Understanding English in Use

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Language Education

&

Language Studies

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Edited by

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KEN LAU

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Contents

Preface

They were heard in a conference and now read in a book.

That's the straight line story of this edited collection of research papers as book chapters by contributors from different geographical locations in the world: Sweden, China, Japan, and Hong Kong. Salient ideas in this book were among those that formed the substance of the International Conference on Language Education and Studies at Wenzao Ursuline University of Languages in Kaohsiung, Taiwan in 2015. The keynote speakers – Dr Alan Waters, Dr Mike Byram, Dr Andy Kirkpatrick, and Dr Shan, Te-Hsing – rendered inspiring presentations that evoked insights and encouraged in the participants the pursuit of scholarly engagements in English language education and language studies.

Accordingly, an idea of collecting the papers presented at the conference emerged. Dr. Alan Waters was most kind enough to have accepted the responsibility of editing the collection. The story line was not meant to be all throughout straight, however. Dr. Waters sadly passed away in July, 2016, leaving a big gap in the editing process. As a close friend to Alan and by way of paying tribute to a good scholar, I accepted the invitation by the English Department of Wenzao Ursuline University of Languages to shoulder his unfinished mission with Ken.

People who are familiar with the editing and publishing procedures would agree that the task is far from easy. It entails the lengthy process of coordinating with the book contributors and seeing through the several rounds of paper reviews. And there is the process too of trying to make sense of the 'rhyme and rhythm' between and among the chapters – how to connect the dots together for the book to form a cohesive whole. I am, thus, grateful that this edited book has finally been published to celebrate the 50th anniversary of Wenzao and its contribution in the area of foreign language education.

Introduction

The eight chapters in this edited volume all emanate from the third International Conference on Language Education and Studies (ICLES) held between 23rd and 24th May 2015 organized by the Department of English of Wenzao Ursuline University of Languages, Kaohsiung, Taiwan. With the theme "one world, many languages", ICLES successfully provided an intellectual forum for cross-linguistic and multi-disciplinary dialogues. The papers in this volume enrich our understanding of research-worthy issues pertinent to fields including linguistics, applied linguistics and teacher education, and undertaken across national boundaries.

As a teacher educator in Shanghai, **Xiao Cheng** reports on an investigation into the use of peer observation to facilitate in-service teachers' professional development. She found that her teacher participants began with a rather vague idea as to how observation could be leveraged to their benefit. After being introduced to the Focused Peer Observation Reflective Practice (FPORP) model, the teachers became more confident and strategic in observing other teachers and being observed themselves.

While English for Specific Purposes is traditionally concerned with classroom instruction, **Janet Weng**'s chapter highlights the usefulness of incorporating field trips in a Tourism English course in Taiwan. The field-trip program she reports on lasted for four weeks during which students took up various roles requiring the application of relevant linguistic repertoires. Students' written reflection and the researcher's observation notes show a favorable view of this language-rich experiential learning.

Wing Shan Chan, a final-year PhD student from Hong Kong, adopts the constructs of complexity, accuracy and specificity to analyze the changes of discipline-specific writing of two Civil Engineering students over one academic year. While the two informants developed a stronger grasp of linguistic features in specificity, a linear development in the use of more complex and accurate language

was not demonstrated despite their increasing exposure to the discipline language over time.

In a chapter focusing on anticipatory coarticulation in VN.C sequence (low vowel + nasal + consonant) in Chinese-Japanese interlanguage, **Chihkai Lin** adopts a bidirectional perspective which incorporates not only the phonological processes from the first language but also takes into account the possible reversed impact from the second language to the first. Lin's chapter has strong implications for second language phonology.

The chapter by the Japanese researcher **Hiroki Hanamoto** draws the reader's attention to the use of repetition in conversational exchanges within an English as a lingua franca (ELF) context. Using Conversation Analysis as the analytical device, the researcher reveals that the speakers involved (between Japanese and Thai speakers, and between Japanese and Cantonese speakers) employed repetition for a wide variety of functions including repairing hearing and enhancing clarify of the message conveyed.

Along with the global impact of China comes a growing interest in the Chinese language. **Man Gao**, a language teacher in Sweden, presents in her chapter the challenges faced by Swedish learners of Mandarin Chinese. She compares the tonal system of Mandarin Chinese with pitch accents in Swedish in order to explain how the differences contribute to Swedish learners' difficulties in acquiring certain tones in Mandarin Chinese.

In a chapter related to translation pedagogy, **Suhsen Liu** explains the intricate relationship between translation theories and practices, as well as the distinctions between foreign language competence, translation competence and translator's competence. To further contextualize her work, Liu uses examples to substantiate how these concepts are realized in current translation textbooks in Taiwan.

Based on two English newspaper corpora, **Winping Guo** and **Liying Wu** investigate how social actors are represented in economic news in the *Taipei Times* (published in Taiwan) and the *South China Morning Post* (published in Hong Kong). One of the major findings shows that while both newspapers feature political authorities as the major social actors, the *Taipei Times* focuses more on government economic projects than its counterpart, possibly due to government's proactive role in driving the nation's economic development.

These eight chapters, with the adoption of a range of methodological approaches, showcase key developments and novel research attempts across contexts. Not only do these studies demonstrate local relevance, the findings yielded are all readily transferrable to, or can shed light on, other contexts. As the theme of the conference implies, there is diversity within unity!

Ken Lau

Contributors' notes

Xiao CHENG

With an MA in language studies and a PhD in linguistics from Lancaster University, the author worked as a teaching and research staff at the English Department of Tongji University and East China Normal University, and is current working for the Teachers College of ECNU. Her main fields of research include language teacher development, language education and policy, literacy studies, curriculum and standards, and language assessment.

Janet WENG

Janet Weng is an Assistant Professor in the Department of English of Wenzao Ursuline University of Languages, Taiwan. Her research interests include intercultural learning, English learning, adult learning, and issues related to ESP.

Wing Shan CHAN

Wing Shan Chan is a PhD candidate in the Centre for Applied English Studies at The University of Hong Kong. Her research focuses on the study of academic writing and second language acquisition by capturing the academic writing development of engineering students using the measures of complexity, accuracy, and specificity.

Chihkai LIN

Chihkai Lin received his PhD degree from the Department of East Asian Languages and Literatures at the University of Hawai'i at Mānoa (2015). He is interested in East Asian languages and specializes in phonology, historical linguistics and second language acquisition.

Man GAO

Man Gao is Assistant Professor and Head of the Chinese Program at Dalarna University, Sweden. She received her PhD in Linguistics from Yale University. Her research interests concern the production and perception of Chinese tones, second and foreign language acquisition of Chinese, the phonology and phonetics of Chinese dialects, and varieties of English.

Hiroki HANAMOTO

Hiroki Hanamoto is a full-time lecturer in the Department of Science and Engineering at Tokyo Denki University in Japan. His research interest includes sociolinguistic topics, specialized the language attitudes toward World Englishes and mutual understanding studies in English as a lingua franca (ELF) contexts.

Su hsen LIU

Suhsen Liu, now an associate professor in Department of Applied English, National Quemoy Univeristy, Taiwan, has been teaching and doing translation work for over 20 years. She got her PhD degree in Trasnlation Studies. Fields of research include translation studies, English Literature, Cultural Theories and Feminism.

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Win-Ping Kuo is an Associate Professor in the Department of Journalism at Chinese Culture University of Taiwan. Win-Ping completed his PhD at Lancaster University. His research interests lie in discourse and corpus analysis of media text, new media and everyday practice, and media representation of economy and disasters.

Li-ying WU

Li-ying Wu received her PhD in Linguistics from Lancaster University, UK. Her research interests include Sociolinguistics, Language and Society, Narrative Inquiry, New Literacy Studies and Higher Education studies. She is currently Assistant Professor in the English Department of Wenzao Ursuline University of Languages.

1

Peer Observation in In-service Teacher Development

Xiao CHENG

1. Introduction

As Freeman (1982) pointed out decades ago, "observation is a fundamental, yet often disregarded tool"(p. 21) in in-service teacher development. He theorized three approaches to observation—supervisory approach, alternatives approach, and non-directive approach—to serve the needs of teachers at different developmental stages. Freeman (1982) further argued that the whole process of observing helped teacher professional development by offering teachers at different career stages the most suitable type and amount of support through different observation approaches. In so doing, teachers may also realize how they can best develop themselves. Using observation in that way is teaching teachers how to fish instead of feeding them the fish, in Confucius' terms, thus enabling continuous teacher development throughout their teaching career (ibid).

Since then, the importance of observation in teacher education and professional development has been increasingly acknowledged and many changes have taken place concerning the observer roles, the medium for observation and post-observation discussion, and other aspects of our use of observation. For instance, video viewing has become a regular and popular supplement to live classroom observation for its flexibility (Gaudin & Chaliès, 2015; Kaneko-Marques, 2015; Sewall, 2009); in recent years, online observation has also started attracting the attention of researchers and teacher educators (Bennett & Barp, 2008; Nicolson & Harper, 2014; Swinglehurst, Russell, & Greenhalgh, 2008); peer observation and collaboration in post-observation discussion is often adopted instead of one-to-one observation and conferencing, thus changing the traditional observer roles such as supervisor or evaluator (Lakshmi, 2014; Martin & Double, 1998; Rehman & Al-Bargi, 2014).

Peer observation (PO) is accepted widely as a necessary part of the initial teacher preparation and as a useful tool for ensuring the quality of teaching practice, and continuing teacher development (Bell, 2001; Chamberlain, D'Artrey, & Rowe, 2011; Martin & Double, 1998). Gosling (2005, cited in Donnelly, 2007) summarizes three