International Conference on ESP, New Technologies and Digital Learning

Programme

The Hong Kong Polytechnic University

7-9 December 2017

https://www.polyu.edu.hk/engl/event/ESP2017

2018 CONFERENCES

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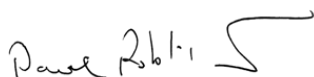
Welcome Message

Hi everyone!

Welcome to Hong Kong and the International Conference on ESP, New Technologies and Digital Learning. A special welcome to our local and visiting luminaries, **Prof. Rod Ellis** from Curtin University in Australia, **Prof. Vijay Bhatia** from Hellenic American University in Greece and Chinese University of Hong Kong, **Prof. Diane Pecorari** from City University of Hong Kong, **Prof. Bernadette Watson** from The Hong Kong Polytechnic University, and **Dr Beata Webb** from Bond University in Australia. And to all of you, many who have travelled a long long way, we appreciate that and warmly welcome you.

A special thank you to Hong Kong PolyU for all the work in making this happen. To my staff, Joyce Dayrit, Eva Guzman, and Ramon Medriano, a special thanks. If you see them walking around looking stressed, please go up to them and say hi ☺

TESOL Asia has now grown into the world's largest TESOL organization – we concentrate on high quality teacher training across the globe combined with the academic journal suite lead by the Asian EFL Journal. Not only do we run TESOL courses face to face in over 13 counties, we are from next year running law, scientific and science & religion conferences across Asia and Europe with our new suite of academic journals. Of course we now run International TESOL Conferences all over the world – totaling 10 this year and 15 planned for 2018. Our Academic Journal group (ELE Journals) now exceeds 9 million readers a year. We receive about 600 submissions a month which unfortunately makes it tough to get published with about 3% getting through the rigorous editorial process

Our ESP / SLA / Linguistics profession is growing rapidly and the demands on us, the educators, is likewise growing from employers seeking higher qualifications to students demanding the best of the best in teacher skills. So we are facing both exciting and indeed, maybe confusing times as we see a lot of conflicting information and research with Predatory EFL journals growing day by day. The rise of AI with holographic teachers is also a threat looming on the horizon to this profession but it's a decade away before we face that threat or challenge! However with my third and final retirement looming large the future is more about spending time with my young family and sailing the South China seas.

Do enjoy the Conference and Hong Kong.

Dr. Paul Robertson

TESOL Asia/ Rule of Law Association USA

Opening Message

Message from Research Centre for Professional Communication in English (RCPCE), Department of English, The Hong Kong Polytechnic University

We wish to extend our warmest welcome to you to the International Conference on ESP, New Technologies and Digital Learning 2017, organised by the Research Centre for Professional Communication in English (RCPCE), Department of English, The Hong Kong Polytechnic University, in collaboration with TESOL Asia. A special thanks to Dr Paul Robertson, and his team Joyce Dayrit, Eva Guzman, and Ramon Medriano.

Our special gratitude goes to the plenary speakers Professor Vijay Bhatia, Professor Rod Ellis, Professor Diane Pecorari, Professor Bernadette Watson, and Dr Beata Webb. We are extremely happy to see participation from so many scholars and researchers from different nations and institutes. The conference aims to promote exchange of ideas and expertise in English for Specific Purposes among teachers, researchers and students from around the world, and from the Asia-Pacific region in particular, and to provide opportunities for them to present exciting new developments in ESP teaching and learning, specifically in new technologies and digital learning.

We would like to take this opportunity to thank the Conference Organising Committee and the very capable team from the Department of English for their meticulous organization.

We are sure that the International Conference on ESP, New Technologies and Digital Learning 2017 will open up many collaborative teaching and research opportunities for you and PolyU colleagues. We hope that you will make the best of the collegial conference atmosphere in the next two and a half days and also make arrangements to enjoy the festive scenes in Hong Kong!

Finally, we are very grateful to all the speakers and participants who together promise to make this a memorable and meaningful event. We wish you all a successful, stimulating and rewarding conference!

Winnie Cheng
Professor and Associate Dean
Director, Research Centre for Professional Communication in English
Department of English
The Hong Kong Polytechnic University
Founding Fellow, Hong Kong Academy of the Humanities

Information for Conference Participants

Registration counter

On 7-8 December, the registration counter located outside the lecture theatre TU201 will be open from 8:00 am to 10:00 am. It will then be moved to CF wing podium level from 10:00 am to 4:00 pm. Please refer to the campus map on the inner back cover for their locations.

Wireless access via 'Wi-Fi.HK via PolyU'

To support the HKSAR Government's 'City-wide Wi-Fi for the Public and Visitors' initiative as set out in the '2014 Digital 21 Strategy', PolyU provides free Wi-Fi service to the public and visitors on campus. Visitors can enjoy free Wi-Fi service by selecting the WiFi SSID (Service Set Identifier) of '**Wi-Fi.HK via PolyU**'. After accepting the terms and conditions, users can use the service for two hours, after which they have to accept the terms again to continue using the service.

The table below summarizes the wireless access service available to the PolyU visitors:

Wireless Service:	Wi-Fi.HK via PolyU
Service Locations:	PolyU Campus
SSID:	Wi-Fi.HK via PolyU
Login ID & Password:	N/A
	(2 hours per session free Wi-Fi access. Need to re-connect after 2 hours connection time.)

Wi-Fi.HK via PolyU

Drinking water stations on campus

As an educational institution, PolyU is serious about environmental education and is willing to take the issue on as it announces the progressive elimination of bottled water on campus. The sale of bottled water (below 1L, non-sparkling and unflavoured) was discontinued in the campus convenience store and all catering outlets on Main Campus and student hostels from 1 September 2017. Such product will be gradually removed from vending machines on campus as well.

As an alternative to bottled water, the University will maintain adequate drinking water stations to make it easy for everyone to refill their reusable bottles on the go. Please visit PolyU Green Map for the locations of the drinking water stations:

http://www.polyu.edu.hk/greencampus/en/green-map.html

Prayer Room

The Prayer Room (room number PQ502s) is located on the 5/F at the PQ wing. Please refer to the campus map for the location of the room.

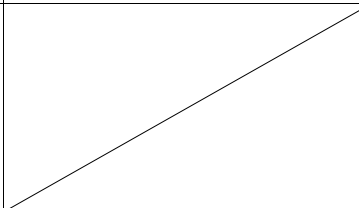Please observe the regulations governing the use of Prayer Room which can be found at:

https://goo.gl/iZ865y

Conference Themes

Theme 1:   New technologies
Theme 2:   Digital learning and teaching
Theme 3:   Testing and assessment
Theme 4:   Writing, reading and digital learning
Theme 5:   Big data and corpus studies
Theme 6:   Technology, communication and the workplace
Theme 7:   Diversity, multiculturalism and new technologies
Theme 8:   English language research for academic purposes
Theme 9:   Curriculum development
Theme 10:   Teacher professional development
Theme 11:   EAP/ESP learning and teaching
Theme 12:   LSP learning and teaching

Conference Programme (Format A)

7 December 2017 (Thursday)

08:00 – 09:00	**Registration** (Podium, TU wing)				
09:00 - 09:10	**Welcoming and Opening** (Lecture theatre TU201, Podium, TU wing) **Prof. Hans J Ladegaard** Head and Professor, Department of English, The Hong Kong Polytechnic University **Prof. Winnie Cheng** Associate Dean, Faculty of Humanities Director, Research Centre for Professional Communication in English, Department of English, The Hong Kong Polytechnic University **MC: Dr Amy Suen** Department of English, The Hong Kong Polytechnic University				
09:10 – 09:50	**Prof Vijay Bhatia** (Lecture theatre TU201, Podium, TU wing) Visiting Professor, Hellenic American University, Athens, Greece Adjunct Professor, Chinese University of Hong Kong **Title: New Technology in ESP: Issues, Challenges, and Opportunities** **Chair: Prof. Winnie Cheng** Associate Dean, Faculty of Humanities Director, Research Centre for Professional Communication in English, Department of English, The Hong Kong Polytechnic University				
09:50 – 10:00	**Group photo-taking** (Lecture theatre TU201, Podium, TU wing)				
10:00 – 10:40	**Tea-break** (Podium CF wing)				
10:40 – 11:10 Session 1	Room CD302 (Theme #5) **Jennifier T. Diamante** A metaphorical analysis of electoral texts: The case of the Philippine and Taiwanese online news commentaries	Room CD303 (Theme #5) **Nelson C. del Mundo, Jennifier Tabernero-Diamante, Glenda D. Cadiente** The Philippine 'Blogosphere': Lexical Creativity and Word-formation Patterns	Room CD304 (Theme #5) **Andrew John Morrall** A corpus-based comparison of the academic essay writing of British and Hong Kong students	Room DE401 (Theme #5) **Nurul Na'Immah Hamdan, Ummul K. Ahmad** 'We will prove that…': hedging and boosting in scientific articles by native vs. non-native expert writers	Room DE402 (Theme #5) **Cris Delatado-Baràbas** Keywords, Word Combinations, and Semantic Categories in the Advertising Genre of Higher Education Institutions: Exploring Contents for Designing ESP Instructional Materials
	Room DE403 (Theme #5) **Chu Ting Yang** COCA Top 5000 Frequency Word List in Taiwan High School Textbooks	Room BC201 (Theme #2) **Robert MacIntyre** Fostering reflective practice: using smartphones to video teacher training	Room BC202 (Theme #8) **Dennis Tay, Jin Huang** Time series analysis of discourse contexts underlying ESP	Room AG434 (Theme #6) **Eunice Barbara C. Novio, Nancy G. Catane** Gender and the Perceived Problems and Solutions Identified in EFL Teaching in Thailand	

11:10 – 11:40 Session 2	Room CD302 (Theme #5) **Phoenix Lam** Investigating travellers' perceptions of Hong Kong through a corpus of TripAdvisor posts	Room CD303 (Theme #5) **Jingjie Li** A Study of Functional Sentence Stems in Academic English Texts: their extraction method and frequency distributions	Room CD304 (Theme #5) **Zihan Yin** I mean or that is? Employ context-adequate discourse links in academic written and spoken language	Room DE401 (Theme #5) **Qian Yubin, Sun Ya** Can collocations be more reliable? Experiments on an improved dispersion algorithm	Room DE402 (Theme #5) **Niwat Wuttisrisiriporn** Epistemic Modality Markers in Rhetorical Moves in ELT Thesis Introductions: Native and Non-Native Variations
	Room DE403 (Theme #5) **Locky Law** The Corpus of Hotel Press Release (CorHPR) (2014-present)	Room BC201 (Theme #2) **William Lau** Extreme Uses of Technology	Room BC202 (Theme #2) **Thomas E Bieri, Darren Elliott** Normalisation and digital literacy in the Japanese university language learning context.	Room AG434 (Theme #6) **Jane Lockwood** The challenges of web-chat customer support exchange in Asian offshored contact centres	
11:40 – 12:10 Session 3	Room CD302 (Theme #5) **Uma Maheswari. Viswanathan, A. Shahin Sultana** An Indian EWL: A Pedagogic Tool to Improve the Lexical Competency of Students in Context of Horizontal Diversity	Room CD303 (Theme #1) **Haruko Miyakoda** Enhancing Pronunciation Acquirement Based on Visual-Auditory System	Room CD304 (Theme #5) **Ummul Khair Ahmad, Low Poh Wey** "Allow me to ask you something…" Reader-writer visibility in students' essays and it challenges for EAP writing instruction	Room DE401 (Theme #5) **Sun Ya** Corporate Image Based on Metaphor Use in Chinese and American CSR Reports	Room DE402 (Theme #5) **Gary S Linebarger** Using Highlighter and Gapmaker from the University of Nottingham's Academic Vocabulary website
	Room DE403 (Theme #5) **Zhang Min** A Corpus-based Study on First Person Pronouns in Journal Article Abstracts of Three Biological Disciplines	Room BC201 (Theme #2) **Yi Hsuan Wu** The effectiveness of EFL vocabulary learning via social application	Room BC202 (Theme #2) **Ángel Garralda Ortega** A Case for Blended Learning in EAP Programs at Hong Kong Universities	Room AG434 (Theme #6) **Michelle R. Raquel, Jane Lockwood** Can subject matter experts rate the English language skills of customer services representatives (CSRs) at work in Indian contact centre	
12:10 -12:40 Session 4	Room CD302 (Theme #5) **Yu-Hang Kwan** A corpus analysis of stance and engagement in written lesson observation feedback	Room CD303 (Theme #5) **Brandon Lambert** Corpus-Based Tools in the ESP Classroom: Perceptions and Possibilities	Room CD304 (Theme #5) **Mingyu Gong** A treebank-driven study of English legislative texts: Local grammar and use of dependency types	Room DE401 (Theme #5) **Thomas Siu-Ho Yau, Poon Kin Man, Leonard** Exploring Big Data with Text Mining: The Application in English for Specific Purposes	Room DE402 (Theme #6) **Madhu Neupane Bastola** Open educational resources for professional learning in the workplace
	Room DE403 (Theme #5) **Yukiko Ohashi, Katagiri Noriaki, Katsutoshi Oka, Takeshi Sato** Compiling ESP Corpus Using Regular Expressions: A corpus-based word list of veterinary medicine	Room BC201 (Theme #2) **Li Lan** Bridging Kahoot with university classroom: A mobile-learning practice for lexical studies	Room BC202 (Theme #2) **Yulis Setyowati, Yeni Probowati, Juna Arjunani** Empowering 'Whatsapp' Messenger as a Teaching Strategy for Listening Comprehension	Room AG434 (Theme #6) **Purnama Nancy Lumban Batu, Laila Puspitasari** Promoting Gender Awareness among Students in Seafarers' Academy in English Classes	
12:40 – 13:40	**Lunch** (Podium CF wing and Podium A wing)				

Time					
13:40 – 14:20	**Prof. Diane Pecorari** (Lecture theatre TU201, Podium, TU wing) Head of Department of English, City University of Hong Kong, Hong Kong **Title: Integrating new technologies into EAP practice: The case of "plagiarism detection" software** **Chair: Dr Phoenix Lam** Assistant Professor, Department of English, The Hong Kong Polytechnic University				
14:20 – 15:00	**Prof. Bernadette Watson** (Lecture theatre TU201, Podium, TU wing) Department of English, The Hong Kong Polytechnic University, Hong Kong **Title: Exploring effective communication in the health context: An intergroup approach** **Chair: Ramon S. Medriano, Jr.** TESOL Asia				
15:10 – 15:40	**Tea-break** (Podium CF wing)				

15:40 – 16:10 Session 5	Room CD302 (Theme #2) **Rungpat Roengpitya** The Role of Technology and Media in the Development of the Course: "Varieties of English" at a State University in Thailand	Room CD303 (Theme #2) **Chen Yu-zhen** Exploring the use of transcripts in the teaching of spoken business English supported by WeChat	Room CD304 (Theme #2) **Roberta Facchinetti, Sharon Hartle** The Quality lies in the blend: from MOOCs to bSPOCs in ESP teaching	Room DE401 (Theme #5) **Howard Chen** Using a Large Corpus to Improve Academic Writing in Engineering	Room DE402 (Theme #2) **Amin Neghavati** ESP Blends in a Digital Age
	Room DE403 (Theme #2) **Naruethai Chanthap, Punchalee Wasanasomsithi** Developing Learner Autonomy through a Blended Learning Environment in Reading for Text Interpretation Course: A Pilot Study of EFL Students at Suratthani Rajabhat University, Thailand	Room BC201 (Theme #4) **Ho Kin-Loong** Knowing and Arguing in Engineering Design: A Text-informed Investigation of Undergraduate Design Discourse	Room BC202 (Theme #4) **Roxanne Miller, George A. Miller** Roxifyonline: Helping Students Help Themselves - An Independent Learning Tool	Room AG434 (Theme #9) **Reuben H. Esteban, Thammanoon Buphate** Integration of Critical Thinking Approaches in Thailand University Classrooms: Perceptive Analysis	
16:10 – 16:40 Session 6	Room CD302 (Theme #2) **Dora Wong, Newman Lau** Online Peer Editing of Posters in a Multidisciplinary Context	Room CD303 (Theme #2) **Rose Sugar S. Callano, Lea M. Cabar** Edmodo as a Virtual Classroom: Integrating Educational Technology to Language Teaching	Room CD304 (Theme #2) **Regina Sliuzas, Kung-Keat Teoh, Natalia Bornay** Do students really want to learn English online?	Room DE401 (Theme #5) **Tong Li, Weizhong Yang** Analyzing Shell nouns based on accounting textbooks corpora	Room DE402 (Theme #2) **Gregorio P. Ebron, Jr., Romualdo A. Mabuan and Arlene A. Ramos** Flipped Learning in a University ESL Writing Class: Student Preferences and Attitudes
	Room DE403 (Theme #12) **Huiting Luo, Shan Wang** Chinese for Special Purpose: The Teaching of Traditional Chinese Medicine Vocabulary	Room BC201 (Theme #4) **Takeshi Kamijo** Assessing L2 learners' academic reading strategies: using assessment methods through open coding and constant comparative analysis	Room BC202 (Theme #4) **Yingli Yang, Chang Pengyun, Zhang Yingyi** Exploring the relationship between working memory, language aptitude and L2 writing performance	Room AG434 (Theme #11) **Daniel James Burge** Comprehension of Implied Meaning	

16:40 – 17:10 Session 7	Room CD302 (Theme #2) **Elena Korotkova** Using Videos in ESP Class to Boost Viewing Comprehension Levels in University Students	Room CD303 (Theme #2) **Frankie Har** Integrating gamification and student-centred pedagogy in ESP Classroom: Kahoot	Room CD304 (Theme #2) **Thomas Kaufmann** Student Collaborative Wikis on Ethnographic Linguistic Landscape Analysis	Room DE401 (Theme #5) **Zhang Xuhua, Zeng Jianbin** Small Data Driven Writing across Disciplines Courses in Fudan University	Room DE402 (Theme #2) **Xia Li** English Learning through Graphic Coding
	Room DE403 (Theme #12) **Vita V. Vonog** Assessment of students' development perspective based on European language portfolio	Room BC201 (Theme #4) **Wong Hoi Yee, Grace** Teaching persuasive writing through persuasion	Room BC202 (Theme #11) **Wilson Cheong Hin Hong** English teachers' perspectives on writing feedback: Not "what is better?", but "what is feasible?"	Room AG434 (Theme #11) **Takenori Yamamoto, Takumi Aoyama** Learners' perspectives on learning engineering vocabularies in KOSEN: Exploring their changes by quantitative content analysis	
17:10 – 17:40 Session 8		Room CD303 (Theme #2) **Ryan Thorpe** Changing Feedback through Technology: Effective Uses of Audio Commentary in an ESP Context	Room CD304 (Theme #2) **Jemma Lynette Konig, Shaoqun Wu , Alannah Fitzgerald** Developing language resources for MOOC students	Room DE401 (Theme #5) **Andy Seto** A Corpus-driven Study of Speech Acts in the Hong Kong Corpus of Spoken English (HKCSE)	Room DE402 (Theme #2) **Asep Budiman, Mochamad Nuruz Zaman** EFL Teacher's belief and practice on integrating ICT in the classroom
	Room DE403 (Theme #12) **Pan Jun** English language learning for university T&I students: A study of motivation and other learner factors	Room BC201 (Theme #4) **Wan Yau Ni, Jenny** Language of persuasion in ESP writing: Personal recount in travelers' online complaints	Room BC202 (Theme #11) **Sachiko Takahashi, Jane O'Halloran, Rie Ikeda, Mieko Yamaguchi** Transition from EAP to ESP among Japanese university students: Does content-based learning sustain learners' motivation to learn English?	Room AG434 (Theme #11) **Frederick Pagalan Obniala** Enhancing Science Vocabulary through Active Learning Approach: Impact to Students' Performance in Science Six Classes at Marie Vithaya School, Nakhon Ratchasima Thailand	
17:50 – 18:20	**Ramon S. Medriano, Jr.** (Lecture theatre TU201, Podium, TU wing) TESOL Asia **Title: Get published!**				
19:00 – 22:00	**Conference Dinner** (Kong Chiu Lau 港潮樓, Harbour Crystal Centre, 100 Granville Road, Tsim Sha Tsui)				

8 December 2017 (Friday)

08:00 – 09:00	**Registration** (Podium, TU wing)				
09:10 – 09:50	**Dr Beata Webb** (Lecture theatre TU201, Podium, TU wing) Faculty of Society and Design, Bond University, Gold Coast, Australia **Title: Re-thinking online education: definitions, frameworks, myths and future** **Chair: Dr Aditi Bhatia** Associate Professor, Department of English, The Hong Kong Polytechnic University				
09:50 – 10:20 Session 9	Room CD301 (Theme #11) **Bernie Chun Nam Mak** Reconstructing the EMI environment: The space for Chinese in English courses in sub-degree programs in Hong Kong	Room CD302 (Theme #4) **Shin'ichiro Ishikawa** Evaluation of Learners' L2 English Essays: Comparison of Three Approaches	Room CD303 (Theme #10) **BI Xin** Examining the Discursive Construction of EAP Teachers' Professional Identities in an Online Community in China	Room CD304 (Theme #11) **Chih-Hsin Hsu** Exploring Synchronous Mobile Assisted Language Instruction for EFL Oral Proficiency	Room DE401 (Theme #11) **Lea M. Cabar, Rose Sugar Callano** Type of Vocabulary Teaching and Learning Strategies used in English for Specific Purposes (ESP): Considerations for Selected Public Senior High Schools in the Philippines
	Room DE402 (Theme #11) **Lu, Shao-Jou** The Impact of English Teaching Assistants on English Learning in Taiwan	Room DE403 (Theme #11) **Joseph Wun Chung Lau** Going to school feels like going to another home: The case of ESP students		Room AG434 (Theme #11) **Richard Miles** Determining the Relevance of University English Presentation Skills: The Vocational Perspective	Room AG206 (Theme #3) **Sammy SM Ming** The Use of Google Docs for Peer Assessments
10:20 – 10:50 Session 10	Room CD301 (Theme #11) **Renia Lopez-Ozieblo** Cognitive load issues in multimedia learning: Do gestures help to recognize them?	Room CD302 (Theme #4) **Cheung Lok Ming Eric** Managing interpersonal 'punches' in postgraduate academic writing	Room CD303 (Theme #2) **Truc Giang Huynh, Vu Mai Yen Tran** Using Intensive Technology in Teaching English for Environmental Engineering: A case study at Danang University of Science and Technology, The University of Danang, Vietnam	Room CD304 (Theme #11) **Tanjun Liu** Evaluating the effect of data-driven learning (DDL) on the acquisition of academic collocations by advanced Chinese learners of English	Room DE401 (Theme #11) **Wang Zhifang, Wu Yan** Analytical Research on the Two Original Sets of Business English Textbooks on Fuzzy AHP Comprehensive Evaluation in ESP Teaching
	Room DE402 (Theme #11) **Mahnaz Mostafaei Alaei, Maedeh Hoseinpoor and Hasneh Gorjipoor** Exploring English as an Academic Lingua Franca: Insights from Iranian Non-Native English Speaking Applied Linguistics Journal Editors and Reviewers	Room DE403 (Theme #11) **Shuiling Chen** A Study of Scaffolding Instruction in ESP Teaching		Room AG434 (Theme #11) **Laila Puspitasari A, P. Nancy Lumban Batu, Supendi** Maritime English Teachers in Indonesia	Room AG206 (Theme #3) **Tristan L. Piosang** A Cross-Sectional Analysis of Classroom Assessment Literacy of English Teachers in Secondary and Tertiary Levels
10:50 – 11:20	**Tea-break** (Podium CF wing)				

Time					
11:20 – 11:50 Session 11	**Room CD301 (Theme #8)** **Lam Man-Wai, Alice** Discursive competence of a professional in Hong Kong's public sector workplace	**Room CD302 (Theme #4)** **Albert Wong, Daya Datwani** Evaluative Capabilities Training for Effective Business Writing Practices	**Room CD303 (Theme #4)** **Bruna Gabriela Augusto Marçal Vieira** Genre analysis in EAP: a contextual investigation	**Room CD304 (Theme #2)** **Dennis Foung, Julia Chen** A comparison of student assessment scores and online behaviors across disciplines - A big data study on an EAP course	**Room DE401 (Theme #2)** **Zhou Xiaohua** EFL undergraduates' perceptions of an online English vocabulary course: A case study in mainland China
	Room DE402 (Theme #2) **Hsu-Wei Yin** Interactivity in Simulation Games: Game-playing vs. Walkthrough in English Vocabulary Recall	**Room DE403 (Theme #2)** **Sam Cole, Heidy Wong** Blending it Early: Promoting Student Buy-in in an EAP Course		**Room AG434 (Theme #3)** **Huei-Chun Teng** A Study of Peer Assessment for EFL Academic Oral Presentations	**Room AG206 (Theme #9)** **Olga Kopiatina** Teaching English to Geologists: Developing a Good Syllabus
11:50 – 12:20 Session 12	**Room CD301 (Theme #4)** **Amos Yung** Understanding the asynchronous collaborative writing process of English Wikipedia pages	**Room CD302 (Theme #4)** **Li, Hanhong John** Transitional Devices in Business English Academic Writing Corpora: L1 vs. L2 Context	**Room CD303 (Theme #4)** **Jason Miin-Hwa Lim, Junaidah Januin, Kamsilawati Kamlun** Rhetorical Choices in the Writing of Research Methods in Environmental Science: American First Language Writers versus Chinese Second Language Writers	**Room CD304 (Theme #2)** **Suzan Stamper, Dennis Foung** Implementing an online vocabulary program: Limitations and possibilities	**Room DE401 (Theme #2)** **Laxmi Mustika Cakrawati** Exploring Students' Perception of ICT Use in English as a Foreign Language (EFL) Classroom
	Room DE402 (Theme #2) **Rialita Kusuma Shinta Dewi** Teaching English for Specific Purposes in Indonesia: Approaches and Technologies to Tackle	**Room DE403 (Theme #2)** **Rebekka Eckhaus** Supporting the Adoption of Business Case Studies in ESP Instruction Through Technology		**Room AG434 (Theme #3)** **Laura Wakeland, Simon Boynton** Faculty collaboration in the grading of assessments in English courses for healthcare students at a Hong Kong university: issues of validity and reliability.	**Room AG206 (Theme #9)** **Nhung, Nguyen Thi Hong** English for Specific Purposes Modules in Listening and Speaking for Dentistry Students
12:20 – 12:50 Session 13		**Room CD302 (Theme #4)** **Sunarlia Limbong** The lecturer's pedagogic and professional competences on students' writing proficiency at maritime education and training	**Room CD303 (Theme #4)** **Anisa Cheung** Integrating e-learning into process writing: The case of a primary school in Hong Kong	**Room CD304 (Theme #2)** **Matthew D. Edward** The mobile messaging application as course management tool: A case study from Vietnam National University	**Room DE401 (Theme #2)** **Josemari V. Cordova, Thawacha Dechsubha** Using Moodle in improving the listening abilities in ESP of Vongchavalitkul University students
	Room DE402 (Theme #2) **Kazumichi Enokida, Walter Davies, Simon Fraser and Keiso Tatsukawa** Developing multimodal online materials for a blended learning EMP course	**Room DE403 (Theme #2)** **Max Diaz, Ross Miller** Where do I click? A narrative of the pitfalls and unexpected obstacles encountered by digital learners in an online applied doctoral program		**Room AG434 (Theme #3)** **Edward Li, Ivy Shek, Jessica Chan** Developing a Discipline-sensitive English Language Proficiency Assessment	**Room AG206 (Theme #9)** **Lindsay Miller, Christoph Hafner** Learner Autonomy in ESP course design: the impact of new technologies and digital media
12:50 – 13:50	**Lunch** (Podium CF wing and Podium A wing)				

14:00 – 14:30 Session 14	Room CD301 (Theme #9) **Brian Rugen** Verbal aggressiveness and hate speech: A new reality for ESP?	Room CD302 (Theme #2) **Wei-Ting Fan** Kahoot! The Effect of an Online Game-based Platform for Language Learning in the Taiwanese EFL Context	Room CD303 (Theme #2) **Li-Tang Yu** Taiwanese University English Learners' Perspectives on Sharing Digitized Reading Annotations at Different Time Points	Room CD304 (Theme #4) **Becky S C Kwan, Thomas Chan** Presenting the direction of a study in research articles: Would the paradigm and the section matter?	Room DE401 (Theme #8) **Christopher Hill, Susan Khoo** An investigation into the learning transfer of English for Specific Academic Purposes (ESAP) writing skills of engineering students
	Room DE402 (Theme #8) **Joyce Keithly R. Carbonell, Pauline Grace P. Casil-Batang** Listening Difficulties of Low-Proficiency ESL Learners	Room DE403 (Theme #8) **Albert Miranda Navarra, Arlene A. Ramos, Cheryl C. Matala** Contrastive Analysis of Structure of Moves of Philippine and Australian English Research Journal Abstracts	Room BC202 (Theme #9) **Angela Meyer Sterzik** How do we prepare them all? The needs analysis for a pre-sessional EGAP curricular review		Room AG206 (Theme #7) **Tatyana Panushkina, Anna Ilintseva** Teaching in multicultural classrooms: challenges and opportunities for ESP students
14:30 – 15:00 Session 15	Room CD301 (Theme #9) **Lina Dong** The ESP and EAP components in College English in Mainland China	Room CD302 (Theme #2) **Jhyyi Chen, Kai-Jye Chia** Using Technology as a Vehicle to Increase the Study of English for Cosmetic Purposes(ECP) in ESL Classroom	Room CD303 (Theme #2) **Nisita Rittapirom** Development of CLIL course for EFL Undergraduate Tourism Students	Room CD304 (Theme #8) **Tiffany Ching** Creating a positive image: Interactional metadiscourse in environmental, social and governance reports	Room DE401 (Theme #8) **Abdullah Al Mahmud, Koggila Chandra Segar, Sriabirami** Teaching Writing to Malay Speaking Students: A Collaborative Action Research
	Room DE402 (Theme #8) **Bixi Jin** Using Multidimensional Analysis to Investigate the Discussion Sections of Research Articles in Chemical Engineering	Room DE403 (Theme #8) **Gary Fogal** Undergraduate studies in actuary science: Authorial voice development from a dynamic systems theory perspective	Room BC202 (Theme #9) **Lan Leei, Rae** Authentic Task, Multiple Assessment and Situated Learning-EFL College Students' Perceptions toward an ESP Tourism Course Design		Room AG206 (Theme #7) **Mikel Garant** A Japan-China international collaboration: EAP for mutual intercultural understanding
15:00 – 15:30 Session 16	Room CD301 (Theme #9) **Dave Towey** Overcoming Resistance to Open Educational Resources in a Sino-foreign HEI	Room CD302 (Theme #2) **Simon Fraser, Walter Davies, Kazumichi Enokida, Keiso Tatsukawa** Creating anatomy-based online medical English materials and pedagogical lists	Room CD303 (Theme #2) **Sun Xiujuan** Reflections on a project-based EAP writing course mediated by technology: A holistic perspective from student perceptions	Room CD304 (Theme #8) **Cheung Hau Yi, Natalie** The role of English for an accounting professional in Hong Kong	Room DE401 (Theme #8) **Ma Jing, Qi Yawei** A Comparative Study on Self-Promotion Differences between English and Chinese Research Article Introductions in Chemistry
	Room DE402 (Theme #8) **Yaofei Zheng** Nominalization and Technicality in Pharmaceutical Research Article	Room DE403 (Theme #8) **Damien Trezise** The Discursive Construction of Professional Identity in a Taiwanese Trading Company	Room BC202 (Theme #5) **Masaaki Ogura, Takeshi Sato, Tyler Burden** Examining the use of English phrasal verbs in academic spoken discourses: a corpus-based study		Room AG206 (Theme #7) **Junjie Wu, Lindsay Miller** Raising Native Cultural Awareness Through WeChat
15:30 – 16:00	**Tea-break** (Podium CF wing)				

		Room CD302 (Theme #10)	Room CD303 (Theme #10)	Room CD304 (Theme #10)	Room DE401 (Theme #10)
16:00 – 16:30 Session 17		**Li Cuiying, Jingyi Guo, Lucy Macnaught, Harni Kartika Ningsih** Getting on the Board of ESP with SFL Theory	**Jeremy Phillips** Be your own teacher-trainer: Autonomous teacher development in ESP	**Li Na, Wang Jinghua** A Case Study of EAP Teacher Development Promoted by PLC	**Romualdo A. Mabuan, Albert M. Navarra** Confessions of a MOOCer: An Autoethnographic Inquiry on Online Distance Learning
	Room DE402 (Theme #2) **Hikmah Nur Insani** Undergraduate students' perspective in using Edmodo as an educational social network	Room DE403 (Theme #11) **Michael Tom** Purpose-made Video for ESP: Raising L2 Relevance and Student Motivation			Room AG206 (Theme #1) **John Blake** Online writing tool: Corpus-based error detection
		Room CD302 (Theme #10)	Room CD303 (Theme #10)	Room CD304 (Theme #10)	Room DE401 (Theme #10)
16:30 – 17:00 Session 18		**Tiffany Ip, Vivian Kwan** How ESP courses prepare pre-service teachers for their disciplines: Effectiveness and implications	**Arif Suryo Priyatmojo, Rohani** The role of higher education to promote professional laboratory management at schools and madrasah in Indonesia	**Fang Ping Yeh, Aymen Elsheikh** ESP Teachers' Professional Identity Construction	**Toshinobu Nagamine, Ayaka Ikezuki** A Qualitative Case Study of a Multilingual Speaker's Pragmatic Competence and Awareness of Register: Pedagogical Implications for ESP Teachers
	Room DE402 (Theme #2) **Anna Wing Bo Tso, Winnie Siu Yee Ho** ESL Students and Teachers' Perspectives on Language Learning through Social Media Platforms	Room DE403 (Theme #11) **Rachel Luna Peralta** Using Online Reviews to Enhance Student Writing: Implications on ESP Pedagogy	BC202		Room AG206 (Theme #1) **Hiroki Inoue and John Blake** Script annotator: Design, development and evaluation

17:10 – 17:50	**Prof. Rod Ellis** (Lecture theatre TU201, Podium, TU wing) Research Professor, School of Education, Faculty of Humanities, Curtin University Australia Emeritus Professor, University of Auckland **Title: Task-Based Language Teaching in Asian Primary Schools** **Chair: Dr Victor Ho** Assistant Professor, Department of English, The Hong Kong Polytechnic University
17:50 – 17:55	**Closing Remarks** (Lecture theatre TU201, Podium, TU wing) **Prof. Hans J Ladegaard** Head and Professor, Department of English, The Hong Kong Polytechnic University

9 December 2017 (Saturday)

Conference Tour	
09:00 – 09:30	Assemble at the fountain outside Core A, G/F, The Hong Kong Polytechnic University
09:30 – 10:15	Depart from The Hong Kong Polytechnic University to The Peak
10:15 – 11:30	The Peak
11:30 – 12:00	Depart from The Peak to Stanley Market
12:00 – 14:30	Stanley Market (Lunch not included in the tour fee)
14:30 – 15:30	Depart from Stanley Market and back to The Hong Kong Polytechnic University (Please reserve a seat for the coach at the registration desk in advance) or stay at Stanley Market

Conference Programme (Format B)

7 December 2017 (Thursday)

08:00 – 09:00	**Registration** (Podium, TU wing)								
09:00 - 09:10	**Welcoming and Opening** (Lecture theatre TU201, Podium, TU wing) **Prof. Hans J Ladegaard** Head and Professor, Department of English, The Hong Kong Polytechnic University **Prof. Winnie Cheng** Associate Dean, Faculty of Humanities Director, Research Centre for Professional Communication in English, Department of English, The Hong Kong Polytechnic University **MC: Dr Amy Suen** Department of English, The Hong Kong Polytechnic University								
09:10 – 09:50	**Prof Vijay Bhatia** (Lecture theatre TU201, Podium, TU wing) Visiting Professor, Hellenic American University, Athens, Greece Adjunct Professor, Chinese University of Hong Kong **Title: New Technology in ESP: Issues, Challenges, and Opportunities** **Chair: Prof. Winnie Cheng** Associate Dean, Faculty of Humanities Director, Research Centre for Professional Communication in English, Department of English, The Hong Kong Polytechnic University								
09:50 – 10:00	**Group photo-taking** (Lecture theatre TU201, Podium, TU wing)								
10:00 – 10:40	**Tea-break** (Podium CF wing)								

Room	CD302	CD303	CD304	DE401	DE402	DE403	BC201	BC202	AG434
10:40 – 11:10 Session 1	(Theme #5) **Jennifier T. Diamante**	(Theme #5) **Nelson C. del Mundo, Jennifier Tabernero-Diamante, Glenda D. Cadiente**	(Theme #5) **Andrew John Morrall**	(Theme #5) **Nurul Na'Immah Hamdan, Ummul K. Ahmad**	(Theme #5) **Cris Delatado-Baràbas**	(Theme #5) **Chu Ting Yang**	(Theme #2) **Robert MacIntyre**	(Theme #8) **Dennis Tay, Jin Huang**	(Theme #6) **Eunice Barbara C. Novio, Nancy G. Catane**
11:10 – 11:40 Session 2	(Theme #5) **Phoenix Lam**	(Theme #5) **Jingjie Li**	(Theme #5) **Zihan Yin**	(Theme #5) **Qian Yubin, Sun Ya**	(Theme #5) **Niwat Wuttisrisiriporn**	(Theme #5) **Locky Law**	(Theme #2) **William Lau**	(Theme #2) **Thomas E Bieri, Darren Elliott**	(Theme #6) **Jane Lockwood**
11:40 – 12:10 Session 3	(Theme #5) **Uma Maheswari. V, A. Shahin Sultana**	(Theme #1) **Haruko Miyakoda**	(Theme #5) **Ummul Khair Ahmad, Low Poh Wey**	(Theme #5) **Sun Ya**	(Theme #5) **Gary S Linebarger**	(Theme #5) **Zhang Min**	(Theme #2) **Yi Hsuan Wu**	(Theme #2) **Ángel Garralda Ortega**	(Theme #6) **Michelle R. Raquel, Jane Lockwood**
12:10 -12:40 Session 4	(Theme #5) **Yu-Hang Kwan**	(Theme #5) **Brandon Lambert**	(Theme #5) **Mingyu Gong**	(Theme #5) **Thomas Siu-Ho Yau, Poon Kin Man, Leonard**	(Theme #6) **Madhu Neupane Bastola**	(Theme #5) **Yukiko Ohashi, Katagiri Noriaki, Katsutoshi Oka, Takeshi Sato**	(Theme #2) **Li Lan**	(Theme #2) **Yulis Setyowati, Yeni Probowati, Juna Arjunani**	(Theme #6) **Purnama Nancy Lumban Batu, Laila Puspitasari**

12:40 – 13:40	**Lunch** (Podium CF wing and Podium A wing)

13:40 – 14:20	**Prof. Diane Pecorari** (Lecture theatre TU201, Podium, TU wing) Head of Department of English, City University of Hong Kong, Hong Kong **Title: Integrating new technologies into EAP practice: The case of "plagiarism detection" software** **Chair: Dr Phoenix Lam** Assistant Professor, Department of English, The Hong Kong Polytechnic University

14:20 – 15:00	**Prof. Bernadette Watson** (Lecture theatre TU201, Podium, TU wing) Department of English, The Hong Kong Polytechnic University, Hong Kong **Title: Exploring effective communication in the health context: An intergroup approach** **Chair: Ramon S. Medriano, Jr.** TESOL Asia

15:10 – 15:40	**Tea-break** (Podium CF wing)

Room	CD302	CD303	CD304	DE401	DE402	DE403	BC201	BC202	AG434
15:40 – 16:10 Session 5	(Theme #2) **Rungpat Roengpitya**	(Theme #2) **Chen Yu-zhen**	(Theme #2) **Roberta Facchinetti, Sharon Hartle**	(Theme #5) **Howard Chen**	(Theme #2) **Amin Neghavati**	(Theme #2) **Naruethai Chanthap, Punchalee Wasanasomsithi**	(Theme #4) **Ho Kin-Loong**	(Theme #4) **Roxanne Miller, George A. Miller**	(Theme #9) **Reuben H. Esteban, Thammanoon Buphate**
16:10 – 16:40 Session 6	(Theme #2) **Dora Wong, Newman Lau**	(Theme #2) **Rose Sugar S. Callano, Lea M. Cabar**	(Theme #2) **Regina Sliuzas, Kung-Keat Teoh, Natalia Bornay**	(Theme #5) **Tong Li, Weizhong Yang**	(Theme #2) **Gregorio P. Ebron, Jr., Romualdo A. Mabuan and Arlene A. Ramos**	(Theme #12) **Huiting Luo, Shan Wang**	(Theme #4) **Takeshi Kamijo**	(Theme #4) **Yingli Yang, Chang Pengyun, Zhang Yingyi**	(Theme #11) **Daniel James Burge**
16:40 – 17:10 Session 7	(Theme #2) **Elena Korotkova**	(Theme #2) **Frankie Har**	(Theme #2) **Thomas Kaufmann**	(Theme #5) **Zhang Xuhua, Zeng Jianbin**	(Theme #2) **Xia Li**	(Theme #12) **Vita V. Vonog**	(Theme #4) **Wong Hoi Yee, Grace**	(Theme #11) **Wilson Cheong Hin Hong**	(Theme #11) **Takenori Yamamoto, Takumi Aoyama**
17:10 – 17:40 Session 8		(Theme #2) **Ryan Thorpe**	(Theme #2) **Jemma Lynette Konig, Shaoqun Wu , Alannah Fitzgerald**	(Theme #5) **Andy Seto**	(Theme #2) **Asep Budiman, Mochamad Nuruz Zaman**	(Theme #12) **Pan Jun**	(Theme #4) **Wan Yau Ni, Jenny**	(Theme #11) **Sachiko Takahashi, Jane O'Halloran, Rie Ikeda, Mieko Yamaguchi**	(Theme #11) **Frederick Pagalan Obniala**

17:50 – 18:20	**Ramon S. Medriano, Jr.** (Lecture theatre TU201, Podium, TU wing) TESOL Asia **Title: Get published!**

19:00 – 22:00	**Conference Dinner** (Kong Chiu Lau 港潮樓, Harbour Crystal Centre, 100 Granville Road, Tsim Sha Tsui)

8 December 2017 (Friday)

08:00 – 09:00	**Registration** (Podium, TU wing)								
09:10 – 09:50	**Dr Beata Webb** (Lecture theatre TU201, Podium, TU wing) Faculty of Society and Design, Bond University, Gold Coast, Australia **Title: Re-thinking online education: definitions, frameworks, myths and future** **Chair: Dr Aditi Bhatia** Associate Professor, Department of English, The Hong Kong Polytechnic University								

Room	CD301	CD302	CD303	CD304	DE401	DE402	DE403	AG434	AG206
09:50 – 10:20 Session 9	(Theme #11) **Bernie Chun Nam Mak**	(Theme #4) **Shin'ichiro Ishikawa**	(Theme #10) **BI Xin**	(Theme #11) **Chih-Hsin Hsu**	(Theme #11) **Lea M. Cabar, Rose Sugar Callano**	(Theme #11) **Lu, Shao-Jou**	(Theme #11) **Joseph Wun Chung Lau**	(Theme #11) **Richard Miles**	(Theme #3) **Sammy SM Ming**
10:20 – 10:50 Session 10	(Theme #11) **Renia Lopez-Ozieblo**	(Theme #4) **Cheung Lok Ming Eric**	(Theme #2) **Truc Giang Huynh, Vu Mai Yen Tran**	(Theme #11) **Tanjun Liu**	(Theme #11) **Wang Zhifang, Wu Yan**	(Theme #11) **Mahnaz Mostafaei Alaei, Maedeh Hoseinpoor and Hasneh Gorjipoor**	(Theme #11) **Shuiling Chen**	(Theme #11) **Laila Puspitasari A, P. Nancy Lumban Batu, Supendi**	(Theme #3) **Tristan L. Piosang**

10:50 – 11:20	**Tea-break** (Podium CF wing)								

Room	CD301	CD302	CD303	CD304	DE401	DE402	DE403	AG434	AG206
11:20 – 11:50 Session 11	(Theme #8) **Lam Man-Wai, Alice**	(Theme #4) **Albert Wong, Daya Datwani**	(Theme #4) **Bruna Gabriela Augusto Marçal Vieira**	(Theme #2) **Dennis Foung, Julia Chen**	(Theme #2) **Zhou Xiaohua**	(Theme #2) **Hsu-Wei Yin**	(Theme #2) **Sam Cole, Heidy Wong**	(Theme #3) **Huei-Chun Teng**	(Theme #9) **Olga Kopiatina**
11:50 – 12:20 Session 12	(Theme #4) **Amos Yung**	(Theme #4) **Li, Hanhong John**	(Theme #4) **Jason Miin-Hwa Lim, Junaidah Januin, Kamsilawati Kamlun**	(Theme #2) **Suzan Stamper, Dennis Foung**	(Theme #2) **Laxmi Mustika Cakrawati**	(Theme #2) **Rialita Kusuma Shinta Dewi**	(Theme #2) **Rebekka Eckhaus**	(Theme #3) **Laura Wakeland, Simon Boynton**	(Theme #9) **Nhung, Nguyen Thi Hong**
12:20 – 12:50 Session 13		(Theme #4) **Sunarlia Limbong**	(Theme #4) **Anisa Cheung**	(Theme #2) **Matthew D. Edward**	(Theme #2) **Josemari V. Cordova, Thawacha Dechsubha**	(Theme #2) **Kazumichi Enokida, Walter Davies, Simon Fraser and Keiso Tatsukawa**	(Theme #2) **Max Diaz, Ross Miller**	(Theme #3) **Edward Li, Ivy Shek, Jessica Chan**	(Theme #9) **Lindsay Miller, Christoph Hafner**

12:50 – 13:50	**Lunch** (Podium CF wing and Podium A wing)								

Room	CD301	CD302	CD303	CD304	DE401	DE402	DE403	BC202	AG206
14:00 – 14:30 Session 14	(Theme #9) Brian Rugen	(Theme #2) Wei-Ting Fan	(Theme #2) Li-Tang Yu	(Theme #4) Becky S C Kwan, Thomas Chan	(Theme #8) Christopher Hill, Susan Khoo	(Theme #8) Joyce Keithly R. Carbonell, Pauline Grace P. Casil-Batang	(Theme #8) Albert Miranda Navarra, Arlene A. Ramos, Cheryl C. Matala	(Theme #9) Angela Meyer Sterzik	(Theme #7) Tatyana Panushkina, Anna Ilintseva
14:30 – 15:00 Session 15	(Theme #9) Lina Dong	(Theme #2) Jhyyi Chen, Kai-Jye Chia	(Theme #2) Nisita Rittapirom	(Theme #8) Tiffany Ching	(Theme #8) Abdullah Al Mahmud, Koggila Chandra Segar, Sriabirami	(Theme #8) Bixi Jin	(Theme #8) Gary Fogal	(Theme #9) Lan Leei, Rae	(Theme #7) Mikel Garant
15:00 – 15:30 Session 16	(Theme #9) Dave Towey	(Theme #2) Simon Fraser, Walter Davies, Kazumichi Enokida, Keiso Tatsukawa	(Theme #2) Sun Xiujuan	(Theme #8) Cheung Hau Yi, Natalie	(Theme #8) Ma Jing, Qi Yawei	(Theme #8) Yaofei Zheng	(Theme #8) Damien Trezise	(Theme #5) Masaaki Ogura, Takeshi Sato, Tyler Burden	(Theme #7) Junjie Wu, Lindsay Miller

15:30 – 16:00	**Tea-break** (Podium CF wing)			

Room		CD302	CD303	CD304	DE401	DE402	DE403		AG206
16:00 – 16:30 Session 17		(Theme #10) Li Cuiying, Jingyi Guo, Lucy Macnaught, Harni Kartika Ningsih	(Theme #10) Jeremy Phillips	(Theme #10) Li Na, Wang Jinghua	(Theme #10) Romualdo A. Mabuan, Albert M. Navarra	(Theme #2) Hikmah Nur Insani	(Theme #11) Michael Tom		(Theme #1) John Blake
16:30 – 17:00 Session 18		(Theme #10) Tiffany Ip, Vivian Kwan	(Theme #10) Arif Suryo Priyatmojo, Rohani	(Theme #10) Fang Ping Yeh, Aymen Elsheikh	(Theme #10) Toshinobu Nagamine, Ayaka Ikezuki	(Theme #2) Anna Wing Bo Tso, Winnie Siu Yee Ho	(Theme #11) Rachel Luna Peralta		(Theme #1) Hiroki Inoue and John Blake

17:10 – 17:50	**Prof. Rod Ellis** (Lecture theatre TU201, Podium, TU wing) Research Professor, School of Education, Faculty of Humanities, Curtin University Australia Emeritus Professor, University of Auckland **Title: Task-Based Language Teaching in Asian Primary Schools** **Chair: Dr Victor Ho** Assistant Professor, Department of English, The Hong Kong Polytechnic University
17:50 – 17:55	**Closing Remarks** (Lecture theatre TU201, Podium, TU wing) **Prof. Hans J Ladegaard** Head and Professor, Department of English, The Hong Kong Polytechnic University

Abstracts of Keynote Speeches

New Technology in ESP: Issues, Challenges, and Opportunities

Professor Vijay BHATIA

Visiting Professor, Hellenic American University, Athens, Greece
Adjunct Professor, Chinese University of Hong Kong

Abstract

The recent upsurge of new technology and digital modes of communication, including social media, in interdiscursive professional contexts has not only opened up new opportunities for input to ESP programmes, but also brought into focus new challenges for ESP practitioners. Critical Genre Analysis (Bhatia, 2017), with its focus on interdiscursivity in professional practice, can be insightfully exploited to understand and respond to some of the issues that ESP scholars and practitioners need to identify and account for in their pedagogic practice. In this plenary address, I would like to identify some of these key issues and challenges that ESP scholars, programme designers, and practitioners often face, and suggest possible responses to them in order to exploit opportunities made available by new technology. Taking examples from various ESP contexts, I will also illustrate how such challenges can be insightfully met using recent research in Critical Genre Theory.

Reference

Bhatia, Vijay K., (2017): *Critical Genre Analysis- Investigating Interdiscursive Performance in Professional Practice*, London and New York, Routledge.

Bio

Vijay Bhatia retired as Professor from the Department of English at the City University of Hong Kong, and is now Adjunct Professor in the Chinese University of Hong Kong, and Visiting Professor at the Hellenic American University in Athens, Greece.

Some of his research projects include *Analyzing Genre-bending in Corporate Disclosure Documents*, and *International Arbitration Practice: A Discourse Analytical Study*, in which he led research teams from more than 20 countries. His research interests are: (Critical) Genre Analysis, academic and

professional discourses, including, legal, business, newspaper, and promotional genres; ESP and Professional Communication; simplification of legal and other public documents. Three of his books, A*nalysing Genre: Language Use in Professional Settings*(1993), *Worlds of Written Discourse: A Genre-based View* (2004)*,* and *Critical Genre Analysis: Investigating Interdiscursive Performance in Professional Communication* (2017) are widely used in genre theory and practice.

Task-Based Language Teaching in Asian Primary Schools

Professor Rod ELLIS

Research Professor, School of Education, Faculty of Humanities, Curtin University Australia
Emeritus Professor, University of Auckland

Abstract

The global importance of English has led a number of Asian countries to introduce English in the primary school despite the fact that there is no clear evidence that an early start results in higher levels of English proficiency. The position we will adopt is that if the teaching of English is to succeed at elementary school it needs to move away from the traditional structure-oriented approach and adopt a task-based approach. TBLT provides a basis for providing young learners with the opportunities they need to develop a capacity to communicate in English. If an early start in teaching English is to prove worthwhile, TBLT is the approach most likely to achieve this.

In this talk I will first present the basic principles that inform task-based teaching and then illustrate these by examples of task-based lessons for young children. The talk will conclude with a discussion of the problems that teachers and students often face in implementing task-based teaching and invite discussion of how these might be resolved. I will also acknowledge a number of structural impediments and possible solutions to these.

Bio

Rod Ellis is currently a Research Professor in the School of Education, Curtin University in Perth Australia. He is also a professor at Anaheim University, a visiting professor at Shanghai International Studies University as part of China's Chang Jiang Scholars Program and an Emeritus Professor of the University of Auckland. He has recently been elected as a fellow of the Royal Society of New Zealand. His published work includes articles and books on second language acquisition, language teaching and teacher education. His latest book (2016) is *Becoming and Being an Applied Linguist* (John Benjamins). Other recent publications include are *Language Teaching Research and Language Pedagogy* in 2012 (Wiley-Blackwell), (with Natsuko Shintani) *Exploring Language Pedagogy and Second Language Acquisition Research* in 2014 (Routledge) and *Understanding Second Language Acquisition 2nd Editio*n in 2015 (Oxford University Press). He has also published several English language textbooks, including *Impact Grammar* (Pearson: Longman). He has held university positions in six different countries and has also conducted numerous consultancies and seminars throughout the world.

Integrating new technologies into EAP practice: The case of "plagiarism detection" software

Professor Diane PECORARI

Head of Department of English
City University of Hong Kong, Hong Kong

Abstract

Plagiarism is widely understood as a disruptive phenomenon, a problem to be combatted, detected and punished. In this sense it is a distraction from the teaching and assessment activities which are central to the mission of the EAP/ESP classroom. "Plagiarism detection" tools are therefore often seen as a solution which can minimise the time and attention teachers must spend on this particular disruption. However, such tools are controversial and problems have been associate with their use.

This talk will examine the phenomenon of plagiarism, describe the types of plagiarism which software can and cannot detect, and discuss the problems and benefits associated with these tools. It will conclude by making connections between this and other instructional technologies, and describe one model for integrating technology into ESP in a productive way.

Bio

Professor Diane Pecorari works within the area of English Applied Linguistics. Her research has investigated aspects of English for academic purposes and second-language writing, (including source use and plagiarism), and the widespread and growing phenomenon of English medium instruction.

She has taught courses in linguistics, academic writing and professional communication. In addition, she has designed and taught professional skills development courses for university teacher who want to work pedagogically with questions such as how to work against plagiarism, how to promote students' writing skills and how to teach effectively in the English-medium classroom.

Exploring effective communication in the health context: An intergroup approach

Professor Bernadette WATSON

Department of English
The Hong Kong Polytechnic University, Hong Kong

Abstract

Increasing life expectancy and technological advances in treatment and care mean that healthcare has become highly complex, specialist and multi-disciplinary in nature.   Since the 1990s, there has been a recognition that health professionals should learn to work together, rather than as separate professional groups. Bodies such as the Centre for Advancement of Interprofessional Education (CAIPE) and the WHO have promoted the practice of professionals from different disciplines learning to communicate and work with each other effectively. While there have been some steps forward, it is still true that health professions work in silos that do not easily communicate with each other. Specialist language is inevitable in these diverse disciplines but also brings effective communication challenges.

In this talk I discuss the challenges that exist in many current health care contexts when health professionals from different disciplines come together to manage and negotiate patient treatment plans and care. Through an intergroup framework of communication, I discuss some core issues that must be tackled to improve interprofessional health communication and ultimately patient safety.

Bio

Bernadette Watson (PhD Queensland) is Professor of Health Communication at The Hong Kong Polytechnic University.   She is a health psychologist who studies communication.   She researches on the influence of identity and intergroup processes both on patient-health professional communication and on communication in multi-disciplinary and multicultural health teams.   Her research focus is in the area of language and social psychology and she has been a member of the International Association of Language and Social Psychology (IALSP) executive since 2000 and was president between 2012 and 2014.   She is a Fellow of IALSP and was recently honored as a Fellow of the Hong Kong Academy of the Humanities.   Bernadette is also an active member of the International Communication Association and the Intergroup Interest Group.

Re-thinking online education: definitions, frameworks, myths and future

Dr Beata WEBB

Faculty of Society and Design
Bond University, Gold Coast, Australia

Abstract

Digitalisation of our lives is a world megatrend which is already here; we work, we learn, we shop and we organise our entertainment online. Correspondingly, the concept of teaching and learning via digital resources has been part of English as a Second and Additional Language education and broad education at all levels for several decades. However, professional literature demonstrates that many educators still ask questions about the place of online education in teaching and about its expediency. One of the challenges educators face is the revolutionary advancement of digital technologies. These changes in technology and the way it is employed for teaching blur even relatively new definitions regarding online education. Consequently, many existing classifications and frameworks employed for developing and evaluating blended and online learning environments need constant re-defining. This paper aims to address four points. First, it explores world megatrends in order to examine the place of online teaching in global educational settings. Second, the paper examines rapidly changing concepts and frameworks in order to choose the models flexible enough to embrace rapid changes in technology and its collaboration with pedagogy. Considering these re-defined concepts, the third aim of the paper is to look at some prevalent myths concerning online education. The fourth and final aim of the presentation is to risk a look into the future to see how the new adopted frameworks can be used as predictors of what the future holds for us and our learners.

Bio

Dr Beata Webb's research interests extend to education, applied linguistics and linguistics. She has lectured in linguistics and language teacher education in Australia for over 25 years. Working with students and teachers from all over the world has inspired and determined her main research which focuses on internationalisation of education in Australia and worldwide, international student mobility and intercultural teaching and learning. Dr Webb's research aims to improve understanding the nature of linguistically and culturally diverse student cohorts, leading to better preparation of teachers and institutions for the challenges presented by international student mobility, diversity and global citizenship. Her other professional interests include the use of technology in education and e-learning. In the field of linguistics, her work focuses on cognitive linguistics and the study of discourse, with a particular interest in the concept of cross-linguistic possession and linguistic possession in Polish discourse. She has delivered professional workshops and lectures in many countries including Australia, Indonesia, Japan, Korea, the Philippines, China, Poland, the UK and Germany.

Abstracts of all Presentations

"Allow me to ask you something…" Reader-writer visibility in students' essays and it challenges for EAP writing instruction

Ummul Khair AHMAD
Language Academy
Universiti Teknologi Malaysia, Malaysia

LOW Poh Wey
Department of English
Southern University College, Malaysia

Abstract

Learner corpus based studies across genres and language backgrounds have shown that learner writers exhibit heavy features of reader-writer visibility.   Reader-writer (R/W) visibility features items that show a writer's personal feelings and attitudes, commonly revealed through the use of personal pronouns, evaluative modifiers, emphatic particles, rhetorical questions and use of mental process verbs. Several explanations have been offered to account for the highly-involved style in learners' writings including L1 transfer, developmental factors, task setting and teaching practices. This paper reports analysis of learner writers' involvement features based on a 100,000 word corpus of argumentative essays of Malaysian pre-university students. Overall, essays exhibited high occurrences of rhetorical questions; frequent use of vague expressions; overuse of emphatic particles such as just, really, actually, and indeterminate deictic reference here and now. Students' essays also showed high degree of authorial presence through the use of personal pronouns I + verbs such as think, believe and suggest. Findings also revealed use of English expressions that serve different discourse functions. Students' essays may have demonstrated their lack of register-awareness and poor overall knowledge about conventions of academic writing in English which expose instructional gaps that need to be addressed. At the end of the paper, we discuss the challenges of preparing students for and designing EAP courses at university level.

Exploring English as an Academic Lingua Franca: Insights from Iranian Non-Native English Speaking Applied Linguistics Journal Editors and Reviewers

Mahnaz Mostafaei ALAEI, Maedeh HOSSEINPOOR and Hasneh GORJIPOOR
Allameh Tabataba'I University, Tehran/Iran

Abstract

This study predominantly draws on the framework of 'English as an International Language' and attempts to probe whether Iranian non-native English speaking applied linguistics journal editors and reviewers are familiar with the relatively new English as the academic Lingua Franca paradigm and whether they have any aspirations or preferences in this respect. Drawing on data that will be collected through an exploratory mixed-methods design (Creswell, 2013), the study involves 60 Iranian academic journal editors and reviewers. Data collection revolves around several general areas of interest, such as what models of written academic English they prefer in their journals, what learning environments they consider to be conducive to learning academic English to be successful in the publishing world, and what they aspire to achieve in terms of correctness, intelligibility, and fluency. The mentioned constructs will be measured through in-depth semi-structured interviews and an adapted version of the judgment task originally used by Dewey (2011). The preliminary findings seem to indicate that Iranian applied linguistics journal editors and reviewers are aware of the different varieties of academic English. However, the findings may reveal a contradictory tendency in participants' aspirations i.e., despite their recognition of different varieties of English and their emphasis on intelligibility, the participants show strong preferences for native-like academic English in their journals and native-like lexical knowledge in written academic English. The obtained results are discussed in terms of their relationship with the extant literature and implications for TESOL, especially with regard to the role of English as the dominant academic lingua franca (Jenkins, 2014).

Keywords: English as the Academic Lingua Franca, Global English, TESOL, World English, non-native journal editors and reviewers

Genre analysis in EAP: a contextual investigation

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Abstract

Recent work in English for Specific Purposes (ESP) has been interested in expanding genre investigation beyond the text to comprehend how the social and the political organization and practices of the community shape and are shaped by genre use. This contextual awareness aims to contribute to novices´ critical engagement within the community, knowing not only how to say what, but also when and why. In order to develop an English for Academic Purposes course (EAP) for computer science graduate students from Brazil, the present research (sponsored by São Paulo Research Foundation – Process number: 2016/06589-4) conducted a contextual analysis, based on the New Rhetoric School (Bazerman, 1998, 2001, 2011), to complement a socio-rhetoric analysis (Swales, 1990, 2004, 2009) of the genres *research article* and *abstract*. This contextual analysis, carried out in the publishing process of leading journals in the field, and which aimed at identifying the different factors that influence the acceptance of research articles by those journals, is presented in this paper. Through a questionnaire, administered to 38 Brazilian experts who succeeded in publishing in the journals in the past five years, their experience in the publishing process as well as their past academic experience which might have contributed to their preparation for international academic written communication were investigated. Data analysis reveals a pattern in the profile of these researchers, which suggests that the publishing process, even when peer-reviewed, may not be politically and ideologically neutral. This result highlights the importance of approaching contextual issues in EAP/ESP classes once they are as relevant as textual and linguistic ones to social communication.

Keywords: CEAP, Genre Analysis, Contextual Analysis, New Rhetoric School, Publishing Process, Academic Writing

Examining the Discursive Construction of EAP Teachers' Professional Identities in an Online Community in China

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Abstract

This presentation explores how English for Academic Purposes (EAP) teachers negotiate their professional identities in an online community in China. The study is situated in the socio-cultural context of new reform in the college English curriculum, which began in 2013. The new trend has attracted an increasing number of college EFL teachers to transfer to EAP teaching. However, little research has been done to examine how university teachers who have made the transition to teach this new curriculum are making sense of their professional identities as EAP practitioners. This paper reports on initial findings from a pilot study. The pilot is part of a larger study examining how EAP teachers negotiate their professional identities in the online community as well as in their teaching practices.

Computer-mediated communication data were collected from the online professional community and analyzed using discourse analysis. Drawing on the notion that teacher's professional identities are 'stories to live by' (Connelly & Clandinin, 1999: 4), narrative inquiry is adopted to examine how teachers make sense of their career changes and identities shifts, as they narrate their professional stories in the online community. In this presentation, I will share initial findings from one case to illuminate how an EAP teacher constructs her professional identities within the personal, institutional and broader educational reform discourses. The findings and implications for ongoing professional development of EAP teachers in China will be discussed.

Keywords: EAP teachers, professional identities, educational reform, computer-mediated communication, discourse analysis

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Normalisation and digital literacy in the Japanese university language learning context.

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Abstract

The use of digital technology to support language learning is becoming commonplace, but educators need a deep and nuanced understanding of the relationships between teacher, learner, and tools in order to successfully utilise technology in a pedagogically sound manner. Two well-known theories are important in understanding how CALL technologies are applied successfully or otherwise. The concept of the digital native (Prensky, 2001) with its subsequent critiques (e.g. Thomas (ed.), 2011), and the theory of normalisation of educational technology, which suggests that technologies move along a continuum from state-of-the-art to mainstream acceptance (Bax, 2003).

This research set out to help answer two questions suggested by these two theories. Firstly, to what extent do teachers and learners differ and converge in their uses and perceptions of technology? Secondly, has innovation become so rapid that technologies become obsolete without a normalisation phase? It appears that 'normalisation' is in flux — whilst any given technology is already normalised for some, it may still be novel or already obsolete for others – which helps explain continued reports of unexpected gaps in the computer literacy of university aged language learners (e.g. Lockley & Promintz-Hayashi, 2012).

This paper presents the results of a mixed-method research project conducted in the Japanese university context. The results contribute to a more nuanced view of both the theories noted above and their interactions with definitions of digital literacy. The presenters will also discuss pedagogical implications for instructors and administrators striving to use technology in language instruction.

Keywords: normalisation, CALL, digital literacy, language learning

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Online writing tool: Corpus-based error detection

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Abstract

Undergraduate students of computer science are required to submit a short thesis in English to graduate from the University of Aizu. This is particularly challenging for Japanese speakers who rarely function in English, have had little exposure to English in general and even less exposure to formal research writing. A server-side corpus-based error detection tool was created to provide automated feedback on surface-level errors. Regular expressions are harnessed to match particular sequences of characters or words. On matching, scripts for pre-determined tasks are executed to automatically provide feedback.

A learner corpus of all theses (n = 629) submitted from 2014 was compiled. Errors in the corpus were identified manually and automatically. Errors were classified into one of five categories (i.e. accuracy, brevity, clarity, objectivity and formality), mirroring the content of the in-house thesis writing course. Where possible, regular expressions and easy-to-understand actionable advice were created for each error. Scripts were written that automatically colour, highlight, and display advice on the matched strings. A web interface was created to enable text submission around the clock.

This error detection tool focusses purely on the phraseologies unsuitable for computer science research articles and so provides an added layer of error detection in addition to generic grammar detectors, such as Grammarly.

The error detection tool reduces the need for teachers to provide feedback on commonly-occurring surface-level errors. The presentation concludes by arguing that presence of false positive results increases the pedagogic value of this tool.

EFL Teacher's belief and practice on integrating ICT in the classroom

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Abstract

21st century learning demands the integration of Information and Communication Technology (ICT) in educational system. This research is aimed at investigating English as a foreign language (EFL) teacher's belief and practices on the integration of ICT in English language teaching. To reach the objective, a case study on an individual teacher was used in this research. The participant was purposively and theoretically selected because she was considered as the informant who could give sufficient information to answer the research questions. Teacher's interview and classroom observation were used as the data collecting techniques. Interactive data collection and analysis were conducted continuously till theoretical pattern of concepts and categories were achieved. The "Substitution Augmentation Modification Redefinition" (SAMR) model was used as the data analysis tool resulted from the classroom observation to reveal to what extent the teacher implemented ICT integration (Puentedura, 2014a). The results of this research indicate that the teacher believes that integrating ICT is very important as ICT has ability to make transformation of all educational aspects by making use of it to reach instructional objectives then the quality of teaching and learning will improve. The results also indicate that there is no discrepancy between belief and practice as the teacher has been integrating ICT in the classroom. However, the teacher is still on the substitution and augmentation stages in integrating ICT and hardly achieves modification and redefinition stages. These results suggest that teachers be prepared for ICT integration to create more meaningful learning in the classroom.

Keywords: teacher's belief, ICT integration, SAMR model, EFL context

Comprehension of Implied Meaning

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Abstract

Hong Kong Baptist University (HKBU) has recently been offering a credit-bearing English listening course, focusing on providing students with the chance to practice comprehending and analyzing English speech in various authentic situations with a concentration on contextual meaning and culture. The purposes of the course are for students to enlarge their vocabulary, expand their cultural awareness of customs, ethics, history, humour, human relations and regional and cultural speech differences. Other purposes include the development of higher awareness of context-bound meaning such as ambiguity, implied meaning, spoken nuances and connotations. Students are required to practice listening for the gist, main ideas and colloquial language, seeing beyond the surface meaning and trying to decipher between implied and stated verbal information. The students' ability to comprehend conversational implications of different types of implied meaning is analyzed in terms of accuracy and comprehension through three tests from three separate units during the semester. The testing includes rapid, native-speaker listening activities and vocabulary gap-fills with objective, multiple choice questions. There were a total of 48 intermediate to high-level ESL students attending the class during the 2016-2017 academic year at HKBU. This presentation will show feedback from a few participants and offer some implications for the key content and focus of the course, that being the explicit instruction of pragmatic listening skills. The benefits and drawbacks of an ESL curriculum focusing on implied meaning instead of literal utterances and communication will be discussed.

Type of Vocabulary Teaching and Learning Strategies used in English for Specific Purposes (ESP): Considerations for Selected Public Senior High Schools in the Philippines

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Abstract

The mastery of English language vocabulary is vital for learners of English as Second Language (ESL) and English for Specific Purposes (ESP). In this manner, the mastery of English language vocabularies will be needed to attain the students' goal in understanding academic texts. The paper attempts to further investigate the use of vocabulary learning strategies in teaching ESP to public senior high school students. It presents the varying kinds and categorizations of vocabulary as a means to raise awareness of the role of vocabulary in ESP teaching. As such, it will identify the types of vocabulary to be taught and the strategies to be employed by ESP teachers. Also, it will based the study on two specific vocabulary strategies such as Cognitive and Consolidation Strategies (Schmitt, 1997). Specifically, the study will involve thirty students and four Grade 11 teachers from three public senior high schools in the Philippines. An ESP vocabulary learning questionnaire will be administered to the randomly selected students enrolled in the English for Academic and Professional Purposes as a required subject for Grade 11 senior high school students. Four teachers will be observed in the vocabulary teaching strategies that they used. Moreover, the questionnaires in English were used to collect data. They consisted of 25 items classified by six types of strategies, which were adapted from the vocabulary learning strategy classification based on Schmitt's Taxonomy (1997).

Keywords: English for Specific Purposes (ESP), learning strategies, vocabulary teaching, K-12 curriculum, English for Academic and Professional Purposes, senior high schools.

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Exploring Students' Perception of ICT Use in English as a Foreign Language (EFL) Classroom

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Abstract

Due to the rapid advancement of technology, teachers are expected to integrate ICT in the classroom to meet the challenges of the 21st century education. This study attempts to investigate students' perception of ICT use in English as a Foreign Language (EFL) classroom. The study involved 100 high school students from several schools in Bandung, West Java, Indonesia. The data were obtained from questionnaire and interview and were analyzed by using a mixed method approach. The questionnaire, consisting of closed-ended questions using Likert scale, was administered to students to find out their perception while the interview was conducted to gain in-depth opinion on ICT use in the classroom. The participants of the study showed various responses towards the use of technology in EFL classroom. The findings reveal that many teachers have integrated ICT in their classroom. Although slow-speed internet and school facilities are considered as the main challenges in ICT use, the results of the study indicate that a technology-rich environment can motivate students and promote a learner-centered classroom. Therefore, based on the findings, it is suggested that teachers should effectively and creatively explore the use of ICT to engage students, who are considered as digital natives, in meaningful learning experiences.

Keywords: ICT use, EFL classroom, 21st century education, students' perception

Edmodo as a Virtual Classroom: Integrating Educational Technology to Language Teaching

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Abstract

Virtual classrooms such as Edmodo, an online educational platform, provides a new learning environment among students. It opens opportunities for collaborative learning, interaction, and flexibility notably different from the traditional learning environment like face-to-face sessions. However, the incorporation of educational technology into language teaching and learning carries concerns as well as challenges in relation to student's learning. This paper attempts to elaborate a deeper and better understanding of the student's learning experiences with a particular learning technology available online, Edmodo, as the virtual classroom. The study was conducted in a state university in Southern Leyte, Philippines, using a case study method. The research framework used in this study is the Activity Theory, thus, the methods used in this study include interviews and student's avowals, analysis of relevant documents, and online observations. This paper includes discussion on some of the findings of the research and how Edmodo, used as the virtual classroom accessed online, affected the student's active participation in e-learning activities provided to them. This paper also offers sound suggestions and meaningful insights that might be of help to language teachers who are already integrating or teachers who would dare to integrate educational technology in language teaching.

Keywords: Edmodo, virtual classroom, digital literacy, online, learning, educational technology

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Listening Difficulties of Low-Proficiency ESL Learners

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Abstract

This study compared the perceptions regarding listening difficulties of English teachers and Grade 9 students in the Philippine context. The descriptive-comparative research design was applied wherein a 38-item survey form of listening difficulties was used as instrument in gathering data. The gathered data were treated using mean, t-test, and ANOVA. Results of the study showed that low-proficient students in listening were dominantly female, Ilocano, and with a grading average of developing (75–79). In terms of their perceptions when grouped according to the six conceptual categories, teachers and students share the same opinion on listening difficulties except under task variable. In the general-language text variable, students' difficulties include long sentence structures, many idiomatic expressions in the text, and many new words. The listening difficulty under the listening-specific text variable which students and teachers rated the highest was in terms of the fast speed of the speaker, either on dictation type or recorded in an audio clip. In terms of processing, students were perceived to lack listening strategies that caused their difficulties. In the listener variable, students find difficulty when they are not interested in the topic presented. The most striking result, under task variable, revealed that students find difficulty in blank-filling tasks while teachers viewed multiple-choice tasks as more difficult than the former. In terms of external environment variable, the insufficiency of listening lessons were deemed to be the difficulty most encountered by students. Meanwhile, inferential results showed that there is no significant relationship in the students' and teachers' perceptions when grouped according to the six conceptual categories, except for task variable. Under task variable, a highly significant relationship was found. Findings also revealed that when grouped according to the profile of the students (sex, mother tongue and grading average) the perceptions of the students do not have significant differences. The study concluded that most of the difficulties of the students fall under top-down processing. The study also pointed out that the problem in terms of low listening proficiency of students does not lie in the teachers not knowing the difficulties of the students, nor in the mismatch between the students' needs and the target competency set by teachers.

Developing Learner Autonomy through a Blended Learning Environment in Reading for Text Interpretation Course: A Pilot Study of EFL Students at Suratthani Rajabhat University, Thailand

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Abstract

Learner autonomy is one of the challenging issues in a field of English language teaching and learning and has received considerable attention for decades due to the shift from traditional classroom instruction to more learner-centered approaches in class. In a traditional reading class, students tend to be passive recipients and depend solely on their teachers. However, today, new teaching methodologies including technology integrated into the classroom seems promising for students to develop the degree of self-control of their own learning. The study aims at exploring the application of technology together with reading strategies instruction to enhance learner autonomy of 4th year Business English major students at Suratthani Rajabhat University, Thailand. It also proposes development of learner autonomy in the reading class by exploring the roles of teachers and learners and expected outcomes of each stage of learner training for learner autonomy. The findings from the pilot study have a potential to provide a possible solution to the main study with the same purposes.

Keywords: learner autonomy, blended learning, reading, EFL

Using a Large Corpus to Improve Academic Writing in Engineering

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Abstract

There is an increasing need for ESL writers to publish their academic papers.   It is, however, a very challenging task for many non-native English speakers to write formal academic research papers. For EAP writing, few teaching and learning materials for engineering are available. Many ESL students still need more information about using academic vocabulary items in engineering. The information about the common multiple word expressions, academic collocates, and common lexical-grammatical patterns are not available.   To fill these gaps, this study used a new corpus crawling tool called AntCorGen to download engineering journal articles.   These engineering research articles were then compiled into a large engineering corpus.   With this large corpus, researchers were able to compile various useful teaching and learning materials. To extract useful patterns and lexical information, the engineering corpus was first loaded into Sketch Engine. With tools available via Sketch Engine, several types of learning materials can be generated.   First, the new engineering wordlists can be easily compiled.   Second, the keywords of engineering studies can be identified.   Third, the multiple word expressions in engineering can also be retrieved.   These very useful academic phrases can help learners to have a better command of commonly used academic expressions.   Fourth, various engineering collocates can be also uncovered.   These learning materials based on the large engineering corpus can be used to help engineering students further improve their formal academic writing.

Keywords: Academic Corpus, Academic Writing, Sketch Engine, AntCorGen

Using Technology as a Vehicle to Increase the Study of English for Cosmetic Purposes (ECP) in ESL Classroom.

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Abstract

Technology provides various possibilities to activate teaching and learning in ESP classroom. In cyberspace, ESP teachers or learners could find multi-authentic learning materials related to their special needs and content area, and several on-line educational tools and apps for teachers to boost effective courses in ESP classroom or for learners to motivate self-study after class. In this study, word recognition for special needs, semantic network between L1 and L2, and word connection as lexical chunks were three main word association techniques for teachers/ students to associate English words for Cosmetic Purposes (ECP) as a structure. Technology was used as a vehicle to elaborate target content area and learner's cognition with word association techniques. Authentic materials were adapted from YouTube and professional websites. Game and interactive quizzes for students to recognize words or connect words were designed in Kahoot/Quizlet on-line educational tool. 40 participants were recruited from the required ECP course. Data were collected from the students' record in Kahoot/ Quizlet, pre and post need assessment, pre and post word recognition, and association tests. Three results showed in this study. First, students' word recognition got improved if teachers provided impromptu Kahoot flashcard exercises and interactive vocabulary quizzes right after the target vocabulary lecture. Second, matching game in Quizlet and jumble in Kahoot assisted students to group verb + Noun together according to target situation or develop their semantic network between L1 and L2. Finally, to switch multi-media tools randomly could be stimulation to encourage students' interests in the target lesson.

Keywords: ECP, technology and cognition

A Study of Scaffolding Instruction in ESP Teaching

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Abstract

Faced with the current ESP teaching situation in China, and also, inspired by the theories of Scaffolding Instruction, the present research attempted to explore a more effective ESP teaching mode.

The study aimed to answer the following two research questions:

1) What are the attitudes of students towards the Scaffolding Instruction used in their ESP course learning?
2) Will the Scaffolding Instruction prove to be of great significance and effectiveness in boosting students' motivation and interests to learn ESP?

An empirical teaching experiment was conducted through the second half of 2016. The study had two parallel Marketing English classes of second-year university students in Guangdong University of Foreign Studies (GDUFS) as subjects, who were divided into the experimental class and the control class. The experimental class adopted the Scaffolding Instruction teaching mode, in which, based on students' ZPD (Zone of Proximal Development), complex teaching tasks were decomposed and then subsequently five teaching steps were adopted. Nevertheless, the control class just employed the traditional mode of teaching, where the teacher did the explanation and translation, and there were few classroom activities.

By way of having interviews, questionnaires and English tests, abundant quantitative and qualitative data were collected to contrast the differences between the two classes so as to evaluate the teaching outcomes. In accordance with the research findings, the study demonstrated the overwhelmingly positive effect of applying Scaffolding Instruction in ESP teaching, thus, helping to gain insights as to how ESP teaching could be more effectively conducted in China

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Exploring the use of transcripts in the teaching of spoken business English supported by WeChat

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Abstract

Self-transcription, where learners work together to find language errors in recordings of their own oral output, is thought to be an awareness raising activity. WeChat public platforms can provide users with convenient information and updated services and university students like to use WeChat due to its various functions. In order to investigate students' perceptions of using transcriptions in oral business English, this study has selected WeChat as the tool to push oral tasks and sharing of recordings and transcriptions. In this study, students are required to record their own dialogues and transcribe them accordingly, and they are required to correct the errors in the transcription before they share their recordings and transcriptions on the WeChat. The data sources included questionnaire surveys and samples of students' transcriptions. The study shows that all students think they benefit from transcriptions and correction of errors. The study has indicated that WeChat public platform is a good tool to facilitate teaching and learning. The study also helps to identify some issues in using transcriptions and using WeChat as a learning tool.

Integrating e-learning into process writing: The case of a primary school in Hong Kong

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Abstract

The advantages of a process writing approach to boost the written proficiency of second language learners are well-documented in literature. Recent advancements in technology and widespread availability of using e-learning tools have the potential of streamlining the stages of planning and revising for processing writing approaches to the teaching of second language writing. The present exploratory study combined the benefits of process writing and e-learning tools for teaching writing in a primary school in Hong Kong by four local and one native English teacher. They planned a series of writing lessons combining process writing and two e-learning tools, namely Google Docs and Popplet, in four mixed-ability Primary 5 classes (30-33 students in each class). Two classes were taught to use the e-learning tools on iPads to write in groups whilst the other three classes wrote in groups using the traditional paper-and-pencil approach. Findings from focus-group interviews with teaching staff and lesson observations revealed that students in the e-learning classes, regardless of their language ability, were highly engaged in the lessons, showing an increased motivation to write in English and a decrease in grammatical mistakes, compared to their traditional writing counterparts. However, participating teachers, the English panel chair and the principal expressed their concerns on time constraints and teachers' readiness of using e-learning tools, which may obscure successful implementation of such an innovative approach. Implications of how the above e-learning tools can be used to teach writing in other settings, including the ESP courses for mature students, are discussed.

The role of English for an accounting professional in Hong Kong

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Abstract

Accounting professionals are often stereotyped as people spending most of their time or making most of their efforts on numbers to generate various accounting information. While technical computations are essential for accomplishing daily tasks, use of English is almost inextricable for a professional accountant to work in Hong Kong, an international city with English as an official language. This study collected empirical data from an internal audit professional's daily work in a Hong Kong government-funded organisation and examined the role of English therein from a first-person perspective. Specific professional genres and discursive activities were identified through ethnography and application of the Professional Discourse Checklist. The professional genres and discursive activities were analysed in terms of frequencies and the parties involved to explore the kinds and extent of use of English in the accountancy profession. This study revealed the significant role that English plays in all major specific professional genres in the internal auditor's daily work, from the information received to the audit deliverables created, influenced by the official language choice, and for practical communication with some English-speaking recipients. On the contrary, for discursive activities, English are used only if there are non-Cantonese speakers. The findings illustrate that in a workplace dominated by Cantonese speakers, which is very common in Hong Kong, although English could be subordinate in discursive activities, it is undoubtedly playing an important role in specific professional genres for accounting professionals.

Keywords: Use of English by accounting professionals, professional discursive practices, professional genres, Professional Discourse Checklist

Managing interpersonal 'punches' in postgraduate academic writing

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Abstract

The capability of demonstrating knowledge and arguing for values of one's study is important to effective academic writing. This can be achieved through meticulous structuring knowledge and evaluation through textual organisation. Textually organising evaluative meanings can facilitate the construction of the writer's stance, and in turn strengthen the persuasiveness of his/her arguments. To investigate how evaluative meanings are strategically placed in academic writing, the present paper analyses a small set of postgraduate students' writing samples through a qualitative discourse analytic approach. The analysis was informed by systemic functional linguistics (SFL), more specifically the APPRAISAL system (e.g. Martin & White, 2005) and PERIODICITY (e.g. Martin & Rose, 2007). SFL suggests that interpersonal meaning spreads in texts as prosodies (e.g. Halliday & Matthiessen, 2014; Martin, 1995). The propagation of prosodies can establish a consistent 'motif', i.e. accumulation of evaluative meanings across the text. In particular, the prosody of 'domination' predicts and consolidates the writer's evaluative stance through bundling numerous explicit attitudinal meanings in the hyperTheme ('topic sentence') and hyperNew ('summary sentence'), colouring the text with an attitudinal hue. The prosody of domination therefore establishes an interpersonal 'punch' (Hood, 2010) to express the writer's overall assessment over his/her study. In addition, such an interpersonal punch function to align the writer's position with that of the research community, in that s/he argues for the significance and relevance of his/her study to the disciplinary field. To conclude, the present paper will also discuss how the evaluative strategies identified in the postgraduate writing can provide resources for instruction and assessment.

Keywords: English for Academic Purposes, Advanced academic literacy, postgraduate writing, persuasion, interpersonal meaning

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Creating a positive image: Interactional metadiscourse in environmental, social and governance reports

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Abstract

The past few decades have witnessed a growing concern for corporate social responsibility (CSR). This paper reports on an exploratory study of interactional metadiscourse (Hyland, 2005, 2017) as a resource of corporate rhetoric in English-language CSR reports, which are referred to as environmental, social and governance (ESG) reports, published by listed companies in Hong Kong. This paper argues that ESG report writers attempt to use interactional metadiscourse to create a positive image for their companies. Based on 16 standalone ESG reports issued by constituent companies of the Hang Seng Index from two industries: financials (8) and properties and construction (8), this study examines the use of interactional metadiscourse and the collocations of selected interactional metadiscourse. The findings reveal that interactional metadiscourse plays an important role in enhancing the promotional aspect of the ESG reports. This paper represents a contribution to our knowledge of how interactional metadiscourse is used in ESG reports, which could offer implications for teaching persuasive writing in courses of corporate communication for business students and professionals to develop their communicative competence.

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Blending it Early: Promoting Student Buy-in in an EAP Course

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Abstract

This presentation will discuss the adoption of a blended learning approach to aid humanities students' development of academic literacies in university EAP courses taught by multiple teachers. One of the key challenges in course delivery is helping students understand instructional rationales, as well as underlying ideas about reading and writing at university, early enough in the course for them to begin assimilating target language skills. In order to make the most of limited lesson time at the beginning of these courses, and to ensure students from classes taught by different teachers all understand concepts important to their success in their course, a set of multimedia interactive learning packages was designed and integrated into the online learning management system. These packages deliver instructional rationales in a standardized way, and "flip the classroom," thus allowing more in-class time for students and teachers to discuss the most salient themes in course learning rationales, and then

Using Moodle in improving listening abilities in ESP of Vongchavalitkul University students

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Abstract

Moodle has been part of the education technology for decades and has become part in the learning process.   Listening is one of the under-researched in L1 and L2.   Thais English listening comprehension problems varied from listening problems and listening comprehension.   This experimental study used mixed methods and was undertaken with the purposes of investigating the effects of using Moodle in improving the listening abilities of Vongchavalitkul University students taking up Bachelor of Science in Occupational Safety and Health and to find out their opinions on lessons and listening activities in Moodle mobile platform.   The result of administered tests revealed that the samples' listening abilities in Occupational Safety and Health improved.

Keywords: Listening Abilities, Moodle, Moodle Mobile, Occupational Safety & Health

The Philippine 'Blogosphere': Lexical Creativity and Word-formation Patterns

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Abstract

The development of technology has profoundly changed the way people communicate. Communicating face to face is no longer compulsory for work or social functions because anyone could go online so long that s/he has the resources and technical know-how.   However, to understand and be understood in the global community might also be a challenge to some people due to their linguistic limitations. In this way, language has also become an important tool before one can take advantage of the technological innovations. Moreover, technology does not only pose challenges to people but it also brought along demands to language use and functions. The need to label and name the new inventions and features that appear daily in this modern and globalized world is a challenge both for linguists and for the rest of the language users (Reyes & Jubilado, 2012).   Thus, this paper explores the lexical creativity patterns in travel, food, and technology-related blog posts, as avenues for computer-mediated communication. Some 500,000 word tokens, taken from 41 blog posts (9 food, 12 travel, 20 technology-related) were used as data. Using Bautista's (1997) description of word formation/creation, it is revealed that these blog spots utilized processes namely: compounding, blending, acronyming, functional shifting, nominal expansion, coinage, affixing, and echoing. These processes were usually reductive in nature as a convenient tool used in computer-mediated communication and at the same time serve as deliberate forms of creative self-expression.

Keywords: linguistic features, Philippine English, lexical creativity, computer mediated communication.

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Keywords, Word Combinations, and Semantic Categories in the Advertising Genre of Higher Education Institutions: Exploring Contents for Designing ESP Instructional Materials

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Abstract

This paper is one of the aspects of an MA thesis that focuses on the advertising language of promotional brochures published by selected higher education institutions in the Philippines from 2014-2016. Drawing on the empirical works of Fairclough (1993) and Swales (1990) in genre analysis, the present paper extends the investigation to the word combinations present in the corpus. Frequency counter software was used to determine the common keywords and concordancing software was used to determine the possible word combinations. The top common keywords used are nouns with six semantic categories, and analysis of the verb keywords revealed two semantic categories. The second highly employed keywords are adjective nodes with eight semantic categories. Free combinations are found to be highly present in the corpus, with lexicons and phrases originating from the discourse of higher education. The paper offers pedagogical implications on the development of instructional materials on English for marketing and advertising courses especially in the second language context.

Keywords: genre analysis, higher education brochures, advertising language, Philippine universities, advertising semantic categories

Teaching English for Specific Purposes in Indonesia: Approaches and Technologies to Tackle

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Abstract

For years, most Indonesian teachers have been implementing teacher-centered approach as a way of delivering lessons. However, they are now facing a dilemma because student-centered approach is likely to be featured in the current curriculum. It is suggested that teachers divert their way of teaching into the latest one; whereas looking at the situation Indonesian teachers are facing, it is said to be hard to apply. This article tries to unveil the phenomenon by investigating two groups of students taught using different strategies; one was using direct-instruction strategy (teacher-centered), the other was using cooperative learning strategy (student-centered). *Akomodasi Perhotelan* (Hotel Industry) students were chosen due to their crucial goal in learning English for Specific Purposes (ESP). The use of digital media was implemented by delivering lesson through blog and online quizzes such as ProProfs and Hot Potatoes. The research was done through a quasi-experimental design in which both the students' pre-test and post-test were analyzed by using SPSS 16.0. The result of the study revealed that the use of cooperative learning has contributed to boosting up the teaching and learning process to successfully reach the objectives. It is likely, then, to be beneficial for teachers and practitioners to start trying to apply cooperative learning strategy (student-centered) in teaching and learning process especially to teach English for Specific Purposes for Hotel Industry students.

Keywords: English for Specific Purposes, Direct Instruction, Cooperative Learning, Digital Media, Experimental Research

A metaphorical analysis of electoral texts: The case of the Philippine and Taiwanese online news commentaries

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Abstract

Drawing on Contrastive Rhetoric tradition, this paper analyzes the metaphorical expressions utilized in the online news commentaries about the 2016 presidential electoral issues of two Asian countries, the Philippines and Taiwan. Upon a close scrutiny of the data, results show that Filipino journalists tend to thrive on individualistic issues dealing with certain political candidates whereas Taiwanese news writers seem to focus more on collectivist issues relating to a group such as political party and matters pertaining to the country in general. The data further revealed that Philippine commentaries are longer, contain more word-types and metaphor-laden while Taiwanese articles are shorter, indirect, and loaded with direct quotations. Additionally, findings disclosed four dominant metaphorical themes describing the electoral procedure of the two countries such as: 'straight campaign', 'dirty campaign', 'witchcraft campaign' and 'warlike campaign' metaphors. Finally, this study concludes that metaphorical choice reflects the writer's socio-political stance.

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Where do I click? A narrative of the pitfalls and unexpected obstacles encountered by digital learners in an online applied doctoral program

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Abstract

Recent developments in digital, online, and mobile technologies have allowed for increased levels of interaction between formal learners, their learning materials, their instructors, and their classmates without ever having to set foot on a physical campus. As a result, the last 20 years have seen fully-online courses and programs become increasingly mainstream, with growing attention being given to the method of implementation of tasks and activities required for successful learning and teaching. However, instructors primarily focused on delivery and the use of digital technologies may fall back onto traditional teaching practices and overlook the affordances and/or limitations of the technology. While unnoticed by the instructor, these blind spots become readily apparent to the digital learner. As university EFL instructors who are teaching students digitally, and as current doctoral students in an applied online doctoral program, the presenters find themselves in the unique position of being able to evaluate the particular characteristics of effective digital learning from both sides of the educational dyad. The presenters will relate their experiences as digital students through the framework of professionals who are engaged in the practice of teaching while simultaneously being taught. Using these dual lenses, commentary on what makes for an effective online applied learning program will be provided that will help inform program coordinators and instructors of those practices that can positively (and negatively) impact levels of student engagement and serve to either motivate or demotivate digital learners.

Keywords: online programs, distance learning, digital education, professional development, EdD

The ESP and EAP components in College English in Mainland China

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Abstract

This paper discusses the ESP and EAP components in the planned curriculum of College English (CE) in Mainland China. The paper also identifies the gap between the resource curriculum (textbooks) and the teaching goals of CE.

Due to the inefficiency of College English education (CEE), CE reform pursues to improve CE and satisfy the stakeholders. Scholars all over the country have made various attempts, such as ESP, EAP, EMI (English medium instruction). Although academic language skills development has been the main focus for a long time, there are various components in the CE, including ESP, which is indicated from the CE textbooks. This study examines the resource curriculum of CE in Mainland China. Through the textual analysis, it examines the CE curriculum portrayed in policy (syllabus) and materials (textbook). This study chooses one representative series of CE textbooks *New College English* (2nd edition); from the analysis, this study identifies ESP and EAP components in CEE planned curriculum. It summarizes strength and weakness of the chosen textbooks. CEE has gradually developed into an integration of courses; meanwhile, the series of textbooks for CEE have grown to a complex system of books with various emphasis. For years, academic-oriented knowledge and skills takes the main position in CEE; recently, profession or major related knowledge and skills are introduced in the CE textbooks.

The present paper will contribute to the ESP and EAP teaching in CEE. Also, it will help teachers to plan and balance their teaching by understanding the textbooks.

Keywords: plan of curriculum, College English, textbook, ESP, EAP

Flipped Learning in a University ESL Writing Class: Student Preferences and Attitudes

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Abstract

Exploring the pedagogical viability of the Flipped Learning Model (Horn & Staker, 2014) in the Philippine ESL writing context, this study reports findings of a flipped classroom in an academic writing class at a private university setting. Research participants include 27 college sophomore culinary students enrolled in a Writing in the Discipline class in the second semester of academic year 2016 – 2017. For a period of four months, the class utilized the Flipped Learning Model by 'doing the class work at home and doing the homework in the class,' where students watched video lectures on academic English writing via their electronic devices and completed pre-class quizzes at home or outside of class and performed practical activities and lesson applications in the class under the teacher's guidance. Data from survey and focus group discussion reveal that despite access concerns, the flipped classroom approach is well-received by the students as it promotes student engagement with the material, cultivates active learning, and develops learner autonomy vis-a-vis teacher guidance, feedback, and assessment. Furthermore, findings suggest that students favor some activities such as mini-conferences with the teacher, process approach in essay writing, and in-class discussion prior to hands-on activities. Pedagogical implications in teaching ESL (English as a second language) and EFL (English as a foreign language) writing are provided in the light of these findings.

Supporting the Adoption of Business Case Studies in ESP Instruction Through Technology

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Abstract

Perhaps due to their popularity in MBA programs (Boyd, 1991), business case studies have gained significant traction in Business English ESP (ESP-B) classrooms.   While case studies can be challenging even for an experienced business teacher, they are substantially more daunting for an ELT who must teach English language skills while engaging with dense business material whose subject matter may be more foreign to the teacher than to the students themselves.   How can ELTs incorporate business cases into their ESP-B classes in effective, meaningful ways?   Could technology enhance student learning and simultaneously alleviate the pressure of working with business content?

Since the early 1980s, research has been conducted on the benefits and drawbacks of using business case studies in ESP-B classes (Piotrowski, 1982; Grosse, 1988; Westerfield, 1989; Boyd, 1991; Jackson, 1998; Kleinfeld, 1990; Nagel, 1991; Boyce, 1993, Mostert & Sudzina, 1996).   Jackson (2004) and Esteban & Cañado (2004) have suggested practical ways of facing the challenges of case study adoption for ELTs.

This presentation will touch on relevant research (outlined in the poster session "A Research-Based Approach to Utilizing Business Case Studies in ELT" (Eckhaus, 2017)), emphasizing the practical application of such research recommendations.   The presenter will explain how to approach a unit which uses a business case as primary text.   Then, the presenter will demonstrate a multi-lesson unit from a Critical Thinking course that incorporates online forum discussions and collaborative presentation design with the purpose of producing a challenging yet dynamic and accessible lesson to high-intermediate or advanced English language learners.   Suggestions will be included for adapting case materials for intermediate learners.

Keywords: ESP, CALL, business case study, materials development

The mobile messaging application as course management tool: A case study from Vietnam National University

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Abstract

This paper presents a case study from the University of Social Sciences and Humanities, Vietnam National University, in which a Zalo—a free messaging mobile application like WhatsApp or Viber—substituted as an organizing tool for an undergraduate English for Journalism course in the absence of an established course management system and information technology resources. While some research has explored teacher to student communication via messaging applications (Bouhnik & Deshen, 2014), little has been written about how instructors can take advantage of these platforms to distribute materials, increase their classroom presence, and connect with students outside of class. This paper covers how the tool was implemented, student reactions to the tool, and offers a set of "lessons learned" for other educators to take heed of when using similar technologies in their classrooms.

Developing multimodal online materials for a blended learning EMP course

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Abstract

In this presentation, we report on an ongoing project at a Japanese university involving the development of English for Medical Purposes (EMP) materials for blended learning, focusing especially on its objectives, the format of the materials, the way multimedia is incorporated to facilitate self-learning, and the users' feedback.

The project is targeted toward medical-related majors at a national university in Japan. The aim of the project is to address the growing demands for EMP courses from the medical faculty. Developing online EMP materials and integrating them into face-to-face lessons is a realistic and effective way to implement these courses successfully within the extremely limited class hours.

Based on our previous project to build corpora, word lists, and teaching materials for EMP, the online materials in our current project are designed to enable the students to learn core anatomy and physiology words through the following activities: 1) Matching terms to diagrams, 2) Matching terms to definitions, 3) Multiple choice questions, and 4) Gap-filling texts. All the vocabulary and reading materials come with video clips, where the audio files are combined with subtitles and related images, so learners can use them for reading, listening, and speaking practice.

An intensive blended learning course was implemented in the summer of 2017, where the students were required to learn the medical terms online before the face-to-face lessons. A questionnaire survey on the usability of the online materials was conducted after the course. After demonstrating some of our materials, the survey results will be analysed.

Keywords: English for Medical Purposes (EMP), Learning Management System (LMS), CALL Materials development, Blended learning

Integration of Critical Thinking Approaches in Thailand University Classrooms: Perceptive Analysis

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Abstract

Critical thinking, both for learning and instruction, is one aspect of 21st Century skills to be developed among students and instructors as well. This paper aimed to explore Thai learners and instructors' attitudes toward critical thinking employed mainly inside their classrooms in a university setting. The respondents of the study were 200 university students taking various English classes and 20 English as Foreign Language (EFL) teachers who have been teaching in different faculties at Rajamangala University of Technology Lanna Chiang Mai, Thailand. Results revealed that students have little information about the term 'critical thinking' being imparted in their classes. Moreover, the students believed that they need more critical thinking approaches in learning in order for them to get prepared in the real world. As for the instructors, the integration of critical thinking in the classroom is perceivably not easy. The instructors have sought some trainings and workshops to boost their skills in integrating critical thinking activities and tasks inside and even outside of their classrooms. According to most instructors, the lack of skills in understanding words or phrases among students tended them not to fully think critically on a subject matter. On one hand, the instructors confidently related that it is their utmost responsibility to include critical thinking activities or approaches in any specific field of studies. Consequently, as RMUTL centers on agriculture, engineering and architecture, and business studies, this paper can strongly contribute to university's English for Specific Purposes (ESP) curriculum design helping students to boost their critical thinking ability both academically and professionally as a preparation in order for them to deal with challenges and difficulties that they will encounter in their respective workplaces after they graduate.

Kahoot! The Effect of an Online Game-based Platform for Language Learning in the Taiwanese EFL Context

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Abstract

Technology-enhanced language learning has been a great influence on promoting students' learning and motivation. Kahoot!, an online game-based learning platform, is one of the well-known practice of technology-enhanced language learning in Taiwan. The study aims to investigate EFL learners' learning motivation, perception, engagement, and improvement at different levels of English proficiency under three assessments. The participants are 30 5th graders, 50 6th graders, 43 1st graders and 39 2nd graders in the Taiwanese elementary school. The first group used Kahoot! with audio and points, the second group used Kahoot! without audio and points, and the third group used paper-based assessment. Data collection included questionnaires, semi-structured interview, and participant observation in the classroom. Pretest-posttest designs were conducted to explore the improvement. The questionnaire and semi-structured interview were conducted after the experiment to explore their motivation, perception and engagement. The result suggests that there are significant differences on learning motivation, perception, engagement, and improvement among groups under different assessments and it underscores the importance of using Kahoot! with audio and points. Moreover, students of different levels of English proficiency have slightly different results of learning motivation, perception, engagement and improvement. It implies that technology-enhanced language learning had a large effect on students' English performances and learning motivation but instructors should choose the best assessment or online platform to meet different students' needs.

Keywords: Kahoot, technology-enhanced language learning, motivation, game-based language learning, assessment

Undergraduate studies in actuary science: Authorial voice development from a dynamic systems theory perspective

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Abstract

Numerous studies have demonstrated how social and academic factors contribute to English L2 writing, authorial voice construction. Such studies draw from a range of learning contexts, including aeronautical engineering and literature studies, for example. However, no studies have examined authorial voice development in actuary science undergraduate studies. To track voice construction, 37 academic essays composed in English over four years were collected from one Thai undergraduate studying actuary science in Thailand. Engaging a dynamic systems view of learning, this case study first explored intra-individual variability in the development of this learner's authorial voice and then examined whether any patterns of development were statistically significant. Descriptive techniques—trend lines and min-max graphs—were used to visually explore general developmental trends. Findings highlighted patterns of variation symptomatic of phase transitions. It was then hypothesized that these patterns where not random. A Monte Carlo analysis tested this hypothesis. The findings showed that voice development was emergent, dynamic, occurred through moments of progress and regress, and that variation ($p = 0.0026$) in the learner's voice development contributed meaningfully to her constructing a writerly identity as a student of actuary science. This work is a first glimpse through dynamic systems theory at intra-individual variation concerning authorial voice construction within the context of actuary science and provides insight into diachronic and emergent developmental processes that hitherto have been underexplored in related research. This study also contributes to understanding writing expectations in actuary science studies and how authorial voice is constructed in this narrow context.

Keywords: L2 writing, voice, actuary science, dynamic systems theory

A Comparison of Student Assessment Scores and Online Behaviors Across Disciplines - A Big Data Study on an EAP Course

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Abstract

The ESL literature often attempts to explore how discipline-specific EAP knowledge can be acquired, such as Wingate (2015), but not much literature can be found on exploring how students across disciplines perform and behave differently in the same EAP course. Also, despite the emergence of big data, data-driven studies are not common in ESL (Gao, Li, and Lu, 2001; Namaghi, Moghaddam, & Tajzad, 2014). This session describes how students from various disciplines take the same EAP course in a Hong Kong university but how different learning behaviours and performance results are. The EAP course they took helps students with basic academic English skills and requires students to do a range of blended learning tasks on top of three assessments. The presenters adopted a big data approach, retrieved learning data from more than 7,000 learners across disciplines and three cohorts, and compared and analyzed their learning patterns. Initial results suggested that the performance of students in speaking and writing from different disciplines were significantly different, despite having a similar level of language proficiency. Their online behavioral patterns are also different in many ways, including start time, completion time and completion rate. The presentation will suggest a few possible reasons for these differences and highlight some key considerations when designing courses for students in some certain disciplines, such as Health Sciences and Engineering.

Keywords: Learning Analytic; Data-driven; EAP; Academic Disciplines; Blended Learning

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Creating anatomy-based online medical English materials and pedagogical lists

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Abstract

This presentation reports on an EMP (English for Medical Purposes) project, currently underway at a national university in Japan, to develop online materials for second-year medical students. Our aim is to create an online course that parallels the students' actual medical studies, allowing them to connect their developing understanding of medicine to vocabulary and short texts in medical English. A minimum lexical requirement for medical students is the ability to understand and use basic technical terms relating to body parts and functions; consequently, the primary focus of the materials is on anatomy.

A unique aspect of the project is our close collaboration with key anatomy professors, who are supplying us with glossaries of terms relating to the particular areas of anatomy they teach. These glossaries are forming the basis of a list of high-value words that are contextualized in the learning materials. Here, we show examples of the materials and detail the process of their construction along with the challenges of putting them online.

The presentation also examines some characteristics of the words in the anatomy list, and offers suggestions for dealing with the potential difficulties facing learners in their acquisition. One consideration is morphological complexity, and in this regard, we show how we are incorporating the most frequently occurring affixes in the materials: we argue that if learners are familiar with these, they will gain access to many technical words, both in anatomy and the wider field of medicine. The pedagogical implications of our findings extend beyond these fields.

Keywords: English for Medical Purposes (EMP), anatomy, online learning, materials development, word lists

A Japan-China international collaboration: EAP for mutual intercultural understanding

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Abstract

This project involved Chinese and Japanese students in EAP university courses who collaborated with their teachers (from the US) for mutual intercultural understanding using an Internet platform. We will demonstrate the methods of this ongoing teacher/learner research project and present some results. Following the principles of Exploratory Practice (Allwright and Hanks, 2009) and Team Learning (Tajino & Smith, 2016), and building upon previous research (Dalsky & Garant, 2016), the students and teachers enjoyed working towards understanding indigenous psychological concepts: 1) giri and renqing (indebtedness in personal relationships); 2) shudanishiki and jitizhuyi (collectivism); 3) amae and sajiao (asking for an inappropriate favor); and 4) honne/tatemae and biaoxiang/zhenxinhua (real intentions and facade). Results suggest that clear goals and deadlines should be established with explicit instructions at the beginning of such an international classroom project; however, it is also important to be flexible due to differences in time zones and the number of class meetings per week. The cultural groups seemed to benefit about equally from the collaboration as reflected in the high degree of reciprocity. Quotes from students and teachers that show mutual intercultural understanding will be shared in the presentation as well as advice for conducting virtual classroom research cross-culturally

Keywords: Chinese and Japanese EAP, Exploratory Practice, Indigenous psychological concepts, Virtual classroom

A Case for Blended Learning in EAP Programs at Hong Kong Universities

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Abstract

In this presentation I provide a rationale for a more effective use of digital technologies in university EAP programs. I first introduce the concept of "fragmented academic literacies" which arguably result from Hong Kong's highly competitive, unequal and rigid primary and secondary education and the medium of instruction paradox. I then discuss how these fragmented literacies may be reproduced and perpetuated among Hong Kong university students by their past school experiences as well as by university curricula and traditional classroom-based teaching and learning practices at university.

Based on those insights, I outline how the use of digital technologies at various stages of the learning process could become a catalyst for pedagogical disruption and innovation by individualizing learning, enhancing cooperation among student-peers and leading to a more meaningful and productive use of face-to-face contact time between students and teachers. This will be illustrated with examples of digital learning materials and blended learning activities from various EAP contexts.

Keywords: academic literacies, blended learning, EAP

A treebank-driven study of English legislative texts: Local grammar and use of dependency types

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Abstract

Legislative language is a typical sub-genre of legal discourse that is explored for the study of linguistic features of legal discourse. With China's accession into the WTO, in mainland China, a large amount of English versions of legislation appears, influencing other legal discourse made in English in this jurisdiction and forming an emerging variety of legal English. This study provides a quantitative analysis of syntactic variation in the English legislative texts in Mainland China, Hong Kong and the United States. Using a self-built data set of English legislative treebanks based on dependency grammar, the study investigates the distributions of dependency types (de Marneffe & Manning 2016), together with typical linguistic features, and the role that local grammar plays in syntactic variation of legislative language. The analysis shows that syntactic variation mainly appears in relation to four dependency types in legislative texts: (1) det (determiner); (2) dep (a dependency labeled as dep when the system is unable to determine a more precise dependency relation between two words); (3) mwe (multi-word expression); and (4) poss (possession modifier). The study also has important applied and pedagogical implications for legal writing, legal translation and ESP.

Keywords: treebank, legislative text, dependency grammar, ESP

'We will prove that…': hedging and boosting in scientific articles by native vs. non-native expert writers

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Abstract

In scientific research articles, authors are expected to showcase familiarity with the persuasive practices of their disciplines. This includes encoding ideas, employing warrants, framing arguments and conveying an appropriate attitude to their readers and ideas, in ways that their target audience will find most convincing (Hyland, 2000, 2005; Swales, 1990). However, research has shown that non-native academic writers find this challenging (Bloor and Bloor, 1991; Flowerdew, 1999; Hyland and Milton, 1999) and they use significantly fewer epistemic markers to either mitigate, approximate or enhance rhetorical argumentation in their research articles (Vassiliva, 2001; Panacová, 2008, Pastor, 2012; Ngula, 2015). This paper reports findings of how hedges and boosters (Hyland, 2005) are used by both native and non-native English speaking expert writers from science and engineering disciplines. A corpus of 24,000 words consisting of 12 research articles published in high-impact journals from 2010 to 2015 was compiled to examine the rhetorical devices used by established Malaysian researchers compared to their peers from the same discipline. The findings showed differences in types of hedges and boosters employed, their distributions over different parts of the text, and the communicative functions that they serve. Results from analyses suggest that there was considerable underuse of epistemic markers by Malaysian expert writers compared to their native counterparts. Findings from the study offer useful insights into writing research in a second language and practical pedagogic implications to advanced EAP writing classes.

Keywords: hedging; boosters; expert corpora; science and engineering; Malaysian writers

Integrating gamification and student-centred pedagogy in ESP Classroom: Kahoot

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Abstract

It is a common phenomenon that "Monday Morning Blues" effect does exist in University ESP classrooms as many students find it hard to keep focusing through an early Morning class. Game-based learning tool, therefore, could be an effective strategy to engage second language learners' motivation, stimulate curiosity and learning (Hussein, 2015). Kahoot, which is an instant mobile response platform, can be used as a gamification tool in which students' attention and engagement can be kept and enhanced to a certain extent. This paper examines approximately 120 undergraduate students' perception from different ESP disciplines of the use of Kahoot. Having conducted Kahoot as pre-lesson and post-lesson activities throughout a semester, each student was required to complete an online survey to comment on whether and how the game-based learning tool can help students learn English more effectively and efficiently. One should also evaluate the effectiveness of Kahoot in ESP classroom. Over 85% of the respondents favour Kahoot as a learning tool because of its user-friendly and competition-based interface as well as its interactiveness, which will trigger students' engagement. The results can substitute for a number of L2 motivational strategies in Dörnyei's (2001) comprehensive framework. The student participants also pointed out that the integration of gamed-based learning tool, Kahoot, is best achieved if it is purposeful, appropriate, multimodal and sustainable. This idea aligns with the one raised by Gruba and Hinkelman (2012). This study offers valuable insights to ESP teachers who are interested in student-centred pedagogy and mobile phone learning.

Keywords: game-based learning, motivational strategy, student engagement, student-centred pedagogy, mobile phone learning

The Quality lies in the blend: from MOOCs to bSPOCs in ESP teaching

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Abstract

The use of digital materials has long been advocated for the teaching of ESP. Bearing in mind the new opportunities offered by the Internet in this field (Slaouti 2002; Warschauer 2002), Massive Open Online Courses (MOOCS) began to be popular in 2008, heralded by leading Higher Education institutions such as Harvard and MIT (Christensen & Weise, 2014; Siemens, 2005). However, despite their initial success, dropout rates and retention problems have prompted considerable criticism of MOOCS (Chen 2014: 1; Clow 2013: 188; Daniel 2012: 18) leading to the need to adapt them into new models. Hence, recently, there has been a shift towards *Small Private Online Courses* (SPOCs) (Fox 2013), reducing the massive element whilst retaining the advantages of the online space.

In this presentation we focus on the positivity of blended learning such as online support and learner autonomy combined with scaffolding in the ESP classroom. To do so, we will illustrate a case study of the Professional Development courses run in blended SPOC modality at the University of Verona, Italy; such courses – entitled "English for the World of Work" – are aimed not only at University students, but also at professionals largely working in the fields of commerce and finance, and have been designed to improve key language competencies required for the Italian world of work.

The paper will illustrate not only the structure of these courses and how they have been implemented, but also student feedback and the actions that have been carried out in order to meet the needs both of students and of professional practitioners.

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Undergraduate students' perspective in using Edmodo as an educational social network

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Abstract

The integration of technology in education and the need to meet the requirements of the 21st century learning lead educators to use an online learning platform. Edmodo is offered as one of learning platform that could be used in EFL classroom. This research was aimed to investigate the perception of undergraduate students on the use of Edmodo as an educational social network which has been implemented in the classroom. This study employed mix method design by involving 50 undergraduate students from a university in Bandung, Indonesia whom experienced in using Edmodo as the participants of the study. The data were collected through closed-ended and open-ended questionnaires. It was revealed that undergraduate students showed positive response and attitudes in using Edmodo in their learning process. Thus, some obstacles of using Edmodo also revealed like lack of experiences related to the experiences in using technology and how to manage the time allocation. This study suggested that Edmodo should be implemented and applied in undergraduate EFL classroom.

Keywords: Edmodo, Undergraduate Students' Perception, Educational Social Network, Online Learning Platform

An investigation into the learning transfer of English for Specific Academic Purposes (ESAP) writing skills of engineering students

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Abstract

The overarching goal of English for Specific Academic Purposes (ESAP) is to equip students with the relevant skills to communicate within a specific academic context related to their field of study. This involves learning transfer, when learners apply their ESAP knowledge to new situations and contexts. In this presentation we focus on the learning transfer of 27 undergraduate Engineering students taking an ESAP writing course, and highlight the extent to which these students' ESAP learning was transferred to their Engineering-specific courses. The research questions which we explore in our talk are: (i) To what extent does transfer of the learning outcomes of the ESAP course occur in students' course-specific programs?; and (ii) What are the specific contexts in which this transfer occurs, and what is the extent to which this transfer is sustained? In our exploration of these research questions, we present the results of student's self-identified transfer and consider how this correlates with any instances (or lack of) transfer observed in their work, in order to better understand how students' perception of their own learning influences learning transfer. This study uses a longitudinal research method that combines the participants' written reflections, with questionnaire surveys and individual interviews, along with written assignment samples from both the participants' ESAP course as well as their Engineering courses.

Keywords: Learning Transfer, Writing Skills; learning Outcomes

Knowing and Arguing in Engineering Design: A Text-informed Investigation of Undergraduate Design Discourse

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Abstract

Designing technical artefacts is one of the most important activities characteristic of engineering, and distinguishes the discipline from pure scientific inquiry. While research is prevalent on how professionals conduct engineering design, little research examines the way university students display their design knowledge and argue for their design proposal in writing. Drawing on the textual framework of metadiscourse (Hyland, 2005) and APPRAISAL (Martin & White, 2005), this investigation compares one junior and one senior design written assignment by an industrial and manufacturing systems engineering student. Findings emphasize the value of textual analysis in understanding undergraduates' recontextualization of knowledge and arguments unique in the discourse of engineering design.

English teachers' perspectives on writing feedback: Not "what is better?", but "what is feasible?"

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Abstract

In-depth structured interviews were conducted with four focus groups of 14 English teachers who taught in either English or Chinese medium schools to investigate how teachers administer corrective feedback (CF) to students' writing, one of the most controversial areas in ESL/EFL teaching. In the past decades, much has been disputed than agreed on regarding the effectiveness and preferences of different types, forms and quantities of CF (see, e.g., Amrhein & Nassaji, 2010; Bitchener, Young, & Cameron, 2005; Chandler, 2003; Ferris, 2006; Rollinson, 2005; Sheen, 2007; Sheppard, 1992; Truscott, 1996). As ESL/EFL teachers, therefore, it might be more important that they have clear personal rationales as to why they administer CF in certain ways (i.e. knowing how and why) than to subscribe to any of the conflicting scholarly views (i.e. believing which method is better). The current study aims to find out if such rationales exist in ESL/EFL teachers' mindset and if so, whether they coincide with the propositions of researchers. Prior to the interview, each interviewee was given an authentic student composition to mark. Then during the interview they were asked about four major areas regarding 1) the amount of CF they gave, 2) The focus of the CF, 3) the explicitness of the CF and 4) the means of delivery of the CF. Data are being analysed qualitatively, and preliminary evidence tends to suggest the interviewees generally had certain concepts about the effects of adopting different CF but they expressed concerns over the constraints they had when marking students' writing. As a result, the decisions on how to mark a piece of writing were more driven by practical limitations rather than teacher rationales.

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Exploring Synchronous Mobile Assisted Language Instruction for EFL Oral Proficiency

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Abstract

Studies (Goh, 2014; Horwitz, 2013) indicated that language barriers, particularly speaking and listening deficiencies, hinder ELLs from being successful both at school and in obtaining employment in the globalized world. However, Mobile Assisted Language Learning (MALL) is the use of mobile technology for accessibility of oral proficiency development (Miangah & Nezarat, 2012). While MALL has become a great new learning device, many studies explored speaking and listening development, mostly in an asynchronous format (Kukulska-Hulme & Shield, 2008).

This research paper addressed this need by investigating six ESL teachers' instruction to EFLs via the synchronous MALL platform which enables EFLs to engage in two-way interactive conversations through built-in cameras and voice recording. The study featured a qualitative case-study design with semi-structured interviews, stimulated-recalled interviews, and observations. A comprehensive framework is based on both Ozgun-Koca, Meagher, and Edwards' (2010) Technological, Pedagogical, and Content Knowledge (TPACK) and Andrew's (2007) Teacher Language Awareness (TLA) that emphasizes teachers' cognitive abilities in applying their content knowledge for language teaching.

Despite the possibility for synchronous MALL to increase social interaction and oral language practice, EFLs often end up with less meaningful conversations which promote shallow thinking as a result of environmental distractions and limited mobile device functions (such as limited, chunked context delivery). Erben, Ban, & Castañeda (2009) emphasized that beyond making students talk, teachers need to "promote quality dialogic engagement" (p. 53). The effectiveness for this synchronous MALL teaching often depends on teachers' linguistic (especially the explicit instruction in Grammar) and pedagogical expertise (Kukulska-Hulme, 2010).

Keywords: Mobile Assisted Language Learning (MALL), ELL Oral Proficiency, Online Teaching, Digital Learning

Interactivity in Simulation Games: Game-playing vs. Walkthrough in English Vocabulary Recall

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Abstract

Games have been popular for decades and applied to second/foreign language teaching and learning. Abundant studies revealed that game-based learning can aid learners of English in their vocabulary learning particularly. However, "interactivity" involved in games has been reported to either enhance or hinder language learning. Namely, previous studies showed no consensus on the effect of interactivity in games on vocabulary learning. The current study, therefore, aims to investigate how interactivity in a popular simulation game, the SIMS 3, affects Taiwanese intermediate English learners' performance on both vocabulary recall of selected words frequently occurring in SIMS 3, and their attitudes to different modes of learning, game-playing and watching videos of game-playing. After the pre-test to gauge participants' prior knowledge of selected words, all participants were randomly divided into player group and walkthrough group. After the one-shot treatment for one hour, participants needed to complete an immediate, delayed vocabulary recall test, and online questionnaire. The result shows that generally both playing simulation games and watching walkthrough videos of The Sims 3 have a positive effect on vocabulary recall. Nevertheless, players lose more learned words than watchers do on short-delayed vocabulary recall, which indicates that retention effect is more apparent among walkthrough group than among player group. Additionally, players' dubious attitude toward effectiveness of gameplay on vocabulary acquisition and their difficulty in paying simultaneous attention to game content and vocabulary items can mainly result from a greater degree of interactivity involved in the entire process of gameplay, than in that of watching walkthrough videos.

Using Intensive Technology in Teaching English for Environmental Engineering: A case study at Danang University of Science and Technology, The University of Danang, Vietnam

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Abstract

It is widely recognized that technology-enhanced learning plays a critical part in promoting learners' engagement in learning activities. However, due to some problems related to teachers, students, facilities and other issues, the application of technology in teaching English for specific purposes (ESP) in Vietnam has usually been restricted to a few simple educational tools, namely images or videos. This article therefore provides insights into ESP learning of environmental engineering students from Danang University of Science and Technology, The University of Danang, Vietnam. Some intensive technologies to develop students' critical thinking and creativity are being piloted at these classes instead of traditional teaching and learning styles. Thanks to the adaptation of technological advances as well as teachers' guidance, these students, who should be divided into small groups, are expected to present topics and compete with one another in terms of knowledge of some vital environmental issues such as: renewable energy, pollution, waste management, water quality control, etc. more conveniently and interestingly. This study is aimed at acknowledging the importance of the learning model and indicating some drawbacks from personal experience throughout the lessons within one semester, for example, huge class size, Internet access or student motivation. Simultaneously, students' attitudes and perceptions will be examined through a survey, including Likert-scale questions and open-ended questions. Accordingly, some suggestions for teaching ESP at this university in particular and in Vietnam in general could arise to meet increased needs of English proficiency in occupational settings.

Keywords: technology-enhanced learning; ESP; environmental engineering; environmental issues; students' attitudes and perceptions

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Script annotator: Design, development and evaluation

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Abstract

To fulfil the graduation requirements of the school of computer science and education, all students must deliver a research presentation in English. This is an onerous task for many Japanese students. Almost all their presentations are read verbatim from speaker notes using presenter view. The delivery tends to be rather staccato and monotonic. To address this, I designed, developed and evaluated an online tool that automatically annotates scripts for various pronunciation features to help them deliver more animated and more naturally sounding presentations. The presentation script annotation tool uses regular expressions to match particular sequences of characters or words. On matching, scripts for pre-determined tasks are executed to automatically add annotations to the text. Students can select which aspects of presentation delivery they want to be annotated. The features currently available include: (1) pausing shown by slashes; (2) sentence-final intonation shown by arrows; (3) multisyllabic word stress shown in bold; (4) sentence rhythm based on content words shown by increased font size; (5) linking between words shown by underlining and phonemic symbols; and (6) pronunciation of some letters is shown using colour and phonemic symbols. Students (n=20) listened to a text-to-speech engine reading a presentation script, and then practised reading aloud. They were audio recorded reading both a raw script and an annotated script. Assessors (n=5) who were unaware of context or research aim were asked to judge the quality of both presentations. The presentations based on the annotated script were invariably evaluated as better quality.

How ESP courses prepare pre-service teachers for their disciplines: Effectiveness and implications

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Abstract

English for Specific Purposes (ESP) courses have been incorporated into different bachelor's degree programmes in tertiary institutions to equip students with the desired language skills so as to facilitate their learning in their disciplines (Evans & Morrison, 2011). Programmes offered by Education Studies, which tend to integrate subject knowledge, teaching theories as well as personal propositions and reflections, have a distinctive way of negotiating knowledge (Woodward-Kron, 2004). Undergraduates from these teacher training programmes, also known as pre-service teachers, face diverse language demands in completing a series of learning tasks, ranging from academic essays and lesson plans to micro-teaching sessions. However, previous studies on pre-service teachers focused more on their general English language proficiency (Gan, Stapleton, & Yang, 2015) while specific academic and professional language skills have not received sufficient scholarly attention. The proposed study therefore aims to investigate how ESP courses prepare pre-service teachers for fulfilling their learning tasks and even their future teaching duties in English. The study will draw upon both documentary analyses and semi-structured interviews. By examining the course outlines and materials, the intended learning outcomes, structures and content of different relevant ESP courses can be illuminated. Interviews with various stakeholders, including undergraduates, graduates, course instructors and course developers, can further elicit insiders' views on the effectiveness and practicality of the ESP courses. The combined data are particularly valuable to the design and development of ESP courses intended to help pre-service teachers fulfill the language demands encountered in their current programmes and future careers.

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Evaluation of Learners' L2 English Essays: Comparison of Three Approaches

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Abstract

How can we evaluate learners' L2 essays in a reliable way? This topic has been widely discussed in applied linguistics, but there seems to be no clear agreement on it. Therefore, we compared three possible approaches to evaluate learner essays: (a) rating, (b) editing, and (c) comparing to native speakers' (NS) essays.

First, we asked five professional proofreaders to rate eight essays written by learners at different L2 proficiency levels based on five viewpoints: contents, organization, vocabulary, language use, and mechanics (Jacobs et al. 1981). Then, two kinds of integrative scores (simple average and weighted average) were calculated. Next, proofreaders edited learners' original essays so that they became fully intelligible. Then, the number of additions and deletions in edited versions were counted. Finally, comparing the frequencies of the words appearing in learners' essays and NS essays written about the same topic, we calculated log-likelihood ratios, which were also known as keyness values.

Thus, we compared three approaches to evaluate learner essays with a special focus on consistency across raters and sensitivity to differences in individual essays. Our quantitative analysis has shown that in terms of consistency, rating is the best index, and it is followed by comparing, while in terms of sensitivity, editing is the best index and it is followed by comparing. Our findings seem to shed a new light on discussion of the methods for L2 essay evaluation.

Using Multidimensional Analysis to Investigate the Discussion Sections of Research Articles in Chemical Engineering

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Abstract

Previous studies have shown that the research article discussion section can be a particular challenging undertaking for EAL novice scientists. This ongoing study investigates the textual differences of Discussion sections of highly cited research articles and articles with few citations in chemical engineering. The comparison is important to make novice scientists familiarize with and aware of some of the preferred discoursal practices and established norms of discussing research findings in the successful written samples in comparison to the less successful ones.

A total of 213 Discussion sections were collected according to journal five-year impact factors and citations. The corpora were then analyzed using Multi-Dimensional (MD) analysis proposed by Biber (1988) to examine the underlying linguistic dimensions. Six linguistic dimensions were given based on factor analysis. The T-test was then used to examine the linguistic variation in the two sub-corpora. Some preliminary results of the linguistic variation on the three dimensions will be discussed.

It is suggested that consciousness-raising activity in academic writing is needed based on statistical findings. The results could provide valuable pedagogical insights into how Discussion sections are linguistically structured, and inform EAP practitioners with empirical evidence in their instruction and material design for the less experienced scientists.

Keywords: the Discussion section, Multi-dimensional analysis, EAP writing, corpus-informed teaching instruction

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Assessing L2 learners' academic reading strategies: using assessment methods through open coding and constant comparative analysis

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Abstract

Context-based assessment in the L2 academic reading classes includes an analysis of student self-reports about their academic reading strategies using methods such as L2 strategy portfolios, journals and diaries. Academic reading requires L2 learners to apply a combination of strategies. During the pre-reading stage, learners predict the content from the text title, and in the reading stage, they evaluate the thesis, topic sentences, keywords, transitions and examples. In the post-reading stage, they write an outline, reaction and summary of a text. To examine how students in EFL academic reading classes at a Japanese university combined strategies, learning logs from 2013 and L2 strategy portfolio from 2016 were used in previous studies, which both seemed to indicated learners' self-assessment of their reading strategy use.

In the analyses conducted in 2017, open coding and constant comparative analysis were applied to a re-examination of selected previous findings from L2 strategy portfolio reflections and learning logs respectively. It was found that in portfolio reflections, students assessed the usefulness of the reading strategies to analyze a text, whereas in their learning logs, students gave descriptions of reading processes from analyzing a text to summarizing it, thus the data from these two methods were complementary in L2 learners' strategy assessment. It was concluded that analyses of L2 student self-reports such as learning logs and strategy portfolios using open coding and constant comparisons can be helpfully used for assessing L2 learners' academic reading strategies.

Keywords: academic reading strategies, learning logs, strategy portfolios, open coding and constant comparison, complementary methods

Student Collaborative Wikis on Ethnographic Linguistic Landscape Analysis

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Abstract

With the largest population of English language learners in the world at just over 400 million, China is a hotbed for English infusion. While several researchers have examined Shanghai and Hong Kong (Graddol, 2013; Bolton, 2012) few have studied the linguistic attributes of smaller cities. The instructor has employed a flipped classroom methodology in empowering the students as ethnographic researchers in their own neighborhood (Shaoxing, China)!

The group projects made use of the collaborative writing website, www.wikispaces.com. Through this tool students are able to log in and modify their research papers at any time and view real-time feedback from their advisor, thus, enabling everyone to draft the paper collaboratively from anywhere in the world! The nature of doing ethnographic research is a novel approach that empowers students as primary researchers in an ever-changing environment becoming increasingly westernized.

Students chose a site, devised a research question, performed ethnographic research, interviewed people at the site, analyzed the results of their findings, and discussed the implications of their research. Some of the sites include: Starbucks, Walmart, Pizza Hut, train station, university campus, and a tourist site.

The research questions generally related to the usage of English at the site and perceptions held about the usage of English.. An English linguistic landscape (Blommaert & Maly, 2014) was created and analyzed through pictures, fieldnotes, and interviews. Finally, the implications of the studies related to reducing the amount of Chinglish at the sites, modifying qualifications and training for staff members, improving perceptions of the sites, and examining changes in students' perceptions.

Keywords: Ethnography, Linguistic Landscape, Wikispaces

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Teaching English to Geologists: Developing a Good Syllabus

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Abstract

In September 2016 I started teaching English classes for third and fourth year students of Geology and Geophysics Department at Novosibirsk State University, Russia. For one academic year, I have been trying various combinations of tasks to target both general and academic language, trying to prepare my students for a professional career in geology. I have faced several challenges: 1) being a linguist, not a geologist myself, 2) trying to fit an enormous amount of information into one class per week, and 3) adjust my lessons to various levels of English in the classroom. What helped me most in overcoming these challenges is a balanced syllabus that included a variety of tasks, including a sufficient amount of independent work with portfolios and audiovisual materials, strict rules concerning attendance, and several creative tasks involving critical thinking and problem solving. In my presentation, I will show several examples of ESP syllabi designed specifically for these groups of students and will provide explanation of what worked effectively for their language learning.

Keywords: syllabus, ESP, geology

Using Videos in ESP Class to Boost Viewing Comprehension Levels in University Students

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Abstract

The current research carried out in 2013-2014 and 2016-201 gives an insight into how successfully the online videos can be implemented in ESP classes to boost viewing comprehension (VC) in B2-C1 level undergraduate university students majoring in International Relations studies and seeking bachelor's degree.

Basically, the contents of online videos (BBC and CNN reports, TED Talks) in the video project are consistent with those of the textbooks on International Relations studies; however, the project expands and supplements the key subjects of the textbooks due to its diverse content and mobile access to world events.

We regard viewing comprehension as a psychophysical process in which individuals construct meaning from visual chunks and relate what they see with their background knowledge. The author integrates such key VC strategies as prediction and gisting; self-monitoring and clarification; inferencing and summarizing into the video project thus, motivating the recipients to use the online resources as launch pad for further discourse, exploration, reflection and action.

Furthermore, efficient pre-viewing, while-viewing and post-viewing activities   such as presenting videos in the   skeletal-note patterns, making   True/False statements, filling in concept maps, paraphrasing "standout" ideas,   summarizing main ideas vs. key supporting details, separating explicit from   implicit information, creating a word cloud;   socializing extended responses in writing, on social media, etc. were widely used.

The statistics of the tentative data submitted in the research indicates the   increased VC levels both in 2013-2014 and in 2016-2017 which testifies to the efficiency of the current video project.

Keywords: online video resources, video comprehension (VC) levels, VC strategies, VC activities, video project, statistics

Presenting the direction of a study in research articles: Would the paradigm and the section matter?

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Abstract

An utmost important task of a research undertaking is setting its direction. It involves establishing its goals and delimiting its boundaries, which determine how the rest of the project proceeds. In various types of research texts (e.g., proposals, theses, or articles), the direction of a study (DoS) needs to be articulated explicitly and clearly for the reader, usually at the end of the Introduction and the Literature Review. Direction-setting and expressing it comprehensibly often pose some challenges to the novice research writer (see, e.g., Andrews, 2002; Pryor, 2010), which explains why many research and writing textbooks offer advice for how to formulate DoS. The three most common forms suggested are the purpose statement, the research question and the hypothesis (e.g., Creswell, 2009; Feak & Swales, 2004; Weissberg & Buker, 1990), which Lim (2010) collectively refer to as directional determinants (DDs) (cited in Feak & Swales, 2011). Yet, the tips provided are often rather general, drawing on limited authentic data and do not pay special attention to how the DDs may vary across different epistemological traditions (e.g., positivist, interpretivist or pragmatist) or across the two sections of Introduction and in the Literature Review section. The study to present in this paper aims to address the gap by comparing the use of the three DDs in the Introduction and the Literature Review sections of research articles which are published in an applied social science discipline but follow different research paradigms. Findings show both cross-paradigm and cross sectional differences, which will be presented in the paper together with some pedagogical implications.

A corpus analysis of stance and engagement in written lesson observation feedback

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Abstract

In educational discourse, providing feedback to learners is a common practice which has attracted considerable attention in the ESP literature. Previous discourse analytic studies have usefully applied different theoretical frameworks such as genre analysis to examine the ways feedback was given in academic and professional settings. This paper, with reference to Hyland's (2005) model of interaction, analyses a self-complied corpus of written lesson observation feedback to investigate the interactional resources deployed by four teacher educators to achieve interaction with teacher trainees in teaching practice supervision. Findings from the present study show that these trainers tend to communicate feedback using two stance features, with attitude markers (e.g., evaluative lexis) being the most popular type which is used to assess trainees' teaching performance. The high frequency of attitude markers is followed by hedges especially modals, which serve to mitigate critical feedback. Besides the expression of stance via attitude markers and hedges, three engagement features were identified from the corpus, namely reader pronouns (e.g., the second person pronouns you and your), directives (e.g., the obligation modal should and imperative clauses) and rhetorical questions. These engagement features appear to serve three respective functions, i.e., to address trainees directly, to instruct or remind trainees, and to stimulate trainees' critical reflection on their teaching. It is hoped that these findings will not only add to the existing literature on metadiscourse, but also enhance our understanding of how various lexico-grammatical resources can be utilised to express stance and engagement in written commentary.

Keywords: Engagement; feedback; interaction; lesson observation; metadiscourse; stance

Discursive competence of a professional in Hong Kong's public sector workplace

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Abstract

The symbiotic relationship (Evans, 2013) between written discourse in English and spoken discourse in Cantonese is apparent in Hong Kong's professional workplace. Evidence-based empirical studies have provided evidence that English is the predominant language for most written genres for achieving specific tasks and objectives while Cantonese is the predominant spoken discourse in Hong Kong's business workplaces. However, such studies based on authentic data are not easy to come by when time is money in Hong Kong, a highly commercialised international financial centre of the world; or time is resources in the public sector when public bodies need to ensure that public funds are used cost-effectively. Through adopting a Professional Discourse Checklist (Cheng, 2009), this study provides valuable data for gauging the discursive competence (van Dijk, 1997; Bhatia, 2004) and revealing the discursive practices in the workplace communication activities by a Hong Kong public relations professional of a quasi-government body. In addition to qualitative data collection, the study conducted an ethnographic survey. The findings will be discussed with reference to a non-essentialist view of culture (Holliday, Hyde & Kullman, 2010) and the ways in which the local context impacts the professional's choice of language and genres in the workplace communicative activities.

Keywords: Discursive competence, discursive practices, Professional Discourse Checklist, a non-essentialist view of culture, English as lingua franca

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Investigating travellers' perceptions of Hong Kong through a corpus of TripAdvisor posts

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Abstract

Tourism is one of the most important service-oriented industries in contemporary society and every tourist destination makes its best effort to attract the maximum number of visitors and to generate the greatest revenue possible. To this end, it is crucial to identify the key markets of a tourist destination and to understand the needs of such markets so that resources can be strategically employed to maximise their impact. Traditionally, market identification and needs analysis of a tourist destination has been conducted via questionnaires in marketing research, which often only provide a glimpse of visitors' views framed by questions set by the researchers based on a small sample size. Thanks to the popularity of travel websites, it is now possible to gather the views of thousands or even millions of visitors from all over the world in a scale which could only be imagined before. Collecting reviews from the world's largest travel website TripAdvisor®, the present study examines perceptions from TripAdvisor users of Hong Kong through a corpus-based approach. Based on posts on the website and their associated meta-data gathered in a one-year period, the study identifies the top countries from which users have generated the largest number of posts on Hong Kong and investigates the key topics of interest of such users through the analysis of keywords and concordance of frequently-occurring items. Findings from the present study can provide tourism organisations with insights into the key markets which should be targeted for promotional purposes, and can allow such organisations to design advertising campaigns which better address the specific needs of such markets. The present study thus demonstrates the value of applying linguistic knowledge to complement the traditional methodological approaches in marketing research in order to address the challenges faced by the tourism industry in an increasingly competitive world.

Corpus-Based Tools in the ESP Classroom: Perceptions and Possibilities

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Abstract

Corpora have become established tools for language learning and teaching, and a number of excellent resources have been published guiding instructors in their use (see Reppen, 2010; Sinclair, 2004). Furthermore, Flowerdew (2004) has made a compelling argument for their use in understanding specialized discourse such as that found in the ESP classroom. Despite continued interest and the availability of resources, there are still limited classroom studies exploring how students perceive the integration of these tools into language curricula. This study explores the use of AntConc, a freeware corpus analysis toolkit (Anthony, 2015), and the Corpus of Contemporary American English (COCA), the largest freely-available corpus of English (Davies, 2008-), at an art and design university in the southern United States. L2 learners of English were guided in the creation of a corpus of texts related to an area of interest within their field and an analysis of that corpus using AntConc. Participants analyzed information generated from their own corpus and the corpora of their classmates and completed tasks related to that analysis. Participants were also guided in the use of COCA's search tools and completed tasks related to their searches. Following each task, participants completed a short survey in which they rated their comfort using the corpus-based tool and the perception of its benefits to their language learning. Quantitative data collected from the surveys were analyzed to produce insights into the perceptions of corpus use in the ESP language classroom and improve pedagogical decision-making around the use of corpus-based tools.

Keywords: corpora, perception, ESL, ESP

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Authentic Task, Multiple Assessment and Situated Learning- EFL College Students' Perceptions toward an ESP Tourism Course Design

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Abstract

English for specific purpose (ESP) has received increased attention and gained critical momentum among researchers and practitioners over the past few decades. Given that ESP is needs-oriented and content-related (Strevens, 1988), authentic task design becomes a vital element for the language to be used for real-life purposes. On the same note, "situated learning" (Lave and Wenger, 1991) argues that learning should take place in a meaningful context. Such an integrated learning approach incorporating authentic tasks and multiple assessments based on activities that are performed in the real world plays a key role to ESP course design (Herrington & Oliver, 2000).

The current study investigated EFL college students' perceptions toward an ESP Tourism course offered in a public university in northern Taiwan. A questionnaire was administered to a total of 84 non-English majors to gain further understanding of the participants' perceptions toward (1) authentic tasks (2) multiple assessments and (3) situated learning. The author will share results which confirm the participants' positive attitude toward the course design followed by pedagogical implication and recommendations for future research.

Keywords: authentic tasks, multiple assessments, situated learning, course design, ESP

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Going to school feels like going to another home: The case of ESP students

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Abstract

Social categorisation is the grouping of diverse social circles based on the members' stereotypical attributes, culture, personal background, and behaviour (Tajfel & Turner, 1985). Studies exploring social identity in higher education suggest that students' sense of belonging (SoB) to a university community is clearly associated with the groups the student identifies with.   This research topic is a qualitative phenomenological study adopting an interpretivist-constructionist paradigm. It explores what ESP students consider as an ideal university culture (IUC), and how such perception affects their SoB.   Seven recent graduates of various ESP degree programmes were interviewed; the data collected were transcribed and thematically analysed. The results indicate that the majority of participants believed that degree of freedom perceived (Freedom-based) was the essence of IUC, although there was also the view that an ideal culture was based on the kind of people it contained (People-based).   Most participants claimed that their institutions had matched their expectations of IUC; they were also certain that because of the matching IUC, their SoB was stronger.   Finally, it was observable that when students' ESP was stronger, their learning motivation would be positively affected.   Through the medium of 'student voices' (Batchelor, 2008), the study recommends a more thorough examination of the needs of ESP students in terms of defining a more unique educational culture.

Keywords: Social identity theory, social categorization, student identity, university culture, sense of belonging

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Extreme Uses of Technology

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Abstract

The inventor of C++ programming language, Bjarne Stroustrup, once said, "I have always wished for my computer to be as easy to use as my telephone; my wish has come true because I can no longer figure out how to use my telephone." The rise of digital technology has seeped into all sectors of society and education has been no exception. From kindergarten to university, technology has been embraced fully with open arms. Such is the all encompassing nature of these devices that it is near impossible to escape their presence on a day-to-day basis. So it is with this paper that digital technology is put under the spotlight by casting a critical lens on this aspect of education. The subject under focus is a core university ESP course and the online platform that is employed in conjuction with it is "Blackboard." This paper gives a description of the course, an overview of how Blackboard is used by both teachers and students, and through a process of investigation attempts to answer the question, "Does Blackboard really fulfil one of its functions which is to make the teacher's job easier?"

The Corpus of Hotel Press Release (CorHPR) (2014-present)

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Abstract

Press release is arguably the most widely adopted method of generating publicity in the hotel industry, but researchers have rarely tapped into such form of official hotel publication to study the language use. In order to facilitate corpus-driven language study in the hotel industry, this current project presents the Corpus of Hotel Press Release (CorHPR). This ESP corpus is currently constructed using official press release from the Hong Kong hotels listed in TripAdvisor's Top 25 – China between from 2014 to 2017, with an aim to expand and include press releases from other regions of China in the near future. The corpus linguistic study of CorHPR not only reveals information on the marketing strategies of each hotel, but also provides references for hospitality training programmes, particularly in the public relations (PR) department.

As CorHPR expands to include hotel press releases from other parts of the world, more linguistic discoveries can be expected from this particular genre. CorHPR is freely available online and will continue to be so with future updates.

Keywords: corpus, press release, ESP, hotel, hospitality, tourism, PR

Getting on the Board of ESP with SFL Theory

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Abstract

ESP has been a trend of English learning for many decades. With the hot discussion of ESP comes the issue of ESP teacher development. The currently popular practice in China is to enrich our English teachers with other disciplinary knowledge so that they can be qualified in both English and field knowledge. Though the importance of field knowledge is clear, we need to examine the effectiveness of the above mentioned way of ESP teacher development. This research probes into the real purpose of ESP teaching and two different ways of ESP teacher development. With these questions in mind, we studied the nature of ESP and ESP teachers' role in tertiary education from the perspective of Legitimation Code Theory. Then we conducted some in-depth interviews with ESP teachers who are placed in different developing models: Chinese ESP teachers who have received field knowledge training, and ESP English teachers in Australia and Indonesia who have expertise in systemic functional linguistics (SFL), especially discourse semantics and genre pedagogy. For the study of the effectiveness of different models, we also studied two typical teaching plans from the two different groups of teachers from the perspective of Legitimation Code Theory to see how the teaching addresses the goal of ESP learning. The findings show that it is more effective to empower our English teachers with SFL and build a strong cooperative relationship between ESP teachers and disciplinary teachers.

Developing a Discipline-sensitive English Language Proficiency Assessment

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Abstract

In the field of English for Specific Purposes (ESP) assessment, there has been disagreement over whether the proficiency of ESP can be assessed. Some scholars hold the view that the language varieties for different academic disciplines and professions are simply general English embedded in different specific contexts. In other words, they think that the construct of ESP does not exist. Others argue that the proficiency of ESP can be assessed and that the ESP construct should be redefined to include features beyond strictly linguistic ones. With an increasing level of discipline specificity as students progress through tertiary education, there is a pronounced need for assessments to reflect this progression in the curriculum. A joint project between HKUST and EdUHK aims to address these issues by examining the construct of ESP and developing a series of ESP tests for tertiary students in Hong Kong. This presentation will summarize findings of the needs analysis including surveys and interviews conducted to investigate (a) the discipline classification of tertiary-level academic programmes in Hong Kong, (b) the objectives, assessment tasks and teaching materials of ESP courses across disciplines, and (c) perceived learning needs by curriculum leaders and key faculty members. The presentation will then explain the rationale for the communicative approach adopted and introduce the design of the test guided by the findings

Transitional Devices in Business English Academic Writing Corpora: L1 vs. L2 Context

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Abstract

This paper explores different styles of using transitional devices in English academic writing by English learners in the native background (UK) and the ESL background (Hong Kong). **The Hong Kong Academic Written English Corpus** for Business Associate Degree Students (HKAWE) is built and used as a learner corpus in the ESL background. By contrast, **The British Academic Written English Corpus** (BAWE) is adopted as a learner corpus in the native background. Moreover, the texts composed by the students of business discipline in BAWE are further extracted as a subcorpus. In this case, under the same genre of business English academic writing, this study discusses the discrepancies of using transition devices by proficient student writers in UK (Heuboeck, Holmes and Neso 2010) and by academic writing beginners in Hong Kong. The different choices of transitional devices produce pedagogical implications for English teachers in Hong Kong to improve their students' cohesion skills in English academic writing.

Keywords: learner corpus, academic writing, transitional devices, style, genre

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A Study of Functional Sentence Stems in Academic English Texts: their extraction method and frequency distributions

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Abstract

Phraseological units in academic English texts have been a central focus in recent corpus linguistic research. A wide variety of phraseological units have been explored, including collocations, chunks, lexical bundles, patterns, semantic sequences, etc. This paper describes a new category of phraseological entity, namely, Functional Sentence Stems (FSSs), with a view to describing their defining criteria, extraction method, and frequency distributions. FSSs are contiguous lexico-grammatical sequences which contain a subject-predicate structure and which are frame expressions characteristic of academic discourse. The extraction method of FSSs, which is of crucial importance in this paper, includes six steps: POS tagging, n-gram segmentation, structure identification, statistical significance calculation, text range calculation, and overlapping sequence reduction. Significance calculation is a tough nut to crack. It involves the computing of both the internal association and the boundary independence of an FSS, and tests the occurring significance of the FSS from an inside and outside perspective. In theoretical and practical terms, studies of FSSs could have potential implications and reference value for academic discourse analysis and EAP writing teaching.

Keywords: functional sentence stems; phraseological units; extraction method; frequency distributions

Bridging Kahoot with university classroom: A mobile-learning practice for lexical studies

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Abstract

Kahoot is an online global educational brand that offers a free student response platform on PC and on smartphone. It has more than 30 million users worldwide now. Compared to cumbersome multi-functional online systems such as Blackboard, WebCT and MOODLE, Kahoot is much easier and more straightforward to use directly in class because of its mobility, speed, easiness to design and to implement active learning activities. This paper presents the application of Kahoot in graduate and undergraduate classrooms in different courses. The focus is on the design principles of game-based tasks, motivation of students' e-learning, and tail-made teacher's instruction based on the real-time feedback. A questionnaire survey of student opinion on 'gamification' of subject knowledge learning reveals that students welcome Kahoot because it helps them identify issues in their study instantly. The game-playing features with sound and colour are appealing to the digital generation. Findings also show that utilizing Kahoot can increase student engagement and create positive competition in class.

Keywords: Kahoot, m-learning, real-time feedback, interaction

A Case Study of EAP Teacher Development Promoted by PLC

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Abstract

Teacher is the leading force in education, and the quality of teacher directly influences the quality of education, so teacher is the vital factor of conducting EAP course successfully. The significance of EAP course is increasingly recognized in higher education in China in recent years under the background of globalization, and EAP teachers are expected to achieve professional autonomous development while helping students accomplish the goal of improving English competence in their academic fields. The present study explores the full process of how 7 EAP teachers of a PLC in Hebei University get professionally developed while constructing an EAP curriculum in the provincial-level comprehensive university since 2014, including the establishment of the PLC, research methodology, analysis of research findings in 4 aspects, and the implication of the study.

Keywords: teacher development, PLC, EAP

Analyzing Shell nouns based on accounting textbooks corpora

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Abstract

Introductory Accounting Course is a necessary part (chunk) in Business English curriculum desgin in English-related majors in China's universities under the current circumstance of globalization. With the convergence of accounting standards World Wide, how to understand and interpret the accounting data from the financial statements is an enssential issue in the instruction of the introductory accounting course.

Using corpus as an instrument for teaching this course may facilitate not only the literacy and numeracy of Business English students in their business practices, but also assist the future businessmen's critical awareness and comprehension ability of financial statements and reports in operationalizing enterprises. Schmid (2000, p. 6) introduces the term shell noun for the particular class of abstract nouns, which establish conceptual shells for complex and elaborate chunks of information.

This paper explores the frequencies and lexico-grammatical patterns of shell nouns in the two accounting textbooks as well as in the Hong Kong Financial Services Corpus from the RCPCE Profession-specific Corpora. It is attempted to find the features of how conceptual shells are delineated in producing longer stretches, or clauses of the adjacent discourse in accounting English, particularly, in critical perspective of accounting teaching and research. It is evidenced that the Introductory Accounting through English-medium instruction or teaching is a practical hands-on course with such a corpus-based approach to English teaching for business purpose.

Keywords: Shell nouns; Accounting textbooks corpora; English teaching for business purpose

Rhetorical Choices in the Writing of Research Methods in Environmental Science: American First Language Writers versus Chinese Second Language Writers

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Abstract

Notwithstanding some previous studies that have been conducted on the introductory sections of research reports in Environmental Science, no research, to our knowledge, has focused on how expert writers present and justify their research methods in the academic discipline. In view of the research niche, we used a genre-based analytical framework to design a description-justification model for identifying the rhetorical moves and steps in the Methods sections written by American first language (L1) writers and Chinese second language (L2) writers in the Methods sections. While the first objective of this study was to ascertain the important communicative functions and language resources employed by L1 expert writers in presenting procedural descriptions and justifications in the Methods sections of Environmental Science research papers, the second goal was to identify the similarities and differences across L1 and L2 expert writers' choices of rhetorical moves and constituent steps. We subsequently used Mann-Whitney U-tests to compare the frequencies of the rhetorical categories incorporated by American L1 writers with those included by Chinese L2 writers. We have identified five rhetorical moves containing a total of 12 constituent steps that lucidly reveal the frequencies with which L1 and L2 expert writers incorporate procedural descriptions in relation to explicit and/or implicit justifications in their attempt to demonstrate the acceptability of their samples, materials, data collection procedures and statistical analysis procedures. This paper also reports the differences and similarities in the L1 and L2 writers' rhetorical tendencies based on (i) the frequencies of moves and steps, and (ii) the percentages of Methods sections containing the rhetorical categories. The findings of this study can be adapted to (i) minimize researchers' over-generalisations about the differences across L1 and L2 writers' works in research writing, and (ii) help EAP instructors design teaching materials that introduce learners to a range of strategies for comprehending and writing research methods in this major applied science discipline

The lecturer's pedagogic and professional competences on students' writing proficiency at maritime education and training

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Abstract

Foreign language teaching and learning, especially English language for communication as sea, is a part of curriculum in all maritime colleges. This is because English has been used as the sea language in the whole world. Teaching English as a foreign language in Indonesia requires more skills to be able to teach it because besides teaching the subject matters, the lecturer's competence is necessary for the successful learning process. The aims of this research are to find out (1) the profile of students' writing skill at deck department of Politeknik Ilmu Pelayaran Makassar, and (2) the influence of pedagogic and professional competence toward students' writing proficiency at Deck Department of Politeknik Ilmu Pelayaran Makassar. The research will use a quantitative design applying the ex post facto method. This research is conducted in the second semester of Deck (Nautical) department of Politeknik Ilmu Pelayaran Makassar. The data will be collected using the result of students' writing proficiency and a questionnaire. The quantitative data is first tabulated and then classified according to the score ranges, and finally categorized in regard to the given criteria. The result of this research shows that (1) the profile of students' writing skill is categorized into moderate categories, and (2) pedagogic and professional competence has a positive and significant influence on students' writing proficiency.

Keywords: writing, pedagogic and professional competence

Using Highlighter and Gapmaker from the University of Nottingham's Academic Vocabulary website

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Abstract

Students of English in tertiary education must learn a substantial amount of general vocabulary as well as subject appropriate vocabulary. One vocabulary resource for budding academics is the University of Nottingham's website devoted to the study of the Academic Word List, a project undertaken by Averil Coxhead from New Zealand. The AWL contains 570 of the most often used academic word families derived from a 3,500,000 word academic corpus on various subjects.

The Nottingham website has various tools including the entire AWL, exercises, sample texts, example lines of concordance and links. However the two most important tools are the Highlighter and the Gapmaker. The Highlighter as its name implies, highlights the words from the AWL found in any uploaded paper. Students and teachers can freely use this tool to check papers and revisions. The Gapmaker is useful for teachers for creating gapfill exercises from topic and time appropriate documents. Both tools can be adjusted to choose words starting from sublist one up through sublist ten and the results are generated in a few seconds. General background information and the use of these tools will be demonstrated in this presentation

Keywords: academic, words, corpus, vocabulary, AWL, tools

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Evaluating the effect of data-driven learning (DDL) on the acquisition of academic collocations by advanced Chinese learners of English

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Abstract

Collocations, prefabricated multi-word combinations, are considered to be a crucial component of language competence and also a challenge to L2 learners at different proficiency levels. Although a considerable number of corpus-based studies in the pedagogical domain have indicated that using the corpus-based data-driven learning approach (DDL) which has been argued to offer an effective teaching method in language learning (e.g. Nesseulhauf, 2005) may be beneficial to learners, a DDL approach has so far not become one of mainstream teaching practices (Boulton & Cobb, 2017). This study, therefore, sets out to examine the contribution of corpus-based learning approaches to the acquisition of academic collocations.

This study, therefore, uses data from 120 Chinese students of English from a mid-east Chinese university and employs a quasi-experimental method, using a pre-test-and-post-test (including delayed test) control-group research design to compare the achievement of the use of DDL and online dictionary in teaching academic collocations to the Chinese EFL learners. The experimental group uses #Lancsbox (Brezina, McEnery & Wattam, 2015), an innovative and user-friendly corpus tool. By comparison, the control group uses the online version of the Oxford Collocations Dictionary. The results are analysed for the differences in collocation gains within and between the two groups. Those quantitative data are supported by findings from semi-structured interviews linking learners' results with their attitudes towards DDL. The findings contribute to our understanding of the effectiveness of DDL for teaching academic collocations and suggest that the incorporation of technology into language learning can enhance collocation knowledge.

Keywords: corpus linguistics, data-driven learning (DDL), collocation, English for Academic Purposes

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The challenges of web-chat customer support exchange in Asian offshored contact centres

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Abstract

Customer service using web-chat is fast becoming a popular global channel for service and product support particularly with younger generations, and businesses predict that this form of customer service will soon supersede voice support for sales and customer support. However, there are challenges in the quality and length of customer service web-chat communication exchanges, particularly in offshored destinations in Asia where English is a second rather than a first language. To date little linguistic research has been done on such webchat exchanges and the exact nature of this hybrid text is not yet clearly understood.

This seminar provides an analysis of a sample of authentic web-chat scripts taken from a large American telecommunications account supported by customer agents, using webchat, in the Philippines. In this presentation I will first explore how the business requirements for web-chat affect the customer service focusing particularly on the notion of 'multiple exchanging' where agents are required to interact with customers mirroring voice exchanges. Other business requirements such as 'concurrency' i.e. the requirement to deal with up to 6 customers simultaneously and the use of templated responses are also addressed in this paper. Finally I draw implications for the businesses in terms of how they formulate policies and procedures to deal with new technologies for business communication; I also explore where English language skills appear to be a challenge for the agents and how training may assist.

Finally I will open up the discussion to the challenges of this kind of research in workplaces (e.g. access) and discuss the role of the researcher in this context; I will also raise the possibilities and processes of 'knowledge transfer'.

Cognitive load issues in multimedia learning: Do gestures help to recognize them?

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Abstract

The surge in the number of on-line learning courses has led to the development of research into multimedia learning. According to Mayer (2002) students' uptake is higher if the material is given to them in a combination of visual and verbal modalities. However, the verbal modality has to be in audio format to avoid redundancy with the visual modality. Otherwise, the input is all processed by the same mechanism, risking cognitive overload. Miller (2004) further points out that students' learning styles are not adequate parameters for the design of teaching material as learning styles do not limit their uptake, information from one modality is just transferred to the preferred modality for processing.

Bearing these points in mind, we take one step back to confirm that these findings also apply to Hong Kong university students and look at their uptake of information from three different modalities of text in English (written, audio and visual) and the demands of text processing as reflected in their gestures when narrating back the contents.

A meta-analysis of gesture studies confirms that gestures, movements of the hands and arms when speaking, are used by the speaker to reduce cognitive load but also to help the listener understand the message (Hostetter, 2011). Our hypothesis is that there will be more gestures in the narrations of the more demanding modalities, which will give us an indication as to how best to present content to our students in e-learning contexts.

Keywords: gestures; multimedia learning; cognitive overload

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The Impact of English Teaching Assistants on English Learning in Taiwan

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Abstract

This study aimed to investigate the impact of English Teaching Assistants (ETA) on young Taiwanese learners' English learning in Taiwan. Research questions were designed to examine: the differences in young Taiwanese learners' listening performances with one-year ETAs presence and three-year ETAs presence, and the differences in young Taiwanese learners' listening performances for both genders.

The participants were learners from six areas: Taipei, Taichung, Kaohsiung, Yilan, Taitung, and Kinmen. 448 young Taiwanese learners (ranging from 11-15 years old) were participated in this study. A listening performance test was carried out with the young Taiwanese learners in six areas. The testing scores was analyzed with statistic tools to examine the correlations.
The results showed that students with three-year ETAs presence performed better than those of with one-year ETAs presence throughout six areas. Students with three-year ETAs presence in Taichung, Yilan, Taitung performed significantly better than those of with one-year ETAs presence. In addition, male students' listening test score with three-year ETAs presence are significantly better than those with one-year ETAs presence.

At last, based on the findings of this study, pedagogical implications are offered for future researchers and English teachers, hoping to shed light on the learners' English learning with the presence and the impact of English Teaching Assistants on young EFL learners in Taiwan.

Keywords: English Teaching Assistants (ETAs), EFL learners, listening performance, English learning

Promoting Gender Awareness among Students in Seafarers' Academy in English Classes

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Abstract

Recently, the number of female students in STIP has been rising – especially in Nautical Department, since the chance is zero in the other department; Marine Engineering. The interest in taking part in maritime industry, which has long been known as the world of men, has also caught women's attention. Before becoming students, they have to pass a series of tests, regardless of their gender. However, at the work field, there are still some challenges for them for the fact of being women. This study is intended to look into students' attitudes and awareness on gender issues in maritime industry, where their future lies. Conducted in STIP, this study involves both female and male students of Nautical Department, ranging from the first-year students to the last-year students. Thus, the participants are divided into two categories: those who have been on voyage and those who have not. The data are obtained through interviews containing both close-ended and open-ended questions and focus group discussions which were then analyzed by using qualitative methods. The study shows that most of the students who have not been on voyage are not aware of the plausible gender issues while posted on board ship. On the contrary those who have been on board realize the issues and have actually started to be aware since they got assigned on a ship. However the materials used in English books are still gender biased. It is important for the lecturers to also have the awareness to introduce as well as to promote gender awareness in the classroom.

Keywords: seafarers, gender, awareness, maritime, students

Chinese for Special Purpose: The Teaching of Traditional Chinese Medicine Vocabulary

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Abstract

The Chinese used in the field of traditional Chinese medicine (it is abbreviated as TCM hereinafter), is one kind of Chinese for Specific Purposes (Li, 2011). TCM courses are characterized by speciality and are closely related to the professional knowledge of TCM (Zhou, 2014; Wang & Bo, 2015). Vocabulary is considered as the most difficult part in learning TCM Chinese. TCM Chinese learners reflect that there are a large number of new words, the terms are abstract and hard to remember, some terms are rarely used in the general Chinese and the meaning of some terms are different with that in daily use (Zhou, 2011; Kan, 1991; Liu, 2016). Existing research suggests that the teaching methods which can be applied in the teaching of TCM Chinese vocabulary include: morpheme teaching method, audio-visual teaching method, contrast teaching method, cultural explanation teaching method and translation teaching method (Zhou, 2014; Zhai, 2007; Kan, 1991; Du, 2015). However, the methods mentioned above are not targeted at particular types of vocabulary, and thus they cannot systematically tell which teaching method is applicable to which kind of words.

To solve the problem above, this study analyzes the TCM Chinese vocabulary referring to the TCM Chinese textbook *Practical Chinese of Traditional Chinese Medicine • Intensive Reading for Elementary level* (Wang etc., 2010). At present, the most popular textbook series of TCM Chinese are *A Chinese Course for Chinese Medicine Majors* and *Practical Chinese of Traditional Chinese Medicine* (Zhou, 2014; Xing, 2015; Zhi, 2012). The textbook *Practical Chinese of Traditional Chinese Medicine* are compiled by the frontline experts who teach TCM Chinese at colleges and It is compiled specially for the foreign students studying TCM Chinese in China (Du, 2015). Comparing to *A Chinese Course for Chinese Medicine Majors,* it is published later, the contents of are newer, the number of new words is more appropriate (Zhi, 2012), and the terms and general words are more clearly divided (Zhou, 2014). Besides, vocabulary teaching tasks are usually distributed to the intensive reading course, because most of the basic words and common words are taught in the intensive reading course (Zhai, 2007). Therefore this study chooses the words in the term list of *Practical Chinese of Traditional Chinese Medicine • Intensive Reading for Elementary Level* (Wang etc., 2010) as the object being investigated. By annotating the types of words, this study finds that the word types of TCM Chinese vocabulary include: the kind of disease, symptom, the part of human body, physiological phenomenon, substance in human body, the name of traditional Chinese medicinal materials, the name of traditional Chinese medicine, treating method or curative effect, TCM theory, person's name, related books etc. Among them, the name of traditional Chinese medicinal materials and the kind of disease account for the highest proportion, which have 28 and 24 words respectively. The number of words that other word types contain separately are: 13 words of treating method or curative effect, 10 words of person's names, 9 words of the parts of human body, 8 words of traditional Chinese medicine, 4 words of symptoms, 4 words of physiological phenomenon, 4 words of related books, 2 words of the name of traditional Chinese medicine, 1 word of substance in human body, 8 words of other types. The applicable teaching methods of all kinds of words are analyzed in detail in this study. Through this systematic investigation, this study finds that the following teaching methods can be applied in the TCM vocabulary teaching include: audio-visual teaching method, definition teaching method, cultural explanation teaching method, morpheme teaching method, semantic relation teaching method and context teaching method, while translation teaching method and contrast teaching method are generally

not applicable to TCM Chinese vocabulary teaching. Besides, this study summarizes which teaching methods should be applied to which kind of words and provides detailed in-class teaching demonstration based on the task-based teaching method. In sum, this study provides clear guidance to TCM Chinese vocabulary teaching and scientific theoretical reference to TCM Chinese textbooks compiling

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A Comparative Study on Self-Promotion Differences between English and Chinese Research Article Introductions in Chemistry

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Abstract

Some research studies have shown that the writers' conscious efforts in their research articles (RA) to persuade readers into taking their viewpoints while the traditional idea about it is that RA writers should be completely objective where they are concerned. However, research into ways of persuading readers in RA introduction is still scarce in number, especially the way persuasion is realized in different parts of RA introduction. Based on genre theory and rhetorical persuasion, this study attempts to present a corpus-based comparative analysis of persuasive models in Chemistry RA introduction between Chinese and English.

The findings show that RA writers in both cultures adopt all the three rhetorical persuasive principles (logos, ethos and pathos appeals) in writing RA introductions, and their writings display a quite similar trend in using them across the three moves (establishing a territory, establishing a niche, and presenting the present work) in Swales' (2004) CARS model in writing an introduction. Some salient differences can also be found in terms of promotional subjects, content, strategies and textual realization, such as Chinese RA writers' preferences to inanimate subjects and so on. These differences reveal the cultural influence upon rhetorical promotion in the same discipline under the same communicative purposes, which have implications for both L2 learners in academic writing classroom and novice scholars who have the intention to publish papers on high-impact international journals.

Keywords: chemistry RA introductions; CARS model; rhetorical persuasive principles; cultural differences in rhetorical promotion

Confessions of a MOOCer: An Autoethnographic Inquiry on Online Distance Learning

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Abstract

In an era of Internet of Things (Ashton, 1999), Web 2.0 (DiNucci, 1999), Cyberlearning (Borgman et al., 2009), and Connectivism (Siemens, 2004), Massive Open Online Courses (MOOCs) are dramatically restructuring, reshaping, and redefining the vast landscape of teaching and learning across the globe. With MOOCs' ubiquity, openness, and accessibility, they have become a new platform for teacher professional development (Jobe, Ostlund, & Svenson, 2015). Utilizing a co-constructed narrative inquiry (Bochner & Ellis, 1995; Toyosaki & Pensoneau, 2005; Vande Berg & Trujillo, 2008), we examine aspects of our memories, perspectives, and experiences in successfully completing *Teach English Now!*, a 150-hour online TESOL Certificate Course from the Arizona State University, USA via Coursera (www.coursera.org) as the MOOC platform. Acting as reflective practitioners (Schon, 1983, 1987) and as teachers-as-researchers (Stenhouse, 1975), we unpack how we traverse the massive information superhighway in our quest for teacher professional development, what it is like to be an online learner, how we see our role, why we believe what we believe about MOOCs' potential, and how we think this, all of this, affects our decisions and practices in our classrooms and contexts. We examined "through the refracted medium of narrators' voices" (CHASE, 2005, p.666), how MOOCs' 'openness' as afforded by cheap and ubiquitous technology serves as a practical platform for teacher professional advancement particularly in developing countries such as the Philippines. Andragogical and pedagogical implications are provided in the light of our MOOC experience.

Keywords: Massive Open Online Courses (MOOCs), Teacher Professional Development, Online Distance Learning (ODL), Cyberlearning, Connectivism, Autoethnography

Fostering reflective practice: using smartphones to video teacher training

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Abstract

Smartphones are now a ubiquitous part of our lives. Most people have one and they have a variety of functions but, as educators, their primary function is often seen as negative. Some of our students spend their time during lessons texting their friends, surfing the net, playing games and, generally, not concentrating on our attempts to educate them. Obviously, not all students are like this, but the general impression is they have a negative effect on education. So how then can they be used in a positive way? Since Schön (1983) introduced the idea of the reflective practitioner, reflection has become an important part of many teacher training programs. Reflective practice encourages a professional to 'reflect on the phenomena before him, and on the prior understandings which have been implicit in his behaviour. He carries out an experiment which serves to generate both a new understanding of the phenomena and a change in the situation' (Schön, 1983, p.68). It not only includes reflection but also action, and, therefore, encourages professional development. This paper suggests one way in which smartphones can be used positively to encourage reflective practice in a teacher training program.

Teaching Writing to Malay Speaking Students: A Collaborative Action Research

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Abstract

Writing is the main instrument of diagnosing one's competence in a foreign language due to its more reflection opportunity and production challenge. So the writing samples of a student or a group of students can be a rich source of understanding the error patterns that may distinguish them as learners requiring distinctly tailored teaching. It is inevitable that learners make mistakes in the process of foreign language learning. The question is why students continue making the same mistakes even after those having been repeatedly pointed out to them. It is worth studying whether the patterns of mistakes can be categorized racially or in terms of the learners' first languages.

However, while 'mother tongue interruption' is relevant as one major and common cause of mistakes, the aim of this qualitative study is to look into the English writing of Malay students in order to get to the particularities to be considered in teaching writing to them. Based on textual (structural and semantic) analysis of the writing samples of Chinese students in a Malaysian university college, the study thus explores their writing mistake patterns. Thus it identifies the respective weaknesses to be overhauled and strengths to be utilized in teaching writing to the two groups of students.

Keywords: Malay Learners of English, Error Analysis, Teaching Writing, EFL, ESL, ELT

Reconstructing the EMI environment: The space for Chinese in English courses in sub-degree programs in Hong Kong

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Abstract

Owing to the perception of EMI as an "English-only" approach, Hong Kong local English teachers (LETs) have a tense relationship with the use of Chinese in high education. However, recent studies (e.g., Jenkins, 2017) have proposed that the EMI environment is intercultural settings where English is used as a lingua franca, not as a restricted code to replace the shared L1. Many students have difficulties in understanding the contents of lectures when they are conducted in L2 (Mulligan & Kirkpatrick, 2000). This (action) research hence aims to explore the roles of Chinese in freshman English courses where EMI is expected. 100 sub-degree students were allocated into two groups, one given a seminar on academic writing in English only; another given the same seminar in English supplemented by Chinese. The students were then asked to complete a questionnaire on their learning experience. Statistical results suggest that the latter creates more comfortable spaces for students to express complicated ideas, motivates them to participate more actively, and helps them integrate into the learning CofP more effectively (Wenger, 1998). The study argues that it is possible to follow the EMI principle and simultaneously adopt code-switching between English and Chinese in sub-degree programs. Such openness creates an authentic context benefiting students, particularly those who are weak or unconfident in English. It is also suggested that LETs should avoid completely banning the use of the shared L1 and reinforcing a monolingual culture in class, which deviates from or contradicts the multilingual practices in actual social interaction.

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How do we prepare them all? The needs analysis for a pre-sessional EGAP curricular review

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Abstract

"Many ESL/EFL teachers and program administrators struggle with how to determine if learners have achieved the English language proficiency necessary for the contexts in which they will use the language" (Green & Andrade, 2010, p. 322). Making course outcomes congruent with the linguistic and task demands of the learners' target contexts is imperative in high stakes environments such as EAP. Much research has reported on needs analyses in L2 contexts, but the majority include only one language skill (Bocanegra-Valle, 2016) usually writing (Huang, 2010; Flowerdew, 2013), focus on ESP/ESAP (Hyland, 2016), and are specific to in-sessional programs (see Bocanegra-Valle, 2016). Very few needs analyses have been reported in pre-sessional EGAP contexts. Additionally, most concentrate on the findings and provide only brief descriptions of the theoretical considerations and processes involved, and fewer give concrete examples of subsequent curricular changes. The few that do, tend not to supply the needs analysis data (Hyland, 2016 as an example). As needs analyses are complex undertakings, the lack of detailed, process-oriented literature disadvantages pre-sessional EGAP programs that are not housed in large, research-oriented institutions with faculty trained in research methods. Thus, the purpose of this paper is three-fold:

1. to explicate the major theoretical frameworks and considerations in a needs analysis
2. to present findings in all four skill areas from a needs analysis for an EGAP context
3. to present classroom based learning tasks and assessments based on the findings

with the intent of informing other pre-sessional EGAP curriculum developers to inform their curriculum development.

Keywords: Needs Analysis, EAP, EGAP, post-secondary preparatory

Determining the Relevance of University English Presentation Skills: The Vocational Perspective

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Abstract

ESP Educators at the university level often state that learning how to deliver an oral presentation in English is necessary for their learners' future careers (Stowe et al., 2011; Zappa-Hollman, 2007). To determine the relevance of university students learning English presentation skills in university (under the assumption that it is good for their future careers) and to initiate ESP curriculum development, a qualitative needs analysis study was conducted with university graduates from a Japanese university (n=30). The first stage of this study involved ascertaining whether or not graduates are actually required to deliver English oral presentations as part of their vocational duties. The second stage involved determining which particular aspects of their presentation skills' instruction had been ineffective or lacking.

This presentation begins by providing a brief overview of the study conducted, before focusing on the findings and implications, and finally by welcoming questions and comments. The findings from this study indicate that a substantial majority of the participants are now required to present on a regular basis, for work related matters. While most of the participants present in Japanese a sizeable minority also present in English. The study also investigated whether participants mostly delivered informative or persuasive presentations, and more specifically, which particular strategies and presentation skills they most often utilize. The findings and implications from this study will lead directly towards curriculum evaluation and development.

Keywords: ESP curriculum development: English presentation skills

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Learner Autonomy in ESP course design: the impact of new technologies and digital media

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Abstract

Learner autonomy is a complex and still not well-understood concept as it changes depending on a host of factors: age, gender, first-language, educational background, motivation, desires, needs and wants. However, over the past 30 years a number of prominent themes related to learner autonomy have emerged in the literature and have been used in ESP course design. Some themes related to learner autonomy are: structure vs agency, motivation/investment, collaboration, using out of class learning spaces, and task authenticity. In the 21st Century, all these themes have elements of using digital media and new technologies. In this presentation these themes are used to create a definition of what being an autonomous learner means within the English for Science course. Then, with reference to student generated data, we report on how ESP students react to being given the opportunities to exercise their learner autonomy in their course.

Roxifyonline: Helping Students Help Themselves - An Independent Learning Tool

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Abstract

Today's students do not want to sit in the classroom to improve their writing. They need immediate feedback on their writing which instructors often cannot provide. They embrace the internet and want to use it for learning. To keep pace with these desires, Roxifyonline was created.

It is a new online Computer Assisted Language Learning (CALL) tool that provides automated essay feedback for use by students worldwide. The program was written originally for second language EAP learners in Hong Kong, but is now being used by students throughout the Asia Pacific region and in Finland. It is based on both empirical research and that of other academics. The program is robust enough to be used for general academic writing from upper secondary through post graduate levels.

It is a free Independent Learning (IL) tool. The program utilizes vocabulary to identify possible errors and provides online IL links to aid in the correction of possible errors in writing. Unlike other programs, it does not provide suggested corrections. This can help students to become more autonomous in their learning. Comparisons can be made between drafts, and there is an annotation function which can allow for more individualized peer and teacher feedback.

A demonstration of the program, initial results of student usage, and the site itself will be presented. Also included in the presentation will be suggestions on the use of the program in classes, and methods to help ease the marking load of teachers through its usage.

Keywords: automated feedback, independent learning, online learning, CALL

The Use of Google Docs for Peer Assessments

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Abstract

Given the highly examination-driven culture shaped by the heritage of Confucius and the public examination system, it is disputable whether English learners are nurtured to be language learning partners or competitors in Hong Kong ESP classrooms.

This case study investigated the learning experience and reflections of an ESP classroom in a local community college. The unique feature of this college provides early childhood teacher training. With peer assessment (PA) as an advocate for cooperative learning (CL) and assessment for learning (AfL), student teachers were encouraged to mark and provide evaluative feedback on their peers' academic essays. These essays were submitted with Google Docs, where the teacher and students had the access to view and comment on the documents. Both the essays and the feedback were part of the assessment.

110 student teachers completed questionnaire and 6 one-to-one semi-structured interviews were conducted. The analysis reflected the student teachers' paradoxical attitudes towards PA. The general majority welcomed the idea of working cooperatively with their peers. Despite heavy stress from assessment, students could find the feedback from various levels useful for their summative assessment. However, most of them did not find it an effective way of English learning or a strategy of examination preparation. The findings were interpreted with reference to contextual conditions where keen competitions prevailed. The study sheds light on the implementation of CL as an ESL pedagogy in ESP classrooms.

Keywords: peer assessment, cooperative learning, assessment for learning, Google Docs

Enhancing Pronunciation Acquirement Based on Visual-Auditory System

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Abstract

One of the most neglected aspects in English language teaching is pronunciation [1].   The reason for this may be that although instructors are well aware of its importance, they may feel that time would be better spent by teaching grammar, for example, since learners, especially those who start to learn a new language after a certain age, will never be able to attain native-like pronunciation to begin with However, major difficulties in pronunciation often result in the learners facing difficulty in daily life, including facing difficulty in finding employment [1].   Therefore, it is very important to instruct and lead the learners so that they may attain reasonable intelligibility in speech [2] [3].

The findings reported in the literature regarding effective language teaching/ learning methods seem to support the viewpoint that visual data plays an important role [4], [5].   This method can be applied to teaching the phoneme system of a foreign language.

We present the auditory-visual pronunciation system that we have developed.   One of the key features of this system is that it employs easy-to-understand visuals of the speech organ that can be seen from different angles.   Furthermore, our system allows users to freely adjust the tongue and jaw movements by controllers.   This allows instructors, for example, to visually indicate and point out the deviant movement(s) of the learners so that the learners themselves can understand their present state (i.e. problems) with the help of visual information and feedback.

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A corpus-based comparison of the academic essay writing of British and Hong Kong students

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Abstract

This presentation compares two corpora of academic writing, one by native English speakers and the other by Hong Kong learners of English, analyses the differences in language use between them, and makes recommendations regarding the content of academic English courses.

The conceptual framework is Contrastive Interlanguage Analysis (Granger 1996) and the research methodology is corpus linguistics.

The literature shows concerns about the usefulness of university English courses (Evans and Morrison (2012), and possible solutions suggested by Hyland (2008, 2015) and Gardner (2012) in the field of genre analysis. It also contains a number of conclusions from previous research on corpora of students' academic writing, and this presentation examines whether these can be applied to an interlanguage analysis of Hong Kong student's writing.

The writing examined was in two main corpora, the PolyU Learner English Corpus and the British Academic Written English corpus, from which, to give a better comparison, academic essays by native English speakers were extracted to form a sub-corpus used as a reference corpus.

Based on the analysis, recommendations for academic English writing courses include more training in sophistication of sentence structures to increase average sentence length towards native speaker norms; less use of pronouns, and especially in *in my opinion* ; greater use of computerised proof-reading; and the replacement of informal expressions such as *besides*, *what's more*, and *last but not least* with more formal versions such as *in addition* and *finally*.

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A Qualitative Case Study of a Multilingual Speaker's Pragmatic Competence and Awareness of Register: Pedagogical Implications for ESP Teachers

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Abstract

The learnability and the teachability of pragmatic competence is a crucial, yet intricate component of Communicative Language Teaching. It is crucial because, as English as an International Language (EIL) pedagogy demonstrates, a function (rather than its structural form) performed by the language in the context of international communication should receive much pedagogical attention. It is intricate because there are some thorny issues regarding the variety of English that should be chosen as the instructional model and individuals who should be presented as model English speakers (e.g., pragmatic norms). In addition, nonnative teachers, particularly those who teaching in EFL contexts, might not have experienced enough social interactions in English and hence their paucity of knowledge and skills relating to sociocultural appropriateness may be of great concern. Having said that, however, whether English is learned as a second or foreign language, if the goal for the learners is to become competent English users, the process necessitates the learning of what different registers signify in different sociocultural contexts and how to skillfully combine various linguistic elements into coherent registers. ESP pedagogy in particular entails learners' development in awareness of linguistic register, as well as discourse-specific or genre-specific sociolinguistic features. Thus, our presentation discusses major research findings of a qualitative case study in which we investigated a multilingual speaker's acquisition/development processes of pragmatic competence and awareness of register. Presenting our qualitative data analyzed through Grounded Theory Approach, we also propose some pedagogical implications relevant to the teaching of pragmatic competence in ESP contexts.

Contrastive Analysis of Structure of Moves of Philippine and Australian English Research Journal Abstracts

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Abstract

Abstract is both a summary and a 'purified' reflection (Swales, 1990) and 'a representative' (Bhatia, 1993) of an article. While many move-analysis studies have been undertaken and have used similar coding frameworks and demonstrated similar rhetorical organizations, their findings have not yet been aggregated to show the overall picture. Through conducting a contrastive analysis of structure of moves culled from the research journal abstracts in the Philippines and Australia, this paper explored the notion of structure of moves. Sentences were coded using a five-move scheme of Can, Karabacak and Qin's (2016) adaptation of Pho's framework (2008). To set a tertium comparationis in examining the abstracts, the timeframe was set to the published online journal abstracts from 2014-2016. To investigate the structure of moves employed by the writers, a total of 30 abstracts from the Philippines and Australia were taken and analyzed. Findings showed that 100% of the research journal abstracts gave information on the purpose, methodology, and findings of the article, while 33% of the articles omit introduction of the topic. It was also found out that authors frequently deviate from the move sequence set forth by the analytical scheme. Pedagogical implications to teaching EFL/ESL writing are provided in the light of these findings.

Keywords: contrastive rhetoric; intercultural rhetoric; move analysis; research abstracts

ESP Blends in a Digital Age

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Abstract

It is hard to define blended learning and it depends on the perspective from which you look into the idea of blending in education but in general terms, as Horn and Staker (2015) say, blended learning is when students learn at least in part through some sort of online learning when they have some control over time, place, path or pace of their learning. As a 'mechanism that bridges the old and the new', blended learning helps learners of the 21st century be in control of their learning in this era of hyper attention. But how have training providers catered for the needs of the new work force generation? Are we providing them with what they need? Are our ESP teachers and trainers equipped with the tools to facilitate such learning moments?

This talk explores online and face-to-face modular delivery of micro-learning ESP lessons as a 'blend' in conjunction with constructivism and social constructivism learning theories and links it to the idea of connectivism in the 21st century classroom and its challenges in the world of corporate training. It also discusses the importance of training digitally literate ESP teachers who should be prepared to teach the 21st century ESP learners.

Keywords: blended learning, ESP, modular delivery, micro-learning, teacher training, digital literacy

Open Educational Resources for Professional Learning in the Workplace

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Abstract

In this dynamic world with pronounced gap between knowledge and skills needed in the workplace and those produced through formal education, continuous learning has become important for both individuals and organizations (Tynjala, 2009) and even more so for educators-as knowledge workers-whose learning needs are ever changing (Fontana, Milligan, Littlejohn, & Margaryan, 2015). Similarly, continued professional learning of educators is crucial for improvement and innovation in education as well as adoption of new practices. In addition, most of varied forms of knowledge required in the workplace are not learned from educational programs rather acquired from participation in the workplace practices (Tynala, 2009). Furthermore, professional expertise requires an integration of theoretical, practical and regulative knowledge, which usually takes place in the workplace (Tynjala, 2009). In this regard, Open Educational Resources (OERs), underpinned by the idea of knowledge as a social product, are taken to be supportive for English language teacher educators' continuous professional learning as they not only by provide the educators with access to high quality knowledge and educational opportunities but also enable them to reuse, repurpose and redistribute resources across various contexts (Patel & Parsley, 2015; UNESCO, 2012). In this presentation, I would like to focus on English language teacher educators' self-regulated learning strategies for getting benefits from OERs, types of knowledge they deem necessary for engaging with OERs, and the relationship between the educators' work place context, self-regulated learning strategies, and types of knowledge required in relation to OERs in the context of Nepal.

Keywords: OERs, workplace learning, professional development

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English for Specific Purposes Modules in Listening and Speaking for Dentistry Students

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Abstract

English is taught as foreign language in Viet Nam, and learning ESP, in recent years, has received a lot of concerns from teachers and students in different fields, since it is considered to be one of the key points supporting them to open a new world of science.

The researcher's decision to make a module as instructional material on four macro communication skills, but particularly focuses on Listening and Speaking skills, is based on her experiences of teaching students of Dentistry at Thai Nguyen University, and observing their desperate need to develop English Listening and Speaking skills, as within dental field, English is used as medium of communication. This does not imply that the other two skills, Reading and Writing, are not important. They are skillfully integrated in the module.

The key stages in the research are based on model of ADDIE: situation and need analysis, design the ESP material, develop, implement and evaluate. The ESP design is expected to be evaluated in terms of the following criteria: format, objective and content, examples and illustrations, and self-assessment questions.

Two evaluation instruments will be used: Listening and Speaking proficiency test designed for the purpose of improving students' ability of English language to reach level B1 (CEFR) as the demand of MoET with the students of universities throughout Viet Nam. The pretest is also used for the posttest to assess the respondents' achievement in the subject. The other instrument is a module evaluation checklist from the evaluators and the student users.

Keywords: ESP, Dentistry, Listening and Speaking skills, instructional material

Gender and the Perceived Problems and Solutions Identified in EFL Teaching in Thailand

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Abstract

Thailand hires foreign teachers to teach the students from pre-school to university level yearly. There are also English courses designed for professionals who are preparing for English proficiency tests. These teachers bring their own cultures, accents and methods of learning which might be beneficial or detrimental to Thai learners.

Gender plays a significant role in English learning. The teacher's gender and socio-cultural upbringing are also factors.

There are four learning areas wherein the problems are identified such as: listening, speaking, writing and reading. The questions are: what are the learning problems you encountered in the identified learning areas?; is there a relationship between gender and the perceived problems of the lecturers?; and what are your solutions to address the problems identified?

The study adopted a descriptive method of research. Google form was used in collecting data. Chi square was the statistical treatment used to measure the significance of gender.

Thirty lecturers/teachers participated in the study conducted in a four-month period. The study found out that gender has no significant relationship to the problems identified in EFL classrooms as well as their proposed solution. However, it is notable that the "accent" of the teacher is significant to both gender, proving the long held assumption that Thai learners learn more if they are used to the accent of a particular speaker.

It does not agree on several studies done on teachers' genders and its impact on learners, and thus contributing to the limited study on teachers' genders and its relationship to the learning process of the L2 students.

Keywords: gender, Thailand, learning areas, teachers, EFL

Enhancing Science Vocabulary through Active Learning Approach: Impact to Students' Performance in Science Six Classes at Marie Vithaya School, Nakhon Ratchasima Thailand

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Abstract

For the students to develop scientific literacy, they need to gain knowledge of science concepts and practice the habits of minds. It is impossible with without knowledge of science vocabulary words. Traditional ways of teaching science are where the teacher(s) starts to present the science vocabulary and let the learners find the meaning in the dictionary, write and memorize its meaning. Using this strategies students are expected to learn and absorb the concept they learned.

The goal of this study is to enhance student's performance in understanding science vocabulary and where respondents are mainly second language (L2) learners that are under in two special programs the Intensive Program (IP) and English Program (EP). The respondents are groups into two: controlled and uncontrolled. A pretest and posttest were also used, after the intervention of the program the results revealed that controlled groups increased their science vocabulary performance in comparison with the uncontrolled groups and registered at $p < 0.05$ the calculated t exceeds the critical value = 4. 2693 > 1. 976 which shows a significant difference.

Active learning approach introduced a new way to engage learners which increase their understanding of science concepts while enjoying their interactive moment together; it also promotes critical thinking and reflective skills as the learners had reflected on teaching and learning process while learning the deeper meaning of science concept. Where, as active learning yields tremendous cognitive benefits through engagement, greater retention, greater understanding and development of thinking and application skills.

Keywords: Active learning approach, second language learners, Intensive program, English program, science vocabulary

Examining the use of English phrasal verbs in academic spoken discourses: a corpus-based study

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[2]Tokyo University of Agriculture and Technology, Japan
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Abstract

The aim of this study is to explore the actual use of phrasal verbs (PVs) of English as a foreign or second language (L2) in academic spoken contexts by analyzing the corpus data. PVs as a multiword unit consisting of verbs and particles have the most challenging features (Garnier & Schmitt, 2016) in that its parts are so polysemous that L2 learners have great difficulty using them in appropriate contexts. This difficulty might arise mostly in colloquial discourses, but this study hypothesizes that the PVs also frequently appear even in academic discourses, especially in spoken discourse in which more and more L2 learners have been recently engaged in via MOOC or other online lectures. To examine our hypothesis, a corpus-based analysis is conducted. Our study analyzes the two spoken corpuses for academic contexts: Michigan Corpus of Academic Spoken English and British Academic Spoken English Corpus, and then extracts some of the most frequently occurring PVs, based on the PHaVE list which illustrates the most frequent PVs in various discourses (Garnier & Schmitt, 2015). After identifying some of the most frequently occurring PVs in academic spoken discourses, this study analyses what sense of the PVs is frequently used, which is based on our assumption that figurative senses of the PVs are used more often than their literal senses. This exploratory study will underline the importance of acquiring PVs not only for daily but also academic contexts, suggesting the pedagogical implications to learn and teach PVs as ESP tasks.

Keywords: English phrasal verbs, English as an academic purpose, corpus, academic writing, figurative sense

Compiling ESP Corpus Using Regular Expressions -A corpus-based word list of veterinary medicine

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Abstract

This study presents a corpus-based vocabulary list of a veterinary medicine and provides a list of regular expressions that can be repeatedly utilized to compile large-scaled corpora, especially in the field of English for Specific Purposes (ESP). We used veterinary medical charts and compiled a Veterinary Medicine Chart Corpus with appropriate tags to extract the data necessary with Perl scripts for the creation of wordlists or materials for English education. Building up large-scale corpora takes a great amount of time and energy, as it requires the placement by hand of numerous tags appropriate for each utterance or word according to the purpose of the analysis using the corpus. The list of regular expressions shown in this study includes those related to tags commonly used in any type of corpus so that they can be utilized to reduce the amount of time for annotation in compiling a corpus. Also, the authors used the RANGE program (Nation and Coxhead, 2002) and made a frequency-based wordlist using the words included in 'RANGE 5,' which covers the lexical items observed in all genres (dermatitis, ophthalmology, vomit, lameness, and vaccine) that were not included both in General Service List (GSL) and Academic Word List (AWL). In this study, in addition to the sample wordlist comprised of 1000 words extracted from the compiled corpus, we have included directions for using regular expressions in compiling a corpus.

Keywords: corpus, regular expressions, wordlist, veterinary medicine

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English language learning for university T&I students: A study of motivation and other learner factors

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Abstract

The discipline of translation and interpreting (T&I) is often considered a special branch of Language for Specific Purposes (LSP). The two disciplines have a shared emphasis on language enhancement in specialized subject areas. However, T&I teaching unusually involves at least two languages instead of just one for specific purposes. However, much remains unknown as to the language learning motivation of learners in this specific education field, in particular as to their differences with other LSP students dealing with only one language.

This study aims to study English language learning motivation of university T&I students in Hong Kong, who usually have English has a second/foreign language. An English Language Learning Motivation Scale (ELLMS), adapted from previous studies, was used. Participants of the study included over 300 university students in Hong Kong.

Findings of the study show the differences in English language learning motivation between T&I students and regular English language students. They also reveal the interplay between language learning motivation, other learner factors (including gender, institution type, stage of learning, etc.) and English language grades of this special group of LSP (in this case, ESP) students.

The study, empirical in nature, explores the features of language learning motivation of a special group of learners, i.e. T&I leaners, who has been understudied in previous LSP and motivational research. It will shed light to the pedagogical development of T&I training and LSP education at large.

Keywords: second language learning motivation, T&I, LSP, Hong Kong, ELLMS

Teaching in multicultural classrooms: challenges and opportunities for ESP students

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Abstract

In a multicultural societal context it is obligatory that students learn how to interact with and understand people who are ethnically and culturally different from themselves. Supporting and engaging students from a variety of backgrounds and cultural experiences can be a challenge. A teaching approach for ESP students with emphasis on cultural diversity is presented with some speculations on cooperative learning and psycho-emotional dispositions of the international studies students in the Far Eastern Federal University (FEFU) in learning a foreign language to meet the requirements of the classical formative education.

FEFU is at the center of international education in the Russian Far East. The process of learning of international ESP students (we have students from Japan, the USA, the People's Republic of China, the Republic of Korea, Taiwan, Australia, Thailand, India and Vietnam) involves more than intellectual ability. It also includes psycho-emotional disposition of the students and teachers as well, and the environmental settings in which teaching and learning take place.

Some specialists on this subject such as Ruxanda Literat underlines the fact that under different conditions the role of ESP teacher should reach a new dimension, expanding the social, cultural and intellectual horizons of ESP students. After carrying some seminar sessions in FEFU multicultural classroom we can state that cultural diversity determines the reconsideration of all educational decision-making from designing curricula to selecting instructional material and appraising performance in such classrooms.

Keywords: multicultural classrooms, cultural diversity, ESP students, international education

Using Online Reviews to Enhance Student Writing:
Implications on ESP Pedagogy

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Abstract

Online Reviews are the modern electronic word-of-mouth (e-WOM) that promote a product, a service, or a destination using new technologies and social media. In the tourism and hospitality industry, the means of communicating and purchasing goods have been extensively modified and improved due to Online Reviews. In the same manner, the teaching of English for tourism requires the integration of new strategies using new technologies in equipping students with knowledge and skills needed for tourism and hospitality graduates to communicate and interact effectively with online customers. Siemens'(2005) and Downes' (2010) alternative theory of learning called Connectivism explains the learning opportunities created by internet technologies in this digital age, allowing new pedagogical tools and skills to improve and modernize student learning. This presentation aims to illustrate how Online Reviews aid in enhancing the writing skills of tourism and hospitality students of the Institute for Tourism Studies in Macao.   Using content analysis of student responses to online reviews written in class and survey of the respondents, this presentation of an ongoing research will reveal the common writing errors of students in professional/business communication, compare and contrast the content of student ORs from across majors (tourism, events, culinary, heritage, retail, hotel), as well as outline specific strategies for teachers to train and assess their students in order to advance appropriate pedagogical measures for the enhancement of teaching ESP.

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Be your own teacher-trainer: Autonomous teacher development in ESP

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Abstract

ESP teacher development tends to be self-directed. This is partly because teacher-training schemes and courses do not specialize to the same degree ESP practitioners do, and partly because most, if not all, ESP teacher training is done on the job, independently and informally. This sort of training doesn't result in certificates and diplomas but it does build skills and ESP teachers need to recognize their own development efforts and focus their aims for effective future development.

Combining an overview of the TT literature as it relates to ESP, original research into the development paths of experienced ESP teachers and guidelines for working ESP teachers to take control of their teacher training, this presentation will offer insight into how teachers can be self-directed in their professional development and suggest concrete techniques for professional growth as an ESP teacher.

A Cross-Sectional Analysis of Classroom Assessment Literacy of English Teachers in Secondary and Tertiary Levels

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Abstract

High quality classroom assessment, specifically on its formative assessment component, greatly accounts for improved student achievement. In 2015, the DepEd has issued Order no. 08, s. 2015 titled Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program. DepEd Order no. 08 is strong on the role of classroom assessment, specifically classroom formative assessment, in the improvement of achievement of Filipino learners. But, studies have consistently demonstrated the inadequacy of training and ill-preparedness of teachers when it comes to assessment which is indicative of poor assessment literacy. The present study reports on the classroom assessment literacy of secondary English teachers (SET) and tertiary English teachers (TET). It specifically compares the level of assessment literacy of both groups. Classroom assessment literacy (CAL) was measured using Classroom Assessment Literacy Inventory (CALI). The results showed that teachers in basic education is more assessment literate than teachers in college though both have poor CAL (M=13.78, M=10.87). On the level of CAL, 85% of the SET group have poor CAL and 15% have fair CAL. For TET group, 88% have poor CAL, 5% have fair CAL, and 7% have good CAL. Results of T-test for independent samples suggest that there is a significant difference between the level of classroom assessment literacy of SET and TET, p=0.04.

Keywords: Assessment Literacy, Language Teachers, CALI, Classroom Assessment

The Role of Higher Education to Promote Professional Laboratory Management at Schools and *Madrasah* in Indonesia

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Abstract

A head of laboratory at schools and *madrasah* (Islamic-based schools) in Indonesia should possess four competences to practice his duty based on the regulation of national education No. 25 Year 2008 namely personal, social, management and professional competences. The competences are achieved by the head of laboratory through a training conducted by Higher Education colaborated with *HIPPSI* (Indonesian Association of Teachers and Educators). This training has been organized for years by UNNES (State University of Semarang, Indonesia) and HIPPSI that produce many teachers with a certificate of training. Furthermore, based on the finding through observation and evaluation, it can be seen that the head of laboratory encountered difficulties to apply this regulation at schools and *madrasah* due to internal and external factors. The objectives of this study are to 1) explain the difficulties to implement regulation, 2) explain how to bridge this difficulty through a module created by colaboration between higher education and head of laboratory, and 3) discuss the role of higher education to implement the regulation. This is a case study conducted by a team of researchers playing the role of trainers in some schools that assigned teachers to participate in the training program.

Keywords: head of laboratory, competences, higher education, case study

Maritime English Teachers in Indonesia

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Abstract

English has always been essential in Maritime, especially when reached to safety. As a global industry, Maritime sector need English as the medium to communicate, to create understanding among multinational organization and crew.

To countries that have English as their 2nd language, or even as a foreign language, it is still a challenge. Therefore, Maritime English teacher or instructor is a key figure to develop the seafarer capabilities. Maritime English Teachers in Indonesia should not only have some English language skills but also specialized training for career purposes, especially in Maritime English teaching because the goal of Maritime English for each college is to cultivate students to have a good English communication skills that used on board ship. Based on this standard, Maritime English teachers are expected to be familiar with the related maritime knowledge, so it is possible to encourage the students to use the English for their communication on board ship. This study is intended to identify and to profile the typical maritime English teachers in Indonesia. The study involves 5 Maritime Colleges across Indonesia by distributing questionnaires to collect the data, either through emails or on site visit. The data is then tabulated to complete the profiles. The idea is to share the findings of the study to the policy maker of Maritime education and Training Regulator.

Keywords: Maritime English Teacher, Standard Qualification, ESP

Can Collocations be More Reliable? Experiments on an Improved Dispersion Algorithm

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Abstract

Collocation, in the literature of scholarly, has long been reported as fundamental to L2 learners' language proficiency, which thus serves as a criterion that differentiates advanced learners from their underachieved counterparts. Although there are algorithms, Juilland's D, Rosengren's S and Carrolla's D2, inter alia, put forward for the purpose of generating word combinations that can best satisfy both EAP and ESP teaching, they have largely ignored the corpus size and the settings (both contextual and intertextual) where language is in use, making them highly unreliable and even inapplicable in practice. The present study, which is being undertaken, therefore, aims to construct an optimum dispersion algorithm by exploring a refined target index from three dimensions: linguistic representations, context components and pragmatic factors. We plan to test the reliability and validity of the improved algorithm through experiment approaches, i.e. using the collocation output across corpora to do comparison, and applying it in teaching to investigate its efficiency.

Keywords: collocation, algorithm, experiment, teaching, NLP

Can subject matter experts rate the English language skills of customer services representatives (CSRs) at work in Indian contact centre

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Abstract

Millions of customer services representatives are assessed each year by subject matter experts (e.g., recruiters, team leaders) in Asian contact centres to ensure good spoken communication skills when serving customers on the phones. In other workplace contexts, language experts are employed to do this work but in Asian contact centres, a successful transfer of language expert assessment knowledge and skills to subject matter experts is preferred for practical and cost reasons. To date however, no studies have been carried out to demonstrate that subject matter experts can do this language assessment in a reliable way.

This study explores how a linguistically-informed spoken assessment rubric, called the Business Performance Assessment Scale (BUPLAS), is used by subject matter experts to assess the English communication skills of customer service representatives employed in an India-based contact centre. After a week-long training programme on how to use BUPLAS, the results revealed that the subject matter experts had high intra-rater and inter-rater reliability when they scored real calls. They also understood, interpreted, and 'indigenously scored' the linguistically-informed criteria. The implications of these results in deferring to subject matter experts to conduct language assessments in this workplace are discussed.

Development of CLIL course for EFL Undergraduate Tourism students

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Abstract

Being responsible for the tourism aspect of ASEAN Economic Community, Thailand aims at pursuing the ASEAN's vision to achieve a free flow of tourism service. This study proposes the development of English for Tourism course based on needs analysis results gained from in-depth semi-structured interview with 15 tourist guides in this Southern context of Thailand, 15 alumni working as tour guide, three content teachers from the department of Social Sciences for tourist guide, two language teachers who regularly teach previous ESP series courses and site observation of authentic language and strategies used, with a focus on equipping our Tourism students with the needed English oral communication skills required to perform functional tasks. Findings revealed that apart from language skills and communications skills, the inclusion of variety of English accents, local wisdom and indigenous knowledge and cross-cultural awareness or intercultural communication were crucial for the course components. With the significant role of English as a lingua franca in Asian context, the underlying theory oriented on CLIL approach (Coyle, 2010) and the designed materials embedded the conceptual 4Cs Framework in terms of English teaching and evaluation will be presented and discussed. The implication of this study is that ESP teachers in this specific ASEAN context will need to think of new alternative ways to design the course and adapt their current teaching methodologies to relate more to real-world tasks in order to adequately prepare their students for their future professional careers crucial for global communication.

Keywords: Content and Language Integrated Learning, English for Specific Purpose, Curriculum Development, Intercultural Communication, material design

The Role of Technology and Media in the Development of the Course: "Varieties of English" at a State University in Thailand

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Abstract

English, a global language (Crystal, 2003; Robertson, 1995; Ling, 2017), has been the first foreign language of Thai speakers and is instructed, based on the inner-circle varieties (Kachru et al., 2009): American or British English. However, as the world is well-connected, learners will definitely be exposed to other English varieties, uttered by global citizens of different native tongues. Thus, the knowledge of "Varieties of English" is essential for EFL learners at a tertiary level, especially for those who major in English. At a state university in Thailand, the course "Varieties of English" appeared in the B.A. English curriculum in 2009; was removed from the curricula in 2009-2012; was renewed in the 2013 curriculum with a novel design; and re-operated in 2017. The aim of this paper is to comparatively and contrastively study the development of the course "Varieties of English" at a state university in Thailand, in terms of the role of technology and media (Wong, 2017), management, syllabi, aims and objectives, contents, materials, credit hours, setting, assessment, and students (age, gender, class size, and feedback). The results show that the course in 2017 has been tremendously successful due to its novel design with more advancement of technology and media used in classrooms such as short excerpts from YouTube and other websites. It is hoped that learners, as future multiliterate global citizens (The New London Group, 1996), can apply the knowledge of English varieties into other linguistic and ESP courses, as well as into their future careers.

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Verbal aggressiveness and hate speech: A new reality for ESP?

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Abstract

Escalating political and racial tensions across the U.S. have led to increased incidents of what communication scholars call verbal aggressiveness, including hate speech. Verbal aggressiveness is a form of communication which attacks an individual's self-concept, rather than a specific position on a topic, in order to embarrass or inflict psychological pain. Hate speech, as a form of verbal aggression, expresses hatred, threats, or ridicule toward an individual or individuals. Instances of verbal aggressiveness can occur anywhere, including professional and workplace contexts. In the case of English for Specific Purposes (ESP) courses, then, to what extent are learners being prepared for such instances in the workplace?

This presentation reports on an evaluation of ten commercial ESP textbooks for tourism and hospitality. Findings show that although textbooks briefly address situations such as the customer complaint or the customer problem, participants in the hypothetical situations remain calm and conversational utterances remain on topic. None of the textbooks include hypothetical situations of verbal aggressiveness or hate speech. Nor do they offer communicative strategies for de-escalation in such situations. As such, the presentation also discusses an effort to develop pilot materials for a university-level English for tourism and hospitality course for students planning to participate in a one- or two-semester internship in the hospitality industry the following semester in the U.S. It is hoped the presentation will open a dialogue regarding the extent to which verbal aggressiveness and hate speech should be addressed in ESP.

A Corpus-driven Study of Speech Acts in the Hong Kong Corpus of Spoken English (HKCSE)

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Abstract

Since the 1960s, empirical studies of speech acts have examined specific speech acts in spoken or written language in different languages and in different contexts of communication. Most studies have examined the expressions, the patterns and the strategies of a speech act in a particular language. However, most empirical studies in different genres and in different contexts of business communication have not examined speech acts. Few studies have investigated the relative frequency of a speech act and the co-occurring patterns of two or three speech acts as found in a genre.

The present study aims to investigate, by means of analysis of a corpus of manually annotated speech acts, the features of all the speech acts in six different communicative contexts from a corpus of spoken business discourse. The findings indicate that the process of manual annotation of speech act is laborious and requires a number of revision regarding annotation criteria and outcomes. Despite the different contexts of interaction in the corpus, the quantitative data generated by *SpeechActConc* show that there are similarities in the number of and the category of unique speech acts as well as in the frequency and the co-occurrence of different speech acts among the six genres. In analysing the predictable patterns of speech acts, both the preferable adjacency pairs and the most frequent co-occurring speech acts are discussed. In examining the lexicogrammatical patterns of speech acts, traditional markers like inform markers are not the only linguistic realisations; phrases/clauses are common to perform different speech acts.

Keywords: co-occurrence, corpus linguistics, lexicogrammar, speech acts, speech act annotation

Empowering 'Whatsapp' Messenger as a Teaching Strategy for Listening Comprehension

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Abstract

This research is focused on analyzing the impact on the use of 'WhatsApp' as a medium to develop listening skill for a group of 30 ten-grade senior high school students. Since the phenomenal booming about the tremendous use of smartphone in real-life among teenagers which might bring negative effects, it is urgent to empower the phenomenal behavior of teenagers toward their mobile phone in the context of language learning. The 30 ten grade senior high students were put in 'WhatsApp' group messenger. The learning activities were performed in 'WhatsApp' group called 'Fun In English'. The one-group pretest-posttest design was implemented in this study. The instruments used in this study were 1) learning activities 2) English comprehension tests (pretest and posttest) and 3) a questionnaire of the students' attitude. Regarding data analysis, mean, percentage and t-test scores for the dependent sample were employed. The result indicated that the students' English listening comprehension ability increased significantly after learning with MP3 uploaded in 'WhatsApp' group called 'Fun In English'.

Keywords: 'WhatsApp', Listening skills, MP3, Senior high School Students

Do Students Really Want to Learn English Online?

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Abstract

Despite the significant investments most universities are making in digitalising their teaching and learning resources, most studies focus on education technologies, human computer interaction and online teaching pedagogies. Little research has been conducted to examine students' perspectives and opinions of online language learning. This paper reports on the preferences, perceptions and motivations of 127 NESB students relating to the use of online English language learning resources. All participants were enrolled in the English Language Support Program (ELSP) offered at Flinders University in 2016 and 2017. The ELSP offers six optional, non-credit bearing, face-to-face modules aimed at improving students' academic English during their studies. Online English language learning resources were developed as a trial to complement the modules. Before investing further funding to improve and develop additional online resources, it was decided to evaluate the students' attitudes towards online academic English learning resources. Mixed method was employed to obtain feedback from participants. The results reveal factors which may encourage or hinder the use of online resources for language learning and indicate students' preferences for specific activities. Overall, the findings confirm student demand for further online materials to supplement the classroom language instruction and also provide insightful information to inform the customisation of our existing digital ELSP resources materials according to students' preferences. The findings of this study will be useful for English language teachers and online content designers who intend to develop their own English language learning sites with characteristics that meet students' preferences.

Implementing an online vocabulary program: Limitations and possibilities

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Yew Chung Community College, Hong Kong

Dennis FOUNG
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Abstract

The presenters will describe the implementation of an online "supplemental self-directed study program" for vocabulary acquisition in a tertiary academic English course in Hong Kong for approximately 250 English language learners. The subscription-based program available in a spatially-rich platform accessible by various devices (WordEngine) was selected for its spaced repetition design, an adaptive diagnostic placement test, and 25,000 words available in "courses" based on word lists for IELTS, the Academic Word List, TOEFL, TOEIC, and General Vocabulary. The presentation will begin by briefly introducing the rationale behind incorporating an online vocabulary program into an academic English course as one of the assessments. This will be followed by an introduction of "spaced-repetition" as a pedagogical principle in the online vocabulary program. Next, in a short demonstration, the presenters will illustrate how the online program redefines vocabulary learning spaces with a game-like and multimedia design. The demonstration will include functions for learners and administrators to track vocabulary progress. In the third part of the presentation, the presenters will describe how WordEngine was evaluated by looking at students' time spent on WordEngine, their vocabulary achievements in WordEngine, their behavioral patterns, and various test results. With final remarks identifying the limitations and possibilities of implementing an online vocabulary program, the presenters will make suggestions for engaging students with digital learning.

Keywords: vocabulary, self-directed, mobile, space-repetition

Reflections on a project-based EAP writing course mediated by technology: A holistic perspective from student perceptions

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Abstract

This paper serves as a pilot study in exploring student perceptions concerning an EAP writing course in a technology-mediated PBL environment. A qualitative method is employed to detect the potential factors and dimensions revealed by student perceptions towards the learning environment and their learning behavior. Findings show that the six identified dimensions including perceived interest, value, difficulty, accommodation and learning behavior are interwoven with each other to varying degrees and the deficiencies as regards course design are accordingly reported. The authors conclude the paper by recommending that project-based course model should be conducted progressively, students' learning capability taken into account, especially in terms of technology-related learning, and group management level enhanced in future practice.

Keywords: EAP writing course, technology-mediated PBL environment, student perceptions, recommendations

Corporate Image Based on Metaphor Use in Chinese and American CSR Reports

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Abstract

The building of corporate image based on metaphor use in CSR Reports from the perspective of cognitive linguistics has received little attention, and thus this study tries to investigate the metaphor use in the CSR reports issued by Chinese and American corporations, with the aim of revealing the metaphor use as a discursive and cognitive strategy for corporate image building. Using a self-built corpus with the help of the corpus tool Wmatrix, we compared genre-specific metaphors and their functions of image building in the CSR Reports of Chinese and US companies. The use of OBJECT (CONTAINER), WAR, and SPORTS/GAMES metaphors are found to be more genre-specific to CSR Reports. They can arouse stakeholders' positive feelings of increased trust, respect for consumer rights, engagement in corporate social responsibility (CSR) and the support for environmental causes toward corporations. Meanwhile, the use of some genre-specific metaphors was found to differ significantly in the CSR Reports of Chinese and US companies, thus revealing differences in the underlying corporate images and ideologies. Chinese corporations, which tend to describe themselves as leaders and hierarchical organizations, are more competition-oriented, whereas US corporations, which tend to project themselves as environment-friendly community members, are more cooperation-oriented. The findings of this comparative study can shed light on how Chinese companies build their images and thus lead to a better understanding of changing national image of China.

Transition from EAP to ESP among Japanese university students: Does content-based learning sustain learners' motivation to learn English?

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Abstract

This study aims to examine the change in beliefs among O University first-year students about learning English after finishing one year of English sessions. It also explores the need for a transition from EAP to ESP in the curriculum. A 31-item questionnaire was created based on the results of previous studies, and it was administered to 392 first-year students at the beginning and at the end of 2016. The participants were asked to complete the questionnaire in the classroom. A four-point Likert scale was used to record the students' responses indicating the extent to which they agreed or disagreed with the statements. Although the student responses indicated similar beliefs about learning English at the first data collection, they indicated a less active inclination at the second data collection. As the students became accustomed to college life, their interest in content learning increased, and most of them lost their motivation to learn general English. It is assumed that their motivation to learn English would be enhanced when they were exposed to field-specific English. The results of this study imply that it is essential to introduce a special program for improving students' inclination toward learning English as they begin to lose interest. Small-scale case studies have showed that a study abroad program and a field-specific lecture or practice could sustain students' motivation to learn English.

Keywords: EAP, ESP, Japanese university students, Content-based learning

Time series analysis of discourse contexts underlying ESP

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Abstract

A time series is a chronological sequence of observations on some variable whose observed values are linked to earlier values (e.g. stock markets, sales figures, and birth/death rates). In many contexts underlying ESP, language and discourse variables of interest behave like time series, changing across institutionalized time intervals in informative but underexplored ways. An example is the counseling context which requires strategic language use across multiple inter-dependent sessions. This talk introduces Time Series Analysis (TSA hereafter), a common methodology in economics research (Vandaele, 1983), and how it can complement discourse analytic understanding of discourse structure and change across time. A brief sketch of key TSA concepts (trends, seasons, cycles, irregular fluctuations, autocorrelation) is followed by a case study of metaphor use across 30 consecutive counseling sessions (Tay, in press). It will be shown that TSA i) accurately predicts the frequencies of metaphor use in each session based on the overall distribution, and ii) provides mathematical descriptions which support and refine qualitative interpretation of therapist-client metaphor usage dynamics. Implications for discourse analysis, language-related counselor training, and the practice of counseling will also be discussed.

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A Study of Peer Assessment for EFL Academic Oral Presentations

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Abstract

The study aims to explore peer assessment of EFL students for their academic oral presentations. The following research questions are specifically addressed: (1) Do EFL students' peer assessments of academic oral presentations correlate with the teacher's assessments? (2) Are there significant differences in EFL students' perceptions of academic oral presentations before and after experiencing peer assessment? (3) What are the perceived benefits and weaknesses of peer assessment reported by EFL students? Participants will be 20 graduate students from a university in Taiwan. They need to take the required course *Speech and Presentation* in the second year of graduate program. For the purpose of triangulation, various instruments will be used to collect data, including evaluation forms, pre- and post-surveys, open-ended questionnaires, and interview questions. The evaluation form is composed of three oral presentation skill sets, including content and organization, verbal communication, and nonverbal communication. The pre- and post-surveys includes three parts, i.e., perceptions of effective oral presentations, difficulties in delivering oral presentations, and usefulness of the rubric for assessing oral presentations. The participants will be asked to fill out the pre-survey and the post-survey respectively at the beginning and the end of the semester. They need to deliver three academic oral presentations in class and also complete the evaluation forms for peer assessment. At the end of the course, open-ended questionnaires will be collected and semi-structured interview will be conducted. By presenting empirical evidences, the study is expected to provide pedagogical implications for using peer assessment in EFL oral presentation classes.

Changing Feedback through Technology: Effective Uses of Audio Commentary in an ESP Context

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Abstract

As ESP programs have developed in popularity, they have expanded and absorbed many of the tools generally reserved only for EAP contexts due to the nature of software bundling. With this change, ESP instructors in university environments have the option of using new technology to respond to student work.

For decades, teachers and graders have provided feedback in the form of local and global comments. This feedback, coupled with student conferences, served as the only way professors could interact with students and their work. Currently, technology provides a host of tools for developing feedback. One software program, Speedgrader, allows graders to leave audio, video, and text commentary and allows both graders and students new freedoms when conversing about work content. However, in ESP, as Farhady (2005) has pointed out, ESP instructors frequently lack content knowledge and the-one way communication of audio comments might complicate this conversation.

In my paper, I will be look at some of the potential benefits and drawbacks of using audio feedback as a method of grading papers in a university ESP context. I will look at audio feedback from the point of view of the professor, the teaching assistants, and the students themselves, and mediate between using audio feedback as a primary way of giving feedback or using audio feedback to augment more traditional assessment approaches. After both quantitatively and qualitatively surveying my students and teaching assistants, I concluded that while students do like the personal nature of the feedback and the way it shows the logic of a specific reading, teaching assistants are less inclined to enjoy the process due to the time required to give such comments but also agree that the quality of comments are better.

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Purpose-made Video for ESP: Raising L2 Relevance and Student Motivation

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Abstract

For some L2 students today English is viewed primarily as an academic subject from which they will receive a grade, not as a communication tool for real-world use. Faced with this situation, teachers increasingly need to consider how best to make their subjects relevant to students' lives and future careers.

This presentation reports on the creation and use of digital video in a discipline-based English course for optometry students at an EMI university in Hong Kong. The research aimed to (1) analyze the influence purpose-made video has on students' perceptions of English language relevance and (2) understand the possible impact this type of video has on student motivation. The video, an interview with a practicing optometrist on English in the profession, was produced specifically for students in this compulsory ESP course. The video was viewed by students outside of class on the course LMS and was paired with two formative quizzes. The video was later discussed in class to elicit student reflection on the speaker's views.

Data from student questionnaires and quizzes suggests that the purpose-made ESP video had limited influence on students' perceptions of the importance of English. The video's impact on student motivation also appears mixed. Nonetheless, students indicated a preference for video and tailored subject content. Participants in this session will learn about the opportunities and challenges of this video-based approach to motivation, along with areas for further research.

Keywords: English for optometry, video, motivation, ESP, formative assessment

Overcoming Resistance to Open Educational Resources in a Sino-foreign HEI

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Abstract

Over the past decade, higher education (HE) in the People's Republic of China (PRC) has seen many significant changes, including the appearance of English Medium of Instruction (EMI) Sino-foreign HE institutions (SfHEIs). These SfHEIs are often described as centres of pedagogical innovation, and have been the site of many interesting teaching experiences and advances. Open Educational Resources (OERs) are teaching and learning materials that can be used and repurposed freely, and represent an important education innovation opportunity. However, in spite of the freedom and flexibility surrounding OERs, their adoption in many areas has been slow. One reported reason for this relates to resistance on the part of stakeholders, including both teachers and students. In many ways, some of the current challenges related to OER adoption mirror the issues surrounding proprietary compared with "free" software, famous instances of which include the GNU/Linux versus Windows operating systems. Some of the barriers to OER adoption, therefore, may be considered in the light of the proprietary software debate. Given their unique position, SfHEIs may be an ideal venue for developing strategies to overcome these barriers. In this paper, I explain how projects at one of these SfHEIs that have been inspired by student-centric approaches to teaching and curriculum development are attempting to address the resistance to OER adoption by explicitly involving students and faculty in the OER design and development. Case studies of recent successes (and difficulties) are presented, followed by discussion of current and future OER development strategies

Keywords: EMI; PRC English; OERs (Open Educational Resources); SACA (Students As Change Agents).

The Discursive Construction of Professional Identity in a Taiwanese Trading Company

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Abstract

Recent theoretical discussion of professional discourse has pointed out the importance of considering contextual layers when attempting to understand the ways in which discourse functions in the achievement of professional goals (Bhatia, 2015). This paper reports on an ethnographic study conducted in a Taiwanese international trading company which sought to understand contextual factors as a sales manager enacted and interpreted professional identities through his email communications with overseas customers. Theorizing these communications as situated literacy practices, the author employed New Literacy Studies research methods (Coiro, Knobel, Lankshear & Leu, 2008), observing the workplace setting regularly over a period of 25 weeks, participating in the activities of the sales office, conducting interviews with the manager, and collecting numerous examples of the texts constructed and consumed in this context. These texts were analyzed with detailed reference to contextual data, taking into account their role in complete transaction cycles, and in particular the strategic choices made by the manager to enact his professional identity. The study found that the manager presented a stable and consistent range of professional identities in his literate communication, with "expert", "service" and "company representative" dimensions being foregrounded in different contexts. In addition, the manager engaged in conscious identity construction of his customers, drawing on his business experience to categorize them as technically skilled or unskilled, experienced or inexperienced, high or low potential, and high or low risk. It is hoped that this presentation will stimulate discussion of the relationships between literacy, identity and professional practice.

Keywords: Professional identity, situated literacy, international business communication, business email.

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ESL Students and Teachers' Perspectives on Language Learning through Social Media Platforms

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Abstract

With the rising number of internet users, learning English through social media platforms has become one of the most important research topics in the digital age (Hiew, 2012; Kabilan, Ahmad & Abidin, 2010; Shih, 2011). To better understand the impact of social media on language learning, this paper sheds light on the differences between two perspectives, namely the ESL learner-centred perspective on using social media as an English learning tool, and the ESL teacher's perspective on the use of social media for language learning purposes. In May 2017, ten local Hong Kong secondary students at the age of 12-14 were first invited to take part in the study and responded to the questions of (1) how they perceive the social media; (2) the type(s) of social media platforms they use, and (3) how they use the social media as a learning tool for improving English, in particular English writing. Data collected from the student survey indicate that most teenage ESL learners embrace the social media as a powerful and indispensable platform for learning and improving English, especially in terms of enhancing learners' motivation and knowledge exchange amongst users. For the purpose of contrast, three local Hong Kong ESL teachers were also interviewed about their perspective on English learning through social media. It is revealed that ESL teachers agree too that social media such as Facebook and WhatsApp, though flawed, can be useful in helping learners improve their English writing and motivating their writing interest. Based on the findings, this paper will discuss the approaches to developing English learning via digital literacy practices.

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An Indian EWL: A Pedagogic Tool to Improve the Lexical Competency of Students in Context of Horizontal Diversity

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Abstract

India, a permanent signatory member of The Washington Accord, aims to bring uniformity in undergraduate engineering education offered through 3363 colleges spread across 29 States and seven Union Territories. India has 1.33 billion people speaking 122 major languages, 22 of which are referred to as Scheduled Languages in the Constitution. Education is placed in the Concurrent List of the Constitution and States offer school education in vernacular languages, though a few private English medium schools exist. Higher education is offered only through English and students are required to read specialized text books containing substantial amount of technical vocabulary. The poor performance of first year engineering students necessitates the development of a glossary of corpus based Engineering Word List (EWL) to develop their lexical competence. Corpora have been used widely to solve linguistic issues and Data Driven vocabulary Learning (DDL) is an effective way of learning specialized vocabulary. This paper analyses the need and mode of building an EWL with words harvested from the course books of beginner engineering students of an Indian university. An EWL of 1272 words was extracted from 402,959* running words on the basis of 'frequency' and 'keyness'. The EWL families account for 31.56% of tokens in the texts. A comparison with some established wordlists revealed that the Indian EWL is specific with a high text coverage. It can give a new dimension for designing course material for English for Engineering Purpose to develop the vocabulary of L2 learners and enhance their reading skill to achieve academic success.

*numbers, scientific and mathematics notations, equations, formulae, index and preface excluded

Keywords: needs analysis, engineering students, specialized vocabulary, corpus, word list

Assessment of students' development perspective based on European language portfolio

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Abstract

The article is devoted to the investigation of the problem of individual's assessment instruments by means of European Language Portfolio (ELP) in teaching a foreign language within learner-centred education. The use of ELP as an innovative technique has become particularly relevant in the framework of the arrangements for training students of engineering specialties to proficiency in English in accordance with the internationally recognized system in terms of improving the competitiveness of the leading Russian universities, implemented in Siberian Federal University (Krasnoyarsk). This technique involves monitoring the results obtained in the teaching process, author's observations and research based on students 'outcomes and aimed at monitoring the development of their own perspective.

According to author's point of view, the ELP is based on principles which tend to challenge traditional learning and teaching practices and thus impact on education policy and systems. The author provides methodological basis for designing an assessment system adequate to the specific character of engineering education, establish basic assessment functions in its new format, and determine particularities of that activity due to ELP. The article deals with argumenting the use of a European Language Portfolio with emphasis on a learning individual's educational product. The conclusions were confirmed by prognostic simulation and experimental learning.

Keywords: European Language Portfolio, assessment, engineering education, foreign language teaching

Faculty collaboration in the grading of assessments in English courses for healthcare students at a Hong Kong university: issues of validity and reliability

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Abstract

Our definition of co-assessment in this presentation is collaborative assessment of assignments by the English language lecturers and the content specialists. For example, in "English for Clinical Pharmacy" English lecturers assess drug information documents for genre awareness, language and writing ethics, while pharmacy professors grade the accuracy of the drug information. In "English for Clinical Clerkship" English lecturers grade the student's oral presentation skills and language, while medical faculty staff judge the students' depth of analysis of ethical case studies. The aim of including co-grading of assessments in these courses, is so that the assessments are seen not as 'just an English assignment' but an opportunity for students to demonstrate their proficiency in both language and content to a 'high-stakes' audience – their professors. It also allows students to get feedback from experts with different expertise in either language or (highly technical) content. This kind of co-assessment is usually viewed by EAP/ESP professionals to be successful and worthwhile due to perceived authenticity. However, a number of challenges have arisen.

This presentation aims to present the challenges that we have encountered in the implementation of co-assessment in our Medical English courses. Apart from the logistical challenges that this type of assessment presents, issues of validity and reliability persist. These issues include separation of language and content, marker reliability, weighting of grades, contradiction in feedback and double-penalising. The presentation will elaborate on the issues encountered in the design and implementation of co-assessment in these courses and conclude with a discussion of solutions to some of these issues.

Keywords: assessment, authenticity, language vs content, English for medicine.

Language of persuasion in ESP writing: Personal recount in travelers' online complaints

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Abstract

With an advanced improvement of Internet and digital communication technology, there is a trend of global travelers who narrate and evaluate their travel experience on online hotel review webpages after completing their journey. However, some hotel guests who receive dissatisfying service and disseminate negative word-of-mouth publicly have been a critical challenge for management groups. Despite the increasing importance, little linguistic attention has been paid on how international travelers communicate in the cyberspace to share their dissatisfying experience they had when staying in a particular hotel.

The research purpose of the present study is to investigate the language of persuasion, in particular, family or personal recount, in these online complaints posted by international travelers who have stayed at 5-star luxury hotels in Hong Kong. The data are authentic hotel reviews collected from a public hotel review website *TripAdvisor* between 2012-2017. 40 sets of complex online complaints and response letters (approximately 20,000 words) from 12 hotels have been carefully selected and analyzed. The theoretical framework draws on Systemic Functional Linguistics (SFL). Findings from selected texts are discussed to demonstrate, for example, social purpose, generic stages, mood choice, power status, affective involvement and lexico-grammatical features. The findings of this study hope to contribute examples for hotel managers and consultants to train their employees on how to develop effective responses to customer complaints.

Keywords: online travelers' complaints, recount

Analytical Research on the Two Original Sets of Business English Textbooks on Fuzzy AHP Comprehensive Evaluation in ESP Teaching

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Abstract

This article reports on a principle-based evaluation of two original sets of business English textbooks, Market Leader and New Business English, which are used as college English textbooks for economic management majors in China. AHP (Analytic Hierarchy Process) comprehensive evaluation method is used for a quantitative empirical evaluation of the two sets of textbooks, and the final score of the former is slightly higher than the latter, which indicates that Market Leader is more suitable as college English teaching material for economic management majors in colleges from a quantitative point of view. As a result, Market Leader is likely to achieve the designated ESP purpose.

Keywords: fuzzy AHP comprehensive evaluation, business English, textbooks comparison, ESP

Evaluative Capabilities Training for Effective Business Writing Practices

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Abstract

Despite decades of research on the use of peer evaluation in second language writing, fairly little is known about the impact of explicit feedback training on students' development of long term evaluative capabilities. Much of the research effort has focused on the way pedagogical intervention may lead to enhancements in peer evaluation skills per se (Min, 2016). Yet, it is timely to consider how the impact of feedback instructions may go beyond the classroom and target students' ongoing development of evaluative capacities (Carless, 2011; 2013) in a variety of settings, including the professional business workplace.

This paper examines the use of instructional approaches adopted in a discipline-specific EAP course for undergraduate economics, finance, accounting and business majors that facilitates the development of evaluative skills that are vital for students' long term writing development. Classroom observations, peer comments recorded online and qualitative interview data will be drawn upon to offer insights into teachers' approaches to supporting students' evaluative skills learning endeavours. The paper also specifically investigates how such learning effort translates into effective writing practices after the completion of the course.

Online Peer Editing of Posters in a Multidisciplinary Context

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Abstract

This study reflects on the practice of peer editing of a poster task introducing students' capstone project on interactive design apps. The owners of the posters are 30 final year students from the School of Design at a university in Hong Kong and their peer editors are another 55 students taking a technical and web-based writing class at the Department of English. Using the weblog as a medium, posters and peer comments were exchanged in the digital format. Online questionnaires and face-to-face discussion on the learning experience were conducted with the participants after the exercise. While over 80% responses from the poster owners found the peer comments useful to improve their written English, they deemed the peer editors of language majors may not understand well the language of graphic design. In a teacher-student discussion after the peer review task, a few poster owners suggested face-to-face peer review be conducted with the peer editors. The peer editors on the other hand found reading and editing of posters useful in producing graphics for their own technical writing assignments. However these student reviewers of language majors expressed hesitancy to have face-to-face contact with the reviewees and having their own technical writing projects critiqued by students of design majors. In addition, the students responded positively to the use of weblog for its ease of use and collaboration.

Keywords: cross-disciplinary learning, ESL writing, peer review, technical communication, web-blog

Teaching persuasive writing through persuasion

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Abstract

This paper focuses on the teaching of persuasive writing to HKUST IELM (Industrial Engineering and Logistic Management) final-year students through an unusual genre, white paper. A white paper is a tool companies recently use to showcase, and hence generate business for, new products/services. In other words, companies write white papers to persuade rather than purely to inform, but instead of using emotional language associated with advertisements, persuasion is achieved through facts, knowledge and analysis. This genre is difficult to teach, as it is uncommon and subtle. At the beginning, we tried to show students authentic examples, as well as formatting features, of white papers. However, it was found that the most challenging part was helping students understand what an industry trend is, and how to write about the trend to different audiences, both technical and lay, in the same white paper. So in the second year of teaching, more scaffolding on these was made. Yet it was ultimately discovered that the most important thing to teach was the benefits of writing a white paper. It was only by persuading students the impact of white papers in promoting business, and the importance to their study and future career of learning how to distinguish between, as well as to merge, the techniques for writing to inform and to persuade, can students produce the genre we aimed at teaching them. Therefore we do not simply 'teach' persuasion in ESP writing, we have to 'persuade' students the importance of learning this in the first place.

Raising Native Cultural Awareness Through WeChat

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Abstract

This study proposes a novel way of addressing the Aphasia of Chinese Cultural (Cong, 2000) via WeChat. Through two cycles of action research at a teacher-education university in East China, the study drew upon Communities of Practice (CoPs) theory to form a synchronous English chat group. Students were encouraged to share their understandings and to construct knowledge of Chinese cultural topics with teacher guidance while using WeChat. To probe into the students' perceptions of how the WeChat community influenced cultural exchange and learning, chat logs, semi-structured interviews data and a teacher's journal were analyzed. Findings suggest that the CoPs concept played a positive role in addressing the Chinese culture aphasia issue. Students became more willing to participate in their English chat community with a rise of trust and familiarity of group members over time. Students were motivated to use their personal, local and world knowledge through peer and multimodal discussion in order to share and learn new English expressions within a Chinese cultural context. Areas of improvement and pedagogical implications for building online CoPs with Computer Mediated Communication applications are discussed at the end of the article.

Keywords: Aphasia of Chinese Culture; WeChat; CoPs; peer discussion

Developing language resources for MOOC students

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Abstract

Massive Open Online Courses are becoming popular educational vehicles through which universities reach out to non-traditional audiences. Many enrolees hail from other countries and cultures, and struggle to cope with the English language in which these courses are invariably offered. Moreover, most such learners have a strong desire and motivation to extend their knowledge of academic English, particularly in the specific area addressed by the course.

Online courses provide a compelling opportunity for domain-specific language learning, a growing trend in language teaching and learning. Typical MOOCs supply a large corpus of interesting linguistic material relevant to a particular area, including supplementary images (slides), audio and video. Among other aspects of language, such corpus provides an excellent context in which to study domain-specific lexico-grammatical features of any word or phrase, a challenging aspect of English productive use even for quite advanced learners.

We contend that this corpus can be automatically analysed, enriched, and transformed into a resource that learners can browse and query in order to extend their ability to understand the language used, and help them express themselves more fluently and eloquently in that domain. To illustrate this idea, an existing online corpus-based language learning tool (FLAX) is applied to a Coursera MOOC entitled English Common Law offered by University of London. We will illustrate how this resource has been augmented for language learning, and then review how learners can use it to explore language usage. Having established a specific context, we elaborate our position by showing how this approach might be used to facilitate language education, and what organizational and teaching structures would be suitable to put such a proposal into practice.

Keywords: MOOCs, Corpus-based Language Learning, English for Academic Purposes, DDL.

The effectiveness of EFL vocabulary learning via social application

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Abstract

Past studies have revealed that vocabulary knowledge can be enhanced through the use of inbuilt functions of mobile phones such as short message service or emails. However, few studies have been done to determine whether social applications have similar promising effects on expanding learners' vocabulary sizes. This study was intended to explore the effect of the social app LINE on vocabulary learning in the EFL context in Taiwan. A freshmen class of 37 students in a senior high school participated in this study. Experimental and control groups were formed according to their scores of a pretest of forty vocabulary items. An independent-samples t-test was performed on the pretest scores of the two groups and showed no significant difference between the two groups at the onset of the experiment. During the 3-week treatment, the experimental group studied forty new English words through LINE messages, whereas the control group learned the same set of words using traditional paper handouts. After the intervention, an immediate posttest was given to the two groups whose scores were statistically analyzed. The results indicated that both groups gained improved vocabulary knowledge, with the treatment group scoring higher. Results of delayed posttests also showed that students learning via social application outperformed their counterparts regarding vocabulary retention. In addition, results of a post-experiment questionnaire administered to the treatment group suggested that learners hold mixed attitudes towards the use of social applications for vocabulary learning.

Epistemic Modality Markers in Rhetorical Moves in ELT Thesis Introductions: Native and Non-Native Variations

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Abstract

Hedges are an aspect of linguistic features meaningfully employed by academic writers especially in their research articles. A number of researchers have investigated how epistemic modality devices position and function academically.   The present study comparatively describes the use of epistemic modality markers in rhetorical moves identified in ELT thesis introductions composed by American and Thai university MA students.   The two sets of data are composed of 30 ASI corpus (American student introduction) and 30 TSI corpus (Thai student introduction) MA thesis introductions.   The texts in the corpora are initially coded by move-step analysis.   Then the data are examined for all the epistemic modality markers listed in Hyland's (2005) taxonomy of hedges.   Qualitative and quantitative analyses are conducted to probe similarities and variations in the sense of native and non-native writers, in terms of frequency, function and variety of uses.   Pedagogical implications drawn from this research can be applied in academic writing course for MA students in related fields. It helps raise adequate awareness among MA students of how to use these epistemic modality markers academically and meaningfully when composing their thesis introduction.

Keywords: hedges, epistemic modality, thesis introduction, ELT.

English Learning through Graphic Coding

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Abstract

This presentation will explore the relationship between English Learning and Graphic Coding in the era of digital learning. Extending Halliday's theory of the three aspects of language development (Halliday, 1993), this presentation suggests that English as the subject knowledge can be learned through coding methods. During the summer holiday in the year 2017, a well-structured curriculum of English have been taught by the research team to twenty-nine primary three students from a less-developed city in Guangdong province through graphic coding. This study includes three stages: in the preparation stage, the research team collected the ethnographic information of the students and assessed their current English level through a carefully designed test; in the digital teaching stage, the research team taught these students a well-structured curriculum of English lessons twice a week on the interface of Graphic Coding; This curriculum is composed of a set of thirteen games created by graphic coding, covering the topics of phonics, lexis, phrases, clauses and discourses; in the close-up stage, students were required to take another assessment in order to know the validity of teaching and learning English through graphic coding. This presentation will discuss some findings drawn from this study. In the interface of graphic coding, the knowledge of English has been embedded in two dimensions: 1st, the default coding language is represented in English (for example, the blocks in different colours are written in English), and 2nd, English is the content to be learned (for example, the word "Lemon" will be spelled out letter by letter, translated and repeated when the "start" button in left bottom is clicked).　Relying on this interface, the relationship between English Learning and Graphic Coding is mutual-informing: the skills for coding is learned through English while the knowledge of English is also learned through Coding. This presentation will also compare "English learning through Graphic Coding" with existing digital English learning methods, suggesting some differences. Finally, this presentation will highlight some special features of this newly developed method of English learning and discuss how this method could inform the current ESP teaching and research with special attention on learning English through graphic coding in digital era.

Keywords: English Learning, Graphic Coding, Learning through Coding

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Learners' perspectives on learning engineering vocabularies in KOSEN: Exploring their changes by quantitative content analysis

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Abstract

This paper reports on a vocabulary learning practice for students studying engineering at a college. Segawa (2015) described that the students there had problems in retaining vocabularies. The problems stemmed from the students' examination-oriented learning, particularly for achievement tests in the school, and this situation lead the students to one-shot vocabulary learning. Therefore, we carried out a series of lessons which involve repetitive vocabulary instructions, and explored changes in the learners' perspectives on their learning of engineering vocabularies. Participants were students aged 15 and 16 studying at a technological college (KOSEN) in Japan. As the institution aims to cultivate students' English skills relating to engineering, teaching engineering vocabularies plays an important role. The lessons we designed altered students' vocabulary learning from one-shot learning to continuous one. To evaluate, questionnaires were administered before and after the lessons, and the participants were asked to give their perspectives on engineering vocabulary learning. Quantitative content analysis compared the answers and identified that the newly-implemented lessons had positive impacts on learners' perspectives on engineering vocabulary learning. Before the lessons, students felt that learning engineering vocabularies had no connection to their daily usage of English at all, even though they recognised that it might be useful for writing graduation theses. Whereas, after the lessons, they noticed that knowledge they acquired were connected to what they learnt in other subjects such as programming, and did not feel any uselessness of vocabulary learning. They also had successful experiences on using learnt vocabularies in English proficiency tests for engineering.

COCA Top 5000 Frequency Word List in Taiwan High School Textbooks

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Abstract

This study compares Corpus of Contemporary American English (COCA) top 5000 frequency word list and three versions' Taiwan high school textbooks in order to analyze the authentic word usage in Taiwan high school textbooks. This study investigates not only how many percentages of those frequency words from COCA frequency word list appear in textbooks but also what kind of words do not appear in textbooks. Three versions of Taiwan high school textbooks are examined, including Lung Tung, San Min and Far East (Shin). RANGE, designed by Nation and Coxhead, was used as the analyzing tool in this study. Results from data analysis indicate that three versions' textbooks roughly have the similar percentages of the same words with COCA word list. The percentage ranges from 75% to 79 %, which infers that those three versions' textbooks are quite consistent in terms of vocabulary selection. For further examination, words that do not appear in three versions' textbooks but appear in COCA top 5000 frequency word list are 438 words, most of which rank from 3000 to 4000 in COCA top 5000 frequency word list, which means that they are relatively low frequency words in COCA word list. One possible reason that those words are not included in three versions' textbooks is because the readings in textbooks do not talk deeply about American culture since most of those words can be categorized into topics related to American election, laws and pop culture.

Keywords: COCA, Taiwan high school textbooks, RANGE, frequency word list

Exploring the relationship between working memory, language aptitude and L2 writing performance

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Abstract

Writing is an essential skill that learners have to achieve in their foreign language learning. The process of writing entails exploiting cognitive resources and processes, especially in planning the plot and retrieving lexical items and syntactic structures from memory; as a result, individual factor variables such as working memory capacity is believed to be a mediating factor in writing performance (Galbraith et al., 2005; Kellogg, 2001; McCutchen, 2000; Huo & Wang, 2011). In addition to working memory capacity, another factor that may have an impact on writing performance is language aptitude (Kormos & Sáfár, 2008; Kormos, 2012).

Although working memory capacity and language aptitude are considered as significant individual difference factors in different stages of writing (Kormos, 2012), there is a scarcity of research on the role of the two cognitive factors and their predictive power on L2 learners' writing production in terms of complexity, accuracy and fluency (CAF). The current research aims to fill this gap by examining the correlations between language aptitude, working memory, and L2 writing performance. Thirty first year university students voluntarily participated in the study. They undertook a complex working memory test adapted from Daneman & Carpenter (1980), a language aptitude test (LLAMA, Meara, 2005), and a writing test in two consecutive sessions spread over two weeks. The writing test was a narrative task adopted from Bergsleithne (2010) and was piloted among students with similar proficiency levels.

Results showed: 1) working memory and total scores of language aptitude are correlated; 2) language aptitude could account for partial variance of accuracy, but working memory and language aptitude could not predict fluency or complexity of L2 writing. The study may improve our understanding of the cognitive process of writing and the role individual difference factors play in L2 writing.

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Exploring Big Data with Text Mining: The Application in English for Specific Purposes

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Abstract

With the development of computer technology and the Internet in recent decades, the amount of accessible textual data and information has proliferated and the term "big data" has often been used to describe the huge volume of available data. The rich source of data provides ample opportunities for different researches, but it also presents a challenge to all researchers regarding the efficient and effective ways to retrieve information. Data mining, or more specifically text mining, which is originated from computer or data science, could thus offer assistance by automatically extracting meaningful and interesting information from the large collection of textual data, or corpora. In this paper, we demonstrate how techniques in text mining could be applied in linguistic researches for some insightful findings. Dataset made available through the "Yelp Dataset Challenge", which contain a wide range of online textual reviews about businesses such as restaurants, is the main source for data in the current study. Techniques such as topic modelling approach (e.g. Latent Dirichlet Allocation (LDA)) would be applied to detect the tendency of words to certain topics, such as reviews indicating positive or negative experience. Visualization techniques would also be applied to better present the topical results from LDA for further analyses. The attempt presented in this paper shows that in the current "big data" era, the integration of data text mining in linguistic researches appears to be a promising direction.

Keywords: Big data; Data mining; Text mining; Visualization; English for Specific Purposes (ESP)

ESP Teachers' Professional Identity Construction

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Texas A&M University at Qatar, Qatar

Abstract

A growing body of research on ESP has focused on academic literacy practices and linguistic and textual analysis as teaching approaches (Paltridge & Starfield, 2012). In addition, although ESP researchers and practitioners have directed their attention to exploring sociocultural issues, such as ESP learner's identity (Feng & Du-Babcock, 2016), the challenges and changes in ESP teacher identity and professional development remain under-explored. This presentation reports on the challenges facing academic scientific writing teachers and what it means to be an ESP teacher dealing with learners who may be well-versed in their subject matter. Drawing on the framework of personal practical knowledge (PPK) (Golombek, 1998), the presenters will discuss the theoretical understanding and practical experience they have gained from teaching Business English and Life Science and Biotechnology to students in Qatar and Taiwan, respectively.

A descriptive analysis of student sample work, student feedback, and the presenters' self-reflexive narratives as ESP teachers showed a mismatch between students' and teachers' expectations. While the teachers strived to master and teach the subject matter along with teaching academic writing skills, the students often downplayed and challenged the teachers' subject matter knowledge. However, they regarded the teachers as authority in teaching the ins and outs of academic writing. These major findings have implications for teacher knowledge, identity, and student/teacher motivation. In addition, they raise an important question about how ESP teachers should be trained. After discussing the findings, the presentation will conclude by engaging the audience in reflecting on and sharing their own experience as ESP teachers, researchers, or students and how it impacts their professional identity.

I mean or *that is*? Employ context-adequate discourse links in academic written and spoken language

Zihan YIN
University of New England, Australia

Abstract

Cohesive devices play an important role in adding texture, easing comprehension and facilitating coherence. Second language learners have been found to have difficulty in using them appropriately in academic writing and presentation. However, insufficient reference resources are available for the use of them in academic settings. In order to gain an in-depth understanding of their use in both academic written and spoken language and provide a better reference model for EAP learners, this paper examines the usage patterns of linking adverbials, one type of cohesive device, in written academic prose and academic lectures. By manually analyzing a random sample of a total of over 40,000 words of academic written and spoken texts from the Wellington Corpora of Written and Spoken New Zealand English, this study discusses the form, meaning and position of linking adverbials in academic settings and compares the frequency and types of each form, meaning and position between academic writing and academic lectures. Findings from this research have research and pedagogical implications for EAP teaching and academic literacy support in the university context.

Taiwanese University English Learners' Perspectives on Sharing Digitized Reading Annotations at Different Time Points

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Abstract

Given the advances in computer technology, the nature of reading activities has been transformed from being paper-based to electronic. This trend leads to the increasingly popularity of online reading. During online reading, readers are able to make electronic notes, allowing them to record information, create knowledge, and share what they have learned. However, results concerning the effect of collaborative annotation on second-language reading performance are inconclusive. One of the factors possibly affecting the effectiveness of exchanging annotations with peers might be the time when sharing occurs. Few studies have explored this issue specifically. Thus, to advance our understanding of annotation-sharing, this research aims to explore the perspectives of second-language learners on sharing their reading notes in an online-reading setting at different times. Three reading modes were designed for the reading activity: 1) making individual annotations as a control task 2) sharing annotations with peers during reading 3) sharing annotations with peers after reading. The three tasks were assigned in a counterbalanced approach to students from two university-level General-English classes in Taiwan. Each task lasted for thirty minutes. Immediately after the reading tasks, all students answered a survey on their enjoyment of and involvement in the reading task. At the end of the study, they wrote down their opinions about annotation-sharing performed at different times. The research result will report learners' attitudes towards different modes of annotation-sharing in their online reading. To conclude the study, the presentation will provide pedagogical implications concerning electronic annotation exchanges in English-as-a-foreign-language university-level English class.

Keywords: online reading, note-taking, electronic annotations, collaborative reading, university students, second-language reading, English as a foreign language

Understanding the asynchronous collaborative writing process of English Wikipedia pages

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Abstract

Corporates are investigating the use of a Wiki-server to supplement the Electronic Document Management System (EDMS). However, limited number of studies analyse the interaction of authors in a Wiki-system and the co-authoring process of a Wiki-page. Wikipedia is a non-profit community developed free Internet encyclopedia which is based on the Wiki-server technology. English Wikipedia contains 5.17 million pages and had 834 million edits since its establishment in 2001, and is a rich resource for collaborative writing research. Understanding the collaborative authoring process of English Wikipedia pages could reveal how the content was created by anonymous users worldwide asynchronously.

This paper is to present the interim findings of an on-going research on the asynchronous collaborative authoring process of English Wikipedia pages by anonymous contributors worldwide based on the taxonomies from Mossop (2007) and Daxenberger (2016). The researcher inspected 5,317 revisions of ten English Wikipedia pages qualitatively and documented all types of edits in the collaborative authoring processes of these pages. The findings could help teachers to design teaching materials for the collaborative authoring classes in school. Corporates that would like to implement Wiki server as an EDMS could understand how much work is needed to manage the content on a Wiki server.

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A Corpus-based Study on First Person Pronouns in Journal Article Abstracts of Three Biological Disciplines

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Abstract

Journal article abstracts are important in gaining readers' attention and encouraging further examination of the article itself. The use of first person pronouns in abstracts may help writers project a strong identity and stance rather than present a stereotyped impersonal tone in the sciences. This study explores the use of first person pronouns and their rhetorical functions in journal article abstracts of cell biology, biochemistry and bioengineering. A corpus of 120 abstracts published from 2012-2017 in high impact factor journals of the three sub-disciplines of biology are compiled and categorized. The abstracts are simultaneously divided into L1 writers and L2 writers according to the affiliations of authors coming from the U.S.A. and from China respectively. The study aims to examine whether there is a discrepancy of using first person pronouns between L1 and L2 writers in journal article abstracts of biology and whether the rhetorical functions of first person pronouns in the abstracts of three sub-disciplines of biology share similarities. The results might provide references for writers in affiliations of China to present their identity and stance more appropriately in international journals, and help ESP course instructors explicitly raise students' awareness of disciplinary knowledge more effectively.

Keywords: first person pronouns, abstracts, journal article, biology

Small Data Driven Writing across Disciplines Courses in Fudan University

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Abstract

Writing across disciplines or WAD, is currently one of the mainstream courses offered by undergraduate and graduate programs nationwide. However, previous studies (Young & Fulwiler, 1986; Leki, 1994; Nesi & Gardner, 2012; Soliday, 2012) mainly focus on learners' writing motivations, student writers' writing process or how to improve relevant teaching methodology rather than on imminent challenges confronted by WAD in China. This paper proposes the construction of a mini-corpus of journal articles and student writers' papers as a way out for solving the following problems: most teaching practitioners of WAD in China feel inadequate for their class for lack of respective subject field background; there is an insufficient supply of textbooks on the market addressing Chinese students' specific needs for writing and research; and it is difficult to access to samples of writing for research and publication that are not far beyond Chinese graduate students' academic competence.

Keywords: Writing across disciplines, Small data driven, Corpus

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Nominalization and Technicality in Pharmaceutical Research Article

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Abstract

Nominalization is the key linguistic resource for construing technicality in disciplinary academic texts. This paper studies nominalization in authentic research articles (RAs) based on research about grammatical metaphor in Systemic Functional Linguistics (SFL). The discipline being explored is pharmacy, a relatively under-researched discipline which provides a typical example of dense technicality in science writing. The analysis goes through two stages: a quantitative examination of the occurrence of nominalization and an in-depth qualitative analysis of a sample text to understand the linguistic mechanisms of using nominalization to construe technicality. While self-compiled corpus data indicates that nominalization abounds in these texts with "transference from verb to noun" as the most productive way for forming nominalization, the systemic ideational analysis on the Conclusion section of an RA reveals how nominalizations function in creating the two major aspects of technicality: technical taxonomies and Activity Sequences of the field. The analysis also demonstrate that technicality varies according to different field types construed in the text. In the case of pharmaceutical RA, the taxonomy and activity sequence constitute two distinct technicalities, a technicality for construing research behaviour and a technicality for construing the research object. These discourse analytical findings are interpreted by discussing implications for contextualizing SFL-informed linguistic analysis in ESP classrooms as well as pointing to future research possibilities concerning systemic RA analysis in relation to language education.

Keywords: nominalization, pharmaceutical research article, technicality

EFL undergraduates' perceptions of an online English vocabulary course: A case study in mainland China

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Abstract

This paper investigated EFL undergraduates' perceptions of an online English vocabulary course which was conducted by a college in mainland China. A mixed methods approach, involving a questionnaire survey, five in-depth interviews and a focus group interview, was adopted to examine participants' (N=231) overall satisfaction level toward the course, their perceptions of the course as a language course as well as an online course. The results of the study showed that most participants were satisfied with it. However, there was still room for future course design improvements in terms of course content, presentation, assessments and feedbacks, and instructor-student interaction. Empirical implications for the online English vocabulary course development were also discussed in the paper.

Keywords: English vocabulary; Online course; Perceptions; EFL undergraduates

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Amos Yung Project Associate

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Campus Map
校園地圖

THE HONG KONG POLYTECHNIC UNIVERSITY
香港理工大學

PolyU

Conference Registration
8:00am - 10:00am - Podium, TU wing
10:00am - 4:00pm - Podium, CF wing

Conference Registration
8:00am - 10:00am, 7-8 Dec
Podium, TU wing

Conference Registration
10:00am - 4:00pm 7-8 Dec
Podium, CF wing

Keynote Speeches
TU201, TU wing

TU201
Cheung On Tak
Lecture Theatre

Prayer room
PQ502a, 5/F, PQ wing

AG206, Podium AG wing
AG434, 4/F AG wing

Conference tour
assemble location

BC201, BC202
Podium, BC wing

CD301, CD302
CD303, CD304
3/F, CD wing

DE401, DE402, DE403
4/F, DE wing

CHATHAM ROAD 漆咸道

CHEONG WAN ROAD 長環道

Ho Man Tin 何文田

TO MTR JORDAN STATION 往佐敦港鐵站

TO MTR HUNG HOM STATION 往紅磡港鐵站

TO MTR TSIM SHA TSUI EAST STATION 往尖沙咀東港鐵站

KEY TO CAMPUS MAP 校園索引

P	Core 翼樓
	Wing 翼
M	Block 座
	University Health Service 大學保健醫療處
	Guard Post 警衛崗亭

	Toilet 洗手間
	Toilet for Disabled 傷殘人士洗手間
$	Bank / ATM 銀行 / 自動櫃員機
	Canteen / Restaurant / Cafe 餐廳 / 飯堂 / 咖啡室
	Convenience Store 便利店

Location Map of Off-Campus Venues 校外場所位置圖

Research Centre for Professional Communication in English
Department of English
The Hong Kong Polytechnic University
Hung Hom, Kowloon, Hong Kong
Tel: (852) 3400 3131
Fax: (852) 2333 6569
Website: http://www.engl.polyu.edu.hk/RCPCE/