

6

Debates Around the Orientation of TEFL in Chinese Tertiary Education

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1 Introduction

Teaching English as a foreign language (TEFL) to non-English majors at tertiary level in mainland China is popularly known as college English teaching (CET). Since 1978, when the national recruitment of higher education was implemented after the Cultural Revolution (1966–1978), the development of the CET has been accompanied with controversies as to its orientation to English for general purposes (EGP) vs. English for specific purposes (ESP), as evidenced in the five CET policy documents released by China's Ministry of Education (MOE) between 1980 and 2015 to guide tertiary CET in mainland China. Lack of a clear orientation of CET which targets the overwhelmingly large number of undergraduates has produced a whole generation of Chinese scientists and engineers who are unable to extract information in their disciplinary literature in English, nor to effectively communicate their research in international journals and conferences (Cai, 2017). Hence to explore the

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debates regarding to the nature and orientation of TEFL at tertiary level might be of great national and international significance.

Hutchinson and Waters (1987) classify English for foreign language teaching (EFL) into EGP and ESP according to whether students learn English merely for the improvement of their language proficiency or acquire English for specific needs in their academic studies or in their future careers. ESP can be further distinguished by the nature of the learners' specialism: English for occupational purposes (EOP) and English for academic purposes (EAP) which is usually defined as "teaching English with the aim of assisting learners' study or research in that language" (Hyland, 2006, p. 1). As the orientation of CET is consistently connected with the debates as to whether it should satisfy the needs of students' disciplinary studies or to simply improve students' English language proficiency, it is necessary to put the controversies in a perspective of the ESP theory. The chapter first provides a detailed account of four major debates which have taken place in the history of CET reforms, and then explores the underlying causes for the hindrances to the ESP implementation in mainland China.

2 English for General Purposes vs. English for Science and Technology (1978–1996)

English for science and technology (EST) in mainland China was initiated almost simultaneously with EST in the world as there was a strong demand for sharing the fruits of the development of international science and technology after its Cultural Revolution (1966–1978). In a national symposium on foreign language education hosted by the State Department of RPC on August 28–September 10, 1978, Liao Chengzhi, a past vice chairman of the National People's Congress, expressed the government's determination to compensate for the time lost in the Cultural Revolution and to facilitate the development of foreign language education. He required that in order to catch up with the great economies in science and technology, tremendous efforts must be made so that university students will have the ability of "reading books of science and technology which are not in the vernacular" (Li & Xu, 2006). Obviously

Table 6.1 Teaching objectives of College English Teaching Syllabus (CETS), *College English Curriculum Requirements* (CECR) and *College English Teaching Guide* (CETG) between 1980 and 2015

Syllabus/requirement	Teaching objectives
CETS (1980)	CET aims to assist students in laying relatively solid linguistic foundation which can enable them to read books and journal articles of science and technology so that they could access information that relates to their disciplinary studies
CETS (1985)	CET aims to develop students' relatively stronger ability of reading with better linguistic foundation and higher language proficiency so that they are able to use English as a tool to access information needed in their disciplinary studies
CETS (1999)	CET aims to help students to lay solid linguistic foundation by developing a relatively high level of their reading skills and an intermediate level of listening, speaking, writing and translating skills so that they can meet the socioeconomic needs
CECR (2007)	CET is to develop students' ability to use English in a well-rounded way, especially their listening and speaking ability so that in their future studies and careers as well as social interactions, they will be able to communicate effectively and show good cultural literacy
CETG (2015)	CET aims to develop students' ability of using English, their cross-cultural awareness and communicative ability. Meanwhile, it tries to develop learner autonomy and their comprehensive cultural literacy so that they will be effective users of English in their studies, daily life, social interaction and future careers to suit the needs of the nation, society, institutional, and personal development

in the eye of the government, foreign language education is strategically linked to the quest for the modernization of science and technology.

To echo his call, the MOE released an ESP-oriented CET syllabus in 1980 (Table 6.1), and subsequently there was a mushrooming of EST courses at tertiary institutions in the 1980s under the umbrella term of *Zhuanye* English, or rather, discipline-based English. More time in these courses such as Legal English, English for Biology, English for Finance, and so on, however, was invested in terminology explanation

and translation than the training of communication skills appropriate to a particular field. Hence, *Zhuanye* English was taught mostly by subject specialists except for the courses in the soft disciplines such as Business English and English for Tourism.

The enthusiasm for *Zhuanye* English, however, triggered off a nationwide controversy as to whether CET should be oriented toward EGP to improve students' general English proficiency or toward EST or ESP. The controversy involved many scientists and university presidents as well as foreign language policymakers. One of the major proponents was Xu Guozhang, the past president of China English Language Education Association. Xu (1978a) argued that scientists and researchers could not depend on translated works as there are thousands of scientific journals published in English every year. Hence, EST should be required courses in college English (CE) programs to help students learn to extract information of science and technology. Another proponent is Yang Huizhong, the past president of the National College English Test Committee (NCETC). He wrote:

The rapid development of science and technology highlights the importance and needs of EST. To narrow the gap between our country and advanced nations, scientists should be equipped with the ability of accessing information from scientific journals directly. Hence it is necessary and even urgent for students to learn EST. (Yang, 1978, p. 59)

However, it seems that more policymakers in the CET circle argue for EGP. Li (1987), the past chair of the MOE's Advisory Committee on CET (MACCET), justified implementing EGP for the following three reasons.

First, discipline-based ESP instruction won't be effective considering that freshmen's English proficiency is still low though it meets immediate needs. Second, EST materials are boring with many technical terms. The scientific texts are not suitable for reading aloud and memorization on which language learning depends. Third, ESP will restrict the development of freshmen who may change their mindsets in the choice of their majors in the later academic years.

Li's views are echoed by Dong (1986), a past vice chair of MACCET and the author of the best-selling textbook *College English* in the last 30 years. She argued that “*Zhuangye* English might achieve immediate effects” and help students to access information in their reference materials. But “it is impossible to lay a solid linguistic foundation by using subject-specific texts”.

Hua (1991) and Yang (1992), the presidents of Fudan University, argued against the notion of EST by saying that “it is unscientific to divide English into EGP and EST” and that “to teaching EST to students will only lead them to a very narrow realm”. Li (1992) administered an open-ended questionnaire to scientists, researchers, and academicians of biology, physics, and other disciplines working in China's Science Academy. According to her report, nearly 100% of over 20 respondents agreed that CET should be EGP-oriented, for solid EGP foundation can help students to communicate effectively in their future careers even in their academic studies and research.

The debates about EGP vs. EST had an important impact on the MOE, which finally released *College English Teaching Syllabus* (CETS, 1985), establishing EGP as the orientation of CET.

3 English for Exam Purposes vs. English for Communicative Purposes (1996–2002)

To ensure the meeting of the requirement prescribed in the 1985 CETS (Table 6.1), the MOE instituted a standardized general English-based College English Test (consisting of two levels: CET-4 and CET-6) in 1987, and CET-4 was even made into the requirement of undergraduates fulfilling CE programs (Yang & Weir, 1998). As the rate of students passing CET-4 in individual institutions is often employed as the main indicator of the quality of the CE programs, administrators and faculty members of many tertiary institutions have made joint endeavors to help students to pass CET-4 and even by setting a pass as the requirements of their graduation.

Although a growing number of undergraduates have passed the CET-4 annually under pressure, the negative washback is also obvious.

One of the most evident drawbacks is the result that most CET programs of tertiary institutions have become test-oriented and students lose their motivation as soon as they pass the CET-4. “To them the only motivation is the higher GDP or scholarship” when they continue to select English courses offered to post-CET-4 students (Fan, 2013). In a large-scale study of 2283 undergraduates in five cities in mainland China (Zhao, Lei, & Zhang, 2009), 57.1% respondents reported their English did not improve when they finished CE programs, ranging from “little achievement” (33.6%) or even “regression” (25.9%). The findings are consistent with the findings of our 2009 survey which involved 1300 senior undergraduates from 21 tertiary institutions from 10 provinces. The results revealed that 23% of students complained of little achievement and 21% reported regression compared with their English proficiency level when they entered university. The self-report of students is confirmed by their teachers, who complained that the post-CET-4 students’ English fails to address the needs of their disciplinary studies as they are proven unable in accessing information from reference literature and producing readable English in academic writing (Huang, 2011; Sun, 2010) and they are especially weak in listening and speaking.

The prevalence of university students’ poor communicative ability in English generated a nationwide criticism for the test-oriented CE programs. Consequently, another symposium on foreign language education hosted by the State Department was held in Beijing in June 1996, when Li Lanqing, a past vice-premier, criticized Chinese university graduates for failure to communicate with foreigners in their work by comparing with their counterparts in India and Pakistan:

Foreign language teaching is far from satisfactory as it fails to fit the demand for the growing international contact. To cultivate the professionals who have strong competency of foreign languages, we must reform the methods of foreign language teaching so that students’ communicative competency will be improved. This task is no longer pedagogical, but a grave issue which affects the better implementation of the opening policy and the socioeconomic development. (Li, 1996, p. 2)

His talk, though resented by the policymakers in the CET field who dismissed him as a layperson, gained wide support among the faculty and students. Jin (1999), an English teacher from a university of Nanjing, published an article in the *China Youth Daily*, criticizing CET textbooks for being full of simplified versions of original texts and limited vocabulary size with the exercises designed similarly to the CET tests in terms of content and forms. He referred CET as to a pot of water which would never be brought to the boil despite the years of the effort made by both students and their teachers. His article generated a nationwide a debate. Numerous letters and telephone calls were sent to the editors, echoing his view although Jin came under attack from the CET policymakers. Tang and Chen (1999), two well-known scholars from Tsinghua University and Beijing Foreign Studies University maintained that it is an undeniable fact a majority of university students cannot communicate though they spend 8–12 years learning English. They supported premier Li's comments on foreign language teaching, hoping that more focus will be on the communication skills, especially the skills of listening and speaking.

Although there is an ongoing nationwide increasing demand for developing students' oral English, the CET policymakers insisted that reading should be prioritized in CET as prescribed in the revised version of 1999 CETs (Table 6.1).

4 English for Reading Purposes vs. English for Listening and Speaking (2002–2009)

The priority given to the development of reading skills over listening and speaking skills in the newly released national syllabus disappointed the government as well as faculty and students for it brushes off premier Li's suggestion and refuses to tailor to the nationwide demand for developing students' oral English.

In 2001, China officially joined the World Trade Organization. Challenged by the substantial rise in international contact and economic globalization, the MOE, aware of the importance of oral English in international communication, was determined to implement a new wave of

reform of CET. One of the most striking features of the reform is the replacement of the pedagogical focus on reading with the focus on listening and speaking. The initiative leads to the *College English Curriculum Requirement* (CECR) in 2004, which was revised in 2007 (see Table 6.1).

Zhang (2002), director of the Higher Education Department of the MOE explained that university students were poor in both speaking and listening in real-life communication with foreigners simply because traditional CET neglected the development of their communication skills and overemphasized reading skills. Zhou, the minister of the MOE, underscored in an important meeting held in Beijing in 2002 with many presidents of universities as participants the importance of the skills of listening and speaking in the international contexts. According to him, the traditional model of CET will not be automatically reformed and its teaching goal will remain unchanged without external force. Refusing to accept the failure of Li Lanqing's reform in 1996, he declared that "the government will adopt any unconventional ways to impose the reform" and he even used the metaphor "the bulldozer" to show the MOE's determination to "push away all potential obstacles" (Cai, 2006, p. 48).

However, the reform met with considerable resistance of the CET policymakers who held a symposium on CET in Nanjing in 2003 (Nanjing means the capital of the South as opposed to Beijing which means the capital of the North in ancient times). In the symposium, CET policymakers expressed their dissatisfaction with the reform:

Reading is the key to mastering a foreign language. It is proved that an extensive reading of classics can be more efficient to improve students' English language proficiency. Therefore the priority of developing reading skills over other micro skills such as listening, speaking and writing should not be abandoned. The objective prioritizing reading prescribed in the CETS is based on the massive needs analysis and practical circumstances which show that reading is the major skill needed in the future careers for the majority of university students. (CET, 2003, p. 33)

It seems, however, that the MOE would not compromise this time. They did three things to overcome the obstacles and promote the reform. First, the MACCET and the NCETC, the two important national orga-

nizations, were reshuffled and the leaders were replaced with the reform proponents. Second, tertiary institutions are encouraged to develop students' oral English and those who are willing to implement the speaking- and listening-oriented CE programs are financed by the government funding. Finally, the content of CET tests is redesigned with more weight in the listening and speaking items so that the content of CE program will be changed correspondingly (Zhang, 2008).

5 English for Liberal Education vs. English for Academic Purposes (2010–)

As the oral-English-oriented reform is characterized by a top-down imposition, it was coming to a stop when Zhang left his position in 2009. CET in China was again faced with the choice of the orientation. Influenced by liberal education being widely implemented in American universities since the twenty-first century, the Summit Forum on English for Liberal Education and Curriculum Development was held in 2010 in China. Many CET policymakers attended it and finally reached a consensus that “English for Liberal Education (ELE) should be a new orientation of CET and will become a turning point in history of Chinese foreign language education” (Wang, 2010). The Summit Forum suggested that the new curriculum comprise EGP and ELE, and such courses as American and English literature, European cultures and Chinese culture should be offered to post-CET-4 students. The new orientation is highly approved by some MOE officials. Liu Guiqin, the vice-premier of the MOE, published his article and emphasized (2012) that CET should “prioritize quality-oriented education”, education for ideological and cultural purposes, so that university students will better bear their social responsibility” and “disseminate Chinese culture”.

But I view the new orientation differently. Coupled with the rise in liberal education programs at the beginning of the twenty-first century is the increase in the university courses using English as a medium of instruction (EMI). To adapt to the globalized academic environment and improve Chinese students' “international competitiveness”, the

MOE (2001) initiates an extensive promotion of EMI, encouraging tertiary institutions to offer bilingual or EMI courses in the undergraduate programs and required that “universities should increase the number of EMI courses to 5–10% within 3 years”. Obviously it is ESP/EAP rather than ELE that could better address the requirement. The role of CET in higher education might be reduced if the primary objective of the CET programs is to conduct EGP or ELE (Cai, 2014).

A substantial rise in English MOI courses and activities (e.g. attending lectures offered by visiting international professors, reading disciplinary reference materials, and going abroad for study tour programs) necessitates the provision of academic communication skills in China. Aware of the role of EAP in EMI academic studies and activities, I (2012) introduced the concept of EAP and insisted that CET should target the aim of teaching English to equip students with communication skills appropriate for engaging them in their current academic studies and that EGP should be gradually replaced with EAP in CE programs. Serving as chair of Shanghai Advisory Committee on CET (SACCET) in 2012, a quasi-government organization affiliated with Shanghai Municipal Education Commission (SMEC), I made the best of the opportunity and initiated an EAP pedagogy in Shanghai tertiary institutions, thus beginning the maiden voyage of EAP instruction in mainland China.

In 2013, I designed *A Framework of Reference for CET in Shanghai (Trial Implementation)* (SACCET, 2013) which was passed by SACCET and immediately released by SNEC. The *Framework* (see the Appendix) set the new objective of CET as “to equip students with English language skills to enable them to succeed in their academic studies and future careers” (p. 2). EAP is therefore defined as a transition from EGP instruction in high schools to English medium activities in tertiary institutions including EMI programs, or a bridge between the two. It is suggested that except for students with relatively low English level who are advised to take the foundation English courses, the majority of the freshmen of each new cohort should immediately begin their studies with the courses of English for general academic purposes (EGAP) and then gradually move on to English for specific academic purposes (ESAP) courses to assist students in learning disciplinary genres. Since September, 2013, more than 26 universities and colleges have begun implementing the *Framework* by re-conceptualizing and redesigning their own CE programs.

This initiative, a departure from traditional CEA' orientation, immediately came under attack from the policymakers in China TEFL who denied the validity and necessity of EAP. Wang, the chair of MACCET, argues that EAP does not suit Chinese contexts. He maintains:

The internationalization of higher education does not involve all university students as the number of students going abroad for further studies is quite limited and content courses in the majority of universities and colleges are in the vernacular. Hence the implementation of EAP instruction is neither urgent nor necessary. It is impractical, therefore, to meet the needs that do not virtually exist. (Wang & Yao, 2013, p. 7)

Wang's viewpoints are echoed by many other policymakers and scholars. One of them is Hu, a vice chair of the SACCET and the dean of College Foreign Languages, Shanghai Jiaotong University. He raised a number of objections to EAP as the orientation of CET (Hu & Xie, 2014):

1. EMI courses account for a very low proportion of the content courses in the academy. Hence, there is no need for the majority of students to listen to English lectures and write English papers. The needs of learning EAP are scarce even in the postgraduate programs.
2. The materials of EAP are usually science- and technology-oriented and its subject matters are boring compared with less technical texts and more interesting topics of humanities and literature in EGP textbooks. EAP will only suppress students' interest in learning English.
3. Most of Chinese undergraduates are low in English proficiency and what they need is basic grammatical knowledge and general skills of reading and writing. EAP is too hard for the majority of undergraduates with very limited vocabulary size.
4. A student with good general English proficiency can be well qualified for their academic studies in English since there is no big difference between EAP and EGP except terminologies and passive constructions.

Wen, a well-known scholar who publishes extensively in applied linguistics, argues for the coexistence of both EAP and EGP. She maintains that EAP is more appropriate as complement to rather than as substitute

for EGP because it is necessary for freshmen of low English proficiency to continue EGP instruction, and EGP can also cultivate students' global perspectives, cross-cultural awareness and encyclopedic knowledge which EAP lacks (Wen, 2014).

Her conclusion is that EGP and EAP should co-exist in CET programs to meet the individualized needs as there is a more linguistically and disciplinarily diverse student population with different academic or professional purposes upon graduation (Wang, 2015).

Wang and Xu (2015) well summarized the controversy in their book *2014 Annual Report on China's Foreign Language Education*:

There are three different views on EGP and EAP in recent years. Cai Jigang believes that CET has gradually lost its unique value in tertiary education as it remains EGP-oriented. He argues that CET should serve the target disciplines of students, or rather, develop students' communication abilities appropriate to their academic studies. Hence a paradigm shift from EGP to EAP is urgent. Wen Qiufang, however, argues against the replacement of EGP with EAP, for the former plays an important role in the development of the students' cross-cultural ability and dissemination of Chinese culture. Another view is held by Hu Kaibao who insists that the orientation of CET should be EGP instead of EAP. (Wang & Xu, 2015, p. 4)

The national debate exerts a great influence on the EAP implementation in Shanghai. Many universities and colleges take a more conservative wait-and-see attitude even if they promise to redesign their CE programs to be aligned with the *Framework*. More scholars and language teachers bitterly resent the reform by writing anonymous letters to the government, criticizing it for the wrong orientation.

6 Discussion and Implication

There are some interesting educational implications emerging from the review of the four debates over the orientation of CET. Many complicated factors underlie a considerable hindrance in mainland China to the paradigm shift from teaching EGP to ESP/EAP. First, the resistance is chiefly derived from the mainstream perceptions of the nature of foreign

language instruction in China which has been generally conceived as part of quality-oriented education, or education for well-rounded development. The CETS (1999), the CECR (2007) and CETG (2015), for example, stipulate that “CET is part of the implementation of quality-oriented education” and “CET is a program which not only helps improve students’ English proficiency but broadens their encyclopedic knowledge and gain a better understanding of world cultures through quality-oriented education”. Most foreign language policymakers and teachers believe that ESP or EAP only highlight the instrumental aspect of foreign language education (Hu & Xie, 2014; Wang, 2013).

Second, there is a general feeling of hostility toward bilingual EMI courses among Chinese scholars. Hu (2003) and Ma (2006), two well-known scholars working, respectively, for Renmin University of China and Nankai University, suggest that EMI or bilingual instruction should be forbidden in Chinese tertiary education as it involves national sovereignty and safety, and it is even illegal according to the present *Education Law of the People’s Republic of China*. The prejudice against EMI courses or bilingual education at tertiary level and their influence on the MOE not only leads to a low proportion of EMI programs in mainland China (as compared with its neighboring countries like Japan and Korea) but affects the development EAP and ESP in the field of TEFL as there seems no pedagogical foundation for the practice of EAP/ESP if the number of EMI courses is limited.

Third, it seems that the MOE has an ambivalent attitude toward the internationalization of high education. The MOE (2007), for example, required CET to make efforts to provide university students with necessary English language skills to engage them in disciplinary studies especially in EMI courses. The officials responsible for foreign language education, however, tend to stress the dissemination of Chinese cultures as one of the main functions of CET, which should be reflected in every aspect of CE programs (Liu, 2012, 2014). While the MOE (2010) encourages tertiary institutions to “introduce outstanding teaching materials from abroad and to raise the proportion of foreign instructors”, Yuan (2015), the premier of the MEO, declared that “teaching materials with western ideologies must be forbidden in the Chinese classroom”. In short, the MOE tends to play safe by conforming to the nation’s ideologies.

Fourth, the majority of CET policymakers possess strong humanistic mentality. A survey (Cai, 2012) reveals that almost 100% of presidents of various academic language associations and 90% of deans of foreign language departments in tertiary institution are those who study American/English literature or theoretical linguistics as their master's degrees or PhD degrees. As policymakers of different levels, they try to incorporate their education or liberal arts education into language teaching which they perceive as tool-oriented, hence diminishing and debasing. Therefore, when they are confronted with the government and students' dissatisfaction with EGP, they naturally choose English for liberal education as a way out instead of ESP or EAP.

Fifth, languages teachers are unwilling to teach ESP which they believe might affect their research interest and academic development. In mainland China, American/English literature or theoretical linguistics are real disciplines, enjoying the same status and prestige as biology, physics and law, whereas language teaching is not deemed a discipline at all. Many universities such as Fudan and Zhejiang Universities make a rule that a teacher of literature and linguistics can enjoy the academic trajectory of professorship, but an English language teacher will be only promoted to lecturers or at most senior lecturers. Hence the majority of language teachers prefer to orientate their research interest toward linguistics and literature though they are assigned to teaching English. Given that teaching general English may cost less time and effort than teaching ESP which necessitates language teachers to be familiar with knowledge of the target disciplines and to spend more time in preparing their lessons and textbooks which are totally strange to them, they tend to resist ESP which they think will do a great disservice to their research and academic promotion, and relegate them to a low-status service role by teaching for the specialist departments.

Sixth, there is general misconception of EAP which is often equated with *Zhuanyue* English by both language instructors and subject specialists. It is commonly believed that EAP which "cannot be divorced from the teaching of the subject itself" (Paltridge, 2009) is beyond the ability of both language instructors who lack subject specialist knowledge of the target disciplines to effectively deliver the class and students whose English proficiency is not qualified for the subject-specific EAP. Coupled

with the general misconception is the consensus that the solid foundation of general English can qualify students for any disciplinary studies and any jobs in the future (Hu & Xie, 2014).

Seventh, CET is orientated to the future careers of the students rather than their current studies, as prescribed in the CETS (1999) or the CECR (2007). Wen (2014) states that efforts made in China's foreign language teaching in the past 30 years have been directed to preparing students for their future careers. Hence, EAP provision is unnecessary as there is no need to teach English for students' current disciplinary studies. There are two consequences of the orientation. First, as future studies and careers are unpredictable and vary from student to student, it is reasonable that CE programs should be limited to EGP instead of ESP. Second, the language requirement for graduates is lower, because it is based on the presumption that a majority of graduates will not use English for their disciplinary studies except for daily life communication such as in travelling abroad. For example, according to the CETS (1999) or the CECR (2007), the vocabulary size for those who complete CET programs is only 4500 words and reading speed is 70–100 word per minute, the literacy requirement can hardly address the demands of their disciplinary studies.

The past 40 years of controversies regarding the orientation of CET has witnessed the discrepancy between CET policies/implementation and the government foreign language policies. While the government makes a demand of foreign language capacity on university students from the perspective of satisfying the national interest of politics, economy, science and security, CET policymakers, however, design the national CET syllabus in accordance with the theory of second language acquisition. They tend to conduct the needs analysis of individual students and circumstances in which foreign language learning can effectively take place. It is natural that the language requirement they design is exclusively based on how many new words freshmen could learn or how much they could master in the two-year CE program instead of on whether the vocabulary size they are required to acquire can fit the needs of students' disciplinary studies and the government requirement. It is also based on the EFL environment in which there is difficulty improving English proficiency, especially oral English, without adequate language exposure,

instead of on the possibility that they could develop the skill of reading and writing appropriate to their academic studies, especially in extracting information from international journals and writing for international conferences and journals. Again taking learners' motivation, attitudes, preferences and levels of English proficiency into full consideration, CET programs emphasize addressing the idiosyncratic learning needs instead of the national and institutional requirement. This is evidenced from the consensus reached in the Nanjing symposium in 2003:

The foreign language policy should be based the scientific attitudes and made according to the rule of second language acquisition. Every decision and policy should be grounded in scientific studies instead of with the best of intentions. Failure to take into account the environment of learning English as a foreign language will be a disservice to foreign language education in China. (CET, 2003, p. 36)

Wang (2013) also emphasizes in an article entitled "Adhering to the scientific view of college English teaching reform" that we must "comply with the rule of foreign language teaching".

7 Conclusion

There are four debates over the orientation of CET for almost four decades. The core argument is the necessity or even validity of a paradigm shift from EGP to ESP and the underlying cause for its hindrance is that policymakers of different levels have different perceptions of the objective of foreign language teaching and learning. While there is a belief that foreign languages are a tool to serve pragmatic aims such as the needs of the socioeconomic development, more policymakers, however, maintain that a foreign language should be learned for its own sake, either to improve language proficiency or broaden one's horizon through an additional language.

Conflicts and tensions are unavoidable as stakeholders perceive the same issue from different perspectives. It should be recognized, however, that the mainstream perception of English language teaching had led to

the failure of Chinese tertiary education in producing a generation of scientists and professionals capable of using English for their research and work adequately. It is not the failure of language teachers, but rather, the failure of the CET orientation and the failure of English language policies. One thing is clear that foreign language teaching is not conducted in a vacuum. As a part of the national strategies of politics, economy and security, it should be subject to the national interest. One example is the audio-lingual method which was created and developed in the Second World War when American universities actively responded to the needs of the war by switching their traditional grammar-translation method to the audio-lingual method in foreign language programs to supply military personnel with conversational proficiency in variety of foreign languages. It is worth concluding the chapter with the quotation of Xu, the pioneer of foreign language education in China:

Teaching objectives as well as the methodology should serve the national interest. They should not be decided by personal favorites or interest. When it comes to foreign language policies which entail the national interest, being innovative instead of following the beaten track is of great importance. (Xu, 1978, p. 10)

Appendix: A Framework of Reference for EFL Teaching at Tertiary Level in Shanghai (Revised Edition) for Non-English Major Undergraduates

English is playing an increasingly prominent role in the process of globalization and internalization of higher education in China, especially in metropolitan Shanghai. The new challenge results in a considerable need for university students equipped with international communication skills and competitiveness within their areas of specialty so as to meet the needs of the national and regional socioeconomic development as well as the internationalization of higher education. *A Framework of Reference for EFL Teaching at Tertiary Level in Shanghai* (Framework hereafter) is thus designed so as to accommodate such demands and to provide tertiary

institutions in Shanghai with the guidelines for English as a foreign language (EFL) teaching to their non-English major undergraduate students.

In view of the diversity of tertiary institutions in Shanghai in terms of institutional goals, teaching resources, and students' English proficiency upon entering university, colleges and universities are encouraged to work out, in accordance with the *Framework* and in the light of their specific circumstances, a scientific and individualized curriculum to guide their own EFL teaching.

Orientation and Objectives

EFL (as popularly known as college English teaching, we use CET henceforth) is oriented toward offering English courses for non-English major undergraduate students by serving their needs of using English to study academic subjects hence its contribution to the cultivation of professionals in various disciplines.

The objective of CET is to provide students with the necessary academic English language skills and adequate genre knowledge to enable them to succeed in their current academic studies and future careers, so that they will communicate effectively in international academic discourses. Apart from building students' academic language skills, it also focuses on liberal education and scientific literacy, aiming to cultivate students' critical thinking, autonomous learning, cross-cultural communication, and cooperation so as to better address the needs of national and regional socioeconomic developments.

EFL at tertiary level should differ intrinsically from EFL in elementary and secondary education in terms of orientation and objectives. While the latter is to teach English for the mere improvement of students' English proficiency, the former prioritizes improving undergraduates' language skills for academic studies and future careers. The discrepancy in the objective necessitates a paradigm shift in the traditional CET program to meet the needs of students' disciplinary studies and the requirement of the government's effort to construct world-class universities and disciplines. Such a refreshed perception of CET will also justify its unique place and irreplaceable role in mainland tertiary education.

Content and Goals

EFL is divided into *English for general purposes* (EGP) and *English for specific purposes* (ESP). EGP teaching is oriented largely toward improving language skills for a solid foundation, whereas ESP teaching is designed to serve specific needs in students' academic studies and in their future careers. ESP can be further distinguished by the nature of the learners' specialism: *English for occupational purposes* (EOP) and *English for academic purposes* (EAP). EOP instruction is designed for language training required in a particular occupation, whereas EAP instruction is aimed at developing students' academic literacy skills required in their discipline courses and research work. EAP can be sub-categorized into *English for general academic purposes* (EGAP) and *English for specific academic purposes* (ESAP). EGAP focuses on the development of students' oral and written academic language skills across the disciplines, including the basic listening and note-taking skills for academic lectures, seminar presentation skills, literature review skills, term paper writing skills, and academic discussion skills. ESAP highlights language, genre, discourse, and rhetoric features within specific disciplines (e.g. finance, law, engineering, medicine) as well as the literacy skills appropriate to the purposes of particular communities. The hierarchy of EFL teaching is illustrated in Fig. 6.1:

Hence, it is obvious that EAP serves an indispensable bridge in helping students transit from EGP-based learning in high school to practical use of the language in academic study. It assumes a double role: (i) improving students' academic language skills and genre awareness to help them better cope with disciplinary study, and (ii) fostering a cross-disciplinary perspective to meet more demanding requirements for professionals in the twenty-first century (see Table 6.2). It is inevitable, therefore, that EAP shall be made into the core of CET programs in all tertiary institutions regardless of research-oriented universities or teaching-oriented colleges, and EAP courses shall prepare students for both academic research careers and non-academic occupations.

To meet the aforementioned goals in EAP instruction, a benchmarking scale consisting of two competence levels (A & B) is proposed. Level A is designed mainly for EGAP teaching while Level B is for ESAP teaching on basis of the achievement of A-level goals. Level A might be

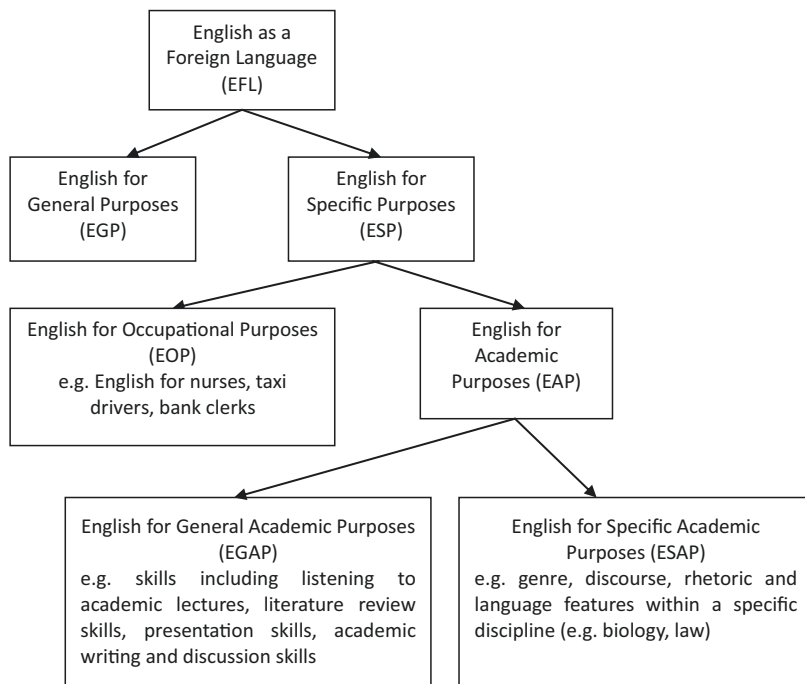


Fig. 6.1 Taxonomy of EFLT

complemented with elements in Level B when implemented. A preliminary *EAP Competence Scale for College Students* (see Table 6.3) is thus designed for teaching and assessment. Individual universities are suggested to adhere to descriptors within one level or select descriptors from either level in relevance to the disciplinary requirements and students' language competence to compile an operational scale for their own use.

Curriculum and Arrangement

The CET curriculum is mainly composed of three course types: transitional, core, and elective. Transitional courses are EGP-based courses mainly for freshmen with relatively low English proficiency to enable them to adapt themselves to the core courses. Hence, transitional EGP

Table 6.2 Elements and teaching goals of EAP

EGAP sub-skills	Discipline-specific genre knowledge	Cross-disciplinary scientific literacy	Qualifications of twenty-first century intellectuals
1. Listening to lectures, note-taking;	1. Familiarity with characteristics of various sub-genres (research report, experiment report, literature review, book review, conference paper abstract, journal article, etc.);	1. Ability to conduct autonomous and lifelong learning and research;	1. Critical thinking ability;
2. Reading general academic papers and discipline-specific literature;		2. Question raising and problem solving on basis of information analysis and integration;	2. Communication and coordination ability;
3. Writing literature review, academic papers, abstracts;		3. Observance of norms and ethics in academia;	3. Group cooperation ability;
4. Presenting academic papers, participating in academic discussion	2. Knowledge and observance of established research paradigms and discourse traditions in the specific discipline	4. Application of scientific reasoning and methodology in public affairs	4. Innovation and creative thinking ability;
			5. Cross-cultural communication ability

Table 6.3 EAP competence scale for college students

Sub-skill	Level A	Level B
Listening	Students are expected to have a good command of general listening strategies, including predicting vocabulary, identify main points, and hearing for discourse markers in signaling structure of a lecture. In addition, they are expected to (1) understand short (e.g. 15 min) academic speeches related to their fields and given in standard English varieties at a moderate speed; (2) note down thematic and key points in a speech allowing a short summary of the content to be written; (3) identify gaps in their understanding of the theme and main ideas of a speech and raise questions that will fill these gaps	Having had a good command of listening skills specified in Level A, students are expected to (1) command various strategies of academic listening; (2) comprehend extended (over 30 min) academic speeches and lectures in their fields and delivered in standard and non-standard English varieties at a natural speed; (3) take notes and organize them in a way that allows a comprehensive summary of the content to be written; (4) identify gaps in their understanding of specific details and broader issues related to speeches and lectures, and raise questions that will fill these gaps
Speaking	Students are expected to have a good command of basic speaking strategies, including the communication of simple facts and opinions with a comprehensible pronunciation, question raising strategies, and simple ways to show agreement or disagreement. In addition, they are expected to (1) deliver short (e.g. 10 min) presentations on general topics across disciplines; (2) adopt proper communication strategies to get actively involved in and contribute to group/seminar discussions	Having had a good command of speaking skills specified in Level A, students are expected to (1) communicate complex facts and persuasive opinions with disciplinary peers; (2) make formal academic presentations (e.g. 20 min) in specific disciplines to international audiences, and respond properly to raised questions as well as raise questions to other presenters

(continued)

Table 6.3 (continued)

Sub-skill	Level A	Level B
Reading	<p>Students are expected to have a good command of basic readings strategies, including skimming, scanning, inferring meaning from context. In addition, they are expected to (1) read and understand the main points in articles of medium length that are related to their field but written for a non-specialist audience (e.g. popular science articles, introductory essays, 2000 words in length) at an average speed of 150 words/min; (2) acquire critical reading skills, including distinguishing between facts and opinions, evaluating credibility of source materials, and discerning biased and false information; (3) have adequate knowledge of discourse rhetorical devices (e.g. definition, classification, compare, contrast, cause-effect)</p>	<p>Having had a good command of reading skills specified in Level A, students are expected to (1) read and understand the main points and details in research articles and theses of considerable length (4000–5000 words) in specific disciplines at an average speed of 200 words/min; (2) read and understand concepts explained in materials and textbooks in their field; (3) familiarize with various disciplinary genres (e.g. journal articles, research proposals) and their move and steps (e.g. IMRD model for research articles), and rhetorical modes (e.g. problem solving, hypothesis testing) and metadiscoursal devices (e.g. hedging)</p>

(continued)

Table 6.3 (continued)

Sub-skill	Level A	Level B
Writing	<p>Students are expected to have a good command of basic writing strategies, including writing topic and supporting sentences, the use of cohesive devices, and sentence construction skills. In addition, they are expected to (1) write a summary based on reading a paragraph/section/article; (2) write paragraphs with specific functions, including definition, classification, exemplification, description, compare, contrast, cause-effect analysis, elaboration and evaluation; (3) write short academic essays (300 words) synthesizing information from other sources; (4) write literature reviews (500 words) concerning topics in specific disciplines; (5) write abstracts (200 words) for the submission of conference papers; (6) follow citation conventions and adopt the strategies to avoid plagiarism (e.g. summarizing, direct quotation, and paraphrasing)</p>	<p>Having had a good command of writing skills specified in Level A, students are expected to (1) write extended academic essays (e.g. 2000 words) on topics related to their field of study; (2) observe disciplinary conventions, modes of inquiry, structures and moves in writing for various sub-genres, e.g. research articles, reports, in the discipline; (3) use lexical and syntactical structures of relatively high formality in written discourse e.g. research articles; (4) adopt various metadiscoursal devices such as evidentials, hedges, engagement and attitude markers; (5) follow discipline-specific conventions in in-text citation and bibliographic practices; (6) get acquainted with discipline-specific discourse and writing conventions, and submission requirements of professional journals in the field</p>

(continued)

Table 6.3 (continued)

Sub-skill	Level A	Level B
Vocabulary	<p>Students are expected to have a good command of various vocabulary learning strategies, including guessing the word meaning through affixes and contexts. In addition, they are expected to (1) develop a receptive vocabulary of a minimum of 8000 words (see <i>Reference Wordlist for EGAP Teaching in Shanghai</i>); (2) develop a spoken and written productive vocabulary, the high-frequency words of BNC 3000 word families and 570 word families in the Academic Word List (AWL); academic vocabulary which are transferable across the disciplines and used in definition, description, illustration of theories, arguments and hypothesis; (3) acquire high-frequency discipline-specific academic vocabulary</p>	<p>Having had a good command of vocabulary skills specified in Level A, students are expected to (1) develop a receptive vocabulary of a minimum of 10,000 words; (2) familiarize with the collocations of the high-frequency words and be able to use them in a variety of written and spoken academic contexts; (3) use reporting verbs in description of data in visual representations and in reporting experiment results or survey findings; (4) acquire around 1000 semi-technical and specialized words in specific disciplines (e.g. words from medical, engineering and agricultural academic word lists)</p>

(continued)

Table 6.3 (continued)

Sub-skill	Level A	Level B
Study	<p>Students are expected to have a good command of basic learning strategies, including time management, study planning, and monitoring of progress. In addition, they are expected to (1) make full use of library and electronic database for locating and finding resources for autonomous learning; (2) know how to obtain information related to their field using Internet search skills; (3) analyze and synthesize information obtained from multiple sources; (4) know how to work in groups taking responsibility for individual decisions and actions and building up confidence in a collaborative learning environment</p>	<p>Having had a good command of learning strategies specified in Level A, students are expected to (1) have a basic knowledge concerning the nature, origin, and characteristics of the discipline, and linguistic means of knowledge construction and dissemination; (2) have the needed knowledge about fundamental methodology and steps in research practice, including choosing a suitable topic, reviewing literature, collecting data, and reporting findings in oral or written forms; (3) conduct projects on topics related to their field either independently or collaboratively; (4) demonstrate critical and creative thinking abilities in research work; (5) develop the ability to organize a variety of discussions, seminars, and conferences using English</p>

courses including traditional courses such as *Listening, Speaking, Reading, and Writing* are to be made preferably elective.

Core courses consist of two categories: EGAP courses and ESAP courses. EGAP courses train students' generic academic language skills in such courses as *EAP Listening and Speaking, EAP Reading, Academic Paper Presentation, and Academic Writing*. ESAP courses focus on language instruction in specific disciplines. For instance, courses targeting at communication skills for international conferences, writing skills for research articles, experiment reports, paper presentation, case study and contract writing, shall focus on the discourse structure, moves and steps analysis and language features in various sub-genres within individual field of study, as well as discourse conventions and rhetorical traditions thereof.

As those skills and abilities of oral and written communication are expected in all universities students, and learning the skills will consolidate and accelerate the development of their general English skills, it is suggested that EAP courses, especially EGAP courses, should be made required in the undergraduate program, ensuring that every student shall receive some EAP training for proper improvement in academic English literacy and competence.

Elective courses mainly aim to familiarize students with international conventions within their own field of study, to equip them with basic skills required in cross-cultural academic communication and cooperation, and to cultivate a better understanding of and tolerance toward cultural differences as well as the identification of Chinese culture. Hence, such liberal education courses may be offered as *Introduction to British and American Society and Culture, Development of Science and Its Ethics, Critical Thinking, Cross-Cultural Issues in Academic Communication, and Public Speaking*. In addition, such courses as *British and American Literature* and *Western Civilization* might also be offered in some universities with appropriate faculty. It is suggested, however, that such additional courses be integrated into the school liberal education module so as not to share the limited EFL credits.

The *Framework* presented here fully recognizes the variations of individual schools. Hence the categorization, required credits, name and content of the courses (see Table 6.4) are all suggestive in nature. Colleges

Table 6.4 Recommended structure of EAT curriculum

Course category	Transitional courses			Core courses		Elective courses	
	EGP (elective)	EGAP (required)	ESAP (required/elective)	EGAP (required)	ESAP (required/elective)	English for liberal education	
Credit proportion	0–5%	55%	30%			10%	
Course content	<ul style="list-style-type: none"> –Listening and speaking; –Reading; –Writing; or <ul style="list-style-type: none"> –Integrated CE courses 	<ul style="list-style-type: none"> –EAP Listening and speaking; –EAP reading; –Presentation skills; –EAP writing; or <ul style="list-style-type: none"> –Integrated EAP courses 	<ul style="list-style-type: none"> –Writing for lab reports; –Writing for business/legal cases –Writing for research articles; –Technical presentation; –Technical translation 			<ul style="list-style-type: none"> –Introduction to—British and American Society and Culture; –Development of science and its ethics; –Critical thinking; –Cross-Cultural issues in academic communication; –Public speaking; –Business English 	

and universities shall make full allowance for the needs of different disciplines, English proficiency of different students, and so on to design an individualized curriculum for the whole school as well as for different faculties. Moreover, the appropriate integration of and balance between enhancement courses, academic English courses, and liberal education courses are encouraged to ensure that students with different English proficiencies and discipline backgrounds can receive effective training and make progress.

Modifications made to the objectives and content of CET create a new need for its larger share in the undergraduate credit system. As the internationalization of higher education and globalization call for a more prominent place for EAP courses at tertiary level, a fair proportion of credits can be added to the CE program, and a recommended minimum credit proportion is 10%.

It is suggested that newly enrolled students be sorted into different classes based on their scores in the English tests of National College Entrance Examination or scores in the school English placement tests. In normal cases, except for students with relatively low English level (e.g. lower than EFL at tertiary level Band One) who are advised to take the enhancement EGP courses, the majority of the students can immediately start EGAP courses.

EGAP can be realized in the courses training separate language skills such as *EAP Listening and Speaking*, *EAP Reading*, *Presentation Skills*, and *EAP Writing*, or the courses developing comprehensive academic literacy skills such as *Integrated Academic English Band I, II, III*. It is recommended that at least 55% of CET credits be allotted to these core courses. The more challenging ESAP courses, which are in close relation to the students' specific disciplinary study, are recommended to be arranged after implementation of EGAP courses, and are also to be made required.

All CET courses can be taught within the first and second academic years of the undergraduate program, in such an order as to move from basic to challenging, gradually shifting from EGAP to ESAP. It is suggested, however, that colleges and universities which have enjoyed a relatively high proportion of English medium instruction courses or English–Chinese bilingual courses adopt a compressed schedule to place EAP courses in the first academic year of the undergraduate program.

Such practice of condensed learning and intensified training can not only improve the efficiency of language learning, but also allow students to timely apply their acquired English academic literacy skills to their disciplinary studies during the subsequent years of the undergraduate program.

The school-based curriculum ought to be in line with the principle of individualized and discipline-based instruction. Hence, full allowance shall be made to cater for the varying needs of students from different faculties, and to design a customized “menu” of courses and adopt effective teaching methods appropriate for individual faculties and/or disciplines.

Assessment and Testing

Assessment plays a crucial role in CET instruction. It not only helps teachers obtain feedback from students, improve administration of teaching, and ensure teaching quality, but also provides students with an effective means to monitor their progress, adjust their learning strategies and improve their learning efficiency. There are assessments for both learning and teaching, and the former can be realized in both forms of formative assessment and summative assessment.

Formative assessment is to evaluate students' progress and development in the learning process, on the basis of stated objectives and learning targets. Special attention should be given to diagnostic assessment and students' self-reports on learning progress. The assessment helps teachers to spot and record the problems students confront in the process and to provide them with constructive advice and suggestions. The purpose of the formative assessment is not only to judge students' performance, but more importantly to help students reach their learning targets. In regard to EAP courses, formative assessment mainly focuses on students' performance in team work on project/case-based research or study. It can be carried out in the assigned projects relevant to the main themes of the textbooks or the issues of their disciplines. The task/project-based assignment requires students to work in groups or teams to (i) search, evaluate and organize information, (ii) review and summarize literature, (iii) design their own research (e.g. questionnaire, interview, field study,

and experiment), (iv) collect and describe data, (v) analyze and explain results, and (vi) report research findings in oral or written form. Adequate importance needs to be attached to students' self-evaluation and peer evaluation. For instance, the evaluation might take account of group performance. It is suggested that English medium forums for students to share their research may be organized on a regular basis (e.g. every semester or academic year). Participants are required to write short papers in line with the forum themes, submit their abstracts and make presentations. EAP teachers are encouraged to cooperate with subject specialists in the forum theme/topic selection and reviewing students' abstracts.

Summative assessment refers to achievement tests and comprehensive evaluation when a course is completed. The achievement tests of EGAP courses, for example, may include such items as listening comprehension of academic lectures, academic vocabulary size, reading comprehension of academic articles, sentence paraphrasing, summarizing main ideas of paragraphs and articles, and writing literature reviews. Comprehensive evaluation should not only take into account the improvement of the students' comprehensive language skills, but also their progress made in a particular sub-skill or a combination of sub-skills. Apart from measurable skills, communication and cooperative skills, critical and creative thinking potentials as demonstrated in the project-based group work should also be taken into account. The conventional idea of "evaluation for evaluation's sake" and the practice of measuring students' performance by the proficiency tests should be abandoned. It must be recognized that the major goal of assessment is to provide students with incentive and enthusiasm to continue study and to boost confidence in their own learning abilities.

Teaching assessment is not restricted to the students' evaluation of teachers' performance and the efficiency of the course they offer. It should include the teachers' self-evaluation of their own courses and the materials adopted, the degree of their understanding of the stated goals of courses and of the way they assist students in reaching these goals. Course evaluation includes the analysis of the students' needs before the course, and the survey of students' feedback after the course, as well as a comprehensive self-assessment on all pedagogical activities, including assignments and examinations. Such evaluation is aimed to provide necessary modifications in teaching and to enhance effectiveness of instruction.

To provide further guidance for assessing students' academic English competence and obtain useful feedback for teachers to improve EAP instruction, the *Test of English for Academic Purposes* (TEAP; see design and a test sample in www.ceapa.cn) is developed in accordance with the *EAP Competence Scale*. The battery of tests is run by non-institutional organizations and companies and is open to all students who have completed the EGAP program. Schools should encourage students to take an active part in the TEAP.

Material Design and Development

Materials selection and writing is critical to the implementation of the *Framework*. EAP materials should not to be mistaken for the materials of subject-based English which, mainly taught by subject specialists, focuses on content knowledge. They should also be distinguished from traditional EGP-based College English textbooks which emphasize interesting and educational themes, underscore idiomatic and elegant expressions, and exclude the texts written by non-native speakers even non-renowned writers. EAP materials, however, focus on informative nature of the chosen texts, not excluding academic prose written by non-native speakers.

EGAP materials, selected from broad disciplines—both humanities and natural sciences but entailing little disciplinary knowledge, but entailing little disciplinary knowledge, act as the carriers through which students' academic skills such as listening, speaking, reading, and writing are properly trained. The selected texts shall feature general techniques in argumentative writing, including definition, classification, description, reporting, compare, contrast, elaboration, etc. If narrower disciplines are to be the focus, the ESAP materials should be introductory and most importantly representative of students' target language use situation, such as the typical genre and language features of the discipline. They are not required to be systematic or complete in content. The principle of writing ESAP materials is to teach skills which empower the learners to study their subjects and communicate effectively in their target disciplines rather than to obtain content knowledge. Both EGAP and ESAP materials should be authentic in content and tasks: the structure and

lexical choices of the original text may be retained to the best, including in-text citation; the selected texts be of adequate length (aiming for 2000 words) encompassing divergent texts on a certain issue; and the task design may focus on developing students' skills in searching for information, writing literature review, reporting findings in the process of conducting project-based tasks.

School/discipline-based EAP materials, and ESAP materials in particular should be encouraged. It is suggested that colleges and universities of similar kinds should collaborate in developing ESP materials suitable for their own students or specific disciplines, in the light of the *Framework* and theories in linguistics and EFL pedagogy. The school-based ESP materials call for joint efforts of language teachers, subject specialists, and English native speakers. They should be based on the analysis of students' English proficiency the target situation analysis in various areas of specialty. Language teachers should consult subject specialists about the selection of content, topics, core vocabulary, and language proficiency targets. With their help, language teachers can search for appropriate teaching materials and design authentic tasks to fully satisfy the needs of students in the study of their target disciplines as well as in their future workplace situations. The school/discipline-based ESP textbooks should be developed with a future perspective and with demonstrative practical functions. In addition to the development of teaching materials, due stress should be laid on the building of ESP resource banks and corpora. The EGAP resource bank, for example, may include collections of audio-visual materials such as academic lectures of various difficulty levels and cases of avoiding plagiarism. The ESAP corpora may collect linguistic features (e.g. lexical bundles, formulaic language and collocation) associated with different moves and functions of particular genres of a specific disciplines.

Teacher Competence and Development

Qualified EAP teachers are the key to the implementation of EAP instruction. But first of all, there is a great need for a change in the traditional perception of EAP which has been misinterpreted as subject-based English or even bilingual teaching by most Chinese EFL teachers.

It must be recognized that EAP teachers may not be sufficiently familiar with the disciplines of their target learners who will most likely be more knowledgeable about the content than the teachers, but they are expected to have a fair knowledge of the linguistic, textual, and stylistic features within a specific discipline for knowledge construction and dissemination. The role of EAP teachers is to draw on students' knowledge of the content to generate communication in the classroom and to help students develop academic language skills which are useful in the study of their disciplines rather than to help them acquire knowledge of their subjects. In short, the responsibility resides with EAP teachers to help learners use English effectively in the study of their major disciplines. A paradigm shift from EGP to EAP necessitates a change of the methodology used traditionally by language teachers. EAP practitioners should be able to perform both the needs analysis of entrants including their language proficiency and of the target situation (e.g. the genres and language requirement of their disciplines). Instead of the mere analysis of discourse structure and language usage of a text, EAP teachers are also required to guide students to evaluate the authors' arguments by reading and comparing external sources of the same topic, to identify their stance and bias through the analysis of metadiscourse they use and to check the reliability of the evidence they offer and the conclusion they draw. In teaching writing, they are required to evaluate students' ability to support their arguments and claims by using evidence both empirical and literature with correct citation conventions and formal language style as well as the accuracy of grammar and the language they use. Essential knowledge, skills and attitudes required for an EAP teacher are captured in the *Framework for EAP Teacher Development* (see Table 6.5).

Several suggestions are proposed for ESP teacher training. First, the workload of novice ESP teachers should be lightened so that they can receive a minimal one-semester in-service training course, during which they will study ESP theories more systematically, carry out case studies of ESP teaching and write ESP and EAP teaching materials to have a better understanding of ESP theories. They will also audit the classes of discipline professors to identify students' difficulty with language and their learning needs. Additionally, schools can create better opportunities

Table 6.5 Framework for EAP teacher development

No.	Descriptors
1	Have a better understanding of the origin and definition of EAP, and the role it plays in higher education
2	Be able to distinguish among EAP, EGP, and EMI courses in terms of goals and methodology, and have adequate knowledge of EAP theories (e.g. genre analysis, study skills, metadiscourse)
3	Feel motivated to explore into the characteristics of EAP in EFLT setting and actively engaged in EAP teaching and research
4	Be sufficiently familiar with the knowledge construction and dissemination in the target discipline, i.e., discourse structures, rhetorical devices, linguistic features, and metadiscourse of various genres
5	Be able to generalize about the cross-disciplinary features of academic discourse, so as to improve students' cross-disciplinary EAP skills as well as their genre awareness
6	Be able to conduct needs analysis, including present situation analysis (students' wants and proficiency), and target situation analysis (the required language skills in their disciplinary studies and future careers)
7	Be able to collaborate with subject specialists for EAP course design and material development
8	Be able to design appropriate EAP curriculum and syllabus, select material, and adopt proper teaching methods in accordance with the selected syllabus
9	Be able to borrow theoretical and empirical insights from related research paradigms, i.e., SLA and FLT, to better implement EAP instruction
10	Be able to conduct EAP teaching in a combination of multiple methods, i.e., skill-based, genre-based project/research-based and corpus-driven approaches, etc. with basic skills in corpus building and use of searching tools
11	Be able to incorporate critical thinking in task/project-based teaching practice
12	Be able to organize various project/research-based activities in EAP instruction to give proper guidance to students in collecting data, conducting surveys or experiments, and reporting research findings
13	Be able to conduct formative and summative assessment for effective evaluation of students' academic skills in EAP instruction
14	Be able to participate in compilation of EGAP and ESAP textbooks
15	Be able to assist students in analyzing discursive features, standards for language, formatting and graphic representations of research articles within specific disciplines and offer guidance in publishing their manuscripts
16	Be able to adopt additional means to improve teaching practice, e.g., teaching journal, reflections, and feedback

(continued)

Table 6.5 (continued)

No.	Descriptors
17	Be able to conduct EAP teaching using technology-assisted methods, i.e., video lectures, Wechat group discussion learning and flipped class, etc.
18	Be able to stay motivated to EAP development and stay ready for changes and challenges in the teaching practice
19	Be able to conduct teaching-based research using empirical research tools, e.g., experiment, questionnaire, interview; and develop a habit of reading EAP/ESP journals (e.g. <i>Journal of EAP</i> , <i>Journal of ESP</i> , and <i>Asian ESP Journal and China ES</i> .) and submit research papers
20	Be able to participate in workshops and conferences on EAP teaching and research to present research findings and communicate with researchers and practitioners in the field

to involve teachers in overseas ESP teacher training programs. Second, ESP teachers should be encouraged to attend ESP/EAP conferences or workshops held both nationally and internationally. ESP experts might be invited to hold a series of ESP lectures for them. ESP teachers might also attend the colleagues' ESP classes to share teaching experience with each other. Third, ESP teachers need to cooperate with subject specialists, whose discipline knowledge can help them gain a better understanding of basic content knowledge and stay informed of the latest development of the particular discipline, its language and sub-genre features of the discipline-specific discourse and needed language skills and communicative strategies for disciplinary study and professional work.

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