EAP vs. EOP

- **EAP** = English for *Academic* Purposes
- **EOP** = English for *Occupational* Purposes
**ELT**: English Language Teaching

- **EMT**: English as a Mother tongue
- **EFL**: English as a Foreign Language
- **EGP**: English for General Purposes
- **ESP**: English for Specific Purposes
- **EAP**: English for Academic Purposes
- **EOP**: English for Occupational Purposes
- **EST**: English for (Academic) Science and Technology
- **EMP**: English for (Academic) Medicine Purposes
- **ELP**: English for (Academic) Legal Purposes
- **EMFE**: English for Management Finance and Economics

**EGP vs. ESP**

- **EGP** = English for **General** Purposes
- **ESP** = English for **Specific** Purposes
- **EBP** = English for **Business** Purposes
- **EBMP** = English for **Business and Management** Purposes
### Braj KACHRU’S “CIRCLES” THEORY (1992)

- **Inner Circle English**: ICE/BANA
  - International English/
    (English as an International Language)
  - IE/EIL
- **Outer Circle English**: OCE
  - World Englishes (WE)
  - Non-Native Speakers
- **Expanding Circle English**: ECE
  - English as a Lingua Franca (ELF)

### Notes
- BANA refers to **British-Australian-North American** (UK/Australia/USA/Canada)
Globish is a simple, pragmatic form of English codified by Jean-Paul Nerrière, a retired vice-president of IBM in the United States.

Globish = Global English

作者：Jean-Paul Nerrière、David Hon

全球華人熱捧！

《全球化英語：輕鬆和全世界溝通》以簡易的全球化英語（Globish）撰寫，採中英對照方式呈現，除了閱讀中文翻譯，亦可閱讀全球化英語，吸收本書概念、精髓，同時訓練全球化英語的能力。

現在我們不是只有跟美國人、英國人來往，也和日本、韓國、德國、印度人溝通，這時用淺顯的「全球化英語」溝通更能輕鬆暢行無阻。

該書附錄亦收錄歐巴馬總統就職演說 「原文版」與「全球化英語版」，實地演練全球化英語的概念。

ISBN 9789570840711
Globish allows people to:

1. Communicate in English, using only 1500 words.

2. Employ simple, but standard grammatical structure.

3. Learn enough pronunciation and spelling for 1500 words only.

4. Provide a tool for leading a conversation in business or as a tourist, anywhere in the world.
Taiwan ESP Association

TESPA

= TEA + SPA
Taiwan ESP Association (TESPA)

1. Business & Management
2. Science & Technology
3. Medicine & Nursing
4. Hospitality & Tourism
5. Law & Politics

<table>
<thead>
<tr>
<th>年度</th>
<th>計畫編號</th>
<th>研究主題</th>
<th>執行期間</th>
<th>補助金額</th>
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<tr>
<td>96</td>
<td>MOST 96-2411-H-309-002-</td>
<td>海峽兩岸大學專業英語教學現況調查暨商管專業英語(EBMP)課程需求分析研究</td>
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<td>MOST 99-2410-H-309-020-</td>
<td>商管學術英語研究：跨領域商管國際期刊摘要學術用字之分析與應用</td>
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<td>融合3C語料的商管專業英語教材與教法之研究—以溝通領導學為例</td>
<td>2012/08/01至2013/07/31</td>
<td>624,000元</td>
</tr>
<tr>
<td>102</td>
<td>MOST 102-2410-H-309-020-</td>
<td>EBMP: 融入語料庫的管理溝通專業英文讀寫教材與教法之研究</td>
<td>2013/08/01至2014/07/31</td>
<td>496,000元</td>
</tr>
<tr>
<td>103</td>
<td>MOST 103-2410-H-309-016-</td>
<td>以商管專業語料庫為本之專業英語教學設計與教材研發之探究</td>
<td>2014/08/01至2015/07/31</td>
<td>466,500元</td>
</tr>
</tbody>
</table>
2001-2010 SSCI期刊篇名(Titles)之標籤雲(Tag Clouds)

- Corpus (52)
- Corpus-based (30)
- Collocation (17)
- Corpora (15)
- Linguistics (12)
### 2009-2014 International Conferences

<table>
<thead>
<tr>
<th>國際會議名稱</th>
<th>日期</th>
<th>地點</th>
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<tbody>
<tr>
<td>KATE 2009 International Conference Across the Borders: Content-based instruction in the EFL contexts</td>
<td>09年7月03-04日</td>
<td>韓國首爾</td>
</tr>
<tr>
<td>The Fourth International Conference of English as a Lingua France (ELF4) (NSC 99-2410-H-309-020-)</td>
<td>11年5月26-28日</td>
<td>香港(HKIEd)The Hong Kong Institute of Education</td>
</tr>
<tr>
<td>The 3rd International Conference on Foreign Language Learning and Teaching (FLLT 2013) (NSC 101-2410-H-309-012-)</td>
<td>13年3月15-16日</td>
<td>泰國曼谷(Bangkok, Thailand)</td>
</tr>
<tr>
<td>The 10th Annual CamTESOL Conference on English Language Teaching (2014 CamTESOL) (NSC 102-2410-H-309-020-)</td>
<td>14年2月22-23日</td>
<td>柬埔寨金邊(Phnom Penh, Cambodia)</td>
</tr>
<tr>
<td>The 1st Tri-ELE International Conference on English Language Education: Toward Global English Horizons (1st Tri-ELE) (NSC 102-2410-H-309-020-)</td>
<td>14年6月20-21日</td>
<td>泰國曼谷(Bangkok, Thailand)</td>
</tr>
<tr>
<td>The 2nd Asia Pacific Social Science Conference (2014 APSSC) (MOST 103-2410-H-309-016-)</td>
<td>14年11月7-9日</td>
<td>馬來西亞吉隆坡(Kuala Lumpur, Malaysia)</td>
</tr>
</tbody>
</table>
当今，英語文被認為是世界共通語言(ELF)，相關的研究議題日益受到英語文教學界的重視與探討。

**ELF1**：2008年 芬蘭 赫爾辛基 (Helsinki, Finland)
**ELF2**：2009年 英國 南開普敦 (Southampton, UK)
**ELF3**：2010年 奧地利 維也納 (Vienna, Austria)
**ELF4**：2011年 香港 (Hong Kong) 香港教育學院
**ELF5**：2012年 土耳其 伊斯坦堡 (Istanbul, Turkey)
**ELF6**：2013年 義大利 羅馬 (Rome, Italy)
**ELF7**：2014年 希臘 雅典 (Athens, Greece)
**ELF8**：2015年 中國 北京 (Beijing, China)

### 2011年出席國際學術會議 (NSC 99-2410-H-309-020-)

<table>
<thead>
<tr>
<th>會議名稱</th>
<th>The Fourth International Conference of English as a Lingua France (ELF4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>會議時間</td>
<td><strong>2011年5月26-28日</strong></td>
</tr>
<tr>
<td>會議地點</td>
<td>香港 The Hong Kong Institute of Education (HKIEd)</td>
</tr>
<tr>
<td>發表題目</td>
<td>ELF in International Business Communication: Diverse Perspectives from a Faculty Profession Development Community</td>
</tr>
</tbody>
</table>

**ELF4 國際會議會場**
当今 ESP 研究的方向

**Topic:**

*Current Directions in English for Specific Purposes Research*

Prof. Brian Paltridge
The University of Sydney
Prof. Sue Starfield
The University of New South Wales

---

**Current Directions in ESP Research**

*(Paltridge & Starfield, 2010 TESOL Boston Convention)*

1. ESP & Genre
2. ESP & Corpus Studies
3. ESP & English as a Lingua Franca (ELF)
4. ESP & Advanced Academic Literacies
5. ESP & Identity
6. ESP & Ethnographic Approaches
• **Corpus** provides grammarians parties with **better descriptions of a language**.

• **Corpus analysis** provides

  1. **Lexical** information
  2. **Semantic** information
  3. **Pragmatic** information.

  (Robin, 2009)

---

**3C ?**

\[
\begin{align*}
\text{Computers} & \quad \text{or} \\
\text{Cameras} & \\
\text{Cell-phones} &
\end{align*}
\]

- **Corpus**
- **Concordance**
- **Collocation**
語料庫 (Corpus)

- *Corpus* is a large collection of written or spoken texts.

- **BNC**
  = British National Corpus

- **COCA**
  = Corpus of Contemporary American English

學習知識

- Learn knowledge
- Learn knowledge (X)

- Acquire knowledge
- Gain knowledge

- Learn skills
- Learn lessons
Learn knowledge

Replacing *learn* in 'learn knowledge':
- **Learn knowledge** (6)
- Assume knowledge (25)
- Gain knowledge (73)
- Acquire knowledge (121)

Replacing *knowledge* in 'learn knowledge':
- **Learn knowledge** (6)
- Learn skill (210)
- Learn truth (39)
- Learn lesson (304)
- Learn word (52)

Phrase (1-10) m is the frequency of usage:
- Good Word Combinations
- Bad Word Combinations
- Similarity of meaning

Word - Means singular noun only
Language as **Chunks**, not **Words**

**COLLOCATION** (搭配詞)
Collocation

- Collocation is a group of two or more words that like to hang out together.

  e.g. Sara made a cup of tea for lunch.
       Joe did all of my homework yesterday.

- Collocation refers to words that generally go together. Understanding collocations helps English learners improve their fluency.

解決問題 vs. 回答問題

- 解決問題
  Solve problem (1673)
  Solve question (16)

- 回答問題
  Answer question (2031)
  Answer problem (28)
CMI & DDL

CMI = Corpus-mediated Instruction
(融入語料庫的教學)

DDL = Data-driven Learning
(語料導向的學習法)

Corpus Linguistics (語料庫語言學)

Authentic Materials (真實的語料)
做研究

- **do** research
- **make** research (X)
- **make** study
- **do** study (X)
• This study shows (706) suggests (235) reveals (126) indicates (110) ... ... ...
<table>
<thead>
<tr>
<th>Abstracts and the Writing of Abstracts</th>
</tr>
</thead>
</table>

# Abstracts and the Writing of Abstracts

Abstracts are a crucial component of research communication, serving as concise summaries that provide a snapshot of the research conducted. They help readers quickly assess the relevance and potential impact of a study, guiding them in deciding whether to delve deeper into the detailed content. The art of writing effective abstracts involves precision in conveying the main findings, methodology, and implications in a succinct manner, ensuring that the most critical aspects are highlighted while maintaining clarity and conciseness.

Given the diverse nature of research, abstracts can vary widely, from the highly technical to the more approachable, depending on the audience and the field of study. Effective abstract writing requires a balance of brevity and comprehensiveness, aiming to attract the reader’s interest while providing enough detail to encourage further exploration.

## Cluster 1
- study assess (28)
- study carry (30)
- study confirm (74)
- study demonstrate (59)
- study determine (17)
- study establish (23)
- study estimate (14)
- study evaluate (21)
- study examine (75)
- study explore (17)
- study illustrate (22)
- study indicate (110)
- study institute (16)
- study investigate (35)
- study lead (45)
- study measure (12)
- study reveal (126)
- study show (706)
- study suggest (235)
- study support (26)

## Cluster 2
- study produce (33)
- study provide (120)
- study yield (13)

## Cluster 3
- study cover (23)
- study include (71)
- study involve (36)

## Cluster 4
Hukin (2001): RA abstracts four distinguishable of a study’s topic, methodology, and main findings

1. They function as stand-alone mini-texts, giving readers a short summary of a study’s topic, methodology, and main findings.
2. They function as screening devices, helping readers decide whether they wish to read the whole article or not.
3. They function as previews for readers intending to read the whole article, giving them a road-map for their reading.
4. They provide indexing help for professional abstract writers and editors.

“Moves” in the Abstracts

<table>
<thead>
<tr>
<th>Move #</th>
<th>Typical Labels</th>
<th>Implied Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Move 1</td>
<td>Background/ Introduction/ Situation</td>
<td>What do we know about the topic? Why is the topic important?</td>
</tr>
<tr>
<td>Move 2</td>
<td>Present Research/ Purpose</td>
<td>What is this study about?</td>
</tr>
<tr>
<td>Move 3</td>
<td>Methods/ Materials/ Subjects/ Procedures</td>
<td>How was it done?</td>
</tr>
<tr>
<td>Move 4</td>
<td>Results/ Findings</td>
<td>What was discovered?</td>
</tr>
<tr>
<td>Move 5</td>
<td>Discussion/ Conclusion/ Implications/</td>
<td>What do the findings mean?</td>
</tr>
<tr>
<td></td>
<td>Recommendations</td>
<td></td>
</tr>
</tbody>
</table>
O2O 教學模式?

- Online to Offline 模式
- Offline to Online 模式
- Offline + Online 模式

- 兼具「實體」與「虛擬」
- 整合「傳統課室」與「網路科技」

► Offline: Textbook / Group Work
► Online: Corpus-mediated Tasks
  Game-based Kahoot it!
► Online + Offline:
  Corpus-based Worksheets
Concordances are listings of the occurrences of a particular feature or combination of features in a corpus.

Each occurrence is displayed with a certain amount of context, the text preceding and following it.

The most commonly used concordance type is Key Word in Context (KWIC).

It shows one hit per line of screen with principal search feature highlighted in the centre.

Concordance is used to determine the syntax in which a form is embedded.
Use Guide: Business Letter Corpus

Key in one search word

Click: SUBMIT
discount in BLC Corpus

27. We can offer you a 2% discount for cash with order.

31. We allow a 10% discount for payment made within 30 days of order.

50. We can grant the discount, if you can deposit the monthly charges in advance.

96. We would give you a special discount of 5% off the prices.
### “discount” in Just the Word

#### discount (Verb)

<table>
<thead>
<tr>
<th><em>discount</em> obj N</th>
</tr>
</thead>
<tbody>
<tr>
<td>cluster 1</td>
</tr>
<tr>
<td>discount bills</td>
</tr>
<tr>
<td>discount cost</td>
</tr>
<tr>
<td>discount rate</td>
</tr>
<tr>
<td>clustered</td>
</tr>
<tr>
<td>discount cash</td>
</tr>
<tr>
<td>discount claim</td>
</tr>
<tr>
<td>discount evidence</td>
</tr>
<tr>
<td>discount the fact</td>
</tr>
<tr>
<td>discount fear</td>
</tr>
<tr>
<td>discount flow</td>
</tr>
<tr>
<td>discount the idea</td>
</tr>
<tr>
<td>discount the possible (16)</td>
</tr>
<tr>
<td>discount result</td>
</tr>
<tr>
<td>discount ticket</td>
</tr>
<tr>
<td>discount year</td>
</tr>
<tr>
<td>ADV <em>discount</em></td>
</tr>
<tr>
<td>unclustered</td>
</tr>
<tr>
<td>already discount</td>
</tr>
<tr>
<td>completely discount</td>
</tr>
<tr>
<td>even discount</td>
</tr>
</tbody>
</table>

#### discount (N)

*discount* N, e.g. discount the possibility
ADV *discount*, e.g. already discount

#### V obj *discount*

<table>
<thead>
<tr>
<th>cluster 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>allow discount</td>
</tr>
<tr>
<td>entitle to discount</td>
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<tr>
<td>qualify for discount</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>cluster 2</th>
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<tbody>
<tr>
<td>get discount</td>
</tr>
<tr>
<td>obtain discount</td>
</tr>
<tr>
<td>receive discount</td>
</tr>
<tr>
<td>receive per discount</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>cluster 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>give discount</td>
</tr>
<tr>
<td>offer discount</td>
</tr>
<tr>
<td>offer discount on</td>
</tr>
<tr>
<td>offer discount to</td>
</tr>
<tr>
<td>offer per discount</td>
</tr>
</tbody>
</table>

#### unclustered

| apply discount | (4) |
| arrange discount | (4) |
| ask for discount | (6) |
| buy at discount | (15) |
| claim discount | (12) |
| deduct discount | (4) |
| enter discount | (5) |
| include discount | (11) |
| increase discount | (7) |
| issue at discount | (4) |
| negotiate discount | (12) |
| sell at discount | (14) |
| trade at discount | (4) |
Tools for Corpus-mediated EAP Instruction

1. Lextutor
   http://www.lextutor.ca/

2. Just The Word
   http://www.just-the-word.com/

3. BLC Online KWIC Concordancer
   http://www.someya-net.com/concordancer

4. TANGO verb-noun collocation
   http://candle.fl.nthu.edu.tw/collocation/webform2.aspx

Authentic Materials

- The use of **authentic teaching materials** is a most concern for successfully implementing any ESP instruction.

- A series of **corpus-informed** and **task-based learning activities** was designed to guide college students to read and to write for **international business communication**.
Benefits of Corpus-mediated Activities

1. Observe and notice language patterns.

2. Raise consciousness about grammatical and lexical patterns.

3. Perceive how to learn inductively.
1. 長榮大學管理學院
「EBMP商管專業英文語料庫」
網址為 http://ebmp.cjcu.edu.tw/

2. 該EBMP語料庫涵蓋六項查詢功能：

(一) 單字查詢
(二) 字串查詢
(三) 頻率查詢
(四) 常用、學術用字查詢
(五) 常用學術用字統計
(六) 克漏字
Q & A

Thank you!

Email: ydpc@mail.cjcu.edu.tw
      ydpc@mail.ncku.edu.tw
TEL: 06-2785123 ext. 2172