

**Supporting EME programmes:
EAP/ESP teacher development**

支持全英文教学——

学术英语/专门用途英语教师的发展

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关于加强全英文课程研究与合作的若干见解

1. New problems with EME

全英文教育面临的新问题

- Whether EME could achieve its designed effects depends on English proficiency of students. A recent questionnaire and interview reveal some new problems.
全英文教育能否实现其既定效果，取决于学生的英语语言能力。最新的一项问卷与访谈调研指出了其面临的新问题。
- We presumed in the survey :
 - EME could effectively help students 1) to acquire disciplinary knowledge, 2) to stay current with the development of their fields by accessing the latest information, and 3) to exchange research with their international colleagues.
- 我们认为：
 - 全英文教育能有效帮助学生：1) 获取专业知识；2) 通过了解最新信息，掌握专业领域的最新动态；3) 与国际同行进行学术交流。

- But the results show that

但该项调查发现：

- Only 18 % students read their disciplinary journal articles. All knowledge comes from the class lectures and textbooks.

仅有18%的学生能阅读各自学科的期刊论文，其所有知识均源自课堂授课和教材。

- More than 50% might spend a whole day reading a research article and have to give up accordingly.

超过50%的学生可能会花一整天时间阅读一篇研究论文，此后便不再继续下去。

- 46% can't figure out the figures and tables.

46%的学生无法理解文献中的数据 and 表格。

- 80% never try to write a research article.

80%的学生从未尝试过撰写研究论文。

- Students' problems are confirmed by their subject teachers.
学科老师也证实了学生中存在的问题。
- English proficiency of students has now markedly improved and they could keep up with my lecture and could understand the textbook. However, their written assignments are poor. They seldom cite ideas from literature to support their view. (ST#3)
- 学生的英语语言能力明显提升，他们现在能跟上我的课程，也能理解教材内容。但是，学生书面作业的完成情况并不理想，他们很少能引用文献中的观点来佐证自己的想法。

- Our interview with EME teachers reveal the findings.

通过与全英文课程教师进行访谈，我们发现：

1) Students lack adequate ability to read their disciplinary specific journal articles.

学生缺乏足够的能力来帮助他们阅读其学科的期刊论文。

2) Students could not finish their written assignments which follow academic conventions such as the use literature to support their arguments.

学生无法按照学术写作惯例完成书面作业，例如利用文献佐证自己的论点。

3) Students lack discipline-specific communication skills, especially productive skills.

学生缺乏各自学科领域的沟通技能，尤其是表达技能。

2. The problem with EAP instruction

学术英语教学面临的问题

- Although a paradigm shift in tertiary English teaching from General English to EAP has been implemented in Shanghai as well as the whole nation, the situation is not encouraging.

虽然上海市乃至全国范围内的高校都已开始实施从通用英语教学向学术英语教学的转变，但是发展情况不容乐观。

- EAP is concerned with the “study skills in English which are required for study purposes in formal education systems (ETIC,1975).
学术英语的目的是培养学生“在正规教育体系下使用英语进行专业学习的必要技能”。 (ETIC, 1975).
- English for general academic purposes (EGAP) : “the teaching of the skills and language that are common to all disciplines”.
通用学术英语 (EGAP) 的目的是“使学生掌握通用于所有专业的英语技能”。
- English for specific academic purposes (ESAP) : “the teaching of the features that distinguish one discipline from others” (Dudley-Evans & St John, 1998, p, 41).
专门学术用途英语 (ESAP) 的目的是“使学生具备各自学科所特有的专业英语技能”。 (杜德利-埃文斯、圣约翰, 1998. 第41页。)

- Numerous studies indicate that teaching study skills alone will not naturally lead to the ability of doing discipline-specific tasks e.g. handling EME challenges (Hyland,2011)

大量研究表明，仅仅培养学生的学习技能并不一定能提高他们完成特定学科任务的能力，例如应对全英文教育所带来的挑战。（海兰德，2011）

- A questionnaire with EAP teachers shows almost 85% EAP teachers adopt wide-angle approach, teaching some general skills of listening, speaking, reading and writing.

一项针对学术英语教师的调查问卷显示，约85%的学术英语教师采用更通用的英语教学方法，仅仅提高学生听说读写的通用技能。

- Few teachers use genre skills to teach discipline-specific English.

极少有教师采用基于专业背景的教学技巧，以进行学科专业英语的教授。

- **Textural skills:** skills which help learners to analyze and master the structure of a research article and the moves/steps of each section(e.g. Introduction, Methods, Results and Discussion)

语篇分析技能: 帮助学习者分析并掌握某篇学术论文的结构以及文章各部分（如引言、研究方法、研究结果及讨论）要点或步骤的能力。

- **Lexico-grammatical skills:** skills which enable learners to identify linguistic features appropriate to each move/step such as reporting verbs, signal words, sentence templates and lexical bundles.

词汇语法感知技能: 帮助学习者区分每一要点或步骤相应的语言特点的技能，这些语言特点包括转述动词、标志词、句型模板、词串等。

- **Metadiscourse skills:** skills which need students to analyze discipline-specific citation practices, attitude markers, cohesive devise, self-mention and hedges.

元话语技能: 帮助学生分析特定学科的文獻引用惯例、态度标记语、衔接方式、自我指称以及模糊限制语的能力。

3. Developing EAP teachers' abilities

促进学术英语教师能力的提升

The interview reveals that the majority of teachers are afraid of discipline-specific EAP. They prefer to teach skills appropriate to the content across disciplines.

该访谈调查发现，大多数教师对各自学科的学术英语抱有畏惧心理。他们更喜欢培养学生通用于多学科的英语技能。

Two strategies we adopt

为此，我们采用以下两种策略：

1) Create needs and force EAP teachers to reorient their courses and teach ESAP skills.

创造需求，迫使学术英语教师对课程进行重新定位，教授专门学术用途英语技能。

- The International Collegiate Conference (ICC)
大学生国际学术研讨会 (ICC)
- The 5 Minute Research Presentation (5MRP)
5 分钟科研英语演讲比赛 (5MRP)
- Both events need the participants to review literature to find a problem/gap, to design the methods and collect data, to report their findings and discuss the implications. 上述两项活动均要求参与者通过研究专业文献，发现问题，设计方法，收集数据，并汇报各自的发现，探讨其中蕴含的意义。

Benefits

实施成效

The process actually

此举能够：

1) enhances students' ability of using English for disciplinary studies

提高学生使用英语进行学科研究的能力。

2) **forces** their EAP teachers to adapt their lectures to students' needs

迫使教师调整课程内容，以满足学生需求。

2) Organize different kinds of activities to promote EAP teacher development.

开展不同种类的活动，提升学术英语教师的能力。

- ① EAP conferences annually, inviting international EAP scholars (with the help of BC and BALEAP) to deliver lectures and offer in-service training courses,
学术英语会议每年都会邀请学术英语领域的学者举办讲座，并开设了许多进修班。
- ② EAP open/demonstration classes so that novice EAP instructors could share teaching experience with each other,
开设学术英语公开课/示范课，以帮助学术英语新手教师和其他人分享教学经验。
- ③ The nationwide contests for designing EAP course syllabuses and
组织全国范围的学术英语课程教学大纲设计比赛
- ④ Annual EAP teacher workshops for teaching students to write research articles for international publication
每年组织教师工作坊，提高教师指导学生撰写国际期刊论文的能力

4. Thoughts on strengthening EM research and collaboration

关于加强全英文课程研究与合作的若干见解

- A shift paradigm from EGP to EGAP to ESAP

高校英语教育要从通用英语过渡到通用学术英语教育，并进一步过渡到专门学术用途英语教育。

- Effective EME needs teaching discipline-specific language skills which require 1) ESAP and 2) a sustainable system for the collaboration with subject teachers.

有效的全英文教育要求教师能够培养学生特定学科的语言能力，这就要求：1) 专门学术用途英语教育；且2) 与学科教师之间建立一套可持续的合作体系。