

ESP in Medicine

Kana Fujinaka, with Paul Mathieson and Francesco Bolstad
Faculty of Medicine, Nara Medical University

Background

Most medical students are good at passing English exams, that is how they became medical students in the first place. However, those exams are not communicative and the level of even their written English usually drops rapidly after admission. In general students find it hard to make time for non-medical subjects in an already overcrowded medical curriculum. Nara Medical University's optional advanced content-based clinical English classes were designed to combat this. They commenced in 2016 and focus on relevance to the learners' needs and interests, and motivation.

Conclusion

Nara Medical University's optional advanced content-based clinical English classes provide students with the following:

- ✓ Increased motivation to study higher level language
- ✓ A chance to learn medical content through negotiation
- ✓ An expanded view of their future career possibilities

In short, learning ESP makes medical students better 'learners'

CLASS NAME	PURPOSE	FINDINGS/STUDENT FEEDBACK
Medical ethics and the law	To discuss and debate in a small group medical issues and dilemmas	Compared to basic conversation, we tend to talk less. However, through discussing, we can find our own opinion step by step. We should prepare our own ideology for medicine from now on.
Doctor-patient communication	To take a precise medical history in English	We can begin to learn 'precise interview' with ENGLISH. There's a big difference between patients' terms and doctors' ones. We need to practice a patient's role too, for understanding their feelings.
Medical reporting and presentation	To develop a logical and academic mind as a doctor	There are huge amount of things to pay attention to when we report and present as a doctor. Logical and academic mind are always with higher level English. Through this training, we start to take extra care to use English.
English for physical examinations	To understand not just 'how' but 'why' we use physical examinations and to perform them accurately and fluently in English	It seems important for students to practice again and again, but it's more necessary to confirm our medical thinking. It sometimes takes us more time to discuss than practice.
English for first responders	To acquire the ability to perform prehospital medical care in English	Keeping conversation with treating patients makes patients relax on emergency. Although we feel much pressure and stress from these kind of situations, we cannot learn these feelings from textbook.



English for First Responders
Timaru, New Zealand



New Zealand
Qualifications Authority

Positive Results

➤ attitude toward 'English'

Young medical students, for whom both medical content and English are a challenge, can initially see content-based English classes as an almost impossible task. They have never experienced the kind of issues these classes deal with like deciding the priority for life: who should be saved first. They have never thought deeply about 'designer babies' or the economics of medical testing. However these tasks give the learners a hands on experience of 'how' to use English and 'why' English is essential for their specialty.

➤ higher level language for better understanding

Through classes, some students have come to realize that high level content makes students more motivated, and leads to better understanding, which in turn further motivates students to study higher level language. As an example of this phenomenon, during a class focused on doctor-patient communication one experience had a big influence on students. Students started to pay attention to the difference in the terms used in doctor-doctor and doctor-patient communication. This led to further investigating the relationship between doctors and patients and how this shapes the language we use.

➤ new objectives

Over the course of the lessons students not only improved their English, but also became more confident in voicing their opinions. Students also reported that this confidence carried through to their other studies inspiring them to participate more actively in bed-side learning and other clinical situations, for example. In addition, each of the learners found new objectives for themselves and moved forward with their English. Many students went on to apply for foreign hospital rotations.

Duolingo: Does it improve TOEIC test scores?

Abstract

Smartphone apps are widely used learning platforms. With over 200M users worldwide, Duolingo is the most popular language learning app. Vesselinov & Grego (2012) claim that Duolingo use leads to increased scores on standardized tests (8.1 pts/h of use) with 31h of use equivalent to a semester at university. This study tests this idea with 116 university students taking the TOEIC BT before and after 14 weeks of Duolingo use. A linear regression was performed to determine the effect of time spent using the app on score increase; only a negligible increase was found. Users did however, report a generally positive learning experience using Duolingo.

Jeff Broderick
Tokyo Denki University

Research Questions

- Does Duolingo contribute to an increased score on the TOEIC Bridge Test?
- What do students feel about the Duolingo learning experience?

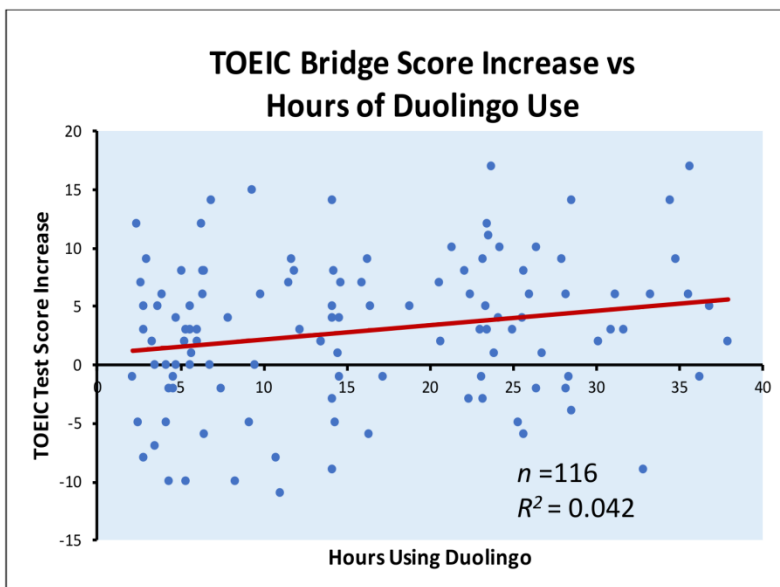
Participants

	Males	Females	Total
Year 1	48	12	60
Year 2	44	12	56
All	92	24	116

Detailed explanation

- 224 participants began the study
- 1st- and 2nd-year students at private science & technology university
- Most are not motivated to study English (past studies by author)
- Taking 2 compulsory courses: Reading & Writing; Speaking & Listening
- Took TOEIC BT (for low-intermediate learners) at start and after 14 weeks
- Duolingo use was assessed at 10% of semester English score
- Target set at 10h of use
- After data screening, $n = 116$
- Participants completed an online questionnaire regarding Duolingo
- $n = 68$ survey respondents (low completion rate)

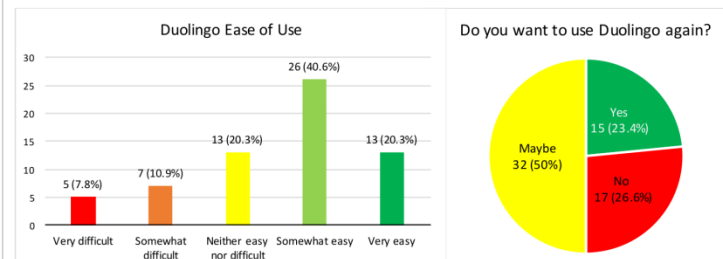
Data



$$\text{TOEIC Score Increase} = 0.121(\text{Hrs Duolingo}) + 0.998 \quad (p = .028)$$

Results

- Regression shows only a weak effect size with the model explaining about 4% of the variance
- Ten hours of Duolingo use leads to approximately one point of TOEIC score increase
- A large number of students experienced a sizable decrease in TOEIC score – motivation?
- Users reported that Duolingo was easy (60%)
- 73% said they might like to use it again



Conclusions

- Very difficult to conclude that Duolingo is useful for learning TOEIC (10 hours for 1 point of increase!)
- Low effect size implies that motivation is a greater factor than Duolingo use
- Duolingo does have many advantages that make it a worthwhile supplement for language classes: portability, convenience, autonomy, and gamification appeal to some learners
- Students reported that it was easy to use and they may want to use it again in the future
- Need to test these results at other schools, in different learning environments, levels, motivations, age ranges, etc. for greater reliability

Contextualized Instruction for Nursing English

Dion Clingwall, Prefectural University of Hiroshima

Introduction – 'Nursing English'

Background

- Elective 'Nursing English' course taught using both ESP and CBI approaches
- Internationalization of the nursing field (internationally-educated nurses: IEN)
- Increase in the need for English instruction in nursing subjects
- Traditionally taught in a standard classroom

ESP/CBI in Nursing: Then Contextualization?

- ESP and CBI approaches essential for the effective instruction of nursing focused content (Why? Practical in nature & feedback)
- Might the next step in the evolution of nursing English instruction, after ESP and CBI, be contextualization?

Needs Analysis – How to improve?

- Explicit contextualization
- Active participation

Contextualization of a Nursing Class

- Placing the instruction of nursing-based content in a setting that closely approximates the environment within which this knowledge will be used or applied
- Explicit contextualization
- Use of actual medical equipment



Participation of Nursing Instructors

- Utilizing the knowledge, wisdom and expertise of nurse instructors to further approximates the environment within which nursing students will be working
- Active nurse participation = further increased contextualization
- Use of proper nursing procedures (charting, documentation and forms, assessment, dietary information, etc.)



Selected Textbook References

- Allum, V., & McGarr, P. (2010). *Cambridge English for nursing: Pre-intermediate*. Cambridge: Cambridge University Press.
- Capper, S. (2012). *Bedside manner*. Nagoya: Perceptia Press.
- Grice, T. (2007). *Nursing 1: Oxford English for Careers*. Oxford: Oxford University Press.
- Morooka, V., & Sugiura, T. (2009). *Vital signs*. Tokyo: NAN'UN-DO Publishing.
- Tanaka, Y., Minami, N., Miyazaki, M., & Chiba, R. (2009). *Clinical scenes for a new age*. Tokyo: MacMillan Languagehouse.

Study — To investigate a contextualized nursing English course

- Students and nurse instructors asked for a more 'engaging' course
- How to offer such a course?

Research Question

1. How do students and nurse instructors respond to a contextualized nursing English class?

Implementation - Three Changes (Improvements)

- Computer Lab – internet use, printing capacity, written feedback
- Nursing Lab – contextualized environment with extensive use of nursing equipment
- Nursing instructor participation – contextualized and accurate role-playing
- Charting and assessment documentation used

Participants

- L1 Japanese nursing students (3rd and 4th years) and university nurse instructors, both pre-intermediate to intermediate English ability

Procedure

- Full semester course, fifteen 90 minute classes
- 10 classes in a computer lab, 3 to 5 classes in a nursing lab
- Three versions of the course were instructed, and feedback was gathered using course outcome assessments
- Nurse instructors (n=6) – interviews
- Students (n=40) – written surveys

Results: Feedback Themes

- Computer labs are better than regular classrooms
- Internet accessibility is crucial for investigating nursing scenarios, equipment and examples of nursing from other countries
- Nursing students and nurse instructors indicated that focusing on nursing related vocabulary is strongly preferred to non-related vocabulary
- Using nursing labs ensures realistic application of the course content
- Cooperating with nurse instructors ensures more accurate portrayal of patients and proper use of hospital equipment
- Students also indicated that the use of the computer lab allowed them to more efficiently compile and bilingual database of useful vocabulary
- Nursing specific textbooks (e.g. *Bedside Manner*, Capper, 2012) are 'highly preferred' to general English textbooks (100% highest score response)

Discussion

- Wherever and whenever possible nursing English courses should be taught using nursing labs and computer rooms
- Nursing English courses should utilize the wisdom and expertise of nurse instructors during both the preparation and the implementation phase
- Contextualization of the course within an actual nursing environment was rated as "excellent" by 95% of participants (5% indicated very good), on a 5 point Likert scale

Limitations

- Broader range of participants – 3rd and 4th year students only
- Increased number of nurse instructors (n=6)
- Only subjective measures were employed to assess the level of satisfaction
- This course was an 'elective' nursing class – indicating perhaps that students were either interested in English, highly motivated or both

Future Considerations

- Explore whether similar course structures may be applied to other areas within the field of health care: i.e. medical English, rehabilitation English and scientific English
- Employ objective measures to explore the degree to which actual learning of nursing content occurred

Contact information: dclingwall@pu-hiroshima.ac.jp

English Restrictive Relative Clauses in Chinese Learners' Writing

Query Syntax Design, Learner Preferences and Typical Errors in Learner Corpora

CUE ESP Symposium 2019

Fangzhou Zhu

Department of Linguistics and English Language (LAEL)
Lancaster University, UK
f.zhu@lancaster.ac.uk



Abstract

One of the most difficult syntactic structures to learn in English is the relative clause, thus exploring its appropriate use and typical errors has huge benefits for improving learners language proficiency.

This study used the Longman Learner Corpus as the source of data, with carefully designed syntax queries that previous studies seldom illustrated, to search and analyse the distribution and errors of restrictive relative clauses in English (RRC). It reveals that Chinese learners use more subjective relative clauses than any other types, while the adverbial relative clauses are less frequently used. Error analysis found that the misuse of relative markers, the verb agreement with head noun number and tense, the redundant pronoun or adverb are the main errors among Chinese learners.

Research Questions

1. Do Chinese learners have any preferences when using restrictive relative clauses in English? If so, what types of restrictive relative clauses do they use most/least frequently?
2. What are the typical errors that Chinese learners often make in producing restrictive relative clauses in English writing?

Methods

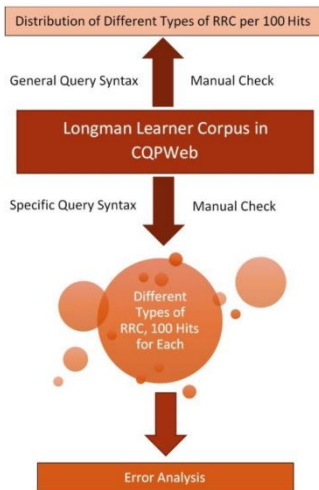


Figure 1: Research Procedures

Query Syntax Design

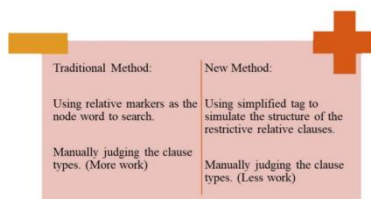


Figure 2: Comparison of Search Strategies

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1) General query for all types of RRC
[_[N]_[PRON] ([_[ADV])*_[_A])*_[_PREP])?
(who|whom|which|that|whose|where|when|why) ([_[ART])? ([_[ADV])*_[_A])*
[_[N])+ [_[PRON]) ([_[ADV])*_[_A])*_ [_V]

2) As the subject of clause
[_[N]_[PRON] ([_[ADV])*_[_A])* (who|that|which) ([_[ADV])*_[_V]

3) As the object of clause
[_[N]_[PRON] ([_[ADV])*_[_A])* (who|that|whom|which) ([_[ART])? ([_[ADV])*_[_A])*
[_[N])+ [_[PRON]) ([_[ADV])*_[_A])*_ [_V]

4) As the object of preposition
([_[N]) ([_[PRON]) ([_[ADV])*_[_A])*_ [_PREP] (whom|which)

5) Possessive
[_[N]_[PRON] ([_[ADV])*_[_A])* whose ([_[ADV])*_[_A])*_ [_N]

6) Time, Place and Reason
[_N] (where|when|why) ([_[PRON]) + ([_[ADV])*_[_A])* ([_[ART])? ([_[ADV])*_[_A])* [_[N])+
[_[ADV])*_[_V]
  
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Figure 3: Query Syntaxes Used in This Study

Results

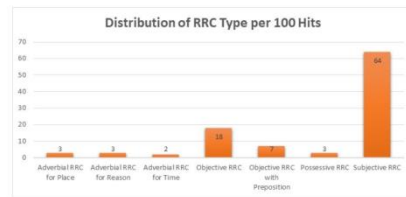


Figure 4: RRC Distribution

Nature of Typical Errors: the Function of Head-noun in RRC

Subject-Verb Mismatch

If the score is amounted to eighty, the side who get the score is a successful side.

Misuse of Relative Marker

...with the local and world news to adapt in the society which I live.

Redundant Pronoun or Adverb

*If you want to be a person that everyone respect you, you must be honest.
I would pay a wonderful visit to the Lin Yin Temple where I could enjoy the exquisite ancient architecture there.*

Conclusions and Implications

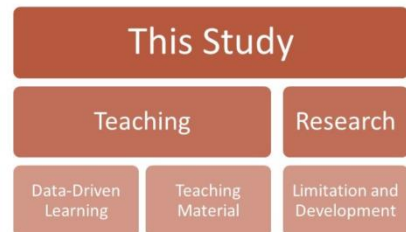


Figure 5: Potential Implications for Further Research

The purpose of this study was to investigate Chinese learners preferences and errors of restrictive English relative clauses in essay writing. It revealed that Chinese learners use more subjective relative clauses than any other types, while the adverbial relative clauses are less frequently used in the context. Error analysis found that the misuse of relative markers, the verb agreement with head noun number and tense, redundant pronoun or adverb are the main errors occurred among Chinese learners, and most of them happened due to the lack of careful analysis on grammar function of head noun in the clauses and the negative transfer from first language. The solution for teachers is to ask students to think aloud about the role the head noun plays in the relative clause based on the its basic rules.

Investigating Data-Driven Learning in EFL Writing Error Correction

CUE ESP Symposium 2019

Fangzhou Zhu

Department of Linguistics and English Language (LAEL), Lancaster University, UK

f.zhu@lancaster.ac.uk

Linguistics and English Language



Abstract

This research aims to investigate whether data-driven learning (DDL) will facilitate the error correction of four types of most frequent lexicogrammatical errors in Chinese students' English writing. The research will also examine whether DDL can be applied successfully in error correction without manipulating teacher and student's common practice (feedback and uptake). The perception of the DDL application will be heard from both students and teachers at the end of the research.

This poster mainly illustrates the theories behind this research and the innovative design of the experiment.

Theoretical Background

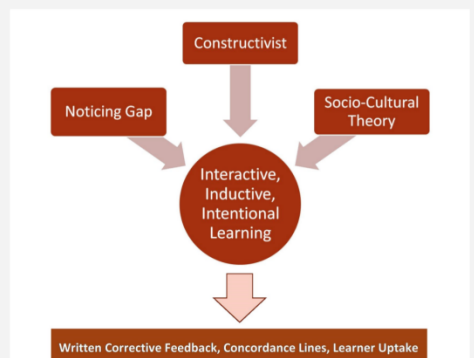


Figure: Overview of Theoretical Background

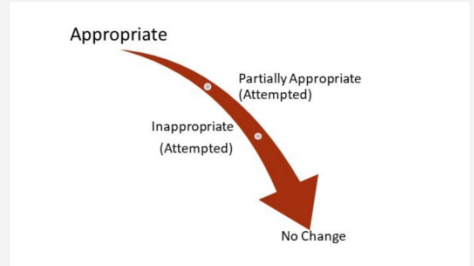


Figure: Types of Learner Uptake (Error Correction)

Figure: Example of DDL Material on the Usage of "violate the rule"

Research Questions

- (1) To what extent do the students use DDL material when they correct the four types of errors (article, preposition, verb and word choice)?
- (2) Compared to traditional consulting resources, does DDL material show higher correction rate on four types of errors?
- (3) If so, does the combination of DDL and traditional resources can further help students reduce four types of errors and learn appropriate usage?
- (4) What is the relationship between feedback, DDL and error correction?
- (5) What is the student's perception of DDL application in written error correction?
- (6) What is the teacher's perception of DDL application in written error correction?

Participants

Participants are second-year English major students in a Chinese university. They are going to prepare for an English language proficiency test called "Test for English Major— Band 4" (TEM-4), in which the writing task is considered as a difficult part.

Before the experiment, they have no prior knowledge of language corpora and they will receive a brief instruction on it.

Experiment Design

The experiment is composed of three rounds of writing. In each round, there are two writing cycles, each of which includes one week of writing, one week of giving feedback and one week of revision.

Round 1	Treatment
Cycle 1.1	Typical Teacher Feedback + Typical Consulting Resources
Cycle 1.2	

Table: Round 1 Arrangement

Round 1 is the common practice that teachers and students do in their daily EFL writing teaching and learning. It will tell us how successful students can correct the four types of errors based on the typical environment. It can also be considered as the statistics for the comparison with the following up rounds of writing.

Round 2	Group A (Preposition and Word Choice)	Group B (Article and Verb)
Cycle 2.1	Typical Teacher Feedback + DDL Material Only	Typical Teacher Feedback + Typical Consulting Resources
Cycle 2.2	Typical Teacher Feedback + Typical Consulting Resources	Typical Teacher Feedback + DDL Material Only

Table: Round 2 Arrangement

Round 2 is designed to investigate if DDL material only can work with teacher's feedback and help students reduce four types of errors in their English writings.

Round 3	Group A (Preposition and Word Choice)	Group B (Article and Verb)
Cycle 3.1	Typical Teacher Feedback + DDL Material + Typical Consulting Resources	Typical Teacher Feedback + Typical Consulting Resources
Cycle 3.2	Typical Teacher Feedback + Typical Consulting Resources	Typical Teacher Feedback + DDL Material + Typical Consulting Resources

Table: Round 3 Arrangement

Round 3 mainly explores that if students are free to choose the available consulting resources, including DDL material, what they will refer to and how successful they correct the target errors.

The research adopts the method that each group of students is an experiment group for two types of error, and the control group for the other two. Compared to the design using individual experiment/control group, it can benefit more students and avoid to bring the experiment group the absolute advantages.

Questionnaire

After the experiment, the students are asked to complete a questionnaire, where their perception of using DDL in English writing will be examined. Those who show strong preference and rejection of DDL material in their error correction stage will be selected for further analysis.

Interview

The interview is prepared for both selected students and their English writing course teacher.

For the selected students: Stimulated recall on the process of interpreting feedback, attempting to consult available resources and making decision of target error correction.

For the teacher: Semi-structured interview on the attitude of integrating DDL application in the current writing teaching and learning environment (opportunities and challenges)

Tracking Sheet of Error Correction

In this research, the tracking sheet for recording students' practice on four types of errors is specially designed. There are features including but not limited to the record of error identification, resources of consulting from students and the judgement of error correction by the teacher.



Figure: Features of Tracking Sheet

Current Stage of Research

The whole research is still under careful design. By the end of this month (September, 2019), the following steps shall be finished:

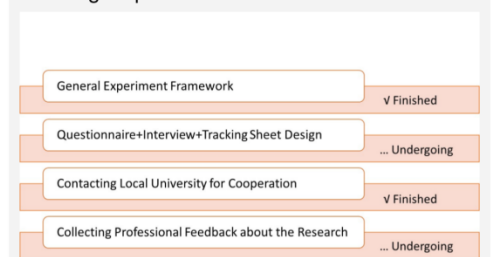


Figure: Current Progress of the Research

Acknowledgement

- 1 Department of Linguistics and English Language, Lancaster University, UK
- 2 School of Foreign Languages, Jiangsu University, Zhenjiang, China
- 3 LaTeX and www.overleaf.com

PROMOTING A BETTER WORLD with NGO POSTER PROJECTS

Who?: High School or University Students (Writing class)

- Individually or in pairs/groups of 3

What?: Choose an NGO or NPO

- Health or environmental related; non-political
- Either Japan-based or International

Where?: Research on the Internet: Download Logo & Pictures

When?: Due in 2 weeks (or let students decide deadline)

Why?: Consciousness raising about world problems

How?: Include:

- | | |
|-----------------------------------|------------------------------|
| -Logo & Pictures | -Countries where it operates |
| -Purpose: Mission statement | -Annual budget or donations |
| -When it was founded (& by who) | -Website or QRD code |
| -Where it is based (headquarters) | -Appeal for support |

Step 1 – Explain the project; Show examples if possible

Step 2 – Students research on the Internet; Take notes (Don't copy!)

Step 3 – Students *handwrite* their posters on A3 paper (Not cut & paste)

Step 4 – Posters are displayed in classroom or school hallway

Step 5 – Presentation of posters to classmates in carousel format

Step 6 – Students put a small sticker on the poster they like best

Step 7 – Winners get cheered, and maybe a small prize

Benefits for Students:

1. Given **autonomy** in choosing topic
2. Develop research & writing skills
3. Display **creativity** with colorful design
4. Advocate for a cause they care about
5. Attempt **persuasion** to gain support (Marketing)
6. See that writing is more than just reports for the teacher to grade
7. Use English for **real-world message** communication
8. Present the results of their work publicly
9. **Learn from each other** about world problems and possible ways to solve them

Bonus: Good **school promotion** for Open Campus, Festivals, or Parents Day

By Ray Franklin



Japan Heart





Integrating Materials and a Word List for an EMP Course



Simon Fraser (fraser@hiroshima-u.ac.jp), Walter Davies (wdavies@hiroshima-u.ac.jp)
Institute for Foreign Language Research and Education, Hiroshima University

Summary

- At Hiroshima University, a project is currently underway to create a core medical English course for undergraduates.
- The course involves the construction of pedagogic units of materials based on body systems and related diseases/conditions.
- 14 units of pedagogic material have been developed, informed by corpus analysis and the input of medical specialists.
- Approximately 1,750 key terms have been identified and extracted from the pedagogic material, forming the Medical English Word List.
- The word list is being used to construct a comprehensive three-part glossary to accompany the materials.
- Linguistic analyses have informed the construction of a teacher's guide giving detailed advice on the presentation and illustration of terms, particularly with regard to morphology (see Fraser et al., 2019).



Materials creation

Design of 14 units of material

0	Planes, terms of location, views	Anatomical position	A
	Anatomy/Physiology	Field	
1	Musculoskeletal system (knee)	Orthopedics	B
2	Central nervous system (brain)	Neurosurgery	C
3	Pulmonary system	Pulmonology	D
4	Circulatory system (heart)	Cardiology	E
5	Endocrine system	Endocrinology	F
6	Digestive system	Gastroenterology	G
7	Liver	Hepatology	H
8	Integumentary system	Dermatology	I
9	Lymphatic system	Immunology	J
10	Urinary system	Nephrology/urology	K
11	Female and male reproductive system	Gynecology/urology	L
12	Eyes	Ophthalmology	M
13	Ear, nose, and throat	Otorhinolaryngology	N

Each unit is referenced by a number for use in the creation of word lists.

Word list creation

Compilation and combination of unit word lists

- Key words were extracted from each of the 14 units and listed on Excel.
- The 14 lists were combined, and duplications removed.
- The resulting items form the Medical English Word List, with each term occurring at least once in the learning materials; many "core" words are found distributed across the units.

Listing words by unit, and allocation of a number to each item

abnormal	C001
acute	C002
adenoma	C003
anesthetize	C004
arachnoid membrane	C010

(Central nervous system unit)

A three-part glossary: components

Part 1: Key terms within their respective units, grouped in semantic families

C001abnormal (*adj*) 異常な
abnormality (*n*) 異常

Drowsiness is defined as abnormal sleepiness during the day.

C148tumor (*n*) 腫瘍
-oma (*wp*) -接尾語
onco-(*wp*) 接頭語-

Brain tumors are due to abnormal cell division which may be benign or malignant.

Part 2: The complete list of 1,750 key medical terms (Medical English Word List)

Reference numbers allow for easy access to the entries in Part 1:

abdominal cavity (*n*) E002, H002, K003
abnormal (*adj*) C001, D001, G001, J002
abscess (*n*) G002
absorb (*v*) H003
ache (*n, v*) B001, F002, I003

腹腔
異常な
膿瘍
吸収する
痛み, 痛む

(Extract from the Medical English Word List)

Glossary Part 3: Word parts

a-	cyto-	hypo-	-oma
angio-	dys-	inter-	-osis
anti-	endo-	intra-	pre-
cerebr(o)-	hemo-	-itis	post-
-cyte	hyper-	neuro-	sub-

Combining forms and affixes are listed with examples of their use in full medical terms:

-oma	swelling tumor	腫 腫瘍	adenoma ^{C003} granuloma ^{E079} meningioma ^{C093}	angioma ^{C007} hematoma ^{C073} sarcoma ^{L131}	astrocytoma ^{C016} glioma ^{C093}	hysteromyoma ^{A059}
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Flipped learning

Classroom Materials (Paper-based)

The skeleton

1. What are the main bones of the skeleton?
2. What are the main bones of the skull?
3. What are the main bones of the spine?
4. What are the main bones of the arms?
5. What are the main bones of the legs?

Reading

Read each section of the following articles. Use the words from the box to complete the text.

Section 1

Read the text and complete the gaps with the words from the box.

Section 2

Read the text and complete the gaps with the words from the box.

Section 3

Read the text and complete the gaps with the words from the box.

Section 4

Read the text and complete the gaps with the words from the box.

Section 5

Read the text and complete the gaps with the words from the box.

Section 6

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Section 7

Read the text and complete the gaps with the words from the box.

Section 8

Read the text and complete the gaps with the words from the box.

Section 9

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Section 10

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Section 11

Read the text and complete the gaps with the words from the box.

Section 12

Read the text and complete the gaps with the words from the box.

Section 13

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Section 14

Read the text and complete the gaps with the words from the box.

Section 15

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Section 16

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Section 17

Read the text and complete the gaps with the words from the box.

Section 18

Read the text and complete the gaps with the words from the box.

Section 19

Read the text and complete the gaps with the words from the box.

Section 20

Read the text and complete the gaps with the words from the box.

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Section 15

Read the text and complete the gaps with the words from the box.

Section 16

Read the text and complete the gaps with the words from the box.

Section 17

Read the text and complete the gaps with the words from the box.

Section 18

Read the text and complete the gaps with the words from the box.

Section 19

Read the text and complete the gaps with the words from the box.

Section 20

Read the text and complete the gaps with the words from the box.

Comprehension

Read each section of the following articles. Use the words from the box to complete the text.

Section 1

Read the text and complete the gaps with the words from the box.

Section 2

Read the text and complete the gaps with the words from the box.

Section 3

Read the text and complete the gaps with the words from the box.

Section 4

Read the text and complete the gaps with the words from the box.

Section 5

Read the text and complete the gaps with the words from the box.

Section 6

Read the text and complete the gaps with the words from the box.

Section 7

Read the text and complete the gaps with the words from the box.

Section 8

Read the text and complete the gaps with the words from the box.

Section 9

Read the text and complete the gaps with the words from the box.

Section 10

Read the text and complete the gaps with the words from the box.

Section 11

Read the text and complete the gaps with the words from the box.

Section 12

Read the text and complete the gaps with the words from the box.

Section 13

Read the text and complete the gaps with the words from the box.

Section 14

Read the text and complete the gaps with the words from the box.

Section 15

Read the text and complete the gaps with the words from the box.

Section 16

Read the text and complete the gaps with the words from the box.

Section 17

Read the text and complete the gaps with the words from the box.

Section 18

Read the text and complete the gaps with the words from the box.

Section 19

Read the text and complete the gaps with the words from the box.

Section 20

Read the text and complete the gaps with the words from the box.

Online Materials (Blackboard Learn 9)

Course Page

62 The Brain

1. What are the main bones of the skull?
2. What are the main bones of the spine?
3. What are the main bones of the arms?
4. What are the main bones of the legs?

Question 1

Choose the correct number from the diagrams that represents the following part of the skeleton:

tarsal bones

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19

7 units taught through flipped learning, 7 units completely classroom-based.

The teacher's guide: raising awareness of morphology

Focus on the cerebrum and related words and word parts:

cerebrum
cerebra/spinal fluid
cerebral cortex

Also highlight the prefix *peri-*, meaning "around" or "enclosing":

peri/osteum

The literal meaning of "periosteum" is "enclosing bone", and it is the layer of connective tissue covering most of the bones in the body.

Other examples are:

pericranium
pericardium

Brain tumors are due to abnormal cell division which may be benign or malignant (cancerous). Tumors can affect patients in at least two ways: They may cause intracranial hypertension; they may damage surrounding brain structures through compression or infiltration. The effects of a tumor may vary, depending on its location and size, but the most common symptom is a headache. In contrast to the "thunderclap headache" of a subarachnoid hemorrhage, patients with brain tumors suffer from a continuous headache that gets progressively worse as the size of the tumor increases. Such headaches are usually worse in the morning. The patient may also suffer from vomiting and slowly progressive hemiparesis. Other symptoms can be dysphasia and memory loss.

Note: Highlight the word part *hemat(o)-/hemo-*, meaning "blood":

hemo/stasis
hemo/rrhage
hemat/oma

Breaking down words

sub/arachnoid hem/o/rrhage
bleeding beneath the arachnoid membrane
sub/dural hem/ato/oma
a collection of blood beneath the dura mater
mening/i/oma
a tumor in the meninges
mening/itis
inflammation of the meninges

Reference

Fraser, S., Davies, W., Tatsukawa, K., & Enokida, K. (2019). Terminological analysis in the construction of a body-systems-based medical English glossary. *Hiroshima Studies in Language and Language Education*, 22, 77-90.

This study is supported by Grant-in Aid for Scientific Research (C) from the Japan Society for the Promotion of Science



Introducing Science Content with *Science World* Magazines

2019 JALT CUE & BizCom ESP Symposium

Dr. Wendy M. Gough
Bunkyo Gakuin University, Tokyo
gwendy@bgu.ac.jp

Abstract

Second year students in an upper-intermediate (CEFR B2) general reading and writing class at a Japanese marine science university enjoyed reading Scholastic *Science World* magazines because they could read about interesting topics and learn vocabulary associated with their majors in English. This non-commercial presentation will discuss the usefulness of *Science World* magazines for introducing content English in a general English curriculum at a specialized university.

Methods

- Students (N = 18) took part in twenty-minute sustained silent reading (SSR) time at the beginning of each class session.
- They were given the choice of reading graded readers from the university's library or Scholastic *Mary Glasgow* and *Science World* magazines that the instructor brought to class.
- Students wrote book reports to summarize and give their opinion about what they read.
- At the end of the semester students took a survey about SSR and their reading preferences.

Results

Students felt motivated to learn English because they could learn language related to their majors.

"I think people who are in this college are interested in learning this topic in English. Because we learn about marine creatures in danger in our science classes too."

"This magazine is interesting for those who like creature. I will recommend it to member of my club."

"I could improve my vocabulary skills by reading magazine because they are easy to guess meanings."

Conclusions

- Scholastic magazines provide good alternatives to graded readers for extensive reading or SSR.
- Students can read about current topics of interest to university level students around the world.
- *Science World*, *Science Spin*, *Scholastic News*, *Scholastic Math*, and other magazines provide opportunities to introduce easy to understand content into English language classes.

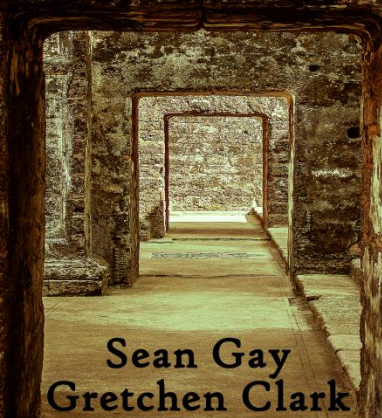
Scholastic Website



Doorway to Higher Order Thinking

"One of the major differences I see in the political climate today is that there is less collective support for coming to critical consciousness - in communities, in institutions, among friends."

- bell hooks, 2015



Sean Gay
Gretchen Clark

"Unfortunately, metacognitive strategies can only take you so far. Although they suggest what you ought to do, they don't provide the knowledge necessary to implement the strategy."

- Willingham, 2008

Intersocial Critical Thinking

Definition

Collaboration at its finest has critical thinking at its core. Higher order thinking skills including evaluation, application, synthesis, and creation of ideas depend on the ability to say your opinion, support it with reasons, and give examples. 'Polite doubt' (Cotrell, 2017) teamed with tact fuels development of knowledge and ensures all ideas are heard and dealt with fairly.

Theory

Theories of Empowerment and Social Constructivism

'When everyone in the classroom, teachers and students, recognizes that they are responsible for creating a learning community together, learning is at its most meaningful and useful . . . critical thinking empowers us' (hooks, 2010, p. 11).

Implementation

Development of discourse structure.
- opinion => reasons => examples

Developing skills:

Basic	Advanced
- Listen & understand	- Hedging
- Follow-up questions	- Synthesis
- Agree/disagree w support	- Collaborative development

Activity

- 1) Allow students to prepare ideas and vocabulary
- 2) Provide oral practice opportunities
- 3) In groups, use discussion questions that target CT
- 4) Highlight instances of pragmatic failure
- 5) Provide targetted language practice

Structural Critical Thinking

Definition

Structural Critical Thinking (SCT) involves the ability to formulate an opinion in a meaningful and structurally sound manner. This means that it focuses on the need for the conclusion to follow from the premises. Because of the reliance on structure, for SCT to be sound, critical examination of the veracity of premises is also important.

Theory

Theory of Rationalism

'The rules of logic can tell us how people might think critically under ideal circumstances in which the limitations typically placed upon the human processing system are not in place.' (Sternberg, 1986, p. 5).

Implementation

Development of argument structure.
- premise a + premise b ∴ conclusion

Developing skills:

Basic	Advanced
- Formulate arguments	- Dissociation
- Assess arguments	- Synthesis
- Deductive logic	- Assessing premises

Activity

- 1) Provide background knowledge for schema activation
- 2) Turn on Word and pre-format the document
- 3) Assign a topic that students are unlikely to agree with
- 4) Give students fifteen minutes to write
- 5) Give students time to reflect and discuss the topic

Virtual Exchange and ESP

2019 CUE & BizCom SIG ESP Symposium

Sandra Healy & Yasushi Tsubota, Kyoto Institute of Technology
Olivia Kennedy, Ritsumeikan University

Abstract

The development of technology has led to increased opportunities for creating new virtual environments for teaching and learning and this poster presentation will explore three different examples of virtual exchange that address issues of English for Specific Purposes in different ways. The first is a jointly developed online course between universities in Japan and Belgium in which architectural students in both countries undertake the same course of study. Language teachers and content teachers at both universities work collaboratively to develop materials, organize and facilitate the course. The second is a virtual exchange which focuses on the building up of intercultural communication skills for students based in Japan and in Africa. In this course, the students explore issues related to intercultural communication together sharing and experiencing the realities both practically and theoretically. The third is a course which has been created to develop the academic presentation skills of Japanese university undergraduates. In this course, the students prepare and practice presentations which they give online to teachers based in the Philippines. The teachers work synchronously with the students to improve their presentations, and as a consequence of this interaction, their intercultural communication skills are also developed.

Participants

- **Group 1 – Japan and the Philippines**
40 first-year undergraduate chemistry students from compulsory classes and teachers based in the Philippines
- **Group 2 – Japan and Africa**
Graduate students from elective classes from both countries
- **Group 3 – Japan and Belgium**
Architecture students from both countries



Benefits



Challenges



Traditional models of Virtual Exchange

Virtual exchange models

1. E-tandem (Dual-Language Virtual Exchange, DLVE)

•Linguistic aims – native speakers of different languages communicating together with the aim of learning the other's language.

•Learner autonomy

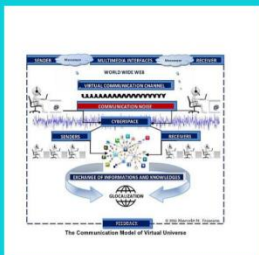
2. Cultura

•Intercultural aims – emphasis on development of cultural awareness and knowledge

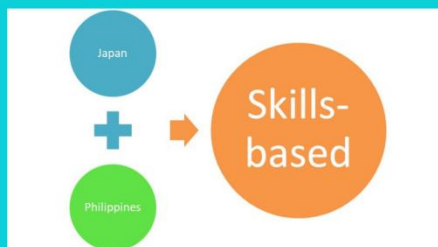
•Classroom based, teacher involvement

3. Single-Language Virtual Exchange (SLVE)

English as a lingua franca



Hybrid models



Discussion

Students

- Students' foreign language anxiety levels decreased
- Increased awareness of communicative ability
- Perceived improvement in language skills
- Improved awareness of different cultures
- Development of academic literacy skills
- Socialization into larger and more complicated academic discourse communities
- Improved motivation
- Students from all backgrounds able to take part in international exchange

Teachers

- Increased interaction between teachers globally
- Increased interaction within institutions
- Development of new skills e.g. teachers in the Philippines received training on how to teach groups of students, not just one to one lessons.
- Increased awareness of students' skill sets
- Development of teaching skills
- Development of technological skills

Conclusions

- The use of virtual exchange in ESP is a powerful tool.
- Overall successful
- Developed new hybrid models to deal with ESP:
 - Teachers in the Philippines as 'extra' classroom teachers
 - Content and language teachers in Belgium and Japan develop courses together
- Needs to be a balance between logistics and pedagogy
- Democratic exchange model - inclusive of all students
- Takes a long time to create and develop relationships
- Takes a long time to create and develop courses



Fostering Critical Thinking & Digital Literacy Skills in a Japanese University Academic English Course

21st Century Learner: Who?



Critical Thinking: Why?



Digital Literacy: What?

- ★ Functional skills
- ★ Critical thinking & Evaluation
- ★ Creativity
- ★ Cultural & Social Understanding
- ★ E-safety
- ★ Collaboration & Communication

Project-based learning: What?

"... an extended task ... integrates language skills through a number of activities."
(Hedge, 1993)



FLIPPED CLASSROOM

1. Background

AEA course:

- Teach 1st-year students academic English skills in preparation for overseas study programs & English-content classes.
- * compulsory course
- * two 90-minute classes per week
- * one-year course / 4 quarters
- * assessment: assignments & participation

2. Objectives

Students will:

- * listen to & comprehend main points of a formal talk
- * use reading strategies to identify key points
- * think critically about a wide variety of issues & different types of media
- * develop presentation skills
- * develop academic writing skills & write a short research report

3. Material Development

4. Research Questions

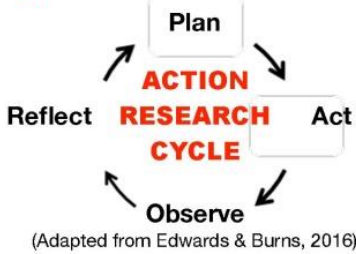
1. Did the Academic English A (AEA) course enhance the participants' critical thinking abilities and provide them with a deeper understanding of the course topics?
2. What impact, if any, did the AEA course have on the participants' digital literacy skills?
3. What were the participants' perceptions of a project-based learning approach in an academic English course?

5. Participants

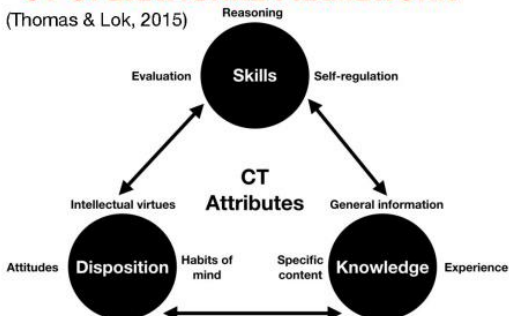
- * 88 students
- * female - 76% (n=67)
- * male - 24% (n=21)
- * Japanese nationality - 98% (n=86) / Korean - 1% (n=1) / Chinese - 1% (n=1)
- * 18 - 23 years old (M=18.98)
- * 86 - 1st-year students / 1 - 4th-year student / 1 - 2
- * 4 classes / taught by 2 researchers



6. Theoretical Framework

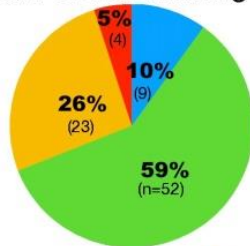


CT OPERATIONAL FRAMEWORK

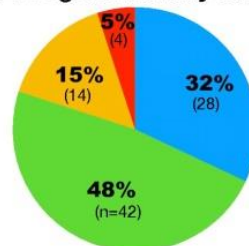


7. Data & Results

RQ1. Critical Thinking



RQ2. Digital Literacy Skills



- Strongly agree
- Agree
- Somewhat agree
- Somewhat disagree / disagree

RQ3. Project based-learning

Advantages:

1. Technological assistance
2. Generate new ideas
3. Help each other with 'difficult content'
4. 'Brought us closer together'
5. Divide workload
6. Improved communication
7. Enhanced motivation
8. Fostered learner autonomy

Disadvantages:

1. Busy schedules - 'difficult to meet outside of class'
2. Unfair distribution of work
3. 'Some people slack off' [social loafers / free riders]
4. Technological issues (e.g., different devices)

8. Recommendations

- * include examples whenever possible (e.g., model essays, video projects)
- * use QR codes
- * 'flipped classroom' strategy
- * critically self-reflective practice
- * regularly refine materials

日本の大学におけるアカデミック・ライティング教育の現状と課題

Academic Writing Education in Japanese Universities: From the Perspectives of Academic Writing Tutoring, Curriculum and Texts

桑子順子、フェアバンクス香織、Wendy M. Gough、Robert Van Benthuyzen (文京学院大学)

Abstract

近年、日本の大学(院)でアカデミック・ライティング教育の必要性が高まっている。本ポスターではアカデミック・ライティングの授業を大学(院)で開講することを眼目に、その第一段階として日本の大学におけるライティング教育の現状をまとめ、その特徴や課題を以下の視点から浮き彫りにする。

A Survey of Academic Writing Tutoring

1) Writing Centers in Japan

ウェブ上で公開中のライティング・センター指導体制や成果から大学(院)のアカデミック・ライティング指導の実態調査を行う。

2) Courses in the Curriculum

大学(院)の英語アカデミック・ライティング教育をカリキュラム、ライティング・センターとの連携から調査。⇒海外のライティング・センターの推移・変化も視野に入れて大学(院)の効果的なアカデミック・ライティングの指導体制を探る。

A Survey of Academic Writing Texts

3) Textbooks on AW: only 1/44?

大学英語教科書協会のHPで「アカデミック・ライティング」をキーワードに教科書検索を行ったところ、44冊がヒットしたものの、実際にアカデミック・ライティングを扱ったものはわずか1冊であった。これは大学(英語)教育においてアカデミック・ライティング指導が浸透していないことを如実に示している。

浸透しない理由には、「英語」「アカデミック・ライティング」本に見られる軸足のゆらぎや、基礎項目の認識のずれ等があると考えられる。それらの問題点を念頭に置きつつ、日本人学習者に適した英語アカデミック・ライティング教育のあり方を提起する。

Research Questions

- A. 1) What are the ideas behind the establishment of writing centers in Japan?
2) What is the current state of academic writing courses?
B. 1) What are the characteristics and problems of books on academic writing written by Japanese?
2) What should we consider in making a syllabus and text?

Detailed explanation

A.1) The ideas about writing centers

The dominant educational philosophy and teaching methods

理念	自立した書き手の育成 思考過程・論理構築を重視
運営	全学部横断型、全学生・院生・あらゆる文書が対象
方針	添削、校正、評価をしない No Editing, No Proofreading
指導法	個別面談、相談過程の重視、チューター(訓練された院生中心)による指導
連携	関連科目の設置、運営、オンデマンド授業
資料	アカデミック・ライティングの資料、指導書作成
ITC	ウェブ上の授業運営、コミュニティの運営、SNS活用

Exceptional cases

理念	書く過程を特に重視しない、文書へのコメントのみ
指導法	教員のための指導、特定科目の履修者対象、学外添削者への仲介
方針	校正、添削、Proofreading, Native checkの実施
連携	全カリキュラムと完全連携の指導体制

2) Academic writing Courses

下記の特徴が観察される

- ① Research skills 科目設定との相関
 - ② 指導書、教科書作成、ウェブ情報の配信
 - ③ センターとの連携、オンデマンド授業
 - ④ ITC活用、情報配信、ネット授業配信
- + 新規な指導体制 A New Wave

B.1) Books on academic writing

本研究で取り上げたのは「英語アカデミック・ライティングの書籍の出版が増えた2012年以降に出されたもの」、「日本人によって書かれたもの」を5冊。特徴&問題点は以下の通り。

▶ Characteristics

- ① 全書共通: 「イントロダクションが最も重要」「リサーチ/先行研究を行う」の二点。
- ② 日本人学習者の特徴・学習経験に即した解説が施されている書籍もあり。

▶ Problems

- ③ (パラグラフと異なり)アカデミック・ライティングの基本構成が共通認識に至っていないこと。
- ④ アカデミック・ライティングのキーワード “thesis statement” の定義が定まっていないこと。
- ⑤ 「英語論文」「英語アカデミック・ライティング」とタイトルにありながら、「英語」に軸足を置いているのか、「論文/リサーチペーパーの書き方」に軸足を置いているのかが不明瞭であること。

Conclusions

A. 1) ライティング・センターの運営指導体制から

ライティング・センターに共通にみられる特徴

←アメリカの大学のライティング・センターの理念を踏襲

- (1) 全学のカリキュラム全体で指導(Writing across the curriculum)
- (2) 書くことのプロセスを重視(Writing as a Process)
- (3) 添削や校正をせず、主体的な学びによる自立した書き手を育成(Not proofreading service but teaching institution, Tutoring not Editing)
⇒ Tailored Supervisors' Feedback

⇒ 新規な指導体制への動きも ⇒ A New Wave

- ・クリティカル・ライティング・プログラムのもとにセンターを配置
 - ・チューターの育成や指導体制の整備の対策報告と研究
 - ・オンデマンド授業、テキスト・ブック作成、情報源の集積と発信
 - ・欧米のライティング・センターはニーズの変化に応える指導型へ
- これらの前例に倣い大学独自のグローバルなニーズに合致するライティング・センターを設置＝アカデミック・ライティングの指導充実

2) アカデミック・ライティングの科目設定から

- ・Research SkillsにEnglish Academic Writingを位置づける
 - ・ITCを積極的に導入する指導法を重視する Support
 - ・ウェブ上で公開している指導体制の共有へ Network
- ⇒これらの情報・システムの共有を大学相互が積極的に実施すればアカデミック・ライティング教育は充実する。

B. アカデミック・ライティング教育の推進に必要なこと

- ① 日本人学習者のためのシラバス&テキスト作成体系的なリサーチペーパーを書くにあたって、日本人学習者に欠如している知識・能力に応じた項目をシラバスやテキストに盛り込む。海外の書籍は日本人用にアダプテーションすることが大切である。
- ② 共通認識をもつ: アカデミック・ライティングの基本構成
 - a. プレーンストーミングをしつつ、トピックを選択する
 - b. リサーチを行い、最終的な問いを立てる
 - c. thesis statement を作る
 - d. アウトラインを作成する
 - e. 序論、本論、結論を書く
- ③ “thesis statement” の定義を定める
「議論の主張」が訳語にもっとも近いのか。
- ④ リサーチペーパーの書き方 or 英語表現?
どちらの指導に重点を置くか、明確な線引きをする。

How to learn English for Specific Purposes by using Self-regulated Learning (SRL) Strategies

自己調整學習 (SRL) 戰略を使用して特定の目的のために英語を学ぶ方法

Presenter: **Justin Kwan, PhD** - School of Professional and Continuing Education, University of Hong Kong
 Email: drkwanhkuspace@gmail.com Phone: (852) 9833 6952

Abstract

By using the action research method, I have taught and studied a cohort of ESL/EFL community college students in Hong Kong on how to apply Self-regulated Learning (SRL) strategies to learning English for Specific Purposes (ESP). The study was completed in three action cycles of reflection and intervention; observation and evaluation, and adjustment and adaptation. The aim was to enable the students to use cognitive, affective and behavioural processes to acquire the knowledge and skills of ESP. It was found that the students have successfully identified their own needs, set personal goals and used cognitive, meta-cognitive and reflective techniques to analyse language tasks, monitor progress, and conduct self-evaluation. Most students could use SRL strategies to develop academic language features, vocational and technical vocabulary, syntactic and rhetorical structures of ESP for communicating subject-specific contents by following specific disciplinary conventions and genre types. As predicted, the students' application of SRL strategies has enhanced their intrinsic motivation, boosted self-efficacy and reduced writing apprehension. Moreover, the students have achieved the intended course learning outcomes (ICLO) through setting goals, developing plans, monitoring their progress, and evaluating and reflecting on their learning process. Most importantly, the strategies have helped raise learners' awareness in using correct syntax and suitable vocabulary for effective ESP writing in different disciplines and across the curriculum.

Purpose

The aim of the research project is to enable participating students to develop and use SRL strategies to learn English for Specific Purposes for verbal and written communication in their disciplinary discourse community.

Research Question

How do college students in Hong Kong learn English for Specific Purposes through using Self-regulated Learning (SRL) strategies?

Data

My research was qualitative in nature so the data collected were basically textual and descriptive, consisting of the journals of my observations and reflections, my students' presentation videos, writing assignments, and interview and discussion transcripts. The data were coded by using NVivo with the main themes extracted for qualitative analysis.

Results

The results of analysing the students' ESP writing tasks and oral presentations have shown that by explicitly learning and using self-regulated learning (SRL) strategies, the students could improve their cognitive, metacognitive and affective abilities, and change their language learning behaviours for improved outcomes.

1. Most students were able to follow the steps in the cyclical model of Zimmerman and Moylan (2009) on SRL strategies and activate their background knowledge (schemata) to improve their cognitive and metacognitive skills and develop intrinsic motivation to become autonomous learners;
2. They learned how to conduct SWOT (Strengths, Weakness, Opportunities and Threats) analysis for developing personalized SRL strategies to solve their learning problems in terms of content, organisation and language used in spoken discourse and discipline-specific essays with special focus on grammar, vocabulary, cohesion and coherence of the texts;
3. After completing the ESP course, most students reported that they could memorise and internalise the major SRL strategies (e.g., goal setting, process planning, task analysis, self-motivation, self-observation, self-control, self-judgement and self-reaction) and apply them to their oral presentation and writing tasks;
4. The students also reported that by using SRL strategies, they could independently find relevant resources and references for preparing their oral presentations and discipline-specific writing tasks, and
5. In preparing for their presentation and writing assignments, the students knew how to use the "writing process" method (researching, reading, brain-storming, planning, mind-mapping, outlining, drafting, revising, editing and proof reading) to polish and refine their final texts by using suitable vocabulary and correct syntax and following the discipline-specific genre and writing conventions.

Methods

My action research project recruited 23 first year ESL Chinese Community College students attending an ESP course. The data were collected through (1) comparing the students' discipline-specific presentations and subject essays before and after they had learned and used SRL strategies, (2) semi-structured interviews and focus group discussions to seek students' responses and (3) reviewing students' self-reflection journals. The following actions were conducted to enable the students to develop SRL strategies and use them to learn ESP. In each action cycle, I (1) identified the problem and focus, (2) took appropriate actions to intervene as planned, (3) observed, collected and analysed data, and (4) reflected and evaluated the outcomes, and then searched for new problems for the next cycle.

Cycle One – I explicitly taught the students how to develop and use major SRL strategies to deliberate, analyse, plan and revise their oral presentations and writing assignments by following the "Forethought, Performance and Self-reflection Phases" (Zimmerman & Moylan, 2009). The students then recorded their learning experiences and reflections and then evaluated their improvement in ESP. The focus was to enable students to use SRL strategies to learn to acquire the four language skills of ESP. I then scaffolded the students to develop a rubric for assessing their competence in the next cycle.

Cycle Two – I guided the students through the three phases of SRL strategies to review their learning outcomes against the rubric used for self-assessment, peer review and teacher feedback. All the responses were then analysed for similarity, congruence and validity, and the comments were summarized for record and reference. The students then recounted their application of SRL strategies to learning ESP in their semi-structured interviews, focused group discussions, and reflective journals.

Cycle Three – the students' class presentations and writing tasks were reviewed by themselves, their peers and the teacher by using the same rubric. The last round of interviews, group discussions and review of journals were conducted as a final data check on the students' overall perceptions on the application and effectiveness of SRL strategies.

Conclusions

Using self-regulated learning (SRL) strategies can help improve students' cognitive, meta-cognitive and affective skills in second or foreign language learning by boosting their intrinsic motivation and self-efficacy and modifying their learning behaviour. Gradually, the students will become autonomous language learners, attain a higher level of proficiency in English for specific purposes and communicate more efficiently in their respective discipline-specific discourse community. My action research has shown that my ESL/EFL college students have improved their knowledge and skills in ESP independently and effectively by using SRL strategies.

Teacher Support for EMI Courses in a Japanese University: How to Engage Students in Class Discussion

Researchers: Monica Kwon, Michiko Yaguchi, and Mami Kanno

Affiliation: English for Academic Purposes (EAP) Committee at Kanazawa University

A survey on EMI instructors' perceptions of students' difficulties in EMI classes

Participants: 22 EMI (English as Medium of Instruction) instructors (19 instructors self-identified that Japanese is their first language)

Context: a large public university in Japan

From Brown et al. (2019).

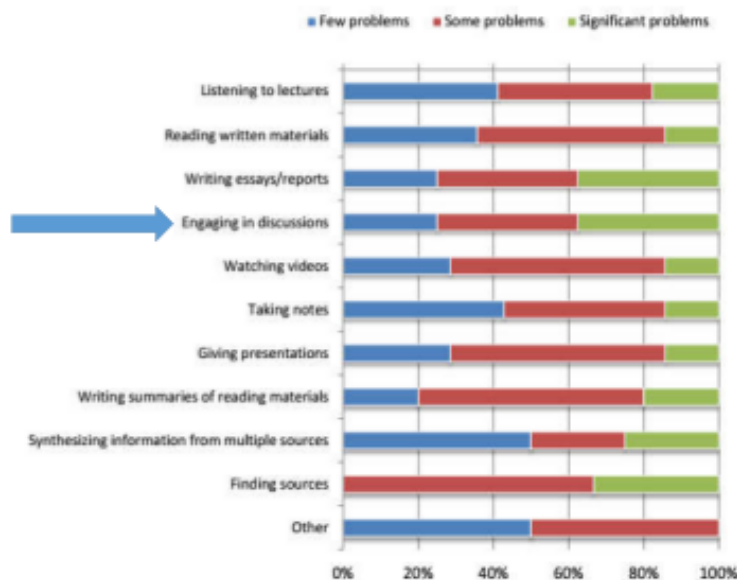


Figure 1. EMI instructors' perceptions of students' difficulties with various tasks

Focus: How to engage students in classroom discussions effectively?

1) Allowing the Use of First Language at the Beginning and Gradually Transitioning to English-only Discussion

- Use of first language can help students share their ideas without the pressure to use the second language (Storch & Aldosari, 2010)
- Use of first language can allow students to have more meaningful and deeper discussion of a given topic
- Teachers can introduce necessary terms and vocabulary that can be beneficial for students to use in the class discussion during the transitioning phase (Cook, 2001)
- Teachers can play the role of a participant and a facilitator during transitioning phase
- Teachers can gradually phase out their guidance as students become more used to participating in classroom discussions in English

2) Task-based Language Teaching

- Giving students specific tasks with clear goals helps them engage in discussions more effectively
- Tasks can motivate students to use language in a focused way using shared vocabulary consistently with group members (Sarani & Sahebi, 2012)
- Students can feel a sense of achievement when they have accomplished a specific task
- Students can learn how to negotiate meaning as they take turns to reach a mutual understanding of a given topic and learn from each other (Crookes & Gass, 1993; Ellis, 2003; Long, 2000)

3) Active Use of Online Discussion Boards

- Having students engage in the classroom discussion using online discussion boards or forums can encourage active participation (Kaur, 2011; Shetzer & Warschauer, 2000).
- Many students are already familiar with online spaces and students can engage in the discussion both in and outside the classroom
- Some students may feel less anxious because it does not require students to express their ideas in a spoken form

Conclusion

EMI teachers may struggle with leading class discussions in an EFL (English as a Foreign Language) context. However, using a variety of approaches such as allowing the use of first language, giving students specific tasks, and actively adopting technology can provide both teachers and students with opportunities to engage in class discussion more effectively in an EMI class.

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Building ESP Competencies with Role-play Activities

Dana Lingley

Kyoto Prefectural University of Medicine

2019 CUE & BizCom SIG ESP Symposium



Abstract

- Role-play as a classroom method has the potential to improve the communication skills of medical students and has long been embedded in medical university curriculums.
- For Japanese medical students studying English, the implementation of role-play activities aid students in acquiring the skills necessary to navigate the changing Japanese healthcare landscape.
- Effective use of role-playing can lead to an improvement in linguistic, communicative and intercultural competencies.

Rationale

- To meet the need for potential future encounters with non-Japanese patients.
- To put into practice established medical guidelines for dealing with patients (Enhanced Calgary-Cambridge Observation Guide).
- To use target vocabulary and phrases (SOCRATES) in a practical way.
- To introduce intercultural communication and raise awareness of the potential for cultural differences to affect treatment.
- To practice paralinguistic features such as showing empathy and building patient rapport.
- Role-play can bridge the gap between the classroom and real-world language use.
- To use English for a communicative purpose.

ESP Competencies

- Linguistic competencies – technical/non-technical vocabulary, use medical consultation models.
- Communicative competencies – paralinguistic skills, non-verbal skills and use reassuring language, and show empathy
- Intercultural competencies – become more culturally aware, demonstrate respect to patient's beliefs, show a willingness to adapt to the patient.

Considerations

- Does the need exist?
- Cooperation of students (Why are we doing this?)
- Mixed levels
- Explicit instruction vs. freedom to be creative
- Clear defined expectations

Method

Role-play

- Students perform three role-plays with a partner as part of a Basic Medical English class. Each takes on the role of the doctor and the patient.
- Role-plays are performed in front of the entire class.
- Students cannot read (Instructor can "feed" cues when necessary).
- Each role-play continues for 3-4 minutes.

Role-play 1

- Students use a script from the textbook and add some target vocabulary and phrases.
- Focus is on practical applications of vocabulary and medical phrases (e.g., SOCRATES pain assessment).
- Focus is on communicative paralinguistic criteria.

Role-play 2

- Students build on role-play 1 and add focus on showing empathy and building rapport with the patient. (Calgary-Cambridge Observation Guide, 2002)
- Focus on technical/non-technical vocabulary and content from the textbook (e.g., Explaining a procedure).
- The script is 50% from the textbook and 50% written by the students.

Role-play 3

- Students build on elements from the previous role-plays and add cross-cultural communication element.
- Students are given a scenario from which to write an original script.
- Guidelines of what must be included in the script are given to students.
- Focus on pulling all elements learned in previous role-plays into one encounter.

Site, Onset, Character
Radiation, Associations
Timing, Exacerbating
and Alleviating, Severity

1. Greet patient and obtain patient's name.
2. Introduce self and clarify role.
3. Show respect and interest, attend to patient's comfort.

Source: Enhanced
Calgary-Cambridge
Guides, 2002

Take patient's lifestyle, **beliefs**,
cultural background
and abilities into consideration.

- Doctor shows awareness of cultural differences. Explains typical treatment in Japan and asks the patient if they agree with the treatment.
- Willing to adapt to the patient's needs.

Outcomes

Teacher observations:

- There was initial apprehension before and during role-play 1 but gradually was alleviated with clearly defined expectations and rationale for the exercise.
- Confidence to perform the role-plays seemed to increase.

Student input (n=35) (Qualitative data based on interviews with students)

- 65% of the participants reported a belief in their ability to interact with non-Japanese patients.
- 71% of participants reported a belief that their awareness of potential cultural differences increased.
- 60% of participants reported increased understanding of showing empathy and making patients feel at ease.
- 20% of participants reported that the role-play activities were not worthwhile.

Conclusions

- This project has sought effective use of role-plays for third-year medical students to increase their communicative competence, raise awareness and understanding intercultural competence, and provide a stage for the practical application of target vocabulary and phrases. While role-plays can be a valuable method to increase ESP competencies, many factors such as mixed proficiency levels of the participants and their willingness and enthusiasm toward the activity can diminish its effectiveness.

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Vocabulary Learning for Japanese Scientists

Leigh McDowell



MACQUARIE
University

leigh-mcdowell@ms.naist.jp

Background

The widespread use of English as a lingua franca in the twenty-first century has led to unprecedented levels of communication throughout the world, and one domain where this is particularly apparent is within the physical sciences. For example, in the field of chemistry, Ulrichsweb Global Serials Directory indexes 3,047 active academic peer-reviewed journals published in English, compared with 451 not in English (Figure 1a and 1b, respectively).



Figure 1. The number of active peer-viewed academic journals in the field of chemistry in 1(a) English (3,047) and 1(b) not English (451).
Source: Serial Solutions, accessed Aug 2019

Among the various issues Japanese scientists face in using English as a professional language, vocabulary learning plays a significant role. This poster presentation explores the area of **vocabulary learning in an ESP context**.

How many words do you need?

How many words do you need to be an effective communicator in English? Research indicates that well-educated native English speakers know around 20,000 words (Goulden, Nation, & Read, 1990). This means a child living in a country where English is spoken will learn approximately 1,000 words every year until about the time they finish university. However, that number can be daunting for Japanese chemists. Fortunately, other research shows that you can understand fluent English conversation with around 6,000–7,000 words (Nation, 2006). This is a more realistic goal for your English study. How many words do you know? There is a very reliable test available freely online.

Figure 2. Online vocabulary size test.
Freely available at
<http://myvocabularysize.com>



But which words do you need?

Not all words are equal. Some English words are used much more frequently than others (i.e., **high frequency words**). Corpus research provides us with a list of around 2,800 words, called the **New General Service List** (NGSL; Browne, 2014), which cover around 92% of most general English texts (e.g. newspapers, novels, everyday spoken conversations, etc.). Figure 3 highlights the 30 most frequent words in the NGSL, and Figure 4 illustrates the coverage of these high frequency words.

Figure 3. The New General Service List (NGSL)
Freely available at <http://www.newgeneralservicelist.org>

The NGSL is the place to start your English vocabulary learning. It is important to master these words. In fact, not knowing these words will be a serious disadvantage when you need to communicate in English.

Figure 4. Words in red text are from the NGSL, words in black are not.
Total words: 36; NGSL Words: 31 (86%)



Technical Words

There are an enormous number of low-frequency words—possibly more than 100,000 (Goulden, Nation, & Read, 1990)—and altogether they cover only a small proportion of English. Many of these words, you will never meet or need. Because this group of words is so large and rarely used, it's impossible to master them, but within this group there are some that deserve your attention, **technical words**. Technical words are low frequency words but used much more frequently in certain domains; for example, *cation*, *ligand*, and *isomer* are rarely used in general English and most native English speakers will not know what they mean, but in chemistry these are common words that every chemist knows. Research indicates that in some fields, technical words can account for more than 30% of the English used (Chung & Nation, 2003). Figure 5 illustrates how technical words feature heavily in chemistry.

Imidazole is readily converted into cationic imidazolium by the protonation or di-substitution of two N-positions. The 1,3-disubstituted imidazolium ring, a cationic N-heteroaromatic ring, is well known as the most popular and investigated class of the cationic structure of room temperature ionic liquids. The reaction of 1,3-disubstituted imidazolium cations is restricted due to the chemical stability of the imidazolium ring derived from the delocalization or burying of cationic charge, the aromaticity, and the low reduction potential.

Figure 5. Text highlighting technical words (in green).

Total words: 75; technical words: 23 (31%)

Reprinted with permission from T. Nakashima, M. Goto, S. Kawai, and T. Kawai.

Advice for dealing with low frequency and technical words

Learn these words *in context*. When you notice a new word, it's probably important to you, so devote some time to learning it:

- ✓ Repeat the word aloud
- ✓ Look it up in a dictionary
- ✓ Write it down on a **flashcard** for later review



For technical words, be sure to learn their pronunciation carefully—katakana versions are often quite different.

Sub-technical words

Sub-technical words are also low frequency in general English, but occur frequently in certain domains. However, unlike technical words, sub-technical words do not belong specifically to one domain; that is, they are used more widely. Research in Applied Linguistics has uncovered a small group of words that cover around 10% of English across a broad range of academic fields (Coxhead, 2000; Brown, 2014). This group of words is now known as the **New Academic Word List** (NAWL) and for many Japanese scientists these words will be very useful. Mastering the NAWL will help you explain your work, understand the work of others, and give your writing more academic appeal—it may even help you convince editors to publish your papers.

Figure 6. The New Academic Word List (NAWL)

Freely available at
<http://www.newgeneralservicelist.org/new-academic-word-list/>



The **unique stability**, reactivity, and biological properties of fluorinated **compounds contribute** to their **widespread use** in many **chemical disciplines**. **Compounds** containing a trifluoromethyl group have been studied extensively. **Compounds** containing partially fluorinated alkyl groups, such as a difluoromethyl group, should be **similarly** valuable for medicinal chemistry because such groups could act as lipophilic hydrogen **bond** donors and as bio-isosteres of alcohols and thiols.

Figure 7. Text highlighting the New Academic Word list (NAWL; in blue).
Total words: 63; NAWL words: 10 (15%).
Reprinted with permission from P. Fier, and J. Hartwig.

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Constructing a corpus to bridge language gaps

Daniel Parsons

International University of Japan

Introduction

Lexical bundles play an important role in managing the discourse and attitudes of writers in academic texts, but a major gap exists in practitioners' knowledge about which specific lexical bundles can best help students to write a master's thesis. Lexical bundles come in three flavours: referential, stance, and meta-discursive (Biber, Conrad, & Cortes, 2004), though Simpson-Vlach and Ellis (2010) modified the taxonomic details somewhat.

Examples of lexical bundles in academic writing

REFERENTIAL: *in the middle of, in the case of, one of the most, referred to as*
STANCE: *it is necessary to, the fact that the, it is clear that, are likely to*
META-DISCURSIVE: *on the other hand, in this paper we, as a result of, shown in table*

Students of international development, international relations, politics, public management and policy, and business at International University of Japan study in English. They read textbooks in English and they must write a thesis or research report in English. However, the discursive features of textbooks are quite different to research writing. The goals of the two genres are distinct enough that the language input from textbooks might not always be helpful in writing up research.

To understand the differences between the two genres and support language instruction for thesis writing, two corpora are being constructed. The first represents the written input that students receive in their first year courses: textbooks. The second represents the kind of writing students need to write a thesis or research report: research papers. The focus of comparative analysis is lexical bundles because of the wide range of discursive features they control.

Data and Methodology

- Collect texts to represent student reading
 - Select textbooks from required reading in core courses.
 - Core courses are from five programs: International Development Program, International Relations Program, Public Management and Policy Program, MBA Program and Japan Global Development Program.
 - Scan textbooks and convert to plain text and XML format using Adobe Acrobat optical recognition tools.
 - Remove unwanted text (headers, page numbers, etc.).
 - Tag for parts of speech (using CLAWS Tagger).
- Collect texts to represent target writing
 - Use AntCorGen (Anthony, 2019) to select papers from the representative fields.
 - Representative fields are determined by reference to core courses (Figure 1).
 - Tag for parts of speech (using CLAWS Tagger).

As of August 2019, six required textbooks representing the core courses in the International Development Program have been collected.

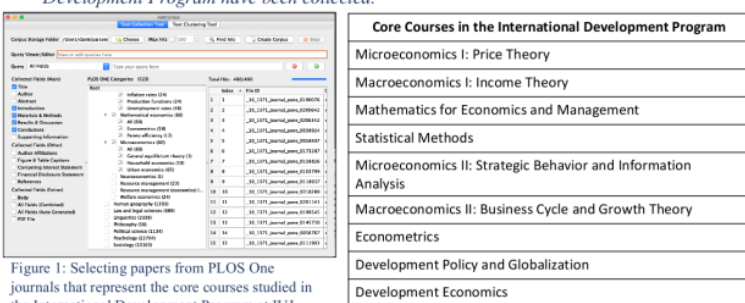


Table 1: Core courses in the IDP. Required textbooks were selected from these courses.

Textbooks Corpus Word Count	Research Papers Corpus Word Count
1,352,037 Tokens	1,905,037 Tokens

Table 2: Token counts for each corpus.

- Select lexical bundles for analysis
 - Consult Academic Formulas List (Simpson-Vlach and Ellis, 2010).
 - Consult Longman Grammar of Spoken and Written English (Biber et al., 2011).
 - Selection of STANCE lexical bundles resulted in a list of 149 lexical bundles.
- Search for and rank the lexical bundles in the two corpora
 - Due to the small size of the corpora, set a cut-off frequency of 10 per million.
 - This resulted in 64 STANCE lexical bundles that are prominent in either or both the textbooks and research papers.
 - Rank the lexical bundles according to the ratio of the relative frequencies between research papers and textbooks.
 - This resulted in a list of bundles in terms of their prominence in one corpus relative to the other.
- Analyze the concordance lines for each lexical bundle to understand its function better.

Results and Discussion

Stance Lexical Bundles	Ratio of relative frequency	Comments
have shown that	#N/A	Occur in research papers but are below the cut-off point in textbooks.
be explained by	#N/A	
been shown to	#N/A	
can be considered	#N/A	
be seen as	#N/A	
be considered as	#N/A	
important role in	#N/A	
the notion of	#N/A	
it is clear that	#N/A	
it should be noted	#N/A	
it has been shown	#N/A	Occur more than twice as frequently in research papers than textbooks.
it can be seen	#N/A	
it should be noted that	#N/A	
it is not possible	#N/A	
it has been shown that	#N/A	
at least in	#N/A	
it is not possible to	#N/A	
the tendency to	#N/A	
is consistent with	5.01	
appears to be	3.40	
the importance of	2.46	
more likely to be	2.33	
less likely to	2.10	
it is difficult to	2.07	
are likely to	1.91	
it is possible that	1.68	
it is necessary to	1.57	
it is worth	1.55	
the fact that	1.48	
the possibility that	1.42	
it is possible to	1.37	
may not be	1.36	
according to the	1.33	
be regarded as	1.32	
the most important	1.32	
it appears that	1.29	
to some extent	1.27	
it is likely to be	1.27	
the idea that	1.14	
it is important to	1.09	
the possibility of	0.98	
be the case	0.92	
assumed to be	0.91	
the assumption that	0.91	
there may be	0.89	
it is likely that	0.84	
we assume that	0.73	
the problem of	0.70	
the idea of	0.65	
to show that	0.63	
it may be	0.60	
the hypothesis that	0.57	
we can see	0.52	
the assumption of	0.44	
as a whole	0.43	
if they are	0.42	
assume that the	0.40	
it is easy to	0.29	
is determined by	0.26	
we have seen	#N/A	Occur in textbooks but are below the cut-off point in research papers.
it was found that	#N/A	
out that the	#N/A	
the sense that	#N/A	
it can be shown that	#N/A	

Initial Comments

At the top of the list *have shown that* is more prominent in research papers, but is below the cut-off point in textbooks.

At the bottom of the list *it can be shown that* is more prominent in textbooks and is below the cut-off in research papers.

This finding demonstrates that through this method, it is possible to accurately select lexical bundles for focus in a thesis writing course.

Examples from concordance lines analyses

Tends to be used in the Introductions of research papers with citations. It establishes facts by reference to previous research and allows the writer to zone in on facts which are important to the author's research: "nighttime lights have also *been shown to* be a good predictor of local wealth as measured by the DHS wealth index".

can be considered

Tends to be used in Results and Discussions sections of research papers to attribute a quality to the results, thus evaluating those results: "the results obtained *can be considered* robust"; "From the results of our study, we hypothesize that the organization of centres *can be considered* a valuable economic resource for metropolitan areas."

important role in

Tends to be used in Introductions to help establish the relationship between the research context and the research topic: "Many studies have shown that entrepreneurship plays an *important role in* stimulating economic growth" – in this case, the wider context of the paper reveals that "stimulating economic growth" refers to the context of poverty, and entrepreneurship is the topic of the whole paper.

it is clear that

Used frequently in Results and Discussion sections to give or expand on the interpretation of the results: "So, what is the main message from this study? *It is clear that* prolonged flooding is a key negative factor affecting the long-term recovery of the region."

Discussion

It is clear from the concordance examples that the lexical bundles have an important role to play in writing the thesis. These lexical bundles can be considered valuable for fulfilling certain writing goals, such as establishing credibility, creating a research space, and evaluating results. The descriptions derived from the concordance lines offer a pedagogy for the thesis writing course. One major limitation of this study is that the lexical bundles chosen come from other corpora; in other words, this study is not yet fully corpus driven. This will be remedied as the corpora and lexical bundles analyses in this study grow, but these initial insights are very promising.

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Acknowledgements and Contact Details

This research is being funded by a grant awarded by the [International University of Japan Research Institute](#)

Daniel Parsons
 International University of Japan
 Center for Language Education and Research
 777 Kokuzaicho, Minami-Uonumashi, Niigata Prefecture, 949-7248
 949-7248 新潟県南魚沼市国際町777
 E-mail: dparsons@iuj.ac.jp

International Business Communication Tasks with *Widgets*®

Gregory (Greg) Rouault

Hiroshima Shudo University

Department of Commercial Sciences

grouault@shudo-u.ac.jp

Spencer-Oatey's Five Domains of Interaction:

- illocutionary
- discourse content
- participation
- stylistic
- non-verbal

English for Specific Purposes

Language for Specific Purposes (LSP) (Woodrow, 2018)
(a) experienced & pre-experience workers (univ Ss)
(b) English for Vocational or Professional Purposes
(c) English for General or Specific Business Purposes

Business discourse (Bargiela-Chiappini, et al. 2013)
"understanding how people communicate strategically in an organizational context"

...how participants work together to find a solution despite different cultural backgrounds
(BELF - Spencer-Oatey, 2000)

*The aim of foreign language teaching is to develop the ability to use the target language.

Agreed?

Task-based Language Teaching

- relevant
- learner-centered
- functional (Long, 2015)

In *meaning-based approaches*.

- the teacher does not attempt to control language
- achievement is judged on successful communication
- at some stage, during a cycle of activities, learners and teachers will focus on language
- a *focus on form* comes after *focus on meaning* (Willis & Willis, 2007)

Task features:

- holistic language use
- meaningful outcome
- ind./group processes
- input material needed
- different phases
- Ts know the language learning purpose or target
- conditions can be exploited for outcome
- pedagogic purposes vary w/ learning stages (Samuda & Bygate, 2008)

"A central tenet of LSP has always been that to be effective, the learning students do must be **contextualized**. LSP teachers have long used task-based approaches, simulations and role-plays to contextualize learning & provide some measure of **authenticity**, but it has not always been easy to provide a meaningful and pedagogically defensible integration with real-world professional or academic contexts." (Gollin-Kies, Hall, & Moore, 2015)

Pre-task
*priming, preparation, planning
Overview - "Executive input"
Modelling or background schema activation
Video input or Informative worksheets
Brainstorming
Description
Mind maps and charts for prediction
Jigsaw & Note taking/Dictation
Classifying
Ordering/sorting/ranking

During task
Information gap
Problem solving
Discussion
Negotiation
Decision making
Presentation & Multimedia creation
Gathering information - research
Report writing
Job application - cover letter & resume
Interview

Post-task
Self-evaluation
Peer feedback
Formative assessment
Linked tasks (building across textbook Stages 1-6)
*Instructors need to **build in a focus on form**:
- to make sense of the language experienced
- to highlight language to be encountered in the future
- to provide ongoing motivation

Outcomes from student comments:

- + practical, useful, interesting
- sometimes unclear what to do/expect
- * expensive!

Future implementation:

How to balance a focus on aspects of the target languages (needed for support) in ways that enhance learning, without losing the overall holistic quality of engagement in normal *language use* with a focus on making meaning.
*Capitalize on performance interviews for teams and/or project managers.

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CLT Approach: Beliefs, Perceptions, and Attitudes

2019 CUE & BizCom SIG ESP Symposium



Alexander Sheffrin & Eugene Vakhnenko
Osaka Seikei University



ABSTRACT & BACKGROUND

- **Communicative Language Teaching (CLT)** was only **formally included** into Japanese junior and senior high schools in **1989** (MEXT, 1989), and **Japan ranks among the lowest** in average TOEFL scores in **Asia** (Hosoki, 2011)
- **Tourism and Marketing students** enrolled at a Japanese university's inaugural English Education Center were **given a free learning space** where they could enroll in **weekly 90-minute non-credit English classes in small groups**
- **Tutors** of the English Education Center sought to **study and examine beliefs, perceptions, and attitudes towards CLT** among Tourism and Marketing students

RESULTS

- Results revealed **a considerable match between learner beliefs, perceptions and attitudes** of their English language learning and classroom activities.
- **Two-thirds** of students indicated a **preference** for learning **American English**
- **Two-fifths** of students **began English study in Junior High school**

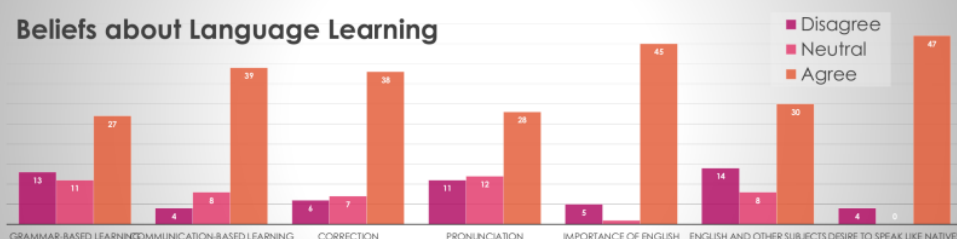


METHODS

- **Fifty-one students** at the English Education Center were **given fifty survey questions about their beliefs, practices, and attitudes towards CLT**
- **All questions** were translated into **Japanese and placed onto a Likert scale** from 1 (strongly disagree) to 7 (strongly agree).
- Students also answered **three background questions** about their preferred **English dialectal variety, gender, and start of English learning age**
- **All student responses** were confidential and grouped into the three response **categories of Disagree (1-3), Neutral (4), and Agree (5-7)** to more easily compare results

DATA

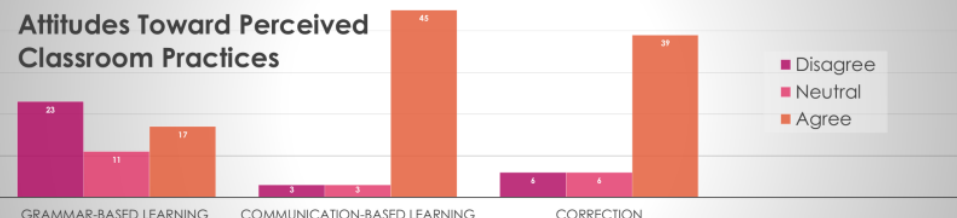
Beliefs about Language Learning



Perceptions of Classroom Practices at University



Attitudes Toward Perceived Classroom Practices



CONCLUSIONS

- **Many students** began English study in Junior High school, and **were likely familiar with Communicative Language Teaching (CLT) methods**
- **A large majority of students** revealed that their beliefs, perceptions, and **attitudes matched their needs for CLT**. This was also shown to be true in a previous study among six universities in the Kansai area (**Yoshida, K., Aliponga, J., Koshiyama, Y., Gamble, C., Wilkins, M., & Ando, S, 2012**).
- Although **students had mixed beliefs towards grammar study** with over two-thirds of students agreeing with the statement "I believe the more grammar rules one memorizes, the better he/she is at using English," **student perceptions and attitudes showed that they were overwhelmingly supportive of CLT** at the English Education Center

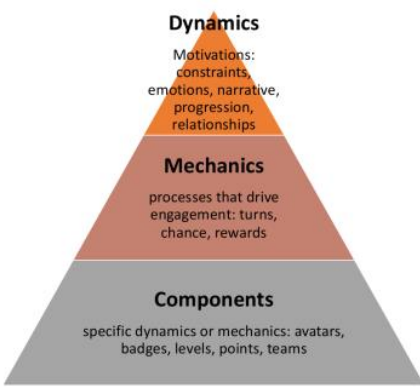
Virtual Banking English: Feasibility Study

Alan Simpson

Background



The Games Used IN Engaging Virtual Environments for Real-time language Education project aims to demonstrate the potential of digital game based learning in a 3D immersive environment to improve teaching and learning of foreign languages in the European Union.



Categories of game elements (Werbach & Hunter, 2015)

When motivation, self-confidence and positive self-image can be increased, second language acquisition improves (Krashen, 1988). Embarrassing face threatening acts (Goffman, 1967) can be avoided by using an avatar. Students can learn incidentally and develop both speaking & writing skills. (Cinganotto, 2019).



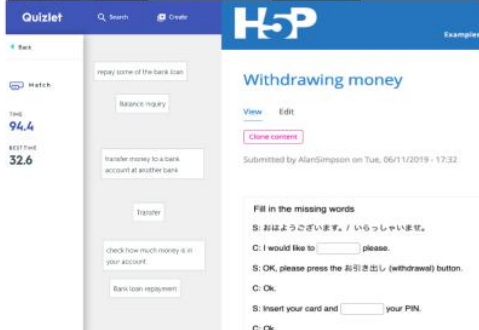
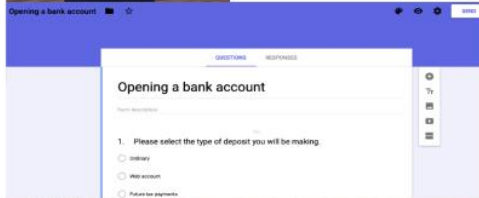
Research Questions

- 1) What did students think about the avatar virtual learning environment (VLE)?
- 2) What did students think about the task based learning (TBL) interaction and functionality?
- 3) What did students think about the learning?



Methods

Participants: five volunteer 2nd & 3rd year undergraduate liberal arts university students
 Tasks: a) open a bank account, b) withdraw money, c) transfer money to another account
 Functionality: self-directed avatar with guidance
 Recordings: Screencast-o-matic machinima (video game animated recordings)



Results

- 1) When asked about the VLE, students said, "the virtual world will make people more motivated". It was "good quality and motivating." However, also, that it was "difficult to move" the avatar, and they wanted more space. They also wanted "more avatars" and questioned, "not I-phone?" They also wanted more functionality, to "turn on (the) mic and role play" and to be able to "connect to the teacher online." Furthermore, "can you make a hotel context?" too.
- 2) Students thought that "tasks are good because they are linked." Although, "difficult at first." They asked, "can there be another task?" "can you build in points & quests?" and "needs clearer instructions."
- 3) Responses about the learning opportunities, a few students commented that it is "Good for vocab. learning" and "add Quizlet writing for spelling practice" should also be included. In addition, "if the learners are low level, it would be difficult."

Discussion

The Virtual Learning Environment was motivational, and is worth developing for further (Computer or Mobile Assisted Language Learning) applications, with cohesive and collaborative tasks.

Points for development include being able to get more students using avatars at the same time, so that we can role play staff and customer role plays.

Furthermore, there needs to be self-study activities and follow-up teacher support.

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Helping students publish papers through corpora analysis

Steven Taro Suzuki

Waseda University, Faculty of Science and Engineering

suzukitaro@aoni.waseda.jp

September 21, 2019



Abstract

English continues as the predominant language of research and scholarship (Swales & Feak, 2011). Paramount for university teachers of science and engineering EFL students is to understand how to help students who hope to publish in research journals in the future. In this context, corpus linguistics provides a quantitative basis for better understanding language usage in particular fields when analyzing 'real life language' examples (Hyland, 2012; McNery & Wilson, 2011).

This poster presents an analysis between two corpora. One corpus is a collection of undergraduate EFL student essays from advanced level learners built over a four-year period (TOEIC 800 or above). The other corpus comprises 496 introduction sections from published relevant research papers. The tool used to create the introduction section corpus was AntCorGen (Anthony, 2019b), and the tool used to analyze all the corpora was AntConc (Anthony, 2019a).

The purpose of the study was to identify language gaps that exist between the students' essays and published work. Findings from the study will inform the development of specialized teaching materials, tailored for students who plan to publish in relevant research journals in their future.

Methods

Participants

Participants in the research comprised 152 second-year science and engineering students taking the same compulsory academic English course. The English skills of the students were considered in the advanced level range. TOEIC scores ranged from 800-990, and approximately two-thirds of the students had scores of 900 or greater.

Explicit academic writing instruction

During the first semester, students received five 30-minute lessons focusing on specific basic conventions for formal academic writing style in science and engineering (Anthony, 2013).

Type of essay

In the second semester, all participants wrote an essay following a "Situation-Problem-Response-Evaluation" structure. This structure was chosen as it could be considered a typical structure of research paper introduction sections (Anthony, 2013). There was no word limit for their essay; however, students were informed that their essay should devote one paragraph for each part of the four-part structure.

Student corpus

A corpus of students' essays was built over a four-year period – A total of 152 essays comprising 39,516 words. Initially, the essays were submitted as Microsoft Word files (.docx). Titles, names, and references were stripped, and the docx files were converted to text files (.txt) using the AntFileConverter freeware tool (Anthony, 2017) as shown in Figure 1.

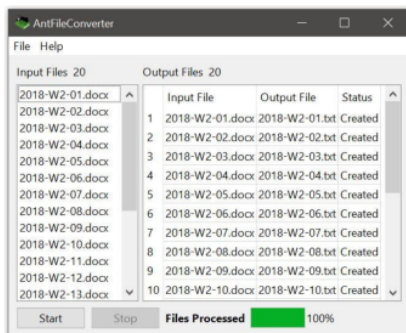


Figure 1: AntFileConverter (Anthony, 2017)

Published introduction section (PIS) corpus

In the initial search, 504 published introduction sections (PIS) were found from PLOS ONE research data base. These findings were a result of creating 12 corpora taken from 12 PLOS ONE root categories. An attempt was made to choose categories that were similar to the participants' fields of study. After the initial search, some overlaps were found in the corpora since some of the searches among the categories pulled same papers. In the end, the corpus consisted of 496 introduction sections comprising 403,637 words. The tool used to create the introduction section corpus was AntCorGen (Anthony, 2019b) as shown in Figure 2.

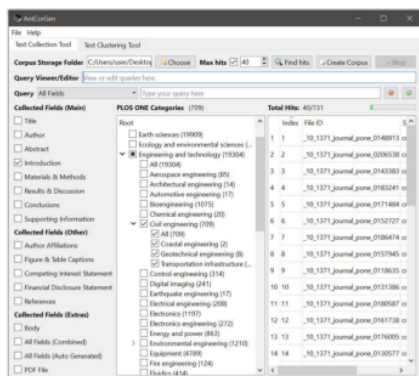


Figure 2: AntCorGen (Anthony, 2019b)

Methods (Cont.)

Corpora analysis

Students learned several specific conventions for formal academic writing style in the first semester. However, for the purposes of this poster presentation, only three were of central focus. These were to avoid using contractions and the personal pronoun 'you,' and to not start sentences with the coordinating conjunctions, 'And,' 'But,' or 'So.' Both corpora (student corpus and PIS corpus) were analyzed focusing on these three conventions. The freeware concordance tool, AntConc (Anthony, 2019a), was used in these analyses (see Figure 3).

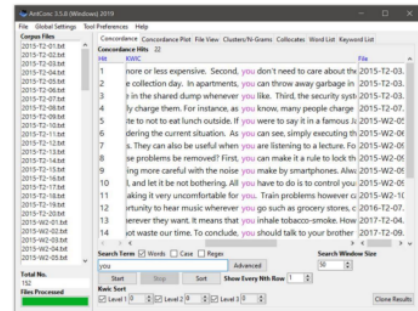


Figure 3: AntConc (Anthony, 2019a)

Results and Discussion

Table 1 shows the results of analyzing the three target formal academic writing conventions. Since there was a significant difference in the size between the two corpora, the frequency of occurrences was converted into percentages of the total word count for each corpus.

Table 1: Corpora analysis result

Language typically avoided in published research papers	Student Corpus Occurrence (%)	PIS Corpus Occurrence (%)
Use of contractions	.0002024	.0000049
Use of the personal pronoun 'you'	.0005567	.0000148
Starting sentences with 'And'	.0002783	.000047
Starting sentences with 'But'	.0002277	.0000842
Starting sentences with 'So'	.0001265	.0000148

As can be seen, the percentage of frequency was higher across the board for the student corpus. The largest differences were related to contractions and the use of 'you.' Frequency was 41.3 and 37.6 times more than that of the PIS corpus respectively. However, though the difference may seem significant, the actual numbers of occurrences were eight contractions and the use of 'you' 22 times among the near 40-thousand-word student corpus.

Smaller differences were found among the uses of the three coordinating conjunctions. Frequency of use in the student corpus was 2.7, 5.9, and 8.5 times more than that of the PIS corpus for 'But,' 'And,' and 'So' respectively. Although the use of the three coordinating conjunctions to start sentences could be considered infrequent in the PIS corpus, it is clear that there was more leniency in the use of 'But' (34 occurrences) and 'And' (19 occurrences).

The foregoing results highlight the need for EFL students to pay closer attention to details when writing in formal academic style if they hope to write at a level comparable to published research. In addition, it would be imperative for teachers to create materials that can reinforce the importance of avoiding the use of contractions, addressing the reader as 'you,' and starting sentences with the three coordinating conjunctions. One idea would be a variety of activities that provide ample examples with which students can practice. Another idea would be to share the findings of this research to exemplify and explicate the writing conventions of published research.

One limitation of this research is that there could be differences in language use depending on the field of study. This research incorporated 12 PLOS ONE root categories. Deeper analysis on field variation may reveal field specific tendencies in writing.

Ongoing and future research

This poster presentation is part of an ongoing multi-faceted research project. This year will produce approximately 40 more essays to the growing student corpus. As mentioned earlier, several specific conventions for formal academic writing style were taught to the participants in the overall research project. Future research will look at other conventions which may include but not be limited to the use of high frequency verbs, phrasal verbs, nominalizations, and titles. In addition, the effectiveness of the teaching materials used in the first semester of the English course will be measured since there was a baseline essay that the students wrote at the beginning of the course.

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The use of *Discursive Maps* to teach complex contract negotiation processes and practices for an English for Legal/Business Purposes (ELP/EBP) writing course.

2019 CUE & BizCom SIG ESP Symposium

Anthony Townley

Nagoya University of Commerce & Business

ABSTRACT

This poster presents the use of *discursive maps* to help learners visualize and understand the intertextual chain of communicative events for contract negotiation practices for an English for Legal / Business Purposes (ELP/EBP) writing course. Discursive maps can clearly demonstrate the number of different kinds of texts, including emails, covering letters and different versions of the contract under negotiation, so that learners can understand the discursive practices of interactions between lawyers and business professionals when negotiating a contract.

RESEARCH QUESTION

How can ESP instructors effectively teach the range of intertextual discourse competencies needed for contract negotiation?

DATA SET & DISCOURSE PARTICIPANTS

Distributor Agreement for the marketing and distribution of goods manufactured in Japan throughout Turkey and the Northern Cyprus Turkish Republic. Negotiation discourse is recorded in emails, email attachments and consecutive, negotiated versions of the contract.

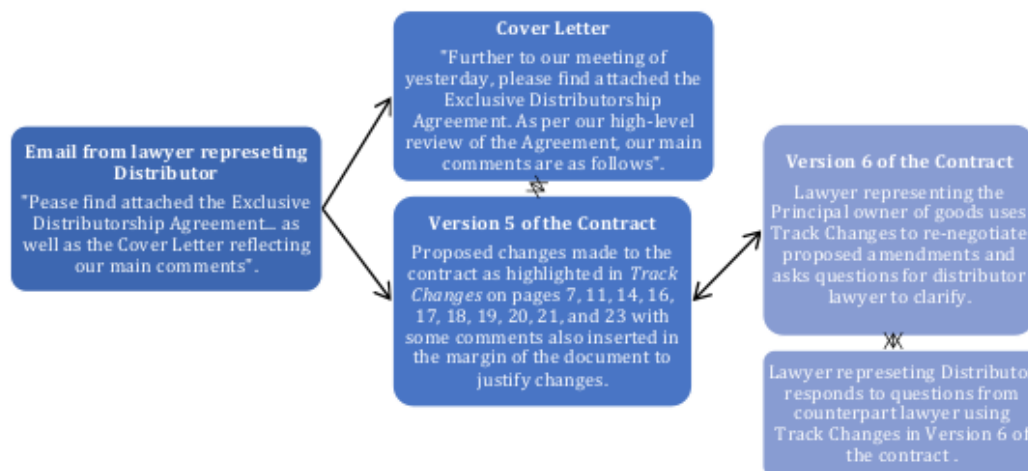
There were four discourse participants – (i) a lawyer was in email communication with her (ii) Distributor client about negotiation activities and outcomes with (iii) the counterpart lawyer, who represented (iv) the Principal owner of the goods for distribution.

The data set included six emails (two with letter attachments), exchanged between the participants and eight versions of the Distributor Agreement, that recorded the intertextual chain of negotiation discourse in *Track Changes* and marginal comments.

DETAILED EXPLANATION

Using authentic discourse materials, a *discursive map* can be used to educate students about the importance of *intertextuality* and the communication practices and strategies used to negotiate contractual amendments at specific sites of engagement during the negotiation process. *Intertextual* analysis provides explanation of how the different texts function in response to and in anticipation of subsequent texts, more specifically the emails and email attachments that contribute to the written amendments made to the contract. Within a particular text, genre and pragmatics analysis can then be used to demonstrate the type of language that is used to negotiate proposed changes to the contract, including the use of *Track Changes*. Based on this knowledge, discursive maps can provide learners with practical opportunities to role-play contract negotiation and experience professional ways of thinking and using language in preparation for the challenges they will face in commercial law and business practice.

DISCURSIVE MAP



RESULTS

The *discursive map* above represents a critical stage in the discursive process, when an email was sent by the lawyer to her client (the potential Distributor) the day following a meeting between lawyer and client to discuss the progress of negotiation. This email embodies three different formats used by the client's lawyer to provide legal advice, including brief comments that refer to a series of proposed amendments made to the attached Version 5 of the contract. These amendments in Version 5 are substantiated by more detailed advice in the attached letter from lawyer to client. This involved the use of textual headings in the letter to more effectively refer legal advice to specific clauses of a contract being amended or discussed by the counterpart lawyers in Version 5.

Versions 5 & 6 record the use of Microsoft editing tools in *Track Changes* to negotiate proposed amendments to the text of the contract and insert marginal comments to that effect. This discourse type is consistently used throughout the negotiation process as the dominant communicative function, where it is supported by other ancillary discourse types like advising, and informing, and by numerous discourse strategies (such as indirectness and hedging).

In terms of *intertextuality*, it is important for students to understand how each communicative interaction between the parties ties back into antecedent discourse (both written and spoken) at the same time that it anticipates subsequent discourse during the negotiation process. *Referential* intertextuality can be observed, for example, when the email refers to a previous meeting between lawyer and client and *functional* intertextuality occurs when amendments written to Version 5 can be traced back to the legal advice written to the attached letter and to subsequent amendments and comments written to Version 6 during the negotiation process.

CONCLUDING REMARKS

A criticism of ESP materials is that it no longer suffices for professional discourse analysis to be undertaken in isolation from the social nature of its institutional context, including little heuristic emphasis on understanding work processes as a whole. The *discursive map* in this study gives law/business students the opportunity to visualize and navigate through the intertextual process of contract negotiation. Using the communication event maps as a baseline to see a practical writing project, we can also zoom in further to examine the discursive features of individual events using discourse and genre analysis or, alternatively, zoom out of a given event diagram to view the larger process model of which it forms a part.



"Words words words,
I'm so sick of words..."
(My Fair Lady, 1965)

Words, Words, Words

Language Needs and Genres for Artists in Japan and Beyond

Noriko Watanabe, Atsuko Misaki & Judy Noguchi
The Art Meets Words Project (JSPS KAKENHI (C))

Poster Summary

Unlike extensive work in science, ESP research in the arts is limited. Combining linguistic analysis and semi-structured interviews with about 30 Japanese artists in Japan and abroad, this poster presentation reveals an increasing importance of 'words' across the fields of visual and performing arts requiring artists to use a variety of genres in Japanese, English and other languages. Our findings show the existence of loosely bound genres in the field and their importance for artists.

Research Methods

Ethnographic research

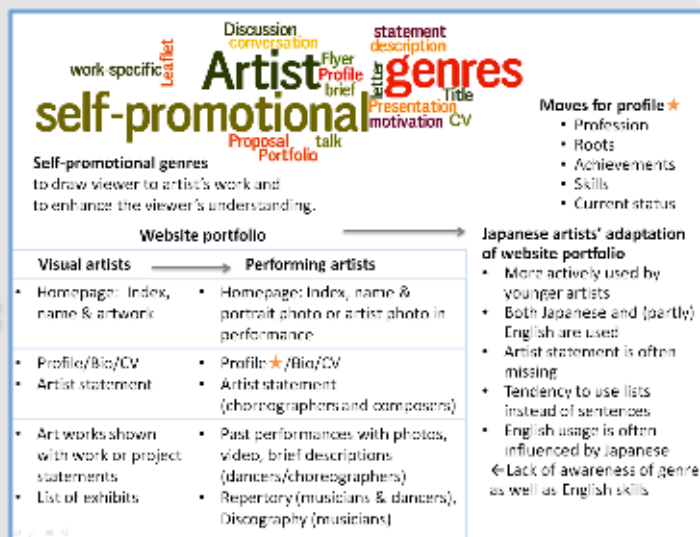
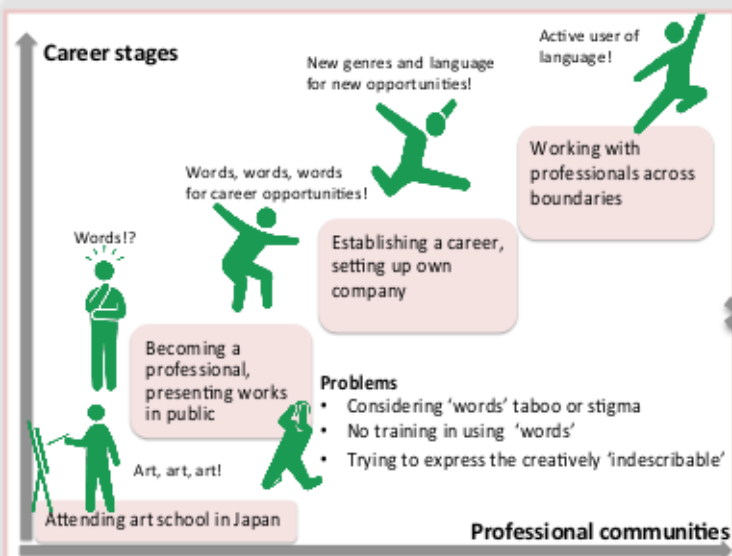
Semi-structured interviews with 31 Japanese artists and 6 others & participatory observations of art exhibitions and short-term courses for musicians and choreographers



Linguistic analysis

Observation and analysis of self-promotional genres used by visual and performing artists, one of which is artist website portfolio

Findings Globalisation, digitalisation, post-industrialisation of Japan & the evolution of the fields of visual and performing arts



- A range of new genres for artists are being developed across disciplinary, national and linguistic boundaries, which Japanese visual and performing artists encounter at home and abroad.
- Among them, self-promotional genres are being introduced to post-industrial and globalising Japan by granting agencies and artists.
- Some artists have learned to use language and genre effectively as they cross national and linguistic boundaries while others show limited use of genre and language due to the lack of training.
- Artists often learn to speak English and other languages for their professional activities, but many have difficulties with writing and needs a translator.

Conclusions

- Globalisation, digitalisation and de-industrialisation** of Japan as well as **the evolution of the fields of visual and performing arts** have created new opportunities for Japanese artists and **new genres in Japanese**.
- Japanese artists are facing an **increasing significance of 'words'** as they seek to move their careers into national and international stages.
- The new genres include **self-promotional genres** which are used by Japanese visual and performing artists in varying degrees.
- Self-promotional genres, though loosely bound, do exist, showing some **rhetorical and multimodal patterns**.
- Some Japanese artists are **learning to use new genres via English** and are then applying them to Japanese while others show limited use of language and genre, esp. written English.