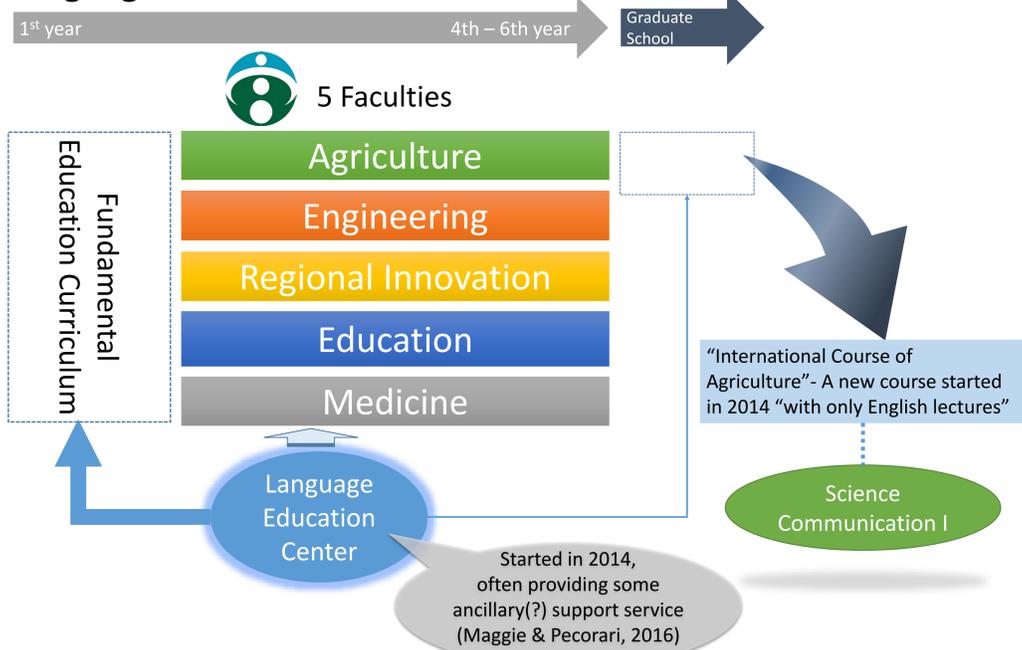


Development of EAP Syllabus for Graduate Students of Agriculture 農学研究科の大学院生に向けたEAPシラバスの開発

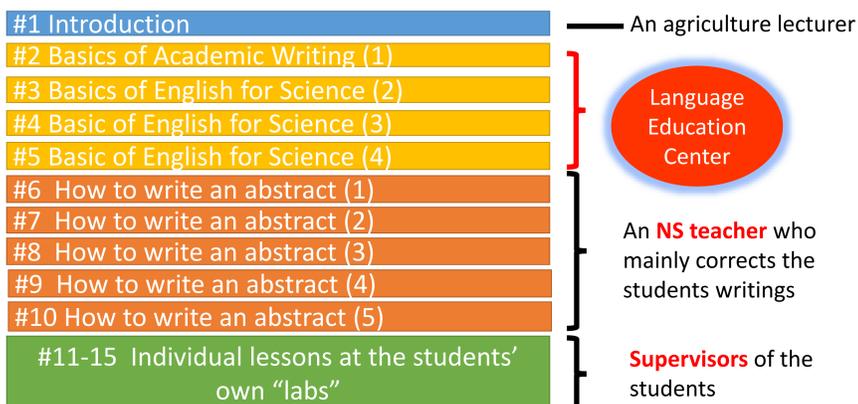
Tamao ARAKI Kayo YAMAMOTO
(Language Education Center, University of Miyazaki)
Email: taraki@cc.miyazaki-u.ac.jp

1. Language Education Center and "Science Communication I"



2. Syllabus of Science Communication I

Objective: This course aims at developing your communication skill in English. Specifically, you will learn about **how to write a scientific abstract.**

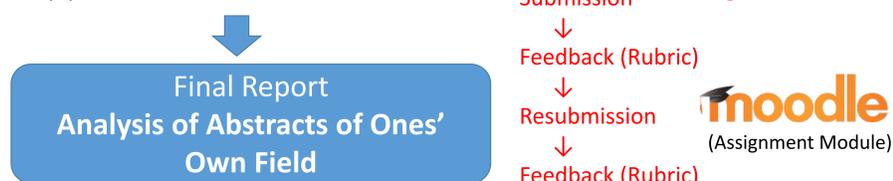


3. Plan for "Basics of Academic Writing" in 2016

Objectives:

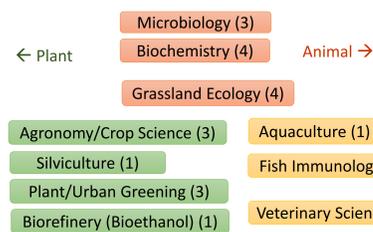
- To understand the structure of research articles
- To understand typical expressions used in research articles
- To be able to write an abstract of research paper
- To understand the notes for authors

- #2 (1) **Types of academic publication, typical organization** of research articles and some other basic concepts
- #3 (2) **Method and Results**
- #4 (3) **Introduction and Discussion** (and "Conclusion")
- #5 (4) **Abstracts, Notes for Authors**

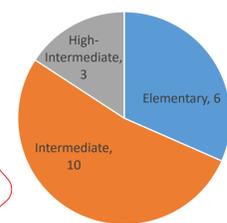


4. Participants of 2016 Classes (N=25, 1st-year master students)

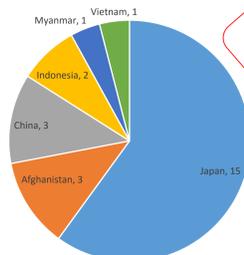
(a) Participants' Special Fields (N=24)



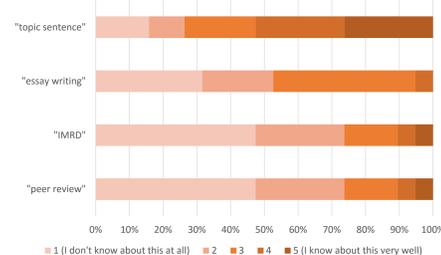
(b) Participants' English Proficiency (N=19)



(c) Participants' Nationality (N=25)



(d) Participants' Previous Understanding (N=19)



5. Textbook, Tasks, and Final Report

Textbook: Swales, J.M. & Feak, C.B. (2012) *Academic writing for graduate students: Essential tasks and skills* (3rd ed.). Ann Arbor, MI: University of Michigan Press. (Unit Seven & Eight)

The concepts such as "CARS", "move", "tense/voice", "discourse community", and "informative/promotional" are given a thorough treatment.

Tasks:

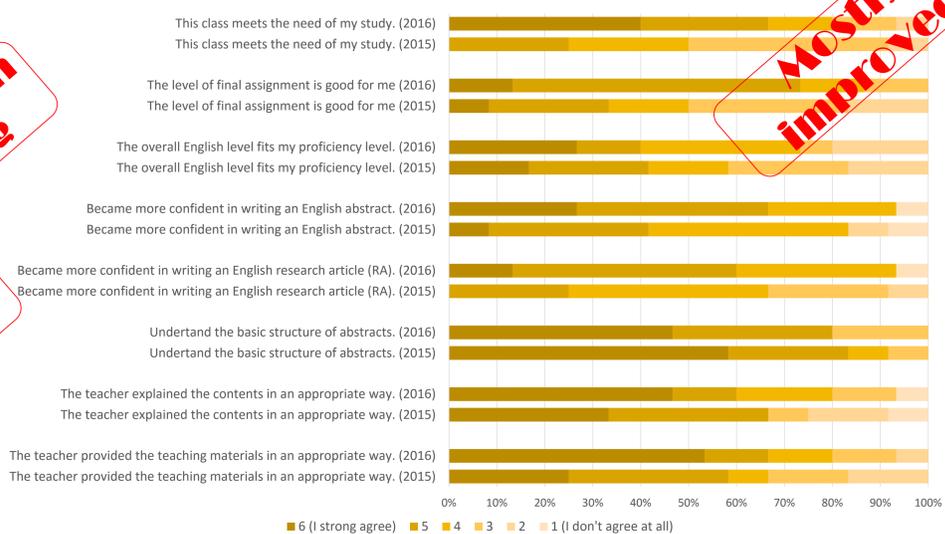
- Participants collect several abstracts of their own fields by themselves.
- Participants analyze several abstracts of their own fields by themselves.
- Participants discuss the similarities and differences between their fields.

Final report: Move analysis of three abstracts of their own field

Samples of students' analyses

The rubric of Moodle Assignment Module

6. Participants' Feedbacks (N=15 in 2016; N=12 in 2015)



Descriptive Comments (Those with a critical tone only)

- "The teacher should either speak English or Japanese at one time. It is difficult to understand something explained in the two languages in a mixed way. I think this would be improved if the teacher explain all in English first, and then the same thing in Japanese." (From a Japanese student)
- "What to do in the final report should have been presented in a clearer way." (From a Japanese student)

7. Conclusion

- The "sample-driven" approach can be maintained and further elaborated.
- More scaffoldings for low-proficient Japanese learners would be needed. **Agriculture Vocabulary List** is now being planned to be compiled. → JSPS KAKENHI Project (Yamamoto)
- The teacher's "code-switching" should be done more effectively and with a clearer pedagogical aim, if they do (Creese & Blackledge, 2010).
- Students' satisfaction or reputation would be an important factor for the success of the program and the language education center itself (Pennington & Hoekje, 2010).

References

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