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**Theme:** ESP teaching and learning approaches and methods

**Title:**  Learner’s Recognition Gaps in their English Mastery and their Implications for ESP

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It is a shared view among teachers that there exist huge gaps between what learners are taught and what they have truly learned, and it is one of the key issues for testing and assessment to measure the true amount of mastery, and the more advanced level the class is, the more necessary for teachers it is to turn their eye on what they mistakenly think they have already mastered. In order to have them truly re-learn what they should have learned, however, they have to be truly motivated; they have to be aware that they have not yet mastered what they should. Actually, teachers know from their class experiences that there exist gaps between what students have learned and what "they think" they have, and the gaps may well prevent them from re-learning diligently what they should have learned, precisely because they think otherwise. Particularly in the context of academic ESP, those gaps are to be quantitatively revealed for better remedial English education. In this study, a detailed survey on English grammar is conducted to clarify the gaps between what Japanese university students have learned and what they think they have. As for what they think they have learned, a questionnaire survey on 100 grammatical items is conducted to more than 80 freshmen, and the results are compared to errors found in their writing assignments. The result indicates that there indeed exist huge gaps between what they have learned and what they think they have, and the gaps may well be a cause that hinders them from re-learning them, and that learners are classified into several different types according to correlations among questionnaire replies. We then discuss implications of these facts on academic ESP education and report a case study of an improved class curriculum.