An Approach to Develop Genre Awareness for Japanese Science & Engineering Students

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Social Needs/Problems

- Due to the limited number of academic posts, **most students prefer working at a company** after graduation.

- However, students will work at a wide variety of companies in many fields. So students and instructors at universities don't know which English skills will be required at future workplace.

- Required level for business is CEFR B2 (Terui et al. 2014):
  Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions **in his/her field of specialization**.

ESP

Goal/Solutions: Approach

- **More emphasis on EOP (English for Occupational purposes)** for science & engineering majors is required since ESP is designed to meet specific needs of the learners. EAP (English for Academic purposes) is also useful as gateway to acquire genre awareness.

- More emphasis on **developing systemic literacy = genre awareness**: genre features, moves and framework of genre texts, language features to make genre texts useful and well understandable.

- **Needs Analysis**: To identify which genres are required for students' future workplace. In ESP, instructors rely on ideas from professionals **in a discourse community** of which students are members.

Genre is a recognizable communicative event characterized by a set of communicative purpose(s) identified and mutually understood by the members of the professional or academic community in which it regularly occurs. Most often it is highly structured and conventionalized with constraints on allowable contributions in terms of their intent positioning form and functional value.（Bhatia, 1993）

Why you should encourage your students to **develop their genre awareness**?

They can achieve the gap between the social needs and the reality of the Japanese undergraduate students by developing their genre awareness because

1) the students are members in a discourse community which genre texts are frequently used for communication. So,
2) the students try to analyze language features of genre texts and improve there reading skill,
3) the students can develop systemic literacy (Noguchi 2010), such as genre awareness.

ESP concepts include:
1) Texts belong to a discourse community
2) Discourse community uses various genres
3) Genres can be analyzed via:
   i) Corpus analysis (words and collocations)
   ii) Move analysis (Swales, 1990)
   iii) OCHA approach (Noguchi, 2010)
      (Observe, Classify, Hypothesize, Apply for genre texts)
   iv) **PAIL** observation (Purpose, Audience, Information, Language features)

Textbook

Noguchi & Terui. 2010: Kinseido

- Various genres are given to develop genre awareness.

- All materials are authentic genre texts.

- The class activities will be serve as a useful basis for analyses of students' self-created corpora and moves of research paper articles in the following fall semester.
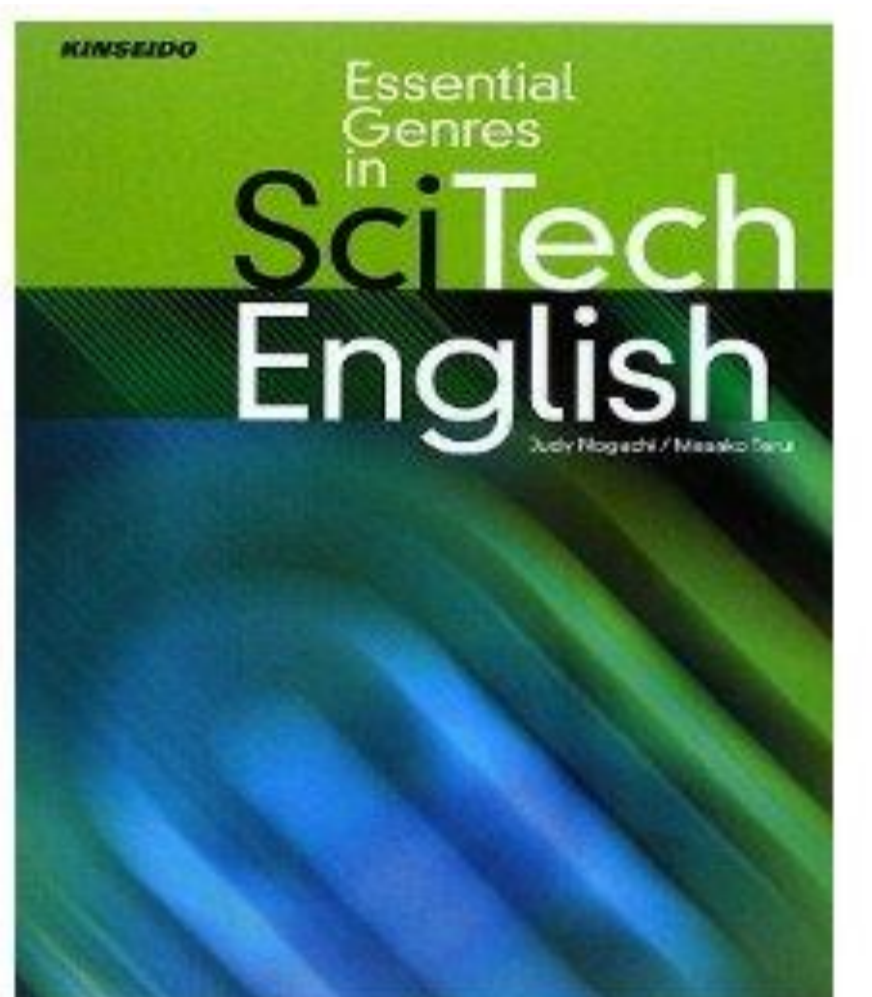
Class activities: 2014 Spring Semester: about 250 3rd-year students in physics, IT, mechanical engineering

	Unit1	Unit3	Unit4	Unit8	Unit 10	Unit 10
Genre	Safety Rules	Product Specifications	Instruction Manual	Science Feature Article	Company Website	Call for Papers
Purpose of the text is:	To give safety rules to follow when doing a science activity	To present the technical and other specific details	To explain how to use a device	To try to persuade people to eat less meat (and more vegetables) in order to help reduce greenhouse gases	To describer the company's efforts to promote its corporate social responsibility	To ask those (=people who are) in a certain research area to submit papers describing their research
The text is aimed at: (Audience)	Students who will be doing an activity	The person who is going to use the product	People who bought the product	children	The general public, which include consumers/customers, investors and prospective employees	Young researchers who wish to present their research at a conference in their research area
The information includes:	what to be careful about when doing a science activity and detailed instructions on what should be done and what should not be done.	Descriptions of the components, specific dimensions and electrical power and voltage details	How to use a kettle. This text uses illustration to show the parts and their names.	How food production can affect global warming	What the company has done using a table and graphs to present data on reduction of CO2 emission and reduction of fuel consumption	The conference dates, instructions for submission of proposals and various deadlines, the reviewing process, caution against repetitive submission of the same research, and suggested topics of interest
Language features	1. Written in a clear and simple way so that the readers can understand the text well. 2. Same words and expressions are used so that the readers can understand it's a rule. 3. Imperative form is used so that the readers can understand they have to follow the rules.	1. The specification is consist of two parts: product description and technical data. 2. A table is given to show the product technical data. 3. Bullet points and a table are used. 4. Technical terms and units are used so that the readers can compare the product specifications with other ones easily.	1. The instruction manual is consist of two parts: Instructions and notes/don'ts. 2. Imperative form is used so that the readers can understand they have to follow the instructions. 3. For prohibited matter, sentences start with Do not, Never, Only etc. 4. British English is used for the users in the UK.	1. The article is consist of a picture and several paragraphs. 2. The picture is given with a brief introduction of the article 3. The first paragraph begins with a question to attract the readers attention. 4. In the second paragraph, the answer to the question is given to attract the readers attention. 5. The following paragraphs describe in details with specific numbers and citations from research paper articles.	1. The company uses words and expressions that give the readers a strong and positive impression. (Ex: We at (company name), Impact/Charter etc.) 2. "We" "The product" "The company" are often used as a subject.	1. Bullet points are used so that the readers 2. Fixed text structure, expressions, rhetorical order make the readers get the information easily. 3. Headings are useful to get the information quickly.
Words & Phrases you think important/useful	1. Never do any experiment··· 2. Tell your teacher/the instructor immediately if an accident occurs. 3. Always wear your safety goggles······ 4. ···upon completion of your activity/the experiment. 5. ···without the approval and direct supervision of your teacher/ the instructor 6. Keep all food, drinks and snacks away from bounce houses.	1. This appliance can be used either with …. 2. Selector for …to… . 3. Removable …. 4. coffee filter~ 5. ~system means .	British English VS American English: mains VS outlet GB stands for Great Britain and is used in this manual but recently the UK is used more often, which is corresponding to the US.	environmental friendly global warming greenhouse gases methane carbon dioxide atmosphere diet fuel climate meat-eater	job hunting apply for a job/a position CSR (Corporate Social Responsibility) IR (Investor Relations) market（verb)←mass production world's first product CO2 emission zero emissions sustainability sustainable society	(youth) conference electronically submission to submit review double-blind(ed) manuscript including, but are not limited to full paper camera-ready
Further class activities	1. Read several safety rules and summarized what you got. 2. Submitted the above assignment. 3. Read safety rules and answered to questions related to the rules at the term-end exam.	1. Found the specifications of a product your group (3-5 members) is interested in 2. Made a PPT slide to describe the product and its specifications, 3. Gave a 5-minute presentation in class. 4. Read specifications and answered to questions related to the rules at the	1. Read an instruction manual in which includes product specifications 2. Submitted the above assignment. 3. Read instruction manuals and answered to questions related to the rules at the tern-end exam.	1. Found a science feature article from TED and websites for news article. 2. Submitted the above assignment.	1. Visited a corporate website (TOYOTA) and compared company profiles both in Japanese and English 2. Found a corporate profile in English, which you are interested in. 3. Summarized the corporate profile and submitted it.. 4. Read corporate website and answered to questions related to the article at	1. Found a "Call for papers" in your own field. 2. Summarized what you found and submitted it. 3. Read "Call for Robots" of an international competition and answered to questions related to the text at the tern-end exam.

The assignments submitted in class and the results of the semester-end exam have shown that:
1. The students were able to understand the genres and grasped the genre features.
2. These class activities could encourage the students to develop their genre awareness.

References:

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