoretical and practical concerns already developed by others. This approach does not seek to implement, prove or disprove any previous work in the field. It seeks only to find a way of turning Chinese students into the most effective they can be under liberal arts conditions. The latest version of this approach was implemented in a one-semester, collaborative teaching project between two EAP classes: one at New York University Shanghai; the other at Nanjing University (Nanda). The significant components of this approach are: (i) an iterative weekly cycle consisting of conceptual input, planning/strategising, action/critique and reflection; (ii) negotiating and collaborating with strangers; (iii) students defining their own project (within limited parameters); (iv) deliberate training in metacognition; and (v) flexible and adaptive course planning. There have been two significant enabling conditions that have a direct bearing on implementation, though not on the concept. These are students' universal access to information, and teachers' readiness to embrace the role of guide, rather than guru.

R-0803b: Jie Xi
A Process Approach to Academic Writing in Project-Based Learning Classroom
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Upon entering university, students of English as a foreign language (EFL), often have the primary writing goal of error-free texts, rather than developing essential academic skills, such as critical thinking, searching and incorporating information, or communicative and collaborative abilities. However, linguistic competence in academic writing is far more than faultless language use. It is a way of knowing, rather than merely a way of telling. The teacher assists this transformation. Year One of the 3-year EAP program for non-English majors at Nanjing University aims to produce writers able to tackle complex problems from a variety of angles and to perform writing tasks in numerous academic contexts. From a "college life" project, they advance to a "pseudo-academic" one, and finally to a longer, subject-related writing project. The teacher, instead of checking grammar, becomes a mediator and facilitator, responding to the students' handling of their projects, and to their writing content. Students transform from passive, demotivated writers struggling with dictionaries and information, to constructivists constantly making choices. They present their creative understanding of concepts or issues according to their discipline-specific writing conventions. Language use is not explicitly taught, but implied and autonomous.

R-0803c: Hua Chen
Production-driven, Subject-oriented Task Design in Teaching English Writing

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Content-based Instruction (CBI) advocates the concurrent teaching of subject matter and language skills (Brinton et al, 1989); Tasked-based language learning (TBLL) refers to a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language (Nunan, 1987). This study tries to combine these two teaching concepts in a spoken English course, which Long believes is impossible (2012). The students were asked to fulfill a series of tasks, follow in order and advance step-by-step, aiming at subject matter-related topics in English. In the process, the students were pushed to output first without any instruction and requirements until they realized disparities from native speakers and developmental errors. It is believed and found that rapid progress is obvious, because the learners will pay more attention to correct forms after the making-mistakes phase, and in turn enhance studying. This is the key points of Production-oriented Approach (POA, WEN Qiufang, 2008, 2013). The research findings suggest that it is warranted to take frequency of practice; learners' cognitive capacity; and schematic knowledge in their mother tongue into consideration in course design.

R-0803d: Yan Huang
Output Task-Type Effects on the Acquisition of Academic Formulaic Sequences

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This study examined the relative efficacy of four types of output tasks in promoting the noticing and subsequent acquisition of academic formulaic sequences (AFS), and whether L2 proficiency would mediate the task effects. Participants were 327 students enrolled in EAP classes at two levels. The students at the same level were randomly assigned to a control group (CG) and four experimental groups (EGs). After being exposed to the same input material, the EGs were given opportunities for written output whereas the CG was asked to perform input-based activities. The four output tasks differed mainly in the extent to which they were form-focused. The task was followed by the second exposure to the same input material. The participants' allocation of attention to the AFS was examined by a retrospective questionnaire survey and vocabulary posttests. The results showed that the more focused an output task, the more likely it would facilitate the noticing and acquisition of AFS. In addition, L2 proficiency did not influence the task effects on the noticing of the sequences but did moderate their acquisition. The results revealed some constraints on the noticing function of output and suggested some implications for EAP instruction.

R-0803e: Wenyu Wang
Investigating Chinese Doctoral Students' Rhetorical Competence in EAP Writing
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Internationalization is a top goal most Chinese institutions of higher learning — especially research universities — have been striving for since the turn of the 21st century. To fulfill this goal, one measure individual universities, as well as the national educational authority, are taking is to provide students with opportunities to conduct study tours and/or research work overseas, so as to encourage them to reach out to the international academic community. Thus, Chinese students nowadays, compared to their counterparts in the last century, are far more likely to use the foreign language they have learned for real communicative and academic purposes. In this talk, I first report on a small-scale study that examined the rhetorical structures of forty research proposals written by Chinese doctoral students. This study can reveal some gaps in Chinese doctoral students' rhetorical competence in written production, which needs to be filled as a matter of priority. Based on these findings, I then discuss possible ways of improving the teaching of EAP writing at the postgraduate level in Chinese universities.

R-0803f: Caitlin MacKenzie Mannion
Language Instruction from the Inside Out: Learning theory for EAP
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EAP instructors, by focusing on teaching students to actively use English in practical, professional, and day-to-day settings, are challenged to create learning opportunities which are personal and applicable for their students. Instructors are increasingly using new technologies and pedagogies to 'teach the whole student' and make their coursework salient and meaningful. What theoretical frameworks exist to describe, explain, and support these approaches to English language instruction? How can researchers and educators apply learning theory to their innovative approaches to teaching and the dynamic goals of EAP classrooms? There is already an abundance of learning theories; during the course of our collaboration we identified several models which reflect the instructor's own theoretical processes, and which acknowledge the elements of learning, including the interactions between the student, her environment, the information being taught, and the instructor. Based upon these theories, we propose our own learning theory which reflects the nuances of language instruction for specific purposes in higher education. We will discuss the lessons that we have learned from our own teaching experience, and reflect on how EAP instruction can benefit from these learning theories (including those articulated by Kolb, Jarvis, and Illeris as well as our own).

Forum 4: Academic Writing through the Scientific Method: The ALESS Program at the University of Tokyo

R-0812a: Yukiko Mishina
Introduction to the ALESS Program
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Teaching English communication to students of science is an essential aspect of scientific education, if students are to develop and become competitive in a global setting. In teaching such a course, active learning is ideal and encouraged because it engages students to think like a scientist and also fosters autonomous learning. The ALESS Program at the University of Tokyo is an academic writing course for all first-year science students taught by instructors with diverse backgrounds from the natural sciences, social science, and humanities. In this paper, we will discuss how modeling the scientific thought process is emphasized in teaching academic communication, and in particular, we will introduce some innovative features of the Program that are implemented to encourage learning through the scientific method. We will first give an overview of the Program and then give specific details of the two learning support centers, the ALESS Lab and the Komaba Writers' Studio, that act as a critical supplement for both students and teachers.

R-0812b: Chie Saneyoshi
ALESS Lab: Scientific support for a writing course
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The ALESS Program at the University of Tokyo is a 13-week academic writing course for all first-year students of science. The course begins with the design and implementation of scientific experiments and concludes with a scientific paper written in the IMRaD style. The ALESS Lab is a scientific laboratory specifically designed to support the students of this course. There are 3000 consultations each year, attesting to the role that it plays in active learning in this course. Some of the differences between the ALESS Lab and traditional student laboratories for science classes will be discussed, as well as the motivations and roles of students, teachers, lab teaching assistants, and the lab director in integrating the scientific process in an academic writing course. The unique collaboration between the teaching assistants of the ALESS Lab and those of the Komaba Writers' Studio in forming three-person consultations with students will also be introduced.

R-0812c: Candler Hallman
Data Collection Methods and Writing Instruction
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The ALESS Program at the University of Tokyo aims to improve student writing in the natural sciences. The program is staffed with professors from the humanities, social sciences, and natural sciences. This gives students a variety of expertise to inform their research projects and writing practices. In addition to different ideas about writing pedagogy, these professors come from assorted disciplines with differing traditions of data collection, from archival research, participant observation, to ecological studies. The data collection method has an effect on writing style as well as writing pedagogy. This paper addresses the question of how data collection techniques affect writing instruction. Specifically, I will discuss differences in teaching pedagogy for field-based and experimental research. The dissimilarities are not only related to genre, but also to the writer's relationship to and use of data. This will give instructors insight into what teaching tactics are useful, or difficult to translate, across different research disciplines.

R-0812d: Emiko Nozawa
Writing from the Social to Natural Sciences
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When instructors with humanities or social science backgrounds teach writing in natural sciences, it is necessary to acquire basic knowledge of particular format, styles and vocabularies generally used in scientific writing. Instructors incorporate their own expertise as well as writing and pedagogical strategies when teaching scientific writing. Several pedagogical tactics work across the disciplines, such as the use of peer review and literature research, but others require adjustments, such as shifting the focus from thesis development in many of the social sciences versus the importance of the hypothesis in the natural sciences. The previous paper in this forum focuses on the differences in writing methods between the social and natural sciences. In this paper, I focus on the similarities between writing for the social sciences/humanities and writing for natural sciences. In particular, I will discuss the benefits of argument construction common to the social sciences/humanities, and how this can improve writing for natural sciences.