




广东省“十三五”高等教育课程体系建设规划教材

大学生专业发展英语教程

**Developing Your Academic Major Through English:
A Course for Undergraduate and Postgraduate Students**

Editor-in-chief © Hengxing HE

主编 © 何恒幸

 广东高等教育出版社
Guangdong Higher Education Press



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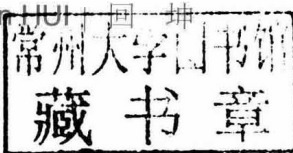
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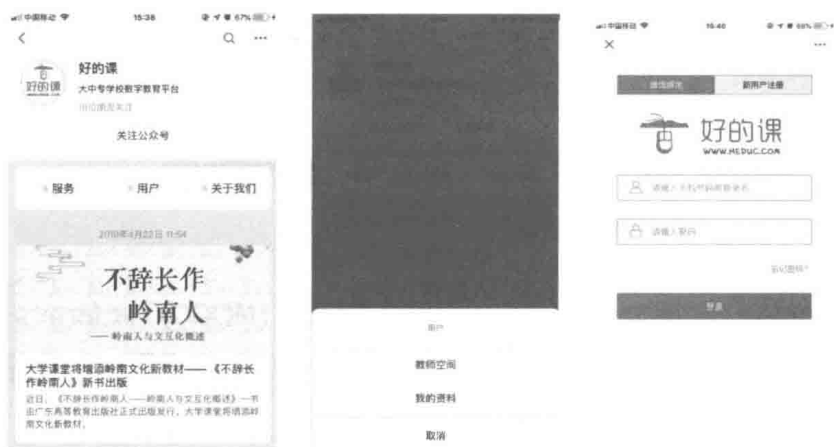
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Summary

The present book offers a new approach to the teaching of college English as a way to help develop the academic major of college students, which may better motivate them on their path to practical English and academic creativity.

This book has eleven chapters. These include some fundamental issues related to the development of the academic majors of college students, i.e., English Language Proficiency and the Development of Your Major (Chapter 1), Difficulties, Weaknesses and Methods in Your English Learning (Chapter 2), Communicating with Your Academic Supervisor (Chapter 3), Academic Journal Articles (Chapter 4), Thesis (Chapter 5), Thesis Proposal and Oral Defense Practice (Chapter 6), Presenting at International Conferences (Chapter 7), Going Abroad for Further Studies (Chapter 8), Using English Resources (Chapter 9), Cross-Cultural Communication in the Development of Your Major (Chapter 10), Academic Article Publication (Chapter 11). The significant features of this book include: ① the contents of each chapter (with many tasks) look more like exercise than knowledge gathering; ② the students are required to continuously work inside and outside of the classroom to acquire the targeted content and relevant practical skills and strategies; ③ and the teacher guides the students to help them think, speak, listen, read, write, translate, critique, reflect, etc., individually, in pairs or in groups.

This book is suitable for all college students, including postgraduate students. It is most appropriate for students who want to use English to develop their academic majors by publishing academic articles and completing their graduation thesis successfully.

内 容 提 要

本教程为大学英语教学提供了一个新途径，运用英语帮助大学生促进自己的专业发展，来提高其英语学习动力，使其英语学习更为实用，并培养其学术创新能力。

本教程共有 11 章，主要包括与大学生专业发展相关的一些基本问题，即：英语水平与专业发展（第 1 章），英语学习的困难、弱点与方法（第 2 章），与导师的学术沟通（第 3 章），学术期刊论文（第 4 章），毕业论文（第 5 章），毕业论文开题与答辩实践（第 6 章），国际会议演讲（第 7 章），出国深造（第 8 章），英语资源的利用（第 9 章），专业发展过程中的跨文化交际（第 10 章），发表学术论文（第 11 章）。本书的重要特点包括：① 每一章的内容都不是知识，而更像是练习；② 要求学生课堂上，甚至在课外不断地操练，以此来达到掌握目标内容、相关技巧与策略的目的；③ 教师的作用是站在学生旁边，帮助他们独自地或在小组中思、说、听、读、写、译、评、省等。

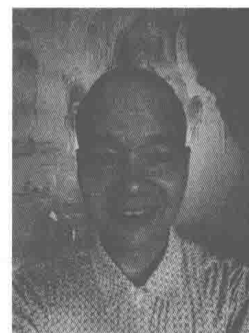
本教程适用于所有大学生，尤其是研究生，更适用于希望通过英语学习来促进自己专业发展，特别是想要发表学术论文和顺利完成毕业论文的大学生。



Editorial Team

Prof. Hengxing HE:

Prof. Hengxing HE, supervisor of MA, MEd and MTI at School of Foreign Studies (SFS), South China Normal University (SCNU), has taught major/non-major English undergraduate and graduate students such courses as Thesis Writing, College English (CE), and Postgraduate English for Non-English Majors (PENM) for over 25 years. He obtained his Doctor of Philosophy (PhD) Degree in Systemic-Functional Linguistics at School of Foreign Languages, Sun Yat-sen University. His research interests include pragmatics, syntax, discourse analysis, discourse translation, and education studies. His ORCID iD is: orcid.org/0000-0002-1435-7065.



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Ms. Yanqing ZHU is head of the Teaching Section of PENM, and has taught (non-) English major undergraduate and graduate students CE and PENM at SFS, SCNU for more than 25 years. She has extensive experience in teaching PENM and communicating with teachers of English from English speaking countries. Ms. ZHU has been updating her teaching materials, methods, and technology in her classes and has long been well received by her students. She got her Master of Arts (MA) Degree in English Literature in SCNU. Her present research interests include English literature, translation, and education studies.

Dr. Dai Fei YANG:

Dr. Dai Fei YANG moved to Sydney, Australia in the early 1980s where she completed her MA Degree, majoring in Teaching English as a Second Languages (TESL) and her PhD Degree in Education at the University of Sydney. For over three decades, she has dedicated her career to teaching English to Adult Migrants as well as teaching and developing Academic Literacy programs for undergraduate and postgraduate students, and PhD candidates at Western Sydney University (WSU). Dr. Yang studied for her Bachelor of Arts Degree in English and Literature in the SCNU from 1978—1982. This special connection makes it a great pleasure for her to join the editorial team under the leadership of Professor Hengxing HE.



Dr. Nadine CAMPBELL:

Dr. Nadine CAMPBELL is the Academic Course Advisor at the School of Business (SB), WSU. She was responsible for initiating and developing the academic literacy program for the SB's undergraduate and postgraduate students, and successfully taught over 40,000 students academic writing. Recently, Dr. Campbell has started a consultancy firm, Abydos Academy (www.abydosacademy.com), that provides online education that addresses academic integrity, plagiarism, question analysis, researching, referencing, literature analysis, academic essays, case analysis, reflective writing, literature reviews and annotated bibliographies as well as business writing such as reports, memos and professional e-mails.



Dr. Kun HUI:

Dr. Kun HUI has taught (non-) English major undergraduate and graduate students CE and PENM at SFS, SCNU for more than 15 years. She got her MA Degree in Applied Linguistics and PhD Degree in Psycholinguistics in SCNU. Her PhD dissertation is entitled *Research on Comprehension of MV/RR Temporary Ambiguous Sentences by Proficient Chinese English Learners*. Dr. Hui has publications of academic articles in the field of syntactic processing and English language teaching. Her present research interest is EMI (English as a medium instruction) in China.



Preface

This textbook is the product of my theoretical reflections and reforms, and practical experience of teaching college English, and the wonderful collaboration of my editorial team from two countries.

Theoretically, I have long been reflecting on college English teaching in China (CETC), which has developed a variety of theories and practices for us to follow. One of my concerns has been college students' motivation for learning college English. In my view, their lack of adequate motivation is directly related to the unsatisfactory outcomes and inefficacies of CETC. For college students, especially postgraduate students, college English learning should, in one way or another, be different from primary and middle school English learning. This has to be realized in the contents of their textbooks as well as teaching and learning methodologies. The teaching reforms world-wide have made efforts in such a direction, but in China at least, these reforms could be better realized in catering more for the college students' needs. To best meet the needs of the students and offer a fresh approach to teachers and learners, this textbook intends to break through the traditional pedagogical approaches against the background of unsatisfactory teaching efficacy to improve English learning, and to best benefit all users.

And it is presupposed that their common needs may involve all the six basic skills of speaking, listening, reading, writing, translating, and critiquing in English. But it is also held that the biggest shared need of college students is the use of the English language as a tool in the development of their majors, which covers goal-setting, planning, learning, researching, applying, etc. at all stages and periods of their college life and beyond. This requires a change in the perspective of education and in the thinking and behavior of the students and teaching staff involved. In this case, everyone involved in this type of teaching process should be both busy and stimulated. Busy, because there is an almost endless number of inside-the-class and outside-the-class activities to be done. Stimulated, because these activities are related to experiences, thinking, behavior, emotions and attitudes of their own. In fact, the process of solving problems and finding solutions by means of reflections, discussions, negotiations, comments where they learn from each other, particularly from their own and their peers' experiences will lead to greater engagement and perpetuate more teaching and learning.

Practically, the textbook is primarily based on my over-three-year experience of teaching the course of Postgraduate English for Non-English Majors (PENM) to my postgraduate students of non-English majors (PSNEMs) in South China Normal University (SCNU) (part

of their work is available on MOOC platform—HAODEKE, www.heduc.com) by adopting the similar philosophies, methodologies, approaches, strategies, steps, materials, tasks, and activities, which were highly motivational and well received.

The textbook features the following:

(i) Taking English as a tool for communication and assessing information. Most chapter tasks, including Tasks 2, 3, 4, 6, 7, 9, 11, and 13, require the students to communicate with others in groups, where they are encouraged to approach activities with a sense of research and in a scientific manner, participating, experiencing, observing, recording, questioning, discussing, commenting, challenging, finding, re-doing, concluding, and creating a new classroom culture that is in better step with the development of their academic majors.

(ii) Aiming at the satisfaction of the college students' needs in the development of their majors. Based on a survey of over 400 PSNEMs of all academic majors in SCNU, the textbook is designed in a way to satisfy the college students' needs in the development of their majors in respect of their English language proficiency (Chapter 1), their difficulties, weaknesses and methods in their English learning (Chapter 2), their communication with their academic supervisor (Chapter 3), features of academic journal articles and their writing (Chapter 4), features of theses and thesis writing (Chapter 5), thesis proposal and oral defense practice (Chapter 6), presentation at international conferences (Chapter 7), going abroad for further studies (Chapter 8), use of English resources (Chapter 9), cross-cultural communication (Chapter 10), academic article publication (Chapter 11).

(iii) Oriented towards the cultivation of the college students' research-based thinking. All chapter tasks including Additional Activities exercises except reading and translating (e.g., all tasks except Tasks 1, 5, 8, and 10, and the first four Additional Activities exercises in Chapter 1) require the students to think independently and directly or indirectly from a research perspective in their academic major.

(iv) Organizing the topics of the college students' development of their majors as the thread. We have identified eleven topics and assigned them to the eleven chapters of the textbook. They are just like the 'thread' of the whole textbook, making it possible for us to organize all the necessary tasks and activities into a feasible whole.

(v) Adopting advanced educational philosophies, approaches, methodologies as guidelines. This textbook adopts the philosophy of guiding rather than that of prescribing. It guides both the teacher and the students to approach the contents and consider how to teach and learn by answering a list of questions in the given guidelines.

(vi) Using the uniqueness of the college students' majors to create a breakthrough. Almost every task and activity inside and outside the class focuses on how the college students can integrate the unique features of their academic majors into them. Hence, the college students are encouraged to discuss, in English, what they actually need in the development



of their majors. Additionally, college students are encouraged to appreciate in English the academic knowledge of their majors, rather than to learn and practice English knowledge in a traditional English class.

(vii) Centering around student action. Throughout each chapter and the learning process, the college students are required to take action all the time, from listening to the teacher's introduction of the chapter and tasks, to reading the web articles, to acting as an independent thinker, speaker, critic, summarizer, to acting as an in-group and between-group collaborator, sharer, competitor, speaker. Among all the chapter tasks, Video Presentation (Task 3), Video Critique and Discussion (Task 4), Peer Discussion (Task 6), and Critique (Task 7) are the most engaging student action tasks.

(viii) Unifying the six basic English skills in each chapter. The six basic English skills, i.e., listening, reading, speaking, writing, translating, and critiquing, are incorporated into every chapter. This can be clearly seen from the chapter sections of Speak (Section 2), Read (Section 4), Write (Section 5), Translate (Section 6), and chapter tasks of Video Critique and Discussion (Task 4) and Critique (Task 7). Although there are no separate tasks devoted to listening, listening occupies a large portion of the chapter which is implied in most aforementioned chapter sections and tasks.

(ix) Offering case studies to guide the students. Particularly in the part of Additional Activities, a number of case studies or PSNEMs' learning materials in the past year (most of which are available on MOOC platform—HAODEKE, www.heduc.com) are offered to the students so that they can learn better.

(x) Originality-driven with open-ended tasks, questions and answers. That is perhaps the biggest achievement of the textbook and the largest challenge for traditional teachers and students. Except for a few Additional Activities exercises, all tasks and exercises including translation exercises are open, and the students are encouraged to produce their own answers.

Added to these features are a number of special elements, including: (i) the recordings by three Australians, and one British narrator, Dr. Dai Fei Yang, Dr. Nadine Campbell, Mr. Simon Heald, and Mr. Ian Hayes, as well as one Australian graduate, Dr. Dai Fei Yang's son Mr. Michael Christensen who has just graduated from college; (ii) two Australian experts' unique interpretations of the issues of cross-cultural communication (by Dr. Nadine Campbell) and academic article publication (by Dr. Dai Fei Yang); (iii) the English language expert's (Dr. Nadine Campbell) editing and proofreading following the APA Referencing Style to ensure the quality of the textbook; (iv) guidelines offered to both the teachers and the students with a list of questions for them to consider and answer prior to, and in the process of, their teaching and learning, instead of the traditional descriptions of how to use the textbook; (v) teaching-experience based contents of the textbook, as stated above; (vi) some work samples of our PSNEMs and those of our editors Dr. Dai Fei Yang and Dr. Nadine Campbell.

Therefore, the textbook is suitable for both undergraduate and postgraduate students in the development of their academic majors. In addition, it is an exploratory work for those who would like to try creative new approaches to teaching and learning of English as a second/foreign language. Finally, it is also a helpful reference book for textbook compilers and researchers.

Collaboratively, the textbook is also the product of the wonderful collaboration of my editorial team from two countries, especially Dr. Dai Fei Yang and Dr. Nadine Campbell, who, by bridging the cultural gaps, have made great efforts in contributing to the textbook by every means through endless e-mails.

As editor-in-chief, I have enjoyed the team collaboration and taken on a variety of responsibilities. In addition to editing the whole textbook and writing this Preface, I successfully applied online for the provincial project to compile and publish this textbook. I then outlined the textbook, organized my colleagues in the PENM teaching section, School of Foreign Studies (SFS), SCNU for discussions and formed the first part of the editorial team of Ms. Yanqing Zhu, Dr. Kun Hui, and me. Next I contacted and invited Dr. Dai Fei Yang, who in turn invited Dr. Nadine Campbell to finalize the editorial team. With my long conceived ideology and well-planned structure, our team began the collection of materials and compilation of this textbook.

When we finished the first draft, with the help of Dr. Dai Fei Yang, I sent more than 40 e-mail letters to selected authors and publishers seeking permission to use their articles. The few responses I received, asked me to abide by publishing standard surrounding copyright. Therefore, I advised our team to write summaries of the selected articles, which makes the textbook shorter and easier for the students to understand, but which makes it less convenient for both the teachers and students to read the originals. To make up for this inconvenience, we have offered all possible dois (digital object identifiers) or web links of the original articles at the end of each summary in the textbook.

To complete the compilation of the textbook, it was my routine job to read, write and answer e-mails for my editorial team of both countries. In addition, I have been responsible for five of the eleven chapters (Chapters 1, 3-6), written two chapter passages (Passage C, Chapter 2; Passage D, Chapter 9), three chapter summaries (Passages A and B, Chapter 1; Passage A, Chapter 2), Summary, Guidelines for the Teachers and Guidelines for the Students, and provided all Reference Keys to Article Translation Exercises in Appendix I.

On behalf of the editorial team, I would like to acknowledge all the contributors to the textbook below (in the order of chapters):

- **Australian consultant:** Dr. Dai Fei Yang, who has contributed significantly to almost every aspect of the textbook and facilitated the team member cohesion in China and Australia.
- **English language consultant and proofreader:** Dr. Nadine Campbell, who has



contributed significantly to the quality of the textbook through editing and proofreading.

- **People responsible for the chapters:** Ms. Yanqing Zhu (Chapters 2, 8-9), Dr. Kun Hui (Chapter 7), and Dr. Dai Fei Yang (Chapters 10 and 11).

- **Chapter passage contributors whose articles we have summarized as part of the contents of the textbook:** I. Elisha-Primo, S. Sandler, K. Goldfrad & O. Ferenz; J. X. Cui; J. Kormos, E. H. Kontra & A. Csolle; N. Duță & E. Rafailă (Chapter 1). V. Cook; E. Grossman; Hester; K. Uhrig (Chapter 2). M. Thompson; P. Gosling & B. Noordam; L. E. Sullivan, & J. R. P. Ogloff (Chapter 3). B. F. Klimova; Z. J. Qiao, L. Gao, Q. Feng, J. B. Hu, S. M. Dong & L. L. Ma; D. Vidyasagar; P. J. Wigington Jr.; T. Jansen; M. Saleem, G. S. Yang & S. Ramasubramanian (Chapter 4). D. Capps; D. Chisholm; C. Anderson, K. Day & P. McLaughlin; K. Hyland; G. Badley (Chapter 5). H. Woo; T. White; K. Ward; S. L. Kuhlenschmidt; S. Gosling; M. A. Bezerra (Chapter 6). K. Majumder; T. Ehlert; Z. Xu; M. Dorsch; J. P. How; R. C. Rossiter & T. E. Stone (Chapter 7). S. Springer; N. Campbell; D. F. Yang; Y. Yun; S. Y. Mo; A. Beaven & C. Borghetti (Chapter 8). L. Alison; (Chapter 9). J. Henze & J. Zhu; T. J. Siller, A. Rosales, J. Haines & A. Benally; A. Jin, M. Cooper & B. Golding (Chapter 10). K. K. Kumashiro; D. F. Yang; J. Greenwood (Chapter 11). As well as these authors' publishers, and some organizations such as wikiHow and Wikipedia, and other anonymous authors whose articles appear on the internet or blogs, as listed in passage sources and References.

- **Chapter summary writers:** Dr. Dai Fei Yang (Passages A, B, C and D, Chapter 3; Passages A, B, C and D, Chapter 5; Passages A, C and D, Chapter 6; Passages A, B, C and D, Chapter 10; Passages A, B, C and D, Chapter 11), Dr. Tilda Khoshaba (Passages A, B, C and D, Chapter 4), Michael Christen (Passage B, Chapter 6).

- **Recording contributors to Additional Activities (AA):** PSNEMs Yue Xi, Shijie Li (and his supervisor Prof. Xiaotong Yang), Yiling Huang (and her supervisor Prof. Wang), Xuanqing Xu (and senior PSNEM Ms. Wang), Huaqin Li (and senior PSNEM Ms. Liang), Chunjin Lu (and her undergraduate teacher Dr. Xu), Ming Zhou (and Margaret), Qing Zhou (and her classmate Huiling), Qianjun Tao (and her supervisor Prof. Zhengsheng Zhang) (AA 1.1.1–AA 1.2.9, Chapter 1); Mingming Zhong, Yannan Jiang (AA 2.1.1–AA 2.1.2, Chapter 2); Ruzhen Zhang (AA 3.1.1–AA 3.1.2, Chapter 3); Jiajing Li (AA 7.1, Chapter 7); Biyin Yuan, Shisi Xie (AA 8.1.1–AA 8.1.2, Chapter 8); Mingyuan Jiao, Degui He (AA 9.1.1–AA 9.1.2, Chapter 9); Michael Christensen (AA 10.1, Chapter 10), PSNEMs Can Cui, Xialing Tao (AA 10.4.1–AA 10.4.2, Chapter 10), Dr. Nadine Campbell and Mr. Simon Heald (AA 10.5, Chapter 10), Dr. Dai Fei Yang and Mr. Ian Hayes (AA 11.1, Chapter 11).

- **Contributors to the Keys to, & Template & Recording Transcripts of, Additional Activities in Appendix II:** Dr. Dai Fei Yang (Keys to AA11.1, Chapter 11); University of Leicester (CV Template, Chapter 8); Michael Christensen, Dr. Nadine Campbell, and Dr. Dai Fei Yang

(Recording transcripts of AA10.1, and AA10.5 of Chapter 10, and of AA11.1 of Chapter 11 respectively).

• **Contributors to the Original Articles in Appendix III which has greatly helped improve the practicality of this textbook:** Till Jansen; Rachel Catherine Rossiter and Teresa Elizabeth Stone; Aijing Jin, Maxine Cooper and Barry Golding; Dai Fei Yang.

Also, I would like to express gratitude to:

• All my colleagues in the Teaching Section of PENM, SFS, SCNU for the academic foundations they have laid for the textbook (with a number of school, college and provincial PENM course projects), including Professor Sun Bing, Associate Professors Liu Lining, Tan Lijuan, Tang Yuzhu, Shen Zhiqi, Gu Quanyu, and Lecturer Chen Biyun.

• All PSNEMs of Grade 2016, SCNU for completing the relevant surveys, and to all my PSNEMs of Grades 2015—2017, SCNU, for actively participating in my teaching reform, finishing challenging and sometimes demanding activities, and for their permission to use their materials in this textbook (including Yin Lin, who has contributed her thesis proposal (class assignment version) to the Additional Activities of Chapter 6 that can be found on MOOC platform—HAODEKE, www.heduc.com), and to Ms. Yanqing Zhu's and Dr. Kun Hui's PSNEMs, who have contributed documents or recordings, as identified above.

• Guangdong Higher Education Press for funding and publishing this book as well as providing a corner of their MOOC platform to house all our recordings and documents and offering our textbook users QR codes for these recordings and documents and for other web links.

May 15, 2019

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Guidelines for the Teachers

What follows is a list of questions that will help you better understand how to teach the contents of this textbook more suitably and more successfully. Generally, the more positive and clear the answers you provide, the better the outcome.

◀ General Guidelines ▶

Teaching purpose

- Do you have a clear teaching purpose?
If yes, what is it?
- Have you read the 10 highlights and Preface to better appreciate the general purpose of this textbook?
- Do you orientate your teaching towards the cultivation of your students' research-based thinking and creativity?

Teaching content analysis

- Have you read through the teaching contents?
- Have you read the Preface of the textbook to better understand the content and teaching outcomes?
- Do you know the key tasks and difficult points of the teaching contents?
- Have you prepared a feasible teaching plan to meet your students' needs?

Needs analysis

- Do you know your students' needs?
If yes, what are they?

Students analysis

- Do you know your students' learning status and their level of English proficiency?
- Do you think your students will participate in class activities actively?
If not, why?
- What are the academic problems and the main concerns of your students?

Teaching aims

- What is the aim of your teaching?
- Do you intend to use the English tasks to help your students develop in their academic majors?

Teaching methodology

- Are your classes student-centered?

- Do you motivate and organize your students more than you speak to them?
- In addition to building knowledge, does your teaching also focus on methods in developing learning skills and strategies?
- How do you assist your students when they really need your help with difficult tasks?

Teaching materials

- Do you plan to use all the teaching materials in the textbook?
- Do you plan to prepare additional teaching materials that are more relevant to your students' academic majors?
- Do you encourage your students to access the web links in the textbook and read the full articles before class? (Do you know what "doi" means?)
- Do you use your students' academic articles, recordings, etc. to form part of your teaching materials?

Length of teaching time

- How much time or class hours will you devote to teaching the textbook in its entirety?
- How much time or class hours will you devote to teaching each chapter?
- How much time or class hours will you devote to teaching each task?
- Generally, what percentage of your time will you allocate to yourself and the students to the entire textbook, each chapter or each task?

Task teaching

- When will you assign your students each task in each chapter?
- What will you say to your students to motivate them and help them better understand the task requirements?
- How can you help them guarantee the completion of tasks?
- What will you contribute to each task activity in your teaching?

Use of References and Appendixes

- Will you make use of References in your teaching?
- Will you make use of Appendix I (Reference Keys to Article Translation Exercises) to improve your efficiency in teaching the translations?
- Will you make use of Appendix II (Reference Keys to, and Transcripts of, Additional Activities) in teaching the Additional Activities?
- Will you make use of Appendix III (Original articles) to improve your efficiency in teaching relevant chapters?

Teacher's role

- Do you mainly act as a guide by the side of your students to help them think, speak, listen, read, write, translate, criticize, reflect, etc., individually, in pairs or in groups?
- Do you facilitate your students' deeper learning to overcome difficulties and find solutions to their problems?