

#EmergingEnglish

Higher Education EME Community of Practice (CoP) Webinar #4

24th June 2020 5pm-6.30pm

English for Education Systems (EES)

SPEAKERS



Dr. Guo Fengping
Southeast University



Dr. Zou Bin
Department of English
Xi'an Jiaotong-Liverpool University



Dr. Du Jianying
School of Foreign Languages
Huazhong University of Science and
Technology

Welcome

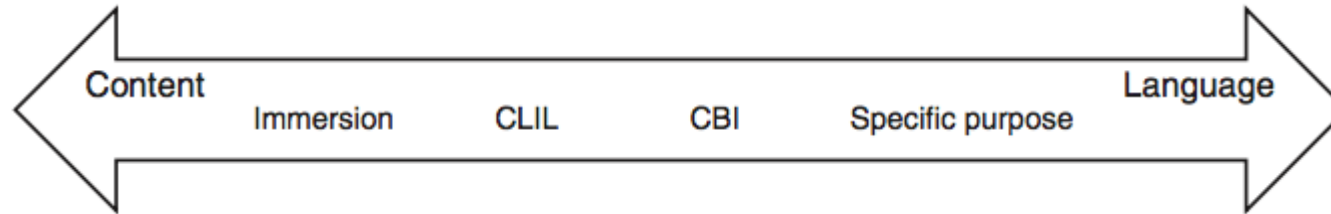
Welcome to the Higher Education Community of Practice Webinar #4

This event is one of a series of 4 events held in June 2020 as part of the **#EmergingEnglish** series of events and mini-conferences to promote sharing of practitioner ideas and solutions for different challenges within English Medium Education and ESP/EAP (English for Specific Purposes / English for Academic Purposes), primarily in Higher Education within China.

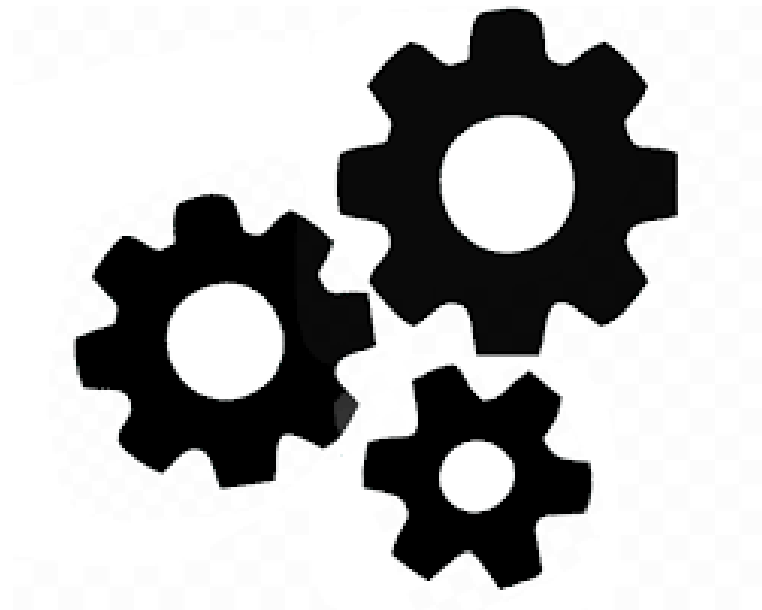
This webinar series will:

- *Facilitate the sharing of knowledge and ideas from EME/ESP/EAP practitioners both nationally and internationally;*
- *Provide an opportunity for reflection on what other teachers are doing in other contexts and whether this can be integrated into our practice;*
- *Allow some interaction and feedback between peers on the topic of EME and EAP/ESP, primarily, but not solely, focusing on the challenges of the past few months and solutions or tips on how these challenges can be addressed from the classroom.*

English for Academic Purposes (EAP) and English for Specific Purposes (ESP)



(Rose et al, 2019)



Webinar - Housekeeping

Today's webinar uses Zoom Webinar. There are functionality differences between this and Zoom meeting.

This webinar is being recorded

Unfortunately, you cannot:

- Turn on your audio
- Turn on your video

But, you can:

- See and hear all presentations
- **Submit** questions for consideration in the Q and A (Add @ + **speaker's** name so we know who it is for)
- Use the chat function (Please do!)
- Presentations will be approximately 15 minutes.
- After each presentation – questions from the Q and A will be presented to our speakers.
- For questions that have not been published or answered – we will try to answer them after the webinar series and publish them on social media channels.
- Webinar recordings will be made available after the webinar on social media channels E.g., Weibo & Facebook – Links will be shared to each platform through QR code at the end

Speaker Bios



Dr. Guo Fengping is an English teacher at the School of Foreign Languages, Southeast University, China. She is one of the key members of the National English Teaching Team, practicing a “Project-Based Teaching” method.

She has been teaching Medical English for almost 10 years. As an English teacher, she hopes to build a bridge to help students to connect their General English with English for Specific Purposes. She aims to forge new paths for the future of college English teaching.

Speaker Bios

Dr. Zou Bin is a senior teaching fellow at the Department of English, Xi'an Jiaotong-Liverpool University (XJTLU). He received his PhD in TESOL and computer technology from the University of Bristol, UK. He has taught EAP for more than 10 years at the English Language Centre, XJTLU.

He is the Founding Editor and the Co-Editor-in-Chief of the International Journal of Computer-Assisted Language Learning and Teaching (IJCALLT). His research interests include EAP, Computer-Assisted Language Learning (CALL), ELT and AI.

He is the Vice Chair of China EAP Association, an executive committee member of the China Computer-Assisted Language Learning Association and a committee member of China ESP Association and China Educational Technology and Foreign Language Teaching Association. He and his team have created an Artificial Intelligence website- **EAP Talk** for EFL speaking practice; more than 3,000 students in China have used it for free during the COVID-19 pandemic.



Speaker Bios



Dr. Du Jianying has been teaching EAP to Chinese students at under- and post-graduate levels since her received the doctoral degree in applied linguistics from the University of Southampton.

Her research interests include genre theory and critical thinking. Currently, she focuses on interdisciplinary collaboration and EAP/ESP teacher development

Today's Agenda



Approx. Time	Topic or title (s)	Speaker (s)/Specialisation	Organisation
17:00 – 17:05	Welcome & Introduction	Fraser Bewick, British Council, China	British Council
17:05 – 17:20	A Case Study of the ESAP Course of English for Medicine	Dr. Guo Fengping English Language Teaching	Southeast University, China
17:20 - 17:30		Q & A for Dr. Guo Fengping	
17:30 - 17:45	Challenges and solutions in online EAP teaching and EAP teacher training	Dr. Zou Bin EAP, ELT, CALL	Xi'an Jiaotong-Liverpool University
17:45 - 18:00		Q & A for Dr. Zou Bin	
18:00 – 18:15	Pushing the boundary: A trans-disciplinary EAP project in emerging engineering education	Dr. Du Jianying Teaching English for Specific/Academic Purposes	Huazhong University of Science and Technology
18:15 – 18:25		Q & A for Dr. Du Jianying	
18:25 – 18:30	Closing	Fraser Bewick, British Council, China	British Council

东南大学外国语学院

SCHOOL OF FOREIGN LANGUAGES, SOUTHEAST UNIVERSITY

**The Study of ESAP Teaching Practice with the Purpose
of Academic Communication Skills Improvement
-- A Case Study of the English for Medicine Course**

Guo Fengping

fengping_guo@seu.edu.cn



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外国语学院
School of Foreign Languages

Introduction

Orientation of ESAP

**A Case Study of the English for
Medicine course**

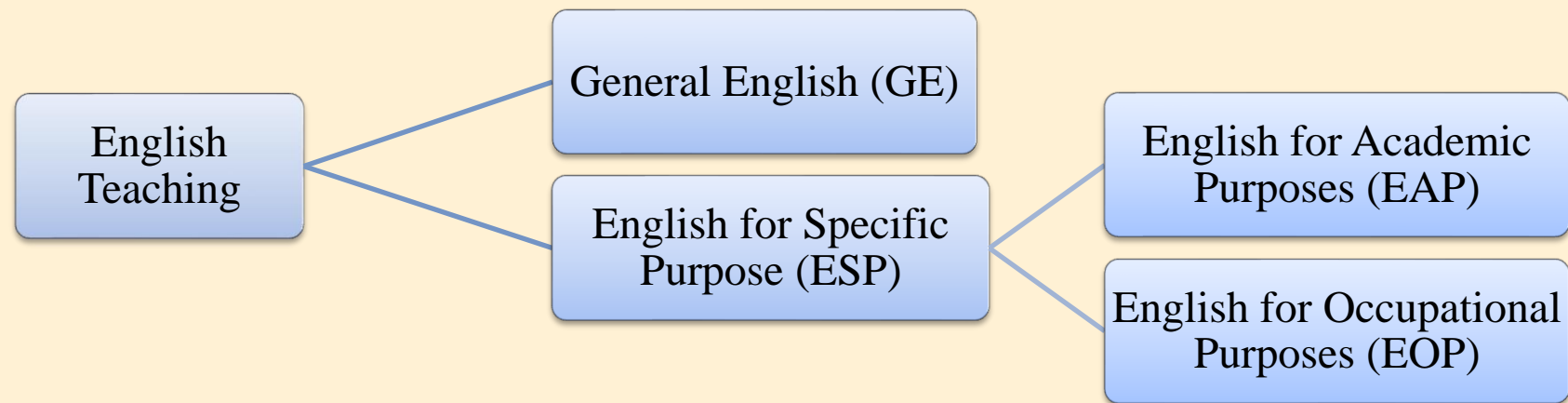
Further Study

Introduction

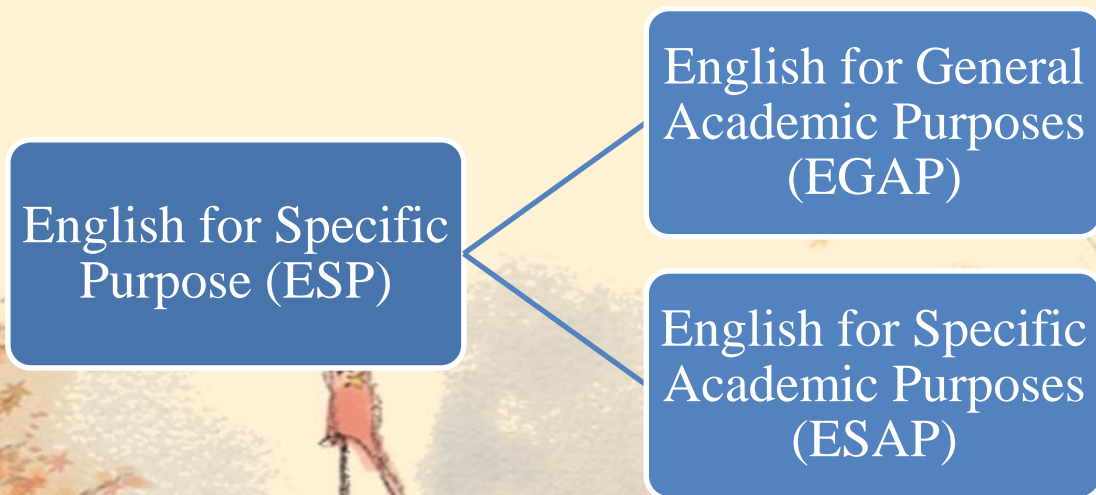
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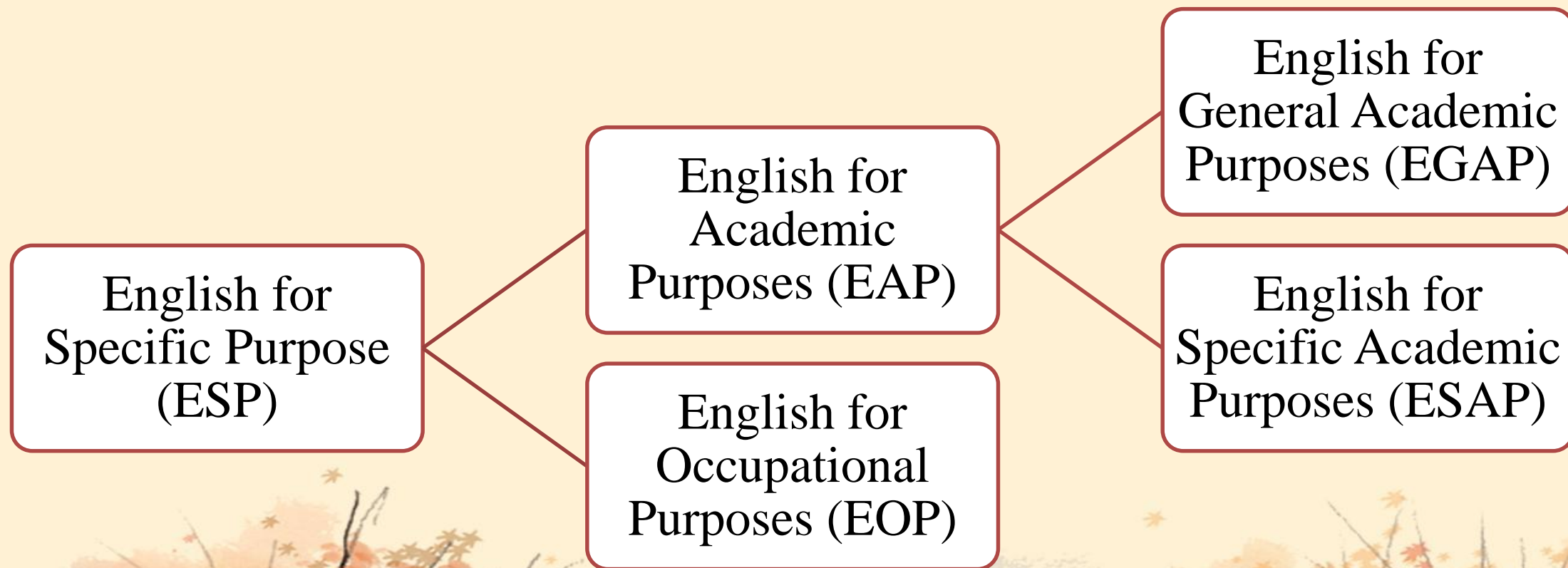
Hutchinson and Waters (1987)



Basturkmen (2010)



- A Guide to College English Teaching



English for Specific Academic Purposes (ESAP)

- **Core knowledge-based teaching**
- **Content-based instruction**
- **Academic skill-based teaching**
- **Outcome-based teaching**



第 5 题 希望医学英语课程开设为 (In what kind of course would you like to take?):

A. 公

B. 公

C. 专

disci

D. 专

第 8 题 希望开设医学英语课程内容包括 (What would you like to have in this course?): (more options)

第 9 题 学习医学英语课程的目的 (What is your purpose of leaning English for Medicine): (more options)

A. 医学

reading

B. 医学

Medici

C. 医学

Writing

D. 医学

E. 医学

Speakin

F. 其他

选项	小计	比例
A. 通过期末考试拿学分 (To get the discipline credit)	85	41.46%
B. 满足考研或出国深造的需要 (To meet the needs of further study or study abroad)	151	73.66%
C. 满足个人英语学习兴趣需要 (To satisfy the learning interest in English)	66	32.2%
D. 提高用英语学习医学知识的能力 (To improve the capability of learning Medical knowledge through English)	188	91.71%
E. 提高阅读英语文献、进行学术研究的能力 (To improve the English literature Reading ability in Medicine)	192	93.66%
F. 掌握参加国际学术会议及交流的语言工具 (To master a language tool of attending international conferences)	155	75.61%

A Case Study of English for Medicine Course 外国语学院

SCHOOL OF FOREIGN LANGUAGES, SOUTHEAST UNIVERSITY

English for Medicine is designed for students who plan to take a course in the field of medicine entirely or partly in English.

● Teaching content

- ✓ The principal aim is to teach students to cope with input texts, i.e. listening and reading in the discipline, and produce output texts in speech and writing throughout the course.
- ✓ The syllabus focuses on key vocabulary and phrases in Medical English.



A Case Study of English for Medicine Course 外国语学院

SCHOOL OF FOREIGN LANGUAGES, SOUTHEAST UNIVERSITY

- Teaching content

- ✓ It covers **key facts and concepts** from Medicine.
- ✓ It also focuses on the **skills** that will enable students to **get the most out of lectures and written texts**.
- ✓ It presents the **skills** required **to take part in seminars and tutorials** and to produce essay assignments.



A Case Study of English for Medicine Course 外国语学院

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- Teaching Methods
 - ✓ Project-Based Teaching
 - ✓ Flipped Teaching based on Micro-lectures



A Case Study of English for Medicine Course

外国语学院

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Abbreviation in Disease

Name of a disease is often an abbreviation.

e.g. AIDS for Acquired Immune Deficiency Syndrome

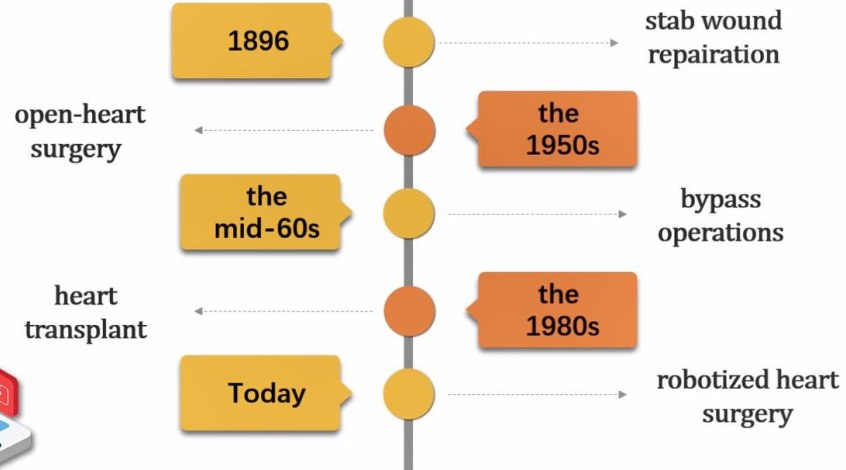
TB for Tuberculosis

C O V I D - 1 9 → an abbreviation of Coronavirus disease 2019
corona virus



Paragraph 1: a Brief History

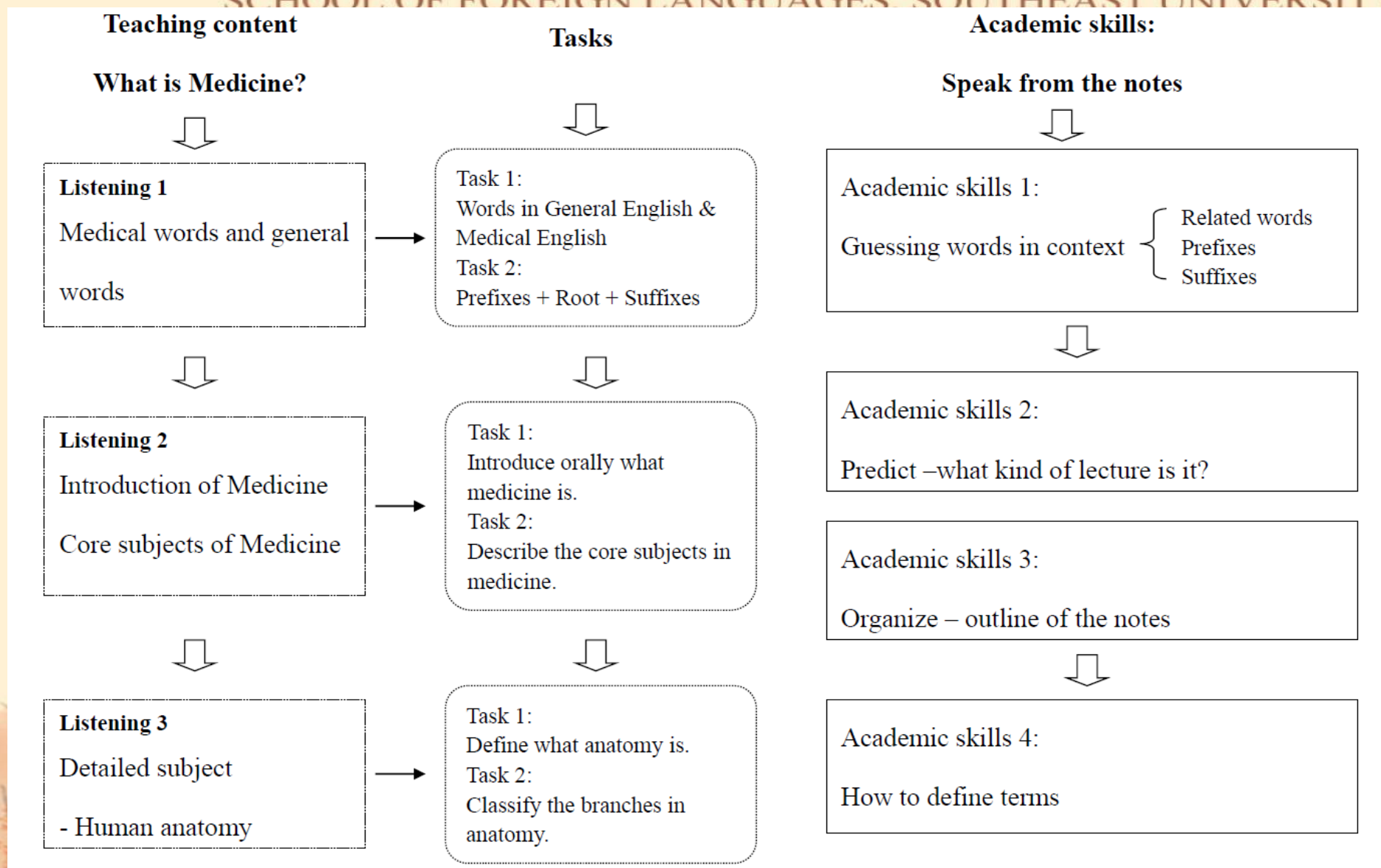
timeline



A Case Study of the English for Medicine Course

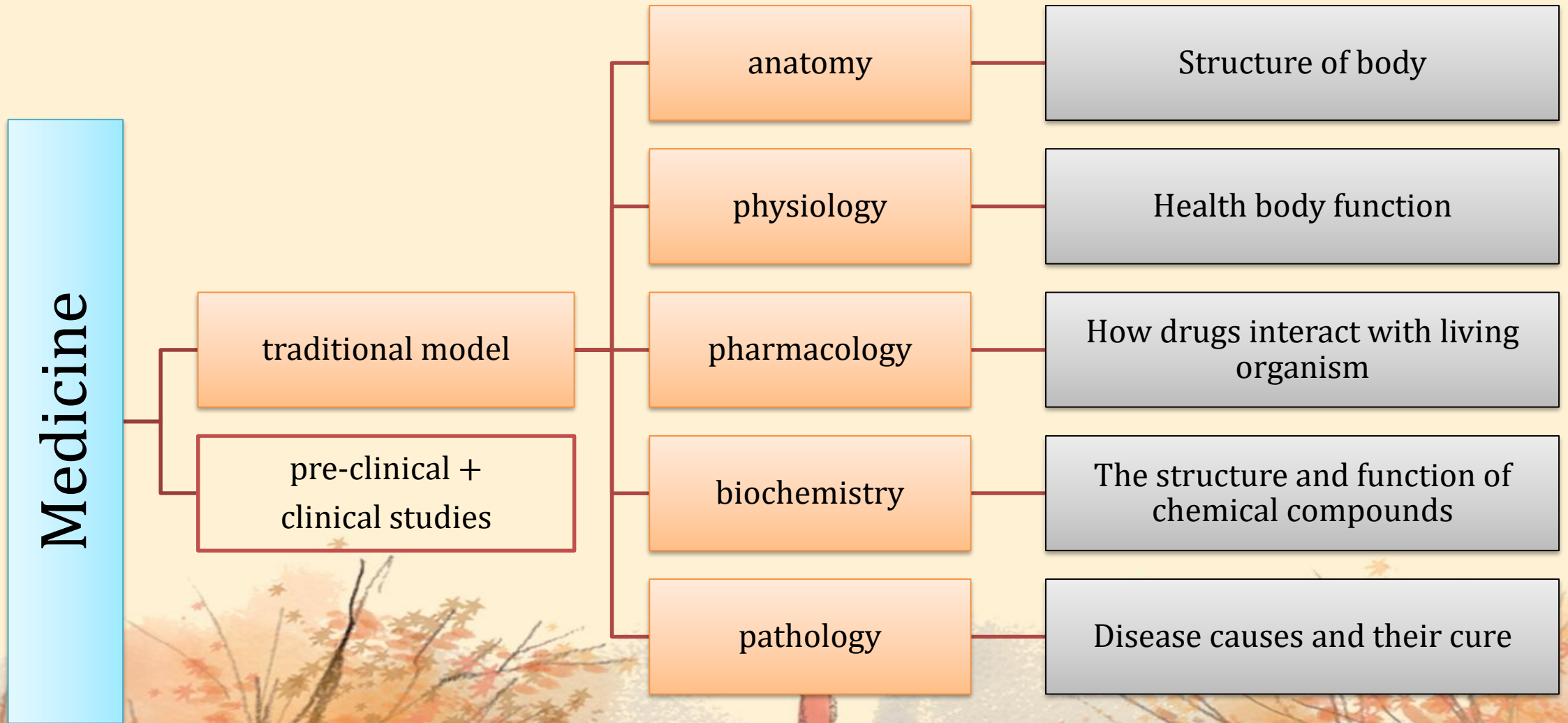
语学院

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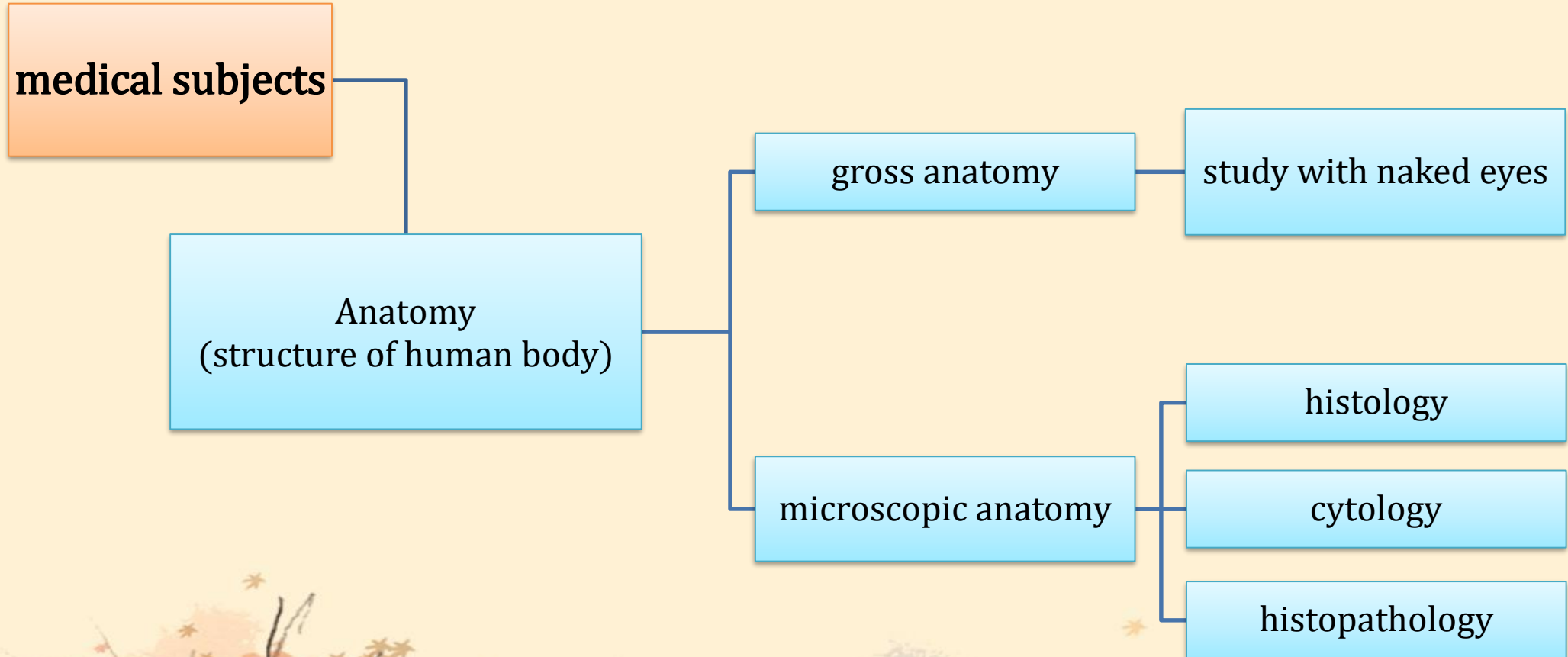
1.2 Listening

1. Introduce orally what medicine is.
2. Describe the core subjects in medicine.



1.2 Listening

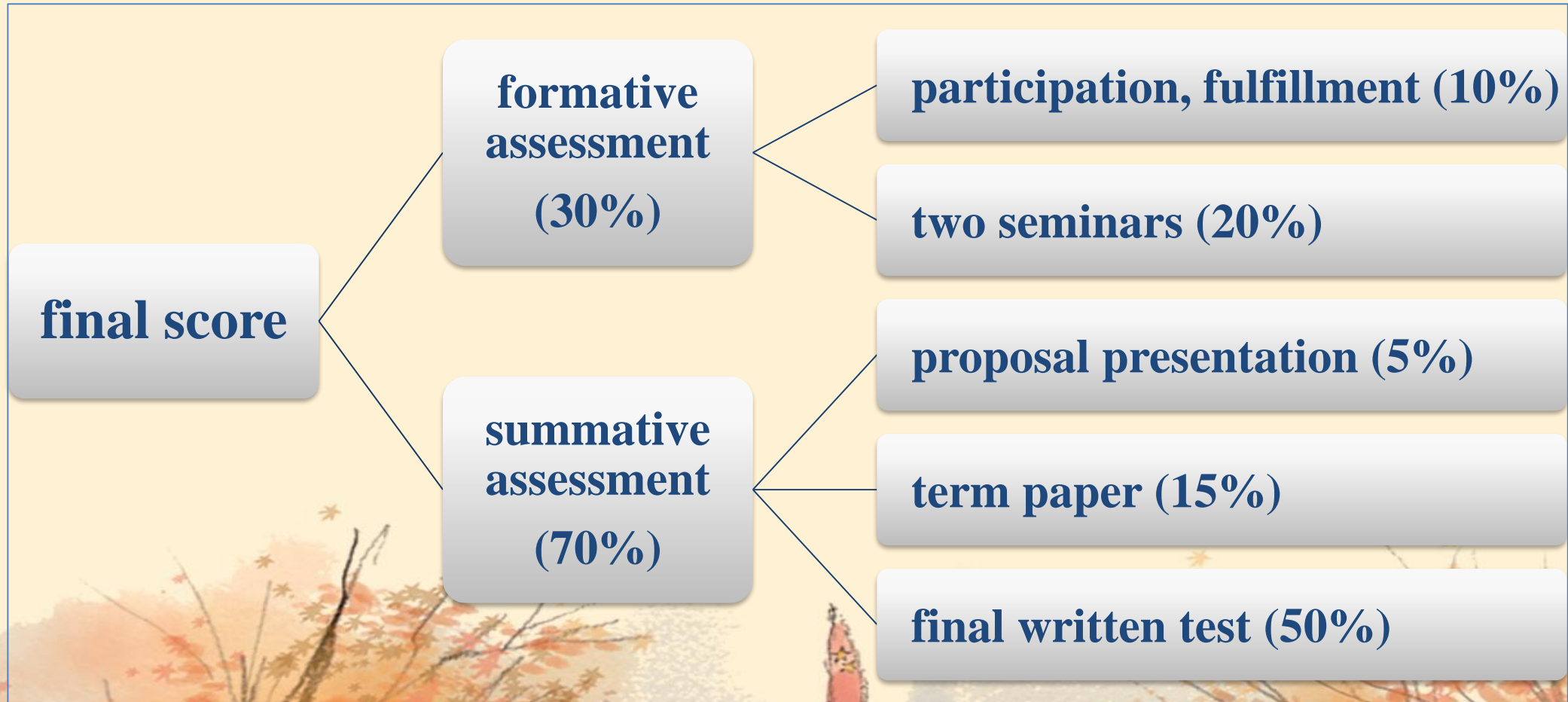
1. Introduce orally what medicine is.
2. Describe the core subjects in medicine.



A Case Study of English for Medicine Course 外国语学院

SCHOOL OF FOREIGN LANGUAGES, SOUTHEAST UNIVERSITY

- Teaching Assessment



Formative Evaluation

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< 返回 | Quiz

试卷信息

Qu 满分

试卷概况

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正文 无间隔 标题 1 标题 2 标题 副标题 副标题 不明显强调 强调 明显

样式

正在讲话: 自强不息

00:00:00 结束录制

共享

查找

第 1 页, 共 2 页 353 个字 英语(美国) 94%

The speech

Good morning, my fellow classmates and teacher, I am Lou Zilong, and it's my honor to be here to share my final paper with you. The title of my paper is The Use of Evidence-Based Medicine in fighting COVID-19 and as you can see, it mainly introduces the history of Evidence-based Medicine which can be abbreviated to EBM and its use in fighting the COVID-19 pandemic which swept the world since December of 2019.

My paper can be divided into three parts: the introduction, the body and the summary. It is generally accepted that Evidence-Based Medicine (EBM) plays a crucial part in the modern medicine and treatment for the patients. The World Health Organization has declared a COVID-19 pandemic on March 11, 2020 and it has become a global public health emergency. Though thousands of articles have been published already,

IV. 同义词 10%

V. Read the following
rect bibliography
down how to intro

NO	Ref
1	<ul style="list-style-type: none">• Estimated prevalence of States• Koran, L. M., Faber, R. J R. T.• 2006• 163(10): 1806• American Journal of Psy
2	<ul style="list-style-type: none">• Retrieved Se fromhttp://english.pec _364977.html• The more they play, the• People's Daily
3	<ul style="list-style-type: none">• New York: McGraw-Hil• p. 214

I. Topics

- One of the major l
- Examples of huma
- One of the medical
- Medical informati
- opment, barriers,
- A disease, for exar
- distribution and p

II. 考核要求

1. 从上述题目中任选
2. 查找至少 5 篇相关
3. 论文辅导前，完成
4. 论文中体现需包括开题报告中列出的各项内容

18

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正在讲话:

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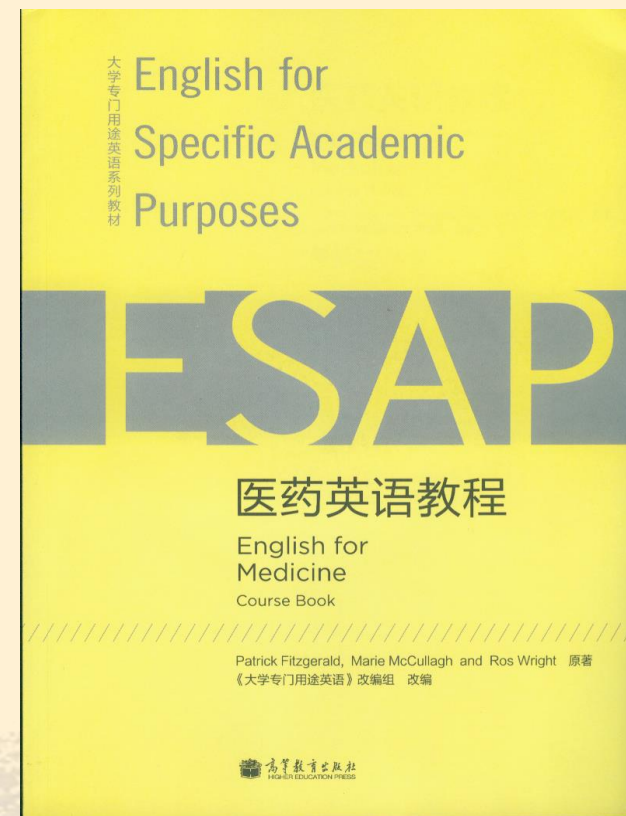
第 1 页, 共 2 页 353 个字 英语(美国) 94%

Further Study

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- Specify teaching design
- Assessment data analysis
- Teaching & learning reflections

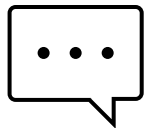


Question and Answer

Now, let's take some questions from the Q and A.



You can also use the chat box to leave your own ideas and suggestions!



Challenges and solutions in online EAP teaching and EAP teacher training

Dr. Bin Zou



Xi'an Jiaotong-Liverpool University

西交利物浦大學

I. Delivering online courses at XJTLU

- XJTLU is an EMI university and 70% of teaching staff are foreigners.
- All teaching staff delivered online courses either in/out of China.
- EAP at the English Language Centre (ELC) is a compulsory course for all students for 2 years
- 1/3 EAP teachers at the ELC could not come back to China
- **BigBlueButton**: XJTLU live online platform
- **ICE**: an internal online website including recorded courses, class handout, task sheets, quiz, PPTs, and essay submission, etc.
- **Box**: an internal online platform for teachers to share materials
- Training on using online platforms, tools, quiz every week

Real time online teaching on *BigBlueButton*

The screenshot shows the BigBlueButton virtual classroom interface. At the top, there's a dark blue header with the BigBlueButton logo and a '开始录制' (Start Recording) button. Below the header, a large light blue area displays the 'Welcome To BigBlueButton' message and a description: 'BigBlueButton is an open source web conferencing system designed for online learning'. A central panel lists various features: CHAT (Send public and private messages), WEBCAMS (Hold visual meetings), AUDIO (Communicate using high quality audio), EMOJIS (Express yourself), BREAKOUT ROOMS (Group users into breakout rooms for team collaboration), POLLING (Poll your users anytime), SCREEN SHARING (Share your screen), and MULTI-USER WHITEBOARD (Draw together). At the bottom, there's a footer with a plus icon and a Windows taskbar showing the system clock and a '激活 Windows' (Activate Windows) watermark.

The screenshot shows the BigBlueButton Recordings page. It features a 'Join session' button at the top left. Below it, a table lists recorded sessions. The table has columns for Playback, Meeting, Recording, Description, Preview, Date, Duration, and Toolbar. Two recordings are listed, both for the 'BigBlueButton virtual classroom (EAP111-Seminar-04-S2)' and 'BigBlueButton virtual classroom (EAP111-Seminar-19-S2)' meetings. The first recording is dated 'Fri, 29 May 2020, 11:01 CST' and has a duration of '23'. The second recording is dated 'Wed, 20 May 2020, 11:04 CST' and has a duration of '75'. Each recording entry includes a 'View presentation' link and a preview image. A tooltip提示 'Hover over an image to view it in full size' is visible over the preview images.

Playback	Meeting	Recording	Description	Preview	Date	Duration	Toolbar
View presentation	BigBlueButton virtual classroom (EAP111-Seminar-04-S2)	BigBlueButton virtual classroom (EAP111-Seminar-04-S2)	The BigBlueButton virtual classroom facilitates live, interactiv...		Fri, 29 May 2020, 11:01 CST	23	
View presentation	BigBlueButton virtual classroom (EAP111-Seminar-19-S2)	BigBlueButton virtual classroom (EAP111-Seminar-19-S2)	The BigBlueButton virtual classroom facilitates live, interactiv...		Wed, 20 May 2020, 11:04 CST	75	

II. Challenges for online teaching

- Equipment, facilities, bandwidth
- Module/activities changing for online class
- Emotional stress for teachers/students
- **self-conscious**: bad hair, no make-up, pyjamas, home mass surroundings, etc.
- **cultural difficulties, attention, anxiousness**
- **Arrangement of group discussions, class activities**



老师：
我不想当主播



同学：
我不想上网课

达成共识



老师：我想当主播

同学：我想上网课

First week

- Teacher: I don't want to deliver online real time courses
- Student: I don't want to have online courses

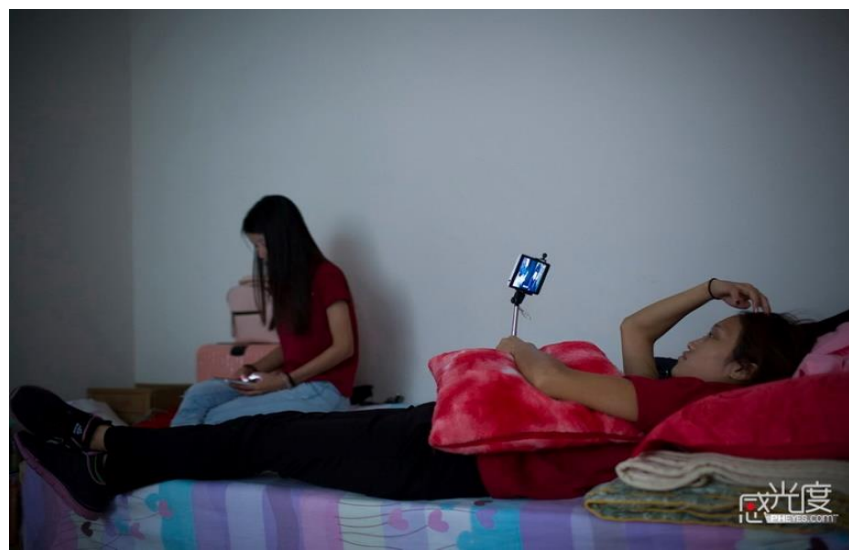
Final week

- Teacher: I like to deliver online real time course

Where do you deliver your online course?



Online learning? Where are your students?



What are your students doing during online courses?
(We can't control or imagine it)



Challenges for real time online EAP teaching at XJTLU

- Synchronous: 50% BBB-Live sessions
- Asynchronous: 50% recorded on MediaSite
- Time Zone is different
- Teacher in the UK: only afternoon class
- Teacher in the USA: only night class
- Connection problem in countryside: very poor
- No laptop during the holiday
- Move places again and again in other countries
- Family issue, e.g. childcare

- Some teachers used the camera and some didn't use the camera
- Students didn't use the camera due to limited broadband speed, so the teacher cannot check students' engagement
- Changing the presenter role between the teacher and students may take longer time
- More typing messages than talking by audio
- Students are reluctant to speak, and just type messages
- Speaking activities are much less than in the classroom
- Less involvement in group discussions than in the classroom

- Teachers spent more time in preparation of online courses.
- Preparing more online quizzes, because students enjoy doing quizzes which received most clicks among all online activities.
- Taking more time in recording lectures due to creating more effectiveness
E.g., One teacher spent a whole day to record a lecture for the whole module for hundreds of students.
- International students gave up attending live sessions due to different time zones.
- Teacher's guilty thought and frustration:
students cannot be engaged well online;
When calling student's name, keep silent

Assessment problems and solutions in online EAP teaching

- Changes of all assessment formats used in the classrooms
- No MCQs for listening + reading exams since it's easy for plagiarism.
- No real time speaking assessment and Q & A
- Students submitted recorded presentations with responses to provided questions
- Students can prepare a longer time and record it again and again
- Responses are not challengeable because they can read questions in advance
- But non-submissions of speaking assessment and coursework is more than classroom teaching context—have to take resit
- Technology problem: online recorded speaking submission limitation: 800 submission every day: 7000 students in the ELC
- Only essay online submission and online marking are same as before

III. Solutions for EAP teaching at the English Language Centre (ELC), XJTLU

1. Real time (50%) + recorded (50%) lectures on BBB

2. Teacher training

- University technology training for all teachers
- ELC IT drop-in Q & A online
- Workshops in the community group every week on Zoom
Teachers share their teaching practice, pedagogies, research, using technologies, etc.
- Workshops can be recorded and shared with other teachers on *Box* (internal online platform for teachers only).
- Teachers significantly improved technological skills for online teaching, e.g. quiz, forum, videos, live broadcasting, recording lectures with PPTs

Benefits of real time EAP teaching

- **Good teacher-student interaction**

Students can hear and/see the teacher and communicate with the teacher by speaking or typing messages

- **Good student-student interaction in group discussions** (BBB allows 8 groups in total.)

They can talk or type messages with group members

Students like group discussions

- **Sharing a screen with some notes on PPTs**

- **Pulling activities online:** increase interaction (E.g., Mentimeter)

- **Quiz received most clicks**

***The EAP writing learning outcome is better than classroom context**

***More feedback from the teacher**

- 50% of online teaching live sessions;
- 50% of online recorded lectures (10 minutes only) delivered by one teacher for the whole module/groups + activities (quiz, forum discussions, Q &A, etc.)
- Compared to classroom teaching, teachers have more time to give more detailed feedback to students' coursework
- Students feel the benefit from teachers' detailed feedback and improved writing more than before.

***More peer feedback**

- In the classroom: pair/small group work for peer feedback
- Online: read all other students' work

***Recorded lectures provide positive reflections:**

- Key points in academic writing for watching again and again
- Students prefer to watch the recorded lectures

IV. EAP teacher training in MA TESOL course

- A teacher with more than 10 years of EAP teaching experience integrated EAP teacher training in ESP modules and language assessment modules into an MA TESOL course at the Department of English during online live sessions.

E.g.,

- * *How to design curriculum, syllabus, learning outcome*
- * *How to teach academic writing, listening, reading and speaking in EAP classes*
- * *How to assess EAP in writing and speaking*
- * *Good examples of teaching materials and teaching pedagogies*
- * *Good examples of assessment*

MA students' feedback on online EAP teaching training

- Online sessions can achieve objectives of EAP teacher training
- Online group discussions are effective and students like it
- Real examples of teaching and assessment - very helpful
- Most helpful session—EAP curriculum and syllabus design
- Portfolio task/assessment in EAP writing is very useful
- MA Students hope to observe online EAP teaching at the ELC, but this is impossible due to complicated arrangement during online teaching

V. Online teaching in the Future

If we do online teaching again, what will we do?

- Teacher: set up rules for students: students should open cameras
-blocking their screens was like turning their backs to their teacher
-have a profile picture if cultural difficulties
-Allow times of quiet for students to think about questions before talk
-setting up a task and letting the students complete it and return back after 10-20 mins which may help managed the online class time.

(suggested by EAP teachers in the UK)

- Recorded lectures: 10 minutes only
- More engagement and more effectiveness: e.g. small group work; using teacher's own talent: sing a song, etc.

(要当网红主播/Be a Web celebrity anchor)

- Some foreign teachers will have to conduct online teaching next semester if they are unable to come to China
- Thus, these teachers will have to improve their online teaching pedagogies next semester.
- Blended delivery for different skills:
- 1 classroom teaching + 1 online teaching (teacher out of China)

Thank you

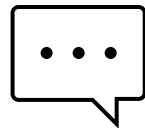
Q & A

Question and Answer

Now, let's take some questions from the Q and A.



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Pushing the boundary:

A trans-disciplinary EAP project in emerging engineering education

Dr. Jianying DU

School of Foreign Languages

Huazhong University of Science and Technology

EAP: English for Academic Purposes



- Academic literacy
 - Reading (subject matter texts)
 - Writing (lab report, research articles)
- Study skills
 - Attending lectures
 - Seminar and conference skills
 - Critical thinking (interpreting, synthesizing, analyzing, evaluating, etc.)



Content-language integration in English classrooms

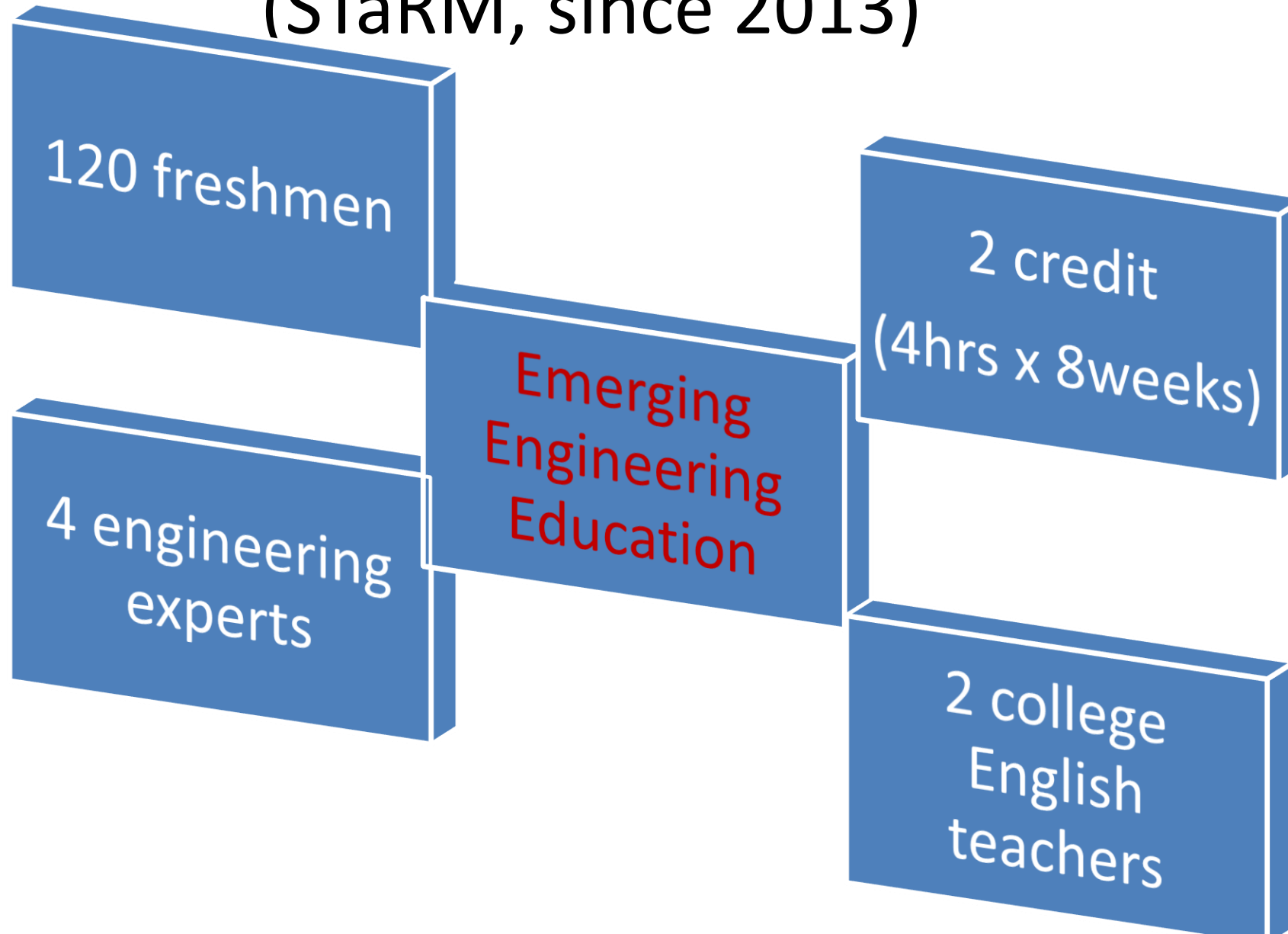
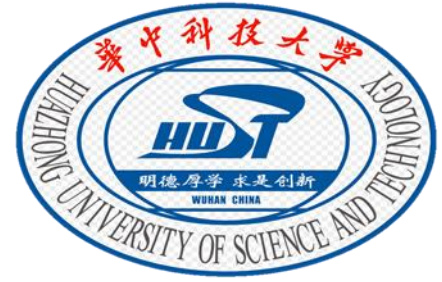
unhappy novice EAP learners

- **Lack of interest** or expertise in subject area
- Lack of interest or expertise in English language in general
- Lack of interest in academic English
- Feeling **disoriented or overloaded** with the subject information in language classes

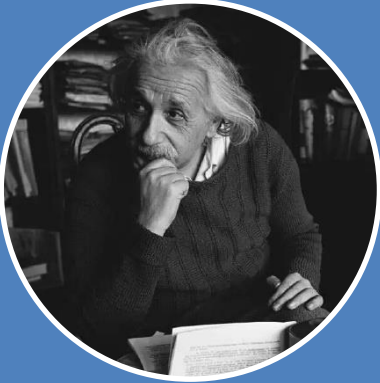
dissatisfied subject lecturers

- Students are **not able** to synthesize, summarize, and hence critique what they read or hear.
- Most students have **little sense of logic**
- Most students **do not communicate** or learn actively.

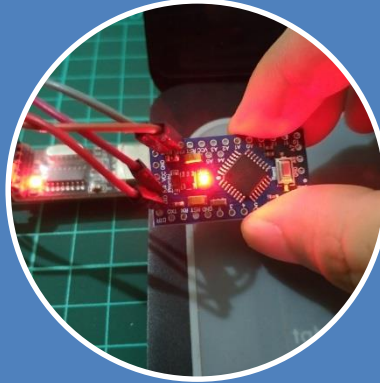
Scientific Thinking and Research Method (STaRM, since 2013)



Objectives of STaRM



Nature, history,
philosophy
and value of
science



Problem-
solution skills,
Team work



Academic literacy,
communicative
competence

Emerging Engineering Education for technological leaders of the 21 century

Where the teachers do not teach



- suggesting themes
- supervising projects
- evaluating proposals

Suggested themes for STaRM



Themes	Prompts
High-rise building	Problems and risks in high-rise building design and construction, e.g., earthquakes, tornadoes, foundation, and spire
AI robots	Intelligent robots most needed by human society in the next few decades, as well as their operating principles, features, and functions
Wearable technology	The advancement in wearable technology, including, a) related devices and techniques, b) domains impacted, and c) conceptual innovations in the next few decades.
Internet for medical use	Describe and design the medical network regarding, e.g., the features, functions, operating principles, and the conceptual advancements

Where the teachers do not teach



Robert's Rules of Order

Robert's Rules of Order is a set of rules first published in 1876 by Henry M. Robert to run effective, orderly meetings with maximum fairness to all members. In addition to informational resources, RobertsRules.org provides software tools to help organize and run meetings and groups.

For Fair and Orderly Meetings

Robert's Rules is a time-tested manual of "parliamentary procedure" for conducting business at meetings and public gatherings. The basic handbook of operation for most groups, it provides common procedures for deliberation and decision-making with the full participation of the membership body. The conduct of ALL business is controlled by the general will of the whole membership - the right of the deliberate majority to decide. Complementary is the right of at least a strong minority to require the majority to be deliberate - to act according to its considered judgment AFTER a full and fair "working through" of the issues involved. Robert's Rules provides for constructive and democratic meetings to accomplish the business of the assembly, with undue strictness never allowed to intimidate members or limit full participation. Meetings work best when all members



Henry Martyn Robert
Author of Robert's Rules of Order



Guidelines

The fundamental
thoroughly discus

Discussion skills (Robert's Rules of order)
Common logical fallacies
Language for Seminars and Conferences skills
Raising questions: Thanks for your talk on.... I am particularly interested in ..., so would you please elaborate a bit more on ...

Logical Fallacy

any kind of error in reasoning
renders an argument invalid.

- Student team-teaching on discussion and argumentation
- Genre-related tasks
- Ethical, philosophical and cultural concerns

STaRM Student Output

Contents

Abstract.....	
Introduction.....	
Methods.....	
Conclusion.....	
Research experience and	
Course summary and suggestions.....	
References.....	20





Gains

十份优秀报告名单及评语

通过对八组同学的报告进行仔细评分，优选出十份优秀报告，具体名单如下。这十份报告脱颖而出，主要是以下几个方面做得比较好。

（1）思想和内容

几份报告能从整体上阐述项目的背景、意义及整体框架，同时能凸显自己在整个项目中所作的工作，做到了点、面结合，这一点上董浩宇同学表现尤其突出。同时，这些报告在内容上特别注重“创新”，没有对常规的技术进行赘述，而是直接针对自己的研究内容，勾画出自己解决问题的思路，这一点上江嘉瑶、谢欣慧、阮佳良及夏怀等同学做得非常出色。此外，几份报告最后提供了总结评价，在完整性方面表现出色。

（2）排版和图文

作为大一新生，虽然这几份报告在排版上还有进步的空间，但基本能做到格式规范，排版醒目。报告大多能做到图文并茂，对自己设计的框架，产品（如机器人，辅助诊断系统），算法及预期研究结果等，能用各种图和表进行展示，让自己的研究思路、研究方法得到了很好地呈现。尤其要提到的是，部分同学的报告是用英文做的，有很多专业的词汇，包括一些技术或算法上的描述，要做到规范和地道对大一学生而言，是很难的，但这些英文报告基本做到了语法正确、描述清晰，没有出现造词和用词生硬等问题。

几份报告还存在如下不足：

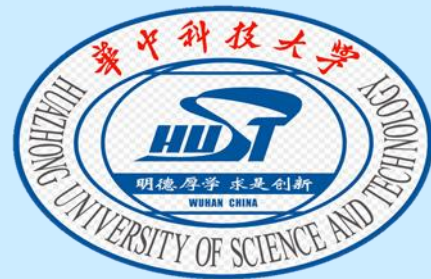
（1）参考文献

每份研究必然是参照了大量参考文献，但只有部分同学提供了参考文献，而且提供了参考文献的同学，无法用规范的方式进行处理。

（2）成果标注

部分同学在报告中引用了期刊的研究结果，但并没有在报告中对其进行标注。这是一个不好的习惯，在以后的科研工作中，出现这类问题会被认定为抄袭。





Meeting the learner needs

The five most needed skills in the fourth year undergraduate study in the department (answers to Items 2 and 3 in the questionnaire):

- Reading research papers/journal articles in subject fields
- Summarizing papers/articles in journals in subject fields
- Presenting reviewed research papers/journal articles in subject fields
- Writing abstracts
- Comprehending the content of symposia, seminars or open lectures

Writing skills to be introduced in EAP classes (answers to Item 5 in the questionnaire):

- Abstract
- Summary
- Short research paper
- Lab report

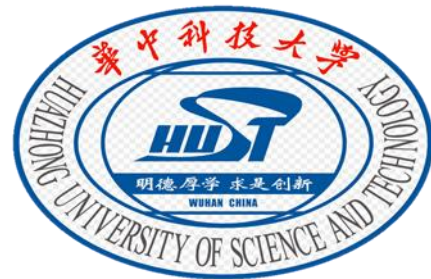
Speaking skills to be introduced in EAP classes (answers to Item 6 in the questionnaire):

- Oral presentation of one's own research
- Oral presentation of one's reviewed literature in the content field
- Participation in group discussion

Needs



Deeds



EAP学习指南

听力理解技能



- Cornell note-taking system
- Mind-mapping

阅读理解能力



- Summarization (understanding the central thesis)
- Outlining (understanding the generic structure and discourse strategies)
- Paraphrasing (understanding the language feature)
- Critiquing (critical reading and reflection)

口语表达能力



- PowerPoint assisted presentation
- Poster presentation

书面表达能力



- Abstract
- Summary
- Project report

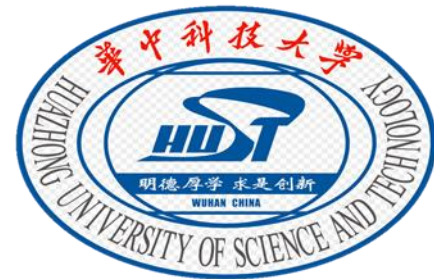


论证能力

- Logical fallacies
- Toulmin Scheme

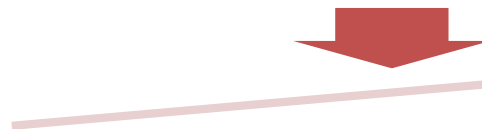
Needs

Deeds



我们是光卓1801

今天23:18



一年一个月的学术英语今天结束了
我们从最初的不知EAP为何物，到如今可以写出一篇较规范的学术英语短文
这一路，有抹不掉的成长与数不尽的快乐
有了都老师陪伴的课堂，是妙趣横生的课堂，是脱离枯燥乏味的课堂
分析文章，探讨生活，这里有思想的碰撞
观看短片，聆听教诲，这里有内心的充实
光卓1801全体同学在此真诚感谢都建颖老师的指导
虽然课程结束了，但是师生情谊长存! 🍷



Welcome to the Tribe

Recognizing academic style --- lexico-syntactical features

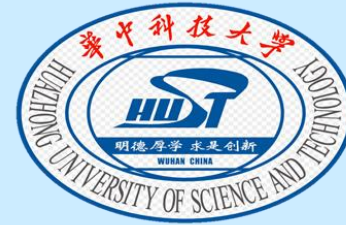
Recognizing academic style --- discourse devices, rhetorical functions, internet literacy

Recognizing academic style --- the G-S-G pattern to open, develop and end a text

Workshop

Getting to Know Genre --- Integrative consideration of Audience, Purposes, Moves, Rhetoric, and Linguistic devices

Pains: stranger in a strange land



- Who am I?

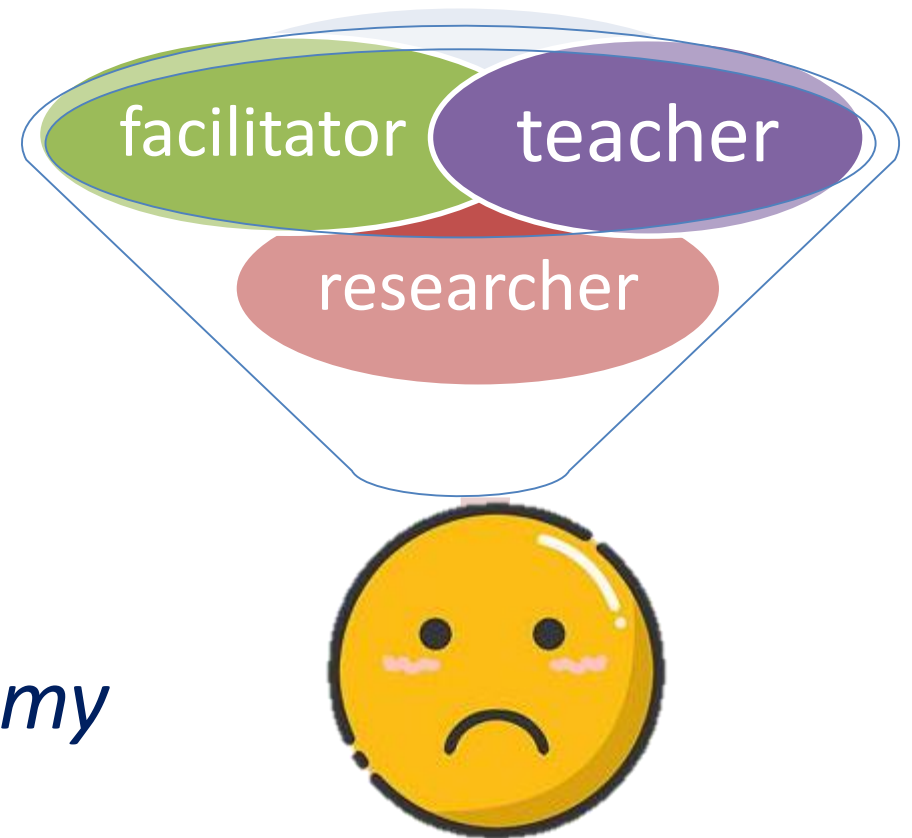
Language teacher?

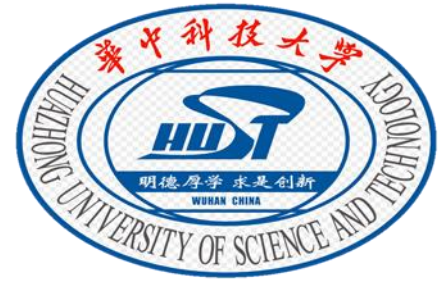
EAP/ESP teacher?

Research assistant?

- Where am I going?

*teaching research writing without my
own publications?*





Pushing the boundary:

A trans-disciplinary EAP project in emerging engineering education

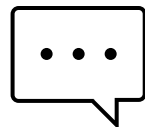
THANK YOU

Question and Answer

Now, let's take some questions from the Q and A.



You can also use the chat box to leave your own ideas and suggestions!



Closing – Thank you

Thank you very much for joining us on the Higher Education Community of Practice Webinar #3. We welcome you to complete our online survey after today's event.

Thank you to our speakers today!

Please check out recordings on our Weibo platform
@英国大使馆文化教育处英语教学 later this month.

Facebook:

<https://www.facebook.com/TeachingEnglishAsia.BritishCouncil/>



Closing – Handing over to practitioners, you!

And now over to you: Tell us about how you are sharing your EME/EMI?EAP/ESP practice: elt@britishcouncil.org.cn
[#EmergingEnglishCoP](#)

You can also join the Global Practitioner Network:

An international network on the topics of English Medium Instruction (EMI) and Global Englishes, exploring the linguistic and educational implications of the global spread of the English language. This is a cutting-edge online academic network with teaching resources, online seminars, blogs, a student section and a forum to foster collaborative projects, and to encourage networking and information exchange between students, researchers and practitioners, as well as form research partnerships in this growing field.

<https://www.globalenglishes-emi.education.ed.ac.uk/>