

**NARRATIVE INQUIRY INTO CHINESE UNIVERSITY ESP TEACHERS’
TRANSFORMATIVE LEARNING**

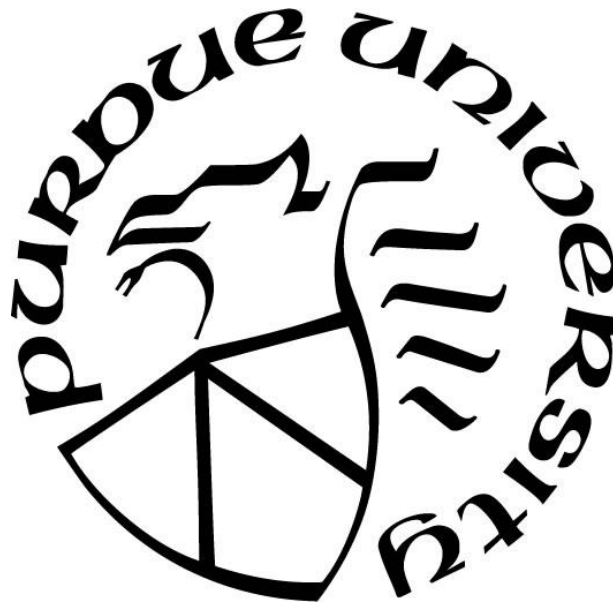
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Dedicated to my beloved family for their love & endless support

献给我挚爱的家人，谢谢他们给予我的支持和关爱。

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ABSTRACT

The overarching objective in undertaking this study is to examine the impact of the implementation of EGP and ESP program for ESP teachers in China, to explore into tertiary-level ESP teachers' transformative learning experiences as well as the personal, institutional and societal factors that either facilitate or constrain such transformation. I employed narrative inquiry as the research methodology to reflect teachers' profound transformative learning experiences from story collections through co-construction and collaboration with participant teachers in all phases of research. Five ESP teachers' unique trajectories mirror their unique learning and professional development roadmap.

Through detailed examination, I concluded that teachers stepped into the new territory of ESP instruction with various degrees of hesitation and resistance. Their non-linear transformative learning experiences shed lights on the uncertainty and struggles they confronted along the journey, and demonstrate how teachers hold their own stance adjusting the complex instructional ecosystem to enhance their potential success being as an ESP instructor.

The significance of this study lies in the exploration of ESP teachers' transformative learning from a critical perspective. By taking into consideration the essence of a teacher as an adult learner, this study will not only break through the existing studies' inadequate attention to teacher's transformative learning, but also emphasizes the value of teacher learning for their own transformation, emancipation and professional advancement.

CHAPTER 1 INTRODUCTION

My research interest stems from my own previous teaching experience in China. Before coming to the United States to pursue the PhD degree in Literacy and Language Education, I had been teaching English at a university located in the Northeastern China for three years focusing on EGP (English for General Purposes) instruction, which aims to help students improve general English proficiency used in everyday life under a variety of common situations. However, since the past decade, there is a strong call for ESP-driven (English for Specific Purposes) reform in tertiary-level English education in China with language policy makers repeatedly emphasizing the need for students to combine language skills with knowledge in specific content-related disciplines, such as law, chemistry, medicine, finance and mass media, etc. They argue that the pure EGP instruction at tertiary-level English education will no longer meet students' ever-demanding need to engage in dialogues that relate specifically to certain disciplines, or to join certain discourse communities, where communication events require knowledge and language employed in a particular content area. Among all calls to launch ESP instruction at Chinese tertiary-level English education, the seminal research is conducted by Cai (2004), president of Chinese Association for ESP, who calls for promoting the implementation of ESP as compulsory, instead of as elective language course for students in all Chinese universities. Following such a call and with the firm belief that ESP, which advocates the practical needs of language learners, will be the trend for China's tertiary-level English education, after being an EGP practitioner for three years, I want to transform myself to the role as an ESP instructor. Nevertheless, I have to admit that such a transformation is alien territory for me, as content-related discipline is far from my existing knowledge repertoires. In retrospect when I was an EGP teacher, all instructional contents are pre-determined by the English department each semester with no leeway for teachers to make any modification. EGP teachers only need to follow the pre-designed syllabus, and give students identical examination papers at the end of each semester. If I turn to the new territory as an ESP practitioner, it will be very challenging for me to design the curriculum, perform the actual instruction in class, and assess and evaluate students' performance. With such uncertainty and doubt about myself, I participated in several ESP-related academic workshops and conferences in China, and noticed that there are already quite a number of English teachers from other universities who are pioneers, as they have successfully made such a transformation and are continuously

advancing in their ESP teaching trajectory. I was so inspired by their courageous initiative to take such a giant leap in their career advancement; therefore, during the conference tea break-up time at one professional development workshop, I joined the conversation with these pioneer teachers to learn more from them and their teaching experiences. Teachers shared how they stepped into this new challenging position as ESP instructors, either accidentally or purposefully, how they were confronted with tremendous adversities and obstacles personally and how they dealt with pressures that stemmed from many other societal perspectives. The more I heard, the more I realized that each teacher's transit into the new ESP position involved years of constant and proactive efforts and extensive transformative learning in certain specific discipline-related domains. As a teacher who will follow in their footsteps, I want to map the transformative journey of how each EGP teacher's past experience links to their current role as an ESP instructor, and how teachers' current practices as ESP teachers will potentially predict their professional advancement in the future. Therefore to put my story in a nutshell: in a smaller landscape, the origin for my research stems from my own teaching experience and intrinsic desire to understand how to become a qualified ESP practitioner. To put it in a bigger platform, this research will serve as an exemplary roadmap for all Chinese EGP teachers who want to transform themselves to be ESP practitioners, and who are yearning to comprehend how personal, institutional, and societal factors interrelate to each other and accumulatively influence ESP teachers' transformative learning and long-term career advancement.

Research Background and History

English as a foreign language (EFL) is a compulsory element within K-12 instruction and higher education in China. The EFL focus is generally on the acquisition of fixed sets of grammar and vocabulary in four basic domains of language (listening, speaking, reading, and writing). This is different from ESP instruction, which is a subfield of the larger English as a second/foreign language field (ESL/EFL), linking English with disciplinary language specific to each content-related area. ESP is a generic term, underneath are layers of different types of programs ranging from EGAP (English for General Academic Purpose) that focuses on general academic writing skills across disciplines to ESAP (English for Specific Academic Purpose) that concerns with the specific needs of students in particular discipline. Since the past few decades, ESP has witnessed a rapid development amongst English language educators. Researchers have started to stress the

need to provide ESP courses to explicitly meet students' urgent needs of language learning in content-related areas.

In 2001, China became a member of the World Trade Organization (WTO). The arrival and ever-growing economic globalization requires college graduates to have English proficiency in specific content-area domains for future international learning and cultural exchange. Many scholars began to consider carrying out the reform of tertiary-level English teaching in China, where EGP has been playing a dominant role for decades. Language policy makers start to contemplate how to orient language instruction, especially university-level English teaching to equip students with the necessary linguistic repertoire to make them fully prepared for the challenges of the 21st century where English communication in discipline areas play a critical role. Liu (1996) predicted that the major change of English learning in the future is the switch from EGP to ESP, which combines certain aspect of professional knowledge. Tremendous research shows that ESP will inevitably become the mainstream teaching model in China: Fan (1995) and Chen's (2001) research analyzed the necessity of ESP in China's English education and point out the embedded rationale for why ESP will be at the forefront of such reform. Pang (1994) and Liu (2003) explored the possibility and feasibility of tertiary-level students taking advanced ESP courses after they pass the general English test: CET (College English Test) Level-4—the required standardized English examination administered by China's Ministry of Education. Based upon Wei (1994) and Qin's (2003) study, tertiary-level English teaching should be positioned on specialized English, which features the characteristics of content-driven and student-tailored. These studies collectively demonstrate that, in a foreseeable future, the mainstream of English education in universities in China will be centered around ESP instruction.

Over the past ten years, ESP-related research and discussion has continuously burgeoned among Chinese foreign language policy scholars. The most influential conference: "ESP in Asia" International Symposium has been held annually at several prestigious universities in China, like Xi'an Jiaotong University, Hong Kong Polytechnic University, Fudan University and University of International Business and Economics. In 2010, the flagship journal *Chinese ESP Study* was officially launched at China's prestigious language institution: Beijing Foreign Studies University, which marked a milestone in China's ESP research and development. In 2011, the China ESP research committee was formally established followed by the China ESP Academic Assessment Center established in Beijing in June of 2013. At the same time, the number of research articles

on ESP theory, methodology, and teaching practices emerged and increased exponentially since 2000 (Chen, 2005; Chen, 2000; Duan, 2006; Han, 2003; Liang, 2003; Shi, 2000; Wang, 2004; Yan & Feng, 2007; Zhang, 2002; Zhang & Fu, 2007).

In China, language teachers who teach English for general purpose (an equivalent of EFL) are called EGP teachers. Many EGP teachers, witnessing such a remarkable progress in ESP research and an inevitable trend to launch ESP related course in Chinese tertiary-level English education, want to change the role from EGP instructor to a qualified ESP teacher. However, such change is not as easy as teachers originally perceived but instead involves extensive learning and constant efforts of professional development (Cai, 2004). There has been considerable research on language teacher's professional development. It is generally believed that language teachers' professional development refers to their continuous improvement in all aspects of teaching. Nunan (1999) pointed out that the professional development of language teachers refers to the process of teachers' continuous growth in all sub-area functions, experience, technical expertise, and the personal self-efficacy and attitude. Besides, teachers need to receive training on classroom management skills, language testing and assessment, and scientific teaching methodology to conduct instruction that combines practical activities for the language classroom. Allwright (2003) noted that the most basic development of college English teachers is the advancement of their attitude and professional abilities. Hayes (2007) proposed the notion that professional development of college English teachers refers to the enhancement of teachers' confidence in teaching, the improvement of teaching skills and the expansion of the subject area knowledge. Beycioglu et al. (2013) believed that teacher development refers to the continuous training of pre-service and in-service teachers, which is a dynamic growth process during their experience accumulation. All this research examined the skills required for English language teachers' development in various remarkable aspects, with the focus on English education in general domains, without particular attention on ESP teachers' beliefs and development about teaching and learning.

Compared with the tremendous amount of previous research on EFL course design, instruction, assessment, and English language teachers' training and learning, the knowledge and philosophies girding ESP instruction and pedagogical approach have not been investigated in depth among Chinese ESP teachers. In addition, research on professional development of ESP teachers started relatively late with a limited number of research studies that can be located regarding teachers' story on how they successfully transform themselves to be qualified ESP

practitioners. Such phenomenon may be due to the fact that many EGP teachers feel embarrassed to confess their ignorance of the content area knowledge or no studies have ever dug deeper into their thought for the struggles and dilemmas they experienced. It is only recently that some scholars have started to explore issues that ESP teachers confront and obstacles they come across during the path of their professional development. Many teachers mentioned that teaching an ESP course is the most challenging experience in their career as if they enter into an alien territory (Luo, 2013; Zhou, 2014). Zheng (2013) emphasized that ESP teachers should continuously increase their professional knowledge structure in a particular domain or may possibly need to pursue an advanced discipline-related degree. Wang (2010) proposed that ESP teachers need to shoulder multiple roles and responsibilities in language and content instruction: not only as ESP course designer, but also need to be proficient in ESP testing and evaluation. There are other scholars who discuss the issue of insufficient qualified ESP teachers in China due to the lack of ESP teacher professional development programs (Borko, 2004; Castle & Buckler, 2009; Gao, 2012; Luo, 2013; Liu, 2010; Yang, 1978, Zhou, 2014). With all these challenges mentioned above, the central issue I want to trace back in particular, which is still under-explored, is how EGP teachers initially decide to leave their comfort-zone and transform themselves to ESP instruction and the dilemmas, challenges involved during such journey. More specifically, how are ESP teachers' emotional experience and professional agency initially formed and how do they adjust in the midst of the entire transformation trajectory?

Purpose of the Study and Research Questions

The purpose of this research is to investigate the ESP development in China of five Chinese tertiary-level English teachers' (three in EGAP and two in ESAP instruction) transformative learning experiences from EGP to ESP instruction. I intend to inquire into teachers' anxiety along such role switch and their agency advancement during this transformative learning process with the underlying contributing factors, including personal, institutional and societal. Particularly, I plan to examine how these ESP teachers' past experiences link to their transformation to their current role as ESP instructor, and how teachers' current practices as ESP practitioners will potentially predict their professional development in the future. Through the analysis of teachers' transformation in three dimensions (psychological, convictional and behavioral) and more specifically four sequential phases (dilemma, critical reflection, rational discourse, and action),

this study will provide strategic and practical suggestions for Chinese university ESP teachers to conquer hindrance in their professional development and guide them in active pursuit of long-term transformative learning and career advancement.

To accomplish the above-mentioned research purpose, the following four research questions that guide this study are listed below:

1. How have EGP and ESP programs been implemented in China?
2. What is the nature of Chinese tertiary-level ESP teacher's formal and informal learning experiences and how have they changed along their career trajectory?
3. What stories do ESP teachers tell about their transformative learning experiences that impact their teaching practice?
4. What factors (personal, institutional, societal) facilitate or constrain ESP teachers' transformation?

The professional development of teachers lies not just in external instructional strategies obtained from formal education, such as teaching skills and pedagogical knowledge, but more of the continuous development of their inner-self. Self-development is the intrinsic motivation of teacher's professional development, which encourages teachers to make strenuous efforts to pursue constant advancement along their career path. Therefore, the four questions list the tenets of my inquiry into each individual teacher's transformational story, which will bring insightful perception to understand factors that directly or indirectly impact teachers' career path choices and how each teacher's past experience, present thoughts and visions for the future intertwine with each other to make who they are today.

Theoretical Framework

The philosophies girding my research are scholars' collective work on "theories of second language acquisition" (SLA), well-grounded "andragogy theory" from Knowles (1975) and "transformative learning theory" from Mezirow (1978) (see Figure 1). Various range theories on second language acquisition uphold the need to combine cognitive processing of language teaching and learning with sociocultural perspective that advocates that language should be learned in social, historical and cultural interactions. Following adult learning theories from Knowles (1975) and

Mezirow (1978), my research draws on the construct of Chinese tertiary-level ESP teachers, also as adult learners' transformative learning experience: their readiness, orientation and motivation to learn and their psychological, convictional and behavioral changes along their professional development.

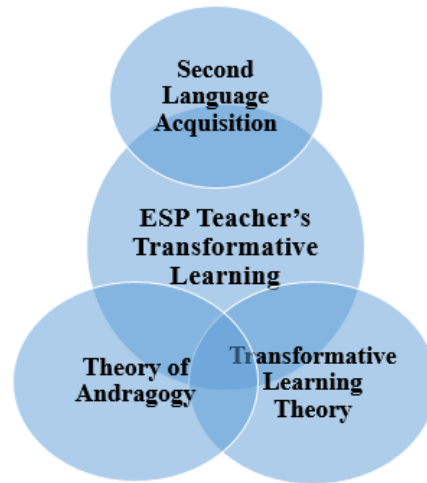


Figure 1. ESP teachers' transformative learning: Theoretical Framework.

Theories of Second Language Acquisition

Behind each second language teaching methodology is some kind of theory related to language learning and acquisition. The development of historical and theoretical foundations for second language studies went through several stages with various models and theories emerged to pave the way for the process of language acquisition. As a precursor to cognitive learning, behaviorism (Skinner, 1987) believed that language is learned from imitation, repetition, memorization, a series of controlled drillings and reinforcement. Behaviorist theory advocated the linguistic-oriented approaches for second language learning that put the emphasis on contrastive analysis (Wardhaugh, 1970), error analysis (Corder, 1967) and universal grammar drilling. Stephen Krashen (1983), emeritus professor of applied linguistics at the University of Southern California, also the representative of modern cognitive theorist, proposed his prominent second language acquisition theory, which aims to explain how people learn a second language and how comprehensible linguistic input plays an indispensable role in the learning process. Based on Krashen, as long as people receive sufficient input and if these inputs are comprehensible, then

they can master the language. In contrast with cognitive theory, sociocultural approaches have been gaining substantial attention by claiming that social interaction plays a fundamental role in the language development and a higher mental process of language learning can only take place in social processes. Sociocultural approaches focused on conversation analysis in the systemic-functional context, and argued that culture is the primary determinant of language development. By acknowledging different experiences across cultures, scholars situated language learning in historical, cultural and sociocultural activities and communities of practices. Propounded by Vygotsky (1986), sociocultural theory noted that language acquisition takes place in the interactions of learner and interlocutor, and language learning is largely dependent on how learners mediate and negotiate through their experience, environment, and context where their linguistic skills are embedded within. Comprehensible output (CO) (Swain, 1993) and Communicative Language Teaching (CLT) (Hymes, 1972) can then be seen as subsets through the framework of socio-cultural perspective. Comprehensible output hypothesis argued that language output is intrinsically associated to the process of language production, and by the modification of output, students learn something new about language usage, and for CLT, as American sociolinguistic Hymes (1972) pointed out, students need to engage in communication through meaningful interaction to use language inside or outside classroom to improve their linguistic competence. Wen's (2015) production-oriented approach (POA) shared similar theoretical underpinning with CO by emphasizing student-centered language output producing on certain language tasks. Echoing the central perspective of CLT, the impetus of Content-Based Instruction (CBI) (Brinton, Snow & Wesche, 1989) and ESP (Hutchinson & Waters, 1987), is to promote effective and appropriate language usage in a variety of contexts. CBI approach attempted to capture teaching objectives on both language and content with subject matter knowledge delivered in a language other than that of students' first language. By making extensive use of CBI approach, the goal of ESP teachers is to help students develop communicative competence around the "S-Specific" in ESP, the specific output of the class, e.g. business English, pharmaceutical English and legal English, etc. The summary of sociocultural theory and its branches is listed below. (See Figure 2.)

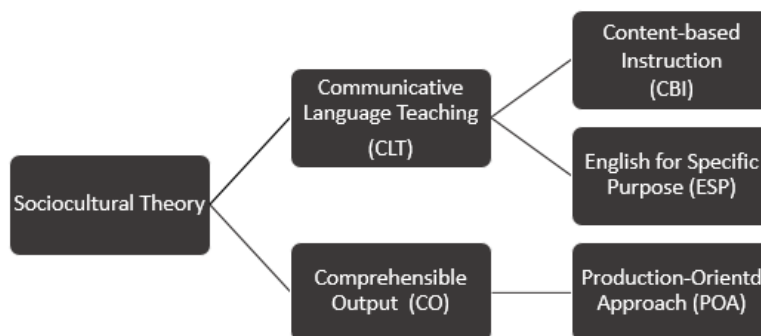


Figure 2. Sociocultural Theory & Subsets Approaches

All these second language acquisition theories relate closely to ESP, which is the focused language instruction approach of this research. As Wright (2010) noted, students need to receive comprehensible input and also engage in meaningful interactions with other speakers of the target language in ample academic context to improve linguistic proficiency in both English and in the content areas (p. 65). This notion was also backed up by Basturkmen (2005) by saying, second language acquisition theories are reflected in ESP instructions because students need both intermental and cognitive processing of language themselves, and also the intramental activity to put the language into practice in social activity or certain academic discipline-related context (p. 97). ESP approach draws on a range of SLA theories combining both individual cognitive and mental activities on language processing and also learning related to technical subject content. The literature concerned with SLA laid a solid foundation for ESP teaching and learning in this study.

Transformative Learning Theory

Transformative learning, is a term coined by Mezirow during his investigation of adult women returned back to postsecondary study after being several years outside the formal educational system (Mezirow, 1978). Through almost thirty years of advancement, the theory has witnessed substantial progress, both in research content and methodology (Baumgartner, 2001; Dirks, 2006; Grabove, 1997; Illeris, 2004; Kitchenham, 2008 & 2015; Taylor, 1997). Mezirow provided a clear definition of transformative theory, “Learning is understood as the process of using a prior interpretation to construct a new or revised interpretation of the meaning of one’s experience in order to guide future actions” (Mezirow, 1996, p. 162). Based on Mezirow, adults

are constantly confronted with epistemic and psychological distorted assumptions, therefore, transformative learning can be understood as how adults make corresponding changes that result from current disorientation, frustration and dilemmas. The essence of transformative learning is to help adults adjust existing problems that are not adaptive to the current social situation both cognitively and psychologically, and make the imperative transformation to better promote their future development in all related aspects.

According to Mezirow, adults will experience four main fundamental strides, and more specifically, ten phases of transformation (Mezirow, 1978, p. 22). At the initial stage, triggering events provide adults an opportunity to question and reflect on perspectives and unreasonable opinion they originally possess, and later identify a gap between the original standpoint and the current reality, which marks the birth for transformative learning. Then critical reflection follows. Based on Cranton's (2002) study, "critical reflection is the means by which people work through beliefs and assumptions, assessing their validity in the light of new experiences or knowledge, considering their sources, and examining underlying premises" (p. 65). Mezirow (1995) also noted that, "reflection is the process during which we change our mind, literally and figuratively, and it is the process of turning our attention to the justification for what we know, feel, believe and act upon" (p. 46). Reflective thinking is the central component linking the status quo to the future transformative learning. When people sense the conflict or contradiction between the reality and the ideal, a reflection of the existing cognitive system or knowledge structure, ideas and values follows thereby, which will eventually lead to the transformation of their inner outlook and cognition. After contemplation and rumination on a triggering event which is incompatible with the existing cognitive mechanism, the third component, which is the "rational discourse" kicks in, emphasizing the context of relationship and the dialogical exchange with other learners or peers. Mezirow (1998b) stated that "learning to think for oneself involves becoming critically reflective of assumptions and equally important is the participation in discourse with others to validate beliefs, intentions, values and feelings" (p. 197). Dirks (1998) pinpointed the importance of "dialectical relationship of self and society within the learning experience" (p. 10). Such "peer dynamic" advocated again by Eisen (2001) highlighted that transformational learning is socially and interactively connected, which involves the constant dialogue and communication with others in the entire integrated learning process. During the rational dialogue exchange with others, collision of thought and enlightening viewpoints will be elicited, and self-dialogue and viewpoints

exchange with others will be accomplished. Eventually, the last component of transformative learning is to take action, during which adult learners make specific plan with a course of feasible actions, and proactively acquire new skills to implement the plan and eventually build up competence, expertise and self-confidence at the new capacity or relationship. Table 1. summarizes ten phases procedures illustrated in transformative learning theory.

Table 1. Transformative Learning Theory: Ten Phases. (Mezirow, 1978, p. 22).

Four Components	Ten Phases
1. Dilemma in centrality of experience	1. A disorienting dilemma
2. Critical Reflection	2. A self-examination with feelings of guilt or shame 3. A critical assessment of epistemic, sociocultural, or psychic assumptions
3. Rational discourse in the process of meaning structure transformation	4. Recognition that one's discontent and the process of transformation are shared and that others have negotiated a similar change 5. Exploration of options for new roles, relationships, and actions
4. Action	6. Planning a course of action 7. Acquisition of knowledge and skills for implementing one's plan 8. Provision trying of new roles 9. Building of competence and self-confidence in new roles and relationships 10. A reintegration into one's life on the basis of conditions dictated by one's perspective

The fundamental subject in Mezirow's theory is to "transform." Jones's study (2015) added that the central theme of transformative learning is the nature of change, which resulted from the disoriented dilemma. As McAteer (2015) concluded that:

Disoriented dilemma should not be viewed as obstacles to overcpome, instead, result of transformative learning includes an improved ability to embrace opportunities as they arise, a greater capability to cope with challenges as they emerge, and an enhanced ability to lead self and others through changes experience and increased conflict resolution skills. (p. 42)

Mezirow's seminal work of transformative learning contributed revolutionary concepts to the field of adult learning and education and paved the theoretical structure for my research study on the nature of Chinese ESP teachers' transformative learning.

Andragogy Theory

Knowles is a well-known adult learning educator and philosopher who began his adult education research in the 1940s and published the book *Informal Adult Education* in 1950. The concept of “Andragogy” was proposed in his later work, “The modern practice of adult education-andragogy versus pedagogy” in 1970, which is considered as the milestone masterpiece in the development of adult education. Knowles was the first educator in the West who attempted to construct a complete adult education theory. He is hailed as the “father of adult learning” by the American Society of Training and Development. Knowles (1975) distinguished between the nature of adult learning and child learning, pointing out that adults differ significantly from children in learning experience, orientation and motivation. He proposes that “andragogy” is a better term compared with “pedagogy” when describing the method and practice of adult education (the ending sound “gogy” in Greek means “guide,” the prefix “andra” means “man,” and the prefix “peda” means “child”). Knowles (1975) proposed five essential characteristics in regards of adult learning: independent self-concept, individual experience, readiness to learn, orientation to learn and internal motivation. Distinctive features for each characteristic and analogy between “pedagogy” and “andragogy” are listed below in Table 2.

Table 2. Comparison between Pedagogy and Andragogy following Knowles (Jarvis, 1985).

	Pedagogy	Andragogy
Self-Concept	●directed by the teacher dependent/teacher structured	●self-directed/learners structured
Learning Experience	●limited experience ●valuable experience from teachers ●prepare for future	●growing reservoir becomes increasing source of learning ●assimilation from the past
Readiness to learn	●standardized, uniform progression ●what school expects students to learn	●meet the tasks of social roles
Orientation to learn	●future application	●immediacy of application
Motivation to learn	●external rewards/punishment	●internal motivation

Learner's self-concept

Children's self-concept is considered to be dependent-oriented and requires teacher to take the lead to determine the learning content, method, time of study and evaluate the learning outcomes (Knowles, 1980). During such process, teachers treat students as dependents, and students simply obey teachers' pedagogical arrangement, therefore learners' self-concept is strengthened into a dependent manner. To the contrary, adult students are self-directed, and regard themselves as independent learners responsible for their own study, not authoritative to the instructors. Adults believe that not only can they manage their study, but also evaluate their work, make independent decisions, and bear consequences accordingly. Adult learners will even subconsciously express their dissatisfaction and resistance to situations that impose on their will.

Learning experience

Children have little prior experiences and what they learn do not have much direct relationship with their existing knowledge. Children accumulate indirect experiences mainly from teachers, textbooks and from others. By contrast, adult learners' rich life experience repertoires surpass that of children in both quantity and quality, since experiences are always better constructed when being exposed personally than passively learned from books. Adults' experience itself can also be a rich learning resource for them to identify and determine the best methodology that works out for them. Adults have divergent educational backgrounds, life experiences, personal interests, etc. Therefore, their learning experience is unique and individualized.

Readiness to learn

Children tend to be prepared to learn what they must learn in order to advance to the next grade level at school, and are normally always told and declared by others. School system and societal norms promulgate their learning to progress step-by-step with everyone learning the same content. For adult learners, their internal desire to learn is more goal-oriented and driven by personal developmental and advancement purposes with the attempt to complete certain task more effectively or solve new problems in their workplace, therefore, learning becomes more of a reality needs.

Orientation to learn

Orientation to learn refers to the tendency of learners to participate in a purposeful learning. Children adopt certain learning orientation centering around book knowledge, and assume what they learned at the current stage can be handy and instrumental at a later phase in life. Children mainly study from prescribed textbooks composed of knowledge or teachable units, which are compiled according to the logical order of the subject content. However, adults adopt the “task-centered or problem-centered” positionality: they do not study purely for the sake of learning, but to deal with issues in new situations or changing circumstances. Unlike children, adults learners want what they learned to be immediately applied to the new setting and crave for instantaneous or expeditious return of what they invested into their learning.

Motivation to learn

The motivation to learn varies substantially among children and adults. Children learn mainly due to certain external pressures, such as the requirement of parents, the rewards and punishment evaluation system teachers set up, etc. Nevertheless, the motivation behind adult learning is intrinsic: they learn because they want to, and with the hope for a better career, increased job satisfactions, or to enhance self-esteem and improve the future life quality, etc. With all these differences between “pedagogy for children” and “andragogy for adults” bearing in mind, teachers may start thinking about how they can apply these principles into their classroom instruction so that they can design their pedagogical content accordingly. Teachers can leverage various learning strategies and scaffolding techniques to meet demands and needs for adult learning, though engaging and motivating adults is more challenging.

As is shown by Knowles (1975), many adults’ self-directed learning arises from their internal motivation to grow, believing that their talent and capability will be developed through learning and hard work. This is the notion defined as the “growth mindset” by Stanford psychologist Dweck (2000) who developed the insightful mindset theory and differentiated fixed and growth mindset. According to Dweck (2006), people with fixed mindset have the belief that their ability intelligence is static or permanent, whereas others with growth mindset hold the view that through rigorous learning and persistence, they will expand their existing knowledge reservoir even though challenges and obstacles will still come along the way. Put Mezirow’s (1978)

transformative learning theory and Knowles' (1975) andragogy theory together, people who eventually achieve deep transformation undoubtedly adopt the growth mindset reference, and maximize their potential believing that they can grow and be better. Connecting SLA, as learning a language is a long winding journey full of obstacles, the mindset that learners hold will determine, to a large extent, how their talent and ability navigate throughout the learning process. For people who cultivate growth mindset will learn the target language more effectively and with increased proficiency, whereas people with fixed mindset will give up easily or not even dare to try in the first place.

Critique of Knowles

Knowles has been critiqued by generating the concept based on "generic" learner without recognizing the idiosyncratic characteristic of learners difference, and his placing adult learning separating from the social, political and economic context (Sandlin, 2005). Each individual learner bears their particular mode and learning style, and the reasons to learn can also vary dramatically. Obviously, people do not share the same learning mechanism, therefore it is impractical to apply universal learning scheme to each adult learner. In addition, Asun (2001) noted that Knowles' andragogy approach failed to critically examine organizational and societal factors when he set the tone on adult learning. Without incorporating the importance of context embedded, andragogy approach fails to consider the fact that individual does not exist in vacuum, and that learning takes place within the active engagement of a myriad of other contextual factors. Despite these criticisms, it does not hamper the practices of andragogy's central notion that adults are self-directed learners ready to learn out of their internal motivation.

Intersection of Mezirow, Knowles, and SLA

Both transformative learning and andragogy theories are utilized as philosophical underpinning to facilitate and support the adult learning process. According to Mezirow (1980), no concept is more central to what adult education is all about than self-directed learning, which is also the pillar of Knowles' (1975) belief that adults are self-oriented and self-directed. Under both theories, adult learners are reflective learners; the learning process starts from the internal transformation of the learner's cognitive perspective. Learners are emotionally ready and able to

change, taking their own initiative to grow and transform internally. The intersection of two approaches also lies in that both lenses confirm the importance of processing new information with prior experiences, and emphasize that learners' past experiences play a pivotal role to help learners overcome their learning obstacles and achieve learning goals. Knowles emphasizes that learners' growing reservoir serves as the increasing source for new constructs where learners assimilate experience from the past. Such notion is also delineated by Mezirow (1980) that adults constantly reflect the past experience critically to expand and revise their present knowledge system or to make new meaning schemes in order to develop and construct a new set of meaning conception compatible with new situations that meet their personal developmental and advancement purposes. In this study, I examine how adult learners interpret their current situation, and how they serve as active subjects, expanding their repertoires of instruction, and assessing the new meaning schemes to achieve transformation. The use of andragogy theory serves as a palpable vehicle for achieving adult learners' transformative learning (Elsey & Henschke, 2011).

As post-secondary level language students are adult learners who are at their later development of bilingualism, their learning motivation and ways of language interaction differ tremendously from students at K-12 level. Tertiary-level students, who already possess a myriad set of rules and patterns of linguistic skills, and who want to extend their language competency in EGP and learn more of content-related language in order to join the certain communicative community specifically related to their majors or technical domains. They are more goal-oriented and direct their language learning to advance and progress in their discipline of study. As advocated by SLA, these adult language learners need more discipline-related language instruction in order to produce content-related communicative output. This study is formulated to examine tertiary-level English teachers' transformation learning whose target students are adult language learners. SLA and adult learning theories weave harmoniously together to examine how university students explore further advancement of their language study in specific disciplines, and how language teachers adapt and accommodate a range of pedagogical scaffolding strategies to transform to innovative foreign language teaching methodology.

The intersection among transformative learning, andragogy theory and SLA also lies in that they bridge the cognitive aspect of adult language learning in conjunction with sociocultural perspective to examine how adult learners construct the cognitive knowledge in the process of their language socialization. SLA involves the paralleled world of both cognitive and sociocultural

dimension with the former emphasizing language learner's internally reasoned mental thought process and motivation, and the latter on the meaningful linguistic interaction during their social constructions and contexts. Andragogy approach falls under the cognitive point of view delineating how self-directed learners serve as the greatest motivating force in the learning process absent of much interaction. Nevertheless, in order for transformative learning to occur, adult learners need to mediate the disruptive events more likely involved with other people, be it a class audit experience, study from others, or even disagreement with a colleague. There is usually a social event that takes place that triggers adult learners to construct their modes of conception, which eventually leads to their social activity mediation. The three theories work together to explore what is happening inside a person, the manner of how such cognitive mode turns in to interaction mediation, and the final creation of the transformative event, either episodic or cumulatively over time. The insights from these three paradigms help synthesize and provide a comprehensive lens, paving the roadmap to explore how adult learners transform in their situated practice from cognitive, sociolinguistic, and sociocultural perspective.

Summary

Grounded in social cognitive views of learning, this research intends to inquiry into Chinese tertiary-level ESP teachers' transformative learning experiences, especially their anxiety and agency development during their role transforming from EGP instructors to ESP teachers. The above-mentioned three theoretical frameworks incorporate elements of second language instruction and adult learning philosophy. Collectively they guide me conceptualize the nature of central research questions, and provide fundamental lenses to conduct instrumental constructs to explore factors that influence students' successful second language acquisition, teachers' multifaceted transformative learning experience, as well as the complexity of every single contextual element as embedded within the constructs of teachers' transformative learning trajectory.

Significance of the Study

Though there were prior studies on Chinese EFL practitioner's language competency teaching methods, pedagogical material design and assessment, none of the research focused on

the study of ESP teachers as a particular group of EFL teachers and their professional development. Related knowledge and philosophies girding dilemmas and controversies Chinese ESP teachers confronted has not been investigated in depth. The significance of this study lies in the exploration of ESP teachers' transformative learning from a critical perspective. By taking into consideration the essence of a teacher as an adult learner, this study will not only break through the existing studies' inadequate attention to teacher's transformative learning, but also emphasizes the value of teacher learning for their own transformation, emancipation and professional advancement. Thus, this educationally meaningful study will contribute to the research literature on ESP teacher development, help fill the current research gap on ESP teachers' real life stories and move the field forward by bringing new observations, ideas and constructs regarding ESP teachers' multifaceted transformative learning experiences. The proposed study will also contribute experimental approaches to the body of ESP teacher education research by revealing the transformative learning mechanisms, and illuminating the interplay between individual teachers and the school context in which such transformation is situated. My proposed study will provide a valuable interpretive and analytical framework for future studies on Chinese ESP teachers' inquiry of transformative learning throughout their career path development.

Chapter Outline

This exploratory dissertation is composed of six chapters. This chapter is the general introduction of the whole research including my previous teaching experience that spurs this inquiry, origins and rationale of the present study, the context and background of EFL teaching and learning in China, followed by the purpose of the study and research questions. I also discuss how three theories (theories of second language acquisition, transformative learning theory and andragogy theory) that weave together serving as the backbone of the well-grounded theoretical framework that I use to theorize and formulate relationships for my given research questions that anchor my entire study. The chapter closes with a brief overview of the proposed chapter outline and the significance of the study. Chapter 2 provides an overview of relevant literature on ESP as an academic subfield of EFL instruction and as a pedagogical approach, the development of ESP worldwide and in China, teacher learning and more specifically, language teacher's professional development. I also review the strengths and especially gaps of the existing literature that are under-explored, and elaborate my attempt to address such gap establishing the need that informs

my current research study. Chapter 3 elaborates how narrative inquiry paradigm serves as a justifiable educational research methodology for language teachers' narrative inquiry. In this chapter, detailed data sampling process, analytical procedures as well as the researcher positionality, the validity and reliability issues that concurrently involved in this narrative inquiry research are also examined. Chapter 4, through detailed excerpts and quotes that emerge from each teacher's inquiry, maps the journey pathways of five teachers' transformative learning experience who took giant leaps recasting their role from EGP practitioner to be more challenging ESP pioneers respectively. More specifically, I discuss the dilemma and obstacles teachers confront along the way of their professional development, their critical self-assessment, exploration and negotiation with options for new roles, reactive or proactive actions they had been taken and relationships negotiation with others. In addition, personal, interpersonal, departmental, institutional and socio-cultural factors that promote or constrict each teacher's transformative learning and professional growth are also examined in detail. In Chapter 5, by revisiting four research questions that anchor the trajectory of the teachers' transformative learning and professional growth, five teachers' idiosyncratic stories are integrated and crystalized into thematic categories. By using inductive approach, insights are gleaned on the distinction between "switch" and "transform", absence or presence of how teacher represent themselves as ESP educators with their various degree of hesitation, to students as content-area linguistic maestro, to other peer fellow teachers as pioneer bellwether, and how their non-linear transformative learning experience shed lights on the uncertainty and struggles along the journey. Contextual factors that impinged meaning behind stories are also examined. In addition, I also reflect on the relationship between the theoretical frameworks and research findings in terms of how findings based on the thorough data analysis resonate or extend the existing critical theories, models and assumptions. Finally, in Chapter 6, I structure and craft the substance of the entire research in the conclusion as an organic whole. Though serve as the last chapter for my entire study, the lasting contributions the entire research stage provide the field with practical implications and new constructs. I also discuss suggestions for possible future research directions.

CHAPTER 2 LITERATURE REVIEW

This chapter attempts to provide an exposition of the literature relating to ESP teaching as an academic subset of English as a foreign language and language teachers' learning and development. The existing literature on ESP instruction is extensive and focuses particularly on how to link students' linguistic competence with their expertise in specific disciplines, more specifically, a considerable amount of literature has been published on ESP curriculum design, subject discipline content, pedagogical approach, and assessment, etc. As teachers play integral role in the process of providing a quality language course, previous research has also critically examines the importance of teachers in this learner-centered type of language instruction. Collectively, these studies support the notion that there are multidimensional need for ESP teachers' training and development. As the primary aim of this dissertation is to explore Chinese ESP teachers' transformative learning from a critical perspective, and to provide a better understanding of how teachers gain momentum, expertise and create space for their own professional development, the construct of existing literature provides a critical appraisal of previous studies and shows historical links of a line for this current research. Though needs of ESP teachers have been extensively studied in these seminal texts and landmark papers, the synopsis of the relevant literature highlights the inadequacy of previous research on examining ESP teachers as adult learners and mains narrow in focus dealing teachers' learning for their own learning, emancipation and professional advancement. Therefore, at the end of this chapter, research gaps in literature are identified serving as a stepping stone to inform and set out the frame of this entire investigation.

Origins of ESP

The definition of ESP, is a relatively broad concept with scholars' various viewpoints for ESP application and its corresponding connotations embedded. Though a broad term, there are currently three major versions of definitions that are well-accepted and be used in the field of language teaching, which are from Hutchinson and Waters (1987), Dudley-Evans and St. John (1998) and Paltridge and Starfield (2013) respectively. Hutchinson and Waters (1987) provided the definition of ESP as follows:

ESP must be seen as an approach not as a product. ESP is not a particular kind of language or methodology, nor does it consist of a particular type of teaching material. ESP, then, is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning. (p. 19)

Hutchinson and Waters (1987) pointed out that language practitioners must first understand why people want to learn a foreign language and their need and motivation. For instance, some learners are trying to solve the problem of communication with foreigners at work, while others are learning cutting-edge technical knowledge from foreign counterparts. It is only after teachers carefully analyze and systematically understand these needs and motives can they design ESP courses that will equip language learners with specific language repertoires to help them function linguistically and adequately in the target language community.

Following Hutchinson and Waters, Dudley-Evans and St. John (1998) proposed an extended definition of ESP by using "absolute" and "variable" characteristics listed below:

Absolute Characteristics:

1. ESP is designed to meet specific needs of the learner.
2. ESP makes use of the underlying methodology and activities of disciplines it serves.
3. ESP is centered on the language appropriate to these activities in grammar, lexis, register, discourse and genre. (p. 4)

Variable Characteristics:

1. ESP may be related to or designed for specific disciplines.
2. ESP may use, in specific teaching situations, a different methodology from that of "General English."
3. ESP is likely to be designed for adult learners; either at a tertiary level institution or in a professional work situation. It could, however, be used for learners at secondary school level.
4. ESP is generally designed for intermediate or advanced students.
5. Most ESP courses assume basic knowledge of the language system, but it can be used with beginners. (p. 5)

No matter what emphasis people highlight, either absolute or variable features of ESP, in essence, Dudley-Evans and St. John (1998) argued that the teaching methodology used in ESP should be distinguished from general English teaching, and demonstrate its own uniqueness. This definition is instrumental for English teachers to understand that to successfully implement an ESP course, the curriculum design, teaching methodology, and teachers' orientation all need to be rearranged to be tailored towards students' language demands in particular subject or domain. Paltridge and Starfield (2013) also provided their definition as follows:

ESP refers to the teaching and learning of English as a second or foreign language where the goal of the learners is to use English in a particular domain ... The key feature of an ESP course is that the content and aims of the course are oriented to the specific needs of the learners. (p. 2)

All the above-mentioned definitions of ESP bear their own underlying rationale. My opinion is that Hutchinson and Waters' (1987) definition, which focuses on a broader definition of ESP, is relatively more accurate and reasonable compared with those from others, since ESP, in essence, is not a special kind of language in theory, but just a unique teaching approach in practice. The language of ESP is not completely different from other approaches of ESL in terms of linguistic form and type, and with that said, the complexity of language used in various fields and genres cannot negate the fundamental commonality of language learning itself.

ESP as a Pedagogical Approach and as an Academic Subfield of ESL/EFL

The emergence of an awareness in ESP education originated from the UK and the United States, and has been in existence since the early 1960s with a history of more than fifty years. In 1962, Barber, C. L., who taught at Leeds University in the UK, published an article entitled "Some measurable characteristics of modern scientific prose," which was considered by the academic community the first ESP research manuscript. The article mainly focused on the grammatical features of specialized scientific texts and reports from three college' textbooks and academic articles, with the attempt to discover some common language features employed in these scientific compositions. Barber (1962) examined the detailed analysis of sentence structure, verb forms and vocabulary usage, and analyzes characteristics of language used in each distinctive context. This manuscript marks the beginning of scholarly ESP analysis and the inception of ESP as a

pedagogical approach in applied linguistics and language teaching. Two years later, Halliday, McIntosh and Stevens (1964) published the book “The linguistic science and language teaching,” which brought up the concept of ESP for the first time: “ESP, is the English for civil servants; for policemen; for officials for the law; for dispensers and nurses; for specialists in agriculture; for engineers and fitters” (p. 87). Since then, ESP research continuously burgeoned in the 1980s, and the most prestigious ESP monograph is from Hutchinson and Waters (1987) “English for Specific Purposes: A Learning-Centered Approach,” in which they elaborate that ESP, as a kind of “specialized English,” refers to English targeted to a specific occupation, subject or purpose. The pedagogical content and teaching methodology is determined according to the specific demands of learners and therefore, encourage individuals to take more responsibility and ownership for their study. This book is of overriding importance to the development of ESP research.

Since 1980s, subsequent research on ESP gradually increased and ESP became a prominent academic subfield of EFL (English as a Foreign Language) teaching mainly as a result of a combination of three factors: (a) socioeconomic development; (b) promotion of sociolinguistics, applied linguistic research and discourse analysis; (c) attention on educational psychology and language learners’ studying process.

First, ESP receives increasing attention in the field of second language acquisition due to the result of social development, especially the need for language communication during international exchange in scientific and technological domains. As early as the World War II, the United States and UK launched a foreign language course with the purpose to train language learners to be qualified translators in specific scientific-related fields within a short time frame. With the rapid social advancement, specific knowledge of English, like content and subject-related English is becoming increasingly important and is applicable in international affairs to promote cross-cultural communication, business and trade fairs across countries. English is widely used in content areas such as international politics, business, science, technology, culture exchange and diplomacy.

The second reason that ESP instruction gradually became as an academic sub-field of EFL teaching is due to the development of sociolinguistics, applied linguistics, discourse and genre analysis. Initially students learning English focus only on the language form itself, mechanically memorizing vocabulary sound (phonetics), meanings (semantics) and sentence structures. Traditional ESL/EFL teaching methods, such as grammar-translation and vocabulary memorization, treat language study as a rigidly structured system focusing on rules and accuracy,

instead of how language can be used in the real context applications. Students under such pedagogical instruction may have a strong understanding of language in its literal forms, but such grammatical and vocabulary accuracy does not guarantee the translation of language skills to students' capability to communicate appropriately within a certain context and understand the terms and concepts used in a particular content domain. With the society development, especially the development of communication research, humanities, anthropology and psychology, language study on applied linguistics and sociolinguistics that focused more on language's pragmatic usage based on context and cultural norms draws more attention. Scholars are concerned with how language is used to solve real life problems, how language can be used to meet the specific text and cultural norms and language application in practical subject area teaching and communication. The difference between general English instruction and subject-area language use is manifested in many ways such as vocabulary formality, lexicon, and syntactic structure, etc. In other words, students may speak accurate language that conforms to grammatical norms, but it is not necessarily a suitable or appropriate language in a particular language community with a set of linguistic patterns and expectation. Therefore, communicative teaching theorists strived to promote subject-area communicative competence into language learner's study, because they firmly believed that good ESL teaching is to equip students with capability to use language in the discipline-related domains. Chen (2001) pointed out that purely structured general language instruction is far from enough, language teaching should focus more on its technical use of language in authentic settings. Besides the influence of applied linguists and sociolinguists, after the 1980s, the emergence of discourse analysis theory also exerts profound impact on the development of ESP. Discourse analysis pushes the focus of language research and teaching beyond the vocabulary level emphasizing more on the interactive perspective on linguistic events. ESP researchers have noted that in addition to vocabulary, language learners should also grasp the overall rhetorical features of the discourse within certain language communities and communicative activities (Allen & Widdowson, 1974; Trimble, 1985; Widdowson, 1979 & 1983). Such discourse structures can be then put into the context of specific texts or particular genres to meet contextual needs of different communicative purposes. To sum up, with the prevalence of applied linguistics, sociolinguistics, discourse and genre analysis, ESP related research and instruction have entered into a new and promising landscape.

Third, ESP instruction echoes the central philosophy of educational psychology, which also advocates the practical needs of the language learners. “‘Why do students need to learn English’ should be the starting question to any English course, be it for ‘General’ or ‘Specific’ purpose, and all courses are based on a perceived need of some sort” (Hutchinson & Waters, 1987, p. 53). Education psychologists believe that individual’s intrinsic interests and motivations greatly influence their language learning efficiency and effect. This is even more true for advanced language learners who already establish their intention and focus for studying and have a particular purpose for certain language learning, which is the practical language application in the workplace targeting on certain disciplines. Language education psychologists believed that in the process of language learning, not only should language practitioners consider pedagogical methodology, they also need to examine the practical needs of the language learners in the first place. As language practitioners, a natural extension of such thought is to the design of specialized courses tailor explicitly to the needs of language learners. Now, the notion of “learner-centered” becomes the central philosophy of all ESP curriculum design and pedagogical instruction.

ESP Worldwide

As of present, worldwide ESP-related research has been in existence for decades. There are many well-established SSCI (Social Science Citation Index) journals worldwide: “*English for Specific Purposes*,” “*English for Academic Purposes*,” and “*Asian ESP Journal*,” etc. Besides, other language study journals also published special issues featuring ESP research, for instance, “*The Modern Language Journal*” published a special issue in 2012, introducing the course design, teaching strategies, and how curriculum is implemented at four universities from Oxford University, North Carolina State University, University of Western Australia, and University of Auckland. Besides a large number of well-established journals, language experts have also begun ESP research in more systematical way covering a wider range of each ESP sub-field. Topics include ESP classification (Carver, 1982; Hutchinson, 1987; Jordan, 1997; Mackay & Mountford, 1978), teaching methodology (Jiang & Guo, 1997; Kavaliauskiene, 2003; Liang, 2006; Palmero, 2002; Yang, 1978), needs analysis (Allwright, 1982; Munby, 1978; Songhori, 2008; Stapa, 2003 & 2005; Venkatramann, 2007), curriculum material design (Rahman, 2008), teacher training (Dudley-Evans & St John, 1988; Robinson, 1991; Venkatraman, 2007), and ESP language assessment (Kavaliauskiene, 2006; Noordin, 2005; Rahimy, 2007). Specifically since the 1990s,

there is a trend for computer-based corpus research and evaluation, which substantially enhance and broaden the dimension of ESP research (Fuentes, 2003; Milizia, 2007; Oliveira, 2003; Perez-Paredes, 2003).

Since 2000, many institutions and academic organizations have conducted ESP teaching and research symposiums. The International Association of English Teachers (IAET) has its ESP sub-committee conducting regular seminars discussing EAP course design, pedagogical methodology, corpus study, and scholarly writing, etc. The British Association of Academic English Instructors (BAAEI) holds annual academic conferences to guide and train language teachers from general English instruction to be well-prepared qualified ESP instructors and to meet the ever-demanding needs of students' pragmatic language use in specific major disciplines. An increasing number of institutions worldwide offer regular ESP courses, for instance, New Zealand Oakland Polytechnic and the University of Western Australia are partnered by the School of Language and Business to offer professional academic English instruction for both undergraduate and graduate students.

With the ever-increasing number of ESP-associated courses offered in universities and institutions where English is taught as a second language, a unified system of ESP categories that clarifies the various focus of each sub-type of ESP course is needed. The most well-known model is from Jordan (1997) (see Figure 2). Based on Jordan, ESP sub-categorization is mainly divided by the ultimate functional use of ESP learning and the language environment where content language will be used. He breaks down the ESP into two major branches: EOP (English for Occupational Purposes) and English for Academic Purposes (EAP). EOP covers situations where language learners study English for work-related purposes with the focus on the language application of certain job performances, for instance, workplaces in industry sectors, government, NGOs, etc. In comparison to EOP, EAP instruction entails training students' language skills to perform academic tasks in reading and writing content-specific genres, conduct research projects, write scholarly reports and manuscripts with an appropriate writing style and a degree of accuracy. Following such division, EAP (Jordan, 1997) was once again further divided into English for General Academic Purposes (EGAP) and English for Specific Academic Purposes (ESAP). EGAP, which we can also put as (EGP + Academic Skills), deals with language practices applicable and common to all subject domains, for instance, language classes will feature academic vocabulary usage, text structure or genre analysis, and academic research paper writing, etc., and addresses students' needs from a variety of academic backgrounds. ESAP, on the contrary, is more content-

area specific, focusing language used in a particular academic subject such as pharmacy, engineering, finance, etc. Jordan's (1997) classification distinguished language used in vocational and academic context, and further differentiated academic English that can be used across all disciplines from English used for certain specific content areas. This model is widely recognized and accepted in the ESP field today.

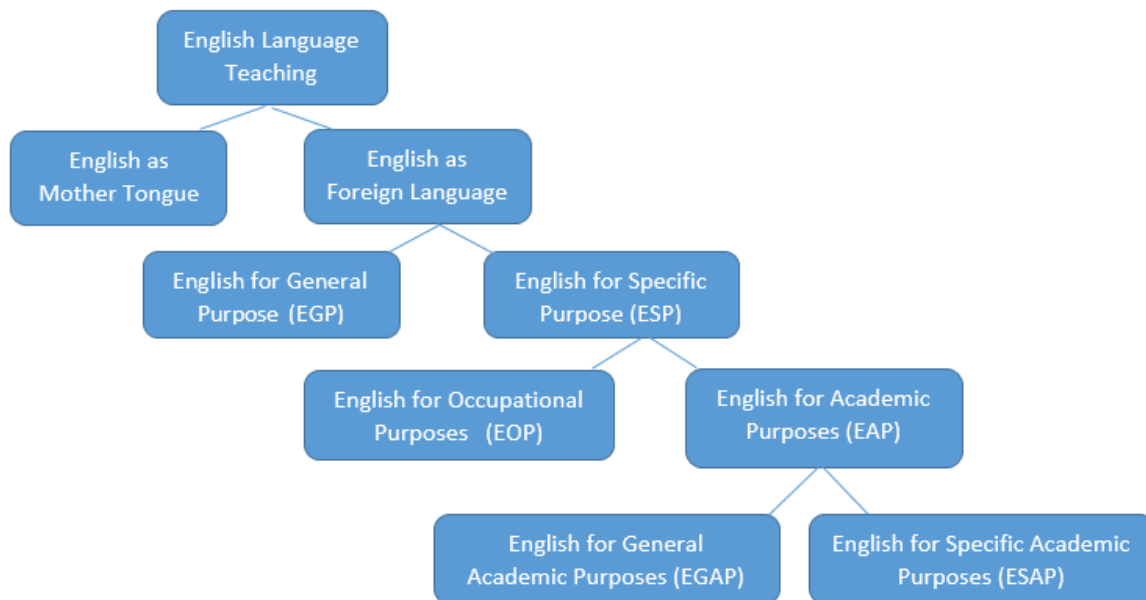


Figure 3. ESP as an academic sub-field of EFL. ESP family tree (Jordan, 1997).

ESP in China

ESP implementation in China

As far as the tertiary-level ESP implementation in China, the way how ESP programs are structured by each institution varies tremendously due to the nature of universities (Cai, 2004), the research orientation, the level of students' English proficiency upon entering school, and the number of qualified ESP teachers. In terms of which department ESP courses should be launched, some universities categorize ESP courses the same as other core courses and offer to students across all departments. Others classify ESP courses as professional language courses that can only be selected by students in their own major-related department. In terms of the timeframe of when

ESP courses are offered, many universities treat ESP as an advanced English course and can only be taken after students finish their required EGP study in the first two years at university (Liu, 2003; Qin, 2003). Some universities allow students to choose ESP as an elective course at their own will, while other institutions treat ESP as compulsory courses and students need to meet their ESP course requirement upon graduation. For some institutions, not every student is eligible to elect ESP course, departments will conduct English examinations for students who initially enter university as freshman, establish a cut-off score, and use such score to decide whose language proficiency is sufficient enough take the challenging ESP course. Students whose scores are below the cut-off line receive basic EGP instruction and only for students with language adequacy above the cut-off score are ESP courses offered. Compared with the traditional criteria using test scores to separate students in terms of who can take ESP course, there are also a small number of universities that serve as forefront pioneers of such ESP reform. They directly replace all EGP courses with ESP, therefore, EGP is no longer widely available and only for students who have severe difficulty for basic English skills.

From all these above-mentioned variations, it is not hard to tell that ESP program implementation diverges substantially in terms of how universities classify ESP courses, when ESP courses are offered, and who are eligible to take ESP courses, etc. Though with these diverse models across universities in China, according to the research from Cai (2004), the most common ESP instruction model, which is now widely accepted by a majority of universities, is listed below (see Table 3.) Students who enter vocational school will choose EOP directly and vocational English courses are offered during all school years. Students who enter the traditional four-year universities will initially take EGP during the first two years of study, then upon their progression into the junior year, students start to take EGAP class with the focus on scholarly academic writing. Typical classes feature research database exploration, abstract writing, literature review analysis and annotated bibliography collection, etc. During students' last year at the university, they will choose ESAP courses relate directly to their discipline-specific majors.

Table 3. Current ESP implementation in China.

ESP Category	Scope of Application	Syllabus Focus
EGP	<ul style="list-style-type: none"> ●K-12 English Education ●Tertiary-Level Freshmen and Sophomores 	<ul style="list-style-type: none"> ●Basic language learning in receptive and productive domains: listening, speaking, reading and writing
EGAP	<ul style="list-style-type: none"> ●Tertiary-level Junior year 	<ul style="list-style-type: none"> ●Academic journal reading/writing ●International conference presentation
ESAP	<ul style="list-style-type: none"> ●Tertiary-level Senior year ●Graduate-level (Master/PhD) 	<ul style="list-style-type: none"> ●Academic language competence in specific subject content area
EOP	<ul style="list-style-type: none"> ●Vocational College ●Language training institution 	<ul style="list-style-type: none"> ●Vocational English education

Benefits and Challenges of Various ESP Programs in China

There are basically four categories of ESP-related courses in China, separated primarily by who teaches the course. The first type of ESP course is, in essence, an EGAP, which is mainly designed and taught by English instructors who are graduates from English majors. EGAP instruction focuses on developing students' perceptions on general academic linguistic features. The most common course design for a 16-week class is classified by various components of a typical scholarly research manuscript: one week on abstract, two weeks on literature review study, followed by methodology, data collection and analysis, conclusion, implication and the reference section. Students will learn how to write academically in each of these components. Teachers may also spend time on writing techniques for different genres of an academic paper: argumentative essays, cause and effect essays, compare and contrast essays, and descriptive essays. The benefit of such course design lies in that it provides students necessary academic linguistic skills that are transferable to any content area they will step into in the future. However, for students who already accustomed to EGP instruction, the transition to EGAP is not easy, due to their insufficient academic language repertoires and unfamiliarity of formal academic writing. Not only are students confronted with tremendous difficulties, teachers face challenges as well, since the majority of EGAP teachers are English major graduates and do not even have the first-hand publication experience in a peer-reviewed journal. According to Fan (1995), a large number of Chinese EGAP

instructors never published any research articles in an index citation journal. Many of them may not even have heard about APA7 style in terms of reference formatting. Without any prior publication experience, it is not hard to imagine how teachers design the course. Basically, EGAP instructors will just follow an academic writing book borrowed from the library, then following chapter by chapter, they use examples provided from the book throughout class instruction and give students assignment to write for each week with almost no constructive feedback provided. We know that great teachers produces brilliant students, if teachers do not have professional expertise, such EGAP lesson is doomed to be a failure. Another drawback of most EGAP courses is that it purely focuses on the aspect of composition writing with the academic formality it involves, without any practice to hone students' academic communicative competence. For instance, class instruction does not include activity that illuminates students' conceptions in terms of how to order and sequence thoughts and ideas to make a formal presentation on an academic topic with coherent themes and persuasive supporting evidence. English instruction in China is always criticized as "Mute English" or "Dumb English" with students good at reading and writing, but no communicative competency. The current EGAP courses offered in China, is no exception, as they do not address and mitigate this acknowledged problem of students' lack of scholarly communication and presentation skills.

The second type of ESP teaching can be called joint-teaching, or team-teaching with cooperation between both language teachers and experts in professional disciplines. The main purpose of such cooperation is to assist language teachers to better carry out their ESP teaching with the help from content-area experts. This collaboration is acclaimed to be the most feasible model to ensure an effective ESP implementation in both language and content. The characteristic of such cross-departmental collaboration is summarized by Jordan (1997):

Varying degrees of co-operation include: content-area expertise provides information including description of target situation and identification of problem areas, providing reading lists, recommended journals, and assistance with writing or vetting teaching materials, guest lectures on EAP courses and follow-up seminar in subject-area, etc. (p. 253-254)

Hutchinson and Water (1987) emphasized that the win-win situation of such cooperation lies in that:

The subject specialist can help the ESP teacher in learning more about the learners' target situation, at the same time the ESP teacher can make the subject specialist more aware of the language problems learners (and ESP teachers) face. (p. 164)

Though with all advantages mentioned above, challenges also exist for this model: teachers participating in such cooperation must share common interests in cooperative teaching, determine the exact content materials and their respective responsibilities. In addition, the cooperative teachers must both have a positive attitude toward ESP teaching, and be willing to accept different teaching concept, values and philosophies, etc, all of which are not quite easy to accomplish.

The third type of course offered is ESAP, normally taught by discipline-area teacher with a high level of English proficiency, and therefore, should not be mixed with any type of ESP teaching (Wang, 2010). Most of faculty are those who receive PhD degrees from universities abroad with solid English background and content area expertise. Such model is unfortunately, only conducted and offered in a few prestigious universities in China, since there is a severe scarcity of talents who bear expertise in both subject-area and language education and can be considered qualified for such a teaching model. In addition, besides the lack of qualified faculties, students' existing English proficiency is another concern. Most Chinese university students' English aptitude is far from enough to understand content-area knowledge and English used in these technical domains simultaneously, yielding even worse learning outcomes. Based on Liu's (2003) study, many students complained that neither their language skills nor content competency enhanced, and would still prefer separating language classes from technical content-area study. Student's response resonates an old Chinese saying, "A little of everything is nothing at all."

The fourth type of ESP teaching is EOP, which is mainly conducted at vocational colleges, and is a successful ESP model because its clear-cut objective are set up in the first place. The "vocational education" attribute of these colleges emphasizes enterprise needs for their graduates, which perfectly interprets the fundamental concept of "learner-centered" ESP teaching. Courses offered at these vocational colleges are mainly business English, legal English, medical and pharmaceutical English, etc. Following the mission statement of running an institution to meet the needs of industry and enterprise business world, vocational schools construct their courses from the perspective of satisfying the talent job market; therefore their graduates always end up in great demand. The challenge for such type of courses lies in that it takes a downplay of the "linguistic attributes" of English study, so the research and study on linguistic teaching is not deep enough,

students focus more on the profession-related dialogue rather than writing in appropriate academic context, which is considered equally, if not more important, in the modern business environment. Another Chinese old saying that concludes this model is, “You cannot have the best of both worlds.” or “You cannot sell the cow and drink the milk.”

Problems Impeding ESP Implementation in China

Lack of qualified ESP instructors

ESP teaching in China is facing many problems, among which the most urgent issue is the lack of qualified ESP teachers. As most tertiary-level English language teachers in China were once English major graduates, they are not adequately prepared to meet students’ ever-demanding need in both language and literacy content to communicate and engage more effectively in content domains. EGP teachers tend to bear the traditional notion that language is language that cannot intersect with anything else. They are so passionate about language talking about how second language acquisition can take place successfully under certain circumstance, with literacy teachers stand at lost not sure how to work with them. Now teaching English in conjunction with content is critical for ELL students, who have both linguistic and content objectives, to develop the linguistic competence, to express more nuanced and complex argument related to their specific majors. Such need makes teaching academic language very challenging for many EGP teachers, as with no discipline-related expertise, it is hard to integrate content instruction into their language class. The key to a successful implementation of any course is the teacher at its center place. For teachers who just start up an ESP course, tremendous work needs to be completed. Dudley Evans & St. John (1998) illustrate that a qualified teacher has five roles: “(a) language teachers, (b) course designer and material designer, (c) collaborator with other content area teachers, (d) researcher, (e) evaluator” (p. 3). Compare with such demanding standard, scholars may pessimistically conclude that there are almost no fully qualified ESP teachers.

Lack of unified ESP teaching materials

The choice of textbook is another important factor to ensure successful ESP implementation. Preparation for linguistic materials relating to certain content areas is equally demanding as classroom teaching. ESP related courses in China has been conducted for almost

two decades, but unfortunately, as of now, there is no unified ESP textbooks and teaching materials that are nationally-standardized and offered across Chinese universities. Each university designs their own ESP curriculum material independently: some use the original version of an English textbook bought from abroad, some edit the domain-related book written in English themselves, and some adapt the course materials they borrow from the library. Liao and Qin's (2000) survey report showed that 65% of students who had taken an ESP course are not satisfied with the course materials the teacher chose by saying that textbooks and materials lack clear teaching objectives and the content chosen bears neither logical manner, nor coherence and continuity at all.

Out-of-date teaching mode

For most ESP courses offered in Chinese universities, such as business English, science English, and computer English, teachers are still employing the outdated "Grammar-Translation" instruction mode. Based on Richard and Rodgers (2014), this is a traditional method focuses on the forms and inflections of words, literary vocabulary, grammar and text are taught in an organized and systematic way without extensive skill by teachers. The typical course is to analyze the meaning of a certain vocabulary word or sentence grammar under an ESP setting. For instance, when teaching the new word "dissolution," the teacher will tell students that the word has various meanings depending on which context setting it is used. For example, in Medicine-related areas, "dissolution" means "termination of certain disease," in Math, "dissolution" means a "unique set of values for an equation," in the field of mechanical engineering, "dissolution" means the "action of melting, distilling by means of heat," etc. Such teaching method is featured by the teacher explaining the academic text word by word, sentence by sentence, with students listen passively taking notes, and memorize the meaning of the subject-area vocabulary. Rarely is there any interaction during the classroom instruction. As a result, the ESP course becomes a content-area "vocabulary" learning course or "sentence translation" drills and practices. What students eventually possess are certain new vocabularies with no sense of how to put them into academic use in the real context, since they barely have any opportunity to use academic English to communicate in their specific domain area. This "Grammar-Translation" teaching mode does not encourage students to actively participate in classroom activities, nor does it encourage students to have meaningful discipline-related communication.

To summarize, as is illustrated above, though with years of research, the ESP course implementation in China is still stuck at the bottleneck stage with the lack of qualified teachers, no unified ESP teaching textbooks and materials, lack of rigid course design, and out-of-date teaching modes, all of which are closely tied to the second language acquisition theories that provides the main theoretical foundation for pedagogy of ESP teaching and learning in terms of course design, choice of instructional material and pedagogical approach. Focused on learners' reasons for studying and specific needs, the overall objective of ESP requires students' language processing behaviors, teachers' proper choice of target curriculum material and most of all, the authentic opportunity to engage students in practicing and constructing new forms and modes of language expression in specific academic context, as is advocated by second language acquisition and education theories.

Teacher Learning and Development

Teacher learning and development involves aspects of a variety of areas, which include subject knowledge, pedagogical theories, teaching strategies, and also incorporates teachers' understanding and development of self as teachers. Therefore, it can be categorized as (a) the process of teacher's actual learning and professional growth and (b) the process that promotes teacher's learning and professional growth. Scholars who hold the prospective of teacher's technical expertise development believe that teachers need to master the knowledge and skills of good professional practice at each stage of the teaching process (Brancato, 2003; Hoyle, 2001; Postholm, 2012; Takagishi & Dabrow, 2011). Other researchers believe that teaching learning is more of a process during which teachers continue to further their education and advance their career through training, deep learning or other professional education opportunities (Bailey, Curtis & Nunan, 2001; Hallinan & Khmelkov, 2001). Clarke and Hollingsworth's (2002) teacher learning and professional growth philosophy illustrated the "interconnected, non-linear structure of teaching learning and growth networks, change sequences, giving recognition to the idiosyncratic and individual nature of teacher learning and professional advancement" (p. 947).

Eraut (1986) identified four approaches in terms of teacher learning: "defect approach, growth approach, change approach and problem-solving approach" (pp. 731-742). The defect approach examines the way to improve teacher's practice in areas of their incapability; the growth approach is to inspire teacher's inner motivation to learn and develop; the change approach is to

recognize the fast development of society in all aspects with high demands for teachers to keep up with advancement; and the problem-solving approach elaborates the necessity for teachers to analyze and solve the issues that appear in their teaching activity. Grundy and Robinson's study (2004) examined three principal functions of teacher's learning and professional development: extension, growth, and renewal. Extension means to introduce new knowledge and expertise into teacher's existing knowledge repertoire, growth is to hone the technical skills to the next greater level, and renewal is accomplished through change of practice behavior, knowledge and teacher's personal transformation.

Shulman (1986 & 1987) divided the knowledge teachers learn into seven broad categories: "content, knowledge, general subject knowledge, curriculum knowledge, pedagogical content knowledge, knowledge of learners and their characteristics, knowledge of educational contexts, knowledge of educational purposes, educational values and their philosophical and historical bases" (p. 8). The framework proposed by Shulman has a profound impact on the subsequent study of teacher learning and development. Following the classification represented by Shulman, other researchers like Elbaz (1983) and Clandinin (1992), turn their attention to the interpretation of teacher's idiosyncratic and individual experience, focusing on the meaning behind their teaching behavior in terms of what the teacher understands and knows, and the way teachers know it. Perry (1980) emphasized that teacher's learning and professional development includes the enhancement of confidence, the improvement of teaching skills, the flexibility of employing various pedagogical strategies, and the continuous updating and deepening of the teaching subject knowledge. Gabriel and Maggioli (2003) highlighted the personal, institutional, and societal factors that influence teacher learning, and regards teacher development as a continuous learning process in which teachers participate voluntarily, aiming at catering content knowledge more adaptive to students' particular needs. Such a viewpoint, from unique psychology and humanistic perspectives, regards teacher learning and development as a kind of conscious choice of teacher themselves along their career development, and is a unique inquiry into the process of the formation of teachers' inner thought world outside the classroom.

The learning and professional development of teachers is an ongoing process, with teachers continuously constructing the knowledge they absorb. Freeman (2002) pointed out that teacher learning and teachers' knowledge construction are two important attributes of the entire attainment activities. Teacher learning is the core activity in teacher's professional development, during which

teacher's theoretical understanding of the pedagogical content and the interpretation capability are gradually developed so that teachers can successfully deal with any specific teaching events and generate their own teaching philosophy during such a process. Carr and Kemmis (1983) explored teachers' professional advancement and pointed out that it is a process during which teachers become more effective and efficient practitioners, and an evolution that teachers grow and enrich their understanding of teaching more like as an art craftsman. Following the learning and reflective thinking, teachers will constantly adjust their own teaching behavior and practice to accommodate to various needs of student to yield best teaching and learning environment outcome possible going forward. Ye and Bai (2001) proposed an interesting viewpoint that teachers' professional development bears similarity to teachers' "self-renewal" orientation. They believe that teachers have a strong sense of self-development and motivation, consciously assume the main responsibility of their own professional development through self-reflection, design, plan, implement all related advancement opportunities and can shoulder the responsibility to direct and control of their self-progress.

Language Teacher Learning

Since the 1980s, scholars became more interested in studying the nature of teacher learning in the field of foreign language instruction. Richard and Nunan (1990) published the flagship book "Second Language Teacher Education," which examined various approaches to the education of second language teachers. Later, Woods (1996) and Richard and Lockhart (1998) published books and seminal research discussing the study and cognitive research on language teachers' technical skills, teaching strategies, decision making in class, and other related second language teaching philosophies. In addition, there are also research examining the language practitioner's learning from an insider's perspective, while others try to provide teachers with a broader sense of how to yield best learning outcomes and advance to the next level of career development from the perspective of outsiders.

Mingucci (2002) believed that the learning and professional development of language teachers refers to the continuous improvement of language teachers' expertise in language instruction through various means used in class, emphasizing the teacher's experience and professional knowledge of language education. Hayes, Hindle and Withington (2007) advocated that the professional development of language teachers refers to the possible expansion of the

discipline-related language knowledge involved in the language book and the enhancement of teachers' confidence in the entire teaching process. Nunan (1999) argued that the professional development of language teachers involves not only the continuous growth of teachers in all pedagogical instruction functions, but also that teachers should receive training in language testing and assessment, as well as the knowledge of other scientific research methods that will facilitate the practical activities during the classroom instruction from the theoretical level. Beycioglu, Ozer and Ugurlu (2013) proposed that the learning and professional development of language teachers involves the entire growth process during their pre-service, in-service, and post-employment advancement, and is regarded as a voluntary and continuous learning process of teachers' knowledge expansion in all related aspects. Kelchtermans (2004) came up with the notion that language teachers' development combined both teacher's personal life development and their teaching career advancement: teachers' learning at a certain time-period is the accumulative outcome that combines their previous teaching experience and their expectations for the future. The past, present and future constitute a series of time clues, which makes it a meaningful narrative construction to understand teachers' internal reflection of their desire for potential professional development. Li (2008) conducted a one-year in-depth study of a Japanese teacher's learning and professional development. The research showed that the teacher learning bears attributes from both "individual" and "societal," and the process of learning and growing of foreign language teachers is entirely a reciprocating mechanism during which teachers get confused, initiate thinking, activate study, change and adjust to the new territory, and eventually reflect what they learn to be prepared for the subsequent level of growth and elevation. Gu (2008) pointed out that the limited research on Chinese foreign language teachers adversely affect the effectiveness of foreign language teacher education. Gu (2008) carried out a multi-dimensional dynamic study and analyzed the complex and multifaceted correlation that affected the teaching among teachers, institution and society. He used the "teacher development association model" to picture the course and footprints of how novice Chinese foreign language teachers, through constant endeavor and concerted cooperation with others, developed into qualified and exemplary language teachers.

Strengths and Gaps in the Relevant Literature & What Informs my Study

Second language learning theories provide philosophical orientation on language research, teaching and practice from cognitive, functional, socio-cultural, and socio-linguistic perspectives.

Theories from various perspectives collectively make distinctive contribution to the fundamental understanding of how people acquire and learn a foreign language. These theories guide teachers' practical instruction and help language educators make informed decisions regarding language learners.

Within the field of general English teaching, ESP, as a subfield and subset of a larger English as a second/foreign language field (ESL/EFL), linking English language teaching with disciplinary language specific to each field draws more attention worldwide (Cai, 2004; Hutchinson & Waters, 1987; Jordan, 1997; Liu, 2003). Language learners, especially “adult language learners are goal oriented and direct their learning to fulfill particular needs or demands: to advance their studies, to progress up the career ladder, to follow business opportunities, etc.” (Smith & Strong, 2009, p. 1), therefore, the language instruction they need is content-based and discipline-oriented, which resonates the philosophy ESP teaching: “Teachers should design their curriculum to meet the specific needs of the adult language learners in their particular contexts, workplace or academic, in short, the learner-centered classroom” (Smith & Strong, 2009, p. 3). Language policy makers start to contemplate how to orient language instruction, especially Chinese tertiary-level English instruction to equip students with necessary linguistic repertoires to make them fully prepared for challenges operating in a global academic community. Liu (1996) predicted that the major change of English learning in the future is the change from EGP to ESP. Fan (1995) and Chen's (2001) research analyzed the necessity of ESP in English education in China and points out why ESP will be the forefront direction of such reform and the rationale behind it.

The key to a successful implementation of any ESP language course is the teacher. With ESP instruction in great demand, there is a paucity of qualified ESP teachers who have both language competence and content area expertise, especially in Chinese university context, where my research setting is located. Teachers need to possess not only the knowledge of language, but more importantly, the knowledge about language and how certain language is used in the real discipline-related context. Currently most Chinese English teachers are still focusing their in-class instruction on English for general purposes, which is to enhance students' overall language competence in four basic domains: listening, speaking, reading and writing. Compared with previous research on ESP pedagogy studies and research as a curriculum design, investigation on professional development of ESP teachers started relatively late with only a few studies focuses on ESP teachers' professional development in recent years. Zheng (2013) emphasized that ESP

teachers should continuously increase their professional knowledge structure in a particular domain. Wang (2010) proposed that ESP teachers shoulder the multiple roles since they are not just qualified English teachers for general purposes, they need also possess certain knowledge in a content area, design the ESP course, and have an understanding of ESP testing and evaluation. A number of other scholars discussed issues of severe shortage of qualified ESP teachers due to the lack of systematic professional development and training opportunities (Borko, 2004; Castle & Buckler, 2009; Gao, 2012; Luo, 2013; Liu, 2010; Zhou, 2014). To summarize, the deficiencies in current research lies in the following main two aspects list as follows:

First, research on Chinese ESP teachers, who are a particular category of EFL teachers, has not received much attention in China. Though ESP studies have been carried out for decades, exploration on ESP teachers' development are rare. Throughout a relatively few research studies on the development of ESP teachers, most research focused on ESP teachers' technical skills, attitude, curriculum design, course assessment, etc. Rarely are there studies that target ESP teachers as a group of adult learners along their career development. Therefore, the scarcity of research on ESP teachers is currently the foremost challenge that hinders the successful launching of ESP courses in China. Second, the transformational experience from EGP to ESP teachers has not be explored in-depth in Chinese tertiary-level education. There is a great number of issues that we are not aware of such as how ESP teachers initially stepped into ESP teaching, their reflections along such transition (Farrell, 2007; Richard & Nunan, 1990), and the tremendous challenges such transformation brings alongside the journey.

The paucity of previous research informs me to explore the trajectory of how Chinese university EGP teachers transform themselves to be qualified ESP teachers: specifically, throughout the whole transitional process, what triggering events take place, what reflective thinking teachers experience, or any challenges they confront, which eventually lead to their final successful transition. ESP teachers are, in the first place, language practitioners, who possess complex cognitive conception and linguistic pedagogical capability. At the same time, in the process of their transformation from EGP to ESP instruction, they are lifelong adult learners, reflective thinkers, active subjects who process new information from their past experience, develop situation-oriented constructs, set up strategies to expand their repertoires of language instruction with innovative ESP meaning-making schemes. Therefore, this study tends to focus on language teachers as adult learners themselves who develop their teaching practice transforming

from EGP practice to ESP teaching. The conceptual framework of SLA and adult learning theories (Mezirow, 1980; Knowles, 1975), bridge the cognitive and sociocultural dimensions of language teachers' learning into a unitary framework to investigate how teachers' internal reasoning and cognitive mode mediate with the situated social construction. The intersecting theoretical underpinnings in this study that synthesize and provide a comprehensive lens of language teachers' professional development from a cognitive, sociolinguistic and sociocultural perspective are rarely employed by previous studies on language teachers. The study will make a distinctive contribution to the literature of language teachers' teaching and learning, shed light on how Chinese ESP teachers conquer obstacles in their professional development with experiential approaches, and how teachers, as adult learners, proceed in their active pursuit of long-term transformative learning and career advancement.

CHAPTER 3 METHODOLOGY

One of the most well-known tools for understanding and assessing into the study of people's experience is narrative inquiry. The use of narrative life story data has a relatively long tradition within the broader field of qualitative research as an effective way for gaining a detailed understanding of people's real life, identifying and characterizing the complexities of the the reasons behind human actions and the contextual conditions where the research is situated. This chapter gives an overview of narrative inquiry as a justifiable educational research methodology, and more specifically, how language teacher's narrative inquiry allows a deeper insight into revealing the meanings of their individual teaching experience. This chapter also provides information on data sampling procedures, criteria and strategies for participants' selection, data collection, and techniques employed for data analysis. At the end, researcher positionality, researcher-researched relationship, and how all data sources are connected to present a detailed analysis of teachers' story are examined.

Narrative Inquiry

Narrative Inquiry as an Educational Research Methodology

Bruner (1986) expounded that there are mainly two modes of thoughts human beings employ to interpret and understand the world and their experience within: one is "paradigmatic" or "logico-scientific" mode, which concerns with logically categorizing the world in a scientific way; the other is narrative mode that ascribes to experiences through stories and autobiographies. To illustrate his idea further, Bruner provided a vivid metaphor illustration: people can explain a falling object, because the "theory of gravity" serves as its theoretical guidance, but as the legendary apple fell on Mr. Newton's head, people could only interpret what is actually happening on his head. In retrospect of my research experience—of all research presentations that I did previously, formally or informally, I always find myself referring to participants' interpretations and personal stories in a variety of narrative forms to bring the audience into each participant's situated world. "Narrative inquiry brings storytelling and research together either by using stories as research data or by using storytelling as a tool for data analysis or presentation of findings

(Barkhuizen et al., 2014, p. 3). Bruner (1986) noted that these stories are about “human or human-like intention and action and the vicissitudes and consequences that mark their course” (p. 13). Building upon Bruner’s (1986) distinction of paradigmatic and narrative mode, Polkinghorne (1995) further elaborated on “two types of narrative inquiries” (p. 5), one is analysis of narratives, which focused on using storytelling as a means to categorize and classify similarity among groups members; and the other is narrative analysis, which used stories to understand the complex and ambiguous world of human intention and action into a meaningful construction by capturing people’s experience and their own explanations about what they want and how they go about achieving their goals.

With the development of narrative research since the 1990s, narrative inquiry, as one type of qualitative research methodology, is widely used reproducing life history through the narration of the research participants. Canadian educators Clandinin & Connelly (1990) contributed the “tour de force” to narrative research by providing a comprehensive review of educational narrative inquiry and analysis. They pointed out that narrative inquiry is both “phenomenon and method, where the former represents the life being studied and the latter refers to the process with which a research studies the phenomenon and engages in the act of re-telling” (p. 2). Based on Connelly and Clandinin (2000), narrative research revolved around three basic events: “field, field text, and research text” (p. 9). Field situates where narrative takes place, field textual data is formed by the narrator’s educational stories, teaching practices and life experiences that constitute the true text of the study. Researchers then described individual participant’s educational life, narrate their stories, write narrative texts, and eventually form a distinct case database to further guide educational practices. Keyes and Craig (2012), through exploring the field texts of two educators, illustrated the meaning-making process of the three-dimensional space of narrative inquiry, namely, “interaction, continuity and situation” (p. 62). Polkinghorne’s (1988) research proposed that the key to understanding human beings’ experience is furnished by narrative stories and “narrative is the linguistic form uniquely suited for displaying human existence as situated action and narrative can denote any prosaic discourse” (1995, p. 5). Riessman’s (1993) study on “narrative analysis” examined how people can make sense of their lives by storytelling and how narratives can be used as a form to organize people’s past experience and also serve as a model for their professional advancement.

Besides the influential studies from the above-mentioned research, scholars also use narrative inquiry in a variety of fields of humanities and social sciences research, such as linguistics, sociology, education, and history, etc. (Maynes, & Pierce, 2008; Phillion & He, 2003; Riessman, 2008; Sandelowski, 1991; Schifffrin et al., 2010). Riessman (2008) illustrated how contextualizing narrative inquiry and method can be used across disciplines to address multifaceted issues in human sciences by using thematic, structural, dialogic and visual analysis. Connelly, Phillion and He (2003) examined how narrative inquiry is used to study multicultural education in a Canadian community school. Phillion's (2008) study investigated the immigrant students' study and educational experience in Hong Kong by using multicultural and cross-cultural narrative inquiry. Chan and Ross (2014) provided narrative understanding of the school's equity policy from multiple perspectives of students, instructors and administrators. He (2002), by using narrative inquiry, explored the students' learning strategies in different linguistic and cultural contexts. Benson and Gao (2008) probed into the development of autonomy and self-directed learning through narrative research. Hao's (2010) narrative inquiry study focused on investigating the professional identity changes of Chinese university EFL (English as a Foreign Language) teachers' transformative experience before, during and after their doctoral studies.

Since 2000, publication on narrative studies or narrative inquiry as a qualitative method burgeoned, and scholars employed different narrative terms, including "narrative research," "narrative inquiry," and "narrative study" (Vasquez, 2011). The definitions of these terms are not strictly distinguished nor are they clearly defined at the theoretical or linguistic level of practice, and are therefore, used interchangeably in most situations with no consensual clarification (Benson et al., 2009). In general, narrative research follows the basic steps of narrative-reflection-sublimation and return in their story telling. Researchers, by linking participants' past, present and future potentials that collectively affect the story, sort out, organize, and construct the nature and significance from narrators' stories and experiences.

Language Teachers' Narrative Inquiry

Language educators' narrative inquiry research has drawn increasing interest and participation of scholars worldwide by using personal essays from first and second language teachers and examining their constraints and disorienting dilemmas in the professional career trajectory (Barkhuizen, 2011; Casanave & Schecter, 1997; Curtis & Romney, 2006; Golombek &

Johnson, 2017; Olson, 1995; Xu, 2010; Zhang, 2006). In Johnson & Golombek's research (2011), "Narrative has gained prominence and is used as an important investigative tool in teacher education, especially in second language teacher education over the last two decades, shaping how the field understands and supports the professional development of second language teachers" (p. 486). Curtis and Romney (2006) laced narrative inquiry together with "Critical Race Theory," highlighting the inequality and inferiority non-white teachers experience at school. Johnson and Golombek's (2002) study illustrated from a sociocultural perspective how teachers are viewed as "agents of change" (p. 1), and how teachers' narrative inquiry can be used as a way for their personal and professional advancement. Based on Freeman's (1996) inquiry, language teachers have rich teaching experience and classroom practice, but have no chance to show and share their own stories, since most traditional storytellers are theory researchers and curriculum designers. Many studies echoed the view that educational narrative is research on teacher's individualized teaching reflection through daily practice, how it related closely to their practical education and teaching, and how teachers' personal experiences and stories are reproduced through real and meaningful teaching activities that are scattered and disorganized in their daily routine instruction. At the same time, during their story telling, the links between teacher's tacit knowledge, teaching behavior and his/her specific relationship with the surrounding environment are closely connected, which can in turn reflect a multidirectional and socially situated analysis of their behind-the-story teaching experiences.

In language teacher education, narrative mainly plays two roles: one, as a teaching strategy (storytelling as a pedagogical strategy), the other is as a research method (narrative as a research methodology), and these two roles often cross and pass by each other along the way. The overall purpose of storytelling is to help language teachers to reflect, question and learn from their own education experiences (Coulter et al., 2007). A study from Xia (2002) proposed that the narrative research of foreign language teachers is based on three steps: the collection of narrative text, the in-depth exploration of the content, reflection and theoretical interpretation based on the text, and eventually, narrative case writing. Through interviews, diaries collection, teaching videos and other relevant texts, and relevant educational concepts and theory, teachers can reflect on their story, refine their teaching experience, explore the meaning behind the story, amend the teaching action plan, re-implement the plan, and eventually to share the cases and achievement as the final completion of the narrative research.

To conduct teacher's narrative research, their education and teaching activities are the center of the study. Without revealing the nature of educational event, narrative loses its meaning itself. Teachers are practitioners of curriculum and teaching reform, and are also researchers in their own educational practice. Events that have occurred or are happening in daily life, classroom teaching, research and other activities are authentic, situational and meaningful. All these stories collectively serve as key components and subjects of the narrative research that are far more persuasive than any macroscopic theory. The intension of teachers' narrative research is to uncover details and nuances of their experiences: happenings and corresponding actions. Narrative inquiry is precisely situated in qualitative research to understand, analyze, describe and explain issues related to teaching through participants' telling and retelling their stories. Qualitative research will not only enable teachers to express their private feelings and intimate behind-the-scene emotions in an academic environment, but also changes the way teachers think themselves and behave in daily instruction practices and empower teachers as professionals to take the lead for their future development.

Justification of Utilizing Narrative Inquiry Paradigm

Narrative inquiry serves a vital instrument for my research, as the narrative is so close to the world of teachers' personal and professional life, expressing rich association and connotation behind teachers' stories in and outside the classroom. Narrative inquiry transcends the "scientific" value and academic function of traditional research, bringing together how teachers, as protagonists, think, plan, cope, feel and understand events around them (Xu & Connelly, 2008). Specifically, the reasons why my study will be best framed utilizing narrative inquiry are listed as follows.

First, narrative inquiry helps teachers express their knowledge and professional career path experience in a personalized story. For a long time, research under the guidance of positivist philosophy has obscured and engulfed the self-expression of teachers and produced so-called scientific conclusions. Narrative inquiry, under the perspective and theoretical base of hermeneutics, invites participants to tell and re-tell their experiences, especially personal experiences and stories in order to unearth new ways of knowing and constructing instruction and themselves, so the voices of these front-line teachers can be heard (Connelly & Clandinin, 1999; Elbaz, 1983; Witherell & Noddings, 1991). "Focusing on personal practical knowledge provides

a holistic understanding of teachers as human beings who embody personally and socially constructed images of practice” (Olson, 1995, p. 120).

Second, narrative inquiry focuses on the “continuity” and “social landscape” of teacher’s stories. According to Clandinin and Connelly’s (2000), any narrative inquiry can be defined and conceptualized by three-dimensional space, “temporality (past, present future), space (situation/environment), personal and the social” (p. 20). “Experience itself is temporary, therefore we not only concerned life as it is experienced in the here and now but also with life as it is experience on a continuum (continuity)—people’s lives, institutional lives, lives of things” (Clandinin & Connelly, p. 19). This echoes my research focus, which is, what is the nature of EGP teachers’ past experience, what is their current philosophical understanding of their current ESP role, and how has previous experiences lead to their implied future. I want to pay particular attention to the feature of “continuity” to examine how teacher’s moral disposition and emotion changes during the whole transformative process.

In terms of “social landscape,” initially for my inquiry, I wanted to explore what ESP teachers’ practice looks like during in-class instruction, but later I discovered that teachers’ professional image, challenges they confronted, and effort exerted outside the classroom setting tell even more of their situated pedagogic responses within the institutional context. This echoes Connelly and Clendenin’s (1995) elaboration on teachers’ professional knowledge landscape of both in-classroom places where curriculum is carried out and out-of-classroom places where external expectations and criteria are imposed upon teachers. In addition to purely inquiring from a personal level, outwardly, I want to explore the English department and institution’s role in either obstructing or facilitating teachers’ transformation. “We see teacher’s professional knowledge landscape as composed of relationships among people, places, and things; we see it as both an intellectual and moral landscape” (Clandinin & Connelly, 1995, p. 5). Through narrative inquiry, teachers can better identify the complexity and political nature of the school field, and the broader intersection with social environment, and consequently, can generate both multidirectional public-situated and individualized-knowledge of their teaching practice.

Third, narrative inquiry helps teachers “transform” themselves and the environment. Clandinin and Connelly (2000) stated that “personal narrative is in a shifting professional knowledge landscape in education” (p. 97). The narrative not only explains what happened in the past, but also how the narrator understands these previous actions, shifts the old knowledge system

that is not favorably constructed and suited to the new situation, and provides events with certain meanings to facilitate future possible changes (Chen, 2010). Through storytelling, story constructing and co-constructing with researchers, teachers are provided with opportunities to reflect on, question, and learn from their storied experience and become active and self-directed educators, which will further stimulate and illuminate their transformation. Such “transformative power,” the term brought up by Johnson & Golombek (2011), can play a catalytic role “igniting cognitive processes that can foster teacher professional development both internally and externally” (p. 486). This transformative power greatly parallels and mirrors the theoretical frame work that guide my entire research, which is Mezirow’s (1978) “Transformative Learning,” as “the process of using a prior interpretation to construct a new or revised interpretation of the meaning of one’s experience in order to guide future action” (Mezirow 1996, p. 162). By reading stories of teacher candidates’ teaching experiences and gaining a deeper understanding of their practices through the “recognizable structure of beginning, middle, and resolution, readers have the opportunities to discover meaning through patterns and archetypes that they can use to inform their own future practices and the field of teacher education as a whole” (Clandinin, 2007, p. 231).

In conclusion, qualitative research methodology employs a variety of approaches to collect data in the natural context in order to conduct an inquiry into the holistic nature of certain social phenomena. In particular, narrative inquiry, as one form of expression for qualitative research gains credence in qualitative study analyzing resources and form certain theories in order to obtain an interpretative comprehension of people’s life experiences, and has been found particularly invaluable in educational setting. Narrative inquiry reflects teachers’ personal and social experiences from story collections through co-construction and collaboration between researchers and participant storytellers in all phases of research. Narrative inquiry serves as a primary way of organizing and giving coherence to our experience to gain hermeneutic understanding and comprehension of purposefully selected individual’s behavior and experience in terms of how events and entities connect to each other in the course of deconstructing and re-constructing educational narrative materials. Narrative inquiry serves as a valuable research methodology to my research to examine the EGP teachers’ lives through the lens of narrative stories, “honoring their lived experience as a source of important knowledge” (Clandinin, 2012, p. 32), and understanding their eventual transformation to ESP practitioners.

Data Sampling Procedures

Setting and Locations Data was Collected

The “International Symposium of ESP in China” is the most well-known conference that is held annually, gathering ESP researchers and practitioners from all over China. Discussions during the symposium covers a wide variety of topics: academic writing, corpus-based and genre-based pedagogical approaches, ESP curriculum design and ESP teachers education and teachers’ professional development, etc. ESP teachers attending each year’s symposium are dispersedly teaching at large comprehensive universities, medium-sized discipline-focused colleges and vocational training schools, and geographically spread in each part of China. The large number and diverse pools of Chinese ESP practitioners attending this symposium made it an ideal location to select participants for my study to develop a comprehensive in-depth description of ESP instruction in China and ESP teachers’ teaching and learning experiences.

Participants

The target population of my research are Chinese tertiary-level ESP practitioners with at least five years’ teaching experience covering both EGP and one content-area ESP instruction. As my research focus is to explore teachers’ transformative experience, specifically how EGP teachers’ past experience links their transformation to the current ESP position, this inclusion criteria is set up to make sure all potential participants have sufficient teaching experiences in both EGP practice and general understanding of ESP instruction.

ESP instruction covers a number of content area disciplines, namely, law, business, science, pharmacy, art and social studies, to name just a few. To understand the transformative experience of Chinese ESP teachers, the challenge and dilemma involved, and how they perceive such transformation, it is necessary to select participants with a wide range of variation. The first characteristic that might affect teachers’ perception on ESP instruction is the specific disciplinary area teacher steps into (Wu, 2009). Among all these subject areas, certain content areas, for instance, business English, is considered relatively easier and will lead teachers to a smooth ESP transition, while others, like science, and pharmacy are disciplines which are full of technical attributes and terminologies, and thus bring more challenges to EGP teachers. The proportion of teachers that I recruited as research participants in each discipline area relatively correspond to the

populations' characteristics. Second, teachers' geographical location is taken into consideration. In metropolitan cities like Shanghai and Beijing, students' English proficiency in all domains outperforms substantially compared with students in small cities where economics are not fully developed. With students at various levels of English learning for specific purpose, the demands and challenges for teachers vary accordingly. Therefore, the study tried to recruit participants that cover a wide spread of locations in China. Third, although it was unclear whether gender and years of teaching would affect teachers' perception on ESP teaching, this study carefully selected participants to make sure the diversity of these two characteristics.

Demographics of Five Participants

Following Cluster sampling plan, among all ESP instructors, I selected the “International Symposium of ESP in China” as the setting, from where participants are recruited with purposive sampling technique to make sure that all teachers have sufficient EGP and ESP teaching experience in a certain discipline area. With the potential participants' characteristic set beforehand, five ESP teachers from five different universities were recruited initially at the conference site that made up my entire participants pool. Participants' demographics cover various geographical locations across China from east to south. All names used are pseudonyms. Demographic information for each participant is set out in Table 4, details of each participants' profile is presented in Chapter 4.

Table 4. Participants.

Name	Gender	Age	EGP teaching experience and subject	ESP teaching experience and subject	Degree	Position
Kai	Male	42	10 years/ Audial & Visual English	4 years/Genre Analysis	PhD	Associate Professor
Peng	Male	35	7 years/Reading Comprehension	6 years/Corpus Linguistics & Pharmaceutical English	Master	Assistant Professor
Fengfeng	Female	37	7 years/College English Foundation I&II	5 year/Business English & Accounting English	Master	Lecturer
Dong	Female	52	23 years/Audial & Visual English, Poem Appreciation	3 years/ Academic Writing	PhD	Associate Professor
Yiyi	Female	38	6 years/Interpretation & Oral English Practice	4 years/Academic Writing	Master	Lecturer

Data Sources

Two in-depth interviews with open-ended questions were conducted one before and one after the classroom observations as the primary data source in this narrative inquiry research to unearth ESP practitioners' diverse understanding of their transition from EGP instruction to ESP. Two interviews spaced out over about four months apart based on each participant's availability and capacity, which also provided me enough time to conduct initial analysis with reference to the first interview I have done. The pre-observation focal teacher's interview, lasted around forty-five minutes in length, was conducted in Mandarin at either participants' affiliated university, conference site or via the internet, and I, as the researcher who is a native speaker of Mandarin served as the only interviewer. Among all five participants, three teachers were interviewed individually, the other two teachers preferred to be interviewed together onsite at the International Symposium on ESP in China" conference, with their hope to elicit and inspire new insights and constructs from each other that may not originally be brought up from the individual's focal

interview. The first round interview collected basic information of each participant's demographic profile, educational background, EGP and ESP teaching experience, etc. Then the follow-up interview was conducted after classroom observation with the aim to collect richer source of information with more in-depth examination of participants' classroom instruction, transformative learning experience: their disoriented dilemma, and intimate personal life stories in a relatively relaxing and welcoming environment. The questions posed during the second interview were designed and refined based on the first interview, and also my classroom observation field notes with each participant. During the second round interview, all participants reacted and responded to issues centered around EGP and ESP instruction at the university, challenges that they confronted with along the journey, their thoughts of this new identity in this ever-growing ESP pedagogical field. It differs from the initial interview, as with each participant perform class visually, teachers tend to exchange more nuanced and extended accounts in depth discussing teacher-student interactions, their teaching philosophy, evaluate more critically on the role of department/institution plays in their lesson planning, all of which are incorporated into my narrative analysis. During the second interview, teachers' motivations to transform, and other influential experiences that impacted their ESP teaching were investigated thoroughly. Both interviews were then transcribed written verbatim in Mandarin first then translated into English later, which served as an integral component of my research text for more detailed examination and interpretation later.

The second primary source came from the one-hour ESP class observation of participants that were conducted between the first and second interview. As a pivotal component of instruction practice, teacher's in-class performance offers "specific structure of occurrences" and through on-site observation, "what is happening can become visible, and can be documented systematically" (Erickson, 1986, p. 121). During the classroom observation, I recorded rich description of qualitative field notes as a means to understand ESP teachers' classroom practice as lived experiences, which are also deeply contextualized. I also recorded my thoughts, questions and concerns that generated during the observation in my hasty memos. What's worth mentioning is that during my classroom observation, I occasionally used Mandarin for my notes taking, while putting my thoughts in English on certain occasion, when I felt that I could not find the proper words in Mandarin to fully capture my mindset onsite. Such translanguaging techniques during

my field notes taking that mapped across two languages fully captured and conveyed my on-site thinking and participants' performance to its greatest adequacy and capacity.

Third, participants' lesson plans, reflective journals, on-line blogging or teachers' post at other web platforms, or students' work that document their classroom teaching practice, students' performance and reflection on EGP or ESP teaching practice on a regular basis were also collected. Clandinin and Connelly (2000) once stated that "lesson plans and journals are a powerful way for individuals to give accounts of their experience, which blend of detailed field notes and reflections on how teacher feel about the experience" (p. 102). Based on Hatton and Smith (1994), "Reflection, in any form, is seen as an active and deliberative cognitive process, involving sequences of interconnected ideas which take account of underlying beliefs and knowledge" (p. 34). The critical reflections from teachers in my study served as evidence and personal record to explore and investigate the nature of ESP teachers' teaching practice, learning experience and their reflections and feelings on certain critical incident.

In addition, other relevant documents and artifacts like the school mission statement and the English department manual were also assessed to examine how the ESP program is implemented and situated within a certain institution and the support system offered to ESP teachers. Besides written documents, photography itself can also tell a thousand words. "Visual text can include myriad different objects that are either made or collected by participants, or created by others" (Keats, 2009, p. 187). Based on Merriam and Tisdell (2016), "certain implied values might be conveyed by the particular photo" and Reissman (2013) "images and photos invite narrative inquiry and is the untapped area in narrative research to tell stories" (p. 258). For instance, in Chinese culture, people can tell your social status or ranking significance purely by where you stand in the photo, the popular term: "C" position, which is the "Center" position, is always occupied by the most important person, for instance, the university's president, the dean, or the department chair. Therefore, how the ESP program is viewed by the department can be obviously identified from where ESP instructors stand. All these university documents and photos I collected serve as supplement materials with the hope to provide better understanding and thoughtful insights to explore how these surrounding factors that are socially situated influence ESP teachers daily practice and transformative learning experience. Data source from each participant is summarized in Table 5:

Table 5. Data Source from Each Participant.

Participants	Data Collected
Kai	5 reflective journals, 3 lesson plans (with teaching framework demonstration & detailed teaching logs), 1 department manual
Peng	4 reflective journals, 1 lesson plan, 25 on-line blogging, 2 ESP vs. EGP word lists comparison
Fengfeng	3 reflective journals, 2 lesson plans (with case demo material used in class)
Dong	1 lesson plan, 1 department manual
Yiyi	2 reflective notes, 2 lesson plans (with writing class pedagogical framework demo), 2 students' reflective comments, 1 department photography

Data Sampling Aligns with Narrative Inquiry Paradigm

The above-mentioned multi-sets of data collected from in-depth interviews, classroom observations, reflective journals, website platform log/blogging, artifacts from school mission statements, the English department manual, and photos collectively make up my data record, which serve as integral components in my future research text development. Such data pool distinctly aligns with a narrative inquiry approach, since teachers' trajectory lived experiences obtained from the above-mentioned sources and meanings projected underneath these stories echo the central aim of narrative inquiry, which is, based on Kim (2015), "a way to understand humane experience through stories and in turn, help us better understand the human phenomena and human existence" (p. 190). My research focuses on how, at a certain institution, ESP practitioners' past experiences link to their transformation to the current ESP position, and how teachers' current practices will potentially predict their professional development in the future. I also explored interactions among personal, institutional and the societal during the transitional process, all of which are reinforced from narrative inquiry research's focus: temporality, sociality, and place. All textual and visual data collected, which were eventually converted and incorporated to my research text, serve as a vehicle to develop a better understanding of how ESP teachers' emotional experience and professional agency initially formed and how it changes during the transformative process, along with other factors contributing to teachers' professional development. Narrative inquiry offered me a unique lens to systematically gather, explore, probe into, and interpret each

ESP teacher's unique experience, and is exceptionally instrumental to uncover multifaceted meanings behind those stories. All of my research objectives resonate the notion from Clandinin and Connelly (2000) that narrative inquiry captures personal and human dimensions of embedded experience and takes into consideration the interrelationship between experience and cultural context, and is promoted as a means to account for the complexities of teachers' lives and professional development.

Data Analysis

This study investigates how EGP and ESP programs have been implemented in China in the first place. To achieve such goal, with official written texts, such as mission statements, English department manuals and lesson plans brochures that I collected, I employed document analysis from a critical lens to explore how actual forms of language in a written form function as an interpretation of utterance under certain specific educational contexts. Documents are interpreted and investigated to give voice and meaning of an assessment topic (Bowen, 2009). Personal document like participants' first-person accounts of blogs, lesson plans, beliefs and perceptions provides a confluence of evidence and comprehensive perspective on ESP teachers' pedagogical knowledge and instruction, along with their real-life reflection on their assumption, actions, and dispositions of how they evaluate and improve their own learning and teaching. The public record such as institution mission statement and English department manuals offer a broader coverage of data, contextualizing the research within its subject or field (Bowen, 2009), and provide critical appraisal to uncover the hidden sources of power dynamics embedded. These documents helped me gain a deeper understanding of how languages are represented from the top administrative statement to the department level report with its surrounding social and power relations.

Second, in order to transform the overwhelming and interwoven raw data from participants into meaningful stories and research text, I employed the approach of narrative construction (Barone, 2007), which is the way to create a diachronic descriptions of experience and events into a chronological and summarized account. Pieces of fragmental moments were knitted together into story threads, and then sequential order of timeline experiences were synthesized to represent each participants' multi-layered and multi-faceted story. In some sense, I am using the "hybrid" analytical approach combining narrative analysis and narrative construction together allowing teacher participants to unpack their narrative description. Narrative construction delineates how

participants construct their personal transformation trajectories with chronological chain of elements linking collective events into a narrative structure, and narrative analysis enlarges the space and structures for narrative construction by creating hybrid spaces for participants to construct and make sense of their transformative journey where meaning are created and shared. In the meaning time, the narrative analysis of these teacher participants' stories is also co-constructed by me listening and responding based on my own personal experience to help structure and emphasize participants' stories in various ways telling the substance underneath and how their story are performed. Narrative analysis and narrative construction intimately bound together as analytical instrument for narrative reasoning and story construction to uncover and construct the continuity of each teacher participant's life story. In addition, I used Labov's (1972) narrative model, which classifies sequential transcripts into six elements: abstract (what is the story all about and how it kicks off?); orientation (who and what is involved in the story, when and where did it happen?); complicating actions (the core narrative piece in embedded story); evaluation (judgment of the narrative accounts); resolution (the result); and coda (the ending of the story with implications). As is put by Labov (1972), "a full story begins with an orientation, proceeds to the complicating action, suspends at the center of evaluation, concludes with the resolution, and rebounds back to the listener to the present time with the code" (p. 369). These six categories were woven and crafted together to make the accounts a complete narrative story, and through story as a carrier, research can help understand and reconstruct the participants' educational and teaching experience that promote their transformative learning.

Third, to dig deeper into conversations between the researcher and participants, dialogical narrative analysis suggested by Frank (2012) was employed. Frank (2012) proposed that there are several types of questions that can be asked during dialogical narrative analysis: (a) resource questions that shape how the story is being told and what narrative resources are available; (b) questions at stake are those that distinguish spontaneous responses from strategic and reflective responses that people give; and (c) identity questions, which tell people who they are and explore the potentials of whom they might become. All these questions, which systematically and consistently build up each other empowering the voice of participants, are instrumental to streamline the story in a more holistic way, and assist me in linking events with ideas together when working on participants' narratives, which would otherwise be random and disconnected (Riessman, 2008, p. 5). Besides digging into dialogue between participants and myself, I also delve

into dialogue construction at classroom observation between the participants and their students on different levels (from micro to mega) to differentiate “pure discourses” and other factors concerned with examining discourses. For instance, through classroom observation, I examined the conversations between teachers and students during the classroom interaction from a micro level to see what implications these dialogue will exert on a mega perspective. Data sampling and analysis method is summarized in Table 6:

Table 6. Data Sampling & Analysis.

Research Questions	Data	Method of Analysis
1. How have EGP and ESP programs been implemented in China?	<ul style="list-style-type: none"> ●Class-observations & field notes ●School mission statements English department manuals 	<ul style="list-style-type: none"> ●Document Analysis ●NVivo 12
2. What is the nature of Chinese tertiary-level EGP teachers’ formal and informal learning experiences and how have they changed along their career trajectory?	<ul style="list-style-type: none"> ●Teachers’ Reflective journals ●Teachers’ on-line blog (e.g., Wechat/Microblog) ● Individual focal Interviews 	<ul style="list-style-type: none"> ●Narrative construction (Barone, 2007) ●Narrative Model (Labov, 1972) ●NVivo 12
3. What stories do ESP teachers tell about their transformative learning experiences that impact their teaching practice?	<ul style="list-style-type: none"> ●Individual focal interviews ESP teachers’ lived stories 	<ul style="list-style-type: none"> ●Narrative construction (Barone, 2007) ●Narrative Model (Labov, 1972) ●Dialogical Narrative Analysis (Frank, 2012)
4. What major factors (personal, institutional, societal) facilitate or constrain ESP teachers’ deep learning and transformation?	<ul style="list-style-type: none"> ●ESP teachers’ lived stories 	<ul style="list-style-type: none"> ●Narrative Model (Labov, 1972) ●Dialogical Narrative Analysis (Frank, 2012) ●NVivo 12

To achieve the goal, all collected data and research texts were imported into NVivo 12 software. Upon an initial review of interview data, classroom observation field notes, teachers' narrative and reflection, teachers' website blogging, etc, several nodes emerged from my initial conceptual thinking and reflective thoughts based on participants' experiences. These were recorded during this first cycle coding by making broad categories and using the technique of "lumping coding" or "holistic coding" that "captures and represents the essence of the excerpt" as proposed by Saldaña (2013, p. 23). The emerging patterns and thoughts that I jotted down in NVivo memo section became the germinal nodes and themes that I made along the first round analysis. I also made side notes on areas of text that would like to revisit. After that, I conducted a second round of listening through each interview to help me gain a high level of familiarity focusing not only on what participants' said, but also to make notes on the pauses, tone of voice and contextual details that may prompt and imply additional information hidden underneath the discourse. During the second cycle coding, the "splitting coding" (Saldaña, 2013) technique was conducted with the aim to conduct more nuanced analysis of the data. By using Mezirow's (1978) theory as a lens, and by constantly crafting, pruning, merging, confirming, asserting, reorganizing and renaming all related data, the following five conceptual classifications were grounded and saved in each code file: (1) Departmental, institutional context and national English education policy; (2) Tertiary-level students language study needs; (3) Teachers' conceptualization and experience of ESP and ESP teaching; (4) Teachers' identity, agency, self-efficacy and overall emotional experience; (5) Teachers' transformative learning. Under these nodes, all data were then coded and dropped into relevant nodes and files respectively, and under each node, themes were then organized into various level hierarchical category. Such coding process ensured that patterns and codes of noticing represented a rich interpretation of the collected data that in alignment to the central paradigm embedded in my research questions.

Validity and Reliability

As reinforced by Richards (2009), "Qualitative researchers need to demonstrate that the handling of the data and ideas has been transparent, consistent and thorough, so that a reader could reply on it" (p. 200). First, my rich interview transcript written verbatim ensured that each participant's narrative was robustly accounted for to justify and support the findings. In order to reduce bias, the interview transcriptions were checked by me and also my colleague who is also

bilingual proficient in both English and Mandarin. Besides engaging my colleague into the data analysis as co-analyzer, each participant was also invited to review the interview transcript to ensure that my reconstructions are “recognizable as adequate representations” (Riessman, 1993, p. 66) of their thoughts. This member check ensured that at least, to some degree that I limited my analytical and discursive bias.

Second, the need and significance of data triangulation cannot be overemphasized. Data in my research were collected from a variety of methods, multiple perspectives and sources that shed light from different angles and to avoid the shortcoming of using a single approach. Each data set was compared with others to examine whether there are any concordance or dissonance between or among them. For instance, I compared teachers’ interview transcriptions, blog posts, reflective notes with those patterns or themes that emerged from the classroom observation field notes, etc. Such data triangulation increased my confidence to ensure the collected data can produce sound, and trustworthy outcomes. Last but not least, during the analysis, I logged my conceptual thoughts and reflections along the data analysis and subsequent interpretations. I took notes and recorded then in detailed trails in the memo to ensure that my data interpretation was conducted in a consistent and transparent manner. All these strategies were employed to ensure the trustworthy, persuasiveness and plausibility of my data analysis in order to make a convincing and validating findings later.

Researcher Positionality and Researcher-Researched Relationship

Many scholars examined the participant potential vulnerability and research’s interpretive authority. Chase (1996) claimed that “the extensive use of individual’s stories in narrative research clearly renders participants more vulnerable to exposure than conventional qualitative studies do” (p. 46). Polkinghorne (1997) elaborated that during the interview, “researchers are the authoritative protagonists in the drama of their quests for understanding ... and all of researchers’ personal characteristics make their appearance at various points in the researcher’s performance” (p. 9). To avoid exerting too much control over the interpretive process, at the onset of the study, I spent a substantial amount of time thinking about how I can create a comfortable and collaborative atmosphere during my interview with participants and how I can create spaces that will encourage and stimulate participants to tell more of their stories to its fullest. To put it in a nutshell, I want my participants to lead during the interview as the protagonist and I serve more of a supporting

role. However, during the first round interview, I found that besides sharing their stories, participants were also very interested to see what my thoughts look like for certain topics, for a given language policy, etc, and how their viewpoints differed from mine and why they differ. They were even curious to know how and why I chose this dissertation research topic.

Gradually I realized that dialogue involves at least two persons; therefore, dialogue is co-constructed and co-oriented by me and participants throughout the communication. As said by Frank (2005), “research and participants are both part of the fabrication, and stories bring into being what was not there before from both parts” (p. 75). Having been as an EGP teacher who will potentially transform to the role of ESP instructor in the future, my experience shared with participants and insights that I proposed also inevitably make myself genuinely immersed in the midst of the dialogue. Therefore, to some extent, I am creating and retelling the life stories with participants together dialogically. This echoes Clandinin and Connelly’s (2000) statement that “narrative inquirers work within the space not only with our participants but also with ourselves. It is impossible for researchers to stay silent or to present a kind for perfect, idealized, inquiring and moralizing self. Working in this space means that we become visible with our own lived and told stories” (p. 62). Therefore, certain kinds of collaboration, not too personally distant nor too close from the narratives provided both me and my participants a better niche during the interview, as illustrated by Chase (1996, p. 52) that “the distinction between researchers and participants gradually evaporates and all can share equally in authorship and vulnerability.” Consequently, during the follow-up interview after on-site classroom observation, I attempted to make my presence more visible during the interpretative process instead of simply displaying a mechanical appearance. I no longer tried hard to establish any (anti)authoritarian relationship between me as researcher, and my participants as researched, instead I am more comfortable with what Canagarajah (1996) noted, “a more sustained and rigorous exploration of the ways the researcher’s subjectivity influences the research process.” (p. 325). Though I would still interrupt if the interview advanced to an unexpected direction, with the above-mentioned niche and rapport properly established, I collected from participants what Watson (2007) called “big stories with big retrospectives elicited from interviews” and more importantly, “small stories of those ephemeral narratives emerging in everyday mundane context.” (p. 371) under the friendly and harmonious atmosphere that promoted sharing and deep reflection. All these stories played a pivotal role for the entire narrative inquiry and were collected by the “sensitive researcher who pay attention

nuances of meanings expressed and the different context into which the meanings may enter” (Wertz, 2011, p. 228).

In addition, “Since I met participants at various locations, I tried also be true to myself not enhancing or diminishing any of my viewpoints or perspectives at various stages of contextualized analysis, but bring more multiples aspect of myself to the participants to make them feel that I am so real alongside with them. Based on Lincoln (1997), “Researchers bring multiple selves into the research site by demonstrating difference aspects of selves to different participants at different times and contexts” (p. 40) can make interlocutors see voice of self and how these selves are situated in interaction and dialogue with each other.

At the later stage of my interpretative analysis, I, as proposed by Chase (1996, p. 48) sent transcripts back to participants and asked for permission to use specific passage gives a certain amount of control to participants and reduces the vulnerability they might feel from exposure of their stories.” On one hand, my final goal is to make my “narrative work resonates well with the audience who serves as co-analyzer and appears to be well remembered as a result” (Bell, 2011, p. 582) when they read my research. On the other hand, I also honored my participants’ request for certain additions or deletions of any particular scripts during my construction, deconstruction and reconstruction of their narrative. With all these positionality and research-researched relationship considered, I developed very close and harmonious rapport with my participants and had very engaging and thought-provoking conversation with our shared experiences in the past and present and our visions for the future, all of which were captured to ensure the richness and complexities of my data pool for subsequent interpretation.

Connect Analysis from all Related Data Sources

In order to connect and integrate all data from various sources to make narrative analysis an organic whole, I used holistic-content analysis (Lieblich et al., 1998), which aimed to explore and establish patterns of responses to life transitions, the interrelations across each event and analyze the narratives within “the context of the story in its entirety” (p. 13). When constructing participants’ narratives, by using holistic-content approach, I treated each story as an unabridged whole and “the parts within it interpreted in relation to other parts of the story” (Beale, 2013, p. 694). First, I explored the overall psychological themes that emerge from the story, which will likely be intertwined, through these life-narrative accounts (McAdams, 2012) to pinpoint the

internal mindset changes during each participant's transitional phase. Then I examined the interrelationship of each psychological change and analyzed their intersections with each other. Finally, I connected all the dots into the line focusing on the central tenet of all data constructed, as is put by Wertz et al., (2011), "Human life is of a piece, multilayered, contradictory, and multivalent, to be sure, but the strands are always interconnected" (p. 232). As narrative components of selves, interlocutors, and situated social realities are all inseparable, analyzing narratives from a holistic content perspective illuminated the teachers' psychological and social conception in a real setting and create their rich, dynamic and aesthetic story trajectory.

CHAPTER 4 MAPPING THE PATHWAYS OF TERTIARY-LEVEL ESP TEACHERS

This chapter reports stories of five tertiary-level English department faculty in China, three women and two men, whose average age is 41. All teachers had at least five years' EGP and three years' ESP teaching experiences when they participated this study. This chapter covers their EGP and ESP teaching practice, transformative learning experience, reflection and professional growth. Each teacher's story also unfolds the departmental, institutional, other societal and contextual factors that interrelate to either facilitate or constrain ESP curriculum adoption and implementation, teachers' ongoing learning and professional development throughout their exploration on ESP trajectory.

Story 1 Kai

Kai, a 42-year-old faculty member from an English department works in a university located in a landlocked province in central China. By the time of this study, he just successfully defended his PhD dissertation on a topic related to teacher education and was newly promoted to serve as the vice department head. I met Kai first at the International Symposium on ESP in China conference back in 2015. After the keynote speech and whole morning plenary presentations, based on the proposal topic that teachers submitted months before, each conference participant was assigned to present at the corresponding session of their own interest. There were approximately 10 thematic workshops or interest groups: ESP course design, ESP education policy, teaching and technology, testing and assessment, corpus-driven study, ESP teacher development, etc. I was assigned to the teacher development workshop, and so was Kai. I can still vividly recall that among all eight teachers who were at that workshop, Kai was the only one who commented on my presentation, recommended a book that I should read, and provided me constructive feedback on how to improve my research from the lens of another relevant theoretical framework. We became friends afterwards and shared our contact information, and we even stayed after the workshop exchanging our thought on ESP pedagogical design, the department's policy from each university that we are from, our desire for continuing education, and challenges that we came across along the way. After this conference, the next year in 2016, I kicked off my PhD study in

the U.S., and Kai embarked on his PhD journey as well. Occasionally we contacted each other “complaining” about the workload of our PhD study, our ESP teaching, and commented on ESP related books that we read. We reunited again during the ESP symposium in 2018 and that is the outset of our deep conversation.

The Road Less Traveled

Kai undertook the journey of ESP teaching in 2016 partially by the departments’ appointment and partially from his own willingness to try some untouched territory. He shared with me the reason why he shouldered the role of ESP instruction in the following interview excerpt:

Excerpt 4.1

我承担起专门用途英语教学主要是以下这两个原因：一个是我们系里只有两个男老师，其中一个年岁比较大，快要退休了，我才 30 多岁，算是比较年轻的，系主任说我还没有结婚，不用照顾家庭，所以我应该有跟多的自由时间学习专业用途英语教学的设计和开发。第二是由于近年来，赶上大政策开始提出把英语与学生的专业学术能力相结合。我已经在通用英语教学了 10 年左右，每年都教一样的内容，英语教学到了一定的瓶颈，学生没有学习兴趣，系里缩减了课时，有一些教师想转型到专门用途英语，但是如何上这个课却没人知道具体该怎么上，因为大部分老师都是英语专业的，没有任何专业背景知识，上这个课还是很有难度的。我还年轻，按照中国的谚语，做了这个第一个吃螃蟹的人，千里之行始于足下，走了这条少有人走的路，你知道 Robert Frost 的那首诗吧，两条路在面前，我选了那条少有人走的路，让我和别人有了区别，那时我大学时背诵过的很有名的美国的一首诗，给了我勇气做出一些改变。

The reason behind my transformation to ESP teaching are basically the following two: first, there are only two male teachers in the English department where I work, one is me, the other teacher is relatively old almost hitting the age for retirement. Besides, based on what the Dean said to me, since I am still not married without the responsibility to take care of a family, I should have more free time to do some research on how to launch an ESP program. The second reason is that in recent years, the National English Education bureau called for a reform to link language learning with students’ academic discipline to meet the ever-demanding needs for students’ academic language communication competence. I have been teaching EGP for 10 years, each year with the same content and seemed to reach a bottleneck with no room for improvement from whichever means. Students dove off during class with no interest or motivation to learn, and the department cut the English

course hours from 8 to 6 credits as a graduation requirement, which caused a sense of unsettledness and disorientation among all the English department faculty. Several teachers want to teach ESP, but nobody knows how, since all teachers, including me graduated from English or literature majors with no technical content knowledge at all. Thought with such attempt, nobody wants to put any further effort to be the “first person to eat the crab.” [Take the adventurous lead as Daredevil], since the transformation necessitates tremendous time and substantial effort to step into this new field. There is an old saying that “A journey of a thousand miles begins with a single step,” I decide to make the first small step and take the road not taken. You know the poem from Robert Frost? One of the most popular poems of American literature, it provided me quite some courage to make the decision at that time.

“Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the difference.”

Robert Frost, Published in the Atlantic, 1915

Expert and Novice

Quite a number of scholars conducted analysis on “expert-novice” teacher comparison. Westerman’s study (1991) showed that novice teachers focused on closely adhering to the learning objective prescribed in the lesson plan, while expert teachers turned their attention more to the flow of the overall instruction to see how they can make their teaching “work” for the students. Novice teachers normally “engage in short-term planning, usually not going beyond the next couple of sections or pages” (Amy, 2003, p. 26), while expert teacher bears the holistic bird eye’s view throughout the entire semester curriculum plan and teaching. When the interview was undertaken, Kai had already been teaching EGP for 10 years and ESP for 3 years. He claimed himself an expert in the EGP domain, and still a beginning novice on ESP with not much support from the department and the university. After teaching EGP for a decade, stepping into the new territory of ESP instruction posed substantial challenge to Kai that went far beyond his understanding. Below is an excerpt from his own reflective notes back in 2016:

Excerpt 4.2

10 年的 EGP 教学我已经游刃有余，根本不需要备课，所讲的内容都在我的脑子里。我觉得没什么挑战，感到自己在抗拒这样消磨时间的教学，但到了这个新的领域，每天都在想明天该将什么才能满足教学日历的要求，这些内容该怎么讲，没什么支持，不知道自己这条路选的对不对，该向谁学习，这个新手的感觉很兴奋，但也不是很好，在走上 ESP 教学的路上我是妥妥一枚新手，有时还感觉有点孤独，有一种孤军奋战的感觉，没有归属感。(2016 年反思日志)

I have been teaching EGP for ten years, so I can accomplish ESP instruction with great ease: no need to make any preparation before each class since all pedagogical content were already carved into my brain. I feel that I am killing time with such teaching with no challenge at all. While after stepping into the position as an ESP teacher, every single day I am thinking about what to teach tomorrow to meet the requirement for the teaching plan, and how to design the pedagogical process to develop better understanding. I always feel frustrated not sure whether I chose a right path, who should I learn from, things like that, etc. It is kind of the mixed feeling of the excitement to make a change, but the frustration of being as a novice teacher again. Sometimes I am so motivated to learn, even just learn by myself, occasionally I am depressed and feel so lonely and alienated, since I have no companion down this path, I can only rely on myself and I have no sense of belonging. (From 2016 Fall reflective notes)

During the interview, I can easily sense Kai's psychological resistance on EGP after years of practice and the anxiety lingering on his mindset towards ESP instruction. On one hand, he is tired of conducting EGP teaching for so long with no professional growth, on the other side, the pedagogical concern and his limited discipline-specific competence bewildered him. During the first interview, Kai explicitly and repeatedly indicated the lack of support and recognition from the university and the department.

Excerpt 4.3

学校支持大学英语教学改革，但是如何实施到课堂上却没有具体的措施，也并不知道这样的改革会带给老师什么样的影响，对能承担课程的老师也没有什么认可的机制。虽然学校的大政策支持英语教学改革，但由于我们学校时一所以理工科教学为主的高校，英语教学知识起到辅助的作用，所以没有任何经费的支持。同样，系里的支持力度很小，没有任何教材和培训，系主任就说让我自己摸索摸索，看看能不能开出一门 ESP 课程，第一次上这样的课，失败了也不要紧。

University seems to understand the purpose and nature for such curriculum reform from EGP to ESP, but bears no understanding of how to successfully launch ESP curriculum and its concrete impact on each subject teacher. Besides, there is a lack of support and recognition system for ESP teachers. Our university is a science major-focused university, English teaching plays an auxiliary role compared with other disciplinary major, so there is not much momentum for teachers to grow and develop, as more funding and promotion opportunity are allocated to other technical departments. In addition, there is no professional training opportunities for us to learn new concepts, methods and approaches related to ESP instruction. The dean just told me to “wade across the stream by feeling its way myself,” and comforted me by saying, “don’t put too much pressure on yourself, it is OK even the curriculum reform fails.”

PhD Study

Back in 2015 when Kai and I first met at the conference, we shared our past teaching experience in EGP and the potential ESP instruction reform. We discussed how we are left to ourselves to figure out our career path in this ever-changing demand of students’ language skills and the overall policy of English education in China. Both of us expressed our willingness to pursue a PhD degree in the near future to expand our expertise in the field of English language education, though we were so unaware back then of what research really means, and whether we have that capability to successfully apply for a PhD program. We were both uncertain but we both moved forward and kept on exploring. Just shortly around one year later, Kai started his PhD life in a prestigious university following a well-known professor in the field of second language education in China, and I kicked off my PhD study in Literacy and Language Education program at Purdue University in the U.S., and we lost contact for two years focusing on our respective studies. The time we met again at the conference, Kai—the person who stood in front presenting seemed not to be the same person that I knew four years ago. His proposal topic was how to design ESP lectures via the lens of ESP genre analysis to help students engage in communicative events within certain discourse communities. I can easily sense his passion and dedication throughout his presentation. “That is my field!” He later said to me after his report. I was so eager to figure out what his PhD study experience was that equipped him with expertise and confidence in the ESP instruction, as shown in the following interview excerpt:

Excerpt 4.4

博士学习带我进入从未接触过的领域，让我知道了专门用途英语的理论根基，与旗下的各种分支，教师不一定非得要用英语来教专业知识，而是有很多途径开展专门用途英语教学。我更深入的学习二语教学法以及其相关的理论，才知道我的很多上课的方式都很好，都是早已经被理论验证过的了，这是对自信心的提升。在读博期间，尤其是有幸听了奥克拉荷马大学的一位中国教授关于英语语体分析如何在学术英语写作上的应用，更是茅塞顿开，对我来说打开了一扇新的研究大门。在导师的指引下，我发表了一些有分量的学术论文，对学术写作做了大量的研究，更有信心将来在工作岗位开展学术英语写作研究。要想给学生上好课，给学生一杯水，老师就要有一桶水，现在的学生都很聪明，他们都知道老师是否是真才实学，老师不行的话（没有学术文章）学生是不会听你课的。虽然走上教师的岗位意味着你有一些专业知识水平，但我唯有不断学习挑战自我才是我最想做的。

The PhD study took me into areas that I had never been exposed to before. I started to learn the theoretical framework of ESP pedagogy, the various branches under the big umbrella of ESP and was assured that language teachers do not necessarily have to teach the specific subject matter related to any specific major, instead, there are tremendous other ways to launch an effective ESP class. The second language education theory that I learned during PhD study reassured some of my teaching philosophy in class, you know what? I was so surprised to learn that I was already doing a lot of right things that had been well-documented in the pedagogical theory, I just did not know it. This is such a self-confidence boost. During the PhD study, there are many opportunities that we can attend various workshops and I was fortunate enough to be at a presentation of a Chinese professor from Oklahoma State University talking about the application of discourse genre analysis on second language academic writing, which opened a brand new door to my research. I am so fascinated to see how dialogism is presented in each sentence of a research article and eager to learn more. Under the tutelage of my advisor, I published my research on genre analysis in peer-reviewed journals and gradually gained more confidence to conduct academic English teaching. In terms of teaching, if you want to give students a bottle of water, you must have a bucket of water to fill yourselves full in the first hand. Therefore, teachers need to equip themselves with cutting-edge knowledge in order to impart it into students. Students nowadays are very smart, only if after they know that you possess expertise, and have published in a renowned journal that they would be more likely to take your class, buy into your point and learn from you. While holding a teaching position itself serves as the recognition of your expertise, continuous learning is indispensable for all teachers.

From the interview excerpt above, I can tell that the PhD pathway was such a transformative learning experience for Kai. The cognitive belief of the possibility to launch an effective ESP course was initially mediated and later confirmed by his research experience and

practice. During his PhD study, Kai established his own space in ESP learning and claimed his expertise in the field with his scholarly practice, and more important, he achieved both of his cognitive and emotional self-efficacy through this transformative learning journey.

Inspiration from Critical Genre Theory on ESP Instruction

Re-conceptualizing ESP by Using Genre Theory

Genre, as a structured communicative event engaged in by specific discourse communities whose members share broad communicative purposes (Swales, 1990) gained widespread popularity in ESP instruction. Scholars examined the genre awareness, rhetorical consciousness to explore the relationship among text, their rhetorical purposes, and the broader context in which texts from a genre may appear (Dudley-Evans & St. John, 1998; Strauss, 1998). To discover its instructive elements, to develop genre awareness, and to foster self-directed learning, “genre analysis with its particular focus on the distinguishing features among various texts is especially useful in looking at both written and spoken texts in all areas of ESP” (Dudley-Evans & St. John, 1998, p. 87). Kai talked about how he introduced the situational genre model that he learned during his PhD research to his students and how he applied “Genre Theory” in the ESP classroom.

Excerpt 4.5

在我的课堂上,我所面对的是大二的学生。我让学生选取在 SCI/SSCI 上已经发表过的科研文章,通过这些论文,帮助他们了解什么是文章的题材分析,文章的写作节点和脉络,因为一个节点就是一个语言意思的表达,这是 Swale 书里写的。最终帮助他们总结出学术文章写作的国际通用的规范的语言范式。举例来说,拿来一篇学术文章,我并没有带领同学把文章的所有部分从头分析到尾,因为学生接受不了那么多信息,我而是把精力集中在文章的开头部分,用我在博士期间学到的 Swales 的理论模型引领我的学术论文研读课堂,你想看看这个模型么?

My target students are sophomores in my ESAP class, I asked students to locate published SCI (Science Citation Index) or SSCI (Social Science Citation Index) research articles and guide them to recognize how genre serves as a “structured” communicative event. During the class, I scaffolded students to analyze the function units (rhetorical moves/steps) and eventually with the attempt to categorize the conventionalized linguistic features that fulfill the function of such “moves” or “steps.” “Move or step is a unit that performs a bounded communicative act designed to achieve one main communicative objective.” (Swales & Feak, 2000,

p. 35) For a research article, instead of focusing all sections throughout, which will exert too much workload for students to digest, I choose to ask my students to pay more attention on the “Introduction” section normally located at the beginning of each article. I used the framework from Swales (1990) that I learned from the PhD study, which serves as a founding theoretical lens for my teaching. Would you like to take a look?

Kai then showed me the “Create a Research Space” (CARS) framework, as shown in Figure 4, which examines the organizational structure and pattern of writing the “introduction” section of a scholarly research article.

Move 1 Establishing a territory		
Step 1	Claiming centrality	<i>and/or</i>
Step 2	Making topic generalization(s)	<i>and/or</i>
Step 3	Reviewing items of previous research	
Move 2 Establishing a niche		
Step 1A	Counter-claiming	<i>or</i>
Step 1B	Indicating a gap	<i>or</i>
Step 1C	Question-raising	
Move 3 Occupying the niche		
Step 1A	Outlining purposes	<i>or</i>
Step 1B	Announcing present research	
Step 2	Announcing principal findings	
Step 3	Indicating article structure	

Figure 4. Create a Research Space (CARS)
CARS model for research article introductions by Swales (1990, p. 141)

Modeling—Joint Negotiation—Independent Construction in ESP Class

With Kai’s sparking eyes, Kai was full of excitement when sharing with me his thought about genre analysis techniques that can benefit students’ academic language growth. According to Kai, in order to implement the genre analysis, students’ background, self-perceived learning demands need to be evaluated beforehand. Survey results showed that students are in lack of theoretical understanding and application opportunities in the academic language community. Therefore, Kai asserts some guided analysis or modeling is necessary at the onset to promote students’ genre awareness. Kai showed me his teaching objective for one class, and his commentary below that illustrates how he conducted “genre-based” instruction in his ESP class.

Excerpt 4.6

这是我的教学目标。在课程初期，我先让同学们了解什么事“语境”，什么是“文本”。语境提供了为某一交流为目的特定语言的社群，而文本更多的是强调写作中句法与词汇的应用。我一般会找出几篇学术范文，带领同学一起研读，帮助他们熟悉什么是语体分析，句子与句子之间的走向，转折，语义的变换，以及作者如何运用词汇来表达这样或那样的传播意图。在我带领学生分析若干例文后，我会慢慢让我的学生主导分析的过程，把文章分解开来，进行阐述和解读。最后我会检验学生的应用转化能力，我会让他们评价自己或同伴的论文，按照 Swales 的理论模型，分析他们的如何结构自己的写作达到学术交流的目的。所以我基本上是按照以下 4 步走：了解文本背景，结构文本，与学生共同构建，让学生独立构建。这就是比较流行的 ODAA，学科文本分析。希望课程结束后，学生能够较好的分析一篇较长的学术文章。

This is my teaching objective [see below]. At the beginning of the first class, I will familiarize students with two concepts: “context” and “text”. Context paved the way for certain communicative purposes valued by specific discourse community, and texts are the schematic structures (moves and steps) and lexico-grammatical features embodied in the writing. After that, I will then guide students to find how moves/steps serve as function units/indicators for communicative purpose, and how each move reflects specific functions and reveals structural patterns of a rhetorical discourse. After the genre analysis scaffolding modeled by me with several sample articles, I will gradually let students take the lead to negotiate the language chunks and rhetorical moves through the article decomposition. Then I checked to see how much of students’ understanding of genre can be transferred to their own academic writing. To achieve such objective, I asked each student to comment on their own or their peer’s writing to see how they create their own research spaces based on Swales’ (1990) model, and how writing can be constructed and refined to achieve the academic communicative purpose. So overall, to put it in short, I followed the following 4 steps: understand the context, deconstruct sample texts, jointly construct and critique the texts, students construct independently. Hopefully after my course, students are able to read and understand a long research paper and interpret it in an appropriate manner. This is ODAA (Own Disciplinary Article Analysis). Here is my teaching objective, lesson plan and reflection after class for your reference.

Kai showed me the teaching objectives as shown in Figure 5, in which I can tell Kai put “students’ genre awareness development” as the top priority, helping them to develop from a pure “form reader” to “rhetorically-aware language reader”, that eventually achieve an uptake for students’ overall instructional content comprehension.

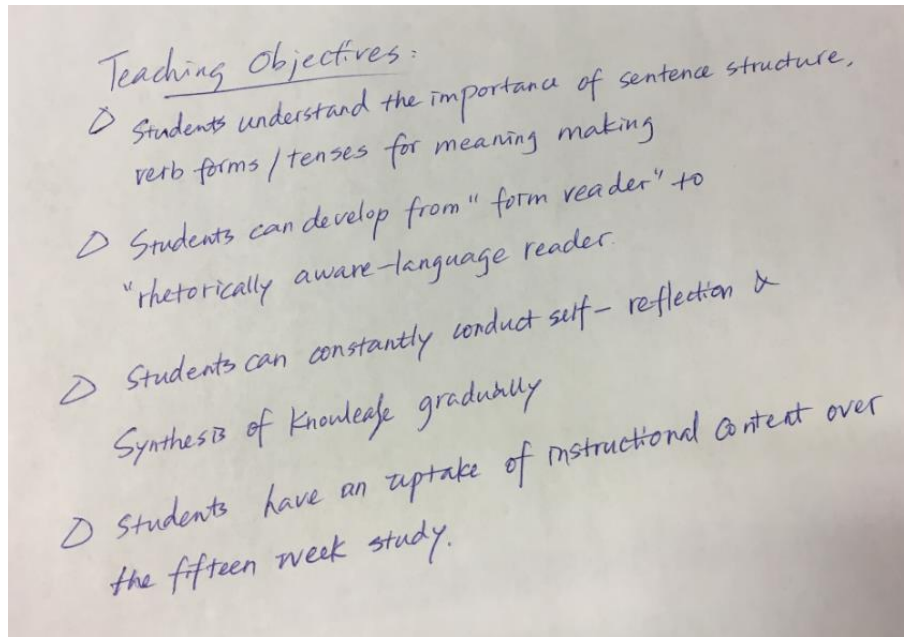


Figure 5. Teaching Objective

After illustrating the teaching objective, Kai then shared his lesson plan and reflection as shown in Table 6 and Table 7. For the lesson plan in Table 6, Kai demonstrated the specific step-by-step scaffolding techniques to teach academic writing using genre analysis. With the 5 sample research articles, Kai, as the teacher, will first lead the discussion on features of academic writing with demo-analysis and modeling. Then students and teachers will jointly negotiate and co-construct the organizational structure of the chosen research papers. Eventually, with a better understanding of how genre demonstrates a typical pattern of academic writing, students will systematically analyze their own paper at an individual level. Kai's reflection in Table 7 shows that unlike the previously classes that he served as a dominant role lecturing all the time, his class is now more discussion-oriented with teacher-student and student-student interaction throughout.

Table 7. Modeling—Joint negotiation—Independent construction lesson plan.

Student Initiated	No extra burden for the course specifically Share with the whole class –(teacher aided) All individual work, pair work, group work are based on these 5 articles
Teacher Mediated	Teacher led discussions on: Focus on detailed features of academic writing Teacher talk about general principles (very brief) Teacher demo-analysis High-profile papers from Nature/ Science Students case analysis with their own paper Teacher led comparison and contrast
Discipline-specific	Challenge: research papers vary in language even within the same discipline Strategy: Analyses at individual level (out of class) Share and discuss at the class level (in-class) How we do it? Students only focus on their own target disciplinary paper Exchange and prepare at group level Share and discuss at the class level
Text Driven	Structure level: Part-by-part structural differences Discourse level: Tense, voice... Lexical level: Boosters, hedges... The meaningfulness of grammar in Cognitive Linguistics Not only telling what, but also exploring why so as to bring implicit knowledge explicit

Table 8. Modeling—Joint negotiation—Independent construction reflections.

Reflection:
1. It is truly a discussion class now: Introduction: 7 tasks Methods: 6 tasks Results: 7 tasks 2. Teachers and students are co-constructing knowledge Much more teacher-student, student-student interactions than before. Students are more ready to share with both mobile phone and oral discussion. The teacher is more confident and ready to ask students to explain the content knowledge 3. Pop-in students voluntarily to learn not for credit. (3 students)

Summary

This section captures Kai's idiosyncratic and dynamic developmental stages of self-progress and self-construction through the pursuit of a PhD degree, with his journey exploration of how he grew to become as a strong advocate for the instructional philosophy to prepare students with academic literacy and language competency through both linguistic pedagogy and genre awareness scaffolding. By using genre analysis in his ESP class, Kai raised students' rhetorical consciousness of general research articles' organizational patterns, lexico-grammatical features, the communicative objectives and expected norms of a specific discourse community. Though without much training from the department in terms of how ESP instruction should be launched, and no funding from the university, Kai took his own initiative to pursue an advanced degree, spark innovative ESP teaching and assimilate students' sense-making during academic article scaffolding, all in its rich complexity through his own constant discovery and renewal.

Story 2 Peng

Peng, though the youngest teacher among all participants in this research, turned out to have the longest ESP teaching experience with expertise in corpus linguistic, more specifically, by using it to teach chemistry and pharmacy disciplinary English. He started teaching right upon receiving his undergraduate degree in English Education back in 2006. It may sound startling that a college graduate can be offered a position as a faculty member working at a university, since a doctoral degree is typically required to work as a fulltime university faculty. Peng's case may due to the fact that China became member of World Trade Organization in 2001, and witnessed fast economic growth contributing to the world's largest manufacturing economy and importer/exporter of goods ever since. Under such backdrop, English, as the lingua franca, is perceived to be the mandatory language required by students to join the communicative exchange in the global market. English teachers are in active need to equip students with such language skills therewith, thus people like Peng are hired if they possess proficient English competency. Peng started EGP instruction upon graduation, preparing students with basic language skills on general grammar, vocabulary development, listening skills practice and reading comprehension for seven years, then transformed to ESP ever since. This section analyzes the departmental ESP policy, Peng's visiting scholar experience, Weixin post (Chinese social media), Peng's reflective notes,

class observation, and my in-depth interview with him in order to map a complete trajectory of his EGP and ESP pedagogical instruction techniques, transformative learning experience, fluctuation in emotional state, growth and professional development.

Department's Advocate for ESP reform

In the early 2000, a call for China's "World-Class Universities and First-class Discipline," shortened as China "Double First-Class" was proposed by the State Council of China, with the purpose to develop a group of elite universities and topnotch disciplines to readily enter the forefront world of well-known top-tier universities. Against this backdrop, the cultivation of compound talent with both discipline knowledge and corresponding language proficiency became an important task for universities all over China. Many universities claim to be a big proponent for ESP reform to meet students' needs for discipline related language enhancement and the university where Peng works at is one of them. Following such call, Peng's department also serves as a big advocate for the ESP reform. The department set out the target to have English language courses integrate with the students' disciplinary content linking closely to the students' professional field and developed training platforms for all teachers. Below is series of conferences and workshops the department recommended teachers to attend with full reimbursement, as Peng showed to me from his notebook. According to Peng, each teacher is not just encouraged, but is actually required to attend at least one ESP related conference on an annual basis and needs to report and share back to other teachers what they learned during the training. A list of ESP conferences are shown below:

- 亚洲 ESP 学会第一届年会暨全国第六届专门用途英语教学研讨会
- 全国 ESP 高端学术论坛
- 利物浦 ESP 学术英语研究会议
- 中国学术英语教学研究会年会暨学术英语在亚洲国际研讨会

- The 1st Annual Conference of Asia ESP & the 6th Chinese National Symposium on ESP
- National Symposium on ESP education
- Liverpool International ESP Conference: Convergence of ESP with Other Disciplines
- China EAP Association Annual Conference & International Symposium on EAP in Asia

The university and department require that teachers gradually adapt to the change from EGP to ESP instruction. Peng was one of first 8 teachers who were assigned to the ESP group to

make sense of this new identity as ESP teachers. Since ESP was a brand new course in the department, nobody was aware of how to integrate EGP with the applied linguistics integrating expertise from various disciplines, let alone had the expertise on ESP textbook analysis, course design and evaluation, testing and assessment for students, etc. Therefore, Peng and other teachers buried their head in this brand new and complicated ESP domain. They started attending conferences, read research articles, borrowed ESP pedagogy related books from the library and invited those with ESP expertise from other universities to showcase a demonstrative course, etc. Such reform dictated by the department and the university brought many challenges to teachers. Therefore, though these teachers received training, they still tend to stick to an ESP textbook and set up the lesson plan following book chapter with old teaching technique. According to Peng, students can tell that the textbook is different with more discipline knowledge embedded, but were still were not quite motivated to learn. This means teachers were offering the same old stuff but with a different label and students perceived it as more of a superficial reform.

Transformative Learning: Overseas Visiting Professorship

Though the outcome of students' learning is not quite satisfactory, Peng did not remain static, but dug deeper into ESP instruction analysis and conceptualization, trying to find other means to fill his ESP knowledge repertoires. According to Peng, the most memorable learning experience throughout his entire ESP teaching experience was a year gap from his current job as a visiting professor abroad, during which he studied at a medium-sized research university in Canada exploring more potentials for his research. Peng told me that he was very enthusiastic about being back as a student packing his schoolbag and going to school every day. Within one semester, Peng audited 5 courses related to second language learning: namely, critical thinking, composition, world Englishes, corpus linguistics and academic writing. During the interview, he mentioned that it was his first time to hear about the plural form of English, called "Englishes" that legitimizes the existence of a variety of localized and indigenized English. “我再也不为我说的中式英语感到羞愧和不好意思了， 早点知道这些研究就好了” (“I no longer feel ashamed of my Chinglish anymore, I really wished knew about the existence of World Englishes earlier:). The following excerpts from Peng's reflective notes taken during the visiting

scholar study captured the influence of this overseas visiting professorship opportunity on his identity and agency development.

Excerpt 4.7

国外学者科学研究的状态留下深刻印象。首先，文献信息、实验条件、科研环境、学术氛围等，国内很多研究机构都无法与西方发达国家相比，因此，出国留学对我的业务确实是大开眼界。这不是崇洋迷外。此外，国外学者的敬业精神给我留下了深刻的印象。在加拿大是，导师 P 教授几乎天天都来办公室，每周三和周四是他们固定的写作日。他们一般上午 10 点上班，但常常到晚上 9 点多还看到办公室亮着灯，他们真的精力好充沛。教师间的氛围也很好，不是很有竞争性的，每个教授都在做好自己的事情。我怀着开放的心态观察他们每天的工作，科研，再想想过去的自己，真的是太惭愧了。其实我这学期学的很范范，但教授们的精神确实引领着我，像是文化财富，我从心底想做出一些改变。回想过去，我好像根本不是一个合格的大学老师。

I am deeply impressed by the resources these foreign scholars possess, all literature articles that can be downloaded freely online, tremendous government and department funding and grants, and cooperation opportunities with local school practitioners during field experience class observations, etc. Nothing from my domestic research institution can provide such a full scale support. Therefore, this study abroad experience was really an eye-opener. Such conception is for sure not purely worship or having a blind faith for western education style. This is just the fact. In Canada, my mentor goes to his office almost everyday except Wednesday and Thursday, which I was told later are his routine writing days, so he wants his own space devoted purely to scholarly composition. He normally goes to office at 10am, but I can see his office lights on until 8pm. Also there is not much competition and peer pressure among faculty fighting for promotion. Each person seems to doing their best within their own professionalized field. With such experience to sit along side to learn from these scholars from western countries, I have a better and deeper understanding of how they conduct pedagogical research and turn research into scholarly publication. Through daily conversation with each faculty member, I started to get a sense of cultural capital and started to have critical assessment for myself: my past teaching, and my almost-to-zero research experience. In a word, looking back, I seemed not to be a qualified university faculty at all.

Excerpt 4.8

在很多课堂中，教授的课堂的教学留下印象，尤其是教授与学生之间的互动。在这边的课堂上，有一种很自由的气氛，有时候学生会质疑老师的观点，一些理论在来来回回的争辩中让学生更加深入的了解。在课上，我感觉学生都很有主动性，化学生的被动学习为主动学习是我更应该重视的，将来应该把这种反转课堂的理念带回去。如何激励学生让他们更加主动的去学习才是教

师应该深入探讨的话题。还有一个给我留下很深印象的是教授和学生之间的关系，在课堂讨论中我能感受到一种自由的氛围。学生可以直接质疑老师的观点，老师也会有非常真诚的回应。正式在这种对话中，学生把所学的知识有了更深层次的理解。另外，我也注意到这边的学生学习都是比较主动的，上课也是很积极的。在这样的反转课堂中，学生成了主角，老师也是在不断的启发和鼓励学生。只要学生是对知识是感到好奇的，那么这就是一种良性循环，那么接下来的学习就会很容易。

Another notable observation that left a deep impression on me is the relationship between professors and students. I can sense a full of spirit of freedom during their in-class discussion. Students can critique professor's comments and the professor will reply in a very candid way. Through such dialogical exchange, or through the constructive argument back and forth between peer students and between students and professors, students have a deeper philosophical understanding of what they learned. In addition, I noticed that students all seemed to take their own initiative, being very active and engaged during classroom discussion. In such flipped classrooms, the only thing the teacher needs to do is to motivate students to learn and share their opinion, as long as students are eager to acquire something new that makes them curious, the follow-up learning process will become so natural.

Recalling his visiting scholar experience in retrospect, Kai emphasized that this international experience study alongside a Canadian faculty member played a pivotal role to his professional development. It was not any single subject or class that increased his knowledge repertoire or changes to his mindset about teaching; it is more of the faculty members' philosophical teaching underpinning, dedication to academic research, their open and growth mindset (Dweck, 2000) to the changing academic context and the changing self that pushed boundaries for their own teaching beyond daily repeated classroom instruction that really inspired Peng. Such experience exerted considerable influence on Peng's personal disposition and his thought on teaching philosophy, igniting his motivational impetus for further development.

Weixin (Wechat) Updates on ESP Studies

After coming back from his visiting professor experience in Canada, Peng continued to provide ESP instruction and started to post ESP related articles that he thought interesting on Weixin. "Weixin" or "Wechat," a Chinese social networking app developed by Tencent, has gained widespread popularity since its first release in 2011 because of its wide range of functions. Under this mobile data network, users can conduct text/voice messaging and video/conference

calls. Besides individual usage, enterprises like companies and higher education institutions can also open a Wechat account creating a space to make any official announcements, and record their recent activities in a business casual way. The English department where Peng worked has had a Wechat account like this since 2016, and under such platform, department news, course registration information, new faculty publications, and effective teaching strategies are posted on a weekly basis. It serves as an official channel for the department to pass teaching information and insights, and also elicits comments from teachers beyond the university, whoever is eager to share their thoughts on certain posts or comments. Peng, with the other three faculty members, took turns to serve as administrator for this Weixin account. The follow two tables are examples of what Peng posted on Wechat for the difference between everyday words (EGP words) and academic words (ESP) (Table. 8) and how the same vocabulary has different meanings in general English vs. pharmaceutical English (Table 9).

Table 9. Everyday Words vs. Academic Words.

Everyday Words	Academic Words
worry	concern
story	account
get rid of	eradicate
A lot of	considerable
not enough	insufficient
trouble	difficulty
big	significant
way of doing	method
bring together	synthesis
thing	object

Table 10. List of Words having Different Meanings EGP vs. ESP.

例词 (Example)	普通词义 (EGP definition)	医药学词义 (ESP definition)
regimen	管理体制(government system)	治疗方案(medical treatment)
compress	压缩(squeeze or press)	止血用的敷布(pad to relieve inflammation or stop bleeding)
culture	文化(customs, achievements of particular nation, people)	培养物(tissue cells, bacteria suitable for growth)
delivery	投递 交货(deliver goods, packages)	分娩(give birth)
fertility	肥沃(quality of productiveness)	繁殖力(ability to conceive children)
host	主人(person receives others as guests)	宿主(animal/plant on which a parasite lives)
piles	堆 堆积(a heap of things laid)	痔疮(hemorrhoids)
pupil	学生(elementary student)	瞳孔 (the opening of the iris)
temple	庙宇(building devoted to worship)	太阳穴(a juncture where four skull bones fuse together)
solution	解决办法 (solve a problem)	药水 药剂 (liquid mixture in which component uniformly distributed)
stroke	打击 (act of hit)	中风 (sudden death of brain cells)
tissue	纸巾 薄纸 (tissue paper)	身体的组织 animal/plants' cells
vessel	船只 容器(ship boat)	管 脉管 (hollow container holds liquid)
capsule	容器(small container)	囊 (membrane that encloses something in the body, such as kidney, a lens)
germ	萌芽(an organism capable of developing into new one)	微生物 细菌(microorganism)
patient	有耐心的(tolerate delays)	病人(person receive medical treatment)
probe	探索(explore)	探针(a blunt-ended surgical instrument)
clot	蠢人, 傻瓜(foolish person)	血块, 凝块(thick mass of coagulated blood stuck together)
bile	坏脾气(anger, irritability)	胆汁(a bitter greenish brown alkaline fluid that aids digestions by the liver)
case	事例, 情况(an instance of a particular situation)	病例, 患者(an instance of a disease or problem)
chest	柜子, 箱子(large strong box)	胸腔(front surface of a person's body between neck and abdomen)
colon	冒号(a punctuation mark :)	结肠(large intestine)
complication	困难, 难题(circumstance that complicates something)	并发症(a secondary disease or condition aggravating an already existing one)
consumption	消费, 消耗(the using up of a resource)	结核病(pulmonary tuberculosis)

According to Peng, the word lists that he posted received more than 300 “Likes” and many comments under the comment section. Teachers from many other universities across China commented saying that such illustrations add a dynamic learning element to students’ English learning under the ESP context. Peng told me, “很高兴知道我并不是孤独的, 很多其他学校的老师也在和我一样找到教授 ESP 更好的教学方法” “It is so enthralling to know that I am not alone. Many teachers from other universities are just like me trying to figure out a more effective and efficient approach for ESP instruction.” Peng started to spend more time on ESP instruction and tried to think of other creative methods under the new frame of ESP reference and perspective.

Dopamine, Motivation and Language Learning by Corpora

The following was shared by Peng with me during our interview, demonstrating the rationale of his pedagogical philosophy by means of corpora:

Excerpt 4.9

首先要考虑单词表从哪里来, 虽然市面上已经有了一些化学单词表, 但我不想让学生拿着那些单词表去机械的背诵, 我想让他们用语料库建立起自己的化学单词表, 授学生以渔不如授学生以鱼。我这么做主要是由于以下几个原因: (1)我的很多学生是大四化学专业的, 在化学这个大学科下面有很多的分支, 物理化学, 分析化学, 无机化学, 有机化学, 高分子化学, 材料科学, 环境科学, 等等。学生需要阅读自己专业下面应对的学术文章。(2)如果学生能够自己创立语料, 他们需要先找词, 并且进行分类筛选, 这也是学习的一个过程(3)通过语料库的应用, 学生不仅仅找到本专业的词汇, 还能把杂志期刊上的专业词汇都汇聚在一起。这样老师可以通过学生的作业进一步进行辅导。

The first thing I need to think about is where those chemistry or pharmaceutical related-vocabulary are from, though there are already quite a lot of chemistry vocabulary lists online or from the English textbooks. I do not want my students to use those lists to purely memorize mechanically, instead I want them to use corpus to develop their own chemistry vocabulary list, which means teachers need to guide them in “fishing” instead of providing them “fish”. The reasons why I did this is as follows: (a) Many of my students are chemistry major at the senior level. As we know, there are many sub-divisions under chemistry. Take my class for instance. Students are majored in physical chemistry, analytical chemistry, inorganic chemistry, organic chemistry, polymer chemistry, material science, and environmental science. They need to read academic research articles that are better fit for their own specific sub-major. Therefore, to just use one chemistry vocabulary

list is not a good idea. (b) If students make their own vocabulary list by using corpus, they will first need to choose and later screen those vocabularies. Such process is another learning opportunity; (c) Through using corpus, not only do students collect vocabulary related to their major, more importantly, they can establish their tailored corpus with vocabulary from all peer review journals (for instance, Nature, The New England Journal of Medicine, Science, Chemical Society Reviews, Cell, etc). Teachers can then later develop other pedagogical activities based students' work.

I can easily sense Peng's excitement of using corpus in his ESP class. During the follow-up interview, Peng mentioned the word "Dopamine" ($C_8H_{11}NO_2$) at least five times, which is a chemical word describing an organic chemical that contributes to the feelings of pleasures and satisfactions as part of the reward system. According to Peng, he wanted to make ESP learning fun and help his student to generate more "Dopamine" in their mindset, bear eagerness to learn, and experience inspiration in class learning, instead of anxiety and disappointment. According to Peng, such pleasure and satisfaction does not mean that the course will not be challenging enough for students and they end up with an easy A, but quite to the contrary, it is a "high demand" class inspiring their creativeness with more hands-on activities using corpus incorporating real-world problems in their academic writing. "How to develop students' disciplinary literacy by combining language and meaning making in the disciplines is still the biggest challenge for me," Peng said during the interview:

Excerpt 4.10

如何设计一门课让学生在 16 周一个学期后还能记得住这些知识并在将来的工作中学以致用是我一直思考的问题

How to use the 16 weeks course to bring something new and interesting to students, to equip them with the knowledge that students will not delete right after their final exam. The knowledge that they will carry with them into their future career development and academic pursuit. This is the issue I constantly reflect upon.

In the follow-up interview, Peng also shared with me one criticism he received from his Wechat post, saying that his ESP teaching focused too much on vocabulary learning. This was challenged by the work from Fenner (2006) who argued that "too much focus put on learning vocabulary was seen with early ESP teaching, which is an instrumental fallacy to believe that knowing vocabulary within specific subject area enables learners to really understand the subject" (p. 54). Peng argued back by providing an example. He blocked all new chemistry related vocabulary from an article and showed it to me that how paper can be totally incomprehensible

even if I am an English teacher myself without knowing any disciplinary area vocabularies. He was quite right: many chemistry vocabularies like aromatic, methyl, hydrophobic, aqueous are all alien to me. During the classroom observation, I witnessed how Peng adopted the scaffolding ESP instruction method to support students' vocabulary building with corpus' wordlist, keywords, and concordance. According to Peng,

Excerpt 4.11

“最重要的是学生想去学习，虽然我知道我没有专业知识，有时教的也有瑕疵，但学生们学习运用语料库都学的很起劲儿”

The most important is students' eagerness to learn, though I am fully aware and acknowledge my ignorance on discipline-related content knowledge, and my technique does not always fall neatly into line, but I can clearly tell students are excited to create their own disciplinary-related word list and refer it later during their academic writing.

Below are three key corpus tools Peng used in class. His scaffolding steps from his lesson plan are shown in Figure 6:

- BNC (<https://www.english-corpora.org/bnc/>)
(Help student understand colligation, cluster, concordance, KWIC, collocation)
- Just the Word (<http://www.just-the-word.com/>)
(Make a word frequency list, help students identify key vocabulary to learn
Collocation, colligation and lexical bundles)
- COSSRAI (Corpus of Social Science research article introduction)

A balanced specialized corpus with 6 social science disciplines (anthropology, applied linguistics, economics, political science, psychology, and sociology)

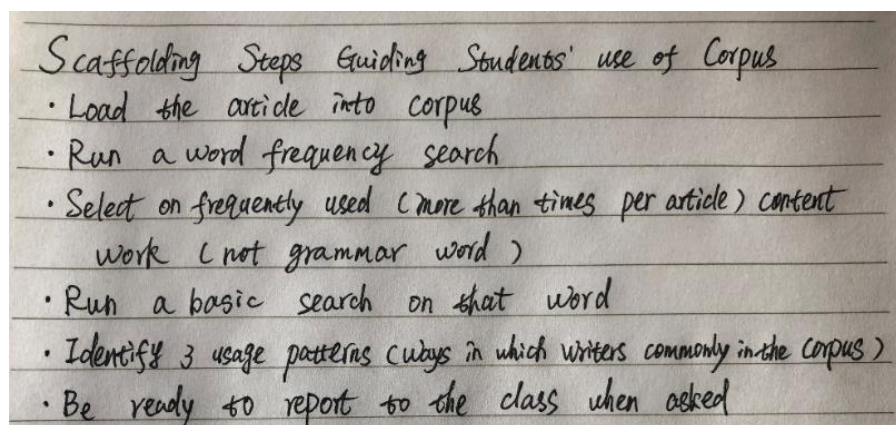


Figure 6. Scaffolding Steps Guiding Students' use of Corpus in Peng's ESP class.

Students' capability to read scholarly research articles written in English is a genuine need for undergraduates. By integrating corpus tools into ESP courses, students in Peng's class grasp techniques and strategies for investigating and learning the disciplinary vocabulary. According to Peng, it is a strategy of "learning by doing," not "learning by listening," or "learning for the pure sake of learning to pass exams." Corpus can be used in single-discipline or mixed-discipline courses, so teachers no longer need to know all the answers. Consulting a corpus becomes the method of choice for ESP instruction. Peng's Wechat post of EGP vs. ESP vocabulary comparison, his philosophy to igniting students' "dopamine," and his techniques of using corpora to build on students' ESP vocabulary left a deep impression on me. When EAP instruction taps into meeting students' specific needs, their motivation for engagement is enhanced.

Reflection and Professional Growth

Peng was very grateful for the training and one-year visitor scholar opportunity that the department offered, as launching an effective ESP course. It was a complex process that entailed tremendous work, from not just class preparation, but also teachers' educational philosophy transformation that is constantly in development. According to Peng, "新的学习机会让我不仅会教 ESP, 更是一个自我实现的过程" (The learning promoted a new understanding of not only ESP instruction, but also a realization and self-discovery of myself.) This section is reminiscent of Peng's journey of ESP teaching, the cultural capital he gained from his visiting professorship experience, the tenacity he demonstrated for constant exploration of innovative teaching strategies,

the process of making sense of himself by the thread of “stress-adaption-growth,” all of which helped achieved the breakthrough in his professional development and growth.

Story 3 Fengfeng

Unlike Kai and Peng who came from higher institutions with more than 60 specialties and majors for students to choose, Fengfeng, instead, came from a vocational university located at the northeastern part of China specialized purely in Finance and Economics. Though not big in size, the university is one of the top-ranked institution producing high-demand graduates for employers in banking, business and economics industries. Since most graduates from this university will kick off their first job at Fortune 500 companies where English use is widespread inside and out, the mastery of English plays a pivotal role for students’ potential employment. Therefore, the university set high written English language requirements for each student, along with high expectations for excellent interpersonal and communication skills. The English department serves as pioneers shouldering the responsibility to ensure that students are equipped with job-ready English proficiency upon their graduation. ESP education that prepares students to use English in a particular professional and occupational domain has been implemented in the department for almost a decade. Throughout this section, I elaborate on Fengfeng’s initial resistance to ESP, factors that triggered her transform, her pursuit of a Master of Accounting degree, Big 4 working experience, and the case-based pedagogical approach she used to scaffold her ESP instruction. At the end, I examined how Fengfeng achieved self-realization through meaning-making and how she reconstructed and defined her professional position as an ESP faculty, an identity she deemed “superior” to EGP teachers.

Resistance to ESP

Though the English department launched a very successful ESP program at the university where Fengfeng worked, its initial inauguration and implementation was confronted with tremendous challenges and obstacles. Back in 2008 when the department decided to conduct the English education curriculum reform, there was no clearly-defined theoretical underpinnings of how ESP courses should be conducted, there was a lack of curriculum textbooks that can target the proper difficulty levels, and more importantly, the department was in severe short of qualified

English teachers that can serve as ESP instructors. To launch a strong ESP course, teachers needed to concurrently serve multiple roles to be as an ESP course designer, a collaborator with disciplinary teachers, and an evaluator assessing students' learning outcome. The following interview excerpt demonstrated Fengfeng's initial resistance to serve the role as ESP instructor:

Excerpt 4.12

我很不想转型，因为我很熟悉 EGP 教学，我已经教了 7 年了。还有一个原因就是我的孩子那时还非常小，我没有时间投入到全新的领域去。不只我一个人，很多老师也是有很多顾虑。所以系里不得不让老师们轮着教 ESP 课程。很不幸的是，我就是被选中的第一组的四个老师中的一个。教课的过程我感到很丢脸，很多专业知识我都不懂，第二天要上课的内容我头一天晚上还在备课。学生也能看出来我准备不充分，学的没什么动力。我感觉 ESP 我不但没教好，而且 EGP 我好像也不会教了。简直就是彻头彻尾的失败。课上我就只是教教单词，帮助学生记忆，按照我借来的 ESP 书记一个单元一个单元的讲。那学期期末后学生给我的教学评分很低，这在以前从来没有发生过的经历，我很伤心，因为我毕竟尽了自己的努力。我竟然还被叫去和系主任谈话。当我的轮值期结束后，我再也不想教 ESP 了，永远不想。学期过后，我感觉轻松了不少。

I was very hesitant to make such a change to this new territory, since I was already so familiar with the EGP, and had been teaching for 7 years. Another reason is that my kid is still too little, I don't have sufficient time to devote to any new area. Lots of teachers share the same situation as I, so the English department had to require teachers to take turns to teach ESP. I was unfortunately assigned as one the first group of 4 teachers to conduct ESP instruction. For the first semester with ESP, it was such an embarrassing teaching experience, since there are quite a lot of discipline-related materials that I don't understand. Even the day before the next class, I was busy preparing classes. I assume that students can easily tell my awkwardness and my lack of preparation before class. In a word, it was a disaster, and a complete failure I have to say. Basically, it was no different than EGP, I just taught students some discipline related vocabulary, and asked them to memorize words after class and then I will test the spelling. I borrowed an ESP course (Business English) and followed the book chapters one after another. At the end of the semester, I received very low evaluation score from the students, which never ever happened before. I was so frustrated as I did put quite a big effort into it. With this low evaluation, I was even asked to talk to the department head about what was going on. Then, when my ESP shift ended, I don't want to touch ESP again, never ever. It was such a relief for me and I was back to my comfort zone teaching EGP again.

After finishing her shift as an ESP instructor, the return to EGP brought her back to the field that she was so used to and felt a sense of relaxation. She lingered inside this comfort zone for another two years, though she occasionally got bored, or blamed herself for being so lazy, but no change to her status quo. From time to time, she sensed that something was not quite correct for her teaching that she seemed to lose her motivation. But she was uncertain what exactly was wrong. Once in a while she had conversations with other teachers who were currently taking the shift to teach ESP to check out how their classes were going, and read some ESP teaching related articles, but that was all she did. Two years later, two critical incidents pulled the trigger for her to reconsider entering back into the ESP domain, opening up herself to want to create something meaningful in ESP instruction. These decisive events, which I will elaborate on in detail in the next section, gave rise to her transformation wholeheartedly to ESP, leading Fengfeng to claim, “I found my ideal-self.”

Triggering Factors to Transform

Two critical events made Fengfeng decided to return back to ESP teaching and even inspired her to pursue a discipline related degree in accounting: one was a class auditing experience and the other was an anecdotal talk with a potential employer during a meeting. During my interview, Fengfeng reproduced the original scene from the past and unfolded the influential bygones again in front of me:

Black Friday Origin Example in ESP class

Excerpt 4.13

一天我偶然有时间去听了一节 ESP 课程，教学目标是如何把英语语言学习和财务收支报表（财务三大报表之一）相结合。在课程开始时，并没有涉及任何语言学习问题，老师问学生为什么美国的购物节叫做“黑色星期五”？而不是“橙色星期五，紫色星期五或是绿色星期五”？学生听到这个问题都感到很好笑，开始讨论起来，但是并没有统一的答案。老师这个时候拿出一个照片，进一步引导学生的思考，她说：我们都知道会计们用不同颜色的笔记录着收入和支出，你们可以从这张图中看出，收入被记录成了黑色，而负债或支出被记录成了红色，所以在红色里表示企业在积累着财富，而在黑色则表示公司在亏损。我们很难从字面的意义来知道一个短语的深层的含义。那么现在谁能告诉我为什么叫做？“因为是收益！”学生回答到。对的，因为黑色星期

五是商家能够卖货积累大量财富的日子。今天我们就学习和财务有关的英语。

That day I happened to have time to audit an ESP course. The teaching objective that day was to illustrate to students how language education can be integrated into students' accounting study, more specifically the "Income Statement" (one of 3 important financial statements) comprehension. At the beginning of the class, instead of talking anything about language learning, the teacher asked students a very interesting question: whether they are aware of Black Friday. Everybody nodded their head shouting "shopping day!" Then the teacher asked a follow-up question: why is it called "Black" Friday instead of "Orange Friday, Purple Friday or Green Friday, etc?" The students all laughed out loud about such a seemingly stupid question since nobody ever thought about it before. They started to discuss with their neighbors with no answer that can be agreed upon within the group unanimously. Then the teacher displayed a table as a further prompt (See Table 10 below), scaffolding the thought process by differentiating "income" and "debt" with how it is designated with ink colors. The teacher said, "As we all know, accountants use various color sign to bookkeep negative and positive numbers. As we can see from this photo, profit figures like income or revenue are recorded in black, while the money in debt, deficit or loss is always marked in red. So the idiom of "in the black" has a figurative meaning that companies are accumulating fortune or profit, while the opposite "in the red" shows that the enterprise is losing money and therefore recording business losses. So with all that said, now anyone can tell me why it is called "Black Friday?" "For income!" Student replied, "Yes, we call it "Black Friday," as it is a perfect time for the shopping spree that helps generate substantial income. So today we will check out how financial English serves a role in the everyday financial tasks.

Table 11. Income Statement Example Teacher Used in Class.

<i>(results in \$ millions)</i>	2018	2017
Operating revenue	\$ 70,622	\$ 69,593
Other revenue	\$ 38	\$ 43
Total Revenue	\$ 70,660	\$ 69,636
Total operating expenses	\$ 74,445	\$ 72,210
Interest and investment expense	\$ 128	\$ 168
Total Expenses	\$ 74,573	\$ 72,378
Net loss	\$ (2,742)	\$ (2,742)

The teacher set himself as a role model to demonstrate that teaching can also be like an art, very virtuosic and creative to present the content in such an interesting manner to his or her

students with something related to their daily life. Fengfeng was so thrilled to see how fluent and smooth the teacher can make connections between course material with students' life context, deduce the phrase from its literal meaning, and to make the course threaded into such an organic whole. Fengfeng was very enthralled to see that how interesting, stimulating, and engaging an ESP language class can possibly be to foster students' linguistic skills and content knowledge learning.

Employers' Complaint of Graduates' Lack of Linguistic Skills in the Discipline

Another triggering event that made Fengfeng decided to explore more into the ESP language instruction is the employers' constant complaint that the graduates cannot even match the financial statement written in Mandarin to its English version correspondingly. According to Fengfeng, as there is growing international merger and acquisition among companies, the employer needs finance or accounting major students to have sufficient business English skills to perform the job-related task and quickly integrate into the workplace; in a word, language learning and workplace readiness and integration.

These above-mentioned events captured Fengfeng's inspiration to return back to ESP instruction. According to Fengfeng, the biggest challenge she came across during teaching was that she did not grasp discipline-related knowledge. She knew that there is EGAP and ESAP, both under the big umbrella of ESP. But the fact is that many universities only launched EGAP with no touching of specific disciplines, so it is still general academic English. However, for Fengfeng's university, the administrative leadership wanted teachers to combine English teaching with content area subject matter, which can also be called "content-and-language integrated learning" (Coyle, Hood & Marsh, 2010). Fengfeng started to think seriously about the opportunities for professional development in a specific domain related to business.

Pursuit of Master of Accounting Degree & Big 4 Working Experience

Fengfeng decided to devote time to an advanced degree. The department was very supportive when Fengfeng decided to pursue a master's degree in accounting and offered her two years' leave of absence. According to Fengfeng, "the department even still provide me compensation for these two years during my leave for degree pursuit, which was a big relief for my financial burden").

Excerpt 4.14

系里这样支持我，给我吃了定心丸，让我能更加安心的学习。在这个会计学位里，我系统的学习了会计相关知识，上了很多的课程，有很大的挑战。因为很多读会计研究生的同班同学的本科都是会计，而我是一无所知，这是一个一年的项目，所以很多课程都是进展的很快的。我上了很多课程，商务分析，金融，法律会计，商务会计，中级会计，成本会计，联邦税法，管理会计，等等。由于我对很多商务名词都不熟悉，我让我的父母买了会计的课本，先读中文，在找到英文课本对应的词汇，这个过程让我更加了解为什么我的学生要把中文和英文进行对照。回想过去，我不知道这个学位我是怎么都下来的，太难了，我两门课还拿了C的成绩，这是我学生时代从来没有过的低分，最后不管怎么说，我还是顺利毕业了，拿到了会计的硕士学位。我真的是很自豪。毕业之后，我在四大会计师事务所实习，获得了业界的第一手资料。不光是应用了所学金融和会计的专业知识，更多是深入了解金融机构和企业需要什么样的人才。

The encouragement from the Dean and the department provided me ease and tranquility during my study, so I do not need to worry about the job security and paycheck. Pursuing a degree at my age was a really big challenge. All students in this Master's of Accountancy program already have their bachelor's degree in accounting, and for me, as an English major graduate, I know nothing about accounting at all! This master's degree is a one-year program, so everything is so fast-paced, there are a lot of required courses that I need to take, for instance, business analytics, finance, forensic accounting, financial accounting, intermediate financial accounting, cost accounting, federal taxation and managerial decision, financial statement analysis, etc. Since I am so unfamiliar with those terminologies in accounting, I even ask my colleagues to buy me accounting books in Chinese and mail them to me, so I can match Chinese words with the English words in accounting. I now understand further why it is very difficult for my students to correlate the accounting words in Chinese to English, as it is not quite obvious in a lot of cases. Looking back, I don't know how I survived with my studies. I just had the feeling that it was extremely hard. There were two core courses that I got a C grade, a grade I never received before, but I knew that I had already tried my best. Eventually I graduated with a Master's of accounting degree. I am so proud of myself! Truly proud! After that, I even received an internship offer for one year at a big four accounting firm [big four is the name used to refer collectively to the four largest accounting firms in the world: Deloitte, EY, KPMG and PWC]. During the internship, I gained first-hand working experience that equipped me with not just technical skills, but more of a deeper understanding of the type of talents that financial companies needed.

For Fengfeng, the pursuit of a discipline related degree and the first-hand working experience in a globally renowned accounting firm really helped her to build up her prowess in accounting. Fengfeng firmly believes that in order to become a qualified ESP teacher, a

disciplinary degree is indispensable. If there is only one suggestion that she can give to all other pre-service ESP teachers, that is to pursue a content area degree. Having a degree makes such a huge difference. Fengfeng was very proud that she can discuss with her students any accounting or business related topic. She felt so confident that she knew so much more accounting than her fellow peers. Other teachers admire her expertise and competence to teach any business related major students. According to Fengfeng, “这些都要归功于我读了个专业的学位。(I every credit of such expertise to my memorable transformative learning experience pursuing an advanced degree). For her, the pursuit of such a degree was a transformative experience was an understatement. It influenced her entire conceptual understanding of content English teaching. Each day Fengfeng so much enjoyed the time with students in class, discussing with them business cases in English, helping students build up a foundation in both business acumen and related linguistic repertoire.

ESP Case-based Instruction

Since introduced by the Harvard Business School back in 1869 (Knirk, 1991), case-based instruction is the most widely used method not only in business and law education, but has also gained popularity in various disciplines such as science, humanities, social studies, and many interdisciplinary programs. Case-based instruction is acclaimed as an effective classroom pedagogical technique that put students in real world situations that can trigger their motivation to learn and facilitate analytical and reflective thinking. With all these advantages, the case-based pedagogical approach has been used by Fengfeng in her ESP class with the aim to combine language study within the unique framework of business problems. Below is one excerpt from my interview with Fengfeng:

Excerpt 4.15

我不想像其他老师那样在 ESP 课堂上只讲语法和单词的翻译，我更多的是想把学生放在真实的语境中去，看一些商业上的案例。与传统的讲授性的英语教学比，案例教学把语言作为一种媒介，提供了通用语言与学科语言之间的转化的桥梁，而且老师不但可以用真实的案例，就像 Gonzalez 说的那样，有时还可以改编一些案例，让教学内容更加针对自己所教的学生。

I don't want to use the grammar translation method in my ESP course. I saw many teachers still use reading aloud, translation and grammar drills technique. I want to put English study in those real business cases and contexts, so students are more motivated to learn, as what they learn is related to their future job. Compared with the traditional EGP lecture format, case-based study, treating language as a medium that can provide a cross-linguistic transfer between general English and discipline-specified English. Besides using business cases that organizations have actually faced, teachers can also adapt these resources to best fit students' academic needs and goals, as is mentioned by Gonzalez (2016), both real or based-on-reality cases scenarios can be used to make the material more tailored to the specific needs of the students. Therefore, many cases I used in my class were compiled according to students' distinctive academic needs with the attempt to bring them into real life happenings. Fengfeng shared with me one of the case she used in her ESP class as shown in Table 11 below.

Table 12. Case material from Fengfeng's lesson plan.

	Group	
	US\$'000	US\$'000
	30/06/2013	31/12/2012
ASSETS		
Current assets		
Trade receivables	139	891
Other receivables and prepayments	4,907	3,652
Amount due from a joint venture	412	412
Tax recoverable	58	58
Held-for-trading investments	314	391
Pledged bank deposits	4,317	4,298
Structured deposit	-	962
Cash and cash equivalents	16,560	21,872
Total current assets	26,707	32,536
Non-current assets		
Property, plant and equipment	69,062	62,029
Investment property	2,332	2,355
Investment in subsidiaries	-	-
Interest in a joint venture	5,330	32
Amount due from subsidiaries	-	-
Long-term receivables and deposits	4,601	7,679
Total non-current assets	81,325	72,095
Total assets	108,032	104,631
LIABILITIES AND SHAREHOLDERS' EQUITY		
Current liabilities		
Other payables and accruals	2,688	1,775
Bank borrowings - due within one year	5,614	5,098
Total current liabilities	8,302	6,873
Non-current liabilities		
Deferred tax liabilities	152	214
Bank borrowings - due after one year	31,926	29,871
Total non-current liabilities	32,078	30,085
Capital and reserves		
Share capital	19,059	19,059
Share premium	28,027	28,027
Revaluation reserve	1,125	1,117
Other reserve	1,531	-
Retained profits	17,910	19,470
Total	67,652	67,673
Total liabilities and equity	108,032	104,631
Net current assets / (liabilities)	18,405	25,663
Total assets less current liabilities	99,730	97,758

Throughout the classroom observation, it was very amazing to see how students strived through the intersection of accounting related knowledge and language under Fengfeng's pedagogical scaffolding. From the text materials that Fengfeng provided, on one side, I can tell how an engaging business case can furnish students with a meaningful and intelligible ambience where students can achieve content knowledge study; on the other side, language can serve as a medium to help students hone their academic literacy skills simultaneously. Below is how language and content can serve each other for an ESP class and how boundaries of language and content can overlap, as Fengfeng said to me, “语言教学和内容教学可以是相辅相成的” “language study and disciplinary learning can be an interdependent process”. This is illustrated in Figure 7 below:



Figure 7. Interdependency of Language Study and Discipline Study (Nordmeyer, 2010)

Professional Identity

Teacher identity is influenced by a variety of factors both internally to the individual self and externally from the contextual situated environment (Rodgers & Scott, 2008). Fengfeng's identity development is characterized by her internal ideology about EGP and ESP teaching, her transformative learning experience, professional development, and her intimate connection to the external context throughout an ongoing process. During such a journey, her identity development is not fixed, instead, it is constantly shifting, complex and dynamic. From the initial strong resistance to ESP instruction, Fengfeng now eventually grew to be a big advocate championing ESP instruction incorporating various linguistic elements into students' discipline study and reinforcing students' motivation to use language with her case-based approach. Here is the excerpt from Fengfeng when I asked her during the interview what she is most proud of:

Excerpt 4.16

在我教授 ESP 课程的第四年，我被学生无记名投票选为最佳教学奖。我的课很受欢迎，学生需要盯着电脑等待第一时间注册我的课，否则会注册不上。我们系主任为我在台上颁发了奖品和证书。除了系里的奖励，我还获得学校颁发的十年优秀功勋教师的荣誉。这些都是对我莫大的鼓励，让我继续在 ESP 的道路上前行，我不会再回去教授 EGP 课程了，我变化很大吧？(大笑)

On the 4th year that I taught ESP, I received the best teaching award by a unanimous vote from all students in our department. Since my class is so popular, in order to register, students need to sit in front of their laptop staring at the clock counting down and waiting for the class registration to open and immediately click “Add Class.” I was later recognized at an award ceremony with the Dean who handed the certificate and prize to me on stage. Besides this award from the department, I was also recognized as a 10-year excellent teacher from the university. All these recognitions are a big impetus for me to keep on exploring on the track of ESP instruction to provide students cognitively demanding linguistic skills and content expertise. I am so proud to be an ESP instructor and will never return to EGP teaching any more. Such a big transformation, right? (Laughing...)

The success of Fengfeng’s efforts, evidenced through students’ ESP work and university recognition, demonstrated her expertise to help students build an alternative spaces for academic language learning. Fengfeng had experienced a profound transformation and formed her professional identity as a proud ESP instructor. This can all be attributed to her understanding of personal self with everyday practice under various contexts, and her growth mindset (Dweck, 2006) with constant exploration, the on-going appreciation and reconstruction of her professional self. Though such identity may still be negotiated with her tenaciously creating opportunities for herself going forward, I have no doubt to say that Fengfeng now served as an exemplary ESP practitioner, felt immensely proud of herself, and her journey shed light on experiences that helped teachers to grow and improve over the course of their career.

Story 4 Dong

Dong, among all participants, is the most seasoned teacher in my study with more than 20 years of EGP teaching experience, but the least amount of ESP practice. The university where Dong works started English curriculum reform in 2010 with more ESP elements embedded into traditional English class emphasizing that learning ESP is a stepping-stone toward students’ professional integration. The department required the senior faculty to take the lead to start ESP

instruction since their past experience can provide a rich reservoir for such changes. Dong, after two decades of EGP education unwillingly accepted the ESP position. She still held the firm belief that language study should focus on general linguistic competence regardless of the students' field or major, and that language study should align more with culture and ideology to cultivate students' informed worldviews, rather than for utilitarian employment purposes. Though with a twist of hesitation and reluctance, Dong started ESP instruction in 2016, and it is under such backdrop, she embarked on the ESP trajectory.

Stated (Ought)-Self vs. Performed (Actual)-Self

According to Dong, EGP represents “horizontal discourse” that touches basic language skills in speaking, listening, reading, writing for general purpose, or the common-sense language, while ESP is more of a “vertical/hierarchical discourse” of English used in a contextualizing domain, “the form of a series of specialized languages with specialized modes for a circulation of texts” (Bernstein, 1999, p. 159). Dong stated that she, as a senior teacher, ought to set a good example for other junior teachers to follow the cycle of education reform with ESP instruction by combining language education with disciplinary content. However, during my on-site observation of her class, I sensed the inconsistency between Dong's statement and her actual in-class performance.

On the day of my classroom observation, Dong attempted to provide scaffolding for her students by translating a chemistry-related research paper sentence by sentence, and by introducing several new vocabulary words pertinent to the article. The overemphasis on vocabulary and grammar, and focusing on content and meaning is the type of drill practice most EGP teachers employ when introducing new language items to their students. Throughout the classroom observation, I did not sense much engagement by her students. Students were simply asked to translate the paper one after another from the beginning to the end. What surprised me most was that Dong explicitly emphasized to her students by the end of the class as below:

Excerpt 4.17

文化才是语言学习中最重要的一部分。每个国家的价值体系和信仰都是蕴藏在文化底缊中。我并不熟悉你们每个学生的专业，所以有关专业的只是你们都去找自己的专业老师。语言问题再来找我。

Culture is still the most important element for language study as language is intrinsic to the culture expression. Certain nation's values and beliefs were all embedded within the language; in my class as I am not familiar with your specific majors, therefore for all technical knowledge, just consult with professors in your specific field. For language issues, come to me.

My overall impression of Dong's teaching was not quite positive, as I can easily tell that internally, Dong resisted the ESP reform, and was unwilling to make changes to her teaching. She just pretended to follow the curriculum reform but without adopting any change in her actual class. A dichotomy between Dong's "stated-self" and her "performed-self" was associated with her emotional discomfort departure for individual transformation. The external mandate from the university and department put her into ESP instruction. However, Dong did not modify her beliefs about language teaching. Thus it was just a superficial change to another form in appearance only, not a dramatic change in character, nature, or function. The following interview excerpt again demonstrates her resistance and dissatisfaction about the ESP language reform:

Excerpt 4.1

很多老师只会服从权威，别人让你教什么你就得教什么，而且老师从不抱怨，尤其是女老师，我知道我也是其中之一，没什么批判性思考的能力。

Teachers are so obedient and submissive. They just simply conform to the leadership authority and teach what they are asked to, and never complain about anything, especially female teachers, with no critical thinking capacity at all. I know I am one of them as well, to be frank, so I am criticizing myself as well.

ESP Neophobia

Technophobia

Neophobia, a word that comes from Greek is defined as "fear of new things": "neo" means "new", "-phobia" means fear. For young kids, it refers to their fear of eating new or unfamiliar food. As for an adult, it can indicate that they remain consistent in the opposition to anything new. Dong had been in her comfort zone teaching EGP for more than 20 years, the place or situation the she felt safe without any stress. When the call for the ESP reform took place, she has a strong mistrust of such a new model, magnifying the negative aspects in any regard. She complained to me about one workshop the department organized for all teachers as follows:

Excerpt 4.19

学校提供的所谓的培训讲座等等也不是很实用，没法直接应用到课堂上去。一次系里给我们做 ESP 的培训，培训的老师一般，还非要我们用什么科技软件，我本来电脑就不太好，这个系统也挺复杂的，虽然对 ESP 教学能有些作用，但短期的效果有限，因为要掌握这个软件也是要花很多时间的。我都快要退休了，学这些还是很费劲的。

The so-called workshops and training offered by the university and the department fell short of providing us with real tools that are pragmatic enough for teacher to implement in the class directly. One time the department gave us an ESP professional development training. The demonstrator is OK, but he asked us to download some technical software related to ESP and even asked us to write certain code to launch the platform. I am not quite good at computers, the technical system and overall process are far more complicated for me. Though it may be advantageous for ESP teaching, it will take quite some time to be the master of such software. I am about to retire, I don't want to worry about the software, and it is so demanding for me to learn the technical stuff.

From the interview, I can tell that not only was Dong afraid of ESP instruction, she was also apprehensive to the technological tools and had an instinct to assume that computers and technology were troublesome. Intimidated by technology, Dong chose not to embrace and apply such incredible tools in the classroom. As she was about to retire in several years, she did not want to strive for any innovative teaching strategy.

Twin Fears of Both Failure and Success

Throughout the interview, Dong almost left me an impression that she was afraid of making mistakes or failing with innovative pedagogical strategies, new technology applications and digital resource. The following comments she made at the end of our interview astounded me even more and completely changed my initial impression of her:

Excerpt 4.20

我也不想学的太好，弄得太出众，不想成为那么厉害的角色引领 ESP 改革，安安稳稳的差不多就行了，那么成功多累啊，中国文化讲究平衡，我就中庸就行，我不像美国人那么激进，我是不是太不上进了？

I do not want to be too outstanding; I don't want to serve a pioneering role taking my own initiative to be the lead on ESP reform. It is enough to be safe and have

such job security. I am not a big fan of success. Chinese culture focuses on balance, so I just want to be mediocre, not too good or too bad, I am not very aggressive like Americans, right?

The above excerpt shows that not only was Dong afraid of failure, but also of success. She did not want to strive for achievement or shine at the workplace in ways that may lead to personal fulfilment and impact. Therefore, for Dong, ESP neophobia, is a twin set of fears of both defeat and accomplishment. For me as a researcher, it was the first time to associate fear of failure to fear of success simultaneously, as it can be a very difficult scenario. After pondering on it for a while, it seemed to make more logical sense, as since both failure and success can prohibit people from achieving their fullest potential. As Li (2014) noted the “Confucius philosophy of ‘Golden Mean’ ZhongYong (moderation or equilibrium) advocated that people should never overdo things, and need to learn to practice equilibrium and uphold the way of centrality” (p. 102). Therefore for Dong, who may believe the ZhongYong philosophy of the Confucius school, always took the middle part that promoted centrality, trying to avoid either end, and achieve harmony. The desire for moderation in all things is what Dong’s conviction was to ensure normality and eliminate extremes.

Isolating Profession

To Dong, teaching is an isolating profession without much professional and systematic collaboration between peers, as she was very much set in her way. She always like to keep anxiety all to herself without seeking help from colleagues, socializing, or connecting with any others. The excerpt below demonstrates her solitude and loneliness:

Excerpt 4.21

我感觉和我的同事只是在空间上在一起上课，并没有什么感情上的共鸣，所以我没感觉和同事们真的在一起。我一般也喜欢自己一个人备课，因为我尝试和别的老师一起，但也得不到什么智慧上的启迪，还有些浪费时间，所以我后来都是自己备课了。这个也很常见，因为我们面对的都是成年大学生，没有什么特别的规定什么能讲，什么不能讲，更多的是我们可以自己决定。我也不喜欢和别人分享教案，因为别人又会指手画脚，我的课程经得起推敲，我很有信心。系里开会的时候我也会发言，但发言也起不到什么决定性的作用，所以说些政治正确的话吧，有个参与度就行。也许我不是一个爱社交的人吧。

I feel that though I am with my colleagues physically at school, we are never together spiritually or emotionally, so I never feel that “togetherness” with them in essence. I like to make lesson plans myself, though I once attempted to work with others the other day, the intellectual exchange between us did not seem to yield a beneficial outcome, so I never plan lessons with other teachers anymore, and it is now a norm that teachers from our department make their lesson plan individually, because our target students are adults already, we have a lot leeway to decide what to teach and what not. In other words, nobody really dictates what should or should not be taught beyond legitimate and straightforward guidelines. I am confident with my tried-and-true lessons and strategies with my years of teaching experience. Another reason I don’t like to share lesson plans with others is that it may be judged by your peers. At the department faculty meeting, I would also chime in and talk, though nothing I said can make any decisive influence, I just participated, and to be politically correct is enough. Maybe I have to say that I am not a social person.

From the interview and classroom observation with Dong, I am uncertain if it is the department that perpetuates the atmosphere of such professional isolation, or it is more of Dong herself who did not want to reach out to her coworkers and restricted herself the possibilities to interact with other peers, I tend to believe the latter. Though I would not say Dong enjoyed such loneliness, at least she did not seem to suffer from such isolation with no attempt to combat such feelings. Dong did not want to share her anxiety, and she may not know that many teachers are in the same boat experiencing challenges with ESP instruction, or that even talking about such feelings can be a great relief. In a word, my impression about Dong was that she did not want that “sameness” with other peers, instead, preferring to be isolated, not bothered by the feeling of “otherness.”

Summary

This section covered the discrepancy between Dong’s stated and performed self, her opposition to use ESP digital resources with new technologies and her purposeful isolation of herself from others in an indifferent manner. The interaction with Dong for me involves a non-stop whirlwind mindset due to some unexpected comments from her during my interview that required further rumination. Dong was very territorial over her language classroom and preferred not to be interrupted nor supervised. I am uncertain whether such kind of detachment was due to the fact that Dong was already a more senior teacher who had climbed up to that professional

autonomy, or because of her own antisocial personality. It is too early for me to make any hasty conclusion. Probably there is nothing wrong with such dichotomy, as it self-served Dong very well.

Story 5 Yiyi

Yiyi, comes from a university located in the southeastern China that focuses on agriculture and forestry education. According to Yiyi, the following three reasons serve as the rationale that her department decided to launch a curriculum reform from EGP to ESP in 2016: (a) Junior students perceive that their English proficiency level scarcely improved after the second year study at university and the language skills seem to reach a plateau with nowhere to advance further; (b) the students deem the college EGP course irrelevant for their language needs in their major, which in return makes them feel unprepared for the future job market; and (c) students have no scholarly publication experience, and do not bear the skills required for international academic exchanges and conference presentations. For these reasons, the English department launched a new ESP program. Besides encouraging in-house teachers to transform to ESP teaching from EGP, the department also hired ESP expert from outside the university. In this section, I describe Yiyi's excitement and enthusiasm through the whole voyage. She shared with me her journey into ESP, including the 5MRP (5 Minutes Research Presentation) contest, the IMRD (Instruction-Methods-Results-Discussion) Writing Model, and the POA (Production-Oriented Approach) approach she used to scaffold students throughout her ESP instruction.

Continuity and Change with Growth Mindset: Journey into EAP

“Growth mindset” (Dweck, 2000) is the phrase Yiyi mentioned notably during the interview. As for Yiyi, there is also a substantial room for her ability and intelligence to develop, she always welcomes the changes or challenges as long as any opportunity unfolds and is ready to jump out of her comfort zone. Yiyi told me during our initial interview:

Excerpt 4.22

大学英语教师是个很稳定的职业，没有“不发表就淘汰”这样的说法，这和很多西方的大学很不一样。对于一些国内的老师，只要他们相当一辈子的讲师，都可以混下去。但结论呢？学生们的英语水平超过了老师的。如果老师不学习的话，就会被时代甩掉。每个人不一样，有些人不愿意学习新东西，

对我来说，只要我决定改变，其他的都是小事。我不想给学生学 EGP，因为这就和吃剩饭一样，我想要改变。既然大环境和系里都这么支持，改变是必须的。要有成长型思维，认同你能学习，尝试直到成功。

University English teacher is a very stable job in China, and there is no “in-or-out” “publish or perish” policy like many universities have in western countries. Some teachers, if they would like, can stay as a lecturer forever if they do not want to make an endeavor to publish or get promoted. But then what will happen? Students’ English proficiency may even be better than you as a teacher, and if teachers don’t keep on learning, they will fall behind the fast-paced social and economic development. I know each person is different. Some don’t like new stuff. For me, as long as I am determined to change, all other issues are small things. I always like innovative stuff, hahaha, no cellphone, no trending technology. I don’t like to provide my students leftovers [EGP], I want to embrace the curriculum reform of ESP. Besides, since the macro-sociocultural context and our department all favor ESP, such transformation is indispensable. Everyone needs to tap the potentials to imagine immensities of their capability, always believing your intelligence can be developed, daring to try until you get the results you want.

Yiyi showed to me many certificates that she received for ESP training, including the National Certificate in English for Academic Purposes (NCTEAP) from Xi’an Jiaotong-Liverpool University, the New Trends in ESP teaching, the ESP teacher sharing workshop series, and the ESP course teaching demonstration. These training workshops include ESP language teaching skills, materials development, EAP curricula design, classroom practice, assessment and related technologies. Yiyi told me, “虽然要学的东西很多，但我对 ESP 的理解有了很深刻的改变，这些培训知识都很有用” (Though I know I have to work hard, I find that my conceptualization of EAP is transformed through learning, and all these training sessions are instrumental to help build my ESP teaching philosophy.) Besides these workshops, Yiyi particularly emphasized that she also joined the Community of Practice in ESP teaching. She explained:

Excerpt 4.23

加入一个共同体，你就知道你不是孤单的。我们用微信互相保持联系，给彼此推荐自己觉得比较有用的书记。加入一个研究组织也带来一些同伴压力，因为每个人都在进步说自己学了什么，发表了什么，你也就不想落后。

Join a community, then you know that you are not alone. I use Wechat to keep in touch with other teachers, and recommend relevant ESP books and all other resources that we find that may be useful. Being in a group also puts you under a

little “pressure” to each other, as everybody updates what they learned or published recently, so you do not want to fall behind.

She showed me one reflection from her class notebook after the second semester teaching ESP course (See Figure 8).

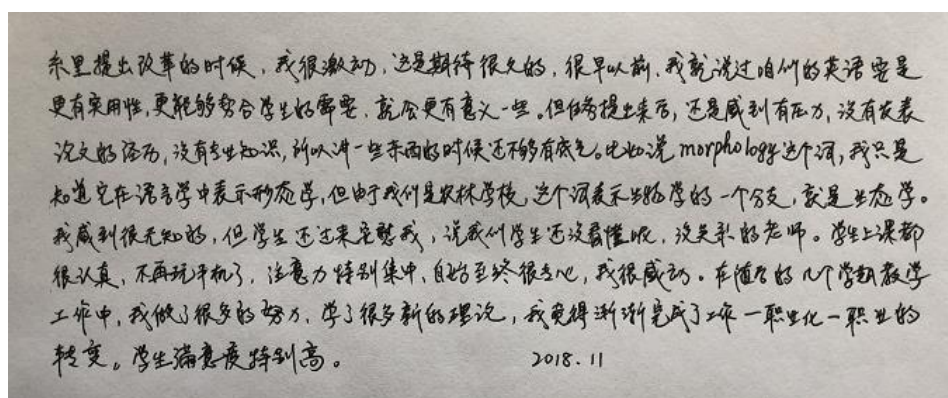


Figure 8. Yiyi’s Reflection Note on ESP

When the department launched the reform to ESP, I was very excited. Since I always wished that my English teaching can be tailored more to students’ specific needs. When the actual ESP teaching began, I did feel the pressure, since I have no academic publication experience with any international peer-reviewed journal nor do I have any major specific expertise. So for instance, the word “morphology,” as I am an English major, I know that in linguistic, it means “the study of the form and words or phrases” to analyze the structure of words and parts of words such as stems, root words, prefixes, etc. However, since our university is specialized in agriculture and forestry education, this word is also frequently used by students as the branch of biology that deals with the form of living organisms, and with relationships between their structures. Without such a knowledge base, I cannot expand the meaning of the word related to the students’ major. I admitted frankly to the students about my lack of major-related expertise, but I told them I could guide them through academic writing. My lovely students even came to comfort me that it was understandable. Though I admitted my lack of expertise in the academic field in an upright manner, I was still very confident to serve as a qualified ESP teacher. My students were all very attentive in my academic writing class with nobody playing with their cellphones. During the past few years, I learned substantial ESP-based theories and read tons of practice guidance handbooks. I would like to say that, if EGP teaching was my initial job, now after pursuing ESP teaching, I experienced my way to “professionalization” through constant learning, and now gradually have reached to the next level of “professionalism.”

5MPR (Five Minutes Research Presentation)

3MT (Three Minute Thesis) is a research and scholarly communication competition held annually worldwide for participants to present their compelling original research project to the general public limited to 3 minutes maximum. The purpose is to develop students' effective academic presentation skills so they can deliver a presentation in a clear and logical manner. 5MPR, the equivalent of 3MT, is held in China as a national research presentation contest organized by the Chinese Association of ESP. The purpose of 5MPR is the same as 3MT to engage undergraduates and graduates in an academic discourse community and support the development of students' capacities to effectively explain their research projects, significance and relevance to the nonspecialist audience. During my on-site observation with Yiyi's class, she was conducting a class centered on 5MPR practice for junior students.

According to Yiyi, the 32 students (sophomores) enrolled in her course were separated into 8 groups in accordance with their research interest or research plan. Then an introduction to the module of speaking skills followed. Students then received systematic training to prepare their 5MRP in terms of how to choose a research topic, the use of academic language, proper textual features and language features, how to explain concepts to people unfamiliar to your research topic, and power point preparation, etc. Effective cooperation between academic writing and speaking was also explored and evaluated. Yiyi showed me her general lesson plan for 5MRP throughout this semester in Table 12.

Table 13. Lesson Plan for Fall 2019 5MRP.

Week	Content
1-2	Planning presentation 5MRP introduction
3-5	Classroom presentation 1 Structuring presentation Delivering presentation
6	7 pronunciation features
7	Video homework feedback
8-11	Classroom presentation 2 Video homework feedback
12-14	Classroom presentation 3 Final examination
15-16	Classroom presentation 4 (Vocabulary, speed, clarity, confidence, posture)

Half a year later after my follow-up interview with Yiyi, I received her message that 4 students in her class received 5MRP national competition prizes, the first time her university showed such a big and successful presence with final winners. In addition, one undergraduate student published an academic paper based on his research in a peer-reviewed journal. Yiyi felt it was very rewarding to see her students grow academically and show their professional presence early at the undergraduate level. Yiyi also showed me two reflections from her students who participated in the 5MRP contest. (See Figure 9 and 10)

Excerpt 4.24

初次接触这个比赛我觉得比赛的形式很新颖,通过视频的录制来展示自己的演讲技巧,论文写作及PPT制作技能,这种不受时间和空间限制的持续可以让更多同学参与体会比赛的乐趣。

加油。

Figure 9. Student 1's Comments on the 5MRP Competition

The format of this competition is very creative. Through showcasing my thesis writing and academic presentation skills along with my PPT design, I can demonstrate my research to others who are not in my field. There is no time and space constraints, so more students can participate into this fun game.

--- Student 1

Excerpt 4.25

感谢五分钟科研英语演讲组委会这个平台,也感谢各位老师的辛勤付出。科研与演讲结合是次新的尝试。一方面考验我们严谨的逻辑,耐心查阅资料,分析并得出结论的能力。在整个过程中,我们需要考虑研究问题的必要性,分析问题时采用合适的研究方法,并用可信的资料证明,以确保得出有意义的结论。现代科学不仅要埋头苦干,更需要把研究有条理讲出来,让普通的外行人都能听明白才具有更高价值。

Figure 10. Student 2's Comments on 5MRP Competition

Thanks to the 5MRP committee and my advisor's tutelage for such a good platform combining scientific research and academic English presentation. For this competition, we needed to consider the necessity of the problem being studied, bear logic thinking, conduct in-depth data analysis, and demonstrate whether our research indicates rigorous exploration, appropriateness and significance for the research design. On the other hand, we need to share our research with others, as the modern scientific research is not just about burying our head in pure research. We also need to explain our work in an understandable manner and make it comprehensible to everyone outside our specific academic field.

--- Student 2

ESP: English for “What” Specific Purposes?

Yiyi raised a very interesting question to me during the interview. She mentioned that people talked a lot about ESP, but exactly, English for “**what**” Specific Purposes? When she posed

to me such a question, I do not even have a good answer on top of my head. Yiyi smiled and shared with me her perception that she is a firm follower of the notion that was brought up by professors from the University of Adelaide, Cargil & Burgess (2008): “ESP should focus on English for Research Publication Purposes.” That serves to develop students’ academic literacy skills to prepare a publishable research article. This is also an “instrumental motivation” (Ehrman, 1996), or its integrative motivation for students to study English combined with their majors, and to join the imagined community of international scholars. According to Cargil & Burgess (2008), seeking publication internationally is growing exponentially for marketization of universities, and scholars’ career development which is closely related to publication “output.” ESP instruction should concern the learners and their needs. For many students, their learning needs are closely connected to academic reading needs or a recognizable use of language related to content of a particular discipline. In short, students must write in English in their content courses and their majors. Under such ESP conceptualization, students need to be exposed to the understandings, language and communicative activities of their target disciplines, with students themselves also contributing to this enterprise in the foreseeable future (Flowerdew, 2016). According to Cargil & Burgess (2008), first of all, ESP teachers need to foreground their expertise in analysis of target texts and contexts with the attempt to design teaching for academic language learning. Then ESP teachers can give hands-on practice to students with the authentic task of reading and analyzing journal articles, with a view to write one later. With such a theoretical underpinning underneath, Yiyi illustrated for me below the IMRD writing structure (Figure 11) she uses in class to scaffold students’ academic writing with the purpose to prepare students for academic publication.

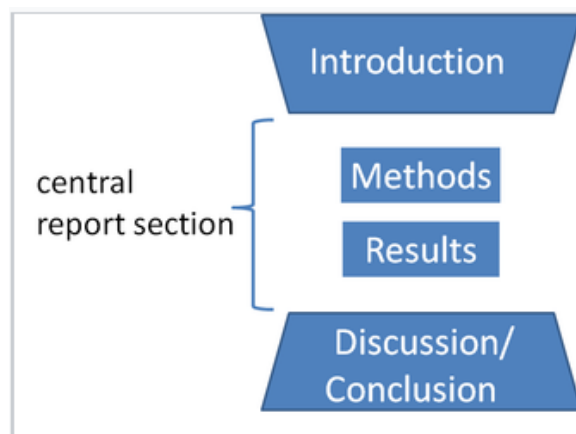


Figure 11. IMRD Writing Structure.

As Yiyi explained to me, IMRD is a structured writing model proposed by Swales (1981) and is the short term for Instruction-Methods-Results-Discussion. This is the model she uses in her EGAP writing class for junior level students to illustrate how each individual section of the research paper works and is closely connected to each other. Analysis at the level of article structure and sections provides scaffolding for the reading and writing process. Yiyi engages students' participation through guided genre analysis and academic writing assignment tasks. Yiyi's thoughts on IMRD are shown in the following interview excerpt:

Excerpt 4.26

很多学生没有学术英语相关的知识，不懂得学术写作得范式，不了解学术语言得特点，缺乏批判性思维模式。这个写作模型和一些学术写作样本给学生提供了一个工具，去完整的分析一篇学术语篇。

Many undergraduates have low English writing proficiency, especially for academic writing with scarce knowledge of academic writing conventions, linguistic features and rhetorical structures. They also possess inadequate academic literacy, critical thinking skills, and are not familiar with with information literacy in terms of where to locate relevant literature. This writing model offers such a great framework to facilitate students in reporting their research in a systematic and holistic way in order to help students generate research that bears rigorous analysis.

POA (Production-Oriented Approach)

When I asked Yiyi how she can take advantage of so many teaching models and frameworks in a skillful and artistic way and can put them into practice in real classroom instruction, she, again with no surprise, shared to me a new framework, which according to her, “奠定了我所有教学理念的基调” (“sets the tone for all my teaching philosophy underneath”).

According to Yiyi :

Excerpt 4.27

这个叫以产出为导向的教学，综合提高学生在本专业领域的说与写的能力。因此传统的教学与测验的方式不再适合，老师要引导学生提高自主性，更重要的是要让学生学习后有所产出。就是我为什么让学生参与五分钟科研演讲，和开展学术写作教学的理论基础，说白了，就是让学生有产出，老师只是鼓励，引导，起到一个指引的路

It is called POA (Wen, 2015), the production-oriented approach, to improve students' overall speaking and writing competence in their major and discipline related field, so traditional telling and testing are no longer the task of teachers, teachers need to guide students' autonomy and reduce their intervention gradually, most importantly, eventually we want students to produce something. That is the theoretical foundation that I rely on and the reason why I want my students to participate in 5MRP and conduct English for publication purpose instruction. In short, the purpose is to ask students to produce language-oriented outcomes, and for us as teachers, we just motivate them initially, and enable the overall learning and assess their work at the end. So teachers play more of a mediation role providing scaffolding.

Childhood Formative Learning VS. Transformative Adult Learning

With all these theoretical and instructional frameworks related to ESP instruction that Yiyi shared with me during the interview and through my onsite observation, I was so eager to hear more about her ESP learning experience that paved the way to who she is today. Instead of answering me directly, Yiyi brought up an interesting comparison between formative learning and transformative learning and elaborated for me how these differed from each other and how they have affected her learning as an adult and as a teacher:

Excerpt 4.28

在上大学以前，尤其在中国，很多学习都是在权威指导下的机械的形成性的学习。但在学生上大学后，他们慢慢知道了自己喜欢什么，对什么感兴趣，将来毕业想做什么。就像他们思维中有一种转化告诉他们什么是他们做喜欢的，这就是转化型学习。对我来说也是这个样子，因为都是成年人了嘛。ESP 教学应该围绕在学生将来能用得上的领域，它让我再一次感受到了教学的意义，增加了我的自信。我会在这条路上进一步提高自己，希望有朝一日也能成为专家，在大会做主旨发言，回馈给大家，因为我也从很多大会上学到了很多。

Before entering college or the university, students' learning, especially in Asia, is more mandated by the formal authority, and from teachers and parents' pressure upon them. After they enter university at the age of 18, students have better understanding of their own cognitive beliefs, intrinsic feelings, their orientation for future career, and what they really want to pursue upon graduation. Therefore, it is sort of like that some frames of reference gradually gets implemented and transforms into students' mindset so they start to be aware of what really intrigues them. To me, it is the same. I always want my class tailor to students' academic needs, and this new role as ESP teacher ignites my enthusiasm again, builds up my confidence and I feel that I am competent in this new area and will continue to

improve myself on this track. Hopefully, gradually I can become an expert in ESP teaching, and become the keynote speaker in certain academic conferences, where I learned a lot when I was a novice teacher back then. I want to contribute and pay back, and continue to learn.

Reflection

I would say that, of all participants in my research, no one else left such a deep impression on me like Yiyi. Her growth mindset (Dweck, 2000) believing that her capability could grow and expand with new challenges, enthusiasm for ESP teaching, and her extensive use of various innovative ESP frameworks boggled my mind, and made me want to try these models in the future in my own ESP classes. As she said, “teachers should always remember what it is like to be a student, try to be acquainted with their academic needs, and feel the students’ empathy along the way. ESP teaching was and will continue to be a “wonderful (wonder-filled)” experience for me.”

Summary of the Five Teachers’ ESP Trajectory

In this chapter, I explored the commonalities and divergence among each teacher’s ESP teaching trajectory with the hope to illustrate their teaching practices and shed light on their unique learning and professional development experience. Each teacher’s undertaking and approach varied based on their gender, age, EGP and ESP teaching experience, education background, attitude to ESP curriculum reform, emotion, and the departmental and institutional context that either enriched their teaching and learning or constrained the outcome to some extent. The life story prompted each participant to delve into their own understanding of language teaching, and to a certain degree, each teacher went through a process of self-discovery through co-constructing their life stories with me as the researcher. Small threads connected together and accumulated over time, which lead them to be who they are today with their own teaching philosophy. Embedded into the trajectory of their teacher and professional development are unique situational contexts. Teachers’ exemplary lived experiences showcased here from their multifaceted narratives will help department and university administrators and national language policy makers to resolve constraints and impediments of various circumstantial conditions and in return promulgate a positive impact on teachers’ transformation and the overall improvement and progress of ESP instruction.

In the next chapter, reoccurring ideas and main patterns across all 5 teachers explored in this Chapter will be discussed in the thematic analysis. The themes yielded from the analysis will be framed specifically around 4 research questions, and are also explicitly mapped back to the literature and theoretical framework illustrated in Chapter 1 and 2. The overarching analysis will tie the dissertation together to better present all participant teachers' compelling transformative learning journey.

CHAPTER 5 THEMATIC ANALYSIS

Individual stories elicited from each participant in Chapter 4 helps to clearly understand their viewpoints about ESP teaching and their transformative learning experiences embedded under the departmental and institutional context where they are situated. The power of stories also lies in that it presented a substantial distinction across the focal participants with each story bearing its own idiosyncratic disposition. Manifold emerging themes were also prevailing across the experiences recounted by the participants. This chapter, from across the broad aspects of the full data set, attempts to identify and synthesize the in-depth constitutive meanings behind each story that was not often made explicit and unravels the underlying conceptualizations,

The main purpose of this chapter is conducted to answer the research questions listed in Chapter 1. I will answer these research questions through thematic analysis of five ESP teachers' transformative learning stories. This chapter is also framed around to examine the common or distinctive features prevalent in relation to the literature in connection to the analytical framework and the overarching research questions. The four research questions are restated as below:

RQ1: How have EGP and ESP programs been implemented in China?

RQ2: What is the nature of Chinese tertiary-level ESP teacher's formal and informal learning experiences and how have they changed along their career trajectory?

RQ3: What stories do ESP teachers tell about their transformative learning experiences that impact their teaching practice?

RQ4: What factors (personal, institutional, and societal) facilitate or constrain ESP teachers' transformation?

EGP & ESP Instruction

The participants in this study agreed upon the notion in general that at the tertiary level language teaching, EGP instruction does not suffice to ensure students' linguistic access to academic texts and discipline-related discourse communities. Three participants mentioned during the interview that EGP, which is focused on the mundane training of students' basic language skills, lacks compelling scaffolding to serve students who want their knowledge application to be

more disciplinary centered. Most participants had some shared sense of the difference between EGP and ESP instruction. They argue that for EGP teaching, needs of application are not readily specified. However, for target students at tertiary level as adults learners, they need to conduct research, submit application and present work in subject areas, therefore, students tend to orient their language learning more for professional purposes combining their English language skills with knowledge in a specific discipline. Though ESP is still English in essence, academic language is no one's mother tongue" (Bourdieu & Passeron, 1994, p. 8). Two participants particularly pointed out that academics do have their own style of conversation with complex noun structure, nominalization, formal register of language usage and other embedded forms. Therefore, learning ESP is a stepping stone toward students' professional integration that fosters a disciplinary identity within a certain discourse community.

EGAP vs. ESAP

Though almost all of the participants indicated that teachers need to incorporate students' language learning with elements that are oriented for their future career choice, and agree upon the notion that ESP promotes students' academic literacy to understand and decode academic texts, their opinions varied on the scope of ESP teaching. For example, they appeared to disagree about whether ESP class should be EGAP (academic language-driven) or ESAP (disciplinary content-driven). Under the EGAP model, teachers' instruction focuses on academic language conventions, rhetorical awareness, genres and academic communication across disciplines, while ESAP concentrates language and genres that are most common in a specific discipline and expertise on highly specialized material in-depth. Participants' understanding and explanation about the difference between EGAP and ESAP are summarized below in Table 13. These findings aligned with the previous study mentioned in the literature review (See Table 3.) that EGAP focuses on academic reading and writing, while ESAP is more subject content area oriented.

Table 14. EGAP vs. ESAP

EGAP (General) vs. ESAP (Specific)	
•For students across disciplines	•For students in one particular major
•Teaching language, conventional genres, and communication used across disciplines (general academic language)	•Teaching language, genres and communication features that distinguish one discipline from another
•Focus on academic writing with the deconstruction and construction a research paper	•Focus on highly specialized disciplinary subject matter knowledge in-depth

Teachers like Kai and Yiyi in this study whose target students are freshmen and sophomore, serve as strong advocates for EGAP instruction with its purpose to enhance students' academic language skills that apply to all disciplines. According to them, while ESP teaching involves a broad range of underlying skills, teachers' content knowledge in any specific domain is not a prerequisite. Such viewpoint is exemplified in Yiyi's following comments:

Excerpt 5.1

我们需要让学生知道他们的问题所在，到底是专业上的问题还是语言问题，如果是语言问题，例如句法，语法，英语词汇，那么就去找英语老师，如果是学科内容相关的，那么就去找专业的老师，因为作为英语老师的我们不会解读那些图表上复杂的数据。我知道有时候划清界限很难，但至少就我而言，我就是一个语言老师，教学沿路上我获得的专业只是都是额外的，我只要教好学生通用的学术英语语言，让他们了解专业学术英语写作的范式就可以了。

We need to let students realize where their issues lie: discipline or language. If it is a language issue, for instance, sentence structure, logic, grammar, lexicology, then go to the English teacher. If it is a content area problem, then go to the discipline related professors for help, as we cannot interpret the complicated data from academic tables and figures. I know sometimes it may not be easy to draw a line across the border between the two. At least for me, as a language teacher, my role is not to teach content, so any discipline knowledge that I pick up along the way is a **bonus**; my job is to help students develop a broad range of language skills to equip them with linguistic tools to comprehend academic papers and convey the research from their own perspectives.

For Kai and Yiyi, academic writing instruction, as they discussed in the interview, tend to be the main focus in their EGAP class and they argue that students do need specific pedagogy and

scaffolding to possess the deeper understanding of the general features of academic writing across discipline. According to Hyland (2016), even for native speakers, though they naturally acquire the syntactic and phonological knowledge of speaking, in terms of capability and know-how in writing, it requires prolonged formal education. In Kai and Yiyi's writing class, they first choose relevant and authentic articles, then use genre theory or the writing structure model to deconstruct and construct a research paper. During such a process, students can familiarize themselves with the academic prose style, discourse structure, conventions, raise cross-disciplinary rhetorical consciousness, and eventually mine texts to prepare their own interdisciplinary communication skills. After EGAP training, students can nail down their research proposals, master thesis and dissertation writing with great ease, since they are equipped with skills to exploit the text themselves and can write "across" disciplines.

Unlike Kai and Yiyi, Peng, whose students at senior-level used corpus analysis in his chemistry-English class, and Fengfeng pursued a Master's degree in accounting and used financial balance sheets during her class instruction, both of which are specific discipline focused. Both of these language teachers focus their expertise on one specific discipline, brought students to the discipline's discourse community, and guided students' exploration of appropriate language features unique to that discipline. Their intention is to guide students to speak and write "within" disciplines and enhance students' language skills in a particular domain to professionalize their education. Just as Dudley-Evans and St. John (1998) argued that a narrow-scope language course is legitimate for students who focus their study on certain discipline where needs are limited.

Kai and Yiyi's advocate for EGAP and Peng's support on ESAP corroborated the findings of the previous study illustrated in Chapter 2 literature review Table 3 that for current ESP implementation in China, in terms of scope of application, EGAP is oriented for tertiary-level junior years students, while ESAP is designed more for senior or graduate level studies. The data analysis also agree with the previous research by Cai (2004) in Chapter 2 arguing that language instruction is designed with the attempt to meet the needs of target students, and the way how ESP programs are structured by each higher institution varies tremendously due to the nature of universities and its research orientation. Kai came from a top-notch research university with a comprehensive list of college majors, therefore for some classes that Kai teaches, students may stem from different departments, so to run a classroom simultaneously with students' discipline heterogeneity is almost impossible. While for Fengfeng, who comes from a university that only

encompasses subjects like finance, accounting and management, ESAP is more feasible to be implemented, as it is easier to position students in a certain discipline space to enhance their systemic function-related linguistic repertoire. For me, who was also an ESP teacher before conducting this study, it is very hard to draw a clear line tagging any EGAP or ESAP notion as “right” or “wrong.” No matter which mode is employed, the overall objective for ESP instruction is that teachers put students’ academic needs and empathy in mind. Teachers try to hone students’ genre and rhetorical awareness, and familiarize them with how language is constructed in general subjects or in their specific discipline in order to help them apply the language skills in practical research ends in the future.

Revisiting the Role of SLA in Teacher Development

SLA theories serve as bases for language teaching and teacher development. According to Grabe, Stoller & Tardy (2000), “Teachers who does not understand these fundamental principles will not be able to engage students in ways that can lead to student autonomy, empowerment, and reflective awareness of their learning. Teachers who comprehend the role of language form in learning will be able, in contrast, to demystify the learning and evaluation process at cognitive and social levels” (p. 180). Interview transcripts, class observation notes and teachers’ reflection collected indicate that all participating teachers in my study have some understanding of SLA theory on a macro scale in terms of how students acquire a second language. Most times teachers did not throw out all theories in a very direct way but sprinkled their perception of SLA here and there during the interview and their reflection. All five teachers tend to focus more on students’ meaningful interaction, academic communicative competence (Hymes, 1972) and comprehensible output (Swain, 1993; Wen, 2005), but less on the cognitive aspect (Krashen, 1983) of how brain process information during language acquisition. Below is what Yiyi mentioned indirectly that relates to SAL theory during the interview:

Excerpt 5.2

教师需要给学生提供足够的机会让他们联系与专业相关的学术英语。仅仅是听是远远不够的，尤其是对于大学生来说。他们需要加入学术语境共同体，阐述他们的学术观点，学习撰写学术论文，让他们在毕业时有更多的自信从事科学研究。因此，老师们应该设计更多的教学内容促进学生的语言产出，给他们一些挑战，让学生们做好学术准备。

ESP teachers need to provide students ample opportunities to practice academic English that relates to their major and to their future career lives. Pure listening is not enough, students, especially tertiary-level students, need to engage in academic community discourse to present their research at conferences and conduct scholarly academic writing. Students need such language output to build academic expertise and confidence to conduct research upon their graduation. Therefore, teachers need to understand students' need and provide corresponding classroom experience with relevant language tasks to facilitate their academic output.

Two other teachers Kai and Peng mentioned how SLA theory constructs a model helping them make informed decisions about classroom pedagogical techniques and overall procedures throughout instruction. Here are their excerpts below:

Excerpt 5.3

学生们已经较好的掌握了通用英语，教师们就应该给学生写挑战尝试更高一个台阶的英语学习，这也对老师的专业水平提出了更高的要求，因为原有的那些适用于通用英语的小策略已经不在适用。对二语教学研究理论的了解丰富了我的语言教学知识结构，帮助我在教学中采用更加有效的策略和方法，我用我的只是结构和已有的知识库，帮助学生提高学术语言的表达。虽然很多研究没有一个明确的结论，但是二语教学理论还是很重要，为我的教学提供的扎实的理论指引。

Since my students are already good masters of EGP, I need to provide instruction slightly above their current English level and further refine their academic English competence, so ESP instruction fits such niche. Student' academic need also pose high request and some learning curve for teachers as well. Because at tertiary-level teaching, those entertaining or cute recipes approach for EGP teaching are no longer sufficient. An understanding of SLA theory during my PhD study expanded my knowledge of theoretical and applied linguistics, helping me make effective instruction strategies adapted for my students. As an ESP teacher, I draw on my knowledge reservoir in linguistics and other areas to do the best job to develop students' communicative competence. Though there are still no definite answers for a lot of language teaching-related issues, SLA theory is central to what I do as an ESP teacher, providing me guidance on whether or not techniques I use are appropriate and effective.

Excerpt 5.4

我参加过一个培训，惊讶的发现很多教学理论我早已经应用在我实际的教学上，只是我还不知道而已。通过学习，对理论有了更深的了解，理解了理论与教学实践的联系。这让我在教学时觉得更加有保障。研究者已经让我们一线教师轻松了很多。现在教学过程中，我能够做出更加有效的策略，帮助我

阐述学生的学术写作中遇到的问题，并且提出相应的一些教学反馈。有时候我也尝试一些新的教学方法，二语教学理论帮助我评估自己的教学，所以刘理论实实在在影响着我的教学。能把背后理论讲清楚的老师肯定要比讲不清楚的老师教学要好。我仍然在路上探索着。

At one workshop I attended, I was very surprised to see that many strategies that I am using in my class are supported by the SLA research study. Now with a deeper understanding of these theoretical work and the relationship between theory and application, I feel more secure in what I do on a daily basis. Researchers already make teachers' lives easier with theoretical study and its possible practical applications. Now I can make more informed instructional choices in my class, better interpret students' academic writing and provide feedback to students correspondingly. Sometimes I try out different techniques and procedures, the SLA theory also helps me evaluate my own pedagogic practice. To sum up, theoretical understanding of language study really affects how I teach, as teaching is informed by teachers' linguistic knowledge base. For those who can articulate the rationale behind the techniques they use, their students' classroom experience must be better than teachers who cannot. I am still on the way exploring and progressing.

As revealed from the data, most participating teachers express during the interview that SLA theories are bases of content knowledge of language teachers acknowledging its immediate relevance for daily their instruction. The theoretical underpinnings of SLA keep them informed when they make pedagogic decision about linguistic content or methodology they choose. The reason some teachers did not bring out SLA theories explicitly may due to the reason that I, as the interviewer, did not mention it in a direct way. It is also possible that teachers' lack of reference to SLA theories indicates that they need more professional development opportunities to build a stronger grounding of SLA theoretical conception. In any sense, approach derived from theoretical study of second language study is relevant and instructive to teachers in some form to make instructional choices and strategies in a certain point.

Revisiting Transformative Learning and Andragogy Theory

Revisiting the adult learning theories, it shows that Mezirow's (1978) transformative learning model and Knowles' (1975) andragogy theory provide a sound theoretical base serving as key instruments in interpreting and understanding teachers as adult learners' idiosyncratic learning trajectory. From a narrative perspective, the teachers' images, mindsets, and sense of self are created and encapsulated in their teaching and teacher education. Five Participating teachers'

life-stories highlighted how they view ESP instruction and how they formulate their own journey that constitutes identity construction, negotiation, and how such a journey opens possibilities and horizons of innovative pedagogy possibilities for their imagined future-selves. This section will reevaluate and address the identified research questions 2 and 3 in terms of the nature of ESP teachers' formal and informal transformative learning experiences, and how such experiences impact their ESP teaching practice. The synthesis of findings are situated in relation to previous research resonating Mezirow's (1978) ten phases of transformative learning paradigm framework and Knowles' (1975) adult learning underpinnings. The discussion in this section will also expand the current theoretical framework by providing novel insights that do not align with existing theories with possible explanations.

Degree of Hesitation

There were different degrees of hesitations and diverse levels of resistance for all participants during their transition from EGP to ESP instruction for a variety of systemic or individual reasons. Upon the call of ESP reform initiative, the interview data from this research are in line with the previous academic literature that teachers' thoughts and emotions that accompany such hesitation are complex and manifold. Their reluctance to embrace the systemic reform needs to be strategically analyzed in order to further promote teachers' change readiness.

As revealed from the data, Kai's resistance to change came from his nostalgia associated with teaching EGP for more than 10 years, and the uneasiness with transitioning from being an expert in EGP to a novice in ESP instruction. His confidence level decreased because of his lack of necessary competence to implement the curriculum reform. The source of Fengfeng's doubt arose from the perplexity that her students may be very intelligent and even know more than her in specific disciplinary areas and thus shift instructor-student power relations more in favor of the students, which could eventually result in her losing control. She also feared getting a negative evaluation of her teaching performance at the end. She was always in a teacher or teaching mode and therefore was afraid of putting herself back in the position as a student. Unlike Kai and Fengfeng, Dong's hesitation stemmed from technophobia and her twin fear of both failure and success. In terms of technophobia, despite the digital resources provided by her department during the ESP training session, Dong struggled and resisted to adopt the new technology, didn't know how to use them efficiently, and didn't want to bother to understand the benefits and possibilities.

In a word, she rejected being invested in technology. In contrast, many of her students were adept with using technology and were able to effortlessly combine technology with their learning. Dong simply retreated back by saying that technology was not necessary for language learning. Besides technophobia, Dong, the most veteran teacher in my study, also had a twin fear of both failure and success. It may be easy to comprehend that people will be discouraged by failure, but Dong's hesitation to step into the ESP teaching also stemmed from her fear of success. Though she had an inflated sense of self being a qualified EGP teacher, she just want to be mediocre in ESP without the attempt to stand under the spotlight leading such curriculum reform which will inevitably bring her much unwanted attention.

As mentioned in the previous academic literature Cai (2004), changes are overwhelming and involves extensive learning and constant efforts. Interview and observation data from this study revealed multiple attributes of the teachers' reluctance to change, and to what extent they responded to such hesitation differently. Insights from the interviews supported Mezirow's (1978) model that perspective transformation action occurred after disorienting dilemma reflections and the exploration of possible options, as it took substantial time for teachers to think critically about the new initiative they will face. The findings broadly support the work of other previous studies pointing out that hesitation or resistance are not viewed as simply obstacles to overcome (Jones, 2015), instead, they are an integral part of transformative learning (Laros, 2017). Such reluctance or uneasiness served as a triggering element promoting the teachers' readiness to change, and provided another layer of scrutiny before the teachers' deep transformation took place.

Teachers as Learners: Unlearn and Relearn

With lack of investment and relatively fewer formal training or professional development opportunities available from within the department, among all five participants, four undertook transformative learning by seeking out learning opportunities themselves in a wide variety of ways. Such learning processes began either with an anecdotal class audit experience, or other activating events that exposed teachers to innovative pedagogical theories and models that eventually facilitated teachers' autonomous thinking and conceptual understanding of ESP. These served as triggering events to provoke conceptual change in the teachers' mindset or beliefs. Then, transformative learning followed, where all but one participants undertook a "paradigm change" that directly influenced their learning experience and outcome.

Take Yiyi for instance. Her transformative learning kicked off by an accidental class auditing experience that triggered her cognitive perception of what ESP class can possibly be like. Her courage and attempt to move away from the status quo eventually led to her determination to explore new ways of teaching. For Peng, the transformative learning took place during his visiting scholar experience where he received formal and influential apprenticeship mentoring and also by his joining the ESP professional association and teachers' pedagogical union. For both Kai and Fengfeng, transformative learning took place by enrolling in an advance graduate degree program. These results are in accord with transformative theory (Mezirow, 1978) which indicates that transformative learning takes place after certain critical or anecdotal events followed by assessment of epistemic and psychic assumptions.

For these four participants' transformative learning experience, there was a substantial learning curve to acquire content area knowledge related to a certain disciplinary domain. It was more of a radical transformation of their conceptual thinking and cognitive mechanisms that guided their entire application itinerary. "Transformative learning makes people more emotionally capable of change, and reflective so that they may generate beliefs and opinions that will prove more true or justified to guide action" (Mazirow, 2000, pp. 7-8). All participants in this study were originally EGP teachers in the past with rich teaching experience, and they were accustomed to being in control of everything: instructional method, material and content. Stepping into the new territory of ESP teaching involved making themselves vulnerable and having their philosophies and assumptions questioned or interrogated. Though it seems like teachers did see before hand ESP teaching would be stressful, such risk taking with high degrees of uncomfortableness and anxiety were not how they saw their roles as EGP teachers. On the way to actively explore new territory, it is inevitable that teachers will come across issues they cannot answer, therefore teachers need to be psychologically comfortable with the role of being back as a learner or student. Below is an excerpt from Kai's interview that demonstrates the importance of teachers to unlearn and relearn:

Excerpt 5.5

成为一个终身学习这很重要，如果老师想要让学生不断抓住机会接受挑战，那么老师自己就要在头脑先清空某些教学方式，并重新学习 ESP 相关的概念。这种取消学习和重新学习的过程需要老师自身的教育和提高，但这也将为教师自身的职业发展提供新的机会。

Being a lifelong learner is very important. If you want your students to be motivated to learn, to seize opportunities and confront challenges in the future, teachers themselves need to continue to learn as professionals. First unlearn certain teaching strategies, existing frames of reference and relearn ESP concepts, perspectives and schemas which will dramatically reshape how students approach language learning. Such an unlearning and relearning process will require teachers' education for themselves, which will also open up new opportunities for teachers for their own professional development.

Therefore transformation was not just a change of their teaching practice on disciplinary knowledge. It was more of the teachers' state of mind of whether they are ready to be back in a learner role and grow with their students together. It is the cognitive reflection that paved the way for teachers to be emotionally ready to grow for further professional development that resulted in their making significant changes and transformation on a deeper level. This whole process mirrors that of the transformative learning paradigm, which emphasizes that learning involves letting go of certain old assumptions, dilemmas or mechanisms that people formerly employed, and experience a new sense of incremental change or adjustment. Then a spiritual and emotional shift will eventually pave the way for deep transformative learning, growth and progress.

Learning as Non-Linear

Mezirow (1978) clearly mapped out the ten phases for transformative learning from the initial disorienting dilemma, recognizing the problem, to an eventual solution finding through integrating new perspectives and insights from deep transformative learning. But in reality, the pathway of teachers' learning fell short of this ideal model. Teachers' transformative learning trajectory was more of a circuitous process with no clear date of inception and no clear ending time conforming to any customary and conventional pre-arranged timetable.

Transformative learning that took place did not necessarily fall in line with the linear sequence as Mezirow (1978) proposed. The findings show that teachers' journey was non-linear as they had to let go of the old way of language instruction, and start to imbibe in new teaching concepts and philosophy. Take Fengfeng for example. Initially it was not out of her own willingness to teach ESP. She was put into this position by her department. At that time, she was not ready to take risks for fear of discomfort and change. Therefore, after her initial unsuccessful attempt at ESP teaching, she experienced the disorienting dilemma, undertook self-assessment,

and recognized and admitted the problem. She did not go ahead to set up the plan to further explore the new roles or acquire knowledge and skills that are needed immediately. Instead, she retracted back to her turtle shell sanctuary, as if she could still fit into her existing meaning structure. It was only until two years later, a class auditing experience, though accidental, inspired Fengfeng to aim higher to advance professionally and enroll in a graduate program in an ESP content area. This time, instead of making excuses and finding ways to justify her inadequacies for not teaching EGP, she decided to leave the past behind, find whatever means to improve her expertise on ESP. As she said, ESP is the future trend of tertiary-level English teaching.

Changing from EGP to ESP instruction was a transformative experience for language teachers. Participants indicated that such transformation took a substantial amount of time, especially at the beginning, as they were not fully prepared to admit that they do not know much about ESP. Fengfeng's story demonstrated that she did not exactly follow the sequential phases as pre-designated. Instead, it was more of a circuitous route with footsteps jumping back and forth throughout the entire process. On top of such a zigzag learning itinerary, it is the non-linear cognitive, emotional and motivational process during which teachers identified and negotiated their conceptualized mindset, psychological orientation and schemas that mediated and drove their responses and perceptions which eventually lead to actions of change. ESP teaching was more than the acquisition of specific skills or content-area knowledge in order to implement the plan. It was that paramount role of conceptual shift or cognitive readiness to embrace such a change that eventually lead them to reach the culmination of transformative learning. In short, the findings from teachers' stories expand Mezirow (1978) existing transformation learning framework by providing a potential non-linear nature of teachers' learning trajectories.

Dialogue with Others

Mezirow (2000) in transformative learning-oriented theory phase four, pointed out that "recognition that one's discontent and process of transformation are shared and that others have negotiated a similar change" (p. 22). Though two of the participating teachers in this study joined a certain teacher community to share their thoughts and perceptions of ESP, or to communicate with others in the midst of their uncertainty, one unanticipated finding from this study is the extent to which teachers consulted with colleagues, and communicated with each other in formal or informal ways. From the in-depth analysis of the participants' interview transcripts, it is found that

teachers did not have the inclination to express and share their sentiments, especially frustration-related emotions like hesitation, inconfidence, uneasiness or anxiety. The lack of communication may be because of the fact that teachers do not meet each other frequently with opportunities to share. For the two male teachers in particular in this study, it is the stereotype that they as men, so they don't tend to express their emotions. In any sense, though most phases that teachers experience in their learning trajectory were in line with the components outlined in Table 1, a potential discord that do not align with Mezirow's (1978) framework is that adult learning theory presumes that experience sharing is a pivotal or indispensable component for transformation. Findings show that before promising themselves to make a determined effort, the teachers tended to engage in critical inner speech or internal monologue, calling themselves out from cognitive distortions more often than sharing their emotions with others.

Switch vs. Transform

With all the participants' stories unfolded in Chapter 4, it is worth mentioning that though a change is needed for transformation, not all changes or switches can be called a large-scale transformation. The observable shift or change comes from external power or influence that demands a person to perform in a certain way or to just replace existing states with something else, usually discrete and well-defined. In contrast, transformation modifies in-depth conceptual and cognitive mechanism so actions become natural and thereby people achieve the desired result. Transformation also involves more of a relationship modification within an individual and between the individual and other people as well.

The triggering event for Kai, Peng, Fengfeng and Yiyi's transformation came either from an intangible whimsical notion of mind, an impulse of desire to grow, or from tangible help and guidance from others. Although they confronted various degree of hesitation and resistance, all four teachers experienced transformative learning. No matter what those experiences were, be it advanced degree pursuit, overseas visiting professorships or purely self-teaching through constant exploration, transformation changed not just what they know, but also their change readiness, their reference of frame, and how they learn and explore along such journey. These four teachers' experience resembled each other in the way that tremendous endeavors had been undertaken and during which they discovered new or revised pedagogical models that facilitated their successful transformation from EGP to ESP instruction. Emotions like fear, hopes and aspirations all mingled

across their trajectories. Unlike them, for Dong, her transition from EGP to ESP can only be called a change, or a switch, but not a transformation, as Dong modified her action upon the external influence from the department, not from her internal willingness. She just did the bare minimum without trying to better herself or increase her technical expertise in any aspect of ESP teaching. Though supporting workshops were offered by the school, those infrequent trainings were not sufficient to support sustainable transformation.

When we step back revisiting the theoretical paradigm (Mezirow, 1978; Knowles, 1985) as mentioned in the literature, the findings from the data can now be illustrated in the following equation to best demonstrate the essence of such transformation model:

$$\text{Transformation} = \text{Internal change in schema} + \text{External change in state}$$

Transformation can only take place with people's internal change in cognitive thought patterns (schema) plus the external change in action. In other words, external change in action or state is enough to trigger a switch or change, but internal and radical change in belief and schema serve as the prerequisite for a fundamental transformation. As discerned from the data, the original objective, learning processes and the outcomes of each teacher varied because their way of thinking was distinctive from each other. With a switch to the role of ESP instruction, Dong stayed in the past, while all other four teachers envisioned their future throughout the transformation. To compare switch and transformation one more time, as is noted by Chaudron (2019), a butterfly is a transformation, not a better caterpillar.

Teachers' Imagined Future-Selves

Sools' (2020) study on the narrative approach noted that narrative sense making involves connecting present to the possible imagination of future images. As mentioned in the methodology literature, Riessman (2005) also pointed out that "the truths of narrative accounts are not purely the faithful representation of a past work, but also forge a shifting connections among past, present and imagined future" (p. 6). Revisiting my research, this study set out with the aim of assessing teachers' transformative learning experience, and how teachers' philosophical understanding of their current ESP teaching will potentially lead to their implied future. The observational and interview data from this study demonstrated that participants who undertook transformative

learning not only constantly assessed their current EGP teaching, gauged the ongoing learning process, but also intermediated between the present with their imagined and desired future. Though the process was not smooth with twist and turns, Kai, Peng, Fengfeng and Yiyi constantly sought innovations in ESP curriculum and pedagogy, redefined the teaching objectives, creating space for forthcoming active language learning with content knowledge based on students' ever-evolving learning needs. They went from avoiding ESP teaching to being an enthusiastic evangelist for reform in future ESP instruction. From the initial uncertainty to the perspectives of future-oriented practices, these four teachers made not just better ESP language classes, but also better envisioned themselves as ESP professionals. Below is an excerpt from Peng demonstrating how future imagination directed his actions throughout the transformative learning trajectory:

Excerpt 5.6

ESP 教学法着眼于师生共建和以学生有产出为导向的结果，是当前语言教育的趋势。与我过去按照规定课程提纲和课程计划进行的 EGP 教学相比，ESP 帮助我更加了解和清楚自己是谁以及我对什么充满热情。我不想因为担心课程改革而埋藏自己的潜力。通过组建 ESP 学习社区和访问学者学习经验，我可以很容易地看出我与学生的互动如何促进他们的语言和专业的成长，这是真正的成就感和精神奖励。我获得了一种成就感，并且对自己的看法有所不同，或者说，这种学习过程帮助我建立了另一个可能的身份，从而促进了我对未来自我的认知。我一直渴望为学生提出高标准并对学生的语言学习产生影响，因此我可以想象我未来的 ESP 课程将创造更多的“多巴胺”，帮助学生通过熟练地使用学术语言来进行原创性研究，加入学术话语社区交流思想，并在学术会议陈述自己的研究成果。我也渴望在协作学习小组和会议上与其他 ESP 老师互动，以获取有关 ESP 教学的更多见解，并分享我们对进一步改善语言教学的看法，真好，对吧？

ESP pedagogy which is focused on teacher-student co-construction and students production-oriented outcomes is the current trend for language education. Compared with my past EGP teaching experience following a prescribed syllabus and lesson plans, ESP teaching helped me gain more understanding and clarity of who I am and what I am passionate about, pointing me in the direction that I want to work further. I don't want to bury my potential because of fear for curriculum reform. Through forming ESP study community groups and my visiting scholar study experience, I could easily tell how my interaction with students fostered their intellectual growth, which was a true fulfilment and psychic reward. I gained a sense of efficacy and saw myself differently. In other words, this learning process helped me constructed another possible identity, which facilitated a sense of my future-self. With my ongoing desire to create high standard for students, and make

an impact on them, I can imagine my future ESP class creating more “dopamine,” igniting students’ learning with skillful use of academic language to conduct original research, exchange insights in the discourse community, and present their work at academic conferences. I also crave to meet and interact with other ESP faculty members on collaborative study groups and conferences to gain more insight on ESP instruction and share our vision to further improve language education. Feels so good and so exciting, right?

The past and present experience narrated by four participating teachers served as starting points, and these cumulative experiences collectively serve as a conduit forward into their imagined futures, from which we can detect how teachers made consequential links between their past teaching and the future instruction. With the exception of teacher Dong who never experienced transformative learning, the other teachers’ transformational experience led to their genuine involvement with ESP teaching and narrated and created the strong choices and imagination of their personal futures. They see themselves as active agents in the present teaching, and fervently imagine and predict their future ESP instruction and career development as within their control.

Contextual Factors

National, institutional, departmental and personal factors affect one another and interrelate the context in which this research is situated. To position teachers’ experience within a larger field of research, the five participants’ diverse experiences provided an excellent opportunity to examine transformation of learning in a broader social context. Each teacher’s unique experience helped us glean the complexity of the contextual elements as embedded within the constructs of teachers’ transformative learning trajectory.

National Level

National policy and curriculum standards from the Board of Educational Administration set the fundamental tone for foreign language teaching and learning. For postsecondary English language instruction at the national level in China, as the literature review clearly showed (Liu, 2003; Qin, 2003) EGP has been playing a dominant role for more than thirty years in China since the reform and opening-up policy. With the students’ well-built foundations in language study across all four basic domains in listening, speaking, reading and writing, for the past decade since

2010, national language policy proposed the plan to develop students' language proficiency to an advanced level cultivating their language capability of practical applications connected to their majors and future careers. Such policy was challenged by some language educators arguing that postsecondary English language study should still be oriented and positioned centering around the humanities understanding and cultural exchange, not for pragmatic and instrumental purposes. That is the reason why University Foreign Language Committee compromised and reached the middle ground that let each university or college decide their own approach in terms of how to launch and design a suitable core integration of EGP and ESP curriculum, depending on the idiosyncratic nature of the school, the students' needs and their readiness for academic language study. Under such context, the committee did not stipulate any specific ESP curriculum plan. Therefore this provided immense leeway for each individual institution to decide their own strategy and capacity for ESP instruction. That is the reason why there are many types of ESP-related courses that can be identified. Each are structured to meet the specific needs of students within their target disciplines.

Institutional and Department Level

Many universities in China started to lean language study more toward disciplinary-related content, therefore on the administrative level, most universities required English departments to cut course credit hours on EGP teaching with the attempt to provide more room for ESP programs that will prepare students with disciplinary-related language competency. As there is no uniform curriculum standard, training or workshops designated from the national level, it is the department's role to identify effective ways to offer teachers professional development and possible career paths that allow them to shoulder their significant roles as ESP instructors. But the reality was that unlike STEM-related disciplines, many English departments were underfunded as national and university funding are not adequately and equitably allocated across academic departments. For many universities, English is regarded as an auxiliary course inferior to science-related majors. It was under such circumstance that all participants in my study embarked on their journey of ESP instruction by the arrangements of their departments. Usually three or four teachers would be designated with the role to launch and lead an ESP program with very few workshops or training opportunities provided and almost zero funding for their further advancement and research. As seen in Kai and Dong's interviews, there was no sense of an ESP community within the

department and not much collaboration across teachers. Dong just wanted to be politically correct by teaching ESP. Despite the lack of directly funding from the department along with other constraints, it is interesting that most departments were very supportive encouraging teachers to take their own initiative and seek out their own professional development opportunities. For instance, Peng and Fengfeng's department offered them "leave of absence" opportunities either as a visiting scholar study abroad or the chance to pursue an advanced degree, and still pay them compensation during their absence. Some people may say that this can also be called a support, just in an indirect form. No matter which form of support, this study seeks to raise awareness of institutional and department roles that were embraced during language teachers' pursuit of professional advancement.

Personal Level

Teachers' professional development is important from a macro perspective of national policy, from institution organizations and departments, but more relevant to teachers themselves. Without the clear-cut policy from the national level and the direct support from the department, the implementation of ESP curriculum is mostly up to the teaching faculty who are without strong command of professional content knowledge. In order to meet the challenging demands of ESP instruction, teachers in this study continued acquiring knowledge and skills outside their comfort zone to assess essential professional skills to ensure the integrity of their ESP instruction. Teachers' individual background, personality and temperament varied, but the common ground is that four of the five participating teachers took their own initiative returning back as autonomous learners, reshaping curriculum and restructuring the way language courses are normally constructed. Through their multifaceted exemplary transformative learning progressions, we see roadmaps of how teachers calculated risk taking, committed to growth, refined performances based on reflection, and conquered new territory of ESP instruction serving as role models to make a difference through their strenuous effort.

Summary

Built on existing evidence, this chapter, by threading the dataset pieces together, summarizes major findings on tertiary-level ESP instruction in terms of how teacher held their own stance on

EGAP and ESAP education and how they adjusted to the complex instructional ecosystem to enhance their potential success as an ESP teachers. We revisited how traditional EGP teachers stepped into the new territory of ESP instruction, their various degrees of hesitation and resistance, and how their non-linear transformative learning experience shed light on the uncertainty and struggles they possessed along the journey. The synthesis of findings showcased in this chapter corroborate the adult learning paradigm as presented in the literature review (Jarvis, 1985), and extend Mezirow's model (1978) by arguing that transformative learning trajectory was more of a circuitous than a linear roadmap with teachers' constant negotiate their identities. The findings also provide innovative insights that throughout the transformative journey, dialogue exchange may not be an indispensable component, instead, teachers tend to engage more of critical and internal monologue more often. With five teachers' life-stories, this section also distinguished "switch" as the external/incremental change in state from "transformation" as the radical internal change in reference frame. At the end, as language study and context go hand-in-hand, this chapter also contextualizes findings within the relevant national, institutional and departmental aspects to link this research back into the wider social forces and circumstances. In-depth thematic analysis of the data contributed a clearer understanding of the ESP curriculum development, teachers' transformative learning, and the contextual factors that either facilitate or constrain ESP teachers' professional development.

CHAPTER 6 CONCLUSION AND IMPLICATION

Revisiting Research Objectives and Findings

The overarching objective in undertaking this study was to examine the ESP instruction in China, explore tertiary-level ESP teachers' transformative learning experience as well as the personal, institutional and societal factors that either facilitate or constrain such transformation. Here I restate the answers to four overarching research questions listed in Chapter 1.

RQ1: How have EGP and ESP programs been implemented in China?

EGP has been playing a dominant role Chinese English education for decades. In the past few years, English curriculum reform in China is gradually attaching more importance of ESP pedagogy. ESP education is a needs-based and learner-centered approach that plays an important part in facilitating tertiary-level students' language competency in disciplinary content and motivates students' professional communicative practices in the real-world professional workplaces. Since there is no standard and unified ESP language policy & specific curriculum requirements on the national level in China to guide its implementation as of now, each university has its own set of language conventions reflecting the mission and context in terms of ESP pedagogical planning, instruction, and assessment.

RQ2: What is the nature of Chinese tertiary-level ESP teacher's formal and informal learning experiences and how have they changed along their career trajectory?

Most participating teachers in my study agree that the theoretical understanding of principles underlying SLA (Skinner, 1987; Krashen, 1983; Vygotsky, 1986; Swain, 1993; Hymes, 1972) is essential to make pedagogically sound and informed decision, plan teaching activities that are appropriate for tertiary-level students. In-depth analysis of five ESP teachers' trajectories suggested that their informal learning experiences started with very limited training and funding from the department and institution. Teachers are willing to get more professional development opportunities to build stronger grounding of SLA related theory. Throughout their career trajectory,

four out of five teachers navigated the organizational structure within the university taking their own initiative and creating their own space to continually adjust and push themselves to develop. By either enrolling in an advanced graduate degree program, or the visiting professorship opportunity, teachers cultivated theoretical and practical foundations in ESP instruction, and amassed a wealth of skills building a unique set of teaching philosophies throughout a variety of transformative learnings. Though along the way are various degrees of disorienting dilemmas, hesitation and resistance, most teachers were eventually decisive in implementing ESP courses with the aim to facilitate students' language practice in meaningful disciplinary context under the multidimensional language context.

RQ3: What stories do ESP teachers tell about their transformative learning experiences that impact their teaching practice?

For four out of the five teachers, the inspirational and transformative learning trajectory awakened and renewed their passion for language teaching in disciplinary-related areas, further strengthened their determination to transform from EGP to ESP teaching, and provided them another possible world that builds a strong vision for their future language teaching practices. Transformation is a challenging adventure that requires firm belief, strong courage, perseverance and strenuous efforts throughout the entire itinerary. Out of five participants, one teacher did not achieve transformation, as she did not believe the ESP philosophy and practice in the firsthand, and hold the fix mindset (Dweck, 2000), as she had been conducting EGP teaching in a certain way for so long that she was too stubborn to learn how to do it in a new way. Most of other participating teachers in this study cultivated a growth mindset (Dweck, 2000), believing they can change and grow, built up necessary resources and expertise, and led the way of ESP instruction practice. Teachers' experiences showcased a conceptual schema of various components involved in their exemplary teaching practices across all contexts, embodied the shared vision for ESP instruction, and most importantly, demonstrating all essential personal traits and emotional attributes are essential qualities and dispositions that are indispensable for successful ESP instruction.

RQ4: What factors (personal, institutional, societal) facilitate or constrain ESP teachers' transformation?

Language cannot be learned or taught in the absence of its corresponding context. China's ever-increasing economic trade and investment set high demands for students' functional English proficiency in specific academic disciplines. The modern society's constant call for ESP education, which emphasizes the specific discipline-related English pedagogy for tertiary-level students, paves the way for ESP teaching. Such backdrop presents a large social context drawing more teachers' attention on the great importance of ESP research and teaching. Though many teachers' transformation trajectories were not as smooth due to the constraints of department and institution's lack of training opportunity and insufficient funding support, their own desires to grow and develop play a decisive role facilitate their transformation. Though challenging, teachers conquer hindrance in their transformative learning journey and guide them in active pursuit of long-term transformative learning and career advancement.

Significance of the Study

Chinese central government attached great attention to English language education to equip its students with a broad range of linguistic skills and the necessary academic competence to join the international discourse community. This study has been one of the first attempts to investigate the newer landscape of ESP teaching, learning and teacher development in China. It sheds light on both language practitioners and policy-makers who honor the importance of ESP as an interdisciplinary academic field. The reform-oriented ESP instruction tends to shift the pedagogy for language education from EGP, which focuses on general language study, to ESP where the needs in language use within academic and professional settings are readily specified. The strength of this study lies in that it represents a comprehensive examination of the current EGP and ESP implementation in China, various ESP pedagogical models, and its scope of practical applications. These findings shed a contemporary light on the contentious issues of the grade-level time and feasible approaches to launch ESP programs and the various ways to ensure an effective and efficient ESP pedagogy. Findings can also serve as a basis to be used to help foster future innovative and subject-specific university language teacher training and professional development.

Besides an in-depth conceptualization of how language education is rewoven and renewed, this research has also contributed to enhancing our understanding of the comprehensive assessment of ESP teachers' learning for their own transformation, emancipation and professional development. The findings add to the growing body of research that indicates language teachers' transformative learning serves as significant instrumental journey promoting teachers to strive, to plow and to forge through constant self-reflection and self-assessment, which eventually leads to a profound fire of self-discovery. Such inward-looking reflection is crucial to deeper transformative learning. The negative case of Dong's story in this study revealed that true transformative learning will never take place if the teacher experienced dichotomy between logical thought of doing and emotional orientation of resistance. It is only the internal change of mindset that makes the external change in behavior follow. As an old Chinese saying said, "the longest journey is the journey inward." By analyzing teachers' transformation in three dimensions, psychological, convictional and behavioral, and how all teachers inwardly interpret and constructed their own identity, this entire study represents a major breakthrough tapping into the way how these traditional EGP teachers capitalized their potential, autonomy and inner call to grow and transform themselves to become successful ESP practitioners.

Limitations of Current Research

The findings of this research are subject to limitations of the choice of participants and the length of the study. Therefore these caveats need to be noted regarding the present study. First, though participants in my study were chosen from dispersed geographical locations in China with the aim to represent a variety of institutions across the nation, since these participants were mostly recruited at the national ESP annual conference, it is impossible to make concrete claims to generalize the modest number of participating teachers' transformative learning experiences to all ESP teachers in China. By attending such a specific conference itself already demonstrated participating teachers' strong willingness and capacity to make efforts to grow in their ESP teaching skills. Therefore, participating teachers in my study already possessed and showcased a desire and passion to learn, to improve, and to be up to date with changes and tendencies in the tertiary-level language education reform. Therefore, their experiences tend to miss teachers who do not show their presence frequently at national conferences, and who are accustomed to the passive absorption of ideas, or inwardly view themselves as incapable of learning. Therefore,

although the study has successfully demonstrated teachers' unique transformative learning experiences, the limitation makes an overall conclusion about language teachers at large extremely difficult. Thus these results may not be applicable to the wider ESP teacher population.

All participants from this study are in-service ESP teachers. Consequently another weakness of the study may be the paucity of voice from administrators and students. University administrators are involved in policy formulation, curriculum choice, academic programs coordination, and shoulder the responsibility to keep abreast of advanced developments in academic methodologies and technologies. They undertake pivotal duties to provide students with a better academic experience, fostering a culture of diverse excellence, and engaging in a vital role promoting a stronger and more vibrant sense of mission and distinctive academic culture. Besides university administrators who play a big role in the supervision of academic affairs, students also have their own voice. Students are at the center of the operations, and who are learners and the recipients of the curriculum, should have a say in how knowledge is understood and constructed, and how the change of the shape and nature of language curriculum will impact their experience engaging in academic studies. If this study can include voices of participants from both institution administrators and students who can either advocate or dissuade the need for disciplinary language education, a bigger picture of the impact of voice at large will be more strategically perceived and illustrated. The multiple sources of information will provide a compelling understanding and rigorous analysis of the Chinese tertiary-level ESP reform and instruction.

Finally, instead of the narrative inquiry analysis used in this study that lasted for one year, a longitudinal study may be more suitable to understand teachers' perceptions at different stages in their career with each identification point extracted and refined from the state of their mind, as their past feelings may change along the way. What teachers' thought about and their previous anxious emotions may now not be the same. Longitudinal studies tend to observe and monitor teachers' transformations repeatedly over time, and therefore may possibly provide a higher accuracy of teachers' growth stories focusing on their developmental trends. If given additional time for the current study, longitudinal methodology may more likely present a bigger and thorough picture showcasing the move from teachers' early images of EGP instruction to their post image of transformative learning experiences that equip them with confidence and all essential expertise in ESP pedagogy.

Implications for Future Study

The findings of this study have a number of important implications for future practice. First, a possible area that may be interesting is to investigate strategies that provide ongoing and continuous workshops embedded within the department and university for tertiary-level ESP faculty who need intensive professional advancement training. From what was found from five teachers' learning trajectory, most participating teachers accommodated and unfolded the entire transformative learning roadmap almost all by themselves through either advanced degree pursuit, visiting scholar exchange, or expertise crafting in various pedagogical aspects. They relied on their own capacity to reflect upon and adjust their teaching philosophy in the process of growth and transformation. Therefore, a highly contextualized and effective professional development system that is content-focused, and collaboration-facilitated should be incorporated into teachers' active learning in order to make the teacher's transformative trip not so tiresome. In addition, as post-secondary students' English proficiency vary geographically, each university can have their own stance to decide how to provide the quality professional training platform with teacher-training workshops, virtual courses and related teaching/research seminars. As along the way teachers leave EGP teaching and tap into ESP territory, they need to apply new knowledge and skills into their ESP instruction. ESP teachers need to be sufficiently equipped with a diverse range of skills like specific content knowledge, language pedagogical competence, ESP course designing technique, and modern information technology, etc. to better understand the ESP practices. The dynamic and ongoing full-scale professional development will ensure that ESP teachers bear solid language language skills, rich pedagogical knowledge, advancing their professional standing continuously at every stage of career development. In addition, national-wide ESP curriculum standard analysis is needed in terms of how to help teachers to learn and refine ESP instructional strategies to put them on the road to mastery, and how to launch meaningful collaboration between faculty, departments and institutions to provide them a venue that fosters various forms of dialogue for teachers to learn and share their ESP experience. Though there is no uniform consensus of how ESP instruction should be conducted and which practice serves best, creating a community can at least provide ESP pioneers a sense of belonging supporting and motivating them along the journey, and help them better recalibrate their transformative learning. As an old Chinese saying goes, if people want to go fast, go alone; if people want to go far, go together. Therefore, it is recommended that further research be undertaken in the evaluation of the effectiveness of national ESP training

programs, professional advancement opportunities, and the various levels of potential coordination mechanisms.

Second, future study can extend research to account for the possible conflict of interest between EGAP, where language use “across” disciplines is highlighted, and ESAP, which focuses more on the “specific” disciplinary linguistic expertise. Though both these techniques are under the big ESP umbrella to meet the academic English language needs for university students, teachers do not reach consensus in terms of which way ESP instruction should be oriented. To ensure content-rich curriculum and application feasibility, more research is needed to develop a deeper understanding of conceptualizations of ESP curriculum with the increasingly diverse types of colleges, universities and vocational programs. Continued efforts are needed to understand the academic disciplinary curriculum needs along with the changes of employment opportunities that may require localized learning needs by students. The last but not the least suggestion from this existing study, is the exploration of the potential feasibility study of ESP pedagogy for high school students. Though ESP originally tended to be designed to tertiary-level students who are adult learners, it could, however also be suitable for target students at the secondary school level whose English proficiency already equips them with necessary linguistic expertise for content area study. High school students have been under EGP pedagogical instruction for over a decade as a compulsory subject in primary and secondary schools in China. It has been dominated by the word list study, verb conjugation and sentence diagramming. In this sense, ESP education may provide an invaluable alternative or supplement to the high school students’ language education courses. Thus, it would be interesting to assess the effect of how tertiary-level ESP teachers can guide and influence high school English education by working with K-12 level English teachers to employ ESP pedagogy in terms of course design, material choice and learning assessment, and tap into its reservation and implementation.

Conclusion

This study is exploratory and interpretative in nature. By employing qualitative modes of inquiry, this study takes up the notion of Chinese tertiary-level ESP teachers’ transformative learning experience for their own emancipation and professional advancement. It also attempts to illuminate the associations of personal, institutional and societal factors embedded along each teacher’s unique trajectory. As there is no clear trend, it may be hasty to provide any conclusive

profile of what tertiary-level ESP is and can possibly be, and how teachers' transformative learning patterns can be fully calibrated. However, the main themes unfolded by the participating teachers' experience confirmed the teachers' growing awareness of the necessity to change, the effectiveness of various approaches on ESP teaching, and how teachers' deepening learning experiences translated ideally into tertiary-level students' linguistic expertise. The narrative inquiries into these five teachers that shed light on the complexity of their learning trajectory is a never-ending story as they are continually reframing and creating their life experience. It is hoped that findings from this research provide a snapshot of Chinese ESP teachers' teaching and learning, and can contribute to the improvement of ESP pedagogical instruction, and a further discussion of ESP professional training that leads to a national pool of ESP instructor expertise.

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