THE HONG KONG POLYTECHNIC UNIVERSITY
香港理工大學

ELC ENGLISH LANGUAGE CENTRE

10 + Anniversary
Faculty of Humanities
人文學院

2nd International Conference on English Across the Curriculum

4 - 5 December 2018

The Hong Kong Polytechnic University

Jockey Club Innovation Tower

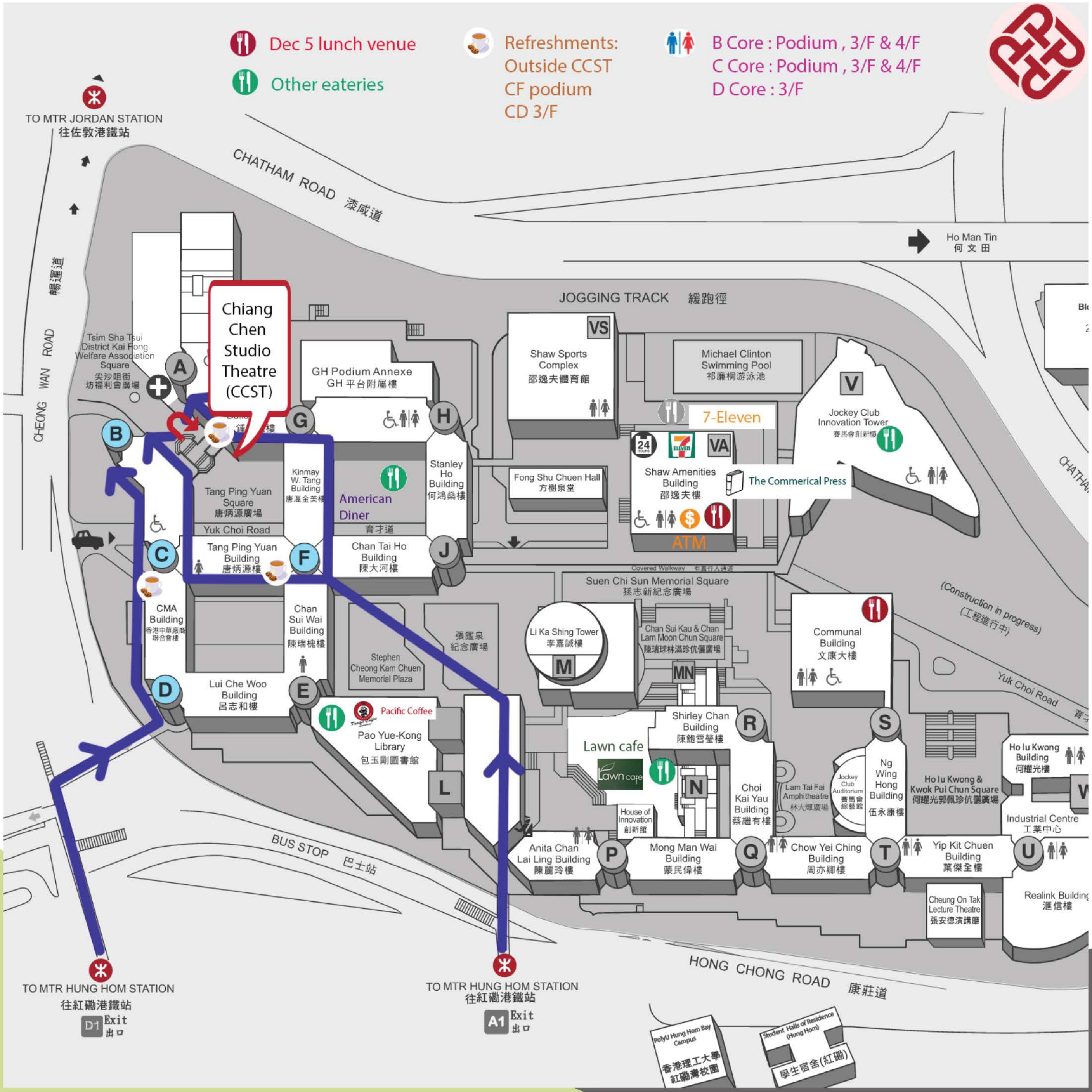
Pre-Conference Workshops
3 December 2018

EAC 2018 /

2nd International Conference on English Across the Curriculum 2018

Conference Location Map

The Hong Kong Polytechnic University


Dec 5 lunch venue
Other eateries
Refreshments:
Outside CCST
CF podium
CD 3/F
B Core : Podium , 3/F & 4/F
C Core : Podium , 3/F & 4/F
D Core : 3/F
TO MTR JORDAN STATION
往佐敦港鐵站
CHATHAM ROAD 漆咸道
CHEONG WAN ROAD 暢運道
Ho Man Tin
何 文 田
JOGGING TRACK 緩跑徑
Chiang Chen Studio Theatre (CCST)
Tsim Sha Tsui District Kai Fong Welfare Association Square
尖沙咀街坊福利會廣場
A
B
C
D
E
F
G
H
J
GH Podium Annexe
GH 平台附屬樓
Tang Ping Yuan Square
唐炳源廣場
Kinmay W. Tang Building
唐滙金美樓
American Diner
Stanley Ho Building
何鴻燊樓
Yuk Choi Road
育才道
Tang Ping Yuan Building
唐炳源樓
Chan Tai Ho Building
陳大河樓
CMA Building
香港中華廠商聯合會樓
Chan Sui Wai Building
陳瑞槐樓
Stephen Cheong Kam Chuen Memorial Plaza
張鑑泉紀念廣場
Lui Che Woo Building
呂志和樓
Pacific Coffee
Pao Yue-Kong Library
包玉剛圖書館
L
VS
Shaw Sports Complex
邵逸夫體育館
Michael Clinton Swimming Pool
祁廉桐游泳池
7-Eleven
VA
Shaw Amenities Building
邵逸夫樓
ATM
Fong Shu Chuen Hall
方樹泉堂
The Commerical Press
V
Jockey Club Innovation Tower
賽馬會創新樓
Covered Walkway 有蓋行人通道
Suen Chi Sun Memorial Square
孫志新紀念廣場
Li Ka Shing Tower
李嘉誠樓
M
Chan Sui Kau & Chan Lam Moon Chun Square
陳瑞球林滿珍伉儷廣場
MN
Communal Building
文康大樓
(Construction in progress)
(工程進行中)
Yuk Choi Road
育才
CHATHAM
Lawn cafe
Shirley Chan Building
陳鮑雪瑩樓
R
N
House of Innovation
創新館
Choi Kai Yau Building
蔡繼有樓
Lam Tai Fai Amphitheatre
林大輝廣場
Jockey Club Auditorium
賽馬會綜藝館
S
Ng Wing Hong Building
伍永康樓
Ho Iu Kwong & Kwok Pui Chun Square
何耀光郭佩珍伉儷廣場
Ho Iu Kwong Building
何耀光樓
W
Industrial Centre
工業中心
Anita Chan Lai Ling Building
陳麗玲樓
P
Mong Man Wai Building
蒙民偉樓
Q
Chow Yei Ching Building
周亦卿樓
T
Yip Kit Chuen Building
葉傑全樓
U
Cheung On Tak Lecture Theatre
張安德演講廳
Realink Building
滙信樓
BUS STOP 巴士站
HONG CHONG ROAD 康莊道
TO MTR HUNG HOM STATION
往紅磡港鐵站
D1 Exit 出口
TO MTR HUNG HOM STATION
往紅磡港鐵站
A1 Exit 出口
PolyU Hung Hom Bay Campus
香港理工大學紅磡灣校園
Student Halls of Residence (Hung Hom)
學生宿舍(紅磡)

2nd International Conference on

English Across the Curriculum

EAC 2018

4–5 December 2018

The Hong Kong Polytechnic University

Hong Kong

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How did it start?
EAC
2012:
Hong Kong University Grants Committee (UGC) call – Community of Practice (CoP) fund
PolyU applied for 5 CoPs (including English across the Curriculum)
2013:
UGC call – competitive additional funding on teaching & learning related initiatives (70:30 funding model)
CoP team invited other universities -> PolyU, CUHK, UST, CityU
2014 May: Success!
Project team:
PolyU: Julia Chen, Grace Lim, Anna Cheung
CUHK: Jose Lai, Damian Fitzpatrick, Calvin Tang
HKUST: Keith Tong, Pancy Pang
CityU: Tracey Costley, Calvin Tang
International Conference on the Development of English Across The Curriculum
International Conference on the
DEVELOPMENT OF
ENGLISH ACROSS
THE CURRICULUM
14-15 December 2015
The Hong Kong Polytechnic University
elt
EAC

General Information

English Across the Curriculum
c/o English Language Centre
The Hong Kong Polytechnic University
Hung Hom, Hong Kong

✉ EAC2018@polyu.edu.hk

☎ (852) 2766 7500

⌂ https://elc.polyu.edu.hk/conference/EAC2018/

Publication

Call for Submission to EAC Conference Edited Collection

We are delighted to announce that an edited collection of EAC conference proceedings has been provisionally accepted for publication in the International Exchanges book series by the WAC Clearinghouse / University Press of Colorado. Submissions for English Across the Curriculum: Voices from around the World should be revised versions of papers presented at the 2nd International Conference on English Across the Curriculum on 3-5 December 2018. Inclusion in the collection will be determined through peer review by the editors. Presenters from across disciplines and institutions are particularly encouraged to submit. Collaborative submissions are welcome. In particular, we encourage contributions that focus on:

- Content and Language Integrated Learning
- Academic literacy in the discipline
- Writing and/or Speaking Across the Curriculum
- Assessment literacy for teachers across the disciplines
- Engaging staff and students in the discipline in improving language/literacy skills
- Evaluating the impact of any of the above

The deadline for submitting complete drafts is 28 February 2019. Submissions should include a 300-word abstract, be between 4,000 and 6,000 words (including figures, references and appendices), and formatted in APA style (6th edition). Papers should be submitted online at https://elc.polyu.edu.hk/conference/EAC2018/collection.

Please feel free to email EAC2018.collection@polyu.edu.hk if you have questions. Collection co-editors, Bruce Morrison, Julia Chen, Alan Urmston and Linda Lin will be present at the EAC Conference to answer questions about the conference publication.

Proposed Timeline

28 February, 2019	Draft submission deadline
30 April, 2019	Conditional acceptances announced
30 June, 2019	Revisions due

Introduction to the Conference

Welcome to the 2nd International Conference on English Across the Curriculum (EAC) organised by the English Language Centre at The Hong Kong Polytechnic University (PolyU). We are delighted to see you here.

This Conference is a deliverable of the 'English Across the Curriculum' project funded by the the Hong Kong University Grants Committee (UGC)'s Language Enhancement Grant for the 2016-19 triennium. We would like to thank the UGC and PolyU for giving us the grant to continue with the groundwork that we started with a previous Community of Practice seed fund and an inter-institution professional-development focused fund.

We have been asked why our project is called English Across the Curriculum rather than Language, or Writing, Across the Curriculum. The reasons are actually very simple. First, there are two official languages in Hong Kong – Chinese and English, and we want to specify that our project is on the latter; and second, we would not wish to create a misleading impression that we focus on the development of writing skills only. Calling it English Across the Curriculum, however, does not mean that we focus solely on the mechanics of writing in content subjects. That may be a starting point for many ESL students in Hong Kong and the region but EAC also aims to develop students' literacy in the discipline.

We are grateful to our invited speakers for their plenary speeches and workshops. We would also like to thank everyone who is at the Conference and those who submitted an abstract. All abstracts underwent a double blind review, and in some cases, a third review; and more than 100 of these will be presented at the Conference, covering EAC and CLIL research and practice in a variety of subject areas at school and university in over 20 regions and countries. To capture the richness of this body of scholarly work, we are planning an edited collection of selected proceedings with WAC Clearinghouse. Look out for announcements about submissions on our website.

Enjoy the Conference. We hope you find it interesting and stimulating.

Organising Committee

International Conference on the
DEVELOPMENT OF ENGLISH ACROSS THE CURRICULUM
14-15 December 2015
The Hong Kong Polytechnic University
EAC

1st International Conference on the Development of English Across the Curriculum, 2015

Conference Themes

a. Content and Language Integrated Learning

b. Literacy in the discipline

c. Writing and/or Speaking Across the Curriculum

d. Engaging staff and students in improving language/literacy skills in the discipline

e. Evaluating the impact of any of the above

Congratulatory Welcome Message 1

Professor Hung-Lam Chu

Dean of the Faculty of Humanities

The Hong Kong Polytechnic University

On behalf of the Faculty of Humanities at The Hong Kong Polytechnic University, I would like to welcome everyone to the 2nd International English Across the Curriculum Conference organised by colleagues at the English Language Centre in our Faculty.

The 2nd EAC Conference is a deliverable of the project 'English Across the Curriculum' funded under the Hong Kong University Grants Committee's Language Enhancement Grant (LEG). We are proud that this project has received an LEG in the current triennium (2016-19) to continue the solid foundation that it built in the last triennium through a Community of Practice in PolyU and a four-university teaching and learning government-funded project that PolyU led.

The Faculty of Humanities puts great effort in creating synergies among language, culture and science in education and research. We are very glad that as part of the Faculty's 10th anniversary, the EAC Conference connects scholars, researchers and practitioners from around the world and across disciplines to create synergies and contribute to scholarship.

Our students acquire language and literacy skills not only in language lessons but also through experiencing how language is used in academia and in the content subjects that they take throughout their studies. English Across the Curriculum is a meaningful and important project, and PolyU is very pleased to be advancing EAC in the higher education sector in Hong Kong.

My sincere thanks goes to Dr Julia Chen and her dedicated team in the Organising Committee and other colleagues in the English Language Centre for their tremendous effort in organising this successful international Conference. I wish you all a fruitful experience, and to the many of you from outside of Hong Kong, a wonderful time in our vibrant city.

Congratulatory Welcome Message 2

Dr Bruce Morrison

Director

English Language Centre
The Hong Kong Polytechnic University

It is with great pleasure that I congratulate Dr Julia Chen and her team from the English Language Centre (ELC) in organising this, the Second International English Across the Curriculum Conference. On behalf of the ELC, I would like to welcome presenters and participants from Hong Kong and the region, as well as those from as far away as Australia, Austria, Bangladesh, Canada, Fiji, Qatar, Romania, Russia, the UK and the USA.

The project "English Across the Curriculum (EAC)" which has convened this, the second, EAC Conference to be hosted by our University, was funded by a Hong Kong University Grants Committee Language Enhancement Grant. The ELC and the University attach great importance to the work of this project, impacting as it does the development of good teaching practice with regard to the enhancement of English across the University as well as the awareness in students of the importance of English as not just an academic subject but also as a vital tool for achievement of the learning outcomes in all their university subjects.

It is increasingly recognised that the effective enhancement of the language competence and skills our students need for success in their studies and in preparation for their future professional life depends not only on the expertise and dedication of teachers in an institution's language centre but also on the active involvement of faculty from across the university in effectively integrating the learning of English into the learning of discipline-specific content.

This Conference provides a wonderful opportunity for educators and researchers to share their knowledge, ideas and expertise about the theory and practice of EAC, and I very much hope participants will find it a highly rewarding fruitful experience.

Organising Committee

Dr Julia Chen	Ms Hannah Lai
Ms Grace Lim	Ms Mary Cheng
Dr Eric Ho	Dr Rona Li

Project Associates

Dr Rona Li	Ms Anna Cheung

Acknowledgements

The Organising Committee wishes to thank:

1. The Hong Kong University Grants Committee (UGC) for funding the inter-institutional English Across the Curriculum Project that organises this conference.

2. Our sponsors and supporting organisation (in alphabetical order):
    - John Benjamins Publishing Company
    - Multilingual Matters
    - National Geographic Learning
    - Pearson
    - Routledge (Taylor & Francis Group)
    - Springer Nature
    - The WAC Clearinghouse

3. The four hotels that offer special rates for conference attendees (in alphabetical order):
    - Caritas Bianchi Lodge
    - Harbour Plaza Metropolis
    - Kowloon Harbourfront Hotel
    - Park Hotel

4. The cultural performance, an acrobatic & Kung Fu show, in the Opening Ceremony from MEHK; and Mr Vincent Sheung Kwun for his liaison with the Organisation.

5. All who were involved in the abstract review process. Each abstract has undergone double-blind review and in some case, triple-blind review.

6. The supporting team at the English Language Centre in PolyU led by Ms Eunice Hau (Administrative Officer), the IT team led by Mr Raymond Cheung, Ms Anna Cheung for compiling the programme book with the Organising Committee, and Mr Michael Tom for contacting publishers and arranging souvenirs.

7. Our webmasters:
    - Dr Voyce Li
    - Mr Helton Tang (part-time)

8. Our designers:
    - Miss Zonda Chan
    - Miss Birley Chan
    - Miss Ka Ching Cheung
    - Miss Amelia Waisin Lau

Conference Programme

Day 1 Tuesday 4 December 2018

9.15-9.50am	Opening / Cultural event (Chiang Chen Studio Theatre, Core A G/F)					
9.50-10.50am	Plenary 1: Professor Mike Palmquist (Chiang Chen Studio Theatre, Core A G/F)					
10.50-11.15am	Coffee break (CF Podium)					
	CD302	CD303	CD304	BC201	BC202	BC203
11.15-11.45am	Understanding and ameliorating student illusory competence *Samuel Pizicni*	Insights from students on English instructors at Korean universities *Jiyoung Cho* *Yvette Murdoch*	Alignment of college English courses and companies' needs in Chongqing – A field of Electrical Engineering *Fei Xiong*	Co-constructing an EAC-driven chronotope: Adopting Multimodalities / Entextualisation cycles in an EAP classroom for design students *Phoebe Siu*	Disciplinary dynamics: Interplay of sports science and language teachers in maximizing students' uptake of intervention *Allen Ho* *Jose Lai*	Explicit instruction of genre and student writing development: Results from interdisciplinary collaborations *Silvia Pessoa* *Thomas Mitchell* *Maria Gomez Laich*
11.50-12.20pm	Correctness revisited: How students identify and comment on error in peers' drafts *Chris Anson*	English Across the Curriculum (EAC) in a business subject *Anna Cheung* *Elvy Pang*	Promoting the productive transfer of academic skills through classroom discourse: EAP teachers' perspectives *Albert Wong*	English Across the Curriculum in schools in Indonesia *Ruth Kuswardhani*	Text-production strategies for professional communication students *Daniel Dejica-Cartis*	
12.30-1.45pm	Lunch (Kong Chiu Lau 港潮樓, Tsim Sha Tsui)					
2.00-3.00pm	Plenary 2: Professor Angel Lin (Chiang Chen Studio Theatre, Core A G/F)					
3.05-3.35pm	The view from the other side: Working students' evaluations of discipline-specific English courses *Andrew Jarvis* *Hannah Lai* *Caroline Nixon*	Teaching literacy across subjects *Samantha Butler*	In-House EAC materials: Integrating content and language instruction through digitization *Jay Bidal* *John Iveson* *Ryan Hunter*	Writing Fellows Programs and English across the Curriculum: A proposal *Jim Beitler*	Ecolinguistics: Ethical challenges in language education *Mario Leto*	Helping students from different disciplines with final year / capstone project: Supervisors' and students' needs and requests *Julia Chen* *Christy Chan* *Vicky Man* *Keith Tong* *Jose Lai*
3.40-4.10pm	Source use in the Methodology section of research articles: The case of Tourism and Hospitality *Becky Kwan*	Implementing WAC in Macau using an informal approach to suit local needs *David Sansom*	Developing students' critical literacy through intercultural communication training: A case study in China *Fan Fang*	Between a rock and a soft place: Practical rubric design for EAC writing interventions *Chris Rozendaal* *Ken Grimes*	Learning spaces are WAC: how WAC and EAC - designed classrooms can support student identities *Landon Berry*	
4.10-4:25pm	Coffee break (CD 3/F & BC 3/F)					
4:30-5:45pm	Plenary 3: Dr Samuel Pazicni (Chiang Chen Studio Theatre, Core A G/F)					

Opening / Cultural event (Chiang Chen Studio Theatre, Core A G/F)					9.15-9.50am
Plenary 1: Professor Mike Palmquist (Chiang Chen Studio Theatre, Core A G/F)					9.50-10.50am
Coffee break (CF Podium)					10.50-11.15am
BC301	BC302	BC303	BC304	BC305	
Supporting science students' learning of the languages of science *Neela Griffiths* *Yvonne Davila*	English Across the Curriculum: How Hong Kong language centres address the logistics, challenges and opportunities *Bruce Morrison* *Christy Chan* *Cissy Li* *Keith Tong* *Miranda Legg*	Engaging senior-year admitted students with disciplinary literacy: A case study in applied child development *Greg Wu* *Ken Lau*	Utilising videos to aid students English subject knowledge across the disciplines *Marc LeBane*	Rethinking constructivist approaches to second language acquisition *Carlos Trotman*	11.15-11.45am
Mapping written assignments across the sub-disciplines of a Master's programme *Yongyan Li* *Guangwei Hu*		Language teachers' feedback on annotated technical reports by undergraduate computer science majors *Simon Wang* *Angela Ng*	Bridge course in international economics: Teaching approaches and skills development *Laura MacGregor*	Engaging and empowering technical writers across disciplines *John Blake* *William Holden*	11.50-12.20pm
Lunch (Kong Chiu Lau 港潮樓, Tsim Sha Tsui)					12.30-1.45pm
Plenary 2: Professor Angel Lin (Chiang Chen Studio Theatre, Core A G/F)					2.00-3.00pm
Using philosophy to teach genre writing, build critical thinking skills, and group presentations *Joseph Bailey*	A comparative study of online news corpora by L2 learners and journalists *Dora Wong*	Student-involvement in English curriculum design at undergraduate level in Bangladesh: An analysis *Obaid Wali*	Cognitive discourse functions in the bilingual history classroom: A design-based research study *Silvia Bauer-Marschallinger*	Evaluating engagement with discipline-specific academic literacy support *Fiona Willans* *Tilisi Bryce* *Rajendra Prasad* *Ralph Buadromo*	3.05-3.35pm
Motivational differences: A comparison of Y1-12 CLIL and regular classes in a Taiwanese *Ai Chun Yen*	Ageist language in abstracts of gerontology research articles: An intercultural rhetoric study *Jian Gao*	Integrated content and language courses at a Korean science and engineering school *Eun Gyong Kim*	Writing Center / WAC collaborations: The future of writing instruction in global universities? *Susan Thomas*	The Implementation and evaluation of a large-scale university-wide WAC programme: A case study *Shari Dureshahwar Lughmani* *Dennis Foung*	3.40-4.10pm
Coffee break (CD 3/F & BC 3/F)					4.10-4:25pm
Plenary 3: Dr Samuel Pazicni (Chiang Chen Studio Theatre, Core A G/F)					4:30-5:45pm

Day 2 Wednesday 5 December 2018

9.15-10.15am	Plenary 4: Professor Christiane Dalton-Puffer (Chiang Chen Studio Theatre, Core A G/F)					
10.15-10.25am	Announcement (Chiang Chen Studio Theatre, Core A G/F)					
	CD302	CD303	CD304	BC201	BC202	BC203
10.35-11.05am	Developing writing support for discipline subjects *Mary Cheng*	Using writing to teach critical thinking in China *Matthew Overstreet*	Developing cultural and emotional literacies using historical memory: Two co-teachers' experiences in the English classroom *Cynthia Schultes* *Genevieve Leung*	Using hybrid genres in CLIL materials design to develop secondary students' English academic literacies *Haiwen Karen Lai*	Using the Three Minute Thesis model to improve academic English proficiency of research graduate students *Jody Çiçek*	Wikipedia across the global curriculum *Amy Carleton* *Rebecca Thorndike-Breeze* *Cecelia Mussleman*
11.10-11.40am	An analytical checklist for validating EAP writing courses *Kyoko Hosogoshi* *Sachi Takahashi* *Yuka Iijima*	Advice for teachers based on a comparison of Hong Kong and British student essays *Andrew Morrall*	Testing the effect of asynchronous discussion in a language and content integration hybrid course *Sinh Ngoc Dang*	Teacher agency in negotiating preferable teacher identities: CLIL in arts in primary education in Taiwan *Yi-Ping Huang*	Communicating across the curriculum: A case in an Asian university context *Xudong Deng*	
11.40-12noon	Coffee break (CD 3/F & BC 3/F)					
12noon-12.30pm	Can a mobile app help students write better final year project proposals? *Grace Lim* *Julia Chen* *Jane Robbins* *Valerie Yap*	Content-based English Enhancement Scheme: A case study in Civil Engineering core courses *Barbara Siu* *Joyce Cheung*	Completed and continuing studies: Learner motivation, attitudes, and interactive instruction at a Sino-foreign university *Leah Li Echiverri* *T. Keith Lane*	Designing cognitively engaging CLIL materials with language support through teacher-researcher collaboration *Limin (Lily) Yuan*	Language support for research students in engineering disciplines *Linda Lin*	Understanding meaning-making in first year marketing students' presentation: Insights from Systemic Functional Linguistics *Esther Tong* *Winfred Xuan* *Phoebe Siu*
12.35-1.05pm	Integrating supplementary language materials to support learners in their assignments in a service learning subject *Felicia Fang* *Yammy Chak*	Beyond "coping" to "rhetoricizing": Emerging writing strategies at an international branch campus *Jay Jordan*	Exploring the disciplinary genre knowledge of Hong Kong university students: Needs and opportunities *Dennis Foung* *Chrissy Burns* *Shari Dureshahwar Lughmani*	Effects of task-based instruction on undergraduates' analytical writing assignments: An exploratory study *K.Y. Wu*	Learning support and academic staff: A 2-pronged focus on academic literacy development at a regional university in the South Pacific *Shailesh Lal*	
1.05-2.10pm	Lunch (VA Student Canteen, Shaw Amenities Building G/F & Communal Student Canteen, Communal Building 3/F)					

Plenary 4: Professor Christiane Dalton-Puffer (Chiang Chen Studio Theatre, Core A G/F)						9.15-10.15am
Announcement (Chiang Chen Studio Theatre, Core A G/F)						10.15-10.25am
BC301	BC302	BC303	BC304	BC305	BC402	
Crossing the curriculum through VR *Adam Forrester*	Publishing in academic journals *Lyndsey Dixon* (unreviewed sponsor presentation)	Agency and mentoring strategies: Master of Education students writing for publication *Weipeng Yang* *Yongyan Li* *Hui Li*	Enhancing the use of English in research for ESL nursing students *Yim Wah Mak* *Daphne Cheung* *Eric Ho*	Inter-departmental collaboration on writing support for Humanities capstone projects *Vicky Man* *Olufolake Orekoya* *Amy Lee*		10.35-11.05am
"Gongyeh": An app to improve students' presentation skills and enhance engagement in classmates' presentations *Hin Chung Lau* *Thomas Lee*		Peer review and writing tutorial improve English Research Paper Writing across the Disciplines *Jianbin Zeng* *Jianwei Wang*	How does training on the readability component of the assessment rubrics help tutors' grading in a leadership assignment? *Elvy Pang* *Denise Cheung*	Mobile app and final year project writing for engineering students *Grace Lim* *Ivan Ho*		11.10-11.40am
Coffee break (CD 3/F & BC 3/F)						11.40-12noon
Developing drama-based materials and activities for an EAP course *Yung-nan Chiang*	Enhancing the assessment literacy of teachers of English across the disciplines *Alan Urmston* *Michelle Raquel* *Simon Boynton* *Cameron Smart*	How to get 3 yeses: Collaboration between language teachers and a professor in sports leadership *Angela Ng* *Siu Yin Cheung* *Connie Leung* *Peggy Lai*	Integrating leadership content and communication skills for future information systems leaders *Chitra Sabapathy*	The use of theatrical texts in Content-and-Language Integrated Learning *Alan Thompson*	Academic teachers' perceptions of Content and Language Integrated Learning (CLIL) program *Bin Zou* *Xiucai Lu*	12noon-12.30pm
Indonesian students' experience on English academic reading: Motivation, challenges, strategies, and tasks *Putri Hayu Austina*		From within the student body: Implementing learning spirals and transfer with secondary Writing Centers *Jodi Berry* *Wendi Cui*	Building literacy success: Embedding language and literacy practices in first-year science *Kathy Egea* *Neela Griffiths*	Gamifying large ELT classes: Progress report on a project in provincial China *Guodong Deng* *Harald Kraus* *Gangyan Ding* *Yuan Zhu* *Ziwei Luo*	Encouraging discipline specific language development online through LMS activity Sequencing *Sean Grant*	12.35-1.05pm
Lunch (VA Student Canteen, Shaw Amenities Building G/F & Communal Student Canteen, Communal Building 3/F)						1.05-2.10pm

	CD302	CD303	CD304	BC201	BC202	BC203
2.10-2.40pm	(Re)Locating composition knowledge in Centers for Teaching and Learning *LeeAnn Rudd* *Amy Hodges*	Negotiating the meaning and implementation of CLIL in Taiwan: Perspectives from in-Service and pre-service teachers *Jeffrey Gamble*	Writing strategies applied by English language students *Annie Gravoso* *Daniela Erika* *Marie Templado*	Teaching literacy - Instead of writing an essay, creating a website! *Marshall Yin*	More than fun: Discovering transferable skills in creative writing *Ryan Thorpe*	Using best practices to support students' English academic language proficiency *Roshila Singh*
2.45-3.15pm	Evaluating the potential of Liberal Studies textbooks for the acquisition of L2 English vocabulary *Phoebe Lin*	Reading strategies for academic writing: Investigating L2 learners' source text assessment for an assignment *Takeshi Kamijo*	Developing skills of debunking disinformation through writing in social science and humanity classes *Pidi Zhang*	Developing multimodal literacies: Emphasizing exegencies, audiences, arguments, and affordances *Rebecca Burnett* *Andy Frazee*	Rethinking expertise: Course-embedded WAC tutors and threshold concepts *Sandra Jamieson*	Strategies for international studies undergraduate disciplinary literacy training *Margalit Faden*
3.15-3.30pm	Coffee break (Outside Chiang Chen Studio Theatre, Core A G/F)					
3.30-4.30pm	Panel discussion by invited speakers (Chiang Chen Studio Theatre, Core A G/F)					
4.30pm	Closing (Chiang Chen Studio Theatre, Core A G/F)					

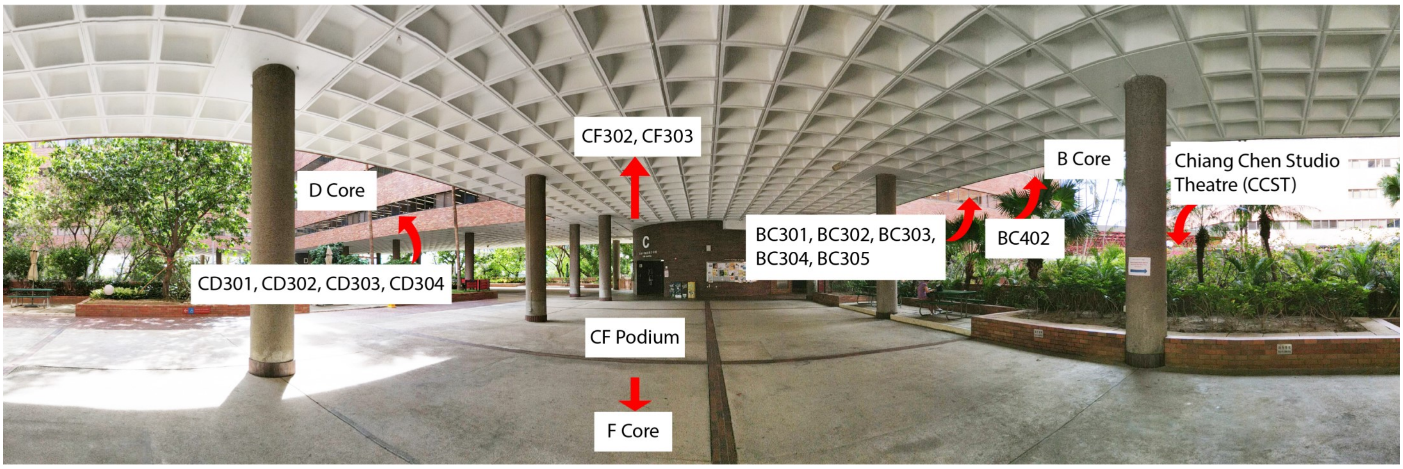
BC301	BC302	BC303	BC304	BC305	BC402	
Use of language in a core business subject for first-year business students *Hannah Lai* *Anthony Pang*	A school-based approach to Language Across the Curriculum: An example from secondary mathematics classrooms *Jody Leung* *Patrick Leung*	Co-operative learning in the 3rd Space: Facebook as a mediated resource in the English classroom *Anne Peirson-Smith* *Lindsay Miller*	Analysis of the use of acronyms in research articles *Sayako Maswana* *Hironori Watari*	Evaluating the impact of drop-in language support for diverse students at an Australian research university *Justine Maldon*	Curriculum transition on vocational English and its impact to post-secondary English across disciplines: A case in Hong Kong VPET pathway *Thomas Yau* *Derek Chun* *Fiona Luk* *Sky Chan*	2.10-2.40pm
Brainstorming session: Asia Pacific EAC Network	Promoting stakeholders' engagement in English language and intercultural learning development through a division-wide framework *Sasikala (Shashi) Nallaya*	"It is more than content!" Raising teachers' language awareness in primary-school CBI classrooms in China *Rining Wei* *Aihui Wu*	What do we mean when we talk about criticality in student writing? *Damian Fitzpatrick*	Enhancing English language competence through customized learning facilitation among engineering students *Kris Law* *Eric Ho*	Benefitting both sides: Bringing together undergraduate anthropology students and multilingual graduate students *Melissa Myers*	2.45-3.15pm
Coffee break (Outside Chiang Chen Studio Theatre, Core A G/F)						3.15-3.30pm
Panel discussion by invited speakers (Chiang Chen Studio Theatre, Core A G/F)						3.30-4.30pm
Closing (Chiang Chen Studio Theatre, Core A G/F)						4.30pm

General Information

Conference Venue

The Conference is held in The Hong Kong Polytechnic University. Plenary sessions are in the Chiang Chen Studio Theatre (CCST) and other presentations are BC podium levels, BC 3/F, BC 4/F and CD 3/F. The map below highlights the location of the venues for the plenary sessions and parallel paper presentations.

Registration Information


CF302, CF303
D Core
B Core
Chiang Chen Studio Theatre (CCST)
BC301, BC302, BC303, BC304, BC305
BC402
CD301, CD302, CD303, CD304
CF Podium
F Core

Date	Time	Venue
3 December 2018	1.00-5.00pm	CF303
4 December 2018	8.30-10.30am	Outside Chiang Chen Studio Theatre, Core A G/F
	11.00am-5.00pm	CF303
5 December 2018	9.00am-3.30pm	CF303

Lunch and Refreshment Breaks

Lunch:

4 December: Dim Sum at Kong Chiu Lau (港潮樓), Tsim Sha Tsui

5 December: VA Student Canteen, Shaw Amenities Building G/F & Communal Student Canteen, Communal Building 3/F

Refreshments will be served:

- CF Podium level
- BC 3/F & CD 3/F
- Chiang Chen Studio Theatre G/F

(See campus map on the inside back cover).

Please wear your badge throughout the conference.

Room CF303

The following are available in Room CF303 (Core C 3/F, turn left), which opens from 8.30am-5.00pm on the days of the conference:

- Details of registration and enquiries from 1.00-5.00pm on Monday 3 December 2018, 11.00am-5.00pm on Tuesday 4 December, and 9.00am-3.30pm on Wednesday 5 December.
- Lost & Found

Amenities within PolyU

Banking: Hang Seng Bank and Bank of East Asia – Core VA, podium level

Bookstore: Commercial Press – Core VA, podium level

7-Eleven: Core VA, podium level

LibCafe: Core E, podium level

H Cafe (American Diner): Block FGHJ Courtyard, podium level

Lawn Cafe (Indian food): Core N, one level below podium

Getting to PolyU

By Mass Transit Railway (MTR)

1. Get off at Hung Hom station at Exit A1 or Exit D1 and follow the signage directing to The Hong Kong Polytechnic University.

By Bus

1. Tunnel Bus (from Hong Kong Island)

   Take any tunnel bus passing Hong Kong Cross Harbour Tunnel, get off at the bus stop right after crossing the Tunnel from the Hong Kong Island. Take the footbridge leading to the podium of the University.

2. Tunnel Bus (from Kowloon or New Territories)

   Take any tunnel bus passing Hong Kong Cross Harbour Tunnel, get off at the last bus stop before crossing the Tunnel in Hung Hom, Kowloon. Look for the exit to The Hong Kong Polytechnic University, then walk across the footbridge to the University.

   Available Bus Routes*: 101, 101R, 102, 102P, 102R, 103, 104, 106, 107, 108, 109, 110, 111, 112, 113, 115, 116, 117, 118, 170, 171, 171P, 182, 307

3. Other Buses

   Take any of the bus routes stopping at Cheong Wan Road, get off at the PolyU Cheong Wan Road entrance, then take the main staircase from the Fountain Square to the podium.

   Available Bus Routes*: 5, 5C, 8, 8A, 26, 28, 41A, 98D, 98P, 215X, 81C, 87D, 973

** for reference only*

By Motor Vehicle / Taxi

Enter PolyU campus from Cheong Wan Road and turn left for the dropoff area at Core A. To show the taxi driver where to go, you can show the name of the university in Chinese, which is pronounced /hɜːŋ gɒŋ leɪ gʊŋ daɪ hɒk/ and written

香港理工大學

Internet Connection

Wireless Access via 'eduroam'

PolyU is a member of the 'eduroam' initiative, which is a WLAN mutual access initiative among member institutions around the world. By configuring the WLAN parameters of your mobile device, you can conveniently access the WLAN at all eduroam institutions. More information on 'eduroam' and its member list can be found at https://www.eduroam.org/?p=where.

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

PolyU also provides free Wi-Fi service to visitors on-campus. Visitors can enjoy free Wi-Fi service at the Library, podium area, canteens and some open public areas by selecting the WiFi SSID (Service Set Identifier) of 'Wi-Fi.HK via PolyU'. After accepting the terms and conditions, visitors can use the service for two hours, after which they have to accept the terms again to continue using the service.

Technical Guide for Presenters

This short guide introduces various technical aspects related to giving presentations at the EAC Conference on PolyU campus.

Power in Hong Kong

The standard electrical voltage in Hong Kong is 220 volts AC, 50Hz. If your electrical equipment needs a 100 volts power supply, you will need a transformer. The majority of electrical outlets in Hong Kong take a three-pronged UK-style plug. See Hong Kong Tourism Board Information (http://www.discoverhongkong.com/us/plan-your-trip/traveller-info/good-to-know/electricity-and-voltage.jsp) for more information.

Most rooms in PolyU will also have a power outlet built into the podium, or near the computer system, which you could use to power your equipment while you present.

Presentation Files

The computer system in PolyU is primarily Windows-based. As such, many Apple formats may not work correctly on our machines. Almost all machines in PolyU come with a copy of Microsoft Office installed, so these files can be read easily. To avoid issues when giving presentations in PolyU, please use the following formats:

Presentations:	Powerpoint files (.ppt, .pptx)
Documents:	Microsoft Word (.doc, .docx) Adobe Portable Document Format(.pdf)
Audio files:	Windows Media Player compatible files (.mp3, .wma)
Video files:	Windows Media Player compatible files (.wmv, .mp4)
Images:	Standard image formats (.jpg, .bmp, .png)

If you have created your presentation files on a non-Windows system, please be sure to save your files in a format which will work across different platforms.

Audio-Visual Equipment

Most rooms at PolyU provide equipment which you may use to facilitate your presentation, they are:

- A Windows-based computer system
- A projector and retractable projection screen
- A whiteboard
- A digital document camera
- Ceiling-mounted speakers

Should you require any particular set-up other than those listed above for your presentation, please email EAC2018@polyu.edu.hk.

Bringing Your Own Equipment

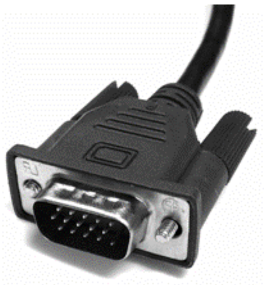
If you wish to use your own equipment during the talk, please ensure that it is compatible with the equipment available in the room you will be presenting in (see table below).

Room Set-up

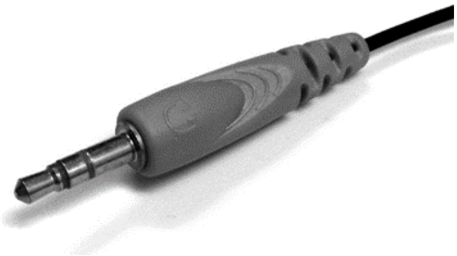
Room #	PC	Microsoft Windows 10	Microsoft Office 2016	IE	Edge	Firefox	Google Chrome	Microphone		DVD Player at PC	Over-head projector	Cables			Wireless	User control panel	AC 220V power socket
				11	41	59	65	Wired	RF wireless receiver			VGA	3.5mm Audio	HDMI	MirrorOp App for iOS and Android		
BC201	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
BC202	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
BC203	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
BC301	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
BC302	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
BC303	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
BC304	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
BC305	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
BC402	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CD302	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CD303	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CD304	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Most rooms are equipped with cables to connect a personal computer to the multimedia system, consisting of a VGA cable and a 3.5mm audio jack or a HDMI cable (see images below).

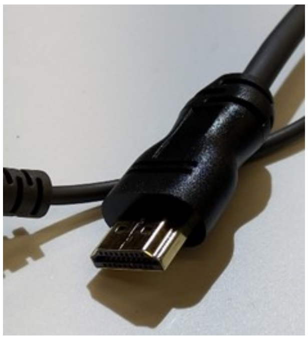
Most rooms are also equipped with the wireless connection for iOS or Android devices. However, for better performance, it is preferable to use the wire connection.



VGA cable



3.5mm audio jack



HDMI cable

Plenary Speakers

Professor Mike Palmquist

Colorado State University

WAC and critical thinking: Exploring productive relationship

Professor, University Distinguished Teaching Scholar, Associate Provost for Instructional Innovation. B.A., English, Writing, Political Science, St. Olaf College; Ph.D., Rhetoric, Carnegie Mellon University.

Mike Palmquist is Associate Provost, Professor of English, and University Distinguished Teaching Scholar at Colorado State University, where he supports university-wide efforts to enhance learning and teaching in face-to-face, blended, and distance courses. His scholarly interests include writing across the curriculum, the effects of computer and network technologies on writing instruction, and new approaches to scholarly publishing.

His work has appeared in journals including College English, College Composition and Communication, ADE Bulletin, Computers and Composition, Written Communication, Writing Program Administration, Marketing Education Review, IEEE Transactions on Professional Communication, Kairos, and Social Forces,as well as in edited collections. Since 1992, he has coordinated the development of Writing@CSU (http://writing.colostate.edu) and its Web-based learning environment, the Writing Studio. He is also founding editor of the WAC Clearinghouse (http://wac.colostate.edu).

Palmquist is the author of In Conversation (2018), Joining the Conversation: Writing in College and Beyond (third edition, 2017), The Bedford Researcher (sixth edition, 2017), Designing Writing (2005), The Bedford Bibliographer (a Web-based citation tool released in 2006), the Bedford Research Room (a Web site for students and instructors), and the software program Research Assistant/HyperFolio for English, all published by Bedford/St. Martin's. He is co-author, with Kate Kiefer, Jake Hartvigsen, and Barbara Godlew, of Transitions: Teaching Writing in Computer-Supported and Traditional Classrooms, published in 1998 by Ablex, and co-author, with Don Zimmerman, of Writing with a Computer, published in 1999 by Allyn and Bacon.

Palmquist served as chair of the National Council of Teachers of English College Section Steering Committee and as a member of the NCTE Executive Committee from 2009 to 2011. He served as the chair of the NCTE College Section Steering Committee Working Group on the Status and Working Conditions of Contingent Faculty, whose policy statement and recommendations were endorsed by the NCTE Executive Committee and published on the NCTE Web site in 2010.

In 2004, he was the recipient of the Charles Moran Award for Distinguished Contributions to the Field, awarded by Computers and Composition. In 2006, he was presented with the Outstanding Technology Innovator by the CCCC Committee on Computers in Composition and Communication.

Writing Across the Curriculum (WAC) activities are often characterized as useful strategies for enhancing student learning. In this talk, WAC activities are considered as critical thinking activities. Drawing on Bloom’s taxonomy of cognitive skills as modified by Anderson and Krathwohl (2001), the speaker considers three types of WAC activities – writing to learn, writing to engage, and writing to communicate – in terms of how they can contribute to both language learning and disciplinary learning. These types of activities are also explored in terms of how they might be used in related areas, such as courses that incorporate design activities, presentations, and research activities.

Professor Angel Lin

The University of Hong Kong

Theories of translanguaging and trans-semiotizing: Implications for content-based and CLIL classrooms

Angel Lin received her PhD from the Ontario Institute for Studies in Education, University of Toronto, Canada in 1996. She has since conducted her research and teaching in English language education for over 20 years. She is a full professor at the Faculty of Education, University of Hong Kong (HKU), and started the Master of Education in Language Across the Curriculum (now as MEd-CLIL) at HKU. In the past 10 years, she and her colleagues in the LAC/CLIL research team at HKU have given over 100 teacher workshops and seminars on Language Across the Curriculum and CLIL, and the team has worked closely with many schools and universities in research on LAC and CLIL. In January 2018 she was invited by Routledge, a leading international academic publisher, to start a new book series on Integrated Content and Language Teaching & Plurilingual Education. Her book, Language Across the Curriculum and CLIL in English-as-an-Additional-Language (EAL) Contexts: Theory and Practice, was published by Springer in 2016. She serves on the editorial advisory boards of key international journals including Applied Linguistics, Language and Education, and International Journal of Bilingual Education and Bilingualism.

Language is the primary semiotic resource in construing the world (i.e., constructing knowledge about the world), and the world is grasped mainly through language (Halliday 1993; Lemke, 1990). Drawing on Halliday's language-based theory of learning (1993) and Painter's (1999) observations of how children learn, Rose and Martin (2012) propose that successful (content and language) learning depends on 'guidance through interaction in the context of shared experience' (p. 58), and this guidance takes place largely through unfolding dialogue. Halliday's social semiotic views converge with sociocultural views on the central role played by language and dialogue in knowledge construction. In Immersion and Content-based instruction studies, Swain and Lapkin (2013) similarly argue that languaging in collaborative dialogue is essential for content and language learning. Recent research on translanguaging (García & Li, 2014; García & Lin, 2016; Lin, 2013a; Lin & Wu, 2015; Lin & He, 2016; Moore & Sabatier, 2016) further challenges the monolingual pedagogical principle (i.e. one language only in one classroom, or the notion of 'multilingualism' through 'parallel monolingualisms'). A precursor of the translanguaging research can be found in classroom code-switching research (e.g., Lin, 1996; 2006; Moore, 2002); however, there is a fundamental theoretical shift in the trans / languaging research paradigm, which breaks with the theoretical basis of its precursors. While classroom code-switching research in the past 3 decades has consistently spoken against the monolingual classroom policy (see review in Lin, 2013b), the ontological stance inherent in the static boundedness of the 'code' concept has proved to be untenable with increasing insights from distributed language research and languaging and translanguaging theories (Thibault, 2011; Swain and Lapkin, 2013; Canagarajah, 2011, 2017; García & Li, 2014). In particular, Thibault (2011) differentiates between 'first order languaging' and 'second-order language' and argues for the 'distributed language view', and Lin, Wu, and Lemke (2018) delineate the theoretical and empirical basis of 'translanguaging and flows'. These new theoretical developments have important implications for our understanding of and practices in content-based education and CLIL classrooms. In this presentation, I draw on the latest translanguaging and trans-semiotizing theories to propose the Multimodalities-Entextualization Cycle (MEC) (Lin, 2015, 2018) as a critical pragmatic approach to supporting English as an additional language (EAL) students in CLIL classrooms.

Dr Samuel Pazicni

University of New Hampshire

Language and learning chemistry

Sam Pazicni is an associate professor of Chemistry at the University of New Hampshire. He received B.A. degrees in Chemistry and Music from Washington and Jefferson College, M.S. and Ph.D. degrees in Inorganic Chemistry from the University of Wisconsin, and performed post-doctoral research in Biophysics and Chemistry Education at the University of Michigan. At UNH, Sam leads an active research group, specializing in both bioinorganic chemistry and chemistry education research. He also serves as a Faculty Fellow of UNH's Center for Excellence and Innovation in Teaching and Learning and co-directs the CC2CEPS scholarship program, which supports community college students as they transition to pursue STEM degrees at a research university. Sam presents research and workshops on teaching and learning both nationally and internationally and regularly publishes in The Journal of Chemical Education and Chemistry Education Research and Practice. Sam is also an active member of the American Chemical Society, and currently serves on the Society's Committee on Education and Graduate Education Advisory Board.

The words we use, as well as the texts we write and read, form the basis of how information is comprehended and how meaning of that information is constructed and co-constructed. We explore how language related issues manifest in the teaching and learning of chemistry, and develop pedagogical strategies to help circumvent these issues. We demonstrate that language comprehension ability correlates strongly (with effect sizes similar to math ability!) with chemistry course performance. A deeper examination suggests that high comprehension ability may be sufficient to compensate for low prior knowledge. Additionally, we report the design and analysis of a multiple-testing intervention strategy that differentially aids those of low comprehension ability. The effect of question type (multiple choice versus elaborative interrogation) on this multiple-quizzing strategy was also investigated. With regard to text-based learning materials, we carried out linguistic analyses of popular general chemistry texts, the results of which suggest that these materials are appropriate for only low-knowledge students. Further studies probing the extent to which students benefit from reading texts on chemical bonding and redox concepts revealed an expertise reversal effect, corroborating these textual analyses. Finally, we have developed a writing-based strategy to help students construct and express meaning — "writing-to-teach" is a fusion of writing and peer instruction that permits students to generate explanatory knowledge.

Plenary Speakers

Professor Christiane Dalton-Puffer

University of Vienna

Cognitive discourse functions: An interdisciplinary construct for language and content integration

Christiane Dalton-Puffer is professor of English Linguistics at the University of Vienna and co-affiliated to the University's Centre of Teacher Education. She has worked on Medieval English and word-formation, but today both her teaching and research interests are in educational linguistics. Her main research interests are classroom discourse and the use of English in Content-and-Language Integrated Learning. She has published numerous articles on the subject and is the author of Discourse in CLIL classrooms (Benjamins, 2007) as well as co-editor , with T. Nikula, and U. Smit of Language use and language learning in CLIL (2010). She has a special interest in crossing disciplinary borders in order to convince educators of the relevance of language matters for classroom learning.

Designing and implementing a truly integrated pedagogical approach in contexts where second languages and content subjects are learned simultaneously is difficult. One particular challenge is the fact that content subject pedagogies and language pedagogies form their own largely independent universes of discourse, both in the daily life of educational institutions and in the world of academic research. In search of potential bridging concepts, I have proposed a construct of Cognitive Discourse Functions (CDFs) that seeks to relate learning goals and competences defined by content subjects like science or history with the verbalizations required from teachers and learners during classroom interaction, in test situations or work on assignments. My presentation will introduce this CDF construct with its seven core functions Classify, Define, Describe, Evaluate, Explain, Explore, Report, showing the construct’s connections with the discourses of education and applied linguistics. Examples from European CLIL classrooms will illustrate the use and usefulness of CDFs in the daily work of teachers and learners as they interact with the material and with each other.

Invited Panelists

The future of Writing across the Curriculum (WAC): Building on a strong foundation

Professor Mike Palmquist

Colorado State University

Professor Terry Myers Zawacki

George Mason University

Professor Martha Townsend

University of Missouri

The three panelists, all second-generation leaders in the WAC movement, will engage in a roundtable discussion about the future of this unusually robust movement that has had a significant impact on U.S. higher education in its nearly forty-year history.

WAC's History Townsend presents a brief history of the movement, accounting for its theoretical and pedagogical underpinnings. She shows how its earliest roots took place nearly simultaneously in both the U.K. and the U.S. She cities key figures such as Emig (1971), Britton, et. al. (1975), Fulwiler& Young (1991), Russell (1991), and Walvoord (1996). An abbreviated handout will help participants track WAC's evolution.

WAC's Current Status Zawacki describes the movement's current status, including the formation of the Association of Writing Across the Curriculum, the WAC-GO graduate organization, and the first-ever 2019 WAC summer institute. She notes current research emphases on graduate WAC, WAC and English L2 writing, and transnational WAC efforts.

WAC's Future Palmquist discusses the future of WAC from his perspective as founding director of the WAC Clearinghouse and director of the next International Writing Across the Curriculum Conference. He will comment on possibilities created by educational technologies, shifts in the higher education landscape, and the growing importance of critical reading and writing skills.

Following their brief presentations, panelists will comment on one another's remarks before inviting participants to engage in discussion and pose their own questions.

Abstracts

CD302

Samuel Pazicni
University of New Hampshire

Understanding and ameliorating student illusory competence

We have demonstrated that low performing general chemistry students suffer from illusory competence—they are substantially miscalibrated from their actual standing on course assessments. This miscalibration phenomenon also appears to persist across a semester, despite repeated course feedback. However, adopting a "feed forward" strategy (that is, altering classroom norms to reward students for meaningfully engaging in exam task and process feedback) appears to abate students' illusions of competence. Briefly, students completed a written reflection activity addressing why a specific exam response did not receive full credit, provided responses that would have received full credit, and discussed learning / studying issues that resulted in receiving less than full credit. Using a combination of graphical analyses and hierarchical linear modeling, we confirm that "feeding forward" helps students to become more calibrated to their performance, as well as improve performance, on subsequent exams.

CD303

Jiyoung Cho
The Catholic University of Korea

Yvette Murdoch
Hankuk University of Foreign Studies

Insights from students on English instructors at Korean universities

In Korea, the demand for good English competency has always been high, even prior to the 1997 decision to embrace English into its national curriculum. As a result, instructors who can teach English are in great demand. With changing demographics among its student body and to meet today's global demands, Korean universities employ a diverse variety of English speaking instructors, both in terms of nationality and English language proficiency. These instructors are responsible for either English language or English as the Medium for Instruction content courses. Findings presented are those obtained from and discussed in a larger project investigating the perceptions of Korean university students towards English instructors in Korea. The views of eight Korean university students, who participated in interviews for the larger study, towards the four types of English instructors at Korean universities, namely native English speakers, non-native English speakers fluent in English and a language other than Korean, native Korean English speakers, and non-native Korean speakers fluent in English and Korean are presented. More specifically, the strengths and weaknesses of learning from each type of instructor and implications, with applicability also to other nations, for the teaching of English, both language and content, in Korea, are discussed.

CD304

Fei Xiong
Chongqing University

Alignment of college English courses and companies' needs in Chongqing – A field of Electrical Engineering

This report aims to explore the requirements of electrical engineering companies mainly in Chongqing regarding employees' language abilities, problems of college English courses in terms of curriculum design and course design, and tentative suggestions for the school and teachers. Quantitative and qualitative methods were employed, including interviews with companies' HR staff, teachers of electrical engineering and college English courses, and graduate students; questionnaire for employees, undergraduates and graduate students studying electrical engineering at Chongqing University respectively. The alignment analysis and suggestions are as follows: 1. At a macro-level, curriculum design, including the goals of discipline, teaching content, assessment, teaching management is highly aligned with the needs of companies; 2. Course design needs to further improve certain English abilities——speaking, listening, translation and practical writing; 3. Combined with Level 5 and plus of China's Standards of English Language Ability, stronger language competence should be fostered to cater for increasing global communication; 4. The university should more rigorously search for the ways for co-teaching between language teachers and electrical teachers. This study has significant implications for needs-analysis research of companies, and college English teaching in the context of Chongqing and, to a greater context, China. College English curriculum design is highly aligned with the needs of companies. But students' speaking, listening, translation and practical writing have not satisfied companies' needs. Schools and teachers should do evaluation through Level 5 and plus of China's Standards of English Language Ability. Meanwhile, schools should more rigorously encourage co-teaching.

BC201

Phoebe Siu Lok Yi

Hong Kong Community College, The Hong Kong Polytechnic University

Co-constructing an EAC-driven chronotope: Adopting Multimodalities / Entextualisation cycles in an EAP classroom for design students

This paper introduces a case study of adopting Multimodalities / Entextualisation Cycles (Lin, 2015) in an EAP classroom promoting advanced literacy in higher education. Through employing multimodal learning resources designed in the Multimodalities / Entextualisation Cycles (Lin, 2015), this research targets at examining the pedagogical implications of using technologies, ranging from Moodle online learning platforms to educational applications, such as Kahoot and Gongyeh, to co-construct an EAC-driven chronotope (Bakhtin, 1981) within a 13-week EAP course. Unlike traditional EAP teaching focusing heavily on transmitting knowledge through printed textbooks, the use of multimodalities, along with a customised textbook, in this case-studied EAP classroom provides an EAC-driven chronotope (time-space) for teachers and students to co-construct knowledge through developing concrete thinking and language skills highlighted in the Knowledge Framework (Mohan, 1986), flexibly stimulating postsecondary students to identify knowledge structures that may nurture disciplinary thinking and actions targeted at their engaged academic disciplines. Most importantly, this case study research calls for attention to enrich face-to-face dialogic teaching / learning and cyber interaction among EAP teachers and students through utilising multimodality and overcoming multi-dimensional challenges pre-dominated in traditional EAP classrooms, such as limited classroom contact hours and students' lack of interest in EAP learning topics.

BC202

Allen Ho and Jose Lai

The Chinese University of Hong Kong

Disciplinary dynamics: Interplay of sports science and language teachers in maximizing students' uptake of intervention

When assessing students' writing at the tertiary level, content teachers often put the prime emphasis on content (Knoch, Rouhshad, Oon & Storch, 2015). Thus, more often than not, students function with the myth that language does not play a significant role in their academic achievements, and they tend to focus primarily or even only on content, believing that is a shared goal between them and their professors. With this belief, students are rarely motivated to improve their disciplinary literacy despite its importance (Hyland, 2013), be it written or spoken. This phenomenon is particularly pronounced among students with relatively weak English language proficiency. A dynamic group of sports science students happen to fall into this category of learners. This presentation aims to describe how a dynamic collaboration model has emerged through the project team's continuous interplay with content teachers with regard to helping students narrow the gap between acquisition of language skills and content knowledge, enhancing their motivation of improving language skills, and raising their language awareness in completing discipline-related learning tasks. It will also report the initial impact this project has had on students' performance in research proposal writing. Finally, the subtle interplay of both parties will also be discussed.

BC203

Carnegie Mellon University in Qatar

Colloquium

Explicit instruction of genre and student writing development: Results from interdisciplinary collaborations

Presentation 1: Developing genre knowledge in Information Systems through interdisciplinary faculty collaboration

Presenters: Silvia Pessoa and Maria Gomez Laich

This presentation reports on an SFL-based collaboration between applied linguists and faculty in information systems to scaffold the writing and the assessment of the case analysis genre. We describe the process for re-designing assignment guidelines to make expectations explicit to students, the scaffolding materials used, and outcomes of the collaboration.

Presentation 2: Collaboration between writing faculty and a history professor in an English-medium university

Presenters: Thomas Mitchell and Silvia Pessoa

This presentation reports on an SFL-informed study in which applied linguists collaborated with a history professor to scaffold argumentative writing in a history course at an English-medium university in the Middle East.

BC301

Neela Griffiths and Yvonne Davila
University of Technology Sydney

Supporting science students’ learning of the languages of science

Many science students commence their university studies unprepared for the academic language and literacy requirements of their discipline and the challenge of having to learn two languages: complex and technical scientific language and the academic discourses of the scientific disciplines. To support students in learning these languages we have developed and systematically embedded academic and discipline-specific language and literacy practices into the core science curriculum. In first year, students receive targeted guidance on reading practices, academic integrity and the language conventions for writing scientific reports. The second year learning resources, again embedded into core subjects, progressively build students’ capacity and understanding in scientific discourse. We use a blended learning approach combining online interactive tutorials and face-to-face workshops. In the collaborative workshops, students apply what they have covered online in authentic scientific reading and writing activities. An evaluation of the success of our language and literacy learning resources since 2014 has shown that students’ confidence in their reading practices and scientific report writing has increased. They have commented positively on learning the languages of science and this is reflected in the quality of their assignments. Many students now see the learning of these scientific language conventions as integral to learning science.

BC302

Colloquium

Bruce Morrison
The Hong Kong Polytechnic University

Christy Chan
City University of Hong Kong

Cissy Li
Baptist University of Hong Kong

Keith Tong
Hong Kong University of Science and Technology

Miranda Legg
The University of Hong Kong

English Across the Curriculum: How Hong Kong language centres address the logistics, challenges and opportunities

With roots going back to the 1970s in the UK and the 1990s in Europe, English Across the Curriculum and Content and Language Integrated Learning are not new concepts. Based on the fundamental notion that language is more than its form, and that language plays a central role in a student’s education, which, in turn, influences their ongoing linguistic development, the increasing importance placed upon competence-based learning outcomes is moving communication to the centre of tertiary curriculum development. In this context, Hong Kong language centres increasingly search for ways in which students’ English literacy in their discipline subjects may be most efficiently enhanced. Amongst challenges faced in this regard, is how collaborations between discipline subject academics and colleagues from the language centre can be facilitated. In their quest for the optimal way to achieve this, centres need not only to plan how such interaction is to take place, face up to a number of challenges, but also be ready to take advantage of the opportunities that such an approach can present. The panel will be discussing some of the issues involved in such collaboration and other matters that relate more broadly to the effective development of students’ disciplinary literacy skills.

BC303

Greg Chung-Hsien Wu and Ken Lau
The University of Hong Kong

Engaging senior-year admitted students with disciplinary literacy: A case study in applied child development

In the Hong Kong context, senior-year admitted (SYA) students refer to those sub-degree program graduates who are afterwards admitted to a two-year self-financing top-up bachelor’s degree program or a senior-year place in a government-funded counterpart. To facilitate SYA students’ transition, language practitioners at the degree programs need to focus on discipline-specific literacy for targeted discourse communities. Whilst teaching across disciplines in higher education has been widely examined in hard sciences, seemingly little is known regarding soft sciences, not to mention the scenarios involving SYA students. Contextualized in an academic English course in the discipline of applied childhood development, this study aims to explore the praxes of interdisciplinary teaching for SYA students and unveil the practitioner’s disciplinary considerations. In this qualitative inquiry, 8 weeks of classroom observations, along with 2 interviews with the practitioner were conducted. The analysis from observation field-notes and verbatim transcripts suggests an action timeline featuring the evolving processes of reflection and enactment to make manifest the practitioner’s interdisciplinary engagement with SYA students’ prior knowledge. The study also concludes with varying forms of dialogue-based interactivity to reinforce SYA students to become ‘disciplinary insiders’. Pedagogical challenges such as adjusting teaching materials and providing discipline-related feedback will also be explored.

BC304

Marc LeBane

Lingnan University

Utilising videos to aid students English subject knowledge across the disciplines

Technology has radically affected students' attention span, especially when it comes to language learning. From our experience of developing various online interactive learning materials and systems, in order to ensure a captive audience, the online lessons have to be accessible, limited in length; and fresh and modern in their design and content. The type of materials they are interested in / what engages them may include a blend of video and a variety of question sets such as drag and drop, mix and match, multiple choice and short answer. Designed and conducted by language professionals and discipline instructors to introduce key terminology and concepts at the beginning of each unit throughout the course that are discipline specific. These videos, three to five minutes long, will be available online via video channel, Moodle, EDX, etc. students may access and re-visit them whenever and wherever they are, as many times as they need to in order to grasp the lesson content.

BC305

Carlos Trotman

EIC Education / Purdue University

Rethinking constructivist approaches to second language acquisition

Content-Language Integrated learning (CLIL), Competency-Based Language Teaching (CBLT), and the 5 C's standard are among the most preferred approaches for second language learning and instruction. Language learners today need an approach to learning that not only promotes the functional aspects of a language, but that will allow them to effectively communicate, study, work and perform in everyday life (Bolaños, 2013). Learners require an approach that facilitates the successful acquisition of all four language skills. This research paper discusses the strengths and challenges of implementing the aforementioned approaches and outlines how these challenges limit their effectiveness. The research also highlights the possibility of restructuring the CLIL approach into a micro-text model that incorporates formative assessments to facilitate language learning and acquisition. The micro-text model employs aspects of constructivism and CLIL, which facilitate reflective thought, provide opportunities for collaborative learning, create relevant and authentic environments for learning, and foster ownership among learners. More importantly, the model enables learners to actively use content to practice all four skills within a single lesson and over time develop competency in these skills, thus resolving many barriers to the successful implementation of constructivist approaches to second language acquisition (SLA).

CD302

Chris Anson

North Carolina State University

Correctness revisited: How students identify and comment on error in peers’ drafts

How do students respond to error in each other’s writing? In spite of longstanding interest in the nature of error (Anson, 2000; Bartholomae, 1980; Hartwell, 1985; Kroll & Shafer, 1978; Noguchi, 1991; Weaver, 1996), the literature on response has eschewed a focus on “surface” details in favor of broader structural, rhetorical, and meaning-based concerns (e.g., Hillocks, 1986; McQuade, 1980). This presentation will share a unique study of student error identification. Students in sections of a foundational university writing course commented on each other’s drafts using Jing, an oral screencast program (Anson, 2018). Students’ drafts were coded for the 20 most commonly identified errors (Lunsford & Lunsford, 2008). The 147 screencasts were transcribed and coded for every error (mis)identified by students in their peers’ papers; the accuracy and language of their explanations; and their projected role (expert / novice). Results show that students often misidentify errors or explain them erroneously, and use idiosyncratic or hedging language when discussing them. But these tendencies also vary across sections, suggesting the influence of instructors’ writing ideologies on students’ behaviors. The study has important implications for writing pedagogy across the curriculum in L1 and L2 classrooms, the role of instruction, and students’ preparation for peer review.

CD303

Anna S.C. Cheung and Elvy Pang

The Hong Kong Polytechnic University

English Across the Curriculum (EAC) in a business subject

In Hong Kong, English is still the major means of business communication, especially in the written context, whereas spoken English is also important for intercultural exchanges (Evans, 2013). It is thus essential for university business students to have a good command of the language before graduation. This paper reports an on-going English Across the Curriculum (EAC) collaboration between business and language teachers in providing English support for Year One and Two students taking a compulsory business subject. In this collaboration, the subject faculty remains responsible for dissemination of the subject content while English teachers provide background support by 1) developing subject-specific language materials to the students and 2) conducting a face-to-face briefing session on these materials. The materials are tailor-made for students’ needs in producing more quality writing and oral presentations that help them to succeed in this discipline subject. Survey and interview data are being collected from students towards this mode of English support. Initial findings showed that the majority of students rated the materials positively and relevant to the learning needs of this business subject.

CD304

Albert Wong

The University of Hong Kong

Promoting the productive transfer of academic skills through classroom discourse: EAP teachers’ perspectives

The important role of classroom interaction in facilitating students’ language learning and development is now well established because of its significance in shaping learning experiences and promoting learner engagement (Hardman, 2016; Alexander, 2008; Barnes, 2010; Wells, 1985, McCreedy & Simich-Dudgeon, 1990) as well as nuturing thinking and communication skills and competencies (Mercer, 2000). However, even though teacher-student interactions in general EFL contexts have been well documented (Chappel, 2014; Seedhouse, 2004; Walsh, 2006) and that researchers have also examined interactional dynamics in non-language university classrooms (Hermann, 2013; Boyle, 2010; De Klerk, 1995, 1997; Woodward-Kron & Remedios, 2007), relatively little is known about how EAP classroom dialogue is used to scaffold discipline-specific language learning. This paper reports on the findings of a study of undergraduate EAP classrooms at a Hong Kong university in disciplines such as Architecture, Engineering and Studies of Modern Languages and Cultures. Specifically, classroom observations and teacher interview data will be presented to offer insights into teachers’ own perceptions of their own ability to promote the transfer relevant academic skills learned on a module in the students’ major area of study.

BC201

Ruth Kuswardhani
Sekolah Cita Persada

English Across the Curriculum in schools in Indonesia

English had been officially called the first foreign language in Indonesia according to Dardjowidjojo (2003). This development had resulted in the growing number of schools which utilized English as the main medium of instructions in the late 1990. This presentation will include the background of the increasing use of English as the medium of instructions in Indonesia. It will also share some of the reasons behind the decision to choose English as the main medium of instructions in some schools in Indonesia based on the in-depth interviews with some leaders and teachers. In addition, the research will also cover the effectiveness of the use of English across the curriculum especially for subjects such as Social Studies and Performing Arts.

BC202

Daniel Dejica-Cartis
Politehnica University of Timisoara

Text-production strategies for professional communication students

One of the common competencies for translation and professional communication students is represented by the ability to analyze and understand texts for various purposes. This shared ground helps translation students produce translations, and communication students, different types of texts or professional genres. The present paper uses existing text analysis strategies and presents an approach which is suggested to be used for the development of communication students' text production skills. In the first part of the paper, a theory of text perspective is presented, and in the second part, an approach for text production is exemplified from different relational perspectives (syntactic, semantic, lexico-grammatical, and cognitive). It is shown how the application of this approach offers communication students a way of (1) producing texts which can suit different types of audience, (2) making consistent decisions as to the use of salient textual properties, (3) stressing or focusing on desired or relevant information and (4) preserving coherence and cohesion so as to facilitate text understanding.

BC301

Yongyan Li
The University of Hong Kong

Guangwei Hu
The Hong Kong Polytechnic University

Mapping written assignments across the sub-disciplines of a Master's programme

The last decades have witnessed an exponential growth of Master's programmes in many parts of the world. The new landscape of Master's education is characterised by immense diversity among the student population, including in their level of preparedness to write in their disciplines. Yet little research has been conducted to investigate the nature of writing requirements in Master's programmes, reflecting an under-appreciation of the complexity of Master's writing, which typically occurs at the juncture of academia and the professional world. Our study addresses this research gap by characterising the kinds of written assignments found in a Master of Education (MEd) programme at a university in Hong Kong. Based on analyses of assignment prompts, an under-construction corpus of exemplary assignment papers, as well as interviews conducted with a sample of lecturers who teach MEd courses, our study shows that MEd assignment tasks place emphasis upon integrating "theory" with "practice", but in divergent ways across different MEd specialisms or sub-disciplines. Our study has implications for designing writing instruction for Master's students in education and other disciplines; the study can also folster a reflective stance amongst educators on the implications that writing assignments may have for students' professional learning and development. (Our study characterises the kinds of written assignments found in a Master of Education (MEd) programme at a university in Hong Kong. The dataset used consists of assignment prompts, an under-construction corpus of exemplary assignment papers, and interviews conducted with a sample of lecturers who teach MEd courses).

BC303

Simon Wang and Angela Ng
Hong Kong Baptist University

Language teachers' feedback on annotated technical reports by undergraduate computer science majors

This paper reports an English Across Curriculum (EAC) tutorial programme developed at the Language Centre in a tertiary institution in Hong Kong for a computer science course focusing on technical writing. Through a series of video lectures on collaborative writing using Google docs as a social editor and the genre expectations for writing technical reports, students are first introduced the genre elements they need to include in their assignments. The techniques of annotating one's writing are also introduced to help students raise the awareness of the rhetorical purposes of their writing. Students then meet with the teachers in groups to receive feedback on how to further improve their writing. Analyses of the teachers' feedback on 40 students' annotated drafts on technical reports and the interview data with about 10 students suggest that annotation can effectively help students reflect on the rhetorical decisions they make and improve their writing to meet the expectations of the readers for the genre of technical writing. It is also found that feedback on both content and form has been provided by the language teachers, suggesting that the language teachers' roles in EAC could be expanded from sentence-level language issues to concerns related to discourse and content.

BC304

Laura MacGregor
Gakushuin University

Bridge course in international economics: Teaching approaches and skills development

The presenter will begin by outlining the curriculum for a partial EMI degree in international social sciences at a private metropolitan university in Japan, which includes bridge courses for second year students. Following this introduction, she will explain the structure of a pair of world economics bridge courses taught in English. Following this, she will report on her teaching aims and approaches, and the changes she has made in the two years the course has been offered. In particular, she will focus on the challenges of teaching content as a nonspecialist in light of the fact that similar content is being taught by a specialist in the other course in the bridge pair. Finally, she will present and discuss survey feedback from students on their learning in her class. Since the presentation will focus on helping students develop the five skills (reading, writing, listening, speaking, and thinking) and approaches to teaching content, it should be useful for nonspecialist and specialist instructors teaching content courses in a foreign language.

BC305

John Blake
University of Aizu

William Holden
Japan Advanced Institute of Science and Technology

Engaging and empowering technical writers across disciplines

Postgraduate students of various disciplines are often required to write research articles in English. Writing for publication is an onerous task, especially when English is an additional language. This presentation shows how technical writers from three disciplines (information, materials and knowledge science) are engaged and empowered at a small national research institute. Based on a comprehensive needs analysis, a three-pronged approach was adopted, comprising credit-bearing courses, face-to-face writing conferences and online support. Corpus-informed materials were developed in-house for a suite of credit-bearing courses that form the mainstay of the formal curriculum. All courses are hybrid, blending onsite instruction with online learning activities. The courses are eclectic in approach, drawing on concepts such as flipped classrooms and activity-based learning. Face-to-face writing conferences are arranged for writers who submit drafts of articles or chapters for feedback. During these meetings tutors provide discipline-specific constructive advice. In addition, writers are introduced to online resources and in-house tailor-made tools to assist their writing. Innovative hacks, such as proof-listening, are demonstrated. Tools harnessing string searches, such as a corpus-based written error detector, are used to enable writers to receive automated feedback on their work anytime.

CD302

Andrew Jarvis, Hannah Lai and Caroline Nixon

The Hong Kong Polytechnic University

The view from the other side: Working students' evaluations of discipline-specific English courses

Gaining insights from part-time students can help to enhance the provision of discipline-specific English courses. These students are using English at university and understand the realities of English in the workplace. This presentation will report part-time students' views on a professional English course and the importance of English for their careers. The research participants are current part-time students studying for a degree in Social Policy and Administration. The three presenters were teaching a professional English course to these students focused on enhancing proposal and report writing skills. Around 60 students completed a questionnaire at the end of semester 2, 2017-18. Questions focused on student attitudes, motivation, challenges to learning English and the ideal content of professional English courses. It also asked about whether their employer and their Applied Psychology and Social Sciences (APSS) subject teachers place importance on English and if they think their English is good enough to attain higher employment positions. This presentation will be of interest to language and discipline teachers interested in the view from students 'on the other side' i.e. those already in employment. It will consider next steps in providing English courses to APSS students to better prepare them for the workplace.

CD303

Samantha Butler

Ulink College of Suzhou Industrial Park

Teaching literacy across subjects

Using a series of qualitative data and teacher observations, I am in the process of developing literacy strategies that focus on developing teachers to teach literacy skills in their classes without having to be an English or Literacy trained teacher. The focus is to monitor teachers of Math, Science, Economics, and Humanities-based subjects, and after monitoring their actions throughout a cycle of teaching (categorized by the chapters they teach in their programs), devising a literacy plan for a set class that will incorporate English education-based needs along with the current curriculum to support student literacy development and common curriculum development. The purpose of this study is to not only research this developing area but to also create a new way of supporting teacher's professional development needs in an international high school environment. My goal is to train teachers to support ESL curriculum and development, while also teaching their subject matter. This paper is in the initial research phase and the initial cycle of teaching monitoring for the Economics and Math teachers involved.

CD304

Jay Bidal, John Iveson and Ryan Hunter

The Hong Kong Polytechnic University

In-house EAC materials: Integrating content and language instruction through digitization

Because of the specificity of local student needs and departmental approaches, it is more common for in-house materials to be used instead of commercial textbooks in English Across the Curriculum courses. With almost all university students bringing laptops, tablets, and smartphones to class, there is less need for learning materials to be paper-based. A simple and expedient solution is to convert in-house materials into pdf format for use on devices. However, research has found that students generally prefer using paper-based materials unless the design and functionality of digitized materials are enhanced and clearly differentiated from the traditional paper versions. In this presentation, we will describe an expanded pilot project at The Hong Kong Polytechnic University's English Language Centre in which in-house materials were digitized and then piloted in an English course for a Bring-Your-Own-Device (BYOD) learning environment. Besides describing the relative ease with which materials can be converted into and used in an e-textbook format, we will also argue that the functionality and flexibility that e-textbooks offer can facilitate the integration of content and language instruction both inside and outside the classroom. The session will conclude with some recommendations to institutions that are considering similar digitization of in-house EAC materials. We will describe an expanded pilot project whereby an enhanced e-textbook was created for use in a Bring-Your-Own-Device learning environment. We will touch on the authoring process, book functionality and user experiences, and discuss how such e-textbooks can aid in the integration of content and language instruction in EAC courses.

BC201

Jim Beitler
Wheaton College

Writing Fellows Programs and English across the Curriculum: A proposal

The benefits of Writing Fellows Programs for WAC / WID stakeholders are well documented. Such programs have been shown to enhance faculty writing instruction, to result in greater improvements in student writing than the gains that take place in courses without Writing Fellows, and to provide Writing Fellows with valuable professional experience (Hall and Hughes; Mullin and Schorn; Rossman Regaignon and Bromley; Soven; Zawacki). However, the efficacy of using Writing Fellows to promote English literacy while teaching disciplinary content and discipline-specific conventions is less clear (Severino and Trachsel). In this presentation, I argue that there is a growing need for Writing Fellows training programs that help faculty and fellows alike teach discipline-specific conventions of academic writing in English. My presentation addresses this need by describing—and reporting on the effectiveness of—a training initiative that provides faculty and fellows with pedagogical resources to (1) frame English academic writing in terms of the concept of "discourse community" (Swales; Beaufort); (2) analyze discipline-specific conventions of model academic texts written in English; and (3) enrich English writing instruction in departmental courses by building strategically on students' prior coursework. Session attendees will learn how to utilize Writing Fellows in ways that enhance EAC initiatives.

BC202

Mario Leto
Meiji University

Ecolinguistics: Ethical challenges in language education

This presentation seeks to promote the introduction of an Ecolinguistics course as part of content-language integrated learning in tertiary level curricula worldwide. Anchored in an Ecosophy—an ecological philosophy (Næss, 1973)—that advocates for more egalitarian models that represent a renewed relationship between humanity and the natural world, Ecolinguistics (Stibbe, 2015), through the medium of language, endeavors to change the ideologies we hold and the stories we tell about current ecological challenges. The business field has long dominated language education as an ESP niche, but the framework of capitalism has failed the greater global community (Hawken, 2010) and a new paradigm has become necessary. Ecolinguistics offers the language student a deeper understanding of the issues contemporary society currently faces—from food security and economic collapse to environmental degradation and climate change—and a critical language ability to discuss those issues while forming new worldviews about the planet. Through the examination of text about current ecological issues, this presentation will show how the inclusion of an Ecolinguistics course in international curricula can be a benefit to international language students and the communities in which they participate as active world citizens.

BC203

Colloquium

Julia Chen
The Hong Kong Polytechnic University

Christy Chan
City University of Hong Kong

Vicky Man
Hong Kong Baptist University

Keith Tong
Hong Kong University of Science and Technology

Jose Lai
The Chinese University of Hong Kong

Helping students from different disciplines with final year / capstone project: Supervisors' and students' needs and requests

A project team comprising English language teachers and discipline academics in five universities has received a government grant to develop a subject-specific mobile app to (i) provide students with multi-modal language resources on the writing and verbal presentation of their capstone / final year projects, and (ii) help students to organize their timeline with respect to their capstone / final year projects and to communicate with their supervisor, and vice versa. This colloquium will show a pilot version of the app and explain how the app addresses supervisees' and supervisors' needs, concerns and requests, in particular (i) what supervisors and supervisees expect in the app, and what students' language needs are from the perspectives of supervisors, supervisees and language teachers. Data collected via surveys, interviews and reviewing of previous final year project reports will be discussed.

BC301

Joseph Bailey

Wenzhou-Kean University

Using philosophy to teach genre writing, build critical thinking skills, and group presentations

The purpose of this session is to introduce to other teachers ideas on how they could use philosophical concepts and texts to build critical thinking skills, academic writing skills, and academic speaking skills. The author of this proposal has used philosophy in a variety of courses such as Academic Oral Discourse, Academic Written Discourse (academic reading skills), and Composition for English Language Learners at Wenzhou-Kean University, and an elective course titled Philosophy and Film at Shanghai University. For example, students have developed their argumentative genre writing skills by examining how Chinese philosophers Hsun Tzu and Chuang Tzu and Greek philosopher Plato used rhetorical devices such as analogies, dialogues, similes, etc., to define and advance their arguments so that students could respond and develop their own arguments in writing. Students have also learned how to write a rhetorical analysis essay by analyzing ethos, pathos, logos arguments and rhetorical devices such as diction, syntax, register, etc., in an essay written by Nietzsche so that they could analyze the effectiveness of Nietzsche's argument. Finally, there is the added benefit of developing academic reading skills (and note-taking) using more complex and challenging texts, acquisition of vocabulary (for example, ‘imagery’ and how that connects with rhetorical analysis), and honing public speaking skills by having students give group presentations (with PPT slides) based on philosophical concepts identified in selected films (for example, free will in movie “Minority Report”).

BC302

Dora Wong

The Hong Kong Polytechnic University

A comparative study of online news corpora by L2 learners and journalists

This study examines online news writing by undergraduate students from a university in Hong Kong. To analyse the writing of these L2 learners, a corpus of about 300,000 words from 774 interviews and feature articles was built. The study focuses on linguistic features include the use of attributive verbs, modal verbs, strong verbs, prepositions, conditionals and intensifiers. Professional news of similar topics were gathered from two English newspapers, the Standard and the South China Morning Post to form a reference corpus. Corpus linguistic tools of ConcGram and Wmatrix are used to investigate the lexico-grammatical structures for contrastive study of the two corpora to provide pedagogical insights on ESP journalistic training, especially online news reporting. Findings show that the lexico-grammatical items used in the student corpus were similar to the lexis found in the professional corpora. However, the overall patterns and frequencies of the linguistic features in the student corpus were found lower compared to those found in the professional corpus. With regard to pedagogical applications, corpus analysis of the learner corpora benchmarked with professional ones can help raise student awareness of linguistic features of online news and to enable them to master the discourses and genres of their discipline.

BC303

Obaid Wali

University of Rajshahi

Student-involvement in English curriculum design at undergraduate level in Bangladesh: An analysis

Bangladesh government has taken a pragmatic step in curriculum renovation where much emphasis is put on basic language skill development and use of real-life study materials. Age-old literature-based English curriculum is unable to produce quality graduates. Cognitive development is there. English graduates know a lot about Shakespeare or Milton, but cannot write an email or give presentations before audience. Here lies the problem which makes the curriculum experts ponder over the issue of necessity of a reformed student-centered curriculum. Student-involvement in Curriculum design will result in increasing class participation of students and it will motivate the students to learn and develop skills for a better career at home and abroad. Students will own the curriculum and will have access to course design, evaluation process, material selection and faculty evaluation, no doubt. Moreover, curriculum design of English subject in other disciplines like Medical Science and Business Studies needs special attention because some functional stereo-typed grammar and compositions are taught there. This results in serious lack of communication skill among graduates who face problem in professional life. Based on document analysis and in-depth interview, this paper shows rationale behind going for a student-centered curriculum in Bangladesh.

BC304

Silvia Bauer-Marschallinger
University of Vienna

Cognitive discourse functions in the bilingual history classroom: A design-based research study

Content and Language Integrated Learning (CLIL) researchers have recently seemed to agree on the importance of theorizing language and content integration. The present study adopts such an interdisciplinary approach by drawing on Dalton-Puffer's (2013) construct of Cognitive Discourse Functions (CDFs), comprising seven key categories of academic language functions which have also been shown to be closely linked to historical competences. Adopting a design-based research (DBR) framework, this study seeks to explore how the concept of CDFs can be used to improve bilingual competency-based history education in the context of Austrian upper-secondary CLIL history programmes. The aim of the project is to identify design principles of integrated teaching techniques and materials for English-medium CLIL history lessons while also advancing theoretical underpinnings. In the course of this study, CDF-based history materials are systematically developed, applied in the classroom and continuously evaluated, using interviews, observations, and written tasks for data collection. This presentation will introduce principles of DBR, outline the methodology of the present study, and provide first insights into content and language integration gained in the pilot cycle.

BC305

Fiona Willans, Tilisi Bryce, Rajendra Prasad and Ralph Buadromo
University of the South Pacific

Evaluating engagement with discipline-specific academic literacy support

This paper presents findings from an evaluation of an attempt to embed discipline-specific academic literacy support into a first-year introductory Linguistics course. This support is designed around heavily scaffolded assignments that guide learners through the process of finding and evaluating information, reading complex academic texts, synthesising ideas from a range of sources, and developing coherent responses to a task. A blended design is used to supplement face-to-face teaching with online resources via Moodle. Using a range of innovative tools such as Moodle analytics, screencast-assisted think-aloud protocols and multilingual focus groups, we have attempted to understand learner engagement with the academic literacy support provided, and link engagement to achievement of learning outcomes. Our findings suggest that highly-engaged, high-achieving students have a good understanding of the rationale behind the academic literacy support, take full advantage of the unique course design, and do well on assignments. For those that do not do so well on assignments, we seek to understand whether they are not engaging sufficiently with the materials to see their value, and therefore make good use of them, or whether weaker students in particular may be finding the additional materials more burdensome than supportive.

CD302

Becky Kwan
City University of Hong Kong

Source use in the Methodology section of research articles: The case of Tourism and Hospitality

Although being a key part of a research article, the Methodology section (Methodology) has received scanty research attention. One possible reason is the assumption that it is easy to write and involves merely recounting what was done in a study. However, this is far from the case, and in fact, writers need to be particularly careful when writing the section as it is often a major target of criticisms by reviewers (see, e.g. Gosden, 2003). In Methodology, writers are expected to explicate and defend the design of their studies, which is supposed to be communally accepted and necessarily draws on predecessors' work. Source use is thus an integral part of the section, an aspect which however is tacit to many novice writers (see, e.g., Swales, 2004). Yet, how are citations used in Methodology? The question is seldom addressed in the literature. Addressing this gap, this paper will present the results of a study of source use in three types of RAs published in Tourism and Hospitality journals, namely, quantitative, qualitative and action research. Findings show a variety of ideas cited in the section for different ends and also notable differences across the three groups of RAs. Pedagogical implications will be discussed.

CD303

David Sansom
Macao Polytechnic Institute

Implementing WAC in Macau using an informal approach to suit local needs

University students increasingly need to write well in English. This includes tertiary institutions in Hong Kong and regionally. Theories and practices from the Writing Across the Curriculum (WAC) movement in US universities provide a range of tried and tested approaches to help faculty in turn help students improve their English writing. In the context of a tertiary institution in Macau, with a strong vocational focus, typical WAC approaches are unlikely to be readily implementable or even desirable: fixed major courses, time constraints, staff training demands, mixed student motivation. Some students need to use English at a high level, but many do not. Nevertheless, survey results from recent graduates and local employers show that improved English communication is desired by and from students. This presentation outlines the steps taken so far to develop effective WAC for students, and planned changes that aim to make best use of available resources, as well as evaluation of progress to date. WAC in this context includes a range of informal writing help (writing clinics, workshops, competitions); providing those resources local students really need, along with ways to access them themselves; and making sure personal teacher support remains available, such as online tutoring.

CD304

Fan Fang
Shantou University

Developing students' critical literacy through intercultural communication training: A case study in China

English is a global language facilitating intercultural communication for people who speak different first languages (L1s). Recent research on Global Englishes (GE) has challenged the ownership of English, as the number of non-native speakers of English has surpassed native speakers. Because the native-oriented ideology has been challenged to re-evaluate English language teaching (ELT) practices in today's globalised world, the use of English for intercultural communication requires people to develop critical literacy from the GE paradigm. However, there also exists a gap in many ELT practices where curriculums and teaching materials still largely remain native speakerism-oriented. This study investigates an ELT course on intercultural communication that took place at a university in southeast China. Recognising the over-emphasis of Anglophone cultures that reinforces native-speakerism in the course, additional reading materials and workshops were introduced for students to develop their critical literacy in intercultural communication. Through student interviews and reflective journal entries, this study unpacks the importance of revisiting the relationship between language and culture and the complexity of ELT. Finally, the study concludes by asserting the necessity of developing students' critical literacy through intercultural communication training and of re-evaluating ELT from a GE perspective.

BC201

Chris Rozendaal and Ken Grimes
The Chinese University of Hong Kong

Between a rock and a soft place: Practical rubric design for EAC writing interventions

Rubrics are a commonly used assessment tool throughout higher education, but their role can be especially important in interdepartmental collaborations, providing a high level of transparency, enhanced grading reliability, and a common “syntax” between teachers of language and teachers of technical content. However, real-world rubrics have often failed to provide these benefits, mainly due to vaguely-worded descriptors which make uniform application by different graders problematic. In this project, the authors crafted two related rubrics designed to avoid this pitfall, using thoughtfully-chosen language to mirror available course learning objectives. These rubrics were implemented in two separate EAC interventions targeting written output produced by university students in technical disciplines for fourth-year capstone project reports. Additionally, although the rubrics were designed to assess language features of the reports, the researchers tried to carefully navigate the interface between content and language in the rubric, in order to make these documents meaningful within their contexts of use. The resulting documents have been well-received by partnering departments, graders, and outside reviewers. Furthermore, they have met with initial success in providing both transparency and reliability. This experience highlights the advantages of careful design when creating rubrics for English Across the Curriculum-type interventions.

BC202

Landon Berry
University of Central Florida

Learning spaces are WAC: how WAC and EAC -designed classrooms can support student identities

This presentation discusses the results of a year-long study on the role of classroom design in shaping student identities. A call will be issued to WAC and EAC programs for their assistance in leveraging classrooms to better support student disciplinary actions and rhetorical thinking. This study used classroom observations, movement mapping, instructor interviews, and student focus groups to examine the ways in which instructors and students navigated the classroom spaces they were assigned in upper-level, discipline-specific courses. By focusing on three diverse disciplines (writing and rhetoric, education, and chemistry), this study makes arguments about how the design of classroom spaces (as well as the tools that are housed therein) support, facilitate, and detract from a student's ability to develop a disciplinary identity, which is defined here as the social and linguistic construction of a practitioner of a discipline that is shaped by the language, positions, and peer acknowledgement negotiated by that discipline. Moreover, this study also makes arguments about how tools that are common across many disciplines (desktops, chairs, etc.) support or detract from student engagement. Ultimately, it argues that teachers across disciplines, as well as WAC and EAC programs, can be mindful of the spaces they are assigned (even if those spaces were perhaps not designed with disciplinary goals in mind) in an effort to help students begin to think of those spaces as extensions of their discipline so they can better imagine themselves as future professionals in those spaces.

BC301

Ai Chun Yen
National Dong Hwa University

Motivational differences: A comparison of Y1-12 CLIL and regular classes in a Taiwanese

Many research results show increases in students’ motivation due to Content and language integrated learning (CLIL) programmes. However, there is a lack of studies which empirically confirm differences in motivation when comparing traditional Y1-12 English classes and CLIL classes in terms of formal and informal curricula. This study aims to shed light on this issue through a study carried out in remote Taiwanese areas from 2016 to 2018 (N=2,992) for 82 schools with low foreign language study pressure and low learning motivation is reported.Data were gathered by means of a previously piloted and validated quantitative questionnaire on learning motivations: amotivation, intrinsic motivation, and extrinsic motivation. In CLIL camps, participants’ affective filter lower than in their formal classes, with associated lower amotivation and stronger extrinsic motivation and intrinsic motivation, as learning took place in a relatively anxiety-free environment. Students were as keen to learn about content areas as they were to improve their language skills. Although the CLIL students in this study favoured language competence over content knowledge, it was clear that content was almost as important in terms of learning motivation and associated learning outcomes. Examining different levels of learning motivation in formal and informal classes allow educational policy-makers in different EFL contexts to base future language policies on a consolidated theoretical framework. It is necessary to systematically track differences in language attitudes among CLIL students over time to appropriately design formal and informal classes.

BC302

Jian Gao

Southeast University

Ageist language in abstracts of gerontology research articles: An intercultural rhetoric study

While racism and sexism in language use have long been studied, ageist language has obtained insufficient attention from academia. This study attempted to find out the ageist features in the English abstracts of the research articles written by contributors of an international journal and a Chinese one. Both journals are about issues of gerontology. This study also attempted to find out the differences in the use of ageist language between international scholars and their Chinese colleagues in this discipline. An intercultural rhetoric method was used to examine and compare the ageist features provided by the two groups. Both "big culture" and "small culture" were employed to try to explain the causes of the bigger amount of ageist language used by Chinese scholars and their preference of "senior", "senior citizen" and "old people", which have been identified as being ageist according to a number of gerontology studies. It was argued that Chinese scholars' awareness of disciplinary norms about fighting against ageist language as well as contextualized communication could be promoted by way of enhancing disciplinary international communication and making more efforts in the research on unintentional "linguistic ageism" in academic communication and its application to teaching EAP as well.

BC303

Eun Gyong Kim

Korea Advanced Institute of Science and Technology (KAIST)

Integrated content and language courses at a Korean science and engineering school

Korea Advanced Institute of Science and Technology (KAIST), one of the most reputable institutions in Korea, introduced a full-scale English-medium instruction (EMI) policy in 2006. It was the first with such a policy among Korean universities. Currently 83% of the undergraduate classes and 61% of the graduate classes are conducted in EMI. The university has strived to strengthen students' English abilities by offering an intensive EFL curriculum. However, some students and professors have complained that the English skills that students are trained to develop in EFL classes are not directly related to English skills required by major courses. EFL Program has recently introduced integrated and content language (ICL) classes for both undergraduate and graduate students. In ICL classes, content learning is enhanced through language instruction and vice versa, with its dual-focused approach (Smit & Dafouz, 2012). This study investigates how the ICL courses began at the university, how the individual courses were conducted, what the results of the courses have been, and what improvements should be made. Moreover, it discusses the problems and issues in implementing ICL classes and provides suggestions for their future directions.

BC304

Susan Thomas

University of Sydney

Writing Center / WAC collaborations: The future of writing instruction in global universities?

Despite national agendas to make Australian higher education more inclusive for an increasingly diverse student population, writing instruction has not kept pace with educational advances elsewhere in the sector. This article outlines the rationale, development, and growth of the Writing Hub at the University of Sydney to advocate for writing centre/WAC collaborations as the future of literacy and writing instruction in a culture where writing instruction is still largely viewed as product-based and remedial.

BC305

Shari Dureshahwar Lughmani and Dennis Foung

The Hong Kong Polytechnic University

The Implementation and evaluation of a large-scale university-wide WAC programme: A case study

This study reports the impact of a university-wide Writing Across the Curriculum (WAC) programme in Hong Kong. The programme has benefitted more than 24,000 students since 2012. Students are required to complete at least one general education subject with a heavily-weighted writing assignment that is supported through a systematic process writing approach with a range of communication protocols and interventions designed collaboratively by writing teachers and subject teachers. Around 80 subjects with intensive writing element have been offered with around 30 per semester developed by forty departments from all eight faculties of the university. The presentation first briefly describes the programme features and the support activities provided to students, followed by the results of (1) interviews with all major stakeholders (n=20+) including discipline teachers, writing teachers and students; and (2) analysis of student scripts (n=100+). By reporting these results, the presenters wish to highlight the differences in perception and foci between different stakeholders. Even though all stakeholders value the WAC programme, the aspects that they perceive positively are different. Also, they see the challenges from different perspectives. The session will conclude with tips for others who plan to start university-wide WAC programme in their own institution.

CD302

Mary Cheng
The Hong Kong Polytechnic University

Developing writing support for discipline subjects

The term “academic writing” is often referred to the kind of writing students write in the university. However, the type of writing differs considerably from one subject to the next, which means what is considered appropriate academic writing in one discipline assignment may not completely be appropriate in another one. Although students take a general academic writing skills subject in their first year, most of them struggle with the ways to approach the different forms of writing in their discipline assignments. The aims of this presentation, which are inspired by the problem that most university students face when they write their discipline assignments, are: 1) to briefly review the experience and the results of collaboration between language teachers and discipline teachers, 2) to share the strategies and resources for supporting students’ writing for Chinese Culture subjects, and 3) to reveal initial findings that investigated students’ views on these tailor-made language supports.

CD303

Matthew Overstreet
New Economic School

Using writing to teach critical thinking in China

My presentation will discuss issues surrounding the teaching of critical and creative thinking in China. By all accounts, of late there has been increasing demand in China for modes of instruction that can help students become more critical, creative and innovative. At the same time, there are significant structural challenges to any such endeavor. Scholars have identified Confucian ideas about knowledge and authority, top-down government policies and an overly instrumental view of education as possible impediments to progressive thought. In my presentation I will discuss my experiences teaching English in China using a progressive, student-centered writing pedagogy. Overall, I will argue that Chinese students can, and often do, display critical and creative thinking ability. The key is creating the right type of classroom environment.

CD304

Cynthia Schultes and Genevieve Leung
University of San Francisco

Developing cultural and emotional literacies using historical memory: Two co-teachers’ experiences in the English classroom

This paper reflects upon the ways in which historical memory is learned and understood by undergraduate and graduate students of diverse linguistic and cultural backgrounds in the U.S. As their course instructors, we discuss the experiences of taking 100 students over three years to Angel Island, the historical site where many Chinese immigrants were detained and interrogated during the early 20th century. We focus on the international students studying abroad in the U.S. and first and 1.5-generation students in our classes. In our attempts to develop our students’ cultural and emotional literacies about Asian / Asian American experiences, we posed the following questions to our students: Whose stories get told? For what purpose? With what agenda? We evaluated the impact of these trips through spoken discussions, presentations, detailed reflections about the broader implications of these questions. As part of this assignment, students explored interdisciplinary English primary source materials, including U.S. Census data, immigration memoirs, and poetry, to contextualize the experience. This heuristic pedagogy was a way for our students to improve their cultural and emotional literacies and encourage them to engage with their local and global sociolinguistic communities and histories, as well as bringing the wider Asian historical experience into the classroom.

BC201

Haiwen Karen Lai

The University of Hong Kong

Using hybrid genres in CLIL materials design to develop secondary students' English academic literacies

The English as the medium of instruction (EMI) education in Hong Kong has posted tremendous challenges to Chinese speaking students in EMI classrooms. Especially those with basic English proficiency students suffered in their achievements in content subjects (e.g. science) that are taught in English (Lo & Lo, 2014). These content subjects use various academic genres which are different from students' everyday genres, such as narratives (Rose and Martin, 2012). Nonetheless, there are many genres lying in-between these two genres in practice (Lin, 2016) and they are called "hybrids" by Lemke (1990). Therefore, how can we make effective use of these hybrids to move students from every genres to academic genres? And while bridging students from everyday genres to academic genres, how content knowledge can be incorporated into the process? This study will explore these areas and focuses on designing content and language integrated (CLIL) materials to answer these questions. In the study, the researcher plays dual roles, namely CLIL material developer and researcher who observe and evaluate the material implementation processes. The materials are implemented by the school English teachers. A designed-based research design integrating naturalistic classroom observations and pre-and-post intervention measurements will be adopted as the methodology in this study. The data collected consists of students' used materials, focus group interviews, lesson observations, questionnaires, and test results. By developing the notion of "hybrid genres", the study will extend the current theoretical framework of Sydney School's genre theory and draw pedagogical implications for CLIL materials design.

BC202

Jody Çiçek

Xi'an International Studies University

Using the Three Minute Thesis model to improve academic English proficiency of research graduate students

The Three Minute Thesis (TMT) is a research communication competition which challenges graduate students to present a short cogent pitch on a research project and its resultant significance in 180 seconds. The TMT can be used to improve both speaking and writing in an ESL or EFL classroom, including helping hone student fluency. TMT allows professors to focus on student interests (including the possibility of using Content Based Instruction), incorporates activities to include students' prior non-language-based experience, and utilizes exercises to be performed at a higher level using time constraints, three conditions necessary to develop fluency (Nation and Newton 2009). EFL classes for graduate students can be challenging if the students do not see a link between their language classes and classes for their degree. TMT fulfills a real language purpose for students, improving their independence and confidence. Associated exercises focus written communication as well as improve oral fluency, and give students skills to help for thesis defense and on the job market. This talk will discuss the speaker's experience incorporating TMT into her classroom at universities in the U.S., Japan, and China and demonstrate how to incorporate the TMT idea into your classroom.

BC203

Colloquium

Amy Carleton and Rebecca Thorndike-Breeze

Massachusetts Institute of Technology

Cecelia Mussleman

Northeastern University

Wikipedia across the global curriculum

WAC programs enhance writing proficiency by exposing students to a multidisciplinary range of rhetorical situations that bolster abilities to identify and perform context-appropriate strategies. Online knowledge-sharing networks like Wikipedia provide ready-made collaborative discourse communities for student analysis and participation, and insights from Wikipedia's culture can enhance collaborations. Wikipedia is fruitful for writing studies because student contributors must practice substantive research, cultivate audience awareness, produce genre-specific writing, and participate in community-wide peer review (Bilansky, 2016; Vetter, 2014; Purdy 2010; Cummings 2009; Hood 2009). Collaborative writing, meanwhile, promotes languaging (i.e., using language to create meaning and shape experience and knowledge (Swain, 2006)), and has positive effects on ELLs' writing (Storch, 2013; Watanabe & Swain, 2007). Throughout our experiences teaching multi-national students from a range of disciplines about writing for Wikipedia – perhaps the largest collaborative writing project ever – we have also observed enhanced collaboration both in our students and ourselves.

**Participants are recommended to bring a laptop to this presentation session.*

BC301

Adam Forrester
The Hong Kong Polytechnic University

Crossing the curriculum through VR

Being able to perform professionally during a job interview is a challenge for the vast majority of fresh graduates. Challenges include lack of authentic practice opportunities, and limited chances to reflect on practice interview performances. This presentation considers a LEG funded project which aims to address these challenges. Students from two different departments have been targeted: computing students and logistics students. While some of the questions that they would face in a job interview would be generic in nature (e.g. "Tell us about yourself") others would be specific to the job nature that the student is applying for (e.g. "What is your view about the current state of the shipping industry?" versus "Suppose you are a data scientist in a supermarket chain, how do you find out the items for a special offer?"). This presentation examines the process of creating materials for these two types of students, and considers the opportunities that VR technology could perhaps offer to language learning. This presentation looks the challenges and opportunities arising from a project to help students from two different departments improve their job interview and language skills using virtual reality technology.

BC302

Lyndsey Dixon
Taylor & Francis Group

Sponsor Presentation

Publishing in academic journals

In this session, I will be imparting valuable advice on getting research published in notable academic journals based on my role as Journals Editorial Director for Asia Pacific at Taylor & Francis. Other aspects to be addressed are the reasons for getting published and the means to select the right journal for your paper. Additionally, I will touch on Open Access publishing, ethics, the peer review process, and tips for disseminating the research post-publication. This talk is suitable for researchers for all levels, including early career researchers.

**This is an unreviewed abstract submitted by a conference sponsor.*

BC303

Weipeng Yang, Yongyan Li and Hui Li
The University of Hong Kong

Agency and mentoring strategies: Master of Education students writing for publication

Research on writing for publication in higher education typically involves doctoral students; how Master's students may write for publication is little known. For Master's students studying in a fast-track, coursework-based programme, writing for publication may seem to have less relevance. This is no longer true, in light of the immensely diverse backgrounds and career goals of the Master's students, and the ever-rising aspirations of the rapidly expanding Master's programmes in many parts of the world. To understand how Master's students exercise their agency in writing for publication, we conducted a multi-case study with six ESL students who had each published an English journal article from their dissertation research in a Master of Education (MEd) programme in a university in Hong Kong. Semi-structured interviews with the students and their common supervisor were conducted, and relevant texts were gathered. It was found that these students all demonstrated an academic commitment and were mentored by the supervisor throughout their research and publication processes. Our study will have implications for research training targeting Taught Postgraduate (TPg) students, while suggesting a number of directions for future research.

BC304

Yim Wah Mak, Daphne Cheung and Eric Ho
The Hong Kong Polytechnic University

Enhancing the use of English in research for ESL nursing students

Nursing students are required to develop their critical inquiry and use the research evidence to support best practices. This purpose of this presentation is to describe the incorporation of English Across the Curriculum into a baccalaureate nursing programme in Hong Kong and provide suggestions for promoting success. The goal of incorporating Writing Across the Curriculum into the nursing curriculum is to assist final-year nursing students to achieve competence in a research-based honours project, which requires them to demonstrate critical thinking and communication skills, both oral and written, to execute useful literature searches, to read and understand research articles and to encourage the incorporation of evidence into clinical practice. The strategies involve, with reference to the requirements of the project, providing language tips, conducting seminars on the use of tips and supporting students through professional consultation. Students' evaluations on the language-related materials and learning performances will be reported in the presentation.

BC305

Vicky Man, Olufolake Orekoya and Amy Lee
Hong Kong Baptist University

Inter-departmental collaboration on writing support for Humanities capstone projects

At Hong Kong Baptist University (HKBU), students majoring in humanities are required to take a course on 'Research Methods in the Humanities' where they learn to conduct an interdisciplinary research project and write up a research paper before they embark on their final year project (FYP). A close examination of their FYPs suggests that most students have difficulty in narrowing a topic, formulating research questions, and constructing a sound argument. Sometimes, their textual analysis is a mere collection of short extracts from the text where no criticism is given. Another major problem reported by many senior-year students relates to their limited access to systematic and customized English support at the university because they are only required to complete two EAP courses in their year-one curriculum. This paper will report on an inter-departmental EAC collaboration on writing support for FYPs in the humanities at HKBU, present data collected from needs analysis questionnaires and interviews with faculty staff and FYP students, and discuss the challenges faced by supervisees and supervisors in ensuring quality completion of FYPs.

CD302

Kyoko Hosogoshi
Kyoto Prefectural University

Sachi Takahashi
Kyoto University

Yuka Iijima
Dokkyo University

An analytical checklist for validating EAP writing courses

Teaching English for Academic Purposes (EAP) has gained much attention in Japan at the tertiary level. Compared to the popularity of courses utilizing the notion of EAP, however, their instructional content and attainment level seem to vary widely among institutions due to the lack of consensus of the concept of EAP. Some of the previous practice reports on EAP even have limitations as for their validity as EAP courses. In order to evaluate standard criteria of EAP courses, we developed an analytical checklist. The checklist intended to assess validity of 1) the content of EAP courses based on definitions of EAP in literature (e.g., Flowerdew & Peacock (2001), Jordan (1997), Hyland (2006)), and 2) the process of EAP course design utilizing some framework of the BALEAP Accreditation Scheme (BALEAP, 2016). The checklist was originally designed for the general use of EAP education at the tertiary level regardless of curriculum. As a result, the designed checklist enabled us to examine the effectiveness of EAP courses regarding not only their instructional content (what) but also their course design (how). The presentation will mainly introduce our checklist for EAP writing course targeted for freshmen majoring in science as a case study.

CD303

Andrew Morrall
The Hong Kong Polytechnic University

Advice for teachers based on a comparison of Hong Kong and British student essays

This research compares two collections of academic essay writing, one from Hong Kong students with a range of ability levels, and one by merit- and distinction-level British students, in order to analyse the differences in language use between them, and from this make recommendations regarding course content. The writing examined was in two main corpora, the PolyU Learner English Corpus (PLEC) of year-one academic essays and a sub-corpus of the year-one essays from the British Academic Written English (BAWE) corpus. In order to provide a comparison with academic writing in journals, the Corpus of Journal Articles 2014 was also used. Disciplines covered are Arts and Humanities, Life Sciences, Physical Sciences, and Social Sciences. The research questions were firstly, to what extent are the commonly-taught aspects of academic essay writing and findings from the research literature on academic writing reflected in differences between the corpora, and secondly what changes to teaching and learning would these differences suggest? Based on a Contrastive Interlanguage Analysis of the two corpora, recommendations for improving academic essay writing are given in a number of areas, including grammatical accuracy, style, vocabulary, content, organization and disciplinary variation. This includes advice for language teachers, content teachers, and students.

CD304

Sinh Ngoc Dang
University of Foreign Languages and International Studies – Vietnam National University, Hanoi

Testing the effect of asynchronous discussion in a language and content integration hybrid course

Recently, courses that mix face-to-face and online instructional methods like hybrid courses have gained popularity in English language education. There are studies that explored the methodology of constructing a hybrid class for English language teaching and the potential benefits for student learning. However, what these studies lack is a method to mathematically test the effect of using a hybrid course on student learning outcomes. Moreover, little has been studied on using a hybrid course where English and content subjects are learned simultaneously. To address this issue, this paper provides a regression model to measure the effect of asynchronous discussion on learning outcomes within a hybrid course in which American Economic History and English language were learnt simultaneously. The study used American Economic History classes of the same level taught in English by the same instructor with the same content, texts, and assignments in two different delivery methods: traditional and hybrid. To test the effect of asynchronous discussion on learning outcomes which was based on standardized tests in the hybrid class, both traditional and hybrid classes were taught simultaneously and received the same active-learning activities in class. The only difference is that with the hybrid class asynchronous discussion was conducted online while with the traditional class the students met outside the classroom in groups and conducted the discussion face to face or any ways they liked. Analysis of the data acquired from this study indicates that encouraging online discussion of articles, podcasts, and videos that are related to course material results in better academic performance.

BC201

Yi-Ping Huang
National Chengchi University

Teacher agency in negotiating preferable teacher identities: CLIL in arts in primary education in Taiwan

Content and Language Integrated Learning (CLIL) has recently spread to Taiwan, as projects on experimental CLIL teaching in public primary education—usually advocated by use of English-only instruction—have been enacted. In line with Coyle et al.'s (2018) view of teachers as active agents, this qualitative case study explores the ways in which an English teacher in a public school in Taiwan exercises her agency to negotiate preferable CLIL teacher identities through an ecological perspective on teacher agency (Priestley et al., 2015). Data were drawn from four interviews with the instructor and twenty weekly class observations in the 2017-2018 academic year, and analyzed via Carspecken's (1996) reconstructive analysis. The analysis revealed a transformative self-formation process from being a resisting CLIL teacher to one with self-efficacy through experimenting with CLIL teaching in a way compliant with her preferable identities as an English and an arts instructor who emphasized the importance of L1, recycling, and giving students choice. Her identities were further nurtured as she witnessed students' improvement in English, thereby encouraging her to continue the journey and even problematize her practices. Such findings caution against the top-down English-only policy in implementing CLIL and highlight the primacy of identity-informed professional development.

BC202

Xudong Deng
Singapore Institute of Technology

Communicating across the curriculum: A case in an Asian university context

In today's knowledge-based economy, academic and professional literacies, as embodied in writing and communication skills, have increasingly been recognized to be an important attribute that university graduates should possess. But how best to equip the students with multifaceted communication skills they need in order to succeed in their university study as well as in their industry work is not a straightforward matter. This is especially the case when the communication skills are competing against technical skills for curriculum time and space. In this paper, I will first broadly outline the multi-pronged approach that has been developing in an ESL context in Asia to enhance students' academic and professional literacies. Then I will zoom into the Communicating Across the Curriculum initiative, which embeds a significant writing and / or oral communication requirement in content modules. The premise underlying this initiative is that the development of academic and professional literacies is reliant not just on one or two writing and communication modules but more importantly on the provision of sustained opportunities for practice and an institutionalized support system throughout students' entire university education.

BC301

Hin Chung Lau and Thomas Ming Hung Lee
The Hong Kong Polytechnic University

"Gongyeh": An app to improve students' presentation skills and enhance engagement in classmates' presentations

Oral presentation is widely used for assessing students' content comprehension and language skills. However, students often only receive a letter grade but no feedback from the teacher or classmates. Many teachers find it difficult to engage students in listening to classmates' presentations and find their students making the same mistakes throughout their course of study. Our team developed an app to address these issues through video recording and real-time online audience feedback. The main features of the "Gongyeh" app include: (1) the presenter starts the video recording with his / her mobile device and thus the audience can start giving feedback; (2) the audience can provide open comments, answer questions preset by the presenter and rate the presenter based on the assessment rubrics preset by teacher; (3) the feedback given by the audience is time-synchronized with the video; (4) the feedback is anonymous to the presenter as each audience is represented by a unique emoji, while the real identity is known only to the teacher. Our pilot study on PolyU students (n = 99) provided evidence that (i) students received significantly more feedback from peers and teachers, and (ii) students have more perceived improvement of their presentation skills after using the app.

BC303

Jianbin Zeng and Jianwei Wang
Fudan University

Peer review and writing tutorial improve English Research Paper Writing across the disciplines

English Research Paper Writing is a multidisciplinary programme across the curriculum and disciplinary fields in a research university in China to address the challenging task of learning to write and publish English research papers in a foreign language. However, the overwhelming task of supervising the learners' writing drafts presents a demanding challenge, and peer reviews and writing tutorials are introduced to facilitate the recursive writing process of the learners on a variety of disciplinary topics. The peer review after the learners' self-assessment of their first draft focuses on the specific disciplinary information and interdisciplinary variations, when the learners collect peer feedback to revise their drafts. The faculty tutorial before the learners' final version highlights conventional practices in academic writing underlying most subject areas across disciplinary domains. There is evidence of significant improvement in several aspects of learners' writing, and typical peer and tutorial feedback will be cited for exemplification, and writing samples in the peer reviews and faculty tutorials will also be demonstrated in illustration. The topic introduces such persistent issues as large class sizes and multidisciplinary learners in English teaching across the curriculum, facilitating academically challenged and motivated learners in their study, research and publication in international academic contexts.

BC304

Elvy Pang and Denise Cheung
The Hong Kong Polytechnic University

How does training on the readability component of the assessment rubrics help tutors' grading in a leadership assignment?

It is sometimes practice of some discipline subjects that a teaching assistant or a tutor is responsible for grading students' writing. This is the case in the current leadership subject in which students have to write a report based on their research study. The subject tutors have received no training in assessing students' writing but are very knowledgeable in the specialised area. Other than the teaching duties, they have to grade students' assignment which aims at giving consultancy advice on self-development. Our study reports a collaboration of English expertise with the subject coordinator to provide training on the readability component of the assessment rubrics to a team of tutors who are inexperienced in teaching and assessing students' writing. The language expert provided a brief training session to equip the tutors with the necessary knowledge for understanding the readability component of the assessment rubrics. In order to examine the impact of the intervention, tutors' views were solicited before and after the training for analysis. In addition, the grades given to the student reports before and after the training were compared. Implications on subject knowledge of content teachers were discussed.

BC305

Grace Lim and Ivan Ho
The Hong Kong Polytechnic University

Mobile app and final year project writing for engineering students

Smart phones have increasing become an important device for university students' learning and are the preferred medium compared with emails when interacting with peers and teachers (Lee et al., 2014) since it enables interaction and access to knowledge resources anytime and anywhere. A recent study on using mobile devices in fieldwork in higher education shows a positive relation between the use of mobile apps and the development of graduate attributes (France et al., 2016). This presentation reports an on-going project on a mobile app which aims to improve electronic engineering students' English for final year project (FYP) writing and oral presentation, and as a medium for them to engage with peers and supervisors. Given fact these students have received no formal input on FYP writing due to their tight syllabus, the app is of paramount importance to their successful completion of the writing. In our discussion, we will share how this app facilitates students' knowledge acquiring in English and in content for their high-stake writing through the varied format, e.g. videos, external links, gamified activities, and progress-tracked exercises. Challenges and limitations on the use of app for achieving the purposes of learning will also be explicated.

CD302

Grace Lim, Julia Chen, Jane Robbins and Valerie Yap
The Hong Kong Polytechnic University

Can a mobile app help students write better final year project proposals?

A mobile app is being developed to offer subject-specific language tips on writing final year projects. The first module on the app is on how to write a final year project proposal. It includes tips on the language that can be used to write the background of the study, a brief literature review, preliminary aims and proposed research methods; as well as how to word the project title and include in-text and end-of-text references. Some students from the engineering and business faculties in a university have access to the mobile app before their proposal was due, whereas some students from the same faculties submitted their proposals before the app was made available on google / apple store. The authors collected samples of final year project proposals submitted by both groups of students. External assessors with language teaching / discourse analysis background were recruited to mark the proposal samples of students who did not have the app (pre-app) and of those who had access to the app (post-app). This paper compares the external assessors' grades and comments on the pre-app and post-app final year project proposals. These results are then triangulated with the findings from interviews with some of the students.

CD303

Barbara Siu and Joyce Cheung
The Hong Kong Polytechnic University

Content-based English Enhancement Scheme: A case study in Civil Engineering core courses

Undergraduates who used to study Science subjects in their native language in secondary schools may experience tremendous difficulty in switching to English medium learning after matriculation (Evans & Morrison, 2011). In response to the call for additional support, two Civil Engineering core courses were taken as a testbed to devise appropriate services to enhance their academic English. Since many Engineering courses highly focus on the technicality (e.g. theory, measurement and calculation), have a tight teaching schedule (Goldsmith & Willey, 2016), and students are often preoccupied with the technical subject assignments, our project intends to maximise the opportunities for students to practice English within their core courses. By the implementation of bespoke subject-specific wordlists, reading tips and writing guidelines derived from their respective course material and assignments, this project found positive learning outcome in both cohorts. The average mean score of their post-course vocabulary quiz has increased. Students self-reported in the survey that they by large encountered a variety of difficulties in speaking, followed by writing in which grammar and vocabulary affects the fluency in both speaking and writing. We can conclude that students acknowledged more difficulties in expression (i.e. speaking and writing) than in comprehension (i.e. reading and listening).

CD304

Leah Li Echiverri and T. Keith Lane
Wenzhou-Kean University

Completed and continuing studies: Learner motivation, attitudes, and interactive instruction at a Sino-foreign university

A series of descriptive-correlational study using purposive and convenience sampling showed that Chinese school of business students at an English as medium of Instruction (EMI) university in China show a high level of motivation for expression in spoken English despite descriptions elsewhere that Chinese students are instrumentally motivated (e.g. Liu 2007). Echiverri and Lane (2017) found that emulating ESL methods to support integrated student interaction in a content and language integrated learning (CLIL) class correlated to satisfaction and perceived learning, and that learners brought a language learning agenda to the content course. However, Lane and Echiverri (2018) found that despite this, 177 students still tended to favor direct instruction methods and did not perceive English skills classes as fundamentally more oriented to active learning than their CLIL classes, counter to descriptions by Wilkinson (2015) and what seems widely believed about ESL methods. These views were universal across the disciplines. However, as yet unreported 75 interviewed cases across majors showed that the preference for spoken English might be higher among non-English majors. Instructional responses as well as recommendations for further research are discussed. Presents published quantitative findings and continuing qualitative research into Chinese student attitudes to instruction and content in content and language integrated learning in an English medium instruction university showing a clear language learning agenda in CLIL courses and support for spoken classroom interaction, correlating to satisfaction and perceived learning.

BC201

Limin (Lily) Yuan
The University of Hong Kong

Designing cognitively engaging CLIL materials with language support through teacher-researcher collaboration

Content and Language Integrated Learning (CLIL) has become increasingly popular widely. However, it is challenging for teachers to implement CLIL lessons successfully with limited available appropriate CLIL materials. As the majority of teachers involved in CLIL programmes have only received training in either content subject or language subject teaching, they may not have developed the capability to design effective CLIL materials that can facilitate students' learning in both content and language aspects. To address these issues, the current study has adopted the material-driven model of teacher-researcher collaboration proposed by Lin and Cheung (2014) to explore how to design effective CLIL materials. In this study, a research team from the university has worked closely with eight CLIL teachers in a primary school in mainland China. The process of how the research team and school teachers designed units of CLIL materials has been documented using multiple methods and investigated using thematic analysis. Findings of this study can have practical implications for CLIL material design as well as CLIL teacher professional development.

BC202

Linda Lin
The Hong Kong Polytechnic University

Language support for research students in engineering disciplines

It is well documented that EFL (English as foreign language) students experience language difficulties in universities where English is the medium of instruction. Studies on the language needs of these students are mostly focused on undergraduates. Limited research was conducted on the language assistance required by research students, i.e. PhD / MPhil students. The few available studies in this area indicate that the prime concern of these learners are their insufficient academic English skills, in particular in writing and speaking. This is so even after they have taken some language courses. The common strategy used to cope with the problem is to read exemplary research papers / books, especially those written by their supervisors and other faculty members. This strategy may be useful to some extent for some students, but many of them still find tasks such as writing confirmation reports and theses daunting. This problem is particularly evident with research students in engineering disciplines, who regard themselves as real doers, meaning that they are capable of performing technical tasks such as conducting lab tests and developing computer algorithms, but not communicators because they are unconfident in presenting their work in speaking and / or writing. This paper reports an initiative in providing language support for research students in engineering disciplines in a Hong Kong university.

BC203

Esther Ka-man Tong, Winfred Wenhui Xuan and Phoebe Lok Yi Siu
Hong Kong Community College, The Hong Kong Polytechnic University

Colloquium

Understanding meaning-making in first year marketing students' presentation: Insights from Systemic Functional Linguistics

As appliable linguistics, systemic functional linguistics (SFL) has been widely applied to the investigation of language across the curriculum in the process of meaning-making in the disciplines. While most of previous studies in this field concentrate on written academic discourse, there is relatively scanty study that focuses on multimodal meaning making in contexts of discipline-specific activities. To fill this gap, this colloquium focuses on first year marketing students' presentation in a local tertiary institution in Hong Kong, which mainly addresses the challenges of marketing meaning-making through choices of available semiotic resources and gaps between marketing teachers and English specialists in facilitating the teaching of marketing presentation. The first paper examines the spoken discourse produced by the students and compares the different multimodal resources utilised by high and low achievers in the sector of marketing meaning-making, aiming to unveil how the high and low achievers are different in the use of linguistic and other semiotic resources in marketing meaning construal. The second paper compares student's marketing presentation with the marketing professional's to see if there is any difference between the two groups in terms of the use of interpersonal resources. Finally, the third presentation focuses on investigating collaborative features between content specialists and English language specialists in an adjunct model of content-based instruction (Met, 1999), such as co-identifying disciplinary English language needs and designing curricular workshop materials supporting students' development of academic discourse through an adapted material-driven model (Lin & Cheung, 2014).

BC301

Yung-nan Chiang
Wenzhou-Kean University

Developing drama-based materials and activities for an EAP course

The potential benefits of bringing drama-based approaches into foreign language classrooms have been widely discussed by scholars, but rarely explored in the curriculum for English for Academic Purpose (EAP). In order to further our knowledge in this area, this study reports the results of developing a drama-enriched EAP course at an English-medium university. The materials and activities were developed to supplement an English for Business course. The results indicate that such drama-based activities enhanced students' learning and engagement with the textbook knowledge that many students regarded as abstract and boring. Implications for pedagogy and research are discussed. This presentation should be of interest to practioners interested in integrating drama-based activities into their classrooms.

BC302

Colloquium

Alan Urmston
The Hong Kong Polytechnic University

Michelle Raquel and Simon Boynton
The University of Hong Kong

Cameron Smart
Hong Kong Examinations and Assessment Authority

Enhancing the assessment literacy of teachers of English across the disciplines

This colloquium consists of three papers which look at assessment literacy related to English across the disciplines in the Hong Kong educational context. Michelle Raquel and Simon Boynton present the framework they use to support teachers across faculties at HKU and the collaborative activities they undertake to assist teachers in communication-related assessment task and rubric design. They also discuss the opportunities and challenges they have experienced as they have set up and implemented this initiative across the University. Cameron Smart describes the underlying principles and features of the Course for English Language Assessment (CELA) that he and colleagues at the HKEAA provide for local secondary school teachers, including its use of the innovative HKEAA Assessment Quality-Assurance Platform (AQP) as a means of enhancing assessment literacy, for when participants serve as HKEAA personnel and when they return to their classrooms. Alan Urmston looks at how changes in the required uses of assessment rubrics at the HKPolyU have been embraced by English teachers and what they have learned about assessment across the disciplines as part of this process. He reports on teacher feedback on the use of the rubrics as assessment instruments in ESP subjects across the disciplines in the University.

BC303

Angela Ng, Siu Yin Cheung, Connie Leung and Peggy Lai
Hong Kong Baptist University

How to get 3 yeses: Collaboration between language teachers and a professor in sports leadership

This presentation reports an English Across the Curriculum collaboration between language teachers and a professor in a Leadership and Communication course for third-year and final-year students in the Physical Education and Recreation Management program at Hong Kong Baptist University. Students were guided to make a video resume as one of the assignments for the course with input and feedback from language teachers throughout the process. The collaboration involves the joint development of assessment rubrics, a workshop on presenting oneself, one-on-one tutorials with students and a feedback session on the students' output. The impact on students' work and the teachers' perspectives on such a collaborative experience were evaluated through an assessment of students' work, students' feedback survey and interviews. Factors leading to successful implementation and implications for future collaboration will be discussed.

BC304

Chitra Sabapathy

National University of Singapore

Integrating leadership content and communication skills for future information systems leaders

This disruptive age calls for new ways to teach and learn leadership skills. While some institutes of higher learning have responded to this call by offering either leadership content or leadership communication courses, or focusing more on one discipline than the other, a more holistic and future-proof approach will better prepare current learners for future leadership roles. This paper discusses the process and impact of a collaborative effort between two disciplines to embed leadership content with leadership communication skills. This new and compulsory twelve-week module is targeted at computing undergraduates, who are about to graduate or go on internship programmes. To enhance learners' leadership communication skills, three broad strands of influential, strategic and change communication skills were systematically embedded into Information Technology leadership content using social constructivist approaches with "wicked" problems and contextualized workplace scenarios. Findings from two semesters suggest usefulness of the module and transference of communication and content skills to academic and future domains, while others suggest that it was intense and challenging to conceptualize the integration between the two disciplines. These findings inform efforts to further integrate and refine this module and shed light on important lessons and implications for similar collaborative efforts between disciplines.

BC305

Alan Thompson

Gifu Shotoku Gakuen University

The use of theatrical texts in Content-and-Language Integrated Learning

This paper investigates the use of excerpts from theatrical texts (ranging from ancient to modern and originating in multiple cultures) as resources in content-and-language-integrated learning (CLIL) at a Japanese university. First, a rationale is presented: as language learning materials, theatrical texts are engaging models of sustained spoken interactions, i) providing practice in hearing and producing the stress, rhythm, and intonation patterns of natural English, and ii) raising awareness about grammar / meaning and pragmatics / use relationships; as resources for content learning, the texts serve as springboards for learning i) world cultural history (e.g. slavery, roles of women / men, attitudes towards science, etc.) and ii) the role of theatre itself. The paper then discusses the processes involved in using theatrical texts in CLIL, including translation and adaptation of texts for multilingual readers (i.e., English language learners and / or users of English as a lingua franca), the direction of voice actors in producing audio recordings, the identification (for the content learning) of learning points germane to the texts and to the learners' contexts, and the conception of activities by which the texts can spur language learning — especially in production of prosodic features and grammatical / pragmatic awareness.

BC402

Bin Zou and Xiucai Lu

Xi'an Jiaotong-Liverpool University

Academic teachers' perceptions of Content and Language Integrated Learning (CLIL) program

In recent years, Content and Language Integrated Learning (CLIL) has been identified as an important integration in helping college students to enhance their learning in academic disciplines. This paper will present examples of collaborations between EAP teachers and subject teachers in delivering the content and language integrated learning (CLIL) programme at an English-medium instruction (EMI) University in Mainland China. The aim of the CLIL programme in this EMI University is to meet discipline needs and assist students in developing their academic literacy. It also aims to reinforce communication between EAP teachers and subject teachers (Jordan and Ford, 2016). Academic literacy includes academic reading, presenting, evaluation, and communication in subject community, understanding subject content and writing (Wingate, 2015). We interviewed academic teachers from a variety of departments. We aim to explore their understanding and perspectives of this CLIL programme to discuss how CLIL can reinforce students' academic learning and development in academic literacy. Recommendations will be provided to improve CLIL in the future.

CD302

Felicia Fang and Yammy Chak

The Hong Kong Polytechnic University

Integrating supplementary language materials to support learners in their assignments in a service learning subject

It is generally acknowledged that writing and presenting effectively are essential to academic success. This presentation reports the collaborated efforts of subject teachers and language teachers in supporting students in preparing their written and group oral presentation assignments in a service learning subject at an English-medium university in Hong Kong. In this service learning subject, students need to attend nine lectures and workshops before providing their direct service to a group of children of migrant workers in Shanghai. Students should also write two reflective journals and deliver a group oral presentation in English post their service. During this collaboration between subject and language teachers, a set of language tips were provided aiming to help students with referencing, reflective journal writing and group presentation skills. In this study, learners' and subject teachers' comments on the use of such language materials and learners' written and presentation assignments were collected and analysed. The presenters discuss findings on the complementary role of the language tips in preparing for the assignments in the collaboration so far and how such supplementary language materials could be integrated into content teaching in meaningful and effective ways in the future.

CD303

Jay Jordan

University of Utah

Beyond "coping" to "rhetoricizing": Emerging writing strategies at an international branch campus

This presentation reports on the prevalence of "coping" strategies (Leki, 1995) among students at an international branch campus in response to new-to-them academic literacy expectations. I argue that such strategies exceed the often negative connotations of "coping", instead representing novel responses to a highly complex transnational educational context. This presentation reports on excerpted data and analysis from a larger, three-year longitudinal study of student writing across the international (branch) and US-based campuses of a US university. One theme that emerged was the prevalence of students' "coping" strategies (Leki, 1995) in response to new-to-them academic literacy expectations. For instance, students employed clear examples of rhetorical memory through explicit memorization and through the collection of "commonplaces". I argue that such strategies exceed the often negative connotations of "coping", instead representing novel responses to a highly complex transnational educational context. In the presentation, I will exemplify these strategies and map them onto both ecological and anthropological (Anson & Donahue, 2014) characteristics of a new campus in a new "smart" city.

CD304

Dennis Foung, Chrissy Burns and Shari Dureshahwar Lughmani

The Hong Kong Polytechnic University

Exploring the disciplinary genre knowledge of Hong Kong university students: Needs and opportunities

Undergraduate students typically engage with a wide range of writing assignment genres in their EAP, general education and disciplinary courses. It is expected that after two or three years of academic studies, students have developed awareness and knowledge of common academic writing genres. This presentation explores the relationship between the perceived familiarity and the actual genre knowledge competence of upper-level undergraduate students who have completed both EAP and WAC courses. Year 3 and 4 students (n=~100) in a Hong Kong university were asked to indicate their level of familiarity of some common genres in areas such as purpose, audience, structure, language register and tone, and other features. Subsequently, their knowledge of the respective genres was tested. Initial results suggest that the students are quite familiar with some common assignments (e.g. academic essays), but struggle with the ability to transfer that knowledge to specific disciplinary assignments. Based on these results, the presenters will discuss the implications on how different WAC measures can help students improve their genre awareness and specific genre knowledge. They will also offer suggestions on how first year composition programs can help students to adapt to writing in other disciplinary courses.

BC201

K.Y. Wu

The Hong Kong University of Science and Technology

Effects of task-based instruction on undergraduates' analytical writing assignments: An exploratory study

As academic writing at university level is typically analytical in nature, it is important that effective instruction be planned to help students improve their analytical writing skills. This paper presents the design of a package of task-based EAP materials for this purpose, and reports findings on the effects of instruction on students' writing. The presentation begins by discussing the design of the materials, which have been developed to improve undergraduate students' ability to analyse and write about ethical issues in their discipline. Four learning units on writing analytically have been produced and taught to multiple sections of a technical communication course, following a task-based framework. Sample materials will be shown to illustrate how they provide scaffolded support to students. The second part of the presentation summarises initial findings of a study that examines the effect of instruction on students' analytical reports. Genre analysis results of 18 texts written by an intact class will be presented. The purpose is to determine the extent to which students could apply what they had learned to their assignments. The analytic framework covers macro features (overall organization), micro features (lexicogrammar), and task fulfilment. The presentation concludes by discussing the pedagogical implications for teachers.

BC202

Shailesh Lal

University of the South Pacific

Learning support and academic staff: A 2-pronged focus on academic literacy development at a regional university in the South Pacific

This study documents a writing intervention which aided students on an assessment task. The students who are non-native speakers of English have had varying academic experiences which may or may not have fully prepared them for tertiary studies. This is evident in students' inability to formulate critically reflective responses, a necessary skill for academic writing. Recognising this gap, a learning support unit and staff of a second year Pacific studies course, both from the University of the South Pacific (USP), collaborated to prep students for an upcoming reflective writing task. A series of tailor made workshops were conducted exposing students to critical thinking, reading and writing skills with the latter targeting language typical of academic reflections. Texts used for the activities were from the discipline itself. Feedback from the course coordinators revealed that students had responded well to the assessment task. Couched within the frameworks of academic literacies (Lea & Street, 1998; Wingate, 2006) and academic language socialisation (Wingate, 2006), this study supports the call for collaboration between learning support specialists and course content specialists to better prepare students for academic writing tasks.

BC301

Putri Hayu Austina

Macquarie University

Indonesian students' experience on English academic reading: Motivation, challenges, strategies, and tasks

This study aims to describe the Indonesian students' experience on English academic reading at an Australian university. It seeks to investigate three Indonesian students' academic reading motivation, challenges, strategies, and tasks. The students were majoring in Master of Applied Linguistics and TESOL. The participants were interviewed to explore their academic reading motivation, challenges, strategies, and tasks. The results reveal that the students are motivated to read academic articles such as book chapters and journals for completing their assignments, including web discussion and essays. The topics also determine the level of engagement that students have in reading academic articles. Awareness on reading more academic articles to gain knowledge from various perspectives also motivates the students to engage with the articles. Students find the time constraints, quantity of readings, lack of background knowledge, and demands for critical reading as challenges in academic reading. They further defined the stage of adaptation to academic reading in their program as overwhelming, frustrating, and stressful. They applied various strategies including highlighting, note-taking, finding comprehensible articles, and reading the articles for several times. Students find tasks such as reading comprehension questions, lecturers' notes about the articles, and reading discussion helpful in improving their academic reading skills. This small-scale study provides recommendation for education providers in designing a program to develop students' academic reading.

BC303

Jodi Berry and Wendi Cui
Dalton Academy of the Affiliated High School of Peking University

From within the student body: Implementing learning spirals and transfer with secondary Writing Centers

Expanding upon Social Constructivist theories from Vygotsky, Dewey, and Freire, trends in writing center theory assert that writing is a social process in which writers create meaning and discover truth collaboratively (Ede 1989). In the context of a Chinese public high school with English Language Learner (ELL) consultants, I have embedded a spiral curriculum (Brunner 1960) in which writing center consultants revisit English and writing concepts as novice learners, as novice teachers, and then as co-teachers in order to cultivate skill transfer and writerly self-efficacy (Pugh and Bergin 2006). While becoming efficacious requires elements of community, Nicole Wallack reminds us that writing comes from the internal space of the mind and transfers to the external page, conversation, or community (2009). Drawing upon these theories and practices, I propose a framework for conceptualizing, implementing and evaluating secondary writing centers that promote egalitarian approaches to the teaching and learning of writing as both solitary and social experiences across grade-levels and subjects. Using writing-based teaching and Socratic seminars in multidisciplinary contexts, institutions can abandon authoritarian, teacher-centered pedagogies by modeling, spiraling, and empowering consultants to hone the craft of teaching for the purposes of improving writing from within the student body.

BC304

Kathy Egea and Neela Griffiths
University of Technology Sydney

Building literacy success: Embedding language and literacy practices in first-year science

The growth and diversification of the student cohort in higher education has led to students commencing university studies and disparate levels of academic language and literacy. While student success depends on a mastery of academic and discipline-specific literacy practices, traditionally such practices are extra-curricula, generic and decontextualised. Making these literacy practices explicit within the curriculum means supporting and encouraging disciplinary academics to reframe their teaching and learning (T&L) practices. Our university assists academics in responding to this challenge through an institution-wide First Year Experience (FYE) program designed to support student transition, retention, and success. A key initiative is the provision of small FYE grants. These grants provide opportunities for academics to develop and deliver new T&L approaches and work collaboratively with Academic Language and Learning developers on designing and integrating language and literacy resources. This presentation showcases various successful FYE grants, undertaken with Science academics, which demonstrate how students have benefitted from embedding foundational language practices, and, how academics have reframed their T&L. Students' success is evidenced by improved pass rates and sustained retention rates. The FYE program has helped disciplinary academics to become more confident in their pedagogical practices, leading to active engagement in the scholarship of T&L. Engaging disciplinary academics and students in improving academic language and literacy (ALL) requires a rethinking and reframing of T&L approaches. Our university assists academics in changing their T&L practices and embedding ALL into their subjects through the provision of a university-wide small grant scheme. Students value this integrated, contextualised approach.

BC305

Guodong Deng, Harald Kraus, Gangyan Ding, Yuan Zhu
Yunnan Normal University

Ziwei Luo
DeHui Educational Technology Development Co. Ltd.

Gamifying large ELT classes: Progress report on a project in provincial China

While games have long featured in language learning settings, gamification refers to efforts “to use video game elements in non-gaming systems to improve user experience and user engagement” (Deterding et. al. 2011, p. 11). Such elements include activities such as completing quests … fighting monsters … and crafting’ (Landers, 2014 p. 753) which are designed to stimulate learner interest and motivation. Lack of interest and motivation are of course perennial issues in ELT language classes around the world, especially when students enrolled in other majors are reluctantly compelled to undertake English studies. This applies equally to mainland China, where typically large classes, often characterized by rote learning and translation approaches, are filled with beginners who see no relevance or purpose to learning English, and who subsequently make no progress in acquiring it. As an attempt to address this situation, a General English program in a university in Kunming has initiated a project to gamify some of its classes, including discipline specific language content, and this paper reports on the progress of the project. The presentation recounts the theoretical premises, purpose, design and logistical implementation of the approach, and reports student and teacher responses to date.

BC402

Sean Grant
University of Macau

Encouraging discipline specific language development online through LMS activity sequencing

A wide variety of technology-enhanced tools and activities are now able to support discipline specific language development. The availability of screencasting and LMS activity tracking technologies also facilitate a flipped approach to teaching, which allows for discipline specific language learning inside and outside the physical classroom. While many studies have addressed which technology-enhanced tools and activities encourage learning in this area, more focus is needed on activity sequencing considerations within LMS environments. That is, a theoretically grounded sequencing framework is necessary in order for technology-enhanced tools and activities to target discipline specific language development effectively. This presentation will explore how technology-enhanced tools and activities for discipline specific language learning can be sequenced through LMS activity tracking to address skill development theories. Examples from an EAP course will exhibit the potential for adapting this approach for ESP language learning also.

CD302

LeeAnn Rudd and Amy Hodges
Texas A&M University at Qatar

(Re)Locating composition knowledge in Centers for Teaching and Learning

Centers for Teaching and Learning (CTLs) are university-wide administrative structures that often bring together two arms of the university that don't always talk to one another: support for teaching (faculty development, educational technology, etc.) and support for learning (peer tutoring services, academic mentoring, etc.). Writing Across the Curriculum (WAC) and Communication Across the Curriculum (CAC) programs often partner with CTLs, and in some instances, have been swallowed up by them. This presentation examines a case study of our institution's CTL and the ways in which knowledge about the teaching of writing becomes commodified (Horner, 2016) and presented to faculty and students as good principles of teaching overall. We consider the benefits and drawbacks to having CTLs absorb key components of writing and language teaching such as "active learning, faculty / student process interactions, peer work, inquiry, [and] scaffolded and sequenced assignments" (Hesse, 2000). We ultimately argue that CTLs can make useful and logical "stealth" sites for effective WAC and CAC program development and outreach, especially in STEM contexts.

CD303

Jeffrey Gamble
National Chiayi University

Negotiating the meaning and implementation of CLIL in Taiwan: Perspectives from in-Service and pre-service teachers

In the past, CLIL has been applied, with some success, at the tertiary level in Taiwan. However, there is a lack of evidence that the approach (placing equal emphasis on the language of instruction, the native language, and the content being taught) is appropriate or feasible for primary or secondary school classrooms. There is an increasing emphasis on CLIL and related English Across the Curriculum approaches at the policy level, with several projects already implemented at both local and national levels. As such, this qualitative study attempts to address teacher beliefs, attitudes, and conceptions towards CLIL in the Taiwanese context. This paper stems from in-depth discussions from two intensive, 18-hour in-service CLIL training projects for primary and secondary school English teachers (N = 39), enriched by discussions with pre-service teachers, ranging from first to fourth year TESOL and Education majors (N = 158). The topic was analyzed using a grounded theory approach, with data coded and categorized, revealing emerging themes concerning both perceived advantages and pitfalls to the CLIL model currently promoted. Barriers to implementation are further addressed and several contributions are provided for appropriately adapting a CLIL model for Taiwanese and other Asian EFL primary and secondary learners.

CD304

Annie Gravoso and Daniela Erika Marie Templado
Visayas State University

Writing strategies applied by English language students

As part of their academic requirements, university students need to demonstrate writing skills. This study explored writing strategies commonly used by students taking up the Bachelor of Arts (English Language) at a state university in the Philippines. More specifically, respondents in this study were junior students enrolled in a course of Life Writing: Memoirs, Journals, and Biographies. Data were gathered through a questionnaire adapted from Mohite (2014). Results showed that the most commonly used writing strategies are "checking my grammar" and "checking the relevance of content of the written text to the topic". Results indicated that the students are too focused in the planning and revision processes of writing and lack attention on the substantial aspects of English writing, making them less involved in the execution process of their writing. Results also showed a significant relationship between their opinions on how much they like writing in English and the opinions of the respondents on the necessity of writing skills in English. Findings suggest the need to help students develop personal writing strategies and to emphasize the use of execution processes for them to create more personal meaningful compositions.

BC201

Marshall Yin
The Hong Kong Polytechnic University

Teaching literacy - Instead of writing an essay, creating a website!

In teaching English for Science at the Hong Kong Polytechnic University, we usually have students write a science essay for the general public. This academic year, instead of essays the students created websites. This hopefully facilitated the learning of new literacies related to writing: learning how to make a website (digital literacy), writing for a global audience with access to the web (audience awareness), and incorporating weblinks, images, and videos (another form of cohesion and audience awareness). In this session I will go over the data gathered from 2018-2019 Sem 1, the first semester of this new initiative: in particular, quality of the writing, overall effectiveness of the using websites as communication to a wide audience, student feedback, and feedback from the teachers. Furthermore, similar writing programs will be discussed and compared.

BC202

Ryan Thorpe
University of Michigan - Shanghai Jiao Tong Joint Institute

More than fun: Discovering transferable skills in creative writing

Within the idea of writing across the curriculum, teachers are encouraged to motivate students to write in a variety of low and high stakes assignments in an attempt to cultivate a set of writing and critical thinking skills that can be used in any of the major disciplines. Often, creative writing is seen as something that should be confined to journaling or other low stake assignments while more difficult assignments should be contained to writing in the disciplines to prepare students to demonstrate the skills that they have learned. In my talk, I will be looking at creative writing as the challenging and evolving discipline that it is and find evidence of transferable critical thinking skills. By looking at their responses to prompts and reflections of creative writing workshops, we are able to see that students are not only creating interesting stories and beautiful language, but a crucial set of skills that are useful in many disciplines as they push towards Benjamin Bloom's chief objective of education: creation.

BC203

Roshila Singh
University of the South Pacific

Using best practices to support students' English academic language proficiency

English Language Proficiency (ELP) is a major concern for the University of the South Pacific (USP). This should be so considering the institution serves 12 member countries from the South Pacific, where although English is the language of classroom instruction, majority students' proficiency is deemed inadequate for academic studies. Over 30 years of literature documenting academic proficiency at USP concur that discipline literacy, academic language skills and grammar ability are lacking. My PhD research, in its second year now, is an effort to elicit academic staff views on students' proficiency and the approaches undertaken to support them. Preliminary findings from this interview based research show that while many staff members view provision of academic literacy and language support not part of their role, there are others who are taking on the initiative to socialise their students into discipline specific genres and writing conventions. This involves varied approaches or what I would like to term as best practices where staff and students collaborate to create this awareness. I would like to share some of these practices to draw out the collaborated efforts between discipline staff and students in addressing ELP issues specific to academic literacy.

BC301

Hannah Lai and Anthony Pang
The Hong Kong Polytechnic University

Use of language in a core business subject for first-year business students

This paper investigates the ongoing collaboration between the Faculty of Business and the English Language Centre at the Hong Kong Polytechnic University and discusses the effectiveness of including the use of language as part of the grading rubric to help students improve their writing skills in a Core Business subject. The Core Business subject was offered in Semester 1 in 2018. 116 students in this Core Business subject participated in the study. In this study, students were given English supplements on essay writing approximately a week before the assessment due date. Briefings for the students were held approximately one week before the assessments. Questionnaires were distributed to the students after their assessments. The focus of the questionnaires was about language use in the assessments. The completed questionnaires were collected for analysis and students were invited for interviews. Details of the students' response will be presented and discussed.

BC302

Jody Leung
NLSI Lui Kwok Pat Fong College

Patrick Leung
The University of Hong Kong

A school-based approach to Language Across the Curriculum: An example from secondary mathematics classrooms

Everyday language and academic language belong to two different registers. In the context of English-medium instruction in Hong Kong, the language students expose to in English Language classes may not be readily transferable to academic content classes when it comes to acquiring, discussing and displaying disciplinary knowledge. This is particularly the case in junior secondary as this is usually the beginning phase when students start to study content subject matter in English. In this presentation, we will examine a school-based approach to language across the curriculum (LAC) in an English-medium secondary school in Hong Kong to scaffold students to progressively familiarise themselves with the academic linguistic conventions they need to succeed in their academic studies. Using Mathematics as the focus of the LAC initiative at the school, we will draw on examples to illustrate and discuss the language support Secondary 1 students receive alongside their study of content matter to achieve the dual aim of LAC: academic language enhancement and disciplinary content enhancement. Findings obtained from student surveys and interviews with the LAC coordinator of the school will be reported to evaluate the usefulness of this approach. The presentation will end with a discussion of the pedagogical implications and recommendations.

BC303

Anne Peirson-Smith and Lindsay Miller
City University of Hong Kong

Co-operative learning in the 3rd Space: Facebook as a mediated resource in the English classroom

Social media sites such as Facebook are increasingly seen as a useful pedagogical third space by blending the rapidly emerging and familiar social networking habits of net-literate students with more traditional teaching approaches. Educators can encourage the use of students' digital communication proficiency in English by using out-of-class co-operative learning processes via synchronous communication technology to promote further learning in the second language classroom of a content-based, General Education course in a Hong Kong university. Instructors tracked the content and type of communication generated each week on a dedicated Facebook site, in addition to eliciting perception-based feedback from students taking this course in order to determine how this approach and activity actually enhanced the teaching experience and promoted enhanced learning outcomes using English. Given the strong element of structure and agency in this type of pedagogy, the instructor operates as facilitator, but with students having a large degree of control over their learning. On the other hand, significant challenges encountered such as privacy, under-engagement and over-engagement were encountered and managed. The need to apply inclusive pedagogies and cooperative working practices is critical as higher education institutions strive to prepare students for their future team-based and co-operative workplace experiences.

BC304

Sayako Maswana Mejiro University
Hironori Watari The University of Shiga Prefecture

Analysis of the use of acronyms in research articles

An acronym is defined as "an abbreviation consisting of the first letters of each word in the name of something, pronounced as a word" (Cambridge Dictionary), originally used for convenience and efficiency. In research articles, acronyms are used to make it easier for the reader to understand materials, methods, results, and projects. In addition, in this competitive research environment, and because of increasingly specialized fields and the accumulation of research outcomes, some acronyms seem to be strategically employed for recognition of the research. There are acronyms that are better remembered as nouns in their own right than in their full form. This paper examines the use of acronyms in science research articles, with particular focus on astrophysics article titles and abstracts. In astrophysics, research project names are sometimes acronyms, which can be used for a long project period throughout a series of articles. These acronyms are created as catchy words and could suggest other meanings or impressions. This research suggests that acronyms are more than just efficient use of language, although with disciplinary differences. The findings can be incorporated into disciplinary academic writing instructions.

BC305

Justine Maldon
University of Western Australia

Evaluating the impact of drop-in language support for diverse students at an Australian research university

English language support is an area of increasing importance to the higher education sector in Australia. Drop-in sessions are the primary way that language and literacy skills support is facilitated at the University of Western Australia. Students from all disciplines and levels of study can access advice tailored to their needs. What is unique about this collaborative drop-in service is that it is tailored to the University's broadening model, introduced in 2012, and to the change in student profile. It plays an important role in broadening units with big student cohorts from different disciplines and unit coordinators who don't have time to teach students from increasingly diverse backgrounds how to do their assignments. The drop-in model is responsive to the rising number of undergraduate and postgraduate students from alternative pathways and diverse cultures, as well as to a degree structure that emphasises generic and transferrable skills (for example, engineering and science students who can produce essays and reflective writing). Across the disciplines, there is a steadily increasing demand for English language support, which is met at daily drop-in sessions in the learning support space by learning advisers who are committed to student learning through empathetic and intuitive teaching.

BC402

Thomas Siu-Ho Yau
The Chinese University of Hong Kong

Derek Wai-Sun Chun
The Education University of Hong Kong

Fiona Wing-Yin Luk
The Vocational Training Council

Sky Wai-Man Chan
The Education University of Hong Kong

Curriculum transition on vocational English and its impact to post-secondary English across disciplines: A case in Hong Kong VPET pathway

VPET has been highlighted in recent years as one of the diversified pathways in the post-secondary education. The current curriculum also mentioned a component named Vocational English (VE) in the VPET pathway, which is supported by the new VE programme fund launched this year by the Education Bureau (EDB) to enhance students' English proficiency for vocational education and work. However, judging from the domain of English for Specific Purposes (ESP), a successful VE programme should develop learners' disciplinary language, content knowledge and specialized task discourse for vocational purposes (Widodo, 2015). Therefore, one may wonder if the inception of VE programme in senior secondary, as a kind of vocationalization of English, is socioculturally appropriate in the Hong Kong context. This paper will attempt to address this issue based on the collected interview data, previous literature and relevant policy document. From the curriculum perspective, how the programme could complement the current English curriculum to fulfill the potential language needs of students in a VPET pathway will be discussed. Furthermore, the perception and attitude form teachers and students towards the programme will also be summarized. This paper ends with implications of the programme and suggestions for optimizing the programme's effectiveness.

CD302

Phoebe Lin

The Hong Kong Polytechnic University

Evaluating the potential of Liberal Studies textbooks for the acquisition of L2 English vocabulary

The content of English language textbooks have long been criticised for giving poor support for EFL learners' vocabulary development (Tang & Nesi, 2003). When Liberal Studies (LS) was made a compulsory secondary school subject in 2009, the hope was that LS textbooks would greatly expand EFL learners' vocabulary. This paper presents a corpus-driven study which evaluated the potential of LS textbooks as a resource for the acquisition of English vocabulary. The study analysed the breadth of vocabulary in a 504,078-word corpus of local LS textbooks and make comparisons with an equivalent, 436,821-word corpus of local English language textbooks. The results indicate that, firstly, LS textbooks vary greatly in terms of lexical richness (measured by type-token ratio, TTR). Many more new words are presented in textbooks on public health (TTR=11.9%), environmental protection (TTR=10.4%), quality of life (TTR=10.3%) and globalisation (TTR=9.6), than other LS textbooks and any of the English language textbooks (TTR range: 4.7%-8.2%). Secondly, LS textbooks expose EFL learners to 45% (junior forms) and 62% (senior forms) more vocabulary not found in their English language textbooks. These findings provide unprecedented, crucial evidence supporting the value of LS for L2 vocabulary acquisition and deepens our understanding of the problems underlying the English vocabulary syllabus in Hong Kong.

CD303

Takeshi Kamijo

Ritsumeikan University

Reading strategies for academic writing: Investigating L2 learners' source text assessment for an assignment

L2 learners' reading ability for academic writing is essential for content-based courses, yet scant research has been conducted in this area. The present exploratory study examined four L2 learners' source text reading for an MA module assignment in a UK university. Multiple Document Task-based Relevance Assessment and Content Extraction model (Rouet & Britt, 2010) was applied, which includes learners' assessment of multiple documents and development of intertextual awareness. Two in-depth interviews were conducted with the participants before and after assignment submission. The findings split the participants into two groups: successful and less successful learners. The two successful learners effectively applied their source texts to support the arguments in their assignments. They kept a research review article and a research article as key source texts, understood intertextual merits of the texts and critically analysed researchers' debates, leading to a well-focused critical evaluation. On the contrary, the two less successful learners selected source texts that did not fully support the arguments in their assignments and paid limited attention to researchers' different views. In summary, the successful learners were able to apply critical reading skills, as they maintained a higher awareness of metacognition and intertextuality. The study examined four L2 learners' source text reading in a UK university. Multiple Document Task-based Relevance Assessment and Content Extraction model (Rouet & Britt, 2010) was applied. The interview data showed that successful learners applied critical reading skills, as they maintained a higher awareness of metacognition and intertextuality.

CD304

Pidi Zhang

Georgia Southern University

Developing skills of debunking disinformation through writing in social science and humanity classes

The Information Age not only brings about a knowledge-based society, it also makes the production of disinformation easy and attractive for certain groups, especially regarding social, cultural, religious, political, economic, and even ethnic issues in non-academic publications. Unprepared for the inundating (dis)information of various kinds, individuals tend to screen out information that contradicts their preoccupations and accept information consistent to them without proper scrutinization. That may be a reason why groups in many societies are dangerously divided. This situation poses an urgent need for assisting college students to command simple but effective tools to screen out disinformation with confidence. Students will learn to first identify whether an argument is mainly based on evidence or reasoning or both. They will then learn A) simple validity check for evidence-based arguments and B) connotation exploration and analysis for reason-based arguments. These two straightforward tools will reduce the time students waste while they are unsure about the (dis)information they confront and enable them to draw valid or / and reasonable conclusions about the arguments they evaluate. This deep learning process is achieved through a comprehensive writing assignment.

BC201

Rebecca Burnett and Andy Frazee
Georgia Institute of Technology

Developing multimodal literacies: Emphasizing exegencies, audiences, arguments, and affordances

This session will describe our program's curriculum model for multimodal literacies in composition and business / technical communication courses, define our model's underlying theoretical frame, summarize the professional development for faculty teaching these courses, and demonstrate our approach to classroom and programmatic assessment using portfolios. The session will also include examples of student work (illustrating both low-stakes and high-stakes artifacts) and refer the audience to websites with additional examples. We will address our courses' specified outcomes (some mandated by the state, some recommended by professional organizations, and some required by our program). Our courses are effectively taught by teachers (most of whom are postdoctoral fellows) who balance their pedagogical experience in multimodal literacies with expertise in a disciplinary specialty (ranging from classical rhetoric to higher education policy, from usability to poetry, from Medievalism to Romanticism, from Victorian novels to science fiction, from Renaissance drama to postmodernism). This dual background (pedagogy and disciplinary expertise) gives teachers a strong foundation for designing both face-to-face and hybrid courses. In their classes, teachers encourage students to focus on rhetoric, process, multimodality, and collaboration, including attention to exegencies (context, community, provocation); audiences (demographics, attitudes, engagement); arguments (intention, credibility, organization, evidence); and affordances (design, technologies, modes, media).

BC202

Sandra Jamieson
Drew University

Rethinking expertise: Course-embedded WAC tutors and threshold concepts

Course-embedded peer tutors in WAC courses are typically described as most effective when they work with "B students"—those whose writing is neither weak nor strong enough to catch the attention of faculty. In mixed-ability or ELL classes their focus is more complicated. Rather than working directly with writing skills, they can serve a vital role helping students understand threshold concepts underlying the course and using them as a foundation on which to help build critical literacy skills. Instructors, especially those not trained to work with ELL students, often feel the need to focus on reading comprehension or mechanics, but a shift in focus to threshold concepts gets at what needs to be learned before a reading can make sense and before students try to write about course material. If we train peer tutors from within the disciplines to work at this level, we draw on their expertise in the subject material while also building their authority with their peers for whom threshold concepts unlock access to more advanced material. This presentation discusses strategies for training peer mentors to work with thresholds concepts in ways that also allow less-skilled writers to serve as course-embedded peer mentors and tutors.

BC203

Margalit Faden
Tokai University

Strategies for international studies undergraduate disciplinary literacy training

The field of international studies is composed of a variety of humanities and social science disciplines such as history, cultural studies, linguistics, economics, law, political science, sociology, and international relations. The interdisciplinary nature of the field poses unique challenges to instructors seeking to develop students' disciplinary literacy in preparation for the production of an undergraduate thesis. This presentation reports on a two-semester Advanced Seminar course conducted in the Department of International Studies at Tokai University in Japan. The objectives of the Advanced Seminar course are to improve students' disciplinary literacy and to foster academic research, reading, and writing skills that will result in the production of an undergraduate graduation thesis in English that exhibits appropriate disciplinary conventions. In the Advanced Seminar course, students are systematically exposed to the structural and linguistic conventions of relevant disciplines through exercises that develop their reading and writing skills. At the beginning of the course, students are introduced to and asked to identify linguistic patterns and structural components of academic texts from relevant social science and humanities disciplines. This exercise raises students' awareness of the similarities and differences in writing conventions across various disciplines and exposes students to the characteristics of the disciplinary genres that they will be expected to emulate. Thereafter, students are taught discipline-specific research strategies, which include how to identify and collect research materials within the discipline, how to use relevant academic databases, and how to skim and scan discipline-specific scholarly articles. At the end of each semester of their third year, students craft a research report that exhibits appropriate conventions. Throughout this year-long course, various challenges are faced by both students and the instructor. These challenges and the strategies that have been developed to manage them will be described in this presentation.

BC301

Brainstorming session: Asia Pacific EAC Network

If there were a network community to build stronger connections across institutions and individuals that are engaged in the research and practice of EAC / WAC / WID / CLIL in the Asia Pacific region, would you consider joining? Come to this session to brainstorm the value, purpose and feasibility of establishing such a network.

BC302

Sasikala (Shashi) Nallaya
University of South Australia

Promoting stakeholders’ engagement in English language and intercultural learning development through a division-wide framework

International frameworks and priorities for education place particular emphasis on global citizenship education, which includes broad commitment from educators to meaningful access, inclusivity and quality education for all students in their diversity (UNESCO, 2017). Cultural and linguistic diversity are now a norm in Australian Universities (Leask & Carroll, 2013). The Division of Education, Arts and Social Sciences (EASS), University of South Australia recognises that this diversity is a key contributor to the University's ethos. Accordingly an English Language and Intercultural Learning and Teaching (ELILT) Framework was conceptualised to engage stakeholders in the discipline so that an environment is created to enable all students to: 1) develop English language expertise systematically, as required in their academic and professional contexts; and 2) draw on and extend intercultural learning capabilities that equip them for meaningful engagement within and outside the university. This paper reports on why a Division-wide ELILT framework was necessary to engage all staff and students towards the development of language and literacy skills in the discipline, the ensuing processes as well as its aims and objectives. The paper also discusses some of the challenges that were experienced in the development of the framework.

BC303

Rining Wei
Xi’an Jiaotong-Liverpool University

Aihui Wu
Jiangsu University

“It is more than content!” Raising teachers’ language awareness in primary-school CBI classrooms in China

Bilingual education (BE) for majority-language students in China usually refers to using English as a medium of instruction in part or all of the instruction time of a non-language subject. It is a type of content-based instruction (CBI). Coupled with the spread of BE programmes (Wei & Feng, 2015), there seems to be a popular belief that in such programmes the roles and functions of the English language teacher and the content teacher are separated (cf. Davidson 2007). Only a few studies (e.g. Pavón Vázquez et al. 2015) have examined how content teachers can contribute to the development of students’ proficiency in English. To better understand the strategies that content teachers can utilise to develop students’ proficiency in English, the present study aims to contribute some empirical data at primary-school level. The data sources are (1) BE lessons recognised as ‘exemplary’ by the sampled schools implementing BE in the East China region, and (2) interviews with the BE teachers (viz. content teachers) who delivered the lessons. Based upon a qualitative analysis of the data, the study provides concrete examples to illustrate how content teachers may help students develop their proficiency in English within BE programmes in Mainland China.

BC304

Damian Fitzpatrick

University of the Arts London

What do we mean when we talk about criticality in student writing?

One area of academic literacy that university students often struggle with is understanding the construct of criticality in their work. This is seen as an important part of constructing and understanding knowledge within the disciplines, with students expected to demonstrate criticality of texts, ideas and methodologies across their subjects. However, this construct is often viewed as abstract, context-dependent and as a contested area which causes misunderstanding and uncertainty for students, particularly those who have English as a second / additional language in a UK-university environment. Therefore, the main aim of this study was to discover more about what this construct actually looks like for a group of international students and their discipline teachers in a UK art and design university and what linguistic and literacy skills are needed to become more critical in their writing. In order to do this, the study adopted a qualitative methodology that used a combination of questionnaires, interviews and think-aloud strategies with a variety of discipline lecturers and their students across different programmes. This presentation will report on the main data that emerged and in particular how staff and students describe what criticality looks like in different types of writing contexts across their different disciplines.

BC305

Kris Law and Eric Ho

The Hong Kong Polytechnic University

Enhancing English language competence through customized learning facilitation among engineering students

This presentation is about a teaching case of integrating customized English learning tips in a course routine for a group of engineering students in Hong Kong. Engineering students are found to be knowledgeable in their discipline subjects, teachers and potential employers, however, agree that their communication skills and confidence in using English should be enhanced to meet the demands of a global marketplace. Since the marketplace is very competitive, there will not be enough time for these skills to be mastered on-the-job. Furthermore, the existing subject designs seem to be unable to equip students with the necessary communication skills for the expected learning outcomes. This study was conducted in a semester-long subject in which students are required to do multiple presentations (in both written and oral forms) as part of assessment. In this presentation, the goals, subject learning outcomes, the procedures of integrating English language elements and the results showing the 'impacts' on students' performance are given in detail.

BC402

Melissa Myers

Cornell University

Benefitting both sides: Bringing together undergraduate anthropology students and multilingual graduate students

Multilingual graduate students can have difficulty communicating their ideas in academic settings. For some, the expectation to participate in a university classroom is a new experience; others are hindered by a lack of confidence. International students, far from home and adjusting to new cultural norms, can also experience isolation while in the US. Seminars, lab discussions, conversations with advisors, peers, and faculty, and even informal exchanges at departmental gatherings and conferences are critical settings where graduate students must communicate to succeed. In Fall 2018, the English Language Support Office piloted "Taking Part in Discussions" in collaboration with the Department of Anthropology. The initiative brings together international graduate students and domestic undergraduate students to not only address these needs, but to prepare anthropology students to better understand others with different backgrounds and life experiences. In this course, we have provided a foundation for both groups to benefit from meaningful interactions in discussions, interviews, and debate. Domestic students have learned from the diverse research interests and backgrounds of international students. Multilingual students have gained confidence in a supportive environment by becoming more aware of speech practices and by establishing relationships outside of their departments.

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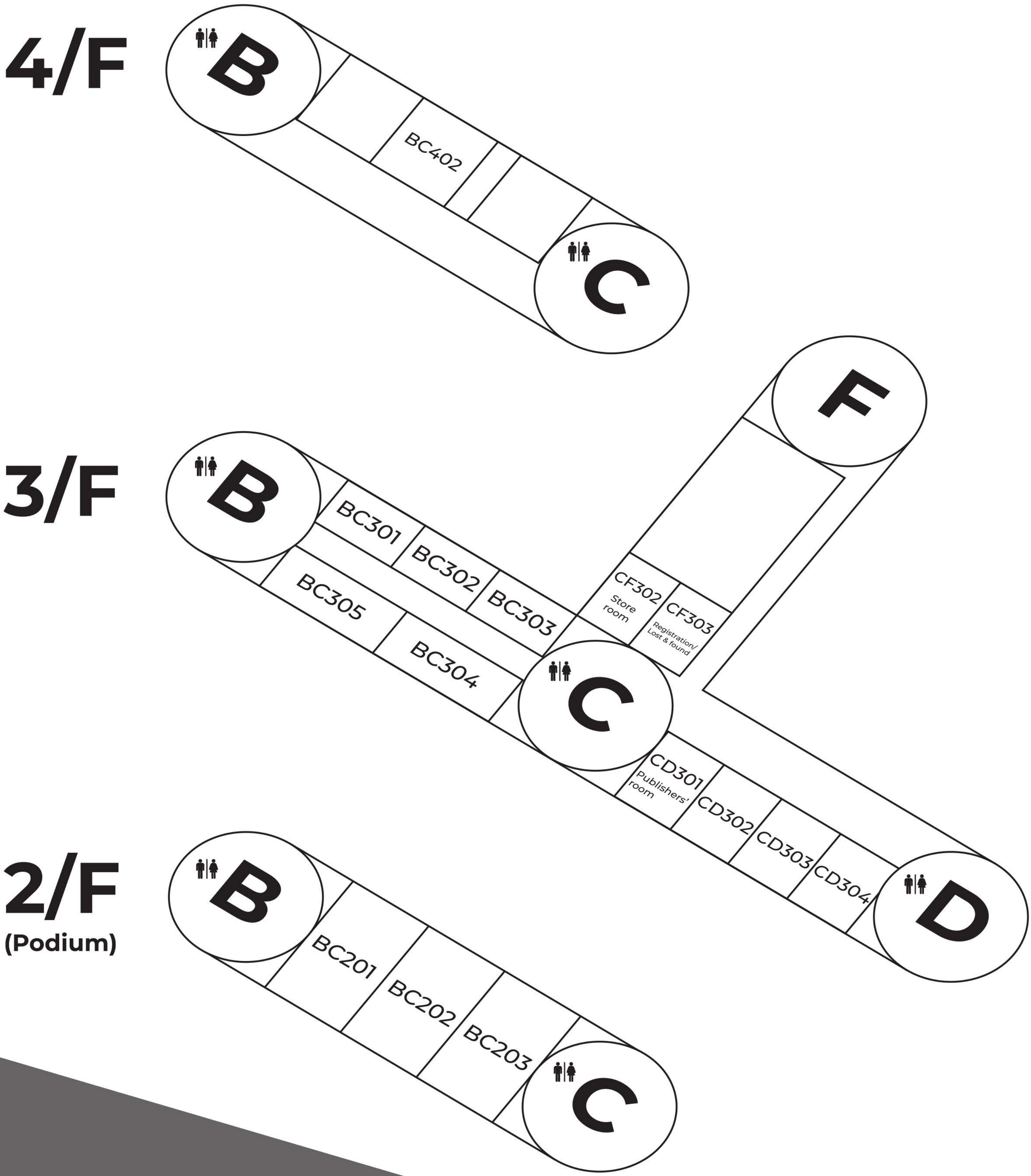
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