

A Comparative Analysis of the English Academic Writing Proficiency of Students Who Graduated from Conventional Universities in Mainland China and Students Who Graduated from English as a Medium Instruction (EMI) Universities in Mainland China

Junwei Liao*

Email: 396503483@qq.com

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Abstract

Although English courses are compulsory in the universities of Mainland China, these English courses are College English Test (CET) driven within the English for General Purposes (EGP) curriculum [1] and they overlook English academic writing [2] [3] [4]. However, there are several novel English as a Medium Instruction (EMI) universities providing English academic writing training to their undergraduates. Academic English writing training is a crucial part of English for Academic Purposes (EAP) genre. These EMI universities provide English courses within EAP genre. Lexical competence is a crucial factor of the general quality of the second language (L2) writing [5] [6] [7]. Firstly, this study aims to examine whether the English academic writing proficiency of students graduating from EMI universities (Group 2) is significantly greater than those graduating from conventional universities (Group 1) based on their academic lexical competence. In this study, the academic English lexical competence is determined by lexical variation (LV), lexical sophistication (LS) and lexical density (LD) based on the framework of Laufer and Nation [7] by a statistical quantitative analysis of MANOVA. Secondly, a qualitative study is conducted by semi-structured interview to investigate and compare the experiences, comments, feedbacks and suggestions between Group 1 and Group 2 towards their undergraduate English curriculums. As a result, the quantitative study indicates that there is no significant difference of the academic lexical competence between Group 1 and Group 2. However, the qualitative approach demonstrates that Group 2 is more familiar and more confident with English academic writing than Group 1. Overall, EAP is suggested to the undergraduate English curriculums in Mainland China.

*本科毕业于西交利物浦大学，拥有西交利物浦大学学士学位和英国利物浦大学二等甲荣誉学士学位。硕士毕业于香港理工大学的英语语言文学(英语教育)专业，曾在香港理工大学的英文系担任过3个月的学生兼职助理，以及6个月全职助理研究员。研究方向是英语教育的相关研究。

Keywords

English for Academic Purposes (EAP), English Writing Proficiency, English Language Teaching (ELT), English-Medium Instruction (EMI) Universities, Conventional Chinese Universities, Chinese Higher Education

中国内地传统高校本科毕业生和中国内地中外合作办学(EMI)高校本科毕业生的学术英语写作能力的对比研究

廖俊伟*

Email: 396503483@qq.com

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摘要

英语课在中国内地的大学中是一门必修课,但是这些英语课的主要目标是国家英语四六级考试[College English Test (CET)] [1]。这些英语课主要是关注英语的广泛日常使用[English for General Purposes (EGP)]从而忽略了学术英语[English for Academic Purposes (EAP)] [2] [3] [4]。然而,内地有一些大学采用了全英文教学,它们也被称为English-Medium Instruction (EMI)大学。这些大学给本科生们提供了EAP课,其中包含了英语学术写作课。英语学术写作是EAP体裁中的一个重要部分。其中,词汇能力是第二语言写作能力中一个重要的部分[5] [6] [7]。总的来说,本研究是采用先定量后定性的研究方法。第一大部分是定量分析,本研究要研究是否EMI大学的本科生(组别2)比传统大学的本科生(组别1)在学术英语词汇方面能力更强。本研究中,词汇能力表现在词汇多样[lexical variation (LV)],词汇复杂性[lexical sophistication (LS)]和词汇密度[lexical density (LD)] [7]。MANOVA分析法被用于分析这三个元素。第二大部分采取的是定性分析。半结构化采访被采用于调查和对比组别1和组别2学生们对于他们本科英语课程的经验,建议和评价。本研究的定量分析部分表明了学术英语词汇能力方面,组别2和组别1的学生并没有表现出显著的差异。然而,定性分析部分发现了组别2的学生比起组别1的学生对于英语学术写作更加熟悉和自信。总的来说,本研究推荐中国内地高校开设学术英语(EAP)课程。

关键词

学术英语(EAP), 学术英语写作水平, 英语教育(ELT), 全英文授课(EMI)高校, 中外合办高校, 传统中国高校, 中国高等教育

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1. 简介

中国大陆高校普遍没有重视对本科生学术英语的训练, 并且仅仅少部分高校开设了语言中心帮助学生的英语口语[4]。尽管英语课在中国内地高校中是必修课, 大部分的大学英语课还是注重于语法教学并且很看重国家大学英语四六级等级测试[College English Test (CET)] [1] [3] [8]。四六级英语考试中普遍忽略了学术英语, 所以大学英语教育也普遍忽略了学生学术英语的培养[2]。

然而, 参加国家大学英语四六级等级测试的人数非常多, 这就让这项考试成为全世界最大的英语作为外语使用者的考试[9]。在这个系列的考试中, 学生的中英文相互翻译能力被重视。但是, 学生的学术英语能力被忽略了[9]。此外, 研究指出有 70% 的中国南方的英语专业的硕士学生并没有接受过大学的任何关于英语学术写作能力的训练[4]。此外, 还有很多元素对中国高校的学术英语教育有着影响。这些因素包括高校英语教师的英语能力, 这是很难在短时间内得到解决的一个元素, 因为中国有着将近 14 亿的庞大人口[10]。英语又是一门在学术中很重要的语言工具, 因此中国高校培养学生的英语学术写作能力相关的研究就变得很前沿很实际很重要。

近年来, 中国内地开设的一批年轻的全英文授课的中外合作办学高校(EMI 大学)开设了学术英语课程[11]。这些大学包括西交利物浦大学(XJTLU)、宁波诺丁汉大学(UNNC)、北京师范大学 - 香港浸会大学联合国际学院(UIC)、上海纽约大学(NYU Shanghai)和香港中文大学深圳分校(CUHK-Shenzhen)等等。然而, 西交利物浦大学(XJTLU)、宁波诺丁汉大学(UNNC)、北京师范大学 - 香港浸会大学联合国际学院(UIC)这三所高校是这些大学中成立时间最久, 在校生最多的高校。这三所高校的英语课都不是以西六级考试(CET)为导向的并且他们开设了学术英语(EAP)的课程。此外, 这三所高校均将英语设置作主要授课和学习的语言。不过, 这三所高校的学术英语课程设计和规划都有区别。西交利物浦大学的英语课主要专注于学术英语能力, 特别是写作, 宁波诺丁汉大学和北京师范大学 - 香港浸会大学联合国际学院则在注重学术英语的同时, 还重视学生听说读写各方面的培养[12] [13] [14]。

中国有非常多的学生在海外留学。在 2016 年就有 545,000 中国学生在海外留学, 此人数比 2015 年增加了 3.97% [15]。调查表明, 学术英语能力对中国在海外留学的留学生的学习是非常重要的[16]。

英语被极为广泛地运用于科学研究中, 大量的前沿科研文章都是用英文来发表的。并且, 大量的文献资料都是英文的[12] [13] [14] [17] [18]。

2. 文献综述

2.1. 学术关键词列表[Academic Keyword List (AKL)]

学术关键词列表[Academic Keyword List (AKL)]是一个经过严谨调查研究和改进的英语学术词汇表[19]。AKL 一共包含了 930 个学术英语中很重要的词汇, 这些词汇是根据关键性, 涵盖性以及均匀性被选择出的[19]。总的来说, 本研究会专注于所有的学术关键词列表里的词, 一共 930 个单词, 来计算词汇复杂性(LS)。

2.2. 词汇丰富度[lexical richness (LR)]

研究表明就连英语母语使用者也发现学术英语写作不容易[20]。学术英语词汇能力已经被认为是调查研究英语为第二语言(L2)能力其中的一项至关重要的能力和指标[5] [6] [7]。词汇丰富度[lexical richness (LR)]被证明是一项非常重要的指标来调查英语词汇能力[5]。其中, 词汇多样性(LV), 词汇复杂性(LS)和词汇密度(LD)是三个非常重要的用于检验词汇丰富度(LR)的指标和因子[7]。

2.3. 词汇多样性[lexical variation (LV)]

词汇多样性(LV) (*i.e.* TTR)的计算是基于 type/token 比例计算得出的[7]。

$$\text{词汇多样性}(LV) = \frac{\text{Number of types} \times 100\%}{\text{总词汇(tokens)数}}$$

2.4. 词汇复杂性[lexical sophistication (LS)]

词汇复杂性(LS)是基于“高级词汇(advanced tokens)”在全文词汇中所占比例计算得出。但是，如何定义“高级词汇”，是可以由研究者根据需要自行决定的[7]。

$$\text{词汇复杂性}(LS) = \frac{\text{高级词汇数} \times 100\%}{\text{总词汇数}}$$

2.5. 词汇密度[lexical density (LD)]

词汇密度(LD)指的是实义词在文章中占的比例，例如动词，名词，形容词，副词[7]。

$$\text{词汇密度}(LD) = \frac{\text{实义词数} \times 100\%}{\text{总词汇数}}$$

3. 研究方法

在本节中，笔者先是用统计学来定量分析和对比词汇多样性，词汇复杂性和词汇密度。之后，笔者将用半结构化采访的方式来对比探究学生们对他们本科阶段受到的英语教育的评价，反馈。

3.1. 样本分组

组别 1：在读研究生(研究生属于全英文授课环境)，并且本科毕业于中国内地传统高校

组别 2：在读研究生(研究生属于全英文授课环境)，并且本科毕业于中国内地 EMI 高校

每一组的样本都有 20 人，并且来自类似的学科：每组样本中，5 人来自商科，8 人来自人文社科类，5 人来自科学类，2 人来自工程类。所有样本的本科专业和硕士专业都属于同一学科大类。所有样本收集的英语论文都是来自于研究生的第一学期，这样更能反应出他们本科四年所接受到的英语学术写作训练。

3.2. 计算词汇多样性，复杂性和密度

研究者们发现，标准化 type/token 比例[standardised type/token ratio (STTR)]是最适合来探究多文字的文章的词汇多样性[21] [22] [23]。此项目，STTR *Wordsmith Tools* 6.0 这个软件被用于计算 STTR 数值。如同 Jin [24]的研究中采用的方法一样，本研究也是用 *VocabProfile* (4.0 版本) (<http://www.lexutor.ca/vp/eng/>)这个软件来计算词汇复杂性。

LV, LS 和 LD 都被分别用 t-检验来检查是否在组别 1 和组别 2 中存在显著差异。然后，IBM SPSS Statistics 24 软件中的 MANOVA 统计方法将会被用来检验这三个元素合起来或者两两之间是否在组别 1 和组别 2 中表现出显著差异。之后，本定量研究的最后一步还有一个跟随采访，采访大家对这个定量分析结果的看法以及分析。

3.3. 半结构化采访

本研究采用半结构化，对每个组别都随机挑选出 6 个样本进行录音线上采访。本采访主要专注于询问学生们对他们本科阶段收到的英语教育进行评价，反馈，以及他们本科阶段的英语课对他们在英语环境下进行硕士学习的帮助程度。此外，对于学生提出的独特的有见解的意见，看法和平均进行更进一步的调查和理解。

本采访的机构如下：

- 1) 基本背景
- 2) 英语写作经验
- 3) 他们对学术英语的理解和态度

4) 对组别 2 的特别问题：是否他们觉得他们在硕士阶段，比周围组别 1 的同学在学术英语上表现出优势，以及相关的看法和建议。

4. 研究结果及讨论

4.1. 定量分析

4.1.1. 词汇多样性(LV)，词汇复杂性(LS)以及词汇密度(LD)的数据结果表

表 1 中展示出了组别 1 和组别 2 中(各 20 人)样本的 LV, LS 以及 LD。例如，组别 1 中 1 号同学的论文的 LV 是 37.2、LS 是 58.32、LD 是 0.6。

Table 1. Lexical variation (LV), lexical sophistication (LS) and lexical density (LD) of the academic writings from Group 1 and Group 2

表 1. 组别 1 及组别 2 的样本的词汇多样性(LV)，词汇复杂性(LS)和词汇密度(LD)

组别(Group)序号	各组内样本序号	词汇多样性 LV	词汇复杂性 LS	词汇密度 LD
1	1	37.2	58.32	0.6
1	2	42.77	55.18	0.61
1	3	35.5	67.4	0.56
1	4	37.93	51.74	0.60
1	5	38.2	50.29	0.57
1	6	16.3	69.87	0.55
1	7	31.3	52.77	0.58
1	8	34.1	58.97	0.63
1	9	37.6	55.96	0.59
1	10	28.65	46.09	0.58
1	11	38.5	53.59	0.63
1	12	39.8	47.47	0.55
1	13	40.1	42.56	0.50
1	14	41.4	49.19	0.68
1	15	34.0	62.72	0.68
1	16	39.8	50.78	0.69
1	17	40.7	54.11	0.58
1	18	37.0	49.73	0.66
1	19	25.0	48.99	0.67
1	20	42.6	47.83	0.63
2	1	39.3	48.88	0.65
2	2	34.9	53.69	0.55
2	3	22.95	61.44	0.64
2	4	41.1	57.47	0.62
2	5	34.4	58.88	0.58

Continued

2	6	22.92	58.85	0.61
2	7	39.25	49.44	0.64
2	8	42.7	53.15	0.62
2	9	39.78	55.15	0.56
2	10	38.1	55.63	0.56
2	11	40.4	51.76	0.60
2	12	39.05	46.3	0.59
2	13	42.0	50.34	0.62
2	14	34.6	53.62	0.58
2	15	40.9	56.7	0.56
2	16	44.0	45.22	0.64
2	17	30.55	59.29	0.69
2	18	30.66	44.42	0.68
2	19	38.7	53.46	0.66
2	20	31.4	48.75	0.66

各个小组的 LV, LS 和 LD 的平均数(平均数)在表 2 中得到了呈现。组别 2 的 LV (36.3830) 比组别 1 的(35.9225)高。组别 2 的 LD 的平均值(0.6155)高于组别 1 (0.6070)。然而, 组别 2 的 LS (53.1220)比组别 1 (53.6780)更低。

Table 2. Descriptive statistics by MANOVA
表 2. MANOVA 分析的描述性结果

Descriptive Statistics				
	Group No.	Mean	Std. Deviation	N
LV	1	35.922500000000000	6.485165968000000	20
	2	36.383000000000000	6.046210732000001	20
	Total	36.152750000000000	6.193022123000000	40
LS	1	53.678000000000004	6.979416052000000	20
	2	53.122000000000000	4.925552707000001	20
	Total	53.400000000000000	5.969117961000000	40
LD	1	0.607000000000000	0.051309176400000	20
	2	0.615500000000000	0.042112006000000	20
	Total	0.611250000000000	0.046530249300000	40

表 3 展示了 Box 检验的结果。Box 检验目的是检验协方差矩阵的等式假设(assumption of equality of covariance matrices) [25]。在 MANOVA 中, ‘sig.’需要大于 0.5 [25]。就像图表三中所示, ‘sig.’是 0.347, 所以该检验通过, 可进行后续的研究。

Table 3. Box's test by MANOVA
表 3. MANOVA 中的 Box's 测试

Box's Test of Equality of Covariance Matrices ^a	
Box's M	7.365
F	1.122
df1	6
df2	10462.189
Sig.	0.347

Tests the null hypothesis that the observed covariance matrices of the dependent variables are equal across groups.

a. Design: Intercept + GroupNo

表 4 展示了 MANOVA 中的多变量分析/多元检验, 这是这整个定量分析中最重要也是最后的部分。所有 4 个 F-比例('sig.')都是不同的表示出 MANOVA 结果的指数, 包括了 Pillai's Trace、Wilks' Lambda, Hotelling's Trace 和 Roy's Largest Root。Field [25]指出, 0.05 被定位为是这 4 种参考方法都适用的判断结果是否显著的标准。

Table 4. Multivariate test by MANOVA
表 4. MANOVA 中的 Multivariate tests (多元检验)

Multivariate Tests ^a						
Effect	Value	F	Hypothesis df	Error df	Sig.	
Intercept	Pillai's Trace	0.998	5363.413 ^b	3.000	36.000	0.000
	Wilks' Lambda	0.002	5363.413 ^b	3.000	36.000	0.000
	Hotelling's Trace	446.951	5363.413 ^b	3.000	36.000	0.000
	Roy's Largest Root	446.951	5363.413 ^b	3.000	36.000	0.000
Group No.	Pillai's Trace	0.011	0.130 ^b	3.000	36.000	0.942
	Wilks' Lambda	0.989	0.130 ^b	3.000	36.000	0.942
	Hotelling's Trace	0.011	0.130 ^b	3.000	36.000	0.942
	Roy's Largest Root	0.011	0.130 ^b	3.000	36.000	0.942

a. Design: Intercept + GroupNo

b. Exact statistic

当小组间的样本数量相等的时候, Pillai's trace 就是被推荐来使用的方法[25]。图四中, Pillai's Trace 的显著值是 0.942 (大于 0.05)。最终的结果是, 组别 1 和组别 2 关于 LV, LS 和 LD 方面都没有任何显著性差异(无论是单一自变量还是两个或三个自变量)。因此, 组别 1 和组别 2 的样本之间的英语学术词汇能力没有显著性差异。

4.1.2. 定量分析的跟随采访

在得出了这个定量分析的结果之后, 4 位来自组别 2 (EMI 大学)的样本接受了跟随采访。他们都对这个结果表示不惊讶或者能接受。首先, 他们认为, 在提交的作业当中, 大家在学术词汇上的差异, 已经表现得明显了。但是他们确实感受到, 在他们本科刚毕业和他们刚刚进入研究生阶段的学习的时候,

他们的学术英语能力是稍微更有优势。他们在研究生刚开学时,发现来自组别 1 的同学们大多对学术英语不太了解,而组别 2 的同学已经非常熟悉了,他们甚至还教周围来自组别 1 的同学,如何快速收集学术英语素材,如何进行学术英语写作。因为研究生入学是有标准的,在一段时间的学习之后,在完成了作业之后,来自组别 1 的同学们已经基本学会了如何进行英语学术写作,这个时候,组别 2 的学生们的优势已经不再明显了。总的来说,组别 2 的学生在英文学术写作,英文学术报告上更熟悉更适应,但是并没有不可追赶的优势。

4.2. 定性分析(半结构化采访)

组别 1 和组别 2 的半结构化采访分别都有 6 个样本(一共 12 个)。组别 1 的样本本科毕业于中国内地传统高校。组别 2 的样本全都本科毕业于西交利物浦大学(XJTLU, 宁波诺丁汉大学(UNNC)或北京师范大学-香港浸会大学联合国际学院(UIC)。

结果表明,组别 1 的受访者大部分在本科的学习过程几乎用的全部是中文。然而,组别 2 的样本几乎用的全部是英文。

组别 1 的毕业设计用的语言是中文,除了英语专业之外。然而组别 2 的样本写毕业设计所用的语言是英文。根据样本 1A 的采访,尽管内地高校毕业的就读于英语专业的学生,他们缺乏英文学术写作训练。这个现象证实了 Cai [4]的结论:大多数的内地的英语专业的高校本科生缺乏英文学术写作的培训。与之形成相反对比的是,所有组别 2 的学生在本科阶段都接受了学术英语写作的培训。总的来说,组别 1 的学生们比起组别 2 的学生们缺乏了学术英语写作的培训。

此外,所有组别 1 的受访者表示没有接受或者极少接受学术英语写作的指导培训。然而,所有来自组别 2 的受访者指出他们在本科阶段就读的中外合办高校提供了他们充足的学术英语写作的教育。

受访者 1C 和受访者 1F 表示内地传统高校的英语课主要是 CET (大学英语四六级考试)导向的,导致了他们的学术英语写作的培养被忽视了,这和 2004 年时候中国内地高校英语教育的情形非常大的程度上都相同[2] [3]。因为学术英语能力对大量的学生的学习生涯都有益处,所以 EAP(学术英语)培养和训练被极力推荐增添到中国内地传统高校的大学英语课程中。

根据对受访者 1C, 1D, 1F, 2B, 2E 的访问,本研究推荐所有中国内地高校在英语课程中运用 Communicative Language Teaching (CLT) (交际语言教学法)。CLT 让学习者更加拥有参与感,因此可以有效增强他们的英语语言实际运用的能力[26]。

所有组别 1 的受访者表示他们在完成本科阶段的学习之后,他们觉得使用中文来进行学术写作最舒适。然而所有组别 2 的受访者觉得使用英语来进行学术写作最熟悉最舒服。此外,来自 UNNC 的受访者 2C 表示对完全不知道如何使用中文来进行学术写作。除此之外,组别 2 的所有受访者都发现,在他们的境外研究生学习的刚初始阶段,他们比起周围来自中国内地传统高校的同学更加熟悉学术英语写作的方法和执行步骤,以及学术英语演讲。因此,总的来说,组别 2 的学生比组别 1 的学生对于英语学术写作更加熟悉也更加觉得得心应手。

尽管 UNNC, XJTLU 和 UIC 都给本科生们提供了学术英语写作课程,这些课程在他们每所学校之间还是有所不同。受访者 2E 和受访者 2F 指出 XJTLU 提供的英语学术课程名称就直接命名为语言学中的“学术英语”的名称: EAP (English for Academic Purposes)。这门 EAP 开展于 XJTLU 的大一及大二的课程中。根据受访者 2C 和 UNNC [12]的官方网站,UNNC 只给大一的学生提供学术英语课程,叫做 CELEN 系列课程。受访者 2A 指出, UIC 专门提供了一学期的课程来培训学生的英语学术写作和阅读,这个课程叫做 Academic Writing and Reading 课程。

来自 UIC [13]英语语言中心的课程大纲中表明, UIC 为本科生提供了 4 年的英语课程。这些课程中

的大部分[例如, ENG 3803 Listen and Speak Up (听说课)、ENG 3853 Communication Through Oral Interpretation (通过口头演绎来交流)]不涵盖学术英语写作。GCLA 1903 English (英语) and GCLA 1923 English III (英语三)注重于基础英语语言技能: 听力、口语、阅读和写作。GCLA1913 English II (英语二)教学生如何对学术文章进行阅读以及如何进行英语学术写作。The format of in-text citations is taught to students in the GCLA1933 English IV (英语 4)课程中教授了学生学术写作文中引用的格式编辑法。

然而, UNNC [12]的 Centre for English Language Education (英语语言教育中心)仅仅提供了本科生第一学年的英语课程。CELEN 基于学术英语 English for Academic Purposes (EAP)所开设的针对本科生设计的一个系列的英语课程。不同于 UNNC 的大一英语课程, XJTU [14]的语言中心开展了 EAP 课程给所有的大一大二学生, 这些 EAP 课程是针对本科生们不同的学科而特别设计的。

本采访也证实了 UNNC, XJTU 和 UIC 这三所中国内地规模最大历史最悠久的 EMI 学校们都各自研发开展了不同的学术英语教学课程, 这为未来新研究提供了新的方向。

5. 总结

总而言之, 本研究的定量分析部分证明了中外合作办学高校的本科毕业生们(组别 2)和中国内地传统高校毕业的本科生们(组别 1)在英语学术词汇能力上并没有表现出显著的差别。其中最主要的原因是中国内地传统高校(组别 1)的本科毕业生们也有很多渠道去学习英语学术词汇, 如果他们已经决定了要去使用英语来进行他们的研究生阶段的学习的话。

基于定性分析(半结构化采访), 比起中国内地传统高校, 中外合作办学的本科毕业生对于英语学术写作更加熟悉更加自信。总体来说, 半结构化采访证明了中国内地传统高校几乎不给本科生们提供学术英语写作的教育。然而, 研究中的三所规模最大历史久的中外合作办学高校(UNNC, XJTU 和 UIC)均为他们的本科生们开设了英语学术写作的课程。结果就是中外合办高校的毕业生们对英语学术写作更加熟悉和自信。所以, 比起使用中文来进行学术写作, 中外合办高校的本科毕业生们更加喜欢用英文来进行学术写作。然而, 内地传统高校的本科毕业生们更加喜欢使用中文来进行学术写作。

根据本研究的结果, 可以针对中国内地高校的本科英语课程总结出一些建议。因此本研究强烈建议传统高校给本科生们开设 EAP (学术英语)课程。EAP 课程可以被设为选修课程, 针对有兴趣使用英语来进行学术研究或者计划使用英语来进行未来的研究生学习的本科生们。这些 EAP 课程被建议设置为学科特色型的形式, 可以不仅仅专注于听力, 阅读, 口语(学术报告演讲), 写作。

此外, 组别 1 和组别 2 的受访者们都希望高校的英语课可以更多的采用 Communicative Language Teaching (CLT) (交际语言教学)。甚至是组别 2 的受访者们表示他们希望在本科时获得更多的机会去锻炼他们的英语交流能力, 他们相信这对他们之后的英语环境下的研究生学习和生活都会有显著的帮助。不同于 UNNC 和 XJTU, UIC 提供给了本科生们不同的英语方面的训练, 不仅仅在写作, 还在阅读, 口语和听力。

未来的研究强烈建议人为地对组别 1 和组别 2 的学术英语写作能力进行评定和对比。样本的学术英语词汇运用能力, 编写句子的能力, 构建论文思路和机构的能力都可以被作为评估和对比的对象。而且, 未来的研究可以调查对比他们的学术英语阅读, 听力和口语能力。课堂观察和对英语教师的采访也被建议采用到未来的研究中。此外, 因为每一所中外合办高校的英语课程都有区别, 未来可以有研究专门调查和对比他们之间的英语课的设计、执行、效果以及反馈。

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附录

附录 1. 学术英语核心词汇表 The Academic Keyword List (AKL) [27]

355 个名词

ability, absence, account, achievement, act, action, activity, addition, adoption, adult, advance, advantage, advice, age, aim, alternative, amount, analogy, analysis, application, approach, argument, aspect, assertion, assessment, assistance, association, assumption, attempt, attention, attitude, author, awareness, balance, basis, behaviour, being, belief, benefit, bias, birth, capacity, case, category, cause, centre, challenge, change, character, characteristic, choice, circumstance, class, classification, code, colleague, combination, commitment, committee, communication, community, comparison, complexity, compromise, concentration, concept, conception, concern, conclusion, condition, conduct, conflict, consensus, consequence, consideration, constraint, construction, content, contradiction, contrast, contribution, control, convention, correlation, country, creation, crisis, criterion, criticism, culture, damage, data, debate, decision, decline, defence, definition, degree, demand, description, destruction, determination, development, difference, difficulty, dilemma, dimension, disadvantage, discovery, discrimination, discussion, distinction, diversity, division, doctrine, effect, effectiveness, element, emphasis, environment, error, essence, establishment, evaluation, event, evidence, evolution, examination, example, exception, exclusion, existence, expansion, experience, experiment, explanation, exposure, extent, extreme, fact, factor, failure, feature, female, figure, finding, force, form, formation, function, future, gain, group, growth, guidance, guideline, hypothesis, idea, identity, impact, implication, importance, improvement, increase, indication, individual, influence, information, insight, instance, institution, integration, interaction, interest, interpretation, intervention, introduction, investigation, isolation, issue, kind, knowledge, lack, learning, level, likelihood, limit, limitation, link, list, literature, logic, loss, maintenance, majority, male, manipulation, mankind, material, means, measure, medium, member, method, minority, mode, model, motivation, movement, need, network, norm, notion, number, observation, observer, occurrence, operation, opportunity, option, organisation, outcome, output, parallel, parent, part, participant, past, pattern, percentage, perception, period, person, personality, perspective, phenomenon, point, policy, population, position, possibility, potential, practice, presence, pressure, problem, procedure, process, production, programme, progress, property, proportion, proposition, protection, provision, publication, purpose, quality, question, range, rate, reader, reality, reason, reasoning, recognition, reduction, reference, relation, relationship, relevance, report, representative, reproduction, requirement, research, resistance, resolution, resource, respect, restriction, result, review, rise, risk, role, rule, sample, scale, scheme, scope, search, section, selection, sense, separation, series, service, set, sex, shift, significance, similarity, situation, skill, society, solution, source, space, spread, standard, statistics, stimulus, strategy, stress, structure, subject, success, summary, support, survey, system, target, task, team, technique, tendency, tension, term, theme, theory, tolerance, topic, tradition, transition, trend, type, uncertainty, understanding, unit, use, validity, value, variation, variety, version, view, viewpoint, volume, whole, work, world

233 个动词

accept, account (for), achieve, acquire, act, adapt, adopt, advance, advocate, affect, aid, aim, allocate, allow, alter, analyse, appear, apply, argue, arise, assert, assess, assign, associate, assist, assume, attain, attempt, attend, attribute, avoid, base, be, become, benefit, can, cause, characterise, choose, cite, claim, clarify, classify, coincide, combine, compare, compete, comprise, concentrate, concern, conclude, conduct, confine, conform, connect, consider, consist, constitute, construct, contain, contrast, contribute, control, convert, correspond, create, damage, deal, decline, define, demonstrate, depend, derive, describe, design, destroy, determine, develop, differ, differentiate, diminish, direct, discuss, display, distinguish, divide, dominate, effect, eliminate, emerge, emphasize, employ, enable, encounter, encourage, enhance, ensure, establish, evaluate, evolve, examine, exceed, exclude, exemplify, exist, expand, experience, explain, expose, express, extend, facilitate, fail, favour, finance, focus, follow, form, formulate, function, gain, generate, govern, highlight, identify, illustrate, imply, impose, improve, include, incorporate, increase, indicate, induce, influence, initiate, integrate, interpret, introduce, investigate, involve, isolate, label, lack, lead, limit, link, locate, maintain, may, measure, neglect, note, obtain, occur, operate, outline, overcome, participate, perceive, perform, permit, pose, possess, precede, predict, present, preserve, prevent, produce, promote, propose, prove, provide, publish, pursue, quote, receive, record, reduce, refer, reflect, regard, regulate, reinforce, reject, relate, rely, remain, remove, render, replace, report, represent, reproduce, require, resolve, respond, restrict, result, retain, reveal, seek, select, separate, should, show, solve, specify, state, stimulate, strengthen, stress, study, submit, suffer, suggest, summarise, supply, support, sustain, tackle, tend, term, transform, treat, undermine, undertake, use, vary, view, write, yield

180 个形容词

absolute, abstract, acceptable, accessible, active, actual, acute, additional, adequate, alternative, apparent, applicable, appropriate, arbitrary, available, average, basic, central, certain, clear, common, competitive, complete, complex, comprehensive, considerable, consistent, conventional, correct, critical, crucial, dependent, detailed, different, difficult, distinct, dominant, early, effective, equal, equivalent, essential, evident, excessive, experimental, explicit, extensive, extreme, far, favourable, final, fixed, following, formal, frequent, fundamental, future, general, great, high, human, ideal, identical, immediate, important, inadequate, incomplete, independent, indirect, individual, inferior, influential, inherent, initial, interesting, internal, large, late, leading, likely, limited, local, logical, main, major, male, maximum, mental, minimal, minor, misleading, modern, mutual, natural, necessary, negative, new, normal, obvious, original, other, overall, parallel, partial, particular, passive, past, permanent, physical, positive, possible, potential, practical, present, previous, primary, prime, principal, productive, profound, progressive, prominent, psychological, radical, random, rapid, rational, real, realistic, recent, related, relative, relevant, representative, responsible, restricted, scientific, secondary, selective, separate, severe, sexual, significant, similar, simple, single, so-called, social, special, specific, stable, standard, strict, subsequent, substantial, successful, successive, sufficient, suitable, surprising, symbolic, systematic, theoretical, total, traditional, true, typical, unique, unlike, unlikely, unsuccessful, useful, valid, valuable, varied, various, visual, vital, wide, widespread

Continued

87 个副词

above, accordingly, accurately, adequately, also, approximately, at best, basically, clearly, closely, commonly, consequently, considerably, conversely, correctly, directly, effectively, e.g., either, equally, especially, essentially, explicitly, extremely, fairly, far, for example, for instance, frequently, fully, further, generally, greatly, hence, highly, however, increasingly, indeed, independently, indirectly, inevitably, initially, in general, in particular, largely, less, mainly, more, moreover, most, namely, necessarily, normally, notably, often, only, originally, over, partially, particularly, potentially, previously, primarily, purely, readily, recently, relatively, secondly, significantly, similarly, simply, socially, solely somewhat, specifically, strongly, subsequently, successfully, thereby, therefore, thus, traditionally, typically, ultimately, virtually, wholly, widely

75 个其他类别单词

according to, although, an, as, as opposed to, as to, as well as, because, because of, between, both, by, contrary to, depending on, despite, due to, during, each, even though, fewer, first, former, from, for, given that, in, in addition to, in common with, in favour of, in relation to, in response to, in terms of, in that, in the light of, including, its, itself, latter, less, little, many, most, of, or, other than, per, prior to, provided, rather than, same, second, several, since, some, subject to, such, such as, than, that, the, their, themselves, these, third, this, those, to, unlike, upon, versus, whereas, whether, whether or not, which, within

附录 2. 学术英语核心词汇表 Academic Keyword List (AKL)的词性分布比例[27]

	Number	Percentage
Nouns	355	38.17
Verbs	233	25.05
Adjectives	180	19.35
Adverbs	87	9.35
Others	75	8.06
Total	930	100