

# Innovations in EAP: Material Design

Dr. Tony Cripps, Fern Sakamoto & Sean Toland  
cripps@nanzan-u.ac.jp, fern@nanzan-u.ac.jp, stoland@nanzan-u.ac.jp  
Nanzan University, Japan

Teachers often struggle to bring a communicative approach to the English for Academic Purposes (EAP) classroom, yet the fundamental goal of EAP is to cultivate in students the communicative skills they need to study in an English language environment. This poster introduces EAP course materials designed with a focus on problem-based learning.

## 1 Background

The course aimed to develop 1<sup>st</sup>-year students' academic English skills in preparation for short-term overseas study programs and English-content classes.

Details:

- compulsory course
- 1<sup>st</sup>-year students in the Department of British and American Studies
- two 90-minute classes per week
- one-year course taught in 4 quarters of 15 classes
- assessment based on class participation and assignments

## 2 Objectives

Students will:

- listen to and comprehend the main points of a formal talk
- use reading strategies to read and identify key information in English texts
- further their understanding of, and ability to think critically about, issues related to culture and education
- express their ideas clearly and participate actively in a discussion in English
- develop their presentation skills and deliver effective presentations in English
- develop academic writing skills and be able to write a short research report in English

## 3 Course Design

Designers aimed to create materials that:

- incorporate PBL-type activities
- are teacher- and student friendly
- represent a comprehensive 'ready-to-go' course
- include a variety of activities to suit different learning styles
- use both individual and team activities
- can be used flexibly depending on student needs
- allow students to access materials easily using smartphones
- encourage learner autonomy
- incorporate relevant technology

## 4 Material Development

This section introduces textbook samples focusing on the two projects implemented in the second quarter of the course. Each project included a written and spoken component and required students to work individually and cooperatively.

### A. Japanese Culture Project

Writing: Short Essay on Subculture

Unit #3b - Subcultures

Part #1: Warm-up Activity

Part #2: Read & Discuss

APA 6 Format

Part #3: Japanese Subculture Writing

How to write a paragraph

Speaking: Japanese Culture Video

Part #3: Explain Japanese culture

Video Project

Part #1: Video Project Overview

Part #2: Brainstorm ideas

Part #3: Research

Part #4: Scripting

Part #5: Storyboarding

Part #6: Mobile video recording

Part #7: Editing

Part #8: Sharing session

Part #9: Evaluation

Part #10: Brainstorm ideas

## 5 Results

Students responded well to the projects and displayed obvious progress in the quality of both written and spoken work from one project to the next. This section includes samples of student work related to the two projects outlined in part 4.

### A. Japanese Culture Project

Japanese Recreation & Entertainment

### B. Issues in Education Project



### B. Issues in Education Project

Writing: Research Report

Part #2: Video & Discussion

Part #3: Reading

Part #4: Issues in Education Research Report

Speaking: Panel Discussion

Part #4: Panel Discussion

Panel Discussion

Part #1: Panel Discussion

Part #2: Panel Discussion

Part #3: Panel Discussion

Part #4: Panel Discussion

Part #5: Panel Discussion

Part #6: Panel Discussion

Part #7: Panel Discussion

Part #8: Panel Discussion

Part #9: Panel Discussion

Part #10: Panel Discussion

## 6 Recommendations

- follow a simple, consistent format
- include examples where possible
- use QR codes for online materials
- keep track of sources and check links regularly
- include simple rubrics to show how assignments will be graded
- provide comprehensive instructions for each exercise to allow for completion in class or at home
- constantly reflect on and refine materials

WHY GRAM SCHOOL EXIST