



The 3rd Annual JALT CUE SIG



ESP Symposium Kanto 2014

Saturday, September 13th

Waseda University
Nishi-Waseda (Science and Engineering) Campus

Program

| Time | Event | Location | Bldg. |
|-------|---|-----------------|-------|
| 9:00 | Registration and poster setup | Entryway | 57 |
| 10:00 | Opening address | 202 | |
| 10:10 | Keynote presentation 1 Dr. Yasushi Ikebe | | |
| 11:15 | Poster session 1 | | |
| 12:00 | Lunch | 2F Lounge | 51 |
| 13:00 | Keynote presentation 2 Prof. Michael Handford | 202 | 57 |
| 14:05 | Poster session 2 | East Foyer | |
| 15:00 | Keynote presentation 3 Prof. Brian Paltridge | 202 | |
| 16:00 | Refreshment/break time | East Foyer | |
| 16:15 | Roundtable discussions | 201, 202, Foyer | |
| 17:00 | Panel discussion | 202 | |
| 17:45 | Closing remarks | | |
| 18:30 | Dinner party | Cafeteria (1F) | 63 |

Welcome Message from the Co-Chairs

Well, the time has finally come! It has been our great pleasure to organize this event over the past year. After many hours on Skype, hundreds and perhaps thousands of e-mails, much communication with teachers, researchers, students, administrative staff, and caterers, it's great to finally see the event come to fruition as the 3rd ESP Symposium. Our vision for this symposium has been to continue the high quality of the first and second symposiums, yet try to offer something different. We believe we have achieved that in lining up our three keynote speakers who represent both the process and the product of ESP practice and who bring both domestic and international perspectives. We're also very pleased with the number and quality of poster submissions this year and anticipate that all participants—whether presenting or not—will find rays of inspiration within the full spectrum of opportunities available during the symposium. Thank you for your cooperation and participation!



Leigh McDOWELL

Lecturer

Nara Advanced Institute of Technology



Steven Taro SUZUKI

Adjunct Professor

Waseda University



Ralph ROSE

Associate Professor

Waseda University

Welcome Message from Waseda University

Waseda University was founded in 1882 by Shigenobu Okuma with three fundamental principles, “Independence of Learning”, “Practical Utilization of Knowledge”, and “Creating Good Citizenship”. The realization of these principles depends crucially on effective communication skills. As society becomes ever more global in nature and English maintains a dominant role in global society, then the development of English communication skills is entailed by Okuma's principles. In line with this, the Faculty of Science and Engineering at Waseda University aspires to prepare its students for international careers as scientists and engineers of the future—to be independent learners who can access, use, and contribute to a vast knowledge that is primarily in English and thereby better our world as citizens of it. Given the specified purpose of our Faculty, our campus seems a fitting place to hold the 3rd JALT CUE English for Specific Purposes (ESP) symposium. On behalf of the science and engineering faculty and students of Waseda University, I am pleased to welcome you to the Nishi-Waseda campus and I hope that your day will be pleasant and enriching.



Hiroshi YAMAKAWA
Senior Dean,
Faculty of Science and Engineering
Waseda University

Welcome Message from JALT CUE SIG

Welcome and thank you for coming to the 3rd Annual JALT CUE ESP Symposium – Kanto 2014.

The JALT College and University Educators Special Interest Group is pleased that each year the symposium has become more and more successful as English instructors from all over Japan enjoy the benefits of coming together to network and share their thoughts on the field of English for Specific Purposes. As a result of its past success, this year the event has been expanded to feature three keynote presentations, two poster sessions, a group roundtable discussion, and a dinner party. This variety of sessions will provide you with ample opportunities to meet new and old peers and expand your knowledge as you discuss ideas with the presenters and other members of the ESP community.

Thanks to the hard work of the Co-Symposium Chairs, Leigh McDowell, Steven Taro Suzuki, and Ralph Rose, I'm sure you will once again find the CUE ESP Symposium both motivating and productive.

I hope you enjoy the Symposium.



Wendy GOUGH

Junior Associate Professor

Tokai University

Coordinator, JALT College and University

Educators (CUE) Special Interest Group (SIG)

Special thanks

We are grateful to Singh FAYE for his work today as the moderator for the keynote presentations and the panel discussions.

Singh Faye graduated from Dakar University, Senegal where he earned a Ph.D. in English Literature. He is Special Chief Instructor of the North America Section at the Foreign Service Training Institute of the Ministry of Foreign Affairs of Japan where his responsibilities include designing English training programs for Japanese diplomats and liaising with Part-time teachers. He also works as an Adjunct Professor at the University of Tokyo Graduate School of Public Policy and at Waseda University. He was a French/English interpreter at the US State Department in Washington DC and French Editor at the Economic Development of the World Bank in Washington DC as well. He has been teaching English and French in Japan for the past two decades.



We are also thankful to the following helpers who have assisted today in making the event run smoothly.

Yoshiki KANEKO

Waseda University Faculty of Science and Engineering

Yuma KOMIYA

Waseda University Faculty of Science and Engineering

Hideyuki NAGAO

Waseda University Faculty of Science and Engineering

Takeru OMINAMI

Waseda University Faculty of Science and Engineering

Maiko SERIZAWA

Waseda University Graduate School of Science and Engineering

Tommy LE

Tokyo Metropolitan Government

Keynote Presentation 1

My English evolution and comments on important language skills

Yasushi IKEBE

National Museum of Emerging Science and Innovation

This presentation will be divided into two general parts. In the first part, I will share my English learning history. This history started with my family at home, then moved to various educational and research institutes, and finally arrived at an international level in my profession. While discussing this history, the audience will learn: a personal perspective of language needs and how they changed during different stages of my life and career; the difficulties faced in particular circumstances; the kind of tasks where English was essential in accomplishing goals to help me get to where I am today; and how my English skills help me do my current work. In the second part of my presentation, I will share my opinions on what kind of language skills are important in order to succeed in an international community, and what training English classes at school could be focused on.



Yasushi Ikebe graduated from the University of Osaka and went on to get his PhD in astrophysics from the University of Tokyo. He was a postdoctoral fellow of the Institute of Physical and Chemical Research (RIKEN) from 1995 to 1997. He spent five years in Germany as a postdoctoral fellow at the Max Planck Institute for Extra-terrestrial Physics, and two years in the USA as an Assistant Research Scientist at the University of Maryland, Baltimore County, working for the NASA/Goddard Space Flight Center. In 2004, he joined the National Museum of Emerging Science and Innovation (Mirai-kan) as a Science Communicator, where he is currently the Manager of the Education and Collaboration Division, and Principal Investigator for Science Communication.

Poster Session 1

A systematic evaluation of EST textbooks in Japan

Yan YU and Jie SHI

In ESP, the appropriateness of teaching materials is a crucial factor of the success of curricula and learning. Theoretically, the most appropriate teaching materials should be developed by the ESP programs and/or ESP practitioners for the specific group of students based on reliable needs analysis. In reality, however, commercially available teaching materials are utilized by many ESP courses due to various factors such as limited resources and time. Some reputable textbooks are developed by professionals and expert writers in the fields and can support the teachers lacking the expertise in students' fields of study. Hence, proper analysis of ESP textbooks is of crucial importance in process of material development. This study reports the results of a systematic overview and evaluation of the bestselling textbooks for EST (English for Science and Technology) courses at tertiary level in Japan. The methods of the overview and evaluation are based on the following categories: types of syllabuses, pedagogy (exercises, activities, projects, etc.), content areas, medium of instruction, level of proficiency and technicality, supplementary documents such as index, appendices and glossary. Practical suggestions on textbook selection for beginner and intermediate level EST courses are provided.

Yan Yu <yu@tama.ac.jp> has been teaching in EFL in PRC and Japan for nearly 20 years. Her recent interests in research include autonomous learning, learner-centered approach, ESP for science and engineering, and genre-based approach. Professor Jie Shi <shi.jie@uec.ac.jp> has been teaching and researching in EFL and Bilingualism in PRC, Singapore and Japan. She is also an EAP/ESP program developer and course designer and a teacher trainer. Her recent interests in research include corpus linguistics, genre-approach to ESP, and innovation and change theories for education.

Flipping the ESP writing classroom

Steve KIRK and David CASENOVE

Flipping the classroom is a recent trend in education that involves reversing the traditional instructional approach. In the traditional classroom, information is presented in class via teacher lectures, and practical application is done through homework. In the flipped classroom, information is presented through readings or videos that students watch at home, and then the practical application is done in the classroom, in groups to facilitate what Harvard physics professor Eric Mazur calls *peer instruction*, and with concurrent feedback and assistance from the teacher. In this poster presentation, we will show how this has been applied to an EFL writing course at the University of Tokyo, which is focused on the writing of scientific research papers. In particular, we will show examples of videos created to present material that would traditionally be explained in

class by the teacher, and examples of the kinds of activities that can be done in class with time freed up by the use of the videos.

Steve Kirk <skirk@alless.c.u-tokyo.ac.jp> is an applied linguist and David Casenove <dcasenove@alless.c.u-tokyo.ac.jp> is a paleobiologist who both currently teach EFL scientific writing in the ALESS program at The University of Tokyo.

Bringing Science Research Topics into the Classroom: An Example Using Unmanned Aerial Vehicles (UAVs)

Brent WRIGHT and Martin WOOD

As English language educators, we strive to develop engaging and relevant materials for our students. This is especially challenging at an institute of technology where there is no English major. However, we need to prepare our students for their careers in science and engineering, where global communication is becoming increasingly important. UAVs (Unmanned Aerial Vehicles) are currently being researched at our institution and are appealing and engaging enough for students, without background knowledge. We created a series of activities based on UAVs tailored to fit the context (needs, motivation and English level of the students) at an institute of technology. First, we learned about the topic from an expert in the field and recorded a short interview, in English, with him. Then, we created a level-appropriate text and related comprehension exercises; the interview was used for listening comprehension. Finally, students made a poster and gave a short presentation of what they learned to a small group of their peers. Following the activities, student surveys indicated a positive reaction to the materials, and they showed interest in similar activities being implemented in future classes. This presentation will illustrate the development and implementation of these activities and summarize the student responses.

Brent Wright <brentwright.kit@gmail.com> and Martin Wood <martinwoodkit@gmail.com> are Essential English Center instructors at Kanazawa Institute of Technology.

Science English—a hybrid-type semi-ESP language learning project at Kochi University of Technology

Michael SHARPE

This poster presentation describes an in-service hybrid-type semi-ESP course teaching basic scientific content that was developed for 1st year undergraduate engineers at Kochi University of Technology. The course has two components, one CALL based and the other classroom-based. Objectives of this course are to provide a bridging point between EGP and ESP, to improve general communicative competence, particularly oral communication skills, and to encourage interest in and motivation for learning and communicating in English through a task-based learning paradigm. Students practice language in the classroom in textbook based exercises that they then use in a series of mini individual and group projects. The presentation describes; the rationales and

objectives for creating the course; the practicalities of designing and implementing the course; the main components of the course; finally there are summary observations on its efficacy.

Michael Sharpe <sharpemike1970@gmail.com> teaches English to high school and undergraduate engineering students, and medical sciences students in Kochi. Research interests include project-based learning and the use of text visualisation techniques in the second language reading classroom. He has a Masters Degree in TEFL from the University Reading, U.K.

Determination of places to provide feedback for scientific writing: Focusing on the analysis of the “Compromise” and “Give-up” strategies

Kimie YAMAMURA

While English is a global language in scientific communication, many young scientists who are native speakers of Japanese have claimed that scientific writing in English is a great economic burden and time-consuming work, and that some of their papers are not accepted by international journals due to their poor English. To address this issue, the present study explores teaching methods for scientific writing in Japan, where English is used as a foreign language, and attempts to determine places to provide feedback that will be a basis for students' future writing. In the study, eleven Japanese graduate students majoring in science were asked to write an English letter in a scientific context, and after the writing session, interviews using stimulated recall, semi-structured interviews and questionnaires were conducted. This presentation will report on the findings that the participants had the difficulty in “Command of vocabulary and expressions” and “Planning”, and that they applied “Affirmation”, “Avoidance”, “Retrieval”, “Compromise”, or “Give-up” strategies to overcome the difficulties. Additionally, the data from the semi-structured interviews indicate that the participants vividly remembered the places where the “Compromise” and “Give-up” strategies were applied. This suggests that learning effects may be high if feedback is provided at these places.

Kimie Yamamura <kimitain@yahoo.co.jp> is a Ph.D. student at the University of Tokyo. Her interest is science English education, second language writing, and teaching English as a foreign language. She also has a work experience as an in-house translator at a machine tool company in Japan.

Teaching scientific relevance and critical discourse through discussion and presentation: A case study of the Fukushima nuclear disaster

Richard WILCOX

Intermediate to advanced level students with reasonably high academic and English abilities can benefit from advancing their understanding of scientific topics. A pedagogy for the appreciation of socially relevant science issues requires critical discourse in order to assess the validity of data presented from a variety of sources which may be sound or biased. In the age of “dumbed down” educational standards it is urgent that students in

the hard sciences be able to explore ideas in their fields of expertise and explain them to not only peers but lay audiences. Likewise, students in the social sciences and humanities can appreciate the natural sciences toward the goal of forging a democratic ideal in science, education and public policy. A case in point is the Fukushima nuclear disaster, which proved to be a crash course for non scientists in order to protect themselves and their families from the dangers of radiation, to understand the politics of nuclear power and the complexities of alternative energy options. Through discussion (and discussion tests) and academic slide presentations students can develop critical thinking skills, improve English language vocabulary and fluency and presentation skills.

Richard Wilcox <wilcoxb2013@gmail.com> holds a Ph.D. in Environmental Education and teaches English at Tokyo University of Foreign Studies, Tsuda College and Waseda University. His articles on the Fukushima nuclear crisis are archived at "Reporting From Tokyo" <http://wilcoxb99.wordpress.com>

Training First Year Science Students for Basic Writing Skills: A Case of Waseda and Keio

Yoshiko MATSUMOTO

Learning how to write paragraphs in correct formats is critical for all ESP students. Science and Technology major students are no exception. Once they learn how to write a single paragraph, they can easily move on to writing multiple paragraphs. But how should we instruct them effectively? In this poster session, I present one example: class exercises that would help students acquire basic writing skills. This example is based on Yoshiko Matsumoto's experience at Waseda and Keio Universities. First, in a single paragraph writing exercise, students write on the topic, "A scientist/engineer/physicist I respect." Next, in multiple paragraphs (essay), I give them the topic, "An ideal robot" on which students write more than 3 paragraphs in an essay style. They are to write up the features and functions of their imagined robots in detail. Finally, before submitting their final assignments, they make presentations in a group setting where they get comments from peers. Students' sample writings for both exercises will be presented in the poster.

An M.Ed. holder (Harvard University, Graduate School of Education), Yoshiko Matsumoto <yoshma@w9.dion.ne.jp> has taught English at higher educational institutions for more than 19 years. Currently, she teaches at Rikkyo University (full-time), Waseda University (part-time in Science and Engineering Department) and Keio University (part-time in Science and Technology Department).

Syllabus design for oral proficiency of EGAP students in the university classroom

Nicholas MARSHALL

Post-graduate students of varying (non-English) ethno-linguistic backgrounds doing social science research through the medium of English at one of Japan's Global 30 universities often report anxiety and difficulties with effective participation in their seminar courses. More specifically, the problem is often one of 1) interacting with both

peers and supervisors in English and 2) presenting their research in dissertation defenses and at conferences. This poster presentation maps out an approach for EGAP (English for General Academic Purposes) – in this poster EGAP is subsumed under the banner of ESP – syllabus design to remedy the situation described above, from 1) needs analysis to 2) theoretical principles to 3) practical concerns such as themes, tasks and activities. In this way, the poster graphically depicts a hierarchy of concerns from general principles to specific points, linking theory and practice based on current research in the field. Broadly, the poster sets out a number of ‘carrier’ themes, mostly derived from Area Studies and therefore relevant to students from a range of social science backgrounds. The underlying theoretical principle is one of enhancing students’ repertoires of ‘interactional competence’ through a variety of activities, where student agency in the speech exchange system of the class is the point of departure.

Nicholas Marshall <nmarshall@gol.com> works at Meiji University and teaches academic writing and academic communication in the postgraduate division. He has a PhD in applied linguistics and his thesis was an inter-disciplinary account of ‘communication’ incorporating aspects from anthropology, semiotics, philosophy, and systemic functional linguistics.

Using PPT to increase Reading Speed for an Academic English Course

Peter MIZUKI

This presentation will show how using short reading exercises on Power Point can increase learners’ reading speed and comprehension for an Academic English course. In this activity a short reading exercise is shown via PowerPoint to the students for two to three minutes the students answer the questions on answer sheets. Through repeated practices the students develop sight recognition of vocabulary and increased reading speed and comprehension. This course is designed to prepare students for one year of academic study at a foreign university in the U. S., Canada, or Europe. The key to this activity is repetition and positive feedback by the instructor to help encourage and develop each student’s individual development.

Peter Mizuki <peter.mizuki@nihon-u.ac.jp> teaches for Nihon University in Tokyo. He is originally from Seattle, WA and came to Japan several years ago. He currently teaches courses on Japanese culture (in English), TOEFL, and academic English. His research interests include learner autonomy and productive fluency.

The Right Stuff: Critical English Communication Skills for Japanese Business Professionals Working in the Global Marketplace

Yoshiko AIBA

How many EFL/ESL teachers understand the actual English communication skills required in the global business workplace? Drawing on her experience working in both international business and English education, the presenter will highlight the necessary English skills required to function in the global work place. The presentation will also

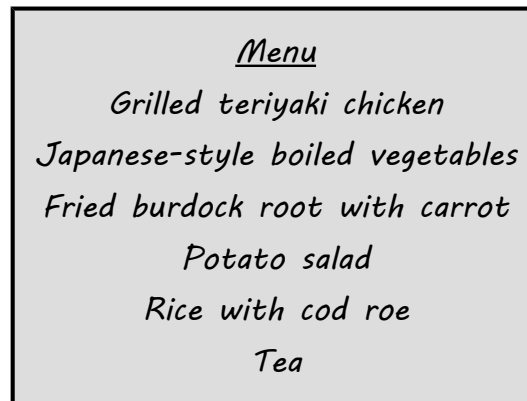
show the results and analysis of recent survey on English use at work collected from a wide range of Japanese professionals working in the United States.

国際ビジネスの現場で要求される英語コミュニケーション能力の実態を把握した上で、英語教育の現場にたつ教員はどれだけいるだろうか。本プレゼンテーションの目的は、英語教育と国際ビジネス両方の現場経験を経た発表者が、国際ビジネスの場で実際に要求されるコミュニケーション能力を検証するとともに、グローバルな環境においてキャリア構築をめざす日本人英語学習者にむけた有効な学習ストラテジーを提供すること、さらには英語教育従事者との効果的な学習ストラテジーの共有をはかることである。今回は、発表者自身が米国で得たビジネス経験に基づくコミュニケーション能力の分析に加え、在米日本人対象に実施した英語能力・英語学習に関してのアンケート調査結果、およびその分析結果をまとめた。

Yoshiko Aiba <yoshikoaida@q-leap.co.jp> is Corporate Officer and Principal Lecturer at Q-Leap Inc. Drawing on her experience working in both business and English education, she has taught in over 20 leading international companies including Rakuten, Abbott, and DHL, and three Universities in Japan. She received her M.A. in TESOL from TC, Columbia University.

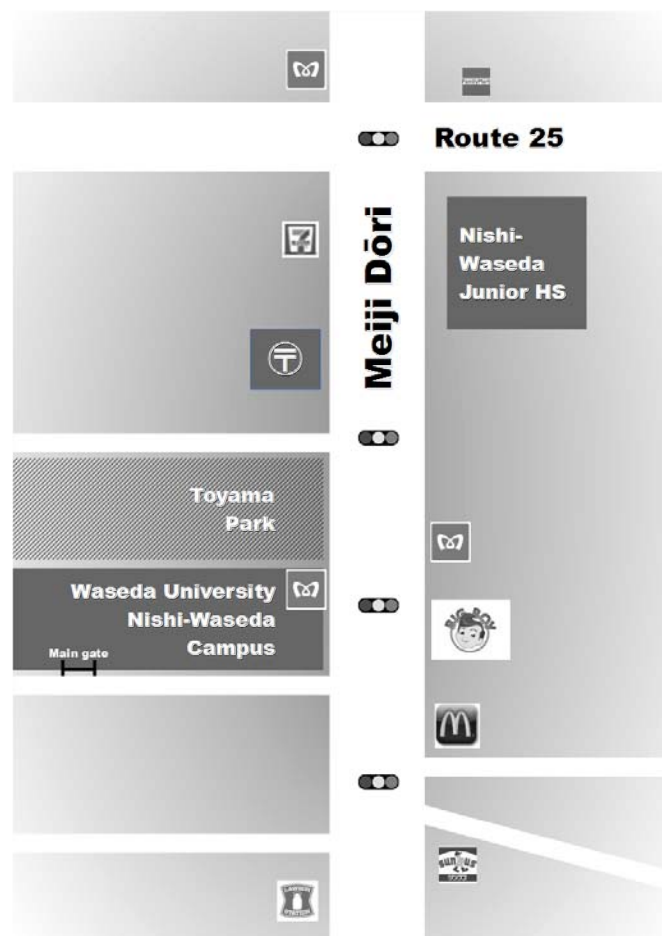
Lunch information

Today's lunch is sponsored by Waseda University and is prepared by Abura SOBA restaurant (新宿区戸塚町 1-101-2 アルファ早稲田ビル 1F、TEL 03-3208-5002).



Note: Some variation in the menu is possible. Thank you for your understanding.

If desired there are other food options. Check the map below to find what is nearby the campus. Unfortunately, the campus store is not open today.



Keynote Presentation 2

Applying ESP in the classroom: Problem-solving in professional contexts

Michael HANDFORD

University of Tokyo

This talk will begin by discussing three contrasts: firstly, the difference between English used for specific purposes, specifically in business and professional contexts, and English used in general situations; secondly, the gap between research into professional communication, and what has been widely published in professional communication materials; thirdly, language used in professional contexts, and language used about professional contexts. By considering these issues and developing a more precise understanding of what professionals do with language, it is argued that a more accurate view of learners' present and future needs can be achieved and more appropriate materials can be developed. In other words, relevant materials and topics should be derived from real situations and, where possible, data. As an example, problem-solving will be discussed as a skill that is relevant to all disciplines, but which has particular manifestations depending on various contextual features. How professional problem-solving can be taught to students in higher education and to in-house trainees will be explored, in terms of appropriate language, stages and genre, while considering interpersonal issues of convergence, conflict and culture.



Michael Handford is Professor of the Institute for Innovation in International Engineering Education at the University of Tokyo, where he lectures graduates on professional discourse analysis and professional intercultural communication. He has published in the areas of ESP, professional and business discourse, intercultural communication and conflictual communication. He is the author of *The Language of Business Meetings*, and co-author of the course book series, *Business Advantage*, with Cambridge University Press. He is co-editor, along with James Paul Gee, of the *Routledge Handbook of Discourse Analysis*. He also works as a communication consultant at several Japanese companies.

Poster Session 2

Introducing Learned Lectures: Providing listening material for science and engineering majors

Samuel BARCLAY and Roderick LANGE

Providing engineering/science students with listening material that is relevant to their major is necessary if they are to be prepared for their future in industry or academia. However, for teachers without a background in engineering, this can be a very difficult challenge to overcome. This poster introduces an online self-access database of English language lectures called Learned Lectures in Science & Engineering (www.learnedlectures.com). The website contains transcribed, subtitled lectures in English by content specialists of various nationalities. Although the project is still in its infancy, the ultimate goal is to provide relevant, domain-specific materials so that engineering/science students can gain experience listening to authentic presentations similar to a university lecture or conference. This poster justifies the necessity of the website and discusses both decisions made, and issues faced, during its development. It also introduces the viewpoints of some students and teachers who have used the content. Finally, it outlines plans for the future growth of the website and makes a call for collaborators.

Samuel Barclay <samuelcbarclay@gmail.com> teaches at the Graduate School of Science and Engineering at Ehime University. Research interests include L2 vocabulary acquisition and curriculum design. Roderick Lange <lange.roderick_lee.nb@ehime-u.ac.jp> is an Associate Professor in the Graduate School of Science and Engineering at Ehime University. Research interests include instructional design, blended learning and motivation.

Harnessing keyness: Corpus-based approach to ESP material development

John BLAKE

Words that commonly occur together are known as collocates; words that commonly occur in a particular type of text are called textual collocates or, more recently, keywords. The most frequent words in a text are easy to identify, but are not necessarily the most useful words to highlight in ESP materials. This is because grammatical words and high frequency general service words are likely to occupy the top positions. Words that are key, however, are likely to merit inclusion. Simply put, keyness is a measure of the frequency with which a word occurs disproportionately in a particular text type. Keyness is assessed by comparing the relative frequency of a word in one corpus to a reference corpus using a statistical formula. This way of assessing textual collocation can be harnessed by ESP material developers when evaluating which vocabulary items to focus on. This presentation aims to show how the choice of both reference corpus and statistical formula generates different lists of keywords. Materials developers can use

this knowledge to make more informed choices of which vocabulary to focus on in their tailor-made materials.

John Blake <johnb@jaist.ac.jp> is a research lecturer at the Japan Advanced Institute of Science and Technology. He has taught English at universities and schools for over 20 years in Japan, Thailand, Hong Kong and the UK. His current research interest is corpus analysis of scientific research articles.

Aspects of designing an English for Science and Technology course in non-English speaking countries

Sonia SHARMIN

According to the particular context in which English is used, the variant of English changes. Thus, to meet the needs of learners in specific contexts, language instruction needs to be suitably modified, consequently the need for an English for Science and Technology (EST) course, which is a sub-category of English for Specific Purposes (ESP), to familiarize science and engineering students who have been taught their major academic texts in a language other than English with the lexicon and different genres of their subjects in English. One of the main differences between Academic English and ESP is that the words and sentences learned and the subject matter discussed should all relate to a particular field or discipline in ESP. Thus, the course design includes making use of vocabulary and tasks related to the specific subject. But, before embarking on a suitable EST course design some crucial aspects need to be identified and addressed; specifically, needs analysis, choice of textbooks for the EST course, subject-matter expertise of the teachers, English proficiency of the students and finally evaluation of the students of the EST course.

Dr. Sonia Sharmin <sonia.sharmin@uec.ac.jp> finished her D.Phil. in 2006 at the University of Oxford, U.K., on Experimental Condensed Matter Physics. She is currently employed as a part-time lecturer at the University of Electro-Communications, Tokyo. Her current areas of specialization are Corpus Linguistics and English for Specific Purposes (ESP).

Diary Writing for Science Majors: The Potential for Language Improvement

Mohammad Naeim MALEKI and Brent WRIGHT

Many teachers have used dairy writing to help students improve their English in areas such as content, grammar, vocabulary, and mechanics. In preparation to study abroad, 10 science and engineering major university students were required to keep a daily diary for three months. The diaries served as a starting point for weekly tutoring sessions with an English teacher. Topics often included science and technology related topics. Following the three month period we investigated students' perception of the efficacy of diary writing by having them complete a questionnaire and participate in an interview. We also analyzed early and late diary entries to determine if there was any improvement in their writing quality. Results indicate that students recognize the potential for diaries to improve their English, especially the content and mechanics of their writing.

Comparing early and later student diary writing samples, we found that some students wrote more in depth about their topics in later entries than in earlier entries and used more complex grammar forms. This poster presentation will summarize the results of our investigation and suggest ways diary writing can help non English major students learn to talk about science topics in English.

Mohammad Naeim Maleki <malekinaeim@gmail.com> and Brent Wright <brentwright.kit@gmail.com> are Essential English Center instructors at Kanazawa Institute of Technology.

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

Masako TERUI

In the era of globalization, Japanese university students, especially in science and engineering, are facing growing needs for the acquisition of English skills. However, they have little time to learn English because they have to devote themselves to conducting research, experiments in particular, in their field. This gap between the needs and the reality can be achieved by ESP. Through a genre-analysis-based approach, Japanese science and engineering majors try to improve analyze language features of a genre text using concepts and linguistic tools from work in ESP. Since students are members of a discourse community in which genre texts are frequently used for communication among its community members, the goal of this ESP approach is that students can develop systemic literacy (Noguchi 2011), such as an awareness of genres features to identify framework structures. In this poster, I will show how the third-year-students majoring in mechanical engineering and information technology can acquire an awareness of genres with specific examples.

Masako Terui <terui@kindai.ac.jp> is an Assistant Professor of the Faculty of Science and Engineering at Kinki University. She is the chair of the ESP Kansai chapter. Her research interests include English for science and engineering students, genre-analysis-based approach and computer-assisted language learning.

Integrating and Editing Information for Science and Engineering Technical Writing of Research Papers Using Electronic and Classroom Techniques

Katherine Nelson TANIZAWA

Writing for technical purposes is a crucial skill for science and engineering students to master. Researchers' methodology and results are not only recorded as data, but are also explained and interpreted. Therefore, being able to express oneself with precision and accuracy is of utmost importance for those in such exact sciences. By learning and understanding techniques for editing, revising, and integrating information, students can confidently refine their research papers to meet the highest standards needed for publication. In this workshop, I will describe some of the common shortcomings of editing and revising which have been encountered while instructing university students

in Japan, from integration of no corrections and improvements to incorrect amalgamation of suggestions. Together we will explore the possible reasons for these oversights and offer tenable solutions for implementation to assist the students. Participants will be able to apply what is learned immediately and directly when polishing technical papers for publication.

Katherine Nelson Tanizawa <katherine@aoni.waseda.jp> is an Adjunct Professor at Waseda University in Japan. She is Editor for Tritano Evans (Tritop Creative Company) and Founder of Tanizawa Prep. She received her M.A. in Education from Stanford University in the U.S. and is currently interested in technical editing and pragmatic linguistics.

Corporate views on needs for English in the agriculture industry

Glen HILL

Motivation to study depends partly on how relevant coursework appears to actual future use. Japanese university students undertake job hunting in their third year, and a decline in studying abroad has been attributed in part to a strong desire to not miss out on such recruiting back home. But, what are the actual needs in companies in Japan today? Globalization implies that there are more companies who realize the importance of English. Educators often report on the need for TOEIC scores to secure jobs, promotions, or overseas assignments, but how true is this data, usually cited from ETS, the makers and profiteers of the exam itself? Data from a 2013 survey of 59 companies shows some surprising information. Employers described a nearly nonexistent requirement for TOEIC scores, and they almost never explained English needs even after hiring. As expected, companies with no foreign connections claimed study abroad experience was unimportant. Over half of companies with clients abroad (but no foreign office) said it was “important”, but only 20% of employers with foreign connections had similar feelings (80% stated “not important” or “a little important”). Company comments revealed unhelpful attitudes towards preparing employees for language needs for promotions or overseas postings.

Glen Hill <glenahill@gmail.com> has taught at Obihiro University of Agriculture and Veterinary Medicine since 2006. His courses include reading and technical writing, and his interests are in ESP areas related to improving students’ fluency towards career needs. He is chief editor of OnCUE Journal and does scientific proofreading privately.

Starting out right: Guiding students towards ESP

Robert MOREAU

One challenge facing teachers in many science and technical universities in Japan is how to effectively prepare first year students for the English for Specific Purposes courses that they will eventually need to attend. In many cases, due to a lack of experience, learners do not have the basic academic skills and vocabulary needed for exploring subject matter specific to their field of study. Thus there is a clear need for effective

instruction in familiarizing students with academic genres early in their careers. This poster presentation explores various ways that a teacher can help to scaffold the students' learning by considering ways that genre-based projects can be implemented into the classroom. The main genre looked at in this presentation will be academic argument with suggestions for choosing appropriate topics, and building upon these topics with the goal of encouraging autonomous choices for students. Another area that will be discussed is preparing practical and transparent evaluation tools for these projects using checklists and rubrics. Finally, suggestions for getting students to become more autonomous vocabulary learners will be given. It is hoped that this poster presentation will give teachers practical ideas that they can adapt for their own classroom situations

Robert Moreau <rjm2141@tc.columbia.edu> has a Masters Degree from Teachers College Columbia University and has research interests in writing, genre-based instruction, and CLIL. He is an active member of the Learner's Development SIG and has served on the executive committee of the Teachers College Japan Alumni Association.

Formal academic writing instruction to advanced English learner groups in science and engineering

Steven Taro SUZUKI

There may be little argument that the acquisition of formal academic writing skills is paramount for EFL university students of science and engineering. One ESP context that can pose a variety of challenges is teaching academic writing skills to EFL science and engineering university students who are at an advanced level of English proficiency. Advanced here is being defined as TOEIC scores of 900 or greater. Although these students have in some cases, near native English speaking proficiency, many struggle in understanding and engaging in formal academic writing. In addition, simply studying academic word lists may not be sufficient for these students to transform some of their language habits from informal to formal language usage. This presentation shares some basic suggestions to give students at the aforementioned level, and offers some classroom activities and materials that will engage and empower students to grasp a clearer understanding of some basic aspects of formal academic writing. The suggestions and activities are designed to enhance both students' analytical and rhetorical skills in an academic environment. Overall, the presentation encourages rhetorical consciousness-raising and reflection, and participants will find the material informative and practical.

Steven Taro Suzuki <suzukitaro@aoni.waseda.jp> holds an M.A. TESOL from Columbia University and currently teaches at Waseda University – Faculty of Science and Engineering, the Ministry of Foreign Affairs of Japan, and the University of Electro-Communications. Steven's research interests include areas involving genre analysis, genre-based pedagogy in EFL tertiary education, and corpus linguistics.

Science Challenge—a novel language-learning project at Kochi National College of Technology

Michael SHARPE

This presentation describes efforts by the Department of Mechanical Engineering at Kochi National College of Technology to design and implement a simple science-based collaborative EFL project for a group (n=80) of 1st year student engineers. Objectives of the course are to improve general communicative competence, particularly oral communication skills, and to encourage interest in and motivation for learning and communicating in English. The presentation describes; the rationales and objectives for creating the course; the practicalities of designing and implementing the course; finally there are summary observations on its efficacy.

Michael Sharpe <sharpemike1970@gmail.com> teaches English to high school and undergraduate engineering students, and medical sciences students. Kochi. Research interests include project-based learning and the use of text visualisation techniques in the second language reading classroom. He has a Masters Degree in TEFL from the University Reading, U.K.

Keynote Presentation 3

Current and future directions in English for specific purposes research

Brian PALTRIDGE

University of Sydney

This presentation will commence with a review of current research in the area of English for specific purposes. This will include a discussion of genre and corpus studies in ESP research, as well as research into the use of English as a lingua franca in ESP settings. Other topics will include advanced academic literacies research, ESP and identity, and the insights that ethnographic studies can provide into the teaching and learning of English for specific purposes. The presentation will then discuss future directions in English for specific purposes research, including genres that are still under-explored in ESP research and how further explorations into learner needs and how learners see themselves in relation to their learning and learning goals can better inform the teaching and learning of English for specific purposes.



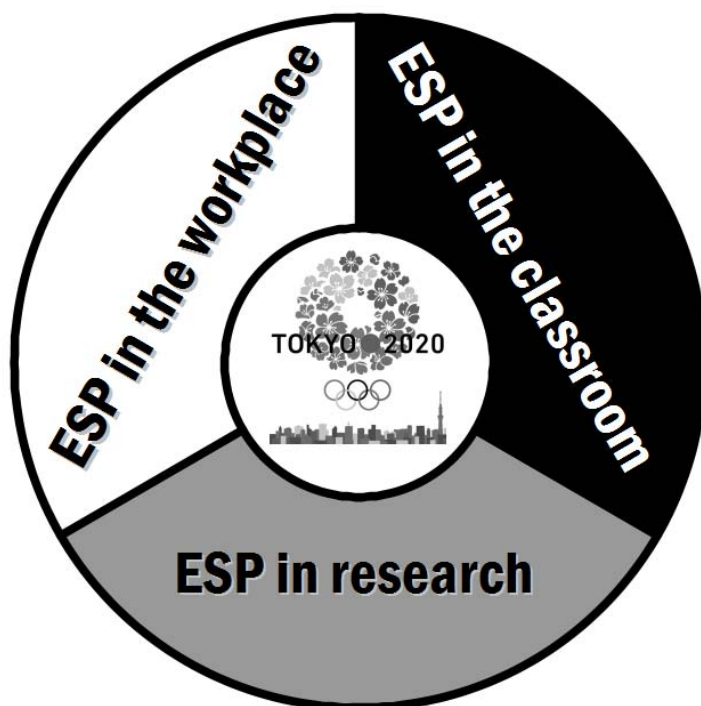
Brian Paltridge is Professor of TESOL at the University of Sydney. His publications include *Teaching Academic Writing* (with colleagues at the University of Sydney, University of Michigan Press 2009), *Continuum Companion to Research Methods in Applied Linguistics* (edited with Aek Phakiti, Continuum 2010), *Continuum Companion to Discourse Analysis* (edited with Ken Hyland, Continuum 2011), *New Directions in English for Specific Purposes Research* (edited with Ann Johns and Diane Belcher, University of Michigan Press 2011) and the *Handbook of English for specific purposes* (edited with Sue Starfield, Wiley-Blackwell 2013). The second edition of his book *Discourse Analysis* was published by Bloomsbury in 2012. He is currently writing, with Sue Starfield, a book on getting published in academic journals to be published by the University of Michigan Press in 2016 and a book on ethnography and academic writing (with Sue Starfield and Christine Tardy) to be published by Oxford University Press, also in 2016. He is an editor emeritus of *English for Specific Purposes* and, from 2014, will be co-editor of *TESOL Quarterly*.

Roundtable discussions

Split into three groups based on the color of the sticker on the back of your nametag:

- White – Room 201
- Gray – Room 202
- Black – West Foyer

In 2020, Tokyo will host the Summer Olympic Games. Effective communications, including the use of English, will be essential for the success of the games. ESP practitioners might prepare for this by thinking of three perspectives, as illustrated below: ESP in the workplace (white), ESP in the classroom (black), and ESP in research (gray).



From the perspective of your group's color-matching theme, brainstorm and discuss the following question.

How might an ESP approach contribute to the success of the Tokyo Olympics?

- First, within your group, discuss ideas in pairs or groups of three (15 min)
- Then, each pair/group of three reports ideas to the group (30 min)
- One or two group members should take notes and prepare to report the group's ideas during the Panel discussion

Panel discussion

Continuing from the Roundtable discussions, the central theme is as follows:

How might an ESP approach contribute to the success of the Tokyo Olympics?

Panel discussants:

- Dr. Yasushi Ikebe
- Prof. Michael Handford
- Prof. Brian Paltridge

One or two group members from each of the three discussion groups should report the group's ideas that came up during the Roundtable discussions to the panel. The panel can respond and offer their ideas and comments (around 15 min for each theme).



Dinner Party Information

Location: Bldg. 63, 1F (see map on back cover)

Time: 18:30-20:30

Price: 2,000 yen (to be collected at the door)

| |
|---|
| <i><u>Menu</u></i> |
| <i>Roast beef</i> |
| <i>Pizza</i> |
| <i>Sandwiches</i> |
| <i>Party pasta</i> |
| <i>Assorted tempura</i> |
| <i>Duck and wiener sausage platter</i> |
| <i>Fried chicken and potato</i> |
| <i>Sushi rice with toppings</i> |
| <i>Assorted desserts</i> |
| <i>Beer, wine, soft drinks, and tea</i> |

Please join us in order to relax, chat with old friends, make new friends, and make sure that your day covers the full spectrum of the ESP Symposium – Kanto 2014 experience!

Useful Links

Japan Association for Language Teaching (JALT)

<http://jalt.org/>

JALT College and University Educators (CUE) Special Interest Group (SIG)

<http://jaltcue.org/>

Waseda University Faculty of Science and Engineering

<http://www.sci.waseda.ac.jp/>

Cambridge University Press (Japan)

<http://www.cambridge.org/>

English for Specific Purposes (journal)

<http://www.journals.elsevier.com/english-for-specific-purposes/>

Journal of English for Academic Purposes

<http://www.journals.elsevier.com/journal-of-english-for-academic-purposes/>

Asian ESP Journal

<http://www.asian-esp-journal.com/>

College ESP Journal

<http://college-esp-journal.com/>

ESP World (on-line journal)

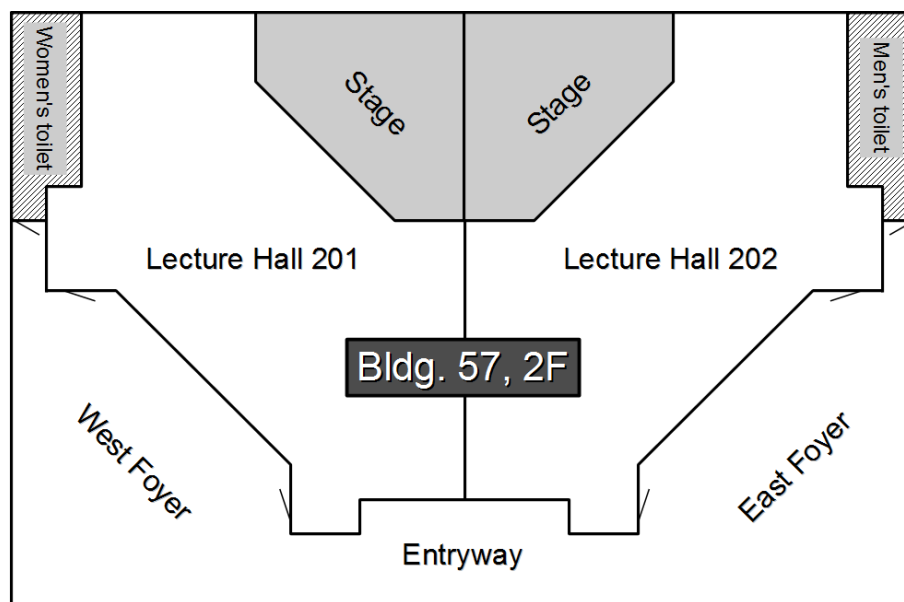
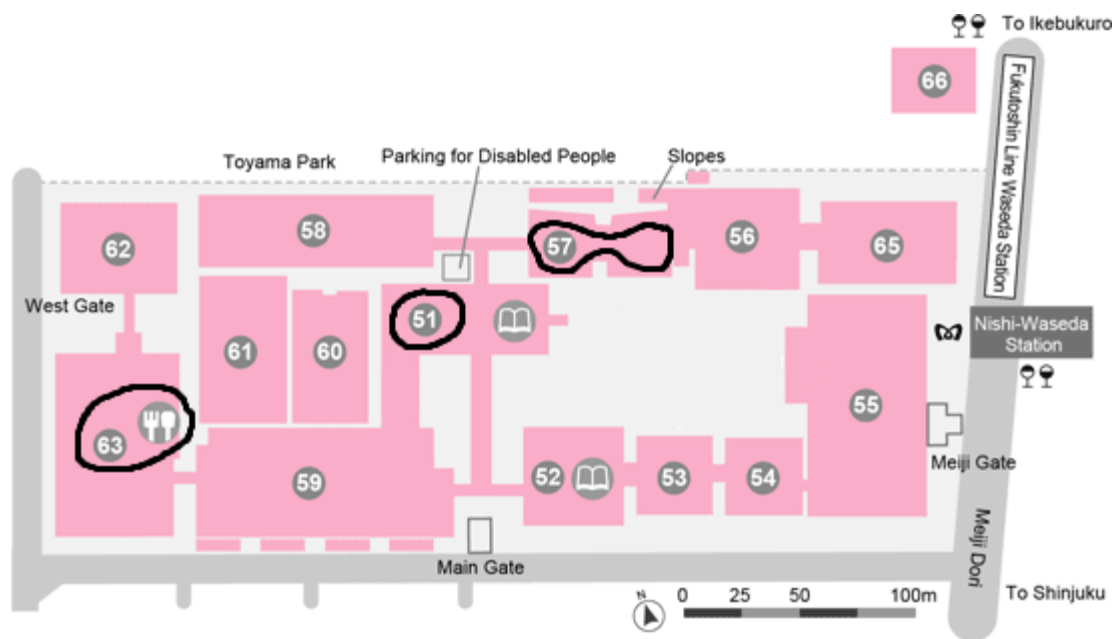
<http://www.esp-world.info/>

Wikipedia entry for “English for Specific Purposes”

http://en.wikipedia.org/wiki/English_for_specific_purposes

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