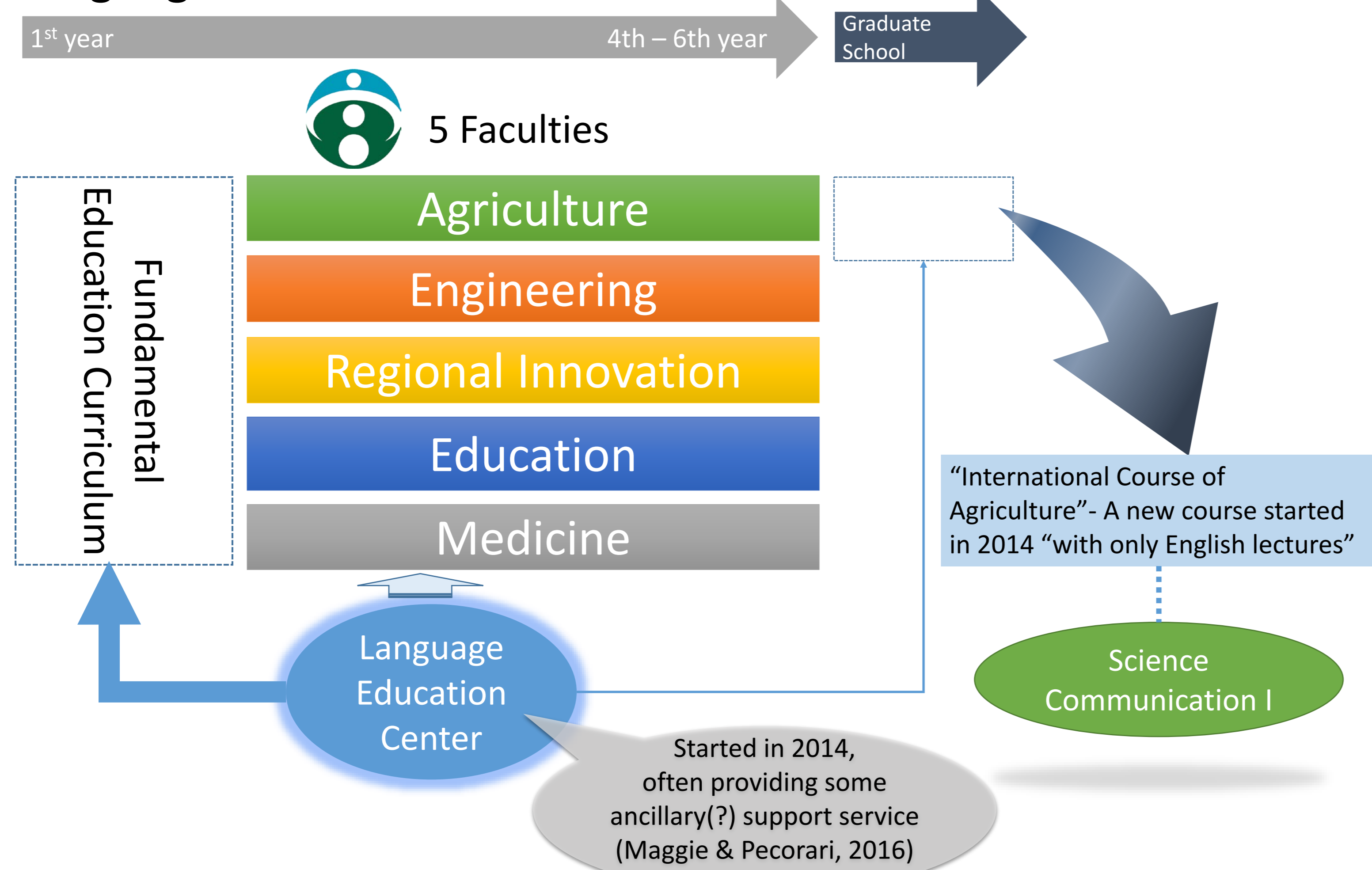


Development of EAP Syllabus for Graduate Students of Agriculture 農学研究科の大学院生に向けたEAPシラバスの開発

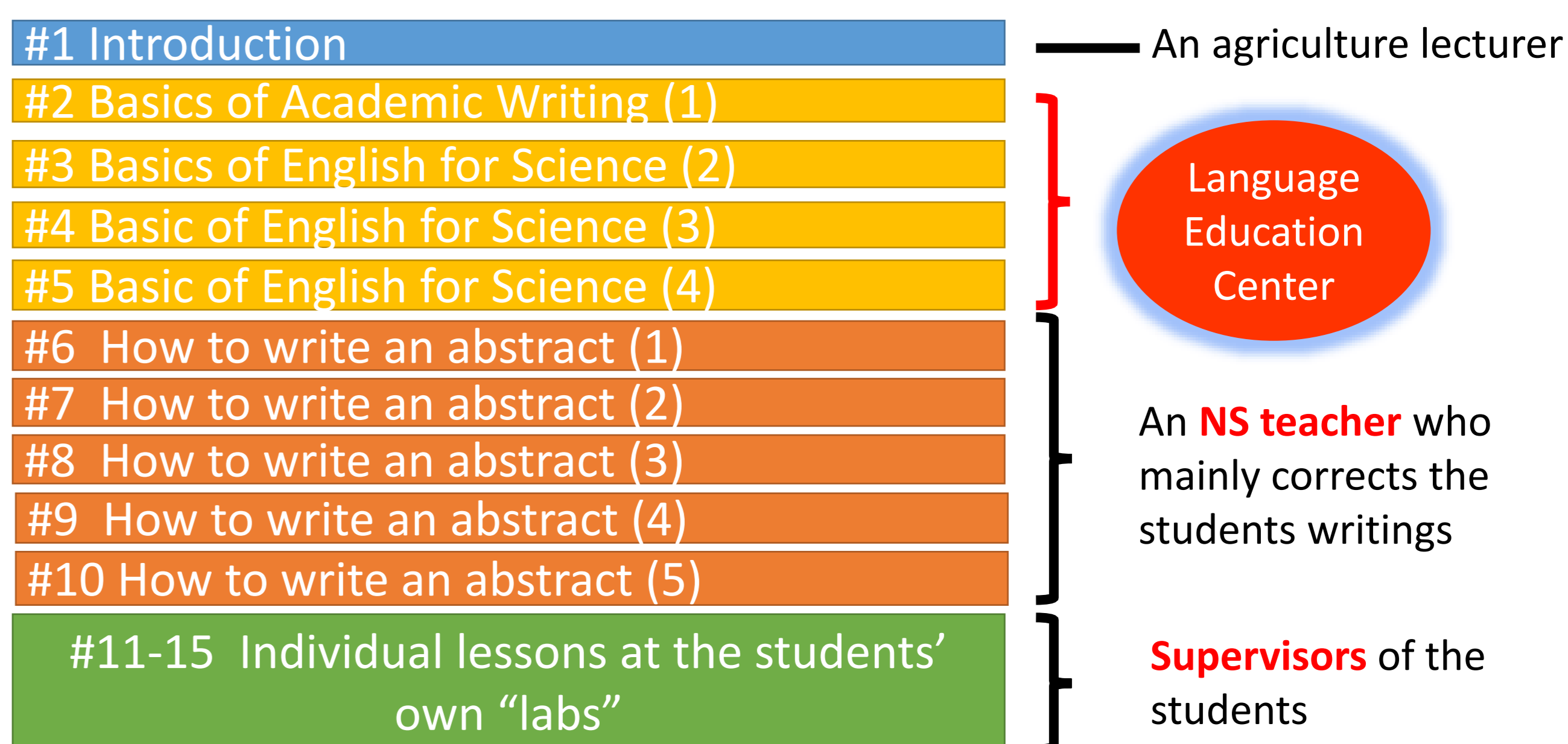
Tamao ARAKI Kayo YAMAMOTO
(Language Education Center, University of Miyazaki)
Email: taraki@cc.miyazaki-u.ac.jp

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.**

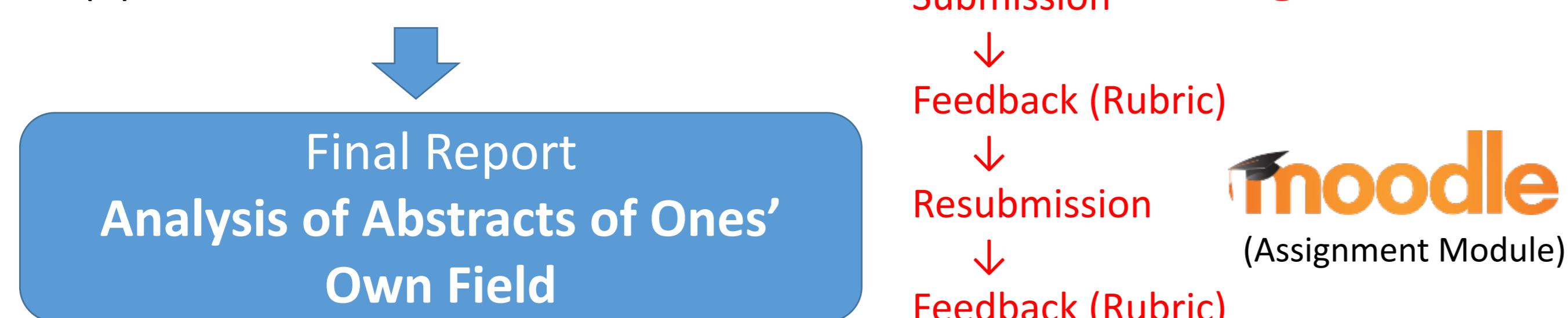


3. Plan for "Basics of Academic Writing" in 2016

Objectives:

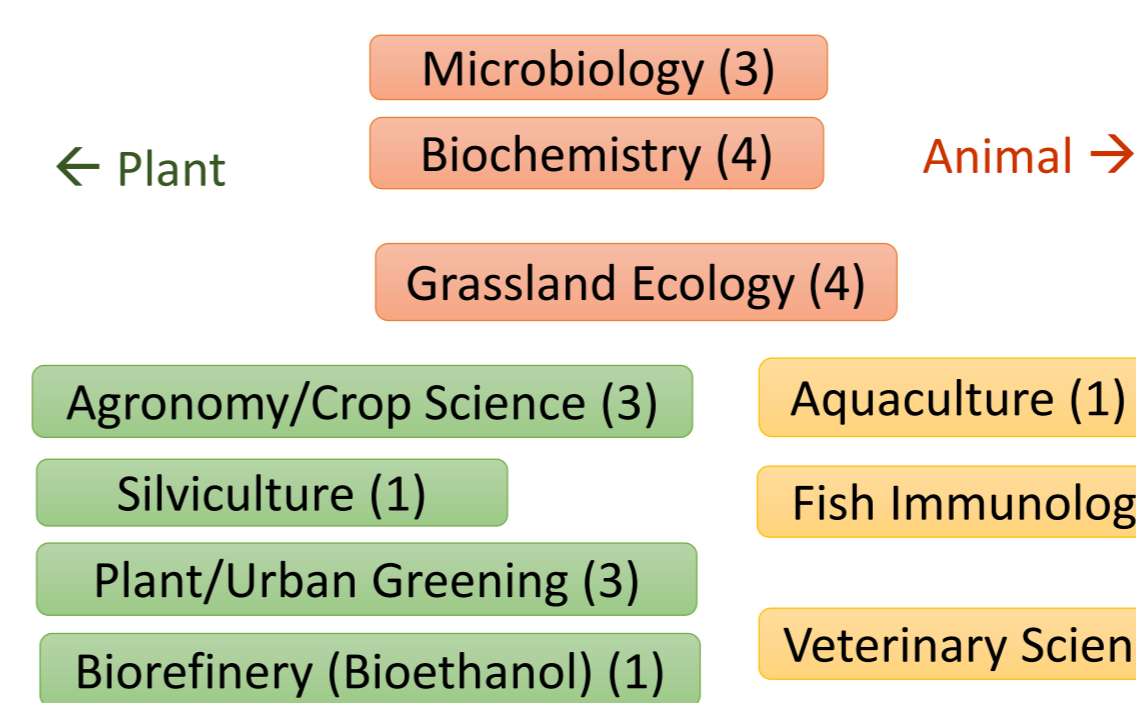
- To understand the structure of research articles
- To understand typical expressions used in research articles
- To be able to write an abstract of research paper
- To understand the notes for authors

- #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

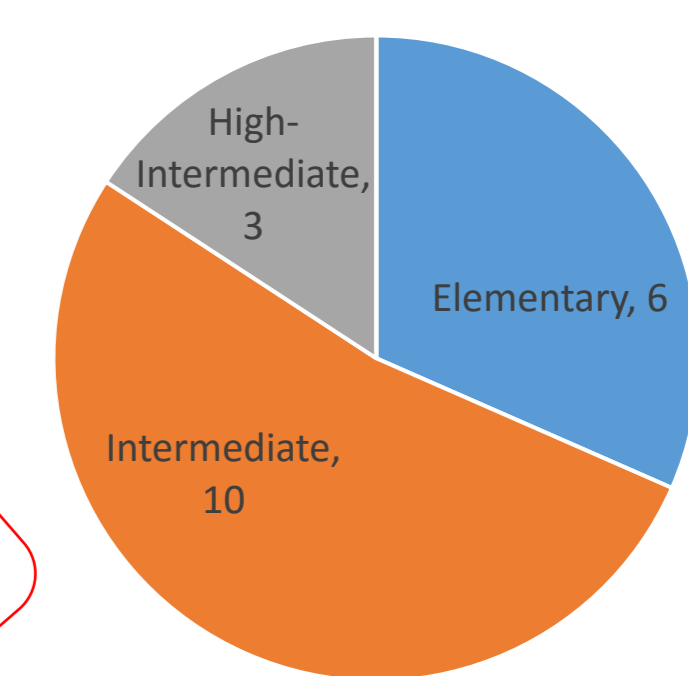


4. Participants of 2016 Classes (N=25, 1st-year master students)

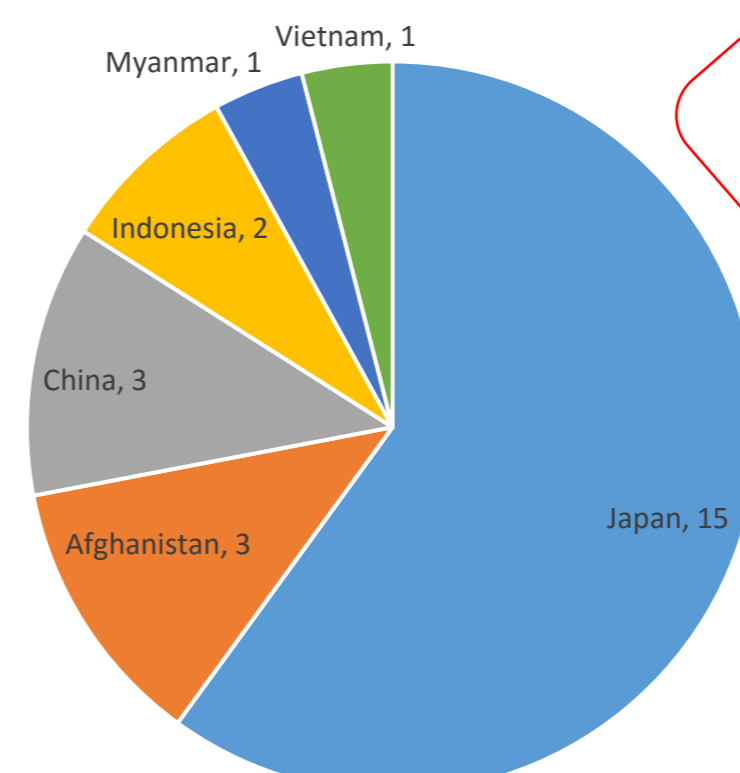
(a) Participants' Special Fields (N=24)



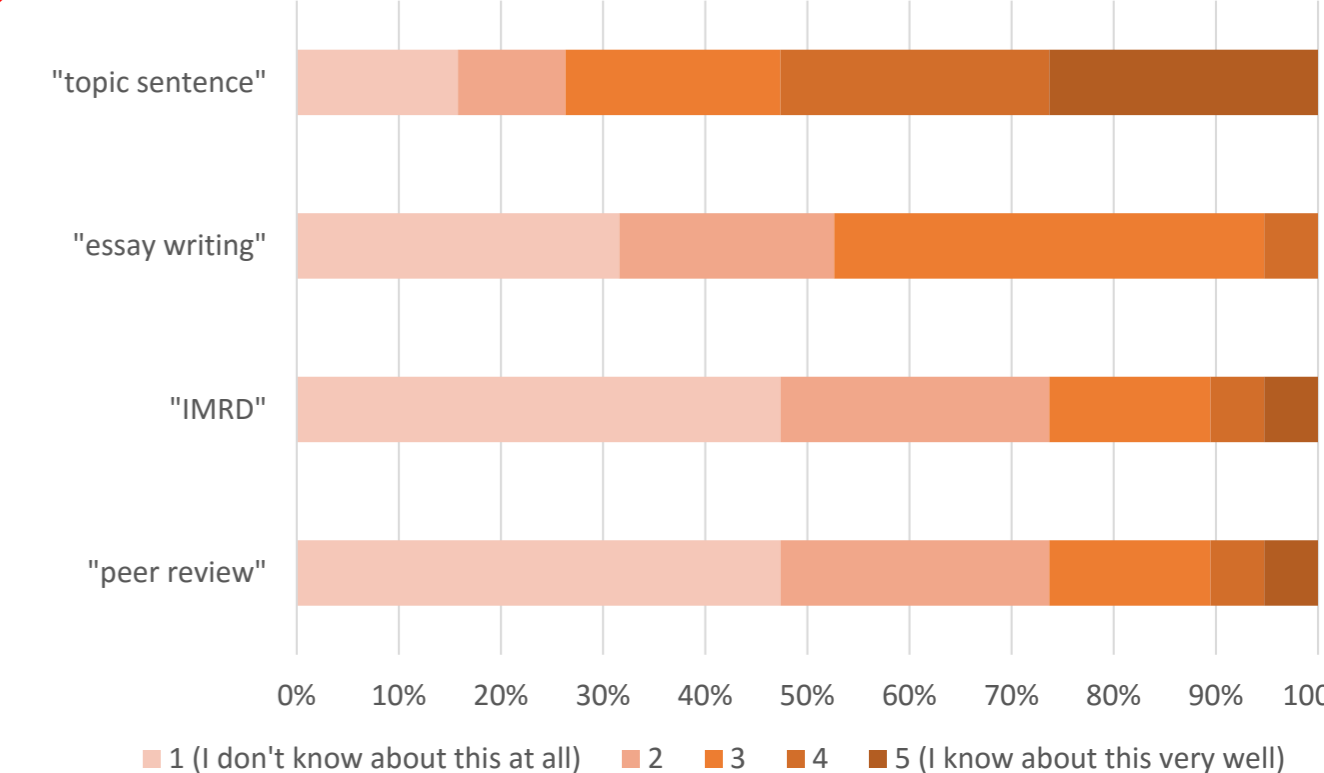
(b) Participants' English Proficiency (N=19)



(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.

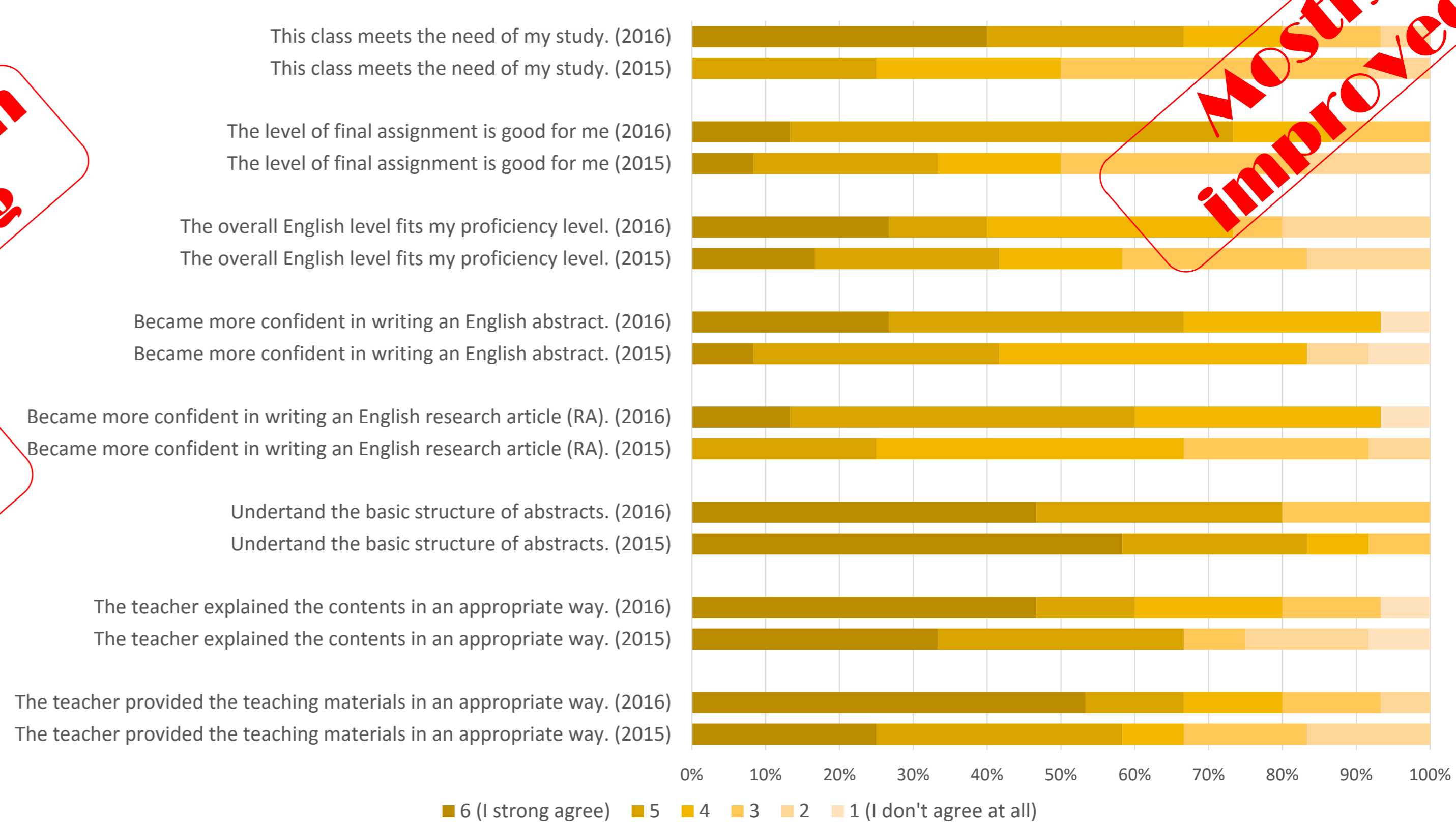
Final report: Move analysis of three abstracts of their own field



Advancedly tends to an opportunistic pathogen that can infect humans, animal, and fish. Two *F. tularensis* antigens, *FtA* and *FtB*, which are known to be essential for the virulence of *F. tularensis*, were identified by an in vivo mouse infection model. *FtA* is a surface-associated protein that binds to the *F. tularensis* cell wall and is essential for the virulence of *F. tularensis*. *FtB* is a secreted protein that binds to the *F. tularensis* cell wall and is essential for the virulence of *F. tularensis*. *FtA* and *FtB* are essential for the virulence of *F. tularensis*. *FtA* is a surface-associated protein that binds to the *F. tularensis* cell wall and is essential for the virulence of *F. tularensis*. *FtB* is a secreted protein that binds to the *F. tularensis* cell wall and is essential for the virulence of *F. tularensis*. *FtA* and *FtB* are essential for the virulence of *F. tularensis*.

Provision of Basic Information about the Journal(s)	Well done 5 点	Something missing or possibly wrong 4 点	Several pieces missing or possibly wrong 3 点	Many pieces missing or possibly wrong 2 点	Almost nothing correct or no answer 1 点	Nothing correct or no answer 0 点
Analysis of Abstract #1	Well done 10 点	Something missing or possibly wrong 8 点	Several pieces missing or possibly wrong 6 点	Many pieces missing or possibly wrong 4 点	Almost nothing correct or no answer 2 点	Nothing correct or no answer 0 点
Analysis of Abstract #2	Well done 10 点	Something missing or possibly wrong 8 点	Several pieces missing or possibly wrong 6 点	Many pieces missing or possibly wrong 4 点	Almost nothing correct or no answer 2 点	Nothing correct or no answer 0 点
Analysis of Abstract #3	Well done 10 点	Something missing or possibly wrong 8 点	Several pieces missing or possibly wrong 6 点	Many pieces missing or possibly wrong 4 点	Almost nothing correct or no answer 2 点	Nothing correct or no answer 0 点
Overall Analysis	Excellent 15 点	Good 14 点	Well done 9 点	Good 8 点	OK 4 点	No Answer 0 点

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

- Charles, M., & Pecorari, D. (2016). *Introducing English for Academic Purposes*. Oxon, UK: Routledge.
- Creese, A., & Blackledge, A. (2010). Translanguaging in the bilingual classroom: A pedagogy for learning and teaching. *Modern Language Journal*, 94, 103-115.
- Pennington, M.C., & Hoekje, B.J. (2010). Language program as ecology: A perspective for leadership. *RELC Journal*, 41(3), 213-228.

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