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2018

台灣專業英語文學會年會

TESPA Annual Meeting and Taiwan ESP Symposium

暨學術論壇

Keynote Speaker

Dr. Brian Paltridge

Professor at University of Sydney, Australia

Former editor of TESOL and an editor emeritus of English for Specific Purposes

09:35
10:45

Keynote Speech Topic:

Looking inside the world of peer review: Implications for graduate student writers

15:35
16:35

Workshop Topic: Getting Published in Academic Journals

Invited Speakers

11:00 - 12:10

林彥良副教授 臺北科技大學
楊文賢副教授 高雄餐旅大學

13:40 - 15:25

胥嘉陵教授 臺灣大學
劉慶剛教授 臺北大學
陳秋蘭教授 臺灣師範大學
羅美蘭副教授 臺灣師範大學

主辦單位：臺灣專業英語文學會 (TESPA)、臺科大語言中心

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Keynote Speaker



Dr. Brian Paltridge

University of Sydney, Australia

- Professor at University of Sydney, Australia
- Former editor of TESOL and an editor emeritus of English for Specific Purposes

Keynote Speech Topic

Looking inside the world of peer review: Implications for graduate student writers

Abstract

There is growing pressure on research students to publish their work, both early and often. This is especially the case with the increased competition for academic appointments across the world as well as for students studying in countries where publication is a requirement for the award of their degree. Student writers, however, are often not clear on what the process of peer review involves and, in particular, how they should deal with reviews of their work. In this presentation, I discuss some of the challenges that student (and early career) writers face when submitting articles to academic journals and, in particular, how they might better understand and respond to the reports they receive on their work.

Workshop Topic

Getting Published in Academic Journals

Abstract

This workshop will present strategies for getting published in academic journals from both authors' and editors' perspectives. The peer-review process will be discussed, as will ways of targeting particular journals. Other topics will include strategies for evaluating potential journals in which to publish, typical review criteria, and ways of responding to reviewers' reports.

Invited Speakers



Yen-Liang Lin 林彥良副教授

臺北科技大學應用英文系

Topic

Corpus Linguistics Approaches to ESP: From Monomodal to Multimodal

Abstract

Corpus approaches to linguistic analysis integrate both quantitative and qualitative techniques, affording an empirically-based understanding of discourse, patterns of communication, and language used for specific purposes. This presentation demonstrates use of corpora to understand ESP discourse from monomodal to multimodal level. I will first present how corpus linguistics approaches can be employed to ESP studies and how language teachers and researchers can draw on these approaches to develop pedagogically valuable insights into language in use. In particular, the key word method extended to semantic and part-of-speech levels will be introduced. This analysis highlights those linguistic categories that deserve further attention, providing a reasoned basis for drawing learners' awareness to linguistic features specific to the target text. The findings demonstrate the pedagogical merit of keyness analysis and thus help in the design of courses for specific or academic purposes.

Although current methodologies in corpus linguistics have revolutionized the way we look at spoken discourse, most corpora are limited in scope. Having only the provision for presenting data in a single format they provide little opportunity for exploring non-verbal, gestural features of discourse, which is an important aspect of understanding spoken interaction. This second part of the presentation will report on analysis of samples of small group discussion in academic settings among international students utilizing a multimodal corpus linguistics approach in order to examine how co-gesture speech is produced at semantic levels and whether the gesture-speech relationship is to a certain extent influenced by language/culture backgrounds and English proficiency levels of a speaker. The examination of the co-occurrence of speech and gesture provides a key insight into the interplay between the two models of communication.



Wenhsien Yang 楊文賢副教授

高雄餐旅大學應用英語系

Topic 'You only got 3 minutes to talk' Interactive discourse in an academic attendant genre with promotional purposes

Abstract

Academic careers have been internationally competitive and also heavily relied on the publication record (Mur-Dueñas, 2018). In addition to having research articles (RAs) published, it is more and more common for both publishers and writers to promote their research to the specific communities in order to enhance visibility and also downloads (or subscription) for marketisation concerns (Fairclough, 1995). Researchers have to convince readers of the validity and relevance of their studies by applying interpersonal strategies (Swales, 2004). Hence, a number of promotional strategies in the texts or as external platforms are deployed to persuade potential readers and highlight the research. Authors would employ discursive textual practices as promotional strategies to convince readers of the values, knowledge and validity of their studies (e.g. Afros, & Schryer, 2009; Hyland, 2008; Shaw, 2003;) or publishers may request the authors to use some attendant devices to promote the research. Indeed, more and more textual genres are becoming promotion-oriented in higher education settings due to the effect of marketisation and promotion cultures (Xiong, 2012). Marketisation culture in higher education has greatly affected how messages are shaped and what means should be taken (Saichaie, & Morpew, 2014). This talk will use 3MT (Three Minutes Thesis) presentations as one example of these emerging but marginal genres (Hu & Liu, 2018) to disclose how young researchers claim their authorship and engage their audience by deploying the personal pronouns while promoting their studies. The talk will also suggest how ESP (English for Specific Purposes) or EAP (English for Academic Purposes) practitioners can help on better preparing them to deliver an effective and interactive academic presentation.



Jia-Ling Hsu 胥嘉陵教授

臺灣大學外國語文學系

Topic English Mixing in Cosmetics Ads in Taiwanese Magazines: Beauty in the Hands of Copywriters

Abstract

This study explores how Taiwanese copywriters respond to the growing impact of globalization on Taiwanese market, by investigating the diachronic change from 1999 to 2009 concerning the use of English mixing in Taiwanese magazine cosmetics ads, from a sociolinguistic perspective. Two sets of ads are used for quantitative and qualitative analyses, 53 ads collected from a 1999 English-mixing magazine ads corpus and 229 ads from a 2009 corpus. The findings of this study indicate that when it comes to mixing English in copy design in cosmetics ads, in 1999, local copywriters basically draw or borrow linguistic features from ads of international brands; local bilingual creativity is rather limited. By contrast, in 2009, copywriters not only increase English mixing by recruiting more English nouns, noun phrases, product names, and personal names used for product endorsements and testimonials, but also demonstrate growing bilingual ingenuity by exploiting the device of changing parts of speech and by coining English phrases and sentences, which in turn leads to the arising of nativized English. Nonetheless, language constraints from Chinese are at work against the borrowing of English conjunctions, prepositions, adverb phrases, and infinitive phrases. Diachronic investigations are rare in the field of English mixing in advertising. This study showcases how Taiwanese copywriters use English mixing like an art, as a mood enhancer in building up product image and a fantasy world for consumers. It also sheds light on how they adapt their linguistic strategies to targeting Taiwanese consumers while coping with the increasing impact of globalization.



Ching-Kang Liu 劉慶剛教授

臺北大學應用外語學系

Topic From ESP to CLIL: Can CLIL Help the Unsolved Problems?

Abstract

English for specific purposes (ESP) has been regarded as a possible solution to solve many ELT problems such as how English learning can be more applicable to the job market rather than learning English as an academic subject that has been criticized as having little to do with the English necessary for the learners' careers. As a remedy to help solve problems like this, ESP classes may not be ideal as other problems arose during the past decades. For instance, students with law English proficiency has great difficulties coping with the fundamental requirements of "learning English" and "subject knowledge" at the same time. As a result, many ESP classes at this level turned out to be similar to be theme-based ELT classes. However, since ESP classes are often required to be designed as objective oriented and hence written tests are often replaced by presentations, participations in discussion or project-implementing, and the attendants are expected to learn more practical communicative skills in class. However, many administrators and authorities are not satisfied with this kind of assessment because they are often not standardized.

Then the content and language integrated learning (CLIL) approach was explored to see if there are better solutions to solve the problems we mentioned earlier. The new concept has been claimed to be different from ELT and ESP in two perspectives: the expected goals and the strategies for instruction. The expected goal of CLIL is to achieve the 4C's defined by Coyle (1999), referring to Content, Communication, Cognition, and Culture, with consistent content materials involved in the teaching materials. What is very similar to ESP is that the content of the CLIL should be systematic content knowledge of a certain subject (e.g., math, history, social science). The Assessment focuses on the formative ones rather than the summative ones. However, one unique strategy used in CLIL is the involvement of translanguaging, when necessary, to guarantee students' comprehension of the class materials. And CLIL is an absolute learner-centered approach in which scaffolding is frequently used through the process of teaching and learning. Perhaps experiments of CLIL classes can provide good solutions we need for learning English for specific purposes.



Chiou-lan Chern 陳秋蘭教授

臺灣師範大學英語學系



Mei-Lan Lo 羅美蘭副教授

臺灣師範大學英語學系

Topic ESP: A bridge to EMI

Abstract

One trend that has impacted higher education as a result of globalization is using English as a medium of instruction (EMI). The rationale for this is to attract international students and at the same time help local students gain international mobility (Dafouz & Camacho-Miñano, 2016; Tsou & Kao, 2017). In Taiwan, EMI courses or programs are on the rise. Besides, many non-EMI courses in various disciplinary areas have long adopted the practice of using English-medium textbooks as the core texts. Moving from high school English classes with a focus on grammar knowledge and linguistic elements, university students need a bridge course to help them move into reading English-medium course-packets or taking EMI courses. Although English is required in almost all universities in Taiwan, not many of them are focused on helping students learn content knowledge through English. Therefore, we argue that English for Specific Purposes (ESP) should be introduced at university levels as a bridge to help students cross over the barrier of learning their content area knowledge through English. This presentation will show features of EMI and how ESP courses can be developed to scaffold learners for the transition to EMI. Specifically, the instructional activities of an EMI tourism class will be illustrated and the required language skills for the students to participate in those activities will be analyzed. It is hoped that the analyses will shed some light on the design of ESP courses, which will serve as a bridge to EMI.