International Conference on the
Development of English Across the Curriculum

EAC 2015

14–15 December 2015
The Hong Kong Polytechnic University
Hong Kong

Organisers

THE HONG KONG POLYTECHNIC UNIVERSITY
香港理工大學

香港城市大學
City University of Hong Kong
CityU

香港中文大學
The Chinese University of Hong Kong

香港科技大學
THE HONG KONG UNIVERSITY OF SCIENCE AND TECHNOLOGY

ENGLISH LANGUAGE CENTRE

DEPARTMENT OF ENGLISH
CITY UNIVERSITY OF HONG KONG

elt 英語教學單位
English Language Teaching Unit

CLE Center for LANGUAGE EDUCATION
語文教育中心

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General Information

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

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☎ (852) 2766 7500

⌂ http://eacconference.elc.polyu.edu.hk/

Introduction to the Conference

Welcome to the International Conference on the Development of English Across the Curriculum (EAC), the first conference on this theme in Hong Kong. The Conference is organised through an inter-institution project titled 'Professional Development in Enhancing English Across the Curriculum' funded by the Hong Kong University Grants Committee in 2014. The project team comprises staff from four universities in Hong Kong: The Hong Kong Polytechnic University, The Chinese University of Hong Kong, The Hong Kong University of Science and Technology, and City University of Hong Kong.

The aim of the project is to offer professional development to staff in different faculties and departments in our universities so that together we can help students improve their English when completing content discipline assignments. In December 2014 we organised a one-day Symposium to share our project's vision with the tertiary sector in Hong Kong, and attracted 110 participants. One year later we host this International Conference on the Development of English Across the Curriculum to share the first fruits of our project, provide a platform for EAC and CLIL (Content and Language Integrate Learning) academics from around the world to share their research and experience, and further ignite the passion for EAC in Hong Kong and abroad.

We hope you will enjoy the Conference, which brings together scholars from over 15 countries and from a myriad of disciplines, including architecture, atmospheric environment, biochemistry, design, English language teaching, fashion business, logistics, nursing, psychology, service learning and social sciences. ■

Conference Themes

- Content and Language Integrated Learning
- English in the discipline
- Writing/Speaking/Communication Across the Curriculum
- Engaging staff and students in the discipline
- Evaluating the impact of English Across the Curriculum

Congratulatory Message

Dr Richard T Armour
Secretary-General
University Grants Committee

On behalf of the University Grants Committee (UGC), I would like to congratulate the "Professional Development in Enhancing English across the Curriculum (EAC)" project on convening the international EAC conference.

This is one of the projects funded under the UGC's Competitive Funding Scheme on Teaching and Learning introduced in the 2012-15 triennium. The overarching aim of the funding scheme is to motivate and better enable institutions to accelerate the adoption of necessary pedagogical changes and innovations. The UGC is pleased that the funding scheme has been well received by our institutions.

The UGC has always attached great importance to the quality of teaching and learning. Teaching quality can be enhanced by the provision of professional development for the teaching staff. This project provides systematic, sector-wide professional development opportunities to help faculty members become more aware of EAC. It also provides training in the theories and practices of EAC. In particular, the development of "writing in the disciplines" is of high relevance to the goals of our institutions, where most subjects are taught in English.

The project team has implemented EAC in the higher education sector through the collaboration of English and subject discipline teachers. The international EAC conference provides an excellent platform for the sharing of experiences and good practice. I believe that the conference will stimulate further insight and advance knowledge in this important field.

I wish the conference great success. ∎

Welcome Message

Professor Chetwyn Chan
Associate Vice President (Learning and Teaching)
The Hong Kong Polytechnic University

It gives me great pleasure to congratulate Dr Julia Chen and her dedicated team for organising this international conference, which is part of the "Professional Development in Enhancing English across the Curriculum (EAC)" project.

Funded under the recent round of UGC's Competitive Funding Scheme on Teaching and Learning, this project is of great importance because professional development for teachers is crucial, not only for enhancing the quality of learning but of teaching as well. PolyU has long placed emphasis on sharpening teachers' skills to facilitate students' achievement of the best learning outcomes. Enhancing our students' ability to better master their command of English is our major endeavour.

PolyU has been at the forefront spearheading EAC in the higher education sector for a number of years now. Teaching development projects have been launched by PolyU faculty members to test the model and develop good practices of enhancing English in different programmes, departments and disciplines. Subjects that have EAC elements range from general university requirement subjects to discipline-specific courses and capstone projects. Students in these subjects have received EAC briefings and learning guides that deepen their understanding of the genres and relevant English skills that they need to achieve the subjects' learning outcomes; and faculty members have been offered professional development workshops on more effective writing for publication and for teaching. Results of these initiatives have generated solid evidence for supporting the continuous development of EAC in PolyU.

This international conference offers a platform for researchers and educators to share knowledge about the science and practice of EAC. More importantly, it provides the opportunity for faculty members and administrators to generate new ideas on how to effectively integrate the learning of English into the learning of discipline-specific content. This goal is of particular importance to all of us in Hong Kong where using English is the basic skill in everyday life.

Once again thanks goes to the organising committee for arranging this excellent conference. I am sure participants will find it a highly fruitful experience. ■

Organising Committee

Dr Julia Chen
The Hong Kong Polytechnic University

Dr Jose Lai
The Chinese University of Hong Kong

Ms Grace Lim
The Hong Kong Polytechnic University
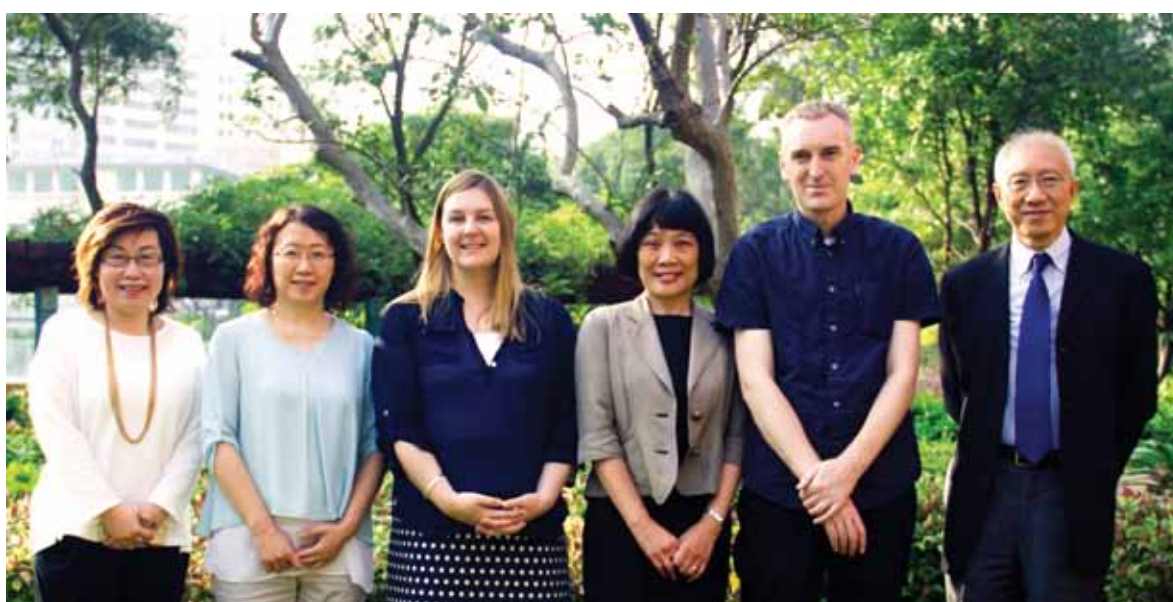
Dr Damian Fitzpatrick
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Project Associates

Anna Cheung
The Hong Kong Polytechnic University

Calvin Tang
The Chinese University of Hong Kong &
City University of Hong Kong

Pancy Pang
The Hong Kong University of Science and Technology

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. The four universities and their centre/department on the inter-institutional project:
   - The Hong Kong Polytechnic University and its English Language Centre
   - The Chinese University of Hong Kong and its English Language Teaching Unit
   - The Hong Kong University of Science and Technology and its Center for Language Education
   - City University of Hong Kong and its Department of English

3. Our sponsors and supporting organisation (in alphabetical order):
   - Classroom
   - Hong Kong Tourism Board's Meetings & Exhibitions Hong Kong
   - Pearson
   - Routledge
   - Springer
   - The WAC Clearinghouse

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

5. Greeners' Sound, a mixed choral society of undergraduate and graduate singers, for their performance in the Opening Ceremony; and to Mr Vincent Lam and Mr Billy Chan (PolyU, ELC) for the Power-Point to accompany the performance.

6. Our part-time webmaster:
   - Mr Helton Tang

   Our designers:
   - Mr Chris Leung (CityU)
   - Ms Zonda Chan (PolyU)

7. The supporting team at the English Language Centre in PolyU led by Ms Eunice Hau (Administrative Officer), and the supporting teams at City University of Hong Kong, The Chinese University of Hong Kong and The Hong Kong University of Science and Technology.

Day 1 Monday 14 December 2015

Time	Location	BC201	BC202	BC203	BC215	AG206	A308	A302	A306
9.00-9.30am	**Outside Chiang Chen Studio Theatre (Core A G/F)**	Registration							
9.30-10.15am	**Chiang Chen Studio Theatre (Core A G/F)**	Opening Ceremony (Introduction, cultural event, announcements)							
10.15-11.15am		Plenary 1 : Engaging conversation(s): What students and teachers say about the challenges of learning to write across languages, texts, and contexts — Prof Terry Myers Zawacki							
11.15-11.35am	**FG and CF podium**	Coffee Break							
11.40-12.10pm		**Invited colloquium** — *Languaging* in Content and Language Integrated Learning (CLIL) classrooms: Implications for English across the curriculum — Angel Lin, Yuen Yi Lo	EAP curriculum in Japanese universities: A preliminary survey — Hironori Watari, Shinya Hori, Toshiyuki Kanamaru	The dance of collaboration: Embedding English language teaching in a discipline subject — Jane Robbins	Grading student writing across disciplines: What's in a word? — Bonita Selting	Language boundaries and language policy! Friend or foe in collaborative delivery in China — Stuart Perrin	Collaborative feedback on architecture presentations: An academic literacies perspective — Damian Fitzpatrick, Peter Ferretto	Papers with a purpose: Design pedagogy and writing assignments in the Ideas and Exposition programme at the National University of Singapore — Jason Banta	English writing support to undergraduates of applied social sciences — Lucy Chan, Shari Lughmani
12.20-12.50pm			Embedding communication in the disciplines: Implementations and issues — Radhika Jaidev, Peggie Chan	Feedback in graphic design: A case study of one subject teacher's practices — Svetlana Chigaeva, Benson Cheung	Disciplinary specificity in teaching dissertation writing: A Hong Kong case — Christy Chan	Developing a discipline-specific English literacy for international graduate students in the U.S. — Scott Chien-Hsiung Chiu	CLIL in a life science university programme — Germain Mesureur, Akiko Hagiwara, Kaoru Kobayashi	Phraseologies across the curriculum: Comparing Corpus of Research Articles 2007 & 2014 — Winnie Cheng	Content and Language Integrated Learning (CLIL): Illustration of examples and the teachers' role — Michele Ho
12.55-2.00pm	**FG and CF podium**	Lunch							

2.00-2.30pm	Room A305	Visit sponsors' tables and book display						
	BC201	**BC202**	**BC203**	**BC215**	**AG206**	**A308**	**A302**	**A306**
2.30-3.00pm	Disciplinary dispositions to English Thomas Lavelle	Hong Kong students' perceptions and experiences of English academic writing: A case study at The Open University of Hong Kong Anna Tso Winnie Ho	An involvement of language experts in the subject assessment: A motivation or a threat to students' attitude to learning Grace Lim Jason Choi Hau-Ling Chan Anna Cheung	Bridging the gap between language and content: Evaluating jointly delivered modules for Chinese students at an international university Debra Jones Ann Brantingham	Fostering critical thinking and writing skills through content-based instruction for engineering undergraduates Priscillia Pui Happy Goh	The strategic roles of principals in engaging teachers and students in "English Across the Curriculum": Implications for school leadership Vincent Wong	Exploring the content-language link in assignments across the curriculum Esther Tong Cecilia Pun	Combination of English instruction and disciplines – A new type of ESP Liping Pei
3.00-3.20pm	FG and CF podium	Coffee Break						
3.20-3.50pm	Integrating English language and composition instruction: A study of three instructional models Karyn Mallett Anna Habib Paul Rogers	English in the dentistry discipline: A learner corpus study of certainty and doubt Peter Crosthwaite Lisa Cheung	English in the disciplines: Professional writing as ways of knowing Carroll Nardone	Using an anthology for content and language enhancement in junior secondary Geography curriculum Patrick Leung Jody Leung	Issues raised by the teaching of Psychology-related CLIL classes in Japan Dexter Da Silva	Case studies in CLIL: Engaging students to adopt a stance and find a research purpose Mark Brooke	English-medium General Education course design Lindsay Miller	English in the disciplines: The different needs, expectations, and interactions of an EdD writing group and those of two multi-discipline PhD writing groups at a Sino-British university in China Lynda O'Brien
4.00-5.00pm	Chiang Chen Studio Theatre (Core A G/F)	Plenary 2 : Academic literacy across the curriculum: Towards a collaborative instructional approach Dr Ursula Wingate						

Day 2 Tuesday 15 December 2015

9.30-10.30am	Chiang Chen Studio Theatre (Core A G/F)	Plenary 3 : 'Scientific writing and authoring' instruction at the University of Missouri and the University of Chinese Academy of Sciences Prof Rainer Glaser						
		BC201	**BC203**	**BC215**	**BC216**	**AG206**	**A308**	**A302**	**A306**

	BC201	BC203	BC215	BC216	AG206	A308	A302	A306
10.40-11.10am	Analysis of stance in English L2 undergraduates' coursework writing across disciplines: Linguistic patterns and faculty perceptions Zak Lancaster	Combating the English literary crisis through Writing Across the Curriculum (WAC): A case study at the Associate Degree (AD) level at Hong Kong Baptist University (HKBU) College of International Education (CIE) Vicky Lee Sam Lau Sandy Chan Sammy Ming	Using CLIL to bring together the key values of a Japanese university Germain Mesureur Midori Asaoka Dexter Da Silva	Integrating communication skills with software engineering Kit Mun Lee Sarah Chong	The implementation of assignment-specific English writing support to the discipline – A case study of a course in Maritime Studies Dennis Foung Prakash Metaparti	Online peer assessment for Content and Language Integrated Learning tasks Eoin Jordan	Let the language teachers deal with it Angela Tzi San Ng	Serving the community with special needs: Can we be more articulate? Wynants Ho Felicia Fang
11.10-11.30am	**FG and CF podium**	Coffee Break						

|	Colloquium	BC203	BC215	BC216	AG206	A308	A302	A306
11.35-12.05pm	**Colloquium** Ideas and exposition: Teaching 21st century literacies; critical thinking; and academic writing through CLIL Mark Brooke Jason Banta Jock Wong Elmo Gonzaga	A large scale, blended-learning writing course Nigel Huckstep	Examining the WAC approach in a Turkish English-medium graduate university with and without academic writing center assistance: Academic writing and dissertation evaluation and implications David Albachten	A genre-instantiation approach to teaching English for specific academic purposes Xiao Chen Sheena Gardner	What do we want when we ask students to write a laboratory report? Simon Watts Tracey Costley	Use of language in a Service-Learning subject Hannah Lai Kay Chan Kin Cheung Anna Cheung	**Demonstration workshop** Interactive digital learning to engage students in English classrooms (with J2E Online educational tools) James Green Waris Candra	Assessing content and language learning in an Engineering course Esther Tong Kenneth Lo
12.15-12.45pm		Adapting Sydney School genre pedagogy for development of critical literacies in L2 settings: Case studies in Hong Kong, Thailand and Sweden Yiqi Liu	A review of a final year thesis writing course for science and engineering students Christy Chan Kin Tim Chung	Integrated writing: A lesson in creating a cross-departmental writing course Crystal Bickford	Template-based abstract writing for EFL PhD students Zhiyu Li Yueyang Sun	Supporting reflective writing in the disciplines Martin McMorrow		Taking stock: Impact of supporting Writing Across the Curriculum – Views from students, language teachers and subject teachers Shari Lughmani Svetlana Chigaeva

		BC201	BC203	BC215	BC216	AG206	A308	A302	A306
12.45-1.55pm	**FG and CF podium**	Lunch							
2.00-2.30pm	**Room A305**	Visit sponsors' tables and book display							
2.30-3.00pm		**Colloquium** Teaching training for English medium instruction Julianne Hammink Linda Chu	Shape analysis: Creating arenas of wonder across curricula Peter Edwards	Language curriculum design for engineering students: How specific can it be? Sarah Carmichael Kam Yin Wu Joyce Lee	Feedback across curriculum: Genre analysis of language teachers' feedback Chrissy Burns Svetlana Chigaeva	Transnational Writing Across the Curriculum and multinational corporations: Engineering faculty and industry talk about writing Amy Hodges	Taming the shark: Teaching writing through content, problem, concept and theory Andrew Johnson	The Asian student as producer: Visual analysis in the language classroom for a participatory culture Elmo Gonzaga	Developing academic literacy in context: Strategies, limitations & preliminary results Julia Chen
3.10-3.40pm			Exploiting published material in the teaching of writing in higher education CLIL Jock Wong	The games we play: The use of language games to enhance Writing Across the Curriculum David Barnard Geff Heathman	On-going study: Teaching & learning process in Hong Kong EMI science classrooms Jack Pun	Factors affecting the success of learning transfer: Voices from students, language teachers, and subject teachers Allen Ho	Student storytellers: Hip-hop pedagogy and the reconfiguration of English as communication Damian Rivers	Improving scientific writing Peter Brimblecombe Tracey Costley	Language across the curriculum & sustainability in professional development for teachers Gail Forey
3.40-4.00pm	**FG and CF podium**	Closing remarks and refreshments							

General Information

Conference Venue

The Conference is held in The Hong Kong Polytechnic University. Plenary sessions are in the Chiang Chen Studio Theatre and other presentations are in easily accessible rooms nearby. The map below highlights the location of the venues for the plenary sessions and parallel paper presentations.
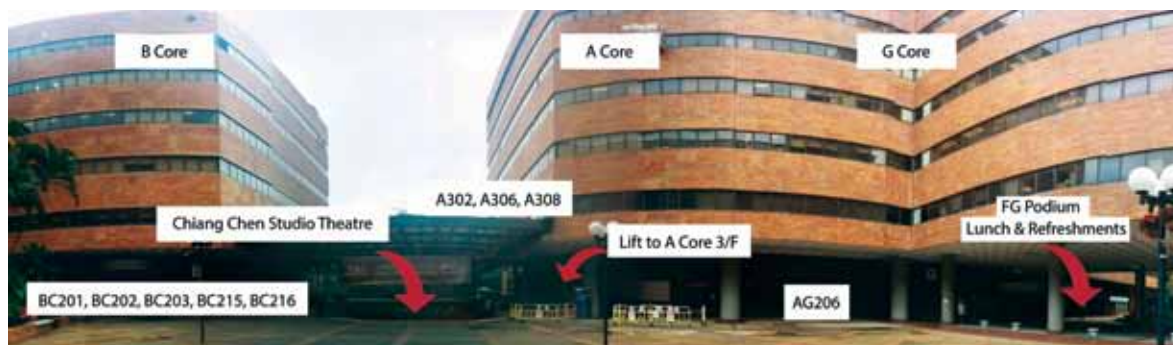
Registration Information

Registration opens at 8.45am on Monday 14 December 2015 in the foyer of the Chiang Chen Studio Theatre (Core A ground floor). Participants who arrive after 11.00am on Monday 14 December 2015 please proceed to Room A305 (Core A, 3/F, turn left) for registration.

Lunch and Refreshment Breaks

Lunch buffet and two refreshment breaks will be served each day on the podium between Core F and Core G and the podium between Core F and Core C. (See campus map on the inside front cover.) Please wear your badge during this time.

Conference Business Centre (Room A305)

The following are available in Room A305 (Centre for Independent Language Learning, Core A, 3/F, turn left), which opens from 8.30am-8.30pm on the days of the conference:

• Registration and enquiries after 11.00am on Monday 14 December 2015 until the end of the conference

• Sponsors' tables and book display

• Printer

• Photocopier

• Computer

• Local telephone

• Lost & Found

Amenities within PolyU

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

Bookstore: Commercial Press – Core VA, podium level

7-Eleven: Core VA, podium level

Pacific Coffee: Core E, podium level

Collegiate Caffe (Habitu Caffe): Core H, 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

Special WiFi service will be arranged for Conference participants. A common username and password pair will be provided for user logon at the Conference.

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, users 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 need 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 build 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, most commonly:

• 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, email eac2015@polyu.edu.hk.

Bringing Your Own Equipment

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

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 (see images below).

VGA cable   3.5mm audio jack

Room Set-up

Room #	PC	Microsoft Windows		Microsoft Office 2007	Microsoft Internet Explorer	Mozilla Firefox	Google Chrome			Microphone		DVD Player	Over-head projector	Cables		User control panel	AC 220V power socket	LCD projector remote control	Notebooks for audience use
		Vista	7		8	11	30	35	40	Wired	Infra-red wireless receiver			VGA	3.5mm Audio				
A302	✓		✓	✓		✓		✓	✓			✓	✓	✓	✓		✓	✓	20
A306	✓		✓	✓		✓		✓	✓			✓	✓	✓	✓		✓	✓	23
A308	✓		✓	✓		✓		✓	✓			✓	✓	✓	✓		✓	✓	
AG206	✓	✓		✓	✓		✓			✓	✓	✓	✓	✓	✓	✓	✓		
BC201	✓	✓		✓	✓		✓			✓	✓	✓	✓	✓	✓	✓	✓		
BC202	✓	✓		✓	✓		✓			✓	✓	✓	✓	✓	✓	✓	✓		
BC203	✓	✓		✓	✓		✓			✓	✓	✓	✓	✓	✓	✓	✓		
BC215	✓	✓		✓	✓		✓			✓	✓	✓	✓	✓	✓	✓	✓		
BC216	✓	✓		✓	✓		✓			✓	✓	✓	✓	✓	✓	✓	✓		

VGA Socket, 3.5mm audio plug & RJ45 Ethernet cable

Plenary Speakers

Professor Terry Myers Zawacki
George Mason University

Engaging conversation(s): What students and teachers say about the challenges of learning to write across languages, texts, and contexts

Terry Myers Zawacki is an emerita professor of English at George Mason University, where she directed the nationally recognized Writing Across the Curriculum (WAC) program and the University Writing Center. Prior to her retirement, Prof. Zawacki was the recipient of the David J. King Award given annually to a faculty member who has made significant, long-term contributions to the overall educational excellence of the university; a University Excellence in Teaching award; and a "Students as Scholars" Mentor award.

Her publications include the co-authored Engaged Writers and Dynamic Disciplines: Research on the Academic Writing Life and the co-edited collections WAC and Second Language Writers: Research towards Linguistically and Culturally Inclusive Programs and Practices and Writing Across the Curriculum: A Critical Sourcebook. Her invited articles include the co-authored "Internationalization, English L2 Writers, and the Writing Classroom: Implications for Teaching and Learning" in the June 2014 College Composition and Communication, "Observations of WAC in China" in the 2014 WAC Journal, and chapters on faculty attitudes and expectations for L2 writers, writing assessment in the disciplines, writing centers and writing fellows, and writing in learning communities. She has co-edited special issues of WLN: A Journal of Writing Center Scholarship (November 2015) focused on support for thesis and dissertation writers and Across the Disciplines (December 2011) on WAC and second language (L2) writing. Her current research investigates the challenges faced by dissertation writers and their advisers across the disciplines.

Additionally, she is lead editor for the book series International Exchanges on the Study of Writing and serves on a number of editorial boards and national professional committees, including chairing the CCCC Committee on the Globalization of Postsecondary Writing Instruction and Research.

My talk consists of three parts with the first part focusing on the fundamental principles and practices of U.S. Writing Across the Curriculum (WAC) and how these are complicated when English is an additional or foreign language. With this foundation, I turn to the complexity of learning to write in disciplinary communities of practice and my own coauthored research on the central concerns of English L1 and L2 writers and their instructors across the curriculum around expectations for "good" writing, the challenges involved in meeting these expectations, and what these imply for our instructional practices, focusing particularly on the importance of reflective practice. In the third part of my talk, I describe "translingual" arguments around valuing students' multiliteracies and multicompetence as users and writers of English, which is understood to be fluid, dynamic, and always in translation (Horner et al, Pennycook, Fraiberg & You). I situate my coauthored research on faculty dispositions toward student writing that differs from standard written English within these arguments and what they imply for WAC practice. I conclude by suggesting that we have much to learn about how our students—English L1 and L2—transfer, translate, and transform writing knowledge across disciplinary, rhetorical, cultural, and linguistic texts and contexts. As we investigate this essential question and others around academic literacies and our students' "translanguaging" practices, it is critical that we engage in cross-national/cross-field (WAC, EAC, EAP, CLIL) exchanges about students' language and writing development across the curriculum, particularly in the rich biliterate, trilingual educational context of Hong Kong (Evans). ■

Dr Ursula Wingate
King's College London

Academic literacy across the curriculum: Towards a collaborative instructional approach

Ursula Wingate is Senior Lecturer in Language in Education and works in the Centre for Language, Discourse and Communication at King's College London. Before moving to London, Ursula taught for eight years at The Hong Kong Polytechnic University and four years at Hong Kong Baptist University. Her research interests are in academic literacy, English language policies and practices, and language teaching methodology. In recent projects, Ursula has developed and evaluated various approaches to teaching academic literacy in mainstream higher education, drawing on the King's Apprentice Writing Corpus for the creation of instructional resources in different disciplines. Her publications in this area are concerned with the theoretical models underpinning literacy instruction, the impact of formative feedback on academic writing, and the teaching and learning of argumentation. In her recent book 'Academic Literacy and Student Diversity: The Case for Inclusive Practice', Ursula promotes the concept of academic literacy as the ability to communicate in a new discourse community, an ability which involves an epistemological and sociocultural understanding of the academic discipline and needs to be acquired by students from all backgrounds. She proposes a curriculum-embedded model of academic literacy instruction, which is based on the collaboration of literacy experts with academics in the disciplines, and argues that market forces such as growing competition for students and the expectations of diverse student populations will increase the need for universities to develop instructional approaches that are discipline-specific and inclusive of all students.

My paper is based on the understanding that in order to study successfully at university, students need to acquire academic literacy, i.e. the ability to communicate competently in their academic discourse community. This ability encompasses reading, evaluating information, as well as presenting, debating and creating knowledge through both speaking and writing, and requires an understanding of the community's epistemology, of the genres through which the community interacts, and of the conventions that regulate these interactions. It follows from this understanding that academic literacy can only be developed within the academic discourse community – be it an academic discipline or, in the case of undergraduate students, the very study programme in which they are enrolled. However, in many Anglophone universities, difficulties that students experience at the level of academic literacy tend to be confused with English language problems, and, as a result, the only support provided to students are language classes focused on grammatical accuracy and the rhetorical features of a (nonexisting) universal academic English. These classes are typically offered outside the discourse community and target only specific student groups (in the case of UK universities those who are deemed to be 'deficient' because they are non-native speakers of English). This means that, while higher education has over the last decades become more inclusive, academic literacy instruction has remained exclusive, neglecting the fact that students from all backgrounds are novices in academic communication.

In this paper, I will first present examples from Australia, South Africa and the UK of curriculum integrated literacy instruction, which is collaboratively designed and delivered by literacy (EAP) experts and subject lecturers. I will then discuss an intervention study carried out at Kings' College London, in which genre-based methods of academic literacy instruction were implemented in some disciplines and feasible ways of collaboration between subject lecturers and literacy experts were explored. Lastly, I will discuss my experience of running a professional development module on academic literacy instruction which is offered to lecturers from all disciplines. The interaction revealed that the participants had little initial awareness of the complexity of students' academic literacy acquisition, and limited awareness of how they could contribute to this acquisition. Furthermore, the lecturers themselves tended to have only implicit knowledge of the literacy practices and conventions of their discipline. The module required them to carry out an ethnographic study of literacy requirements and instruction in their departments, and helped them to integrate literacy support into their regular teaching and assessment practices. Although this initiative has led to instructional improvements in some places, it is obvious that institution-wide approaches are needed to make academic literacy instruction an integrated part of curriculum and therefore inclusive of all students. This would involve investment in staff development, incentives through appropriate workload allocations, and structures that facilitate the collaboration between literacy experts and subject lecturers. ■

Professor Rainer Glaser
University of Missouri

'Scientific writing and authoring' instruction at the University of Missouri and the University of Chinese Academy of Sciences

Dr. Rainer Ernst Glaser, Professor of Chemistry, studied chemistry and physics in Tübingen (Chem.-Dipl., 1984), at Berkeley (Ph.D., 1987), and at Yale (post-doctoral fellow, 1987-9). Glaser is a broadly interested physical organic chemist and his group has published over 160 papers with support by ACS-PRF, NSF, and NIH. Glaser has always valued and enjoyed extensive collaborations with chemists, biochemists, physicists, mathematicians, astronomers, educators and journalists. In 1995, Glaser began his education research with the novel curriculum, Chemistry Is in the News (CIITN), which he designed for chemistry education of science majors. The NSF funded CIITN project integrates science content with science context and science communication. With the subsequent NSF funded project Mathematics an Life Sciences he took an important step to more interdisciplinarity and especially to the integration of mathematics in science education. Glaser's most recent educational initiative, the development of a curriculum for the instruction on Scientific Writing and Authoring embraces the spirit of CIITN and more fully integrates quantitative analysis into science education. The curriculum was developed for a writing-intensive, upper-division undergraduate seminar course taught at the University of Missouri in Columbia (MU). Scientific Writing in Chemistry integrates content, context, collaboration and communication and, in fact, the curriculum addresses an essential need for science students across the globe. Since 2010, Glaser has taught an adaptation of the Scientific Writing curriculum in the Summer School Program of the University of Chinese Academy of Sciences in Beijing (UCAS). Glaser was a Fellow of the Japanese Society for the Promotion of Science (JSPS) in 1997 at Hokkaido University, Sapporo. Glaser was elected Fellow of the American Association for the Advancement of Science (AAAS) in 2004 and Fellow of the Royal Chemical Society in 2006. He was a Visiting Professor at the Institute of Chemistry of the Chinese Academy of Sciences in Beijing in 2013 and 2014 and a Guest Professor at the Department of Chemistry of Northwest University in Xi'an in 2014.

The development is described of a *framework* for an assignment-based curriculum to instruct student on best practices in writing a scientific paper, about the scientific publication process and peer review, and about professional issues. The rationale for the curriculum design is that students should not only understand scientific content and methods but they should also experience peer review as an integral and essential part of the process of science. The curriculum *Scientific Writing in Chemistry* integrates content, context, collaboration and communication and addresses an essential need for science students across the globe. Each implementation employs a new curriculum, which is based on an overarching *theme*. The themes are selected to address timely science topics that are pertinent to macroethical discussions in society. All assignments are original with adapted online resources and rubrics for assessment. The assignments, associated data and sources, peer review devices including assessment rubrics, and samples of completed assignments are available online on the course web sites and their URLs are provided as footnotes to the Table 1. We will argue that the context-rich, interdisciplinary orientation of this curriculum exemplifies the goals of the Next Generation Science Standards.

The curriculum was developed for a writing-intensive, upper-division undergraduate seminar course taught at the University of Missouri in Columbia (MU) and taught in the Spring Semesters of 2010 - 2015. We will report on the design of this curriculum and on results of evaluation. We will also describe an adaptation of the semester-long MU course to the Summer School Program of the University of Chinese Academy of Sciences in Beijing (UCAS). The differences in scale and mode of delivery posed several non-trivial challenges. Enrollment data and results of evaluations collected over three years (2011 – 2013) are presented to demonstrate the success of the adaptation. It is hoped that this course adaptation will contribute to the wide and open dissemination of this Scientific Writing curriculum and, more generally, that the example of the adaptation might encourage outstanding experts from many science, technology, engineering and mathematics (STEM) fields to contribute in a significant way to international education. ∎

Table 1. Themes and Enrollments at MU (Spring) and UCAS (Summer)

Year	Theme	MU	UCAS	
			Course #1	Course #2
2010[a]	Aspirin and other Painkillers	32	289	-
2011[b]	Dyes, Indicators & Chemical Sensors	25	108	92
2012[c]	Soaps, Detergents & Ambiphiles	36	118	54
2013[d]	Solar Energy	32	197	84
2014[e]	Nutraceuticals: Sources & Functions	34	168	107
2015[f]	Photocatalysis	32		

(a) SP10: http://faculty.missouri.edu/~glaserr/RG_T_SP10.html. (b) SP11: http://faculty.missouri.edu/~glaserr/RG_T_SP11.html.
(c) SP12: http://faculty.missouri.edu/~glaserr/RG_T_SP12.html. (d) SP13: http://faculty.missouri.edu/~glaserr/RG_T_SP13.html.
(e) SP14: http://faculty.missouri.edu/~glaserr/RG_T_SP14.html. (f) SP15: http://faculty.missouri.edu/~glaserr/RG_T_SP15.html.

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Abstracts

BC201

Invited colloquium

Angel Lin and Yuen Yi Lo
The University of Hong Kong

Languaging in Content and Language Integrated Learning (CLIL) classrooms: Implications for English Across the Curriculum

Angel Lin is Professor of English Language and Literacy Education at the Faculty of Education, The University of Hong Kong. She is well-respected for her interdisciplinary research in classroom discourse analysis, bilingual education, academic literacies, language across the curriculum (LAC) and Content and Language Integrated Learning (CLIL). Her forthcoming book, Language Across the Curriculum: Theory and Practice, will be published by Springer.

Yuen Yi Lo is an Assistant Professor of the Faculty of Education, the University of Hong Kong. Her research interests include bilingual education, Medium of Instruction policy, code-switching and Language Across the Curriculum. Some of her recent work was published in Review of Educational Research and International Journal of Bilingual Education and Bilingualism.

Language is a primary semiotic (meaning-making) resource in construing the world, and the world (or content) is grasped mainly through language (Halliday, 1993). Hence, it has been argued that successful learning or knowledge construction depends on "guidance through interaction in the context of shared experience" (Rose & Martin, 2012, p. 58), or through the process of *languaging*, where language is used to mediate formulation of concepts (Swain & Lapkin, 2013). These highlight the importance of 'dialogue' or 'dialogic discourse'. However, what actually constitutes 'dialogic discourse' and how this can be achieved by teachers and students in classrooms are still being explored, especially in Content and Language Integrated Learning (CLIL) classrooms, where such languaging processes and dialogic discourses take place through students' (and often teachers') second language (L2).

In this session, we explore how teachers and students co-constructed content and language (particularly academic language) in CLIL classrooms. Drawing on Lemke's (1990) seminal notions of thematic development strategy and social interactional strategy, as well as Lin's (2012) Rainbow Diagram of bridging resources, we conducted fine-grained analysis of two CLIL science lessons observed in Hong Kong secondary schools. Our analysis demonstrates how the more experienced teacher adopted the Initiation-Response-Feedback (IRF) discourse format to elicit student contributions and deployed various strategies to interact with students during the process of developing the target thematic patterns. He also adopted social involvement strategies to draw on students' daily life experience. In addition, he skillfully made use of students' various communicative resources (e.g. L1/L2, everyday/academic language) to make connections between what students are familiar with and the target L2 academic language. It appeared that the more experienced teacher, by employing the various discursive strategies, could engage students in a process of languaging and constructing scientific concepts in scientific language in L2.

With the findings of this study, we would like to propose a framework or continuum for understanding teacher-student interactions – on the one end, some teachers can simply perform a straight-up lecture without engaging students in co-constructing a prescribed (in the teaching syllabus) set of thematic patterns. On the other end, some teachers are open to negotiating their teaching agenda to accommodate students' contribution of new thematic patterns. Somewhere in between, some teachers solicit students' participation in the co-construction process, but then only select "appropriate" responses which fit into the teacher's prescribed thematic pattern while ignoring others which do not. Such a framework may help CLIL teachers at various levels to analyse their own classroom discourse and raise their awareness of the importance of English Across the Curriculum in scaffolding students' content and language learning. ∎

BC202

Hironori Watari and Shinya Hori
Waseda University

Toshiyuki Kanamaru
Kyoto University

EAP curriculum in Japanese universities: A preliminary survey

Hironori Watari is currently a research associate in the Global Education Center at Waseda University (Academic Writing Program). His current research interests include English for Academic Purposes, pedagogical grammar, and second language writing education.

Shinya Hori, Ph.D. is currently a research associate at School of Education, Waseda University. He specializes in French education and collaborates with teachers and researchers of English and other languages. His research field includes motivation, learner autonomy and language policy.

Toshiyuki Kanamaru is an associate professor in the International Academic Research and Resource Center for Language Education at Kyoto University. He holds a Ph.D. in Human and Environmental Studies, from Kyoto University. His research interests include cognitive linguistics, natural language processing, vocabulary acquisition, and academic writing teaching.

The purpose of this study is to understand the status of and issues regarding English for Academic Purposes (EAP) curricula in Japan, and to provide suggestions for developing EAP curricula appropriate to the Japanese context that will help students be well prepared for working and living in a global society. As the need for EAP education has increased in Japan, each university has started to develop and implement their own EAP curriculum, each of which seems to widely vary in terms of understanding of EAP education and its achievement goals. We therefore conducted a preliminary survey of three Japanese universities that provide EAP education by collecting published materials on their curricula and interviewing relevant parties. We selected several aspects for comparison, such as the schools' educational philosophies, the purpose of their EAP courses, and collaboration between English teachers and discipline professors. In addition to the universities' varied approaches to EAP education, the survey revealed some difficulties in quality assurance. This paper discusses issues, such as a lack of common understanding of EAP principles and course evaluations, and makes suggestions for further research. ∎

BC203

Jane Robbins
The Hong Kong Polytechnic University

The dance of collaboration: Embedding English language teaching in a discipline subject

Dr. Jane Robbins is a Senior Teaching Fellow at the English Language Centre (ELC) of The Hong Kong Polytechnic University. She is currently in charge of the ELC's Discipline-specific Requirement (DSR) language courses, some 35 ESP courses taken by students in the 2nd to 4th years of their degree programmes.

As part of the language provision at The Hong Kong Polytechnic University, all students take six credits of general and academic English in their 1st and 2nd years and in the 2nd to 4th year, they take a further 3 credits of English, focusing on English for their particular field of study.

Most Discipline Specific Requirement (DSR) language courses are stand-alone courses, but there are a number where the language requirement is embedded into a course run by the host department. In January 2015, the first of these embedded courses was rolled out, and four other courses are scheduled to for roll out over the next two years. In most cases these are preparation courses for the students' Capstone (Final Year) Projects which include input on research skills and expectations by the host department and language from the ELC.

The introduction of embedded courses was new to the ELC in the 4-year curriculum and representatives from both departments had to learn the dance of collaboration and cooperation, stepping out from their own community of practice to learn the protocols and rules of engagement of another community. This involved learning the preconceptions of the other community, its expectations, communication style, approach to course design and the value of language training in its culture.

This paper reflects on the practical implementation of embedding these courses and the lessons we can learn about this inter-departmental dance. ∎

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BC215

Bonita Selting
University of Missouri

Grading student writing across disciplines: What's in a word?

Dr. Bonita Selting, BA and MA from the University of Colorado and Ph.D. from Purdue University, serves as Coordinator in the Campus Writing Program at the University of Missouri's flagship campus in Columbia, MO. She trains cross-disciplinary faculty in "writing-to-learn" and "learning-to-write" strategies and theories for their classroom teaching.

After many years of research, scholars in Writing Across the Curriculum (WAC) have found that writing-to-learn strategies teach students how to organize, focus, and develop their knowledge with more meaning and complexity than simply taking tests, no matter the discipline. But even today, faculty from across campuses ask if this WAC teaching strategy really "works." Most of the time, an answer is found through refining the use of an archetypal assessment tool--the rubric--the "guide" listing specific criteria for grading academic papers. After all, both administrators and classroom instructors must be able to measure success and depend on this assessment tool to lay down exact, objective, and inviolable criteria from which they can normalize successful writing and writing programs. But what if that criteria does not follow standard terminology? Faculty from dissimilar disciplines can look at successful writing in entirely dissimilar ways?

Most importantly, how could designing and interpreting rubric criteria affect the way students learn? This presentation reports the results of a study of experienced, dedicated cross-disciplinary faculty who teach Writing Intensive courses in Sociology, Aerospace/Mechanical Engineering, Business Management, Mathematics, Music, French, History, Nursing, and Chemistry. They were prompted to define nine unique but subjective words as criteria for assessing student writing: honesty, imagination, newness, cleverness, surprise, tension, complexity, relevance, and utility. The data collected identifies patterns, discrepancies and similarities in student writing assessment. It interjects another shift into WAC pedagogy wherein rubrics could allow for creative and flexible ways to grade writing across the disciplines and is valuable for any university faculty interested in assessment when teaching with writing at the university level. ■

AG206

Stuart Perrin
Xi'an Jiaotong-Liverpool University

Language boundaries and language policy! Friend or foe in collaborative delivery in China

Stuart is currently Dean for Learning and Teaching as well as Director of the Language Centre at Xi'an Jiaotong-Liverpool University in Suzhou. When not promoting innovative teaching practices within the university, his research interests include the relationship between language and identity in EMIs as well as issues of writing interpreting.

The 2000's have seen the rise of Transnational Education (TNE), which is one element of the internationalization of education, and has also been synonymous with 'cross-border', 'offshore' or 'borderless' education (Knight 2005). Asia and especially China has been particularly active in TNE (Huang 2007) with the British Council (2013) identifying China as a country with TNE opportunity.

The status of English as an international language in an increasingly globalised world provides the linguistic background for English-medium institutions within Transnational Education. Within EMI TNE institutions however this creates the paradoxical situation where the majority of students are studying in a language that is not their first language, and where they are being taught and assessed by academics who are again mostly English additional language speakers.

This paper looks at the potential of the introduction of a language policy within a TNE institute within China to create an atmosphere where meaningful engagement can occur between English language staff and academic departments in developing joint and co-delivery programmes to undergraduate students. Drawing on some of the challenges of introducing a meaningful language policy within an EMI Chinese tier 1 university, it will offer hints on possible ways forward for student engagement through faculty collaboration where the language boundaries are more clearly set. ■

A308

Damian Fitzpatrick and Peter Ferretto
The Chinese University of Hong Kong

Collaborative feedback on architecture presentations: An academic literacies perspective

Dr Damian Fitzpatrick is a lecturer in the English Language Teaching Unit at The Chinese University of Hong Kong.

Peter Winston Ferretto is an Architect and Associate Professor of Architecture specializing in Design and Practice at The Chinese University of Hong Kong.

Drawing from an academic literacies perspective, in particular the work of Lea and Street (1999) and Wingate (2010), this paper reports on the collaboration between a School of Architecture professor and an English Language teacher. The main aim of this collaboration is to discover more about the specific academic language and literacy practices involved in doing an architecture presentation so that targeted and tailored input can address specific communication strategies and structures of the presentation.

Adopting a qualitative perspective, this collaboration employs a combination of classroom observations, student and teacher self reports and video analysis to explore the ways in which academic presentations are constructed within this specific context. This paper discusses some of the main findings as well as some of the benefits of this form of collaboration, including a better understanding of the feedback process and how future course and material development can be further informed. ■

A302

Jason Banta
National University of Singapore

Papers with a purpose: Design pedagogy and writing assignments in the Ideas and Exposition programme at the National University of Singapore

Dr. Jason Banta is lecturer in the Writing Unit of the Centre for English Language Communication at the National University of Singapore. He holds a Ph.D. in Classical Literature and Language and has published on ancient biography, tragedy and the origins of science fiction.

This presentation documents the process of and The Ideas and Exposition modules, taught by the Writing Unit of CELC at NUS, work to deploy the strategies of CLIL (Content and Language Integrated Learning) with the explicit purpose of improving the students' writing competency in English so that they will be more comfortable with general academic discourse regardless of their particular discipline interest. One of the challenges is developing an on-the-ground classroom pedagogy that serves to both increase the students' technical writing abilities as well as foster involvement in the core building blocks of a CLIL approach, particularly focusing on communication, cognition and culture. (Coyle, Hood, & Marsh, 2010, p. 41) Using the I&E module Heroes as an example, this paper proposes to explore how the multiliteracy pedagogical approach of designing (Kalantzis & Cope, 2008, pp. 203-4) can be a powerful scaffold to support the CLIL goal of making meaning, as opposed to merely transmitting information. Designing is an iterative process of writing and interpretation which builds on previous

class work with the ultimate goal of the student producing new meanings from available text and media. By reading the assignment schedule through the lens of design pedagogy, the instructor is better able to conceptualize the relationship between the individual writing assignments as well as between these assignments and the CLIL goals of the I&E modules. ■

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A306

Lucy Chan and Shari Dureshahwar Lughmani
The Hong Kong Polytechnic University

English writing support to undergraduates of applied social sciences

Lucy Chan is an English language instructor at The Hong Kong Polytechnic University. She is currently involved in the UGC-funded project 'Literacy in the Disciplines', which aims to examine and enhance literacy skills used by students in the three broad disciplines of Engineering, Social Sciences, and Science.

Shari is a senior lecturer at the English Language Centre at The Hong Kong Polytechnic University. She leads the English Writing Requirement programme, and the UGC-funded project 'Literacies in the Disciplines', both of which make use of genre analysis. Shari also teaches Creative Writing.

In the discipline of applied social sciences, case study report writing and reflective writing are the two key assignments that undergraduates regularly produce across the 4-year curriculum. They are seen as important tools that demonstrate students' ability in integrating theories and practice, and in demonstrating the gradual formation of their own personal values, judgement and convictions as professional social workers to be. Hence, these two assignments have become one of the key areas of work undertaken by the writing support project 'Literacy in the Disciplines'. This paper will report on the use of genre analysis to unpack prototypical structures, important rhetorical modes and language features underlying the writing. It will also report on collaboration with discipline teachers to pilot learning materials in the classroom based on our analysis. ∎

BC202

Radhika Jaidev and Peggie Chan
National University of Singapore

Embedding communication in the disciplines: Implementations and issues

Radhika Jaidev is a Senior Lecturer at the Centre for English Language Communication (CELC), National University of Singapore where she teaches academic writing and professional communication. Her research interests include group learning processes at university, content and language-integrated learning (CLIL) and reflective praxis in language teaching in higher education.

Peggie Chan is Senior Lecturer at the Centre for English Language Communication, National University of Singapore, where she has taught a variety of modules, both at the undergraduate and graduate levels. She coordinated and taught on the embedded programmes at the Faculty of Engineering for some years.

Communication skills training for students is prioritized at the National University of Singapore (NUS) fundamentally because effective communication is viewed by faculties as essential for students to interact with members of their own academic communities which they believe will keep them abreast of knowledge development in their fields. However, in some faculties, the curriculum is heavily loaded with content subjects which, in turn, inhibits the faculty from accommodating generic, stand-alone English language and communication skill courses in their programme or allocating modular credits to them. The solution, therefore, is to embed the teaching of these skills within their content curricula.

This paper discusses three implementations of embedding a variety of Content and Language Integrated Learning (CLIL) pedagogy in NUS in two disciplines- engineering and science. It also includes an evaluative commentary on the programme structure, the advantages and challenges of the embedded approach. The paper seeks to demonstrate how embedding in these disciplines serves as a practical pedagogical strategy to socialize and induct students into the global, academic and professional discourse communities of their disciplines. ■

BC203

Svetlana Chigaeva and Benson Cheung
The Hong Kong Polytechnic University

Feedback in graphic design: A case study of one subject teacher's practices

Svetlana Chigaeva is a Teaching Fellow at the English Language Centre, The Hong Kong Polytechnic University, where in addition to teaching she helps coordinate the implementation of the university-wide Reading and Writing Requirements. Her research interests focus primarily on academic literacy development, Writing Across the Curriculum and genre-based writing instruction.

Benson Cheung is a Visiting Lecturer of School of Design, The Hong Kong Polytechnic University, and the School of Professional and Continuing Education, The University of Hong Kong, where he teaches graphic design research to undergraduate students. His research interests include graphic design professionalism and university-workplace transitions.

This paper represents a collaborative effort between a language teacher-researcher and a graphic design educator. Using a case study methodology, we aim to contribute to the ongoing discussions within the field of Writing Across the Curriculum on subject teachers' feedback practices. Conducted in the context of an undergraduate graphic design research course, the study primarily focuses on the running and summative feedback commentary written by the design teacher on students' individual research reports. Text-mediated in-depth interviews with the teacher and discourse analysis of the reports are used to supplement the primary analysis and explain the findings. In this talk, we will focus on three key questions: (1) What factors shaped the subject teacher's feedback? (2) What aspects of doing and writing up research did he tend to focus on? (3) What effects did he believe the feedback would have on his students' learning? By doing so, we hope to add to the current understanding of the mediating power of subject teachers' written feedback in inducting undergraduate students into the practices and value systems of academic discourse communities. ■

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BC215

Christy Chan
City University of Hong Kong

Disciplinary specificity in teaching dissertation writing: A Hong Kong case

Christy Chan is Senior Tutor of English Language Centre in charge of English across the curriculum initiatives, self-funded programmes and eminent scholarship support. She is also currently awarded a teaching and learning grant to advance entrepreneurial education at City University of Hong Kong.

Teaching dissertation writing is a task as daunting as doing the actual writing itself. It involves a pedagogy that is highly complex and adaptive to the writing needs of various academic discourse communities. The design of an effective dissertation writing course requires close collaboration with faculty staff, knowledge of the disciplinary variations of the written genre and creativity in training competence and higher level construction skills (Lavelle & Bushrow, 2007). The challenge is compounded by the limited understanding of academic literacy building in faculty staff and the relatively short and compressed period of students' candidature (Hopkins & Evans, 1988). This paper reports on an inter-departmental EAC project on final year dissertation writing support for a young department of a Hong Kong university. The data collected include a needs analysis by questionnaire and interviews with faculty staff and it aims to help identify the different types of environmental research expected of final-year students. Four main types of undergraduate research projects including laboratory, data handling, questionnaire and meta-analysis are identified. A brief comparison of the regularities and the varieties of particular moves; and the use of disciplinary specific language in these four types of project reports are provided. It is concluded focused training at an early stage is crucial in ensuring students succeed in writing up their research. ■

AG206

Scott Chien-Hsiung Chiu
California Lutheran University

Developing a discipline-specific English literacy for international graduate students in the U.S.

Scott Chiu received his PhD in Second Language Studies at Michigan State University. His scholarship focuses on Second Language Writing, First-Year Writing, and Writing Center Pedagogies. He is Director of the Writing Center and Assistant Professor of English at California Lutheran University.

Over the years, California Lutheran University, a traditionally liberal arts college, has been accepting more and more international graduate students. While the students are generally expected to perform "graduate-level" English communication skills when they are admitted to the graduate programs, their English literacies indeed need further development and (re-)orientation for the academic purposes of the graduate school.

Being the director of the writing center, an instructor of first-year writing (FYW), and once an international graduate student myself, I created an alternative classroom space and developed a writing course that combines writing center pedagogies and the FYW curriculum for international graduate students to develop their strategies across writing situations and disciplinary literacies for graduate studies. For international students' use of English, what are expected to be effective in their communications? In this presentation, I focus on the students of the MBA program and will discuss a 4-week course designed for a closer interaction between the individual students and the teaching staff including writing instructors, librarians, and peer writing center consultants. The course is designed to reorient the students' knowledge of English toward a discipline-specific context and engage their use of English in business communications and with US graduate literacy practices. ■

A308

Germain Mesureur
Keisen University

Akiko Hagiwara and Kaoru Kobayashi
Tokyo University of Pharmacy and Life Sciences

CLIL in a life science university programme

Germain Mesureur is an assistant professor of English Communication at Keisen University in Tokyo, Japan. He is also adjunct faculty at The University of Tokyo and Tokyo University of Pharmacy and Life Sciences. He has a life sciences background, and his research interests include CLIL, ESP, and student motivation.

Akiko Hagiwara is an associate professor of language sciences at Tokyo University of Pharmacy and Life Sciences. Her research interests include interlanguage pragmatics, phraseology, multilingualism and second language acquisition. She has extensive experience teaching English to life science majors.

Kaoru Kobayashi teaches English at Japanese universities including Tokyo University of Pharmacy and Life Sciences. Her research interests are in vocabulary acquisition especially in ESP settings, and blended learning. She has published in The Asian EFL Journal Quarterly; TESOL Journal.

This paper will explain the creation and implementation of a special CLIL English class in a life science programme for over 200 3rd year university students of lower-intermediate English level. Based on student feedback about the need for more specialised and relevant English content, we created a unique class blending a number of authentic sources, and devised a variety of innovative tasks for practice and assessment. An entire chapter from a US university biology textbook is used as the reading base for a course which includes video and live lectures for listening and note-taking practice, extensive vocabulary building, as well as a complete introduction to scientific presentation. We also use a Moodle site to share information with students. Assessment is performed through presentations and the compilation of a substantial portfolio. The presenter will give advice of how to select and secure the rights to the best material for a course, as well as introduce specific examples of how to create tasks and assessments. Although the example presented is a scientific English class, the principles behind the course design can be applied to most disciplines. ■

A302

Winnie Cheng
The Hong Kong Polytechnic University

Phraseologies across the curriculum: Comparing Corpus of Research Articles 2007 and 2014

Winnie Cheng is Associate Dean, Faculty of Humanities, Professor of English and Director of the Research Centre for Professional Communication in English (RCPCE), Department of English, The Hong Kong Polytechnic University. Her research interests include EAC, ESP, intercultural and professional communication, corpus linguistics, conversation analysis, critical discourse analysis, and pragmatics.

Data-driven learning and teaching, the direct use of corpora of text in language learning and teaching, has proven to be effective in the learning and teaching of writing skills, including research writing for undergraduate capstone projects, post-graduate research theses and dissertations, and even research publications in journals of high impact ratios. This paper describes the corpus-based and data-driven approach for learners to enhance their knowledge in research reading and writing and strategies, with a focus on phraseologies. It introduces the new Corpus of Research Articles (CRA) 2014 that parallels the existing CRA 2007 in order that learners and teachers across the curriculum will be able to learn from and exploit a more recent corpus for research writing and to examine and compare diachronically a range of linguistic features in the two corpora of journal articles. The CRA 2014 can be examined according to disciplines, fields, sections, and sections specific to disciplines. The paper compares frequent phraseologies across 39 disciplines and 16 sections of the genre of empirical journal articles in CRA 2007 and 2014, and discusses the pedagogical value of examining different types of word co-occurrences in research article comprehension and production across the curriculum. ■

A306

Michele Ho
The Hong Kong Polytechnic University

Content and Language Integrated Learning (CLIL): An illustration of examples and the teachers' role

Michele Ho is a Language Instructor at ELC, PolyU who works closely with local primary and secondary schools on CLIL implementation and teaching methodologies. She has been actively involved in teacher trainings giving insights to local teachers regarding lesson preparation, delivery and assessments, following the principle of CLIL.

The integration of English into non-language subjects has been gaining ground in the Hong Kong education system and has been widely promoted among many local primary and secondary schools. The main objective of this is to help students acquire language skills and develop an interest in English while learning subject-based content knowledge, according to the Curriculum Development Institute (CDI) of the Education Department. The principle of Content and Language Integrated Learning (CLIL) is to simultaneously increase students' exposure to subject content and to raise their literacy.

This paper examines how the concept of CLIL (Content and Language Integrated Learning) can be applied practically and fruitfully in classrooms through careful lesson preparation and delivery. Through illustrations of authentic test-run lesson plans on Geography, Mathematics, Information Technology (IT) and Science in schools that employ Chinese as the medium of instruction (CMI) and those with English as the medium of instruction (EMI), CLIL has been shown to be effective in enhancing students' ability to use English in producing verbal and written answers and in interacting with subject teachers proactively. This paper also illustrates how subject teachers are able to strike a balance between language and content such as allocating a suitable amount of time to, and including tasks on, language exposure within limited class time in CLIL lessons. ■

BC201

Thomas Lavelle

Stockholm School of Economics and The Chinese University of Hong Kong

Disciplinary dispositions to English

Dr Thomas Lavelle is Director for the Center for Modern Languages & Communication at the Stockholm School of Economics. His teaching includes courses and workshops on business English, management communication, Anglophone academic writing and teaching and learning through a lingua franca. His current research all derives from questions relevant to that teaching. During the fall of 2015, he is a visiting fellow at the Department of English, The Chinese University of Hong Kong.

Through an examination of two master's level, English-medium degree programs, one in history and one in management, this paper identifies similar dispositional stances toward the Anglophone writing that students do and argues that this stance has its roots in institutionally relevant linguistic ideology rather than in disciplinary needs, practices or conventions.

Students in both programs are multilinguals recruited globally, and I generally characterize faculty disposition in the programs as a lingua-franca disposition: i.e. one that both prioritizes the shared academic enterprise over linguistic form or even disciplinary conventions and, in varying degrees, encourages students to deploy all the linguistic and cultural resources at their disposal. Methodologically, the study draws upon faculty interviews and institutional documentation, data sources that suggest different language ideologies (where interviews point toward pragmatic lingua-francacism and documentation toward a naive purism). Both degrees are taught and awarded by Swedish universities (although the management program is a joint degree taught and awarded by a 29-university global consortium). Theoretically, the study draws upon and engages the work of Lu, Horner, Pennycook, Blommaert and Canagarajah and, to a lesser extent, research on English as an academic lingua franca, e.g. Mauranen, Firth and Seidlhofer. ∎

BC202

Anna Tso

The Open University of Hong Kong

Winnie Ho

Lancaster University

Hong Kong students' perceptions and experiences of English academic writing: A case study at The Open University of Hong Kong

Dr. Anna Tso is currently assistant professor of English and Comparative Literature at the School of Arts and Social Sciences, The Open University of Hong Kong, where she heads the Master of Arts in Applied English Linguistics, leads the English Cultural Literacy team, and directs the Digital Humanities Research Centre.

Ho Siu Yee is a PhD candidate in Applied Linguistics at the Lancaster University. Winnie used to teach Linguistics, English for Specific Purposes and Interpreting in various institutions including the Hong Kong Institute of Vocational Education, Chu Hai College of Higher Education and The Open University of Hong Kong.

English academic writing skills are crucial for all university students, locally and worldwide. Students who are keen on academic writing are more likely to perform well in their studies and become high achievers in higher education. In Hong Kong, most tertiary institutions run compulsory English academic writing courses for Year 1 students. Unfortunately, English academic writing is often mistakenly viewed as a "transparent medium" (Lillis, 2006), or a set of core skills transferable to all contexts and all disciplines. Year after year, English academic writing, which should have been introduced as social and cultural practices, is unwittingly taught as generic study skills which are detached from authentic writing practices within different academic disciplines. Consequently, academic writing courses that employ the simplistic study-skills approach fail to enhance university students' competency in English academic literacy, in particular academic writing. With the aim of helping local English second language (ESL) students to improve their academic writing, this paper will investigate how local ESL students make sense of English academic writing practices. It will also identify the major issues and challenges Hong Kong students face as they engage in English academic writing in the first year of their university studies. ∎

BC203

Grace Lim, Tsan-Ming (Jason) Choi, Hau-Ling Chan and Anna S.C. Cheung
The Hong Kong Polytechnic University

An involvement of language experts in the subject assessment: A motivation or a threat to students' attitude to learning

Grace Lim is a Lecturer in the English Language Centre at The Hong Kong Polytechnic University. She is involved in a number of projects related to Writing Across the Curriculum and on-line language learning. She is currently reading a PhD in discourse analysis at the University of Hong Kong.

Tsan-Ming (Jason) Choi is a Professor of Fashion Business at The Hong Kong Polytechnic University. Over the past few years, he has authored/edited 15 research handbooks and published extensively in top journals in business, engineering and fashion. He is a recipient of the President's Award for Excellent Performances/Achievements in teaching.

Dr Hau-Ling Chan is currently a Research Associate (postdoctoral) at The Hong Kong Polytechnic University. Her current research interests include retail operations analysis, and supply chain management. Dr Chan has published research papers in well-established high-impact journals such as Decision Support Systems, IEEE Transactions on Systems, Man, and Cybernetics – Systems, and International Journal of Production Economics.

Anna S.C. Cheung is a Project Associate at The Hong Kong Polytechnic University. Her research interest is in second language acquisition.

English is important to the future career of students' reading for a degree in fashion industry. The discipline teacher of the subject, Fashion Retail Information System is thus motivated to collaborate with a team of English specialists to raise students' awareness towards the use of English in his assignments. This presentation shares the experience of incorporating materials from English Across Curriculum (EAC) into the above subject. As a case study, we first describe the subject and the role played by EAC in the coursework, then we report on the effects of further collaboration based on students' and the subject teacher's views.

In the first round of collaboration, focus was solely placed on helping students to acquire the skills of case report writing and group presentation. This involved offering tips on report writing and group presentations. In this stage, the role of English specialists was maintained at the level of being a supporter of the subject teacher. In the coming semester, the subject teacher has taken a further step to invite the English teachers to grade the group presentations by means of recorded video clips. This conference presentation will report students' feedback towards such collaboration as reflected through the pre- and post-questionnaire surveys, focus group interviews as well as subject teacher's standpoints. Analysis on students' performance and attitude to English will also be compared with the previous cohort whose presentations were not assessed by the English teachers. We conclude by discussing some critical factors which are crucial for improving the effectiveness of having EAC as a part of the subject. ■

BC215

Debra Jones and Ann Brantingham
Xi'an Jiaotong-Liverpool University

Bridging the gap between language and content: Evaluating jointly delivered modules for Chinese students at an international university

Debra Jones is currently working as a tutor in the Language Centre at Xi'an Jiaotong-Liverpool University, an international English-medium university in China. She is currently working on a form of Content and Language Integrated Learning where modules which are jointly delivered by the Language Centre and academic departments.

Ann Brantingham has taught English in China for ten years. Currently she teaches in the Language Centre at Xi'an Jiaotong-Liverpool University in Suzhou, China. She generally teaches on modules delivered jointly by academic departments and the Language Centre and is interested in how language teaching can be incorporated into academic content delivery.

Xi'an Jiaotong-Liverpool University, an international, English-medium university in Suzhou, China, is a joint-venture between a British and a Chinese university. Students follow a UK curriculum with opportunities to complete their undergraduate degrees at Liverpool University in the UK. Initially, language and content were taught separately; students attended English for Academic Purposes (EAP) classes, delivered by the Language Centre, to develop their English skills, and content modules delivered by academic departments to learn about their subject. More recently, to address some of the problems faced by Chinese students studying in a second language and to better prepare them for the challenge of academic study through the medium of English, the Language Centre has begun working with academic departments to jointly deliver content modules to Year 1 students. The aim is to support students in their understanding of key concepts in their subject area and also help them acquire the language they need to communicate in their field of study. This presentation will introduce some different models of delivery, and explain how Language Centre tutors have supported both students and academics, giving examples of activities and teaching practices. The presenters will reflect on the lessons learned and possible future directions. ■

AG206

Priscillia Pui and Happy Goh
National University of Singapore

Fostering critical thinking and writing skills through content-based instruction for engineering undergraduates

Priscillia Pui has over 14 years of English language teaching experience in various ESL/EFL contexts and has taught in universities in Malaysia and Australia. She is currently a Lecturer at the Centre for English Language Communication, National University of Singapore, where she co-coordinates and teaches a module on Critical Thinking and Writing for engineering undergraduates. Her research interests include the use of ICT in language education, improving students' critical thinking skills and academic writing.

Ms Happy Goh is a senior lecturer with the Centre for English Language Communication, National University of Singapore. An experienced practitioner in language teaching, her professional aim is to help students acquire a targeted mastery of the English Language that is in keeping with the demands of their chosen course of work or study. She has taught various language courses designed for different types of learners and purposes, including English bridging course programme for PRC scholars and ASEAN scholars and Professional Communication. She currently coordinates the Critical Thinking and Writing module for Engineering undergraduates and is co-chair of the Technology and Consultancy Platform Committee. Her interests include writing, critical thinking, and learning strategies.

Content-based instruction is not foreign to ESL contexts (Davies, 2003; Brinton, Snow & Wesche, 2003) and is gaining more momentum in institutions of higher learning (Crandall & Kaufman, 2002; Stoller, 2004) because it 'kills two birds with one stone' by helping students learn language skills through content that is pertinent to their discipline. Its underlying philosophy of empowering students to become independent learners with relevant skills such as communication and critical thinking skills resonates with the needs of 21st century learning (Pacific Policy Research Centre, 2010), and forms the foundation for the conceptualization of this critical thinking and writing module. Goldberg (2009) in his needs analysis of engineering education has identified the 7 Missing Basics in Engineering Education, i.e. skills that engineering graduates lack and they include the skills of Inquiry, Labelling, Modelling, Decomposition, Gathering Data, Visualisation and Communication. This paper describes how critical thinking and communication, namely writing skills (which are purportedly lacking in the students for this particular context) are integrated in a themed-based module for engineering undergraduates in a Singapore university, undergirded by Goldberg's (2009) framework. It will also offer a critical reflection and review of the literature on critical thinking approaches, and detail how this critical reflection shapes the learning outcomes, course materials and assessments for this module. It offers insights and reflection on the course design - more specifically how a critical thinking framework integrates with academic writing skills, and presents considerations for the effective implementation of content-based instruction from this particular case study. ■

A308

Vincent Wong
Hong Kong Baptist University

The strategic roles of principals in engaging teachers and students in "English Across the Curriculum": Implications for school leadership

Dr. Vincent Wong is Senior Lecturer in HKBU(SCE) and a seasoned consultant for numerous school management and leaders. Vincent is also: former Education Bureau Officer (senior CS rank) for curriculum policy; Member, Public Affairs Forum (Education), Home Affairs Bureau; Associate Editor, Public Administration and Policy; Assessment Panel for MOI in EDB, LPAT in HKEAA, FELPT in HKU, and Awardee of Outstanding Doctorate.

The purpose of this presentation is to illustrate the strategic roles of Principals in engaging teachers and students in "English Across the Curriculum (EAC)" and the implications for school leadership in Hong Kong. In the paper, the framework of "T-excel@hk" promulgated by the "Committee on Professional Development of Teachers and Principals (COTAP)" is discussed as the policy background for the discussion of the strategic roles of Principals in EAC.

In summary, this presentation yields four useful policy implications for principals in leading the senior or middle managers. First, principals could make reference to the "T-standard" and "T-dataset" and formulate their own School-based Competence Framework (SBCF) with special emphasis on the competence and policy of EAC. Second, principals could study the "T-train" and "T-surf" and formulate their own School-based Training Guide (SBTC) with key focus on the training mode and Knowledge Management (KM) portal of EAC. Third, principals could investigate the "T-craft" and "T-share" and formulate their own School-based Networking Support (SBNS) with due attention to the mentorship and networking of EAC. Fourth, principals could refer to the "T-applause" and "T-bridge" and formulate their own School-based Networking Support (SBNS) with highlighted concern of the recognition and theory-practice gap of EAC. ■

A302

Esther Tong and Cecilia Pun
Hong Kong Community College, The Hong Kong Polytechnic University

Exploring the content-language link in assignments across the curriculum

Dr. Esther Tong is a Principal Lecturer at Hong Kong Community College, The Hong Kong Polytechnic University. She has won several teaching performance awards, including the CPCE Dean's Award for Outstanding Teaching Performance/Achievement 2014/15. Her research interests lie in the areas of bilingualism, CLIL, TESL, and applied linguistics.

Dr. Cecilia Pun received her joint-U PhD from City University of Hong Kong and The University of Sydney, with a research focus on the development of writing in English under tertiary settings. Her research interests include Systemic Functional Linguistics (SFL), text linguistics, academic writing, and discourse analysis.

College students are required to use language in disciplinary approved ways to engage in the social process, i.e. the theory-practice dialectic, of an academic discipline. In Hong Kong, many sub-degree students learning through English as an additional language often have difficulties comprehending and producing oral and written academic registers which demand their use of more sophisticated and cognitive-demanding academic discourse (Cummins, 1981; Cummins & Man, 2007). To support these students' learning through English in different academic disciplines, the Community College of The Hong Kong Polytechnic University offers adjunct language-in-the-discipline courses to teach students how to use appropriate linguistic features to realise the ways of thinking, knowing and doing in subject-specific genres of writing/speaking. This paper explores how language is used as resources to create meaning in different academic registers. The presentation shares the analysis of the interdependent relationship of language and content in major assignments in business, engineering, and design subjects and outlines how students are engaged in the disciplines through systematic analysis of disciplinary texts. The results call for further analysis of other common genres of writing/speaking in various academic disciplines to facilitate further development of language-across-the-curriculum pedagogy. ■

A306

Liping Pei
Nanjing University

Combination of English instruction and disciplines - A new type of ESP

Liping Pei is a lecturer in the Department of Applied Foreign Language Studies at Nanjing University, P.R. China. Her research interests lie mainly in the area of second language acquisition and teaching.

ESP (English for Specific Purposes) has become more and more popular in China and many universities have set up ESP courses for different majors, while nearly all the ESP courses are given by discipline teachers of related majors instead of English teachers, which may cause some problems such as the neglect of the instructions on the use of English as those discipline teachers may lack relevant knowledge.

The present study attempted to find out whether it was necessary and possible to combine English instruction with a discipline course. A class of 24 law majors participated in the study in a term, who attended a course entitled Comparative Constitution. The course was given by a discipline teacher and an English teacher together in three different collaborative instructions. Questionnaires were given to the students before, during and after the term to know their attitudes on the effects of that instruction.

The observations in class and the results from the questionnaires suggested that it is possible and necessary to combine English instructions with a discipline course and that it is preferred by the students to put English instruction before discipline instruction. ■

BC201

Karyn Mallett, Anna Habib and Paul Rogers
George Mason University

Integrating English language and composition instruction: A study of three instructional models

Karyn E. Mallett is Associate Director for INTO Mason English Language Programs and Affiliate Assistant Professor of Linguistics at George Mason University. Karyn teaches graduate courses in pedagogical grammar, writing in the disciplines, and TESOL methods. Her publications focus on pedagogical and programmatic approaches to graduate and undergraduate pathway programs in U.S. higher education.

Anna S. Habib is Term Assistant Professor of English and Assistant Director of Multilingual Composition at George Mason University. She teaches graduate and undergraduate composition courses to international pathway students. Her recent publications focus on the development of disciplinary expertise in graduate writing courses and on student and faculty perceptions of multilingual Writing Across the Curriculum.

Paul Rogers is an Associate Professor and the Associate Chair of the English department at George Mason University. His recent publications include the co-edited volumes International Advances in Writing Research: Cultures, Places, and Measures (2012); Writing Across the Curriculum: A Critical Sourcebook (2011): and, Traditions of Writing Research (2010).

Around the world, institutions of higher education are increasing international enrollments. In the United States, this shift in student mobility has encouraged further development of English Across the Curriculum research that is focused on measuring the effectiveness of varied integrated language and composition pedagogies for first year university students. In this paper, presenters provide an overview of one institution's whole program approach to integrated language and content instruction, the Undergraduate International Pathway Program. In addition, presenters detail one particular course, First Year Composition for Multilingual Writers of English, in order to demonstrate the particular ways in which composition and English language goals are integrated and achieved at the course level. After providing these program-level and course-level contexts, presenters outline the first phase of a research study aimed to compare the effectiveness of three different instructional approaches to this foundational writing course; specifically, the study examines the current year-long, English for Academic Purposes (EAP)/ composition co-taught model against two varieties of single instruction (i.e. EAP and composition instruction occurring separately over the course of a year). The implications of this research are relevant to a variety of English Across the Curriculum constituents, including EAP and composition faculty, second language (L2) writing and EAP researchers, and English language program administrators. ∎

BC202

Peter Crosthwaite and Lisa Cheung
The University of Hong Kong

English in the dentistry discipline: A learner corpus study of certainty and doubt

Peter is an assistant professor at the Centre for Applied English Studies, HKU, with previous experience in many other academic and professional fields. Peter's research include second language acquisition, (learner) corpus analysis, language assessment, Korean and Mandarin linguistics, and language teacher education.

Dr Lisa Cheung is currently involved in the teaching of undergraduate English enhancement courses across faculties such as Arts, Dentistry, and Law. She is the Coordinator of the English programme for the Faculty of Dentistry: first-year English for Dental Students courses and fourth-year English-in-the-Discipline course.

This paper details a contrastive interlanguage analysis (i.e. Granger, 1996) of metalinguistic features of certainty and doubt (following Hyland, 2000) in a one-million-word corpus of L2 group research reports from 4th year dentistry students in their English-in-the-discipline training. The paper explores whether these dentistry students are more or less certain in their claims than L2 writers taking freshman EAP courses (in the 350,000 word HKU-CAES learner corpus, Crosthwaite, 2015) or writers in the professional dentistry field (in a 1,000,000 word corpus derived from the disciplinary journal Community Dental Health). The results suggest that L2 writers are more certain in their claims than in general EAP or in the professional data, as evidenced by a significantly higher proportion of boosters and comparatively infrequent use of hedging devices. The authors suggest that as the L2 writers feel under intense pressure to show that their research projects have been successful (in order to complete the project), this pressure is reflected in an overly optimistic appraisal of the importance of their research findings. Implications for the pedagogy of English-in-the-discipline courses are also discussed. ■

BC203

Carroll Nardone
Sam Houston State University

English in the disciplines: Professional writing as ways of knowing

Carroll Ferguson Nardone, Ph.D. (Rhetoric and Professional Communication) is Associate Professor and WAC director at Sam Houston State University. In addition to numerous national and international conference presentations, she publishes in workplace writing, visual rhetoric, critical thinking, and writing assessment. She is the co-author of Technical Communication as Problem Solving.

As the English language diffuses through global writing-across-the-curriculum pedagogy, faculty would be wise to consider moving away from standard ability-focused performance assignments to writing strategies that ask students to enter a dialogic knowledge-making process with disciplinary faculty. By moving our students into the intertextual conversations among scholars and practitioners, we can develop a pedagogy that becomes more pertinent as students move from our classrooms to the wider world. Such a pedagogy supports student writing as a mode of learning to become professional practitioners. Indeed, such a pedagogy creates assignments where students are both producers and consumers of authentic texts that serve a larger purpose than to simply practice writing structures and genre. This presentation argues for repositioning writing in disciplinary contexts through a more robust philosophy highlighting students' intellectual roles as knowledge makers already in conversation with the non-academic world. Students are able to focus more on professional writing practices through authentic writing situations that engage current disciplinary conversations. Among the benefits of such a pedagogy is assessment that becomes more authentic than the traditional transactional relationship between teacher and student in the classroom. ■

BC215

Patrick Leung
The University of Hong Kong

Jody Leung
The Chinese University of Hong Kong

Using an anthology for content and language enhancement in junior secondary Geography curriculum

Patrick Leung is Assistant Lecturer at Centre for Applied English Studies, The University of Hong Kong. His research interests are in the areas of second language learning and teaching, and Content and Language Integrated Learning (CLIL) / Language Across the Curriculum (LAC).

Jody Leung is an English and Geography teacher in a secondary school in Hong Kong. She also serves as Chairperson of the Language Across the Curriculum Working Group at the school. She specialises in English language education and Language Across the Curriculum (LAC).

Following the fine-tuned medium of instruction policies in Hong Kong secondary schools, more and more schools have adopted Language Across the Curriculum (LAC) to enhance content and language learning in a mutually beneficial manner. Because of its flexible and dynamic nature, LAC encourages innovation, granting teachers and curriculum designers the freedom to experiment with diverse forms of practices best suiting the needs of different learners.

This presentation aims to share the findings of a pilot study into one form of LAC practice - the use of a school-based dual-focused geography anthology with Secondary 1 and 2 students in a local secondary school. Designed to be used out-of-class for independent learning and consolidation, each text is specially chosen to align closely with the learning outcomes of the geography curriculum, and is accompanied by tasks focusing on both content and language.

In this presentation, we will outline the school context and explain the rationale behind this practice. Based on the data obtained in the questionnaire survey and interviews, we will analyse and discuss the views of and feedback from the students and teachers regarding the use of the geography anthology. We will conclude by suggesting some pedagogical implications and future plans of actions. ■

AG206

Dexter Da Silva
Keisen University

Issues raised by the teaching of Psychology-related CLIL classes in Japan

Dexter Da Silva is Professor of Educational Psychology in the Department of Psychology and Horticulture at Keisen University in Tokyo. He has been teaching in Japan for more than 25 years. His research interests span a broad range of education-related topics, including trust, student motivation, CLIL, identity and self-concept.

Content and Language Integrated Learning (CLIL) is very much becoming fashionable at universities in Japan. Whether it remains just a fad and dies out, or becomes an important factor for deeper educational change is a key question, and depends on how CLIL is pursued in the next few years. Using Coyle et al's (2010) 4 Cs framework of content, cognition, communication and culture, and an analysis of three Psychology-related subjects in English taught at two universities in Tokyo over the past 10 years, the presenter will discuss some of the main issues that have arisen - the balance between language and content, students' mixed levels of English, teachers' expertise and collaboration among content and language teachers, and appropriate teaching and learning activities. Consideration of and planning for these issues are critical for teachers who are being increasingly asked to teach CLIL classes at universities in Japan. ■

Reference:

Coyle, D., Hood, P., & Marsh, D. (2010). *Content and language integrated learning.* Cambridge, UK: Cambridge University Press.

A308

Mark Brooke
National University of Singapore

Case studies in CLIL: Engaging students to adopt a stance and find a research purpose

Mark Brooke is Lecturer at the Centre for English Language Communication at the National University of Singapore. He holds an EdD from the University of Durham, UK and has presented and published in areas such as CLIL, the sociology of sport, English linguistics and teacher training.

This presentation reports on a Content and Language Integrated Learning (CLIL) course at the CELC, NUS entitled Sport and Socialization. Its objectives are to develop critical thinking, research and academic writing skills. Over a semester, second year undergraduate students from diverse disciplines are introduced to the empirical social science research genre and are asked to design, conduct and write their own 3000-word research paper. To write this paper, they first need to be aware of the particular viewpoints related to phenomena in that field; they then need to think about a line of inquiry that will enable them to write evidence-based arguments once they have adopted a particular stance. This can be challenging if students are new to the field and from diverse academic disciplines, particularly those of the natural sciences. The paper explores the strategies developed to gradually introduce students to the differing perspectives within the field and how these might relate to lines of inquiry. This enables students to develop their projects' research purpose and theoretical framework; it also enables them to engage in what Ennis (2011, p.1) defines as the core meaning of critical thinking: 'reasonable and reflective thinking focused on deciding what to believe or do'. ■

A302

Lindsay Miller
City University of Hong Kong

English-medium General Education course design

Lindsay Miller is an Associate Professor in the Department of English at City University of Hong Kong. He teaches both undergraduate and postgraduate courses. Lindsay has published widely in the areas of self-access language learning, academic listening, and ESP course design.

This presentation investigates a novel approach to engaging second language university level learners in improving their language proficiency. A General Education course on Sports, Culture and Society uses the integration of narrative structures, thematic frames and discursive cues as a way for students to become critically engaged with their language learning via the content of the course. The presentation deals with the theory of using content to motivate students from different disciplinary backgrounds and language proficiency levels - it therefore integrates language across the curriculum on multiple levels. Typical learners' feedback about the course, from both the linguistic and content perspectives, is presented. The learners' responses illustrate that they are able to develop critical language competencies if they are presented with contexts which stimulate them and are relevant to their own popular cultural experiences. ■

A306

Lynda O'Brien
University of Nottingham Ningbo

English in the disciplines: The different needs, expectations, and interactions of an EdD writing group and those of two multi-discipline PhD writing groups at a Sino-British university in China

Since August 2013 I have been working as an academic advisor in a Sino-British university based in China. My role has been to extend academic support provision for doctoral candidates across the disciplines. I hold a PhD in Applied Linguistics from the University of Reading, UK.

The writing group concept for doctoral candidates was first introduced at the University of Nottingham Ningbo, China in February 2014. Since then three groups, one consisting of only EdD candidates and two of PhD candidates from varying disciplines, have met regularly with the aim of supporting each other through the doctoral writing process. As part of the University's Academic Support Clinic services, the writing group concept has been well received by students and their supervisors. While the disciplinary focus of the groups has had no impact on students' positive reaction to participation, it is the format of the meetings which is seen to be different and is a direct result of that disciplinary focus. This presentation aims to highlight those differences in terms of the needs, expectations and interactions of the different groups. ■

BC201

Zak Lancaster
Wake Forest University

Analysis of stance in English L2 undergraduates' coursework writing across disciplines: Linguistic patterns and faculty perceptions

Zak Lancaster is an assistant professor of English at Wake Forest University in the U.S. His research focuses on the language of stance and evaluation in academic discourse, writing in the disciplines, and second language writing. His articles have appeared in Written Communication, Across the Disciplines, and College Composition and Communication.

In this presentation, I provide evidence from a U.S. context to show that faculty perceptions of international students' English "grammar problems" and insufficient "critical thinking" in their writing are in large measure shaped by language use at the level of discourse semantics, in particular expressions of stance. Defined by Hyland (2005, p. 176) as "a textual 'voice' or community recognized personality," stance and attendant language resources have received much attention from linguists in recent years, with some research pointing to connections between linguistic projection of stance and assignment scores/grades (e.g., Wu, 2007). Drawing on professor interviews and linguistic analysis of over 50 English L2 students' writing from four courses in the disciplines, I show that perceptions of "grammar problems" are often elicited by prose that projects unclear or contradictory stance positions, even when the prose is free of technical errors. Other findings suggest that perceptions of insufficient critical analysis are influenced by language use that breaks from community-expected stance-taking norms. I close by discussing implications for working with professors in the disciplines to become more reflexive about language use in their students' writing. In particular, I suggest that reading at the level of discourse semantics offers a needed "middle ground" between lexicogrammar and students' level of analysis. ∎

BC203

Vicky Lee, Sam Lau, Sandy Chan and Sammy Ming
Hong Kong Baptist University

Combating the English literary crisis through Writing Across the Curriculum (WAC): A case study at the Associate Degree (AD) level at Hong Kong Baptist University (HKBU) College of International Education (CIE)

Vicky Lee is a Senior Lecturer and Associate Head at the Hong Kong Baptist University College of International Education. She teaches writing and literature. She is the chairperson of the Quality Assurance Committee of the College. Her publications/research cover teaching literature in General Education, General Education models/frameworks and autobiographical writings.

Dr. Sam Lau is the Director of the Hong Kong Baptist University College of International Education, which enrolls about 5,000 students in the Associate Degree and Undergraduate programmes. His research and expertise is in environmental conservation and management. As a staunch supporter of Interdisciplinary General Education, he has spearheaded the collaboration and synergy of diverse disciplines.

Sandy Chan Wai-ching is an English lecturer at the Hong Kong Baptist University College of International Education, teaching academic writing, English literature, creative writing, and business communication. She received a B.A. degree in English Literature and Linguistics, and a M.A. in Journalism from The Chinese University of Hong Kong.

Sammy Ming is teaching English writing and literature at the Hong Kong Baptist University College of International Education. She is also the coordinator for IELTS courses and English Communication Skills courses. Her research interest is on cooperative learning in a competitive setting.

Students' apprehensiveness towards English writing is a growing trend that can no longer be ignored - a concern shared by many frontline teachers. Recent studies at CIE on students' dispositions towards assessments have shown students' increasing preference for assessment methods with little or no essay writing component. Using writing as a mode of learning, as a way of ordering and building knowledge or as a form of critical thinking has become ever more difficult in practice. At HKBU CIE, initiatives have been taken to combat this "crisis." Much support has since been gathered for a WAC movement at CIE. On the College level, policies, like restricting the number of MC questions and making room for more open-ended essay-type questions, are in place. On the pedagogical level, there is an ongoing dialogue between language teachers and teachers across disciplines on, inter alia, the design of graded and non-graded writing tasks, workshops on reading journal articles and process writing in the disciplines. On the assessment level, the inclusion of language use has been built into rubrics across disciplines. Pairing of "writing" with "experiential learning" is also coming along. Quantitative and qualitative data on the effectiveness of the CIE WAC movement shall be discussed. ■

BC215

Germain Mesureur, Midori Asaoka and Dexter Da Silva
Keisen University

Using CLIL to bring together the key values of a Japanese university

Germain Mesureur is an assistant professor of English Communication at Keisen University in Tokyo, Japan. He is also adjunct faculty at The University of Tokyo and Tokyo University of Pharmacy and Life Sciences. He has a life sciences background, and his research interests include CLIL, ESP, and student motivation.

Midori Asaoka is a part-time professor of English and Horticulture at Keisen University, Tokyo, Japan.

Dexter Da Silva is Professor of Educational Psychology in the Department of Psychology and Horticulture at Keisen University in Tokyo. He has been teaching in Japan for more than 25 years. His research interests span a broad range of education-related topics, including trust, student motivation, CLIL, identity and self-concept.

The Content and Language Integrated Learning (CLIL) approach is being used at Keisen University, a private women's college in Tokyo, to teach two of its traditional subjects: Horticulture and English. It aims to be the core of a larger coordinated CLIL English programme, incorporating the teaching of other academic subjects in English. This presentation will describe the aims, objectives and practices of the CLIL Horticulture courses, and consider the issues, problems, and challenges that have arisen. The effectiveness of these courses will be demonstrated by matching the curriculum against Coyle's 4Cs CLIL framework - Content, Communication, Cognition and Culture. The presenters will also provide examples of material successfully used in the programme, and explain how these were adapted to mixed-level classes. ∎

BC216

Kit Mun Lee and Sarah Chong
National University of Singapore

Integrating communication skills with software engineering

Kit Mun Lee is a lecturer at the Centre for English Language Communication (CELC), National University of Singapore. She teaches and coordinates writing and communication modules to science and computing students, and her current research interests are corpus linguistics and academic writing.

Sarah Chong is a teaching fellow at the Centre for English Language Communication (CELC), National University of Singapore. She teaches communication modules to students from the School of Engineering and School of Computing as well as those on the joint multi-disciplinary programme from Environmental Studies. Her research interests are in language and culture, as well as literacy and social mobility.

The ability to communicate effectively is an essential "professional" skill designated by ABET (Accreditation Board for Engineering and Technology), and software engineering educators are generally aware that software engineering undergraduates need strong communication skills, but may not necessarily always have them. Rather than simply making these students take communication courses taught by another department, the recent trend has been towards integrating communication skills instruction within the technical courses. At NUS, an effort in this direction is the 'twinning' of a software engineering module for Computing students with a communication one. This paper reports on an evaluation study conducted on this module three years after it was first conducted.

The study seeks to examine the effectiveness of the module in terms of:

• students' attitudes towards the relevance of the module in developing important communication skills,

• students' perceptions of their proficiency in speaking and writing, and

• students' ability to write reflective essays.

The data collected include survey results of students' attitudes and perceptions, students' scores in pre- and post-module writing tests, as well as informal interviews with small groups. It is hoped that the findings will be valuable in informing efforts in redesigning the module. ∎

AG206

Dennis Foung and Prakash Metaparti
The Hong Kong Polytechnic University

The implementation of assignment-specific English writing support to the discipline - A case study of a course in Maritime Studies

Dennis Foung is a Language Instructor at The Hong Kong Polytechnic University. He has been teaching English to different tertiary students in Hong Kong, including students of higher diplomas, associate degrees and bachelor degrees. Having a keen interest in teacher-student interactions, Dennis always attempts to apply his research findings in his daily teaching.

Prakash Metaparti is a Senior Teaching Fellow in the Department of Logistics and Maritime Studies at The Hong Kong Polytechnic University, here he teaches maritime subjects. Prakash has been teaching since 2009. Prior to taking up university teaching, Prakash was a Commander in the Indian Navy and his industry experience includes work as the head of a telecom software development centre.

Writing Across the Curriculum (WAC) is described as a project that can enhance the learning of discipline subjects and academic writing skills (Cheng et al., 2014). Despite efforts of English language teachers (ELT) and university educators, students are still less positive to English writing in discipline courses than in English-related courses (see Jeffrey & Wilcox, 2014 for example). It is therefore important to adopt proper strategies to address the students' needs when providing support to discipline courses. This presentation describes the successful implementation of assignment-specific writing support to a University course in Maritime Studies. It first presents the needs analysis of the students in the course, followed by the details of strategies used in designing the support materials. The strategies included the provision of task-based writing advice and excerpts of a similar genre before assignment submission. The writing materials were supplemented by class-specific language feedback after assignment submission. The results of students' assignment and post-assignment attitudinal questionnaire will then be presented to evaluate the effectiveness of such strategies. The session will be concluded by recommendations for ELT practitioners and university educators. Preliminary findings show that students tend to find task-based pre-assignment support and post-writing feedback useful. ELT practitioners are therefore recommended to design support materials for WAC based on the practical needs of students. This may imply a round of needs analysis for each group of students and a genre analysis on the writing task assigned by the subject lecturer. University educators are also recommended to consider adopting a WAC approach to enhance the quality of students' assignment. ■

A308

Eoin Jordan
Xi'an Jiaotong-Liverpool University

Online peer assessment for Content and Language Integrated Learning tasks

Eoin Jordan currently works as a manager in the Language Centre at Xi'an Jiaotong-Liverpool University. He has published articles and delivered conference presentations on the following areas: Learning Technologies, Language Assessment, Vocabulary, World Englishes, and English as a Lingua Franca.

Staffing constraints at higher education institutions often necessitate that some delivery to undergraduate students in the early years of their degrees is in large groups. This poses problems for academic staff who wish to adopt a Content and Language Integrated Learning (CLIL) approach, as setting students individual writing or speaking tasks may result in a grading load that is unmanageable. However, recent software developments now mean that online peer assessment is a viable option to provide meaningful feedback to large groups of students on speaking and writing tasks, while also improving students' understanding of the assessment process. With this in mind, this presentation will report on an action research project to introduce Moodle-based online peer assessment for CLIL tasks at an English-medium international university in mainland China. It will firstly describe how online peer assessment was used with a small group of students (N=15) for a Marketing-based writing task, and then analyze how students responded to this, with reference to both questionnaire data and Moodle statistics. Following this, the presenter will outline how online peer assessment has been used with larger groups of students in other disciplines, as well as lessons learned that may be applicable to other contexts. ■

A302

Angela Tzi San Ng
Hong Kong Baptist University

Let the language teachers deal with it

Angela is a Senior Lecturer at the Language Centre at Hong Kong Baptist University and currently serves as Head of the English Section. She has taught a variety of language courses and her research interests are in the areas of evidence-based teaching and learning, intercultural communication and language teaching.

With the increasing awareness of the relatively low English proficiency among HKBU students to meet their department's requirements, a proposal has been made for each program in HKBU to identify or offer a subject in the program which includes a language component to help students deal with the language demand in their own discipline such as the writing of academic papers and the final year project. This has resulted in quite a lot of resistance among program leaders and faculty members and so far little has been achieved. A survey and follow-up interviews have been conducted to understand the perception of faculty members towards this proposal and the implementation of English across the curriculum in general. The reasons for resistance and possible factors leading to successful implementation of English across the curriculum will be discussed. ■

A306

Wynants Ho and Felicia Fang
The Hong Kong Polytechnic University

Serving the community with special needs: Can we be more articulate?

Wynants Ho is currently the instructor in The Hong Kong Polytechnic University (PolyU) to teach the subjects "Tomorrow's Leaders" and a service learning subject entitled "Service Leadership through Serving Children and Families with Special Needs". Wynants attained the registered teacher qualification in Hong Kong since 2001 and he participated in educational research at institutional and departmental levels in PolyU since 2007. His recent publications are on spirituality and moral competence in terms of positive youth development.

Felicia Fang is a Language Instructor at the English Language Centre of The Hong Kong Polytechnic University. Her research interests include English for academic and workplace purposes, educational assessment (in particular diagnostic assessment, the assessment of writing and rater training), quantitative and qualitative data management and data analysis software.

This presentation, contextualized in the University's promotion of English use across the curriculum, will report how the integration of supplementary learning materials in English enhanced student learning in a discipline subject at the PolyU. In 2014-2015, teachers at the English Language Centre collaborated with the discipline lecturer from Department of Applied Social Sciences and developed additional materials on communication skills including a fieldwork observation checklist, vocabulary to describe emotions in the service learning and metaphors to describe experience during the service learning subject. It was observed that there was obviously improved quality of students' spoken output brought about by the additional materials. This presentation will focus on three areas: a) how students understood, applied and synthesized the intended learning outcomes in their service experience; b) how students reported emotional feelings during the sharing sessions in the camping as part of the service learning subject; and c) how students used metaphors for effective communication during the service. It is believed that the integration of materials in English for communication purposes played an important role in promoting effective student learning in the service learning subject. ■

BC201

Colloquium

Mark Brooke, Jason Banta, Jock Wong and Elmo Gonzaga
National University of Singapore

Ideas and exposition: Teaching 21st century literacies; critical thinking; and academic writing through CLIL

Mark Brooke is Lecturer at the Centre for English Language Communication at the National University of Singapore. He holds an EdD from the University of Durham, UK and has presented and published in areas such as CLIL, the sociology of sport, English linguistics and teacher training.

Dr. Jason Banta is lecturer in the Writing Unit of the Centre for English Language Communication at the National University of Singapore. He holds a Ph.D. in Classical Literature and Language and has published on ancient biography, tragedy and the origins of science fiction.

Jock Wong teaches academic writing at the Centre for English Language Communication, National University of Singapore, with a special interest in 'Content and Language Integrated Learning'. The writing module he teaches involves the teaching of cultural linguistics ('content'). His research interests lie in semantics, pragmatics, cultural linguistics and language pedagogy.

Elmo Gonzaga is a Lecturer at the National University of Singapore. He completed his Ph.D. at the University of California, Berkeley with fields of expertise in the literary, spatial, and visual culture of Southeast Asia and the Global South. He is the author of Globalization and Becoming-nation (2009).

This colloquium offers an overview of a suite of academic English writing courses at the Writing Unit, part of the Centre for English Language Communication at the National University of Singapore. These are the Ideas and Exposition modules, which pertain to a Content and Language Integrated Learning approach (CLIL), catering to students across the university curriculum. The modules are entitled Heroes; Science Fiction and Empire; From Kodak to Instagram: How Images Tell Lies; Visualizing Southeast Asian Cities; Sport and Competition; Sport and Socialization; and English, Singlish and Intercultural Communication. These draw from a wide range of disciplines including critical theory, film and media studies, sociology, linguistics, geography, psycholinguistics, psychology and anthropology. Although subject matter varies, the courses share generic learning objectives. They seek to develop students' critical thinking abilities; their academic research and writing skills; and multimodal literacy. It is surmised that these outcomes benefit all students, independent of their academic discipline. The first part of the colloquium presents the educational context of the IEM courses; the second explores the core learning outcomes aspired to; the third, examines the challenges faced and how these are met. The final part considers the future for this genre of course in tertiary settings. ■

A302

Demonstration workshop

James Green
J2E

Waris Candra
CLASSROOM

Interactive digital learning to engage students in English classrooms (with J2E Online educational tools)

James has had an extensive career as an English teacher teaching overseas and in inner city Birmingham. Subsequently, he secured a number of advisory positions culminating with 8 years as Subject Adviser for Learning Technology. James is passionate about the use of technology in the classroom, and always strived to make technology easy and accessible.

Waris has delivered talks, designs workshops and courses to share with educators and schools to make the most of technology for classroom efficiencies. Waris teaches in CLASSROOM Centre to Primary to Secondary students and has had first hand experiences teaching with a variety of online educational tools and technology devices.

This interactive session will explore different processes to use J2E Online educational tools to engage students' to learn English, including reading, writing, speaking, listening, and using the language effectively. Through the tools, students will have ownership over the works that they produced and shared. The session will also cover how teachers can make use of the technologies to teach English across the whole school's subjects. For example, teachers from various subjects can build word lists across curriculum for the school level and it will be easily accessible by students at school or off school. Throughout the process of learning, students can collaboratively plan, research, draft, publish and share their works.

Presenters will also share ideas to track student progress over time while providing feedback and assessments. To end the session, presenters will show how these tools could be used as a digital portfolio within schools. ■

BC203

Nigel Huckstep

The Hong Kong University of Science and Technology

A large scale, blended-learning writing course

Nigel Huckstep teaches EAP to undergraduate and postgraduate students at HKUST. Special interests: Discourse Analysis, English as a World Language, Technologically Enhanced Learning.

The Center for Language Education and the Division of Humanities at HKUST are currently introducing a large-scale (2400 students a year) programme of writing workshops in a blended learning environment. The writing workshops are part of a larger, compulsory course in the Humanities taken by first year students as part of the Common Core curriculum. As far as I am aware, this project is unique in scope and size in Hong Kong universities.

Online courses are currently much discussed in tertiary education and reaction to the idea of online courses runs along a continuum from enthusiasm to rejection. The presentation will show how we are using new technology to improve students' experience of learning how to write in the context of their university education and will give an account of why a blended learning approach was chosen and what we hope to achieve with the new, enhanced way of teaching EAP. I hope that the presentation will be helpful to colleagues who are considering similar courses and that the presentation might lead to the launch of a special interest/research group to work in the area of language education and online courses. ∎

BC215

David R. Albachten

Istanbul Sehir University

Examining the WAC approach in a Turkish English-medium graduate university with and without academic writing center assistance: Academic writing and dissertation evaluation and implications

David Albachten received his BS and MA from the University of California and The University of Iowa, respectively. David is the founder/head of the Academic Writing Center and the Graduate Writing Program at Istanbul Sehir University, Istanbul, Turkey. Mr. Albachten has over two-dozen presentations and papers on academic writing/ELT research.

Istanbul Sehir University is a young, WAC-embracing, private English-medium university in Turkey. All students speak an L1 other than English. Students write an average of one essay per week in the discipline and twice per week when taking the academic writing course. As the Academic Writing Center (AWC) and Critical Academic Writing (CAW) (writing course) faculty are the same and all student writing is submitted as MSWord documents there is a unique opportunity to track writing over time and an ability to compare AWC/CAW "interventions" vs. the control group (those without writing assistance). To date, fifty Master's students have completed the program.

Using a variety of objective and reproducible measurements (for example: grammar, mechanics, style, plagiarism, minor/major corrections, time-to-completion) through the use of commonly available software tools, intervention and control groups have been compared. Twenty-five students with AWC/CAW intervention from the beginning until final dissertation acceptance were compared to an equal-sized control group over the same period.

AWC/CAW intervention students achieved higher scores by more than 50% compared to the control group. 77% of the students who completed within the allocated time used the AWC for their dissertation. In conclusion, AWC/CAW intervention students learned how to achieve higher quality academic writing, a more timely, and better-quality dissertation. ∎

BC216

Xiao Chen
South China Normal University

Sheena Gardner
Coventry University

A genre-instantiation approach to teaching English for specific academic purposes

Xiao Chen is Lecturer of English at South China Normal University. She got her PhD degree in 2010 at City University of Hong Kong and was visiting scholar at Coventry University, Sep. 2014 - Jun. 2015. Her research interests include corpus linguistics, academic writing, and classroom discourse.

Sheena Gardner is Professor of Applied Linguistics at Coventry University. Her research on Writing in the Disciplines focuses on genres and registers of assessed student writing in the BAWE corpus (www.coventry.ac.uk/BAWE). She is currently working on the new MA in TEAP at Coventry, and several international projects in this area.

Essential for any genre-based pedagogy is an understanding of the nature and value of the texts as genres, an analysis of the text into sections/ stages/ moves   and how they are realised in language. This paper demonstrates how teachers and researchers can access information about each of these from the BAWE corpus of successful university student writing. With a specific focus on the language of Business, Economics and Engineering (BBE), it explains the ethnographic research that informed the genre family classifications; it provides evidence to inform the selection of genre families that are relevant to BEE; and provides an analysis of frequent and key lexical bundles in the three disciplines, with examples of extracts. The aim of the session is not only to inform on the language of student writing in BBE, but also to illustrate how a 'genre-instantiation' approach can mine the resources that have build up around the BAWE corpus, including the online Writing for a Purpose materials.

S. Gardner (forthcoming) A genre-instantiation approach to teaching English for Specific Academic Purposes: Student writing in Business, Economics and Engineering. *Writing and Pedagogy* (2016,8,1) ■

AG206

Simon Watts
National University of Singapore

Tracey Costley
City University of Hong Kong

What do we want when we ask students to write a laboratory report?

Dr Watts is an atmospheric biogeochemist, he was born in the UK, and did a degree in chemistry at Bradford in West Yorkshire, and a PhD at Imperial College London on the hydrometallurgical extraction of uranium from its ores. He has spent many years concerned with the sources, chemistry and fates of reduced sulfur compounds in the atmosphere. He is particularly interested in the effects of these compounds on climate and human health, and hence has been involved heavily in their measurement, be it on aircraft, research vessels, or as part of air quality determinations in buildings, museums, or cities.

He became very interested in the communication of science to both the public and decision makers, and as RM for the Parliamentary Commissioner for the Environment of New Zealand, and then in industry, pursued this interest. He has authored books, technical papers and hold patents arising from his work. He is now an Associate Professor of Biogeo-chemistry in the Department of Chemistry at the National University of Singapore and a NERI Scientist.

Tracey is currently as Visiting Assistant Professor in the Department of English at City University of Hong Kong. Her current research interests include academic literacies and processes of academic socialisation as well as academic genres and student identity in writing at university.

Whether undergraduate or postgraduate-level study, writing a laboratory report in English is a common experience for science students around the world. The production of knowledge in this form is a key genre in university science and is something that in many ways marks the science disciplines from others. Although a common task in the sciences, the writing of the laboratory report is often one that poses significant challenge to students (Bazerman 1998; Carter, Ferzlil & Weibi 2004; Lea and Street 1998).

This paper draws on ethnographic data collected from faculty and students in the Department of Chemistry at the National University of Singapore and is part of a preliminary study exploring faculty and student perceptions of writing a laboratory report in English. In this paper we outline the ways in which faculty and students' understandings of this task both converge and diverge and where gaps may appear in terms of understanding what to write and how to write it. We offer implications for pedagogy in terms of how faculty may be able to support students in acquiring the language and literacy practices for successfully completing this task. ■

A308

Hannah Lai, Kay Chan, Kin Cheung and Anna S.C. Cheung

The Hong Kong Polytechnic University

Use of language in a Service-Learning subject

Hannah Lai is an Instructor at the English Language Centre at The Hong Kong Polytechnic University.

Kay Chan is an Instructor at the English Language Centre at The Hong Kong Polytechnic University.

Kin Cheung is an Associate Professor at the School of Nursing at The Hong Kong Polytechnic University.

Anna S.C. Cheung is a Project Associate at The Hong Kong Polytechnic University. Her research interest is in second language acquisition.

This paper investigates the ongoing collaboration between the School of Nursing 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 presentation and writing skills in a Service-Learning Project. The Service-Learning subject was offered in Semesters 2 and 3 in 2015. Over thirty second-year students in this Service-Learning subject participated in the study. In this study, students were given English supplements on Group Presentation Skills and Reflective Journal Writing Skills approximately a week before the assessments due dates. Briefings for the students were held approximately one week before the assessments. Pre-questionnaires and post-questionnaires were distributed to the students before and after their assessments. The focus of the questionnaires was about language use in the assessments. The completed questionnaires were collected for analysis and students will also be invited for interviews. Details of the students' response will be presented and discussed. ■

A306

Esther Tong and Kenneth Lo

Hong Kong Community College, The Hong Kong Polytechnic University

Assessing content and language learning in an Engineering course

Dr Esther Tong is a Principal Lecturer at Hong Kong Community College, The Hong Kong Polytechnic University. She has won several teaching performance awards, including the CPCE Dean's Award for Outstanding Teaching Performance/Achievement 2014/15. Her research interests lie in the areas of bilingualism, CLIL, TESL, and applied linguistics.

Dr C.H. Lo received his B.Eng and Ph.D. in Electrical Engineering from The Hong Kong Polytechnic University. He is currently a Senior Lecturer and Programme Leader of Associate in Engineering at Hong Kong Community College, The Hong Kong Polytechnic University. His research interests include fuzzy control, soft computing methods, and Engineering education.

Writing is one of the primary assessment tools used to evaluate students' mastery and comprehension of disciplinary materials in tertiary education. To arouse students' awareness of the need to use accurate and appropriate language resources to represent disciplinary knowledge in subject-specific written assignments, some faculty members include "language/communication skills" as one of the criteria for assessment when assessing students' disciplinary writings. This paper reports on the results of a case study which aims to explore how an Engineering specialist evaluates students' language/communication skills in subject-specific genres of writing, and how an integrated approach to assessing content and language learning in an Engineering course promotes a more valid assessment of students' representation of the disciplinary ways of knowing and doing in Engineering lab reports. The presentation features the voice of both the language specialist and the faculty member and shares their experience in the collaboration. The results suggest that the language and disciplinary specialists' joint efforts in the design of the assessment criteria for disciplinary writings may enhance both teachers' awareness of the inter-relationship of language and content in an academic discipline and subsequently more effective assessment of students' disciplinary learning. ■

47

BC203

Yiqi Liu
The University of Hong Kong

Adapting Sydney School genre pedagogy for development of critical literacies in L2 settings: Case studies in Hong Kong, Thailand and Sweden

Liu Yiqi received her PhD from the Faculty of Education, The University of Hong Kong. Her research interests include critical literacy, sociolinguistics and CLIL.

This paper investigates the application of Sydney School genre-based approach (Rose and Martin, 2012) for developing critical literacies in L2 settings. Genre-based pedagogy was originally developed in Australia to provide disadvantaged learners with more accessible instruction of academic literacy and its potential to improve students' critical thinking skills remains considerably under-investigated. With comparative case studies of one Secondary 6 class in a Thai bilingual secondary school, one Secondary 4 class in an EMI school in Hong Kong, and one Secondary 6 class in a Content and Language Integrated Learning program (CLIL) in Sweden, where English is not the medium of everyday communication, the paper explores the affordances of the genre-based pedagogy to improve secondary students' critical literacies in L2 English regarding gender issues in the EMI Social/Liberal Studies curricula. Results indicate that a) the Sydney School genre-based pedagogy is effective for enhancing students' ability to express critical thoughts in L2 English in the three cases and b) it is important to adapt Sydney School genre-based pedagogy to the specificity of the L2 settings. The paper therefore proposes that more lexical and grammatical support should be offered to ESL secondary students for development of critical thinking in the social science classrooms. ■

BC215

Christy Chan
City University of Hong Kong

Kin Tim Chung
Lingnan University

A review of a final year thesis writing course for science and engineering students

Christy is a Senior Tutor and programme leader of English across the curriculum, self-funded programmes and eminent scholarship support. She has currently awarded a teaching and learning grant to advance entrepreneurship education at City University of Hong Kong.

Tim Chung is currently a Senior Instructor chiefly responsible for coordinating and teaching a year two core course. Prior to this, he had worked for City University of Hong Kong for over 11 years developing and delivering courses to both undergraduate and postgraduate science and engineering students. He was a founding member of the science FYP thesis writing team when he was with CityU.

This study explores teachers' and students' perception towards different kinds of writing support offered to final year science students at a university in Hong Kong. A class of 88 students attended three compulsory workshops to be familiarized with the genre of science dissertation. They were split into two groups: one-third of them were assigned an ELC tutor for individual consultations while the remaining ones were required to visit the Language Clinic run by senior year students and graduate teaching assistants for advice. Feedback from student and faculty members, as well the reflections of ELC teaching staff, on the effectiveness of the scheme was collected through questionnaires and focused interviews confirm the importance of discipline specific genre awareness building through practical writing workshops and personalized feedback in helping students complete their most substantial piece of academic work. The result also shows that genre awareness training is required to train up stakeholders such as teaching staff members, teaching assistants or senior year students who play a part in mentoring or teaching final year science students undertaking research work. Such long-term inter-departmental collaboration indicates the need for the embedment of subject specific genre awareness in the curriculum and structured English across the curriculum support to ensure academic success of university students. ■

BC216

Crystal Bickford

Southern New Hampshire University

Integrated writing: A lesson in creating a cross-departmental writing course

Crystal Bickford, Ph.D., oversees the writing program at Southern New Hampshire University (SNHU) in Manchester, NH, USA, while serving as the president of the Learning Assistance Association of New England. Her most recent publication, "Increasing Student Responsibility in Revision Efforts" may be found in the Journal of Academic Writing.

This audience-centered paper invites participants to explore how a course, Sophomore Seminar, was created in such a way to bond major areas of study (psychology, literature, politics, education, etc.) with research writing, information literacy, public speaking skills, and multimodal literacy - thus representing how different university departments worked together in a unique writing-across-the-curriculum opportunity. Furthermore, because the course is part of the institution's General Education program, the learner outcomes of the course map directly to the university assessment program.

Topics within the presentation will include the pedagogical decision-making process to design the course, the required input from each department, the professional development necessary to prepare faculty, an outline of the required assignments, and the current assessment practices. The discussion is designed to share the "lessons learned" of implementing a new gateway writing course but to also invite participants to think about how to approach such cross-curricula initiatives on their own campuses. Handouts of each part of the presentation will be offered and questions and dialogue with the participants are encouraged throughout the entire presentation. ■

AG206

Zhiyu Li and Yueyang Sun

Jinan University

Template-based abstract writing for EFL PhD students

Zhiyu Li holds an MA from Central China Normal University. She is now associate professor of TESL with Jinan University. For the past three decades, she has taught English to NNESs various courses at tertiary level.

Yueyang Sun is a graduate student of Master of Translation and Interpreting program.

English abstract writing is required for every PhD student in China, be it in their dissertation, journal article or conference paper writing. Online academic databases such as Web of Science or PubMed offer typical sample abstracts in each subject field. This paper designed a template-based training program for the PhD students to write an abstract - students carefully screened abstracts from academic databases and then created their own abstract template. Specifically, they were asked to select 10 to 12 abstracts from their desired submission journal, highlight verbs and nouns from the selected abstracts. Then they wrote a draft abstract, peer-reviewed, revised and submitted it. At the end of the training program, a survey was conducted. The results showed that this template-based abstract writing practice was an effective way to improve the students' abstract writing practice. This was well received by the students. Their feedback showed that verbs were essential to the success of their abstract writing. This method may be extended to the academic journal article writing. ■

A308

Martin McMorrow
Massey University

Supporting reflective writing in the disciplines

My work involves supporting both local and international students at a NZ university in their academic learning and writing. I am completing a PhD, based on a three-year Action Research project on the role of learning advisors in developing writing in the disciplines. I am also a trainer and assessor for Cambridge ESOL Celta and Delta programmes and secretary of the NZ Association of Tertiary Learning Advisors (ATLAANZ).

Reflective writing is an increasingly common form of assessed writing in tertiary programmes. This trend has been driven by the vocational turn in tertiary education, with many courses incorporating professional experience and aiming to develop lifelong learning skills and critical thinking as graduate attributes. However, reflection is a complex practice which varies according to context and purpose and also lacks a standard written format. This makes it difficult for students to know how they are supposed to reflect on their experiences and what sort of texts to write. How 'confessional' should they be? How can they make connections between their experiences and professional competences or theoretical concepts and models? For academic staff too, reflective writing can be challenging. How can they teach or assess it, when it is inherently individual? And, in any case, is that really their job after all? This presentation shows how I've addressed these issues as a learning consultant, whose role is to support student learning within disciplinary programmes. I will include some examples of teaching resources and assessment rubrics which I have developed for students of Speech Therapy and Management. ■

A306

Shari Dureshahwar Lughmani and Svetlana Chigaeva
The Hong Kong Polytechnic University

Taking stock: Impact of supporting Writing Across the Curriculum - Views from students, language teachers and subject teachers

Shari Lughmani is a senior lecturer and coordinator of the English reading and writing requirements at The Hong Kong Polytechnic University. As well as leading the UGC funded inter-institutional literacy project, Shari teaches Creative Writing in English and convenes the annual Writing Roundtable on creative and academic writing.

Svetlana Chigaeva is a Teaching Fellow in the English Language Centre at The Hong Kong Polytechnic University where, in addition to teaching, she helps coordinate the implementation of the university-wide Reading and Writing Requirements. Her research interests focus primarily on academic literacy development, Writing Across Curriculum and genre-based writing instruction.

In 2012, The Hong Kong Polytechnic University introduced completion of a writing-intensive general education subject with a 2500 word written assignment as a graduation requirement for undergraduate students. Students are guided through the process of writing three drafts, with the first two drafts submitted for feedback to the English Language Centre and the final draft to the subject teacher. The success of the programme is contingent on the intensive collaboration that takes place between language and content teachers.

Based on our experience of providing support for the university-wide writing requirement, this study explores the impact of the English Language Centre's multi-faceted support tools and protocols on students, language teachers and subject teachers. In this session, presenters will discuss findings from an in-depth analysis of data gathered through subject and language teachers' feedback surveys and pre- and post- programme questionnaires from students over the past two semesters when the most refined implementation model was introduced. ■

BC201

Colloquium

Julianne Hammink and Linda Chu

University of Arizona

Teacher training for English medium instruction

Julianne Hammink is a Ph.D. candidate in Second Language Acquisition at the University of Arizona. She is a Content Developer at CESL.

Linda Chu is the Assistant Director of Global Programs at the Center for English as a Second Language (CESL) at the University of Arizona.

In a global context that employs English as a lingua franca, many universities are seeking to internationalize by delivering some or all of course content in English (British Council 2014). This shift presents challenges for university administrators as well as instructors. The Center for English as a Second Language at the University of Arizona has developed a teacher training course intended to build university capacity to meet these challenges. The Content Area Teacher Training (CATT) course is designed to prepare content-area instructors to deliver instruction in English. This course includes modules on the history and motivations of English Medium Instruction (EMI), EMI theory, the modification of course materials, the creation of a best practices manual, assessment, and L1 language transfer issues. This presentation will outline the CATT curriculum in detail. Presenters will describe the development and implementation of the course, including participant feedback, at several universities in Latin America, and outline future directions of the course. ■

BC203

Peter Edwards
Kansai Gaidai University

Shape analysis: Creating arenas of wonder across curricula

Peter Edwards, Associate Professor of English at Japan's Kansai Gaidai University, currently explores language and literature from a neuro-education perspective, visuospatially and kinesthetically with the ancient Chinese Tangram. He holds an MA in Literature from UC Berkeley and a PhD in SLA from the University of Nottingham.

These tested, course-complimenting strategies, target the brain's visuospatial-sensorimotor expertise, by mechanizing the pieces of the ancient Chinese Tangram puzzle, in a way evolved beyond Cuisenaire rods. Teachers of all disciplines and with various student-levels can anchor words and concepts to co-manipulated images of juxtaposition, comparable to Philip Yenawine's highly successful VTS methods, outlined in Visual Thinking Strategies: Using Art to Deepen Learning Across School Disciplines.

Common to all disciplines are the stories of multifaceted, interconnected concepts, which are too often memorized, then forgotten, and very rarely transferred elsewhere to deepen broader understandings. Shape Analysis offers "simplex" constraints-seven simple shapes, with infinitely complex permutations--that gamify and level (what Einstein might call) a "combinatory playing" field, both in terms of language competency, and subject knowledge across curricula. ∎

BC215

Sarah Carmichael, Kam Yin Wu and Joyce Lee
The Hong Kong University of Science and Technology

Language curriculum design for engineering students: How specific can it be?

Sarah Carmichael works in the Center for Language Education, HKUST, and is in charge of the development of the English curriculum for undergraduate students in the School of Engineering. Her interests include ESP and language rights.

Kam Yin Wu works at the Center for Language Education, HKUST. He teaches EAP and on the MA in International Language Education program. His main interests are genre analysis and pedagogical grammar.

Joyce Lee is a language instructor in the Center for Language Education, HKUST. She teaches EAP and ESP courses and is interested in materials development and language testing.

The final stage of curriculum innovation for the four year degree program at The Hong Kong University of Science and Technology was the development of specialized department-based English courses for senior undergraduate students in the School of Engineering. These students are in their fourth year of study and have built up considerable subject expertise. The Center for Language Education has developed four such courses for Computer Science, Electrical Engineering, Industrial Engineering and Civil Engineering. All these courses include an academic component, preparing students to write and present on their Final Year Project, as well as a professional communication component, but all have to be tailored to the specific academic requirements of the department, and cater for differing professional contexts after graduation. We report on some of the issues involved and the challenges faced, in designing specialized courses, using authentic materials, to meet specific purposes. Questions which arose included: how specific should the materials be given that within the same department, academic projects may be extremely varied? How should we handle professional communication, given that students may enter a variety of occupations after graduation? Our resolution of such issues may be applicable to curriculum developers facing similar challenges in other institutions. ∎

BC216

Chrissy Burns and Svetlana Chigaeva
The Hong Kong Polytechnic University

Feedback across curriculum: Genre analysis of language teachers' feedback

Chrissy Burns is an Instructor at The Hong Kong Polytechnic University and a member of the university's Reading and Writing Requirements team. Her areas of interest include Writing Across Curriculum, genre-based pedagogies, curriculum and material design, and student engagement.

Svetlana Chigaeva is a Teaching Fellow in the English Language Centre at The Hong Kong Polytechnic University where, in addition to teaching, she helps coordinate the implementation of the university-wide Reading and Writing Requirements. Her research interests focus primarily on academic literacy development, Writing Across Curriculum and genre-based writing instruction.

Although feedback has been researched extensively in the field of L2 writing, studies on feedback given on texts written across the curriculum are still uncommon. The aim of this study is to extend our understanding of the pedagogical genre of teacher feedback commentary when it is developed in response to writing assignments from subjects across the curriculum. The study examines the feedback written by language teachers for two assignments from the fields of sociology and geosciences. A multilevel genre analysis consisting of rhetorical move structure analysis and analysis of lexical and syntactic features is used to identify recurrent features of teacher feedback commentary. These features are discussed with respect to the findings from existing literature on L2 writing to see whether and how feedback across curriculum might differ from feedback given in the context of L2 writing classes. This multilevel analysis also contributes to the ongoing discussions on roles teachers adopt in relation to both their students and the subject they are asked to comment on. This in turn has implications for language teacher training if language teachers are to help their students develop academic literacy, i.e. the ability to communicate in academic communities beyond L2 writing classes. ■

AG206

Amy Hodges
Singapore University of Technology and Design

Transnational Writing Across the Curriculum and multinational corporations: Engineering faculty and industry talk about writing

Amy Hodges is a postdoctoral associate at the Massachusetts Institute of Technology working in the Writing Centre at Singapore University of Technology and Design. Her teaching and research interests include first-year composition, multilingual writers, and Writing Across the Curriculum and Writing in the Disciplines.

Engineers can spend up to 30% of their day (in their early career) and as much as 50-70% of their day (5+ years post-graduation) on writing tasks (Leydens, 2008; Anderson et al, 2010). However, much of the published research and technical writing textbooks on engineering workplace writing is focused on the US or UK, and this body of knowledge has not always been informed by the practices in international or multinational corporations, who often employ the engineering graduates of international EAC/WAC programs.

Given that many English instructors may not have a background in the STEM disciplines, we may find that teaching writing to these students is difficult. What do faculty and industry want our student writers to know, and how can we connect those expectations with what we know to be the best practices of teaching writing? How do we encourage knowledge transfer between EAC/WAC courses and the multinational corporate workplace?

Drawing upon interviews with engineering faculty and practicing engineers in Qatar, I explain practical ways EAC/WAC professionals can connect the technical and engineering knowledge in academia and in industry to the writing tasks in their courses. ■

53

A308

Andrew Johnson
Monash University

Taming the shark: Teaching writing through content, problem, concept and theory

Andrew is a lecturer in academic and professional writing and has a background in literary studies.

His teaching focuses on introducing students to the cultural and conceptual dimensions of academic writing at tertiary level.

The transition students need to go through in learning to write in an academic context at university level is significant and involves far more than the adoption of a pre-given set of stylistic rules or structures. Among the most significant challenges faced by students (especially at the first year University level in the Australian context) is the shift from a mode of argument based in persuasion and rhetorical effect, to arguments based in theory, and the development of an impersonal position. The students' transition thus can be understood not only in terms of content learning, but in terms of the development of conceptual and cultural frameworks.

Drawing on Meyer and Land's notion of 'threshold concepts' (see Meyer and Land 2006) as well as Moore's (2011) work on critical thinking and language in disciplines the paper will also present an outline of a problem based curriculum in academic writing with progressively scaffolded writing tasks. Above all, while the paper will argue for the centrality of a rich, authentic and problematic 'content' in the academic writing curriculum it will also consider the challenges for academic staff in developing and sustaining such a program.

Material for this paper will be drawn from the author's first year Academic Writing unit (a semester long foundation subject) in which the 'question' of how governments, media and society more generally in Australia have responded to an apparent increase in shark attacks over the past ten years has been set as a key problem. ∎

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A302

Elmo Gonzaga
National University of Singapore

The Asian student as producer: Visual analysis in the language classroom for a participatory culture

Elmo Gonzaga is a Lecturer at the National University of Singapore. He completed his Ph.D. at the University of California, Berkeley with fields of expertise in the literary, spatial, and visual culture of Southeast Asia and the Global South. He is the author of 'Globalization and Becoming-nation' (2009).

This paper looks at the efficacy of the National University of Singapore's Ideas and Exposition Program, which utilizes Content and Language Integrated Learning (CLIL) to teach academic writing in English. Instead of examining the difficulties of conveying multidisciplinary content to students majoring in Science, Engineering, and Business, the paper explores the possibilities of cultivating their competencies for the 21st century information economy. The focus is on two modules, 'From Kodak to Instagram: How Images Tell Lies' and 'Visualization Southeast Asian Cities,' which, rooted in Media Studies, Critical Theory, and Cultural Anthropology, study how still and moving images are configured and circulated as representations of photographic truth and urban space. Given the impact of changes in media technology and global connectivity on language education, Cope and Kalantzis (2000: 5-7) have called for teachers to be active in the "design" of "social futures." Seeing the current generation as belonging to a 'participatory culture' (Jenkins 2005), this paper inquires into how the language classroom could nurture students' inclination toward diversity and innovation through the use of multimodal pedagogies. Such skills go beyond the evaluation of information sources to encompass the collaborative comprehension and negotiation of transmedia content across diverse registers, genres, and communities. ∎

A306

Julia Chen
The Hong Kong Polytechnic University

Developing academic literacy in context: Strategies, limitations & preliminary results

Dr Julia Chen is Associate Director of the English Language Centre in The Hong Kong Polytechnic University, and Chair of the Faculty of Humanities' Learning & Teaching Committee. She is the Facilitator of the Community of Practice in Enhancing Students' English Abilities and the Principal Investigator of the competitive UGC-funded four-institution project Professional Development in Enhancing English Across the Curriculum.

In 2013, the Hong Kong Polytechnic University received government funding to enhance students' English abilities beyond regular English lessons, and a team of English language teachers started to explore the possibility of developing English Across the Curriculum (EAC). They considered the English language learning situation in the university, met with staff of different academic ranks in all the eight faculties and schools, and devised an EAC model that features "collaboration of language teachers … with teachers in the target disciplines" (Purser, 2012) to form "a collaborative, cross-disciplinary paradigm of literacy growth" (ibid.), which is "cost effective, and sustainable" (Zawacki et al., 2009). This paper describes the EAC model that has been developed, including strategies employed to secure collaboration from different faculties, staff development opportunities offered to faculty members, and literacy support provided for students in 18 departments. The presentation will explore some of the limitations and challenges encountered, including diversity in student abilities and attitude, limited human and financial resources, and the wants of faculty members and students versus their needs. The presentation will end with a brief report of some preliminary – and encouraging – results of these EAC endeavours, which support the belief that EAC should open doors and improve "the institutional landscape for L2 writers" of English (Cox, 2011). ■

BC203

Jock Wong
National University of Singapore

Exploiting published material in the teaching of writing in higher education CLIL

Jock Wong teaches academic writing at the Centre for English Language Communication, National University of Singapore, with a special interest in 'Content and Language Integrated Learning'. The writing module he teaches involves the teaching of cultural linguistics ('content'). His research interests lie in semantics, pragmatics, cultural linguistics and language pedagogy.

The 'Ideas & Expository' writing program run by the Writing Unit of the Centre of English Language Communication, National University of Singapore, does not expect its lecturers to develop specially designed writing materials for its mostly Asian students. Because the program uses an approach that is similar to David Marsh's 'Content Language Integrated Learning' approach to the teaching of writing, lecturers make use of published papers as teaching material. Each lecturer, a content specialist, selects published papers from their respective field for the purposes of teaching content and, ultimately, writing.

Although the module requires students to write in 3 specific genres (a reflective summary, a contrastive paper and an expository paper), each lecturer is also faced with the task of teaching students general academic writing skills. While the lecturer could refer to literature on writing, they could also exploit the reading material to teach writing.

This talk presents how papers written by and for humanities scholars might be exploited for the teaching of writing to university students, even if that is not the purpose for which the papers were written. It offers practical suggestions to writing teachers, and focuses mainly on clarity and organization. ∎

BC215

David Barnard and Geff Heathman
The Hong Kong Polytechnic University

The games we play: The use of language games to enhance Writing Across the Curriculum

David Barnard has been an English language teacher for around 12 years, teaching in Poland, Brazil, South Korea, China and is now an instructor at the PolyU. He's a fan of all types and manner of games and strongly believes that 'a game a day can keep the doctor away'.

Geff Heathman is an Instructor at The Hong Kong Polytechnic University and has taught English in Asia for 20 years. His current interests include curriculum design, assessment, professional development, and process writing. His past research has focused on fostering learner autonomy, multimedia design and communication, and collaborative learning environments.

It is a widely held understanding that learning is a process often helped along by the introduction of challenging games. The games can motivate learners to achieve outcomes and involve the learners within the learning process. Games are often associated with young learners and within less rigorous study environments, yet they can be used to motivate and teach students to write research driven papers as well. This presentation will report on the outcome of a survey and follow up interviews, held with lecturers and teachers of different departments within The

Hong Kong Polytechnic University, regarding their use of activities to enhance student writing. It also intends to present several games used by the interviewed lecturers and language teachers that promote written competence. The study and demonstration are designed to start a conversation about the types of activities used by lecturers and instructors and their suitability for use in developing English across the curriculum. It is hoped that this presentation will provide ample fodder for use within university classrooms. ∎

BC216

Jack Pun
University of Oxford

On-going study: Teaching & learning process in Hong Kong EMI science classrooms

I am a doctoral student in the Department of Education, University of Oxford. My research interests include applied linguistics, science education, language policy, sociolinguistics, systemic functional linguistics, healthcare communication. My current research explores the classroom interactions, teachers and students perceptions on teaching and learning processes in secondary EMI (English as medium of instruction) classrooms in Hong Kong, and their language challenges and copying strategies between early and late EMI immersion.

I will present a review of relevant research into EMI science classrooms and the common language challenges and strategies of teaching science through English. I also report the design of an on-going study which explores teaching and learning in senior secondary EMI science classrooms in Hong Kong.

The proposed study uses multiple sources of data: semi-structured interviews, questionnaires and video-recorded classroom observations to explore the similarities and differences in the features of classroom interactions (turn-taking, ratio of talk, language choices, question types) during the first year of the EMI senior science curriculum in both traditional EMI vs MOI-switching schools, between grades 10 and 11 in both groups. This project also investigates teachers' and students' perceptions on EMI teaching and learning processes including their views on EMI, choices of classroom language, the language challenges, and coping strategies. It will explore other learning outcomes: student achievements in English and science, and students' self-concepts in science--students' perceptions about their ability to do well in science.

By providing an evidence-based, detailed analysis of authentic classroom interactions, this research will shed light on ways for improving the quality of instructional practices in different EMI classrooms worldwide. ∎

AG206

Allen Ho
The Chinese University of Hong Kong

Factors affecting the success of learning transfer: Voices from students, language teachers, and subject teachers

I am a Senior Lecturer teaching at the English Language Teaching Unit of The Chinese University of Hong Kong, with 10 years of experience teaching at the university level. My research interests are learning transfer, Writing Across the Curriculum, and peer review.

To many educators, one of their main goals is "to improve students' performance not only in the immediate moment of instruction but also to help them develop skills that they can take to future classes and experiences outside of school" (Graff, 2010, p.377). In other words, transfer of learning, or learning transfer, is playing an important role in teaching and learning (Sousa, 2011). In the English language teaching context at the tertiary level, concerns about the impact of instruction outside the classroom have been raised by more practitioners in recent decades due to the rising popularity of English-for-general-academic-purposes (EGAP) and English-for-specific-academic-purposes (ESAP) courses (James, 2006). Nevertheless, systematic investigation of learning transfer is difficult because of its abstract and elusive nature, with the presence of many variables.

The current study, which is conducted at a local university in Hong Kong, aims at exploring the views of three parties, namely nursing students, English teachers, and nursing teachers, concerning the factors influencing the effectiveness of learning transfer. Another important aim is to propose suggestions on pedagogy and curriculum design which can help to facilitate learning transfer. The three target groups have been interviewed on an individual basis and their views have been triangulated. ∎

A308

Damian J. Rivers
Future University Hakodate

Student storytellers: Hip-hop pedagogy and the reconfiguration of English as communication

Dr. Damian J. Rivers is an Associate Professor of Communication at Future University Hakodate, Hokkaido, Japan. His research interests surround critical applied linguistics. He is co-editor of Social Identities and Multiple Selves in Foreign Language Education (2013, Bloomsbury). He is also editor of Resistance to the Known: Counter-Conduct in Language Education (2015, Palgrave Macmillan).

This presentation documents the process and outcome of an initiative undertaken at a semi-bilingual public information-science university in Japan at which there are no English language classes per se. Within this learning context the tuition of English is conceptualized more broadly as "Communication". The teacher is thus empowered with the freedom to implement more experimental pedagogies and practices within the classroom. Building from this point of departure details will be shared concerning a classroom project in which 50 students were guided through the process of creating their own bilingual (English and Japanese) Hip-Hop track. Starting from the use of English in storytelling to the use of English in teaching the technological aspects of creating the track using the Audacity software, the project utilized English as a medium of instruction and as the main language of production. In addition to project details and samples, student views concerning the role of English in the curriculum will be shared. It is suggested that in removing the formal burden of "learning English" amongst non-language majors and instead recasting English interactions as "Communication" that students are able to engage more confidently with content that stimulates, rather than tests, their English proficiency. ■

A302

Peter Brimblecombe and Tracey Costley
City University of Hong Kong

Improving scientific writing

Peter Brimblecombe went to University in Auckland, New Zealand, but is now at City University. His research career has focussed on air pollution chemistry, but extended to its history and impact on cultural heritage. As an Associate Dean at the University of East Anglia in the UK he developed a programme of modules on transferable skills that include academic writing and communication.

Tracey is currently as Visiting Assistant Professor in the Department of English at City University of Hong Kong. Her current research interests include academic literacies and processes of academic socialisation as well as academic genres and student identity in writing at university.

Students in the sciences often struggle to write scientific papers, so this year the School of Energy and Environment delivered a course "SEE8002 Scientific writing and communication" to PhD students. This presentation will look at the experiences in teaching this course. Part of the difficulty our students have is associated with limitations in their English language ability, but such limitations are exacerbated by a lack of experience and confidence in preparing academic manuscripts. In a series of twelve 3-hour classes we presented short lectures on key topics: the grammar of science, structure of scientific papers, diagrams and tables, choosing words, abbreviations, creating the perfect manuscript etc. The presentations separated practical exercises in analysing the strengths and weaknesses of short portions of text. The students are also required to develop a piece of their own writing. We also introduced the practice of freewriting as a way to be efficient, avoid procrastination and escape from writers block. A buddy system provided a particular incentive for the students to share their improving skills in scientific writing. ■

A306

Gail Forey
The Hong Kong Polytechnic University

Language across the curriculum & sustainability in professional development for teachers

Dr Gail Forey is an Associate Professor at The Hong Kong Polytechnic University, where she is the Programme Leader for the Doctorate in Applied Language Sciences. Gail has carried out research and published in the areas of written and spoken workplace discourse, Systemic Functional Linguistics, discourse analysis, language education and teaching development. Recently, Gail has been awarded the PolyU President's Award for Excellent Performance in Teaching 2013/14 and the prestigious Hong Kong University Grants Council Award for Teaching 2013/14.

Professional learning leading to improvements in language across the curriculum (LAC) requires decisions related to planning, time, budgetary and human resource constraints. In planning and strategizing continuing professional development (CPD), we argue the need to go beyond the 'one-hit wonder' of workshops to a more sustainable long-term strategy. In this presentation, I review the LAC CPD that we have offered to secondary school teachers from Hong Kong, the UK, Australia and China. The CPD we offer incorporates the work of Vygotsky, Bernstein and Halliday and focuses on pedagogy, language as a meaning making resource, disciplinary literacy and the teacher as a researcher.

In this paper, I review the extremely successful CPD offered at one school from the UK, Hamstead Hall. The data collected include interviews, observations, teaching material, student texts and other documents. This rich source of data provides insights and evidence related to the benefits, importance and necessary considerations that have lead to the positive impact of the CPD on the teachers' professional learning, pedagogic practice and students' learning outcomes. In addition, the findings demonstrate that in order for professional learning to be successful it needs to be collaborative, classroom-based, have institutional support, be underpinned by both research and long-term strategic planning. ■

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Notes