8

EAP AT THE TERTIARY LEVEL IN CHINA

Challenges and possibilities

An Cheng

Introduction

The People’s Republic of China (China) has more than 1.3 billion people. As the world’s most populous country, China has the world’s largest population of college students, with an estimated total of about 25 million students enrolling in post-secondary institutions in 2009 (Bolton and Graddol, 2012). The number reached 27.63 million in 2014 (Ministry of Education of China, 2015). Almost all of these students study English. For this reason, China has been recognized as “a major site of TESOL [teaching English to speakers of other languages] activity,” and College English teaching in China has attracted the attention of scholars from China and abroad (e.g., Borg and Liu, 2013, p. 271; You and Dörnyei, in press).

Scholars in China have argued that English language teaching (ELT) at the tertiary level in China has entered the “后大学英语” [“post-College-English”] era with the changes in student demographics and government policies (Cai, 2012, p. 11). For example, students are now entering college with higher English language proficiency, and this reality has prompted teachers of English to rethink the goal of English teaching at the tertiary level (Botha, 2014; Gao, Liao and Li, 2014). At the same time, the Chinese government has actively promoted bilingual and English-medium instruction (EMI) classes as part of its efforts to internationalize China’s higher education (Hu and Alsagoff, 2010; Yu, Peng and Han, 2009). These and other pedagogical realities in the “post-College-English era” have led ELT scholars in China to call for a more prominent place for EAP courses in the tertiary-level ELT curriculum (e.g., Cai, 2012; Sun, 2010; Wang and Yao, 2013).

Below, I will describe the context and status of EAP research and practice in China at the tertiary level. Drawing upon publications in and outside of China, I will describe the larger context of ELT in China, and review the arguments for and against a more prominent role for EAP in China’s ELT curriculum. I will also examine the status of EAP practice targeting graduate students, before concluding with some thoughts on future EAP research and practice in China.
EAP at the undergraduate level in China: replacing English for general purposes (EGP) with EAP?

Given the large number of English language learners at the tertiary level in China, what to teach and how to teach these students in English classes become a high-stakes and, at times, contentious issue, leading to heated debates about the role of EAP in the college ELT curriculum for non-English majors (Cai, 2012; Wang and Yao, 2013).

A brief overview of College English teaching (CET) in China

A brief description of the context of ELT for non-English majors at the college level in China is useful for understanding the debates. ELT at the college level is divided into two main streams in China: one for a relatively smaller number of English majors (英语专业学生) and the other for non-English majors (非英语专业学生), who constitute the majority of English learners in Chinese universities (Cheng and Wang, 2012; Sun, 2010). Given the overwhelmingly large number of non-English majors, any EAP efforts targeting this population is likely to have a much stronger impact on a much larger number of students and teachers (Rao and Lei, 2014). In addition, due to the various reasons that will become clearer later in the chapter, the reform of the ELT curriculum for non-English major undergraduate students, or 大学英语教学 (“College English teaching,” or CET, as ELT to non-English majors is called in China), has become “an urgent and challenging project facing educators and scholars in China” (Xie, 2014, p. 44). Therefore, this chapter will concentrate on CET. Readers interested in the curriculum emphasizing literature, culture, and international understanding for the much smaller number of English majors can refer to Cheng (2002) and Qu (2012). Those interested in the test-dominant ELT curriculum for primary and secondary school students where EAP plays a negligible, if any, role can refer to other sources (e.g., Hu, 2009; Li and Baldauf, 2011; Wang and Chen, 2012; see also Chapter 34).

One important point about CET is the centralized model of education in China where decisions about curriculum, including the CET curriculum, are determined by the Ministry of Education (MOE) in Beijing (Rao and Lei, 2014; Xie, 2014). For example, in the past few decades, MOE has set several policy mandates that led to the revisions of the CET curriculum (Li, 2012). The most notable revision was based on the College English Curriculum Requirements issued by MOE in 2004 for trial implementation, and formally published as a policy for nationwide implementation in 2007 (MOE, 2007; see also Feng, 2009; Li, 2012). The document mandates that CET should develop students’ comprehensive speaking, listening, reading, writing, and translation skills (Feng, 2009). This policy document places a strong focus on speaking and listening (Feng, 2009; Li, 2012), possibly as a corrective to the emphasis on reading in the previous curriculum (Cai, 2012). The document also stipulates that, in principle, English should occupy 10 percent of the total credits required for an undergraduate degree (Feng, 2009).

In China, CET classes are taught by teachers in the Department of College English. These teachers are often perceived as instructors rather than academics and as having a lower professional status than that of their colleagues in the Department of English who teach English majors (Borg and Liu, 2013). In recent years, many separate English skills courses have often been incorporated into one four-semester course called Comprehensive English or Integrated English (综合英语) that supposedly integrates all four skills (Cheng and Wang, 2012; Li, 2012). Taught in almost all universities in China, Comprehensive English is based on a uniform syllabus, similar textbooks, and a corresponding exam system (Rao and Lei,
EAP at the tertiary level in China

2014). The low status of CET teachers and their perceived lack of professional preparedness as English teachers, as well as the dominance of Comprehensive English, profoundly influence the debates about the role of EAP in CET, as we will see later.

To assess the English proficiency of non-English majors in the four skills on graduation, a national standardized test called College English Test has been administered annually by the College English Examination Guidance Committee nation-wide since 1987 (Cheng and Wang, 2012). The College English Test system consists of six bands for non-majors, each band covering one semester of the Comprehensive English course. Sophomores with four semesters of English study are required to pass College English Test 4, a requirement often linked with a student’s eligibility for the bachelor’s degree (Liao, 2004), although some universities have become more lenient about this requirement in recent years (Feng, 2009). Since the College English Test is still a graduate requirement, some scholars have noticed the “teaching-to-the-test” phenomenon in many universities in China (e.g., Xu and Liu, 2009). For example, although the CET curriculum requirements put forward by MOE (2007) mandates that CET should aim to develop students’ comprehensive speaking, listening, reading, writing, and translation skills, CET in many colleges still often focus on helping students pass College English Tests 4 and 6 in which speaking and listening are not emphasized (Feng, 2009; Rao and Lei, 2014). Therefore, any effort to reform the CET curriculum, including the discussion about the role of EAP in the CET curriculum, will need to keep the impact of the required College English Tests in mind, as we will see later.

Another MOE policy document that influences the possible role of EAP in the CET curriculum is entitled Guidelines for Improving the Quality of Undergraduate Teaching (MOE, 2001). This policy paper specified that 5 to 10 percent of the courses for undergraduate students should be taught in English or another foreign language by 2004 (Feng, 2009; Flowerdew and Li, 2009a). These English-medium courses have become increasingly prevalent since 2004 due to MOE’s unwavering support for them (Bolton and Graddol, 2012). For example, Jinan University in Guangzhou had offered 400 EMI courses by 2011, and Fudan University in Shanghai had offered more than 138 such bilingual and EMI courses by 2012 (Cai, 2012). In the business school of Sun Yat-sen University in Guangzhou, over 50 courses are offered in English, and “some 41% of humanities students heard ‘about half’ or ‘all’ English in their lectures” (Botha, 2014, p. 5). These bilingual or EMI courses are often taught by subject-matter faculty, rather than by ELT teachers, using textbooks in English (Li, 2012; see Chapter 6), thus posing special challenges for students taking these classes. MOE’s promotion of bilingual and EMI courses, as well as the need to improve the English study skills of the students taking these courses, will become relevant in discussing the debates about the relation between EAP and CET later.

The status of EAP at the tertiary level in China

With the background information about CET in China above, we can now examine the current status of EAP in the CET curriculum. Cargill, O’Connor and Li (2012) note that EAP seems to be a rather new term in the CET circle in China, and the introduction of overseas EAP programs started only recently, possibly because of the history of CET. Specifically, they point out that, before the mid-1980s, CET in China was predominantly general English or basic English (基础英语) with an emphasis on reading materials in English for science and technology (Cargill, O’Connor and Li, 2012). Many subject-oriented textbooks, such as medical English or business English, were popular in university teaching at that time (Duan and Gu, 2005).
In the mid-1980s, CET practitioners started to argue about the content of CET. Some CET teachers and observers outside of CET began to claim that CET should aim at developing in students a solid foundation of knowledge and skills in English. Those holding this view argued that students would have no difficulty communicating in academic and work settings once they have mastered general English. Indeed, some even argued that a scientific variety of English did not exist, and there was only general English used for scientific purposes (cf. Hyland, 2006; see Li, 1992, for a summary of this view).

Gradually, the emphasis on the common core of general English knowledge and skills regardless of students’ disciplines became the guiding principle of CET from the mid-1980s onward (Feng, 2009). Popular CET textbooks of general English started to be adopted nationwide (Li, 2012), and they often include such topics of general human interests as “大学生活, 成长经历, 礼貌待人, 音乐之声, 卫生健康, 友谊情感, 成功之道, 文化价值” [“campus life, personal growth, politeness, appreciation of music, health and hygiene, friendship and human emotions, paths to success, and cultural values”] (Cai, 2012, p. 264; see also Li, 2012). English for special purposes (ESP)/EAP research and teaching, by contrast, started to become marginalized and declined in status (Duan and Gu, 2005). Some in China describe the current status of ESP—including EAP because EAP has always been promoted as an integral, if not the central, component of ESP in China (Cai, 2012)—as “惨淡经营, 步履维艰, 几乎到了自生自灭的地步” [“dismal, struggling, and left to fend for itself”] (Cai and Liao, 2010, p. 47; see also Lu, 2013) and as “日益萎缩, 正面临退出高等教育舞台的危险” [“dwindling in status and risking becoming irrelevant in higher education”] (Luo, 2006, p. 56).

The call for a prominent role for EAP in China’s CET

Given the perceived crisis of EAP, some EAP practitioners have begun to advocate a more prominent presence for EAP courses in China’s CET curriculum (e.g., Cai, 2012, 2014; Liu, 2013; Sun, 2010). They argue that focusing on the general purpose of laying a solid foundation in English and developing comprehensive English skills have resulted in, among many other problems, CET repeatedly teaching the same vocabulary items and grammatical structures as well as covering the same general-interest topics taught in high school (Cai, 2010, 2012, 2014; Huang et al, 2007; Yin and Yan, 2011). With increasingly higher English proficiency, fewer and fewer college students have the motivation or patience to learn the same old vocabulary, grammar, and topics in the prevalent Comprehensive English course (Cai, 2012; Lu, 2013).

Moreover, focusing on general English in CET is considered by the proponents of EAP as fundamentally flawed because the comprehensive English skills emphasized in CET through general-interest topics are insensitive to students’ communication needs for future study and work. Cai (2012), for example, notes that, in the 2007 College English Curriculum Requirements, the objective of CET is defined as “培养学生的综合应用能力, 特别是听说能力, 使他们在今后学习, 工作, 和社会交往中能用英语有效地进行交际” [“to develop students’ ability to use English in an all-around way, especially in listening and speaking, so that in their future study, work, and social interactions, they will be able to exchange information effectively”] (MOE, 2007, translation by Li, 2012, with minor revisions by me). The advocates of EAP argue that “future study” is too vague to be useful and should be specified as “为本科期间用英语进行专业学习服务” [“to serve the needs of students who will use English to study in their subject areas during their undergraduate study”] (Cai, 2012, p. 83).
Specifically, for most undergraduate non-English majors, using English for future study should mean using English to (1) study in bilingual and EMI courses in one’s area; (2) read the literature and be informed of the latest development in one’s discipline; and (3) participate in international conferences in one’s field (Cai, 2012; Lu, 2013; Luo and Li, 2008). All of these needs, apparently, can be met more effectively in EAP courses, rather than in EGP courses. More benefit to students than EGP courses, therefore, are EAP courses that target students’ study needs, especially with the prevalence of bilingual and EMI courses that students need or are required to take. Instead of the Comprehensive English course in the first two years of college, CET should transition to a curriculum model similar to this:

1. an elective, remedial English enhancement course (0 to 2 credit hours) for those who need to improve their comprehensive general English skills;
2. a series of required English for general academic purposes (EGAP) courses (8 credit hours in total) to enhance students’ EAP listening, reading, writing, and speaking skills;
3. a series of elected English for specific academic purposes (ESAP) courses (2 to 4 credit hours in total), such as business English and legal English, based on the students’ subject areas (Cai, 2012, p. 217; see also Huang et al, 2007, for a similar model).

This argument for replacing EGP with EAP, exemplified by the proposed curriculum model above, is considered by some as a spanner thrown in China’s CET works (Wang, 2011; Wang and Yao, 2013) due to its calls for a drastic break from the discipline-neutral EGA model underpinning the current CET curriculum in China. Such a proposal, if accepted by the CET circle and implemented from the top down through MOE policy mandates, would possibly result in the complete overhaul of the whole CET curriculum with new EAP-based textbooks, redesigned English tests, and retraining of CET teachers for EAP-focused teaching.

The resistance to the “replacement” of EGP with EAP

The proposal has, unsurprisingly, encountered objections (e.g., Wang and Yao, 2013). Some argue that CET should stay focused on EGP because China is a vast country with huge educational discrepancy due to differences in regional development and the urban/rural disparity, as noted by You and Dörnyei (in press). Consequently, students may enter university with varying levels of English proficiency (Huang, 2012), and many may need the general English classes to further consolidate their foundation in English and broaden their linguistic repertoire before they are ready to take EAP classes (Wang and Yao, 2013). Moreover, some first- and second-year college students may not have declared their majors and, thus, may not even have engaged in any discipline-specific communication tasks in Chinese, let alone in English. The relevance of EAP courses to these students remains an open question (see Wang and Yao, 2013, and Wang, 2011, for further arguments about the unsuitability of the “replacement” model which may not work in the Chinese context).

Another reason that the proposed EAP-focused CET curriculum is encountering resistance is because many in the CET circle believe in CET’s additional goals of cultivating students’ humanistic qualities (素质 or “suzhi”) and developing students’ international perspective. Indeed, the College English Curriculum Requirements (MOE, 2007) lists “提高综合文化修养，以适应我国社会发展和国际交流的需要” (“improve students’ cultural qualities so as to meet the needs of China’s social development and international exchange”) as part of the objective of CET (Li 2012, p. 110). Some in the CET circle, thus, worry that replacing
general English classes with EAP classes undermines this goal of developing students’
humanistic and cultural qualities necessary for intercultural exchange.

EAP proponents have attempted to address these and other questions which have
become the barriers to implementing an EAP-focused CET curriculum (e.g., Cai, 2014).
Some of these perceived hurdles seem unique to the Chinese CET context. They include
the influence of the centralized system of education on the nationally implemented CET
curriculum with its accompanying College English Test 4, educational discrepancy and its
impact on students’ English proficiency, and the debates about how CET can contribute to
the development of the whole person. Teachers’ concerns about their ability to work with
specialized varieties of English has been noted as a general factor affecting EAP teaching
in many contexts (Basturkmen, 2010; Hyland, 2006; see Chapter 2), and it becomes an
aggravated issue in the Chinese context due to CET teachers’ low professional status and
their perceived lack of preparedness as English teachers in general, and as EAP teachers in
particular (Cai, 2012; Huang et al, 2007; Luo, 2006; Zhang, Zhang and Liu, 2011; see also
Chapter 41).

**Examples of EAP courses in the CET curriculum**

Even with these potentially powerful mitigating factors, EAP practitioners in China have
started to partially reform the CET curriculum through offering EAP-focused courses in
different universities. At Fudan University, for example, EAP courses are offered based
on disciplines, such as EAP for students in science and technology, EAP for management
students, and EAP for students in the humanities, among others. Each course covers all
four EAP skills—reading, writing, listening, and speaking—for academic purposes (Cai,
2012). Tsinghua University in Beijing offers EAP courses based on skills and on students’
proficiency levels: EAP Listening and Speaking (Level 1 to Level 4) and EAP Reading and
Writing (Level 1 to Level 4) (Zhang, Zhang and Liu, 2011). University of Nottingham Ningbo
China (UNNC) has adopted the EAP model practiced at its UK home campus. It offers
four EAP modules in the first year (Center for English Language Education of University
of Nottingham Ningbo China, n.d). These EAP modules have reportedly achieved great
success with students noted as being able to participate successfully in their EMI courses
starting from the second year (Shu and Chen, 2010).

Scholars in China have noticed that “in spite of the tremendous effort in teaching
and learning English, the ‘paying too much and receiving too little’ phenomenon in CET
remains a big concern among English educators and practitioners in China” (Xie, 2014, p.
44). Therefore, the ongoing debates about reforming CET in general and reconsidering the
possible place of EAP in the CET curriculum in particular will, undoubtedly, continue, if
not intensify, in the future. With the increasing number of curriculum experiments such
as those at Fudan, Tsinghua, and UNNC, it is foreseeable that EAP practitioners may
start to experiment with EAP curriculum in more settings. These settings may include
prestigious universities, second-tiered universities, universities in the affluent coastal areas,
and universities in the remote western areas, especially with more and more universities
offering EMI courses that necessitate the support of EAP. An increasing number of such
cases may start to have the “trickle up” effect that may lead CET scholars and policy makers
to reconsider the role of EAP in the Chinese undergraduate ELT curriculum in the future.
**EAP at the tertiary level in China**

China’s institutions of higher learning admitted about 621,300 graduate students in 2014 alone (Ministry of Education of China, 2015). These graduate students, who participate in more than 58 percent of scientific research projects in China, have significantly contributed to China’s scientific innovations and economic development (Gu, Zhang and Liu, 2014). In fact, graduate students in China, especially doctoral students in the sciences, are required to engage in research and to publish their research findings in English-medium journals, sometimes as a degree requirement (Cargill, O’Connor and Li, 2012; Flowerdew and Li, 2009a, 2009b; Li, 2007, 2014). Graduate students at higher-ranking universities are also expected to publish in English in international journals in order to enhance the research profile of the research group of which the student is a part, and to increase the chance of winning more research funding for the group (Flowerdew and Li, 2009a; Li, 2007).

The requirement to publish in refereed international journals seems to apply more to graduate students in the sciences in top-tier research universities (Li, 2007) than to students in the social sciences or humanities (Flowerdew and Li, 2009a). Luo and Xiao (2011), for example, notice that many non-English major graduate students still often publish in Chinese journals.

Part of the reason for graduate students to publish research articles in Chinese journals may have to do with the English language proficiency of many Chinese graduate students in general and with their EAP skills in particular (Luo and Xiao, 2011). Some case studies on graduate students in China can offer us a glimpse into the English language proficiency and EAP skills of these students (Li, 2007; Luo and Xiao, 2011).

For example, Li describes the English learning experience of Yuan, who was a third-year doctoral student of chemistry at a major university. As an undergraduate, Yuan passed CET 4 only after the second try, and he failed to be admitted into the master’s program at his university because of his low score in the English test that was part of the entrance exam. He was admitted into the master’s program after the second try although he barely passed the English exam. He passed his CET 6 after the fifth try when he was a first-year master’s student. According to Li, Yuan’s experience of learning English was “typical for a student in China who is not majoring in English” (Li, 2007, p. 59). In a study of four graduate students by Luo and Xiao (2011) carried out in a university lower in status than the one in Li’s study (2007), all four students had to take CET 4 multiple times before they passed, and one still had not passed CET 6 when the study started. Such a “typical” profile of English learners at the graduate level in China hints at the challenges for many graduate students to transition from learning EGP to using EAP proficiently for study in their own fields during their degree study (Luo and Xiao, 2011). Others have also noted the difficulties many graduate students in China encounter when they learn to write an academic paper (Cargill, O’Connor and Li, 2012; Flowerdew and Li, 2009b; Huang, 2012).

Given the difficulties with English and with EAP often encountered by graduate students, EAP practitioners have argued for the importance of offering pedagogical support, possibly in the form of EAP courses, to graduate students in China (Cargill, O’Connor and Li, 2012; Luo and Xiao 2011; Ye, 2012). Li, for example, argues that:

> EAP practitioners … can certainly provide assistance more systematically, earlier in the student’s graduate program...to help them to make the transition from test-oriented English learning and short-composition writing to processing and producing longer research articles in English.

(2007, p. 73; see Luo and Xiao, 2011, and Ye, 2012, for a similar argument)
Despite such a theoretical plea, “the lack of pedagogical schemes and research efforts to address … [graduate] students’ needs seems a flagrant gap in ELT in China” (Flowerdew and Li, 2009b, p. 161). For example, Li notes that, before Yuan wrote his first article in English, he had not taken any academic writing course, and Li considers the situation of inadequate EAP support for graduate students as typically the case with students like Yuan in China (Li, 2007). Similarly, the master’s students in the paper by Luo and Xiao (2011) were not offered any academic writing courses by their university.

Graduate students do take English classes during their degree study, but these classes tend to focus on general English (Xiao, 2008; Ye, 2012). Moreover, the standards in these general English classes for graduate students have been noted as too low, sometimes lower than those for undergraduate students. As a result, some of these EGA classes for graduate students have been reported as having negligible effects on improving students’ English (Luo and Xiao, 2011). Seventy-five percent of the 85 graduate students at a university in Nanjing surveyed reported that their English improved very little after the general English classes (Xiao, 2008). The teaching objectives for the higher-level subject-specific courses, if they are offered at all, are often set too high, and very few students are able to read scientific literature in English or to write reports in English based on these courses (Ye, 2012). Universities often cannot offer EAP courses to graduate students because of the lack of qualified EAP teachers at this level (Li, 2007; Luo and Xiao, 2011; Sun, 2010).

The genre-based approach (Swales and Feak, 2012), arguably the most popular approach to teaching EAP to graduate students, has been introduced to Chinese CET teachers in recent years (Luo and Xiao, 2011). It is, however, unclear whether such an approach has actually been adopted anywhere in China, and studies reporting whether students have benefited from the genre approach or not are still rare. One exception is Huang (2012) who reported on an action research project in which she used the genre-based approach to teach a group of Chinese engineering students to write journal articles based on articles collected and analyzed by them. Through questionnaires filled out by 88 students and interview data, Huang reported positive effects of the approach on her students’ learning of EAP writing (2012). With Chinese EAP practitioners becoming increasingly familiar with the genre-based approach, it is possible that more and more courses like Huang’s (2012) will be offered, and studies looking at Chinese graduate students’ learning of academic genres may start to appear more frequently in the literature in the future.

Conclusion and future directions

Up to this point, I have discussed the ongoing debates about the place of EAP in the CET curriculum in China and the status of EAP practice targeting non-English major graduate students. Based on this discussion, it is not surprising to see why some scholars believe that EAP in China is in a precarious position. The general English courses deeply entrenched in the state-mandated CET curriculum, the accompanying high-stakes English proficiency tests, and the government’s push for bilingual and EMI courses raise the question of whether EAP will be able to find its place in the CET curriculum in China (Cai, 2012; Luo, 2006; Sun, 2010). Possibly due to such a concern, the ESP Committee of the China Foreign Language Education Association was established in 2011, one year after the inaugural issue of the academic journal 中国ESP研究 [ESP Research in China] was jointly published by the prestigious Beijing Foreign Studies University and the Foreign Language Research and Teaching Press.
The committee and the journal are long overdue because they can serve as valuable venues for discussing EAP-related policy and curriculum developments, presenting research findings, and raising the overall profile of both EAP research and practice in the CET circle. The need to raise the profile of EAP research is especially pressing. I noticed that many publications on EAP published in China still focus on introducing basic EAP concepts, such as materials development, teacher development, needs analysis, genre analysis, and others to ELT teachers in China (e.g., Lu, 2013; Ye, 2012). EAP-related publications also often focus on describing various curriculum and course design efforts, often concluding with a rather depressing description of the problems hindering the implementation of EAP in China (e.g., Liu, 2013; Zhang, Zhang and Liu, 2011).

Going forward, EAP practitioners in China may need to engage in high-quality empirical research on different aspects of EAP, especially projects that document student learning and teacher development in EAP programs and courses in various geographical and institutional contexts with different EAP curriculum configurations (for example, EAP following EGP, EAP in conjunction with EGP, or EAP in place of EGP, among others). At the graduate level, the growing importance of genre-based teaching suggests the need to document students’ development of academic writing using this approach (Cheng, 2006). These projects that target different aspects of EAP and different learners and teachers in varying contexts in China should preferably collect multiple sources of data and undergo rigorous peer reviews (see Gao, Liao and Li, 2014, for their discussion of the problems in many ELT-related empirical projects in China). Findings from such empirical studies can help validate the existing theoretical arguments (e.g., Cai, 2012), evaluate various EAP curriculum and course proposals and experiments (e.g., Zhang, Zhang and Liu, 2011), and enhance EAP practitioners’ efforts to introduce EAP concepts to ELT teachers in China (e.g., Lu, 2013). Insights developed from all these sources can help generate theoretical and pedagogical implications that will be of great interest to EAP practitioners in China and beyond. They may start to have strong policy implications that would lead to a more prominent place for EAP in the Chinese CET curriculum and in the graduate-level English curriculum.

Further reading

Cai (2012); Cargill, O’Connor and Li (2012); Flowerdew and Li (2009b); Luo and Xiao (2011)

Related chapters

2 General and specific EAP
3 Academic literacies
6 EAP, EMI or CLIL?
35 The common core in the United States
36 EAP pedagogy in undergraduate contexts
37 EAP support for post-graduate students
41 EAP teacher development

Note

1 For all direct quotes from Chinese-language publications, I have provided the quotes in Chinese with English translations. All translations are mine unless specified otherwise.
References

EAP at the tertiary level in China


