

Jing Wei

Theme and Thematic Progression in Chinese College Students' English Essays

Thematic Progression Chinese College Students

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Thematic Progression Chinese College Students:

Theme and Thematic Progression in Chinese College Students' English Essays Jing Wei, 2015-12-17 This book focuses on how instruction affects English learners use of Theme and thematic progression thematic organization While thematic organization in learner English has been extensively studied little research has been done to investigate the effects of instruction on the use of Theme and thematic progression Adopting a Systemic Functional Grammar approach this study explores how a ten week instruction on thematic organization affects Chinese college students use of Theme and thematic progression by comparing their English essays before and after the instruction with native speaker essays as the research baseline Second language acquisition researchers curriculum developers and foreign language teachers will find this book useful as it not only presents a clear and detailed report of how Chinese college students learn to make better thematic choices but also provides a well developed instructional package on Theme and thematic progression

Assessing the English Language Writing of Chinese Learners of English Liz Hamp-Lyons, Yan Jin, 2022-05-24 This book focuses on the assessment of English language writing in China mainland the territories of Hong Kong and Macau and Taiwan The first part of the book describes how writing in English has been assessed in Chinese contexts in the past 25 years and how it continues to be assessed at present The second part of the book presents reports of work such as formative classroom based assessment feedback based or feedback led approaches learning oriented assessment portfolios as well as the important issue of teacher professional development in writing assessment This two part division relates to and reflects what has been happening in writing assessment internationally in the UK from the 1940s and in the US in the past 25 years The use of English for international business communication for international political negotiations and its rapidly increasing use as a medium of instruction in some subject areas has led to a rapid increase in the numbers of Chinese L1 speakers who are learning and being assessed in English This is often done with an emphasis on reading and writing The vast majority of assessments of English language writing are done through large scale direct testing that uses simple prompts tasks and short writing samples This book explores best practices in assessing the writing in English of native speakers of Chinese Assessing the English Language Writing of Chinese Learners of English edited by long time experts Liz Hamp Lyons and Yan Jin clearly demonstrates the authors collective years of writing and teaching about writing assessment The book s 13 chapters written by recognized experts in assessment of Chinese speakers learning English represent a wide array of important topics written in reader friendly language and offering evidence for pedagogical practices as well as high stakes testing of writing Teachers researchers administrators of writing programs in China and test developers who seek counsel about this population need look no further than to add Assessing the English Language Writing of Chinese Learners of English to their reading list

Deborah Crusan Wright State University USA *English-Medium Instruction in Chinese Universities* Jing Zhao, L. Quentin Dixon, 2017-03-27 This edited book is about the rationale practice and classroom implementation of English medium

instruction courses in Chinese universities It specifically focuses on classroom discourse analysis across different disciplines and settings The main themes of this book are describing the state educational policies toward English medium instruction at the tertiary level distinguishing English medium instruction from mainstream foreign language learning analyzing curricula and discourse at the classroom level and evaluating the learning effectiveness of these courses This book covers the widespread implementation of English medium courses in China across different disciplines and it provides a window for researchers and practitioners from other parts of the world to see the curriculum design lesson planning discourse features and teacher student interaction in English medium classrooms in China Contributors to this volume consists of a panel of highly respected researchers in the fields of bilingual education English medium instruction classroom discourse analysis and language program evaluation Chapters include Balance of Content and Language in English Medium Instruction Classrooms English Medium Instruction in a Math Classroom An Observation Study of Classroom Discourse Asking and answering questions in EMI classrooms What is the Cognitive and Syntactic Complexity Level Developing Chinese EFL Learners' Generic Competence Liming Deng,Qiujin Chen,Yanyan Zhang,2014-05-28 This work investigates the development of English as a Foreign Language EFL learners generic competence in reading writing and translation within the particular Chinese classroom context It provides a new perspective for the current teaching and research in reading writing translation within the EFL contexts and offers an insightful framework for pedagogical applications in language learning and teaching Its findings will be extremely valuable not only in local situations but also more generally in a wider regional and global context as well The book employs a series of research tools including pre research and post research questionnaires pre test and post test of reading writing translation multi faceted writing portfolios including reflection reports textual analysis and in depth interviews It involves 209 participants from a primary university in Wuhan among whom 171 are undergraduates and 38 are postgraduates And it draws on the analysis of such varied multi sourced data both qualitatively and quantitatively Genre based teaching is playing a critical role in initiating EFL learners into the discourse community of the target language Developing EFL learners generic competence is viewed as the ultimate goal in the process of teaching and learning This monograph effectively demonstrates that like genre based English for Specific Purposes ESP pedagogies it is also possible to take advantage of already acquired genre knowledge for use in EFL learning contexts It offers an impressive view of the direction in which genre based applications are likely to take in the coming years **Linguistics and Language Behavior Abstracts** ,2007-02 *Sociological Abstracts* Leo P. Chall,1998 **Second Language Instruction/acquisition Abstracts** ,1997 Manusya ,2014 **MLA International Bibliography of Books and Articles on the Modern Languages and Literatures** Modern Language Association of America,2003 Vols for 1969 include ACTFL annual bibliography of books and articles on pedagogy in foreign languages 1969 **Current Index to Journals in Education** ,2000 **Comprehensive Dissertation Index** ,1984 *The Structure of Chinese Elliptical Proverbs* Bingkun Hu,1985 **Resources in Education**

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