



Concept Building and Discussion: First Steps to Technical Writing and Presentation

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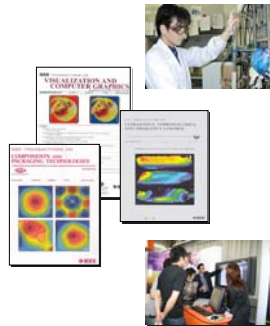
Outline

- Background – The Problem in ESP
- Overview of the English for Specific Purposes Program at CELESE
- Concept Building and Discussion
 - Learner Needs
 - Materials Development
 - Course Management
 - Teacher Training
 - Assessment
- Suggestions for ESP program developers in Japan and the rest of Asia

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Background - The Problem in ESP

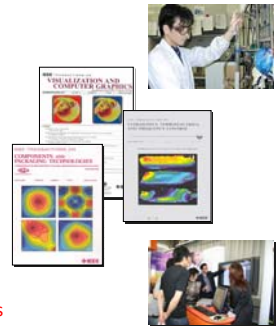
- World-class scientists and engineers need excellent **technical writing** and **presentation** skills
- Developing these skills is resource intensive
 - small class sizes
 - large numbers of classrooms
 - experienced instructors
 - funding
 - time



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Background - The Traditional ESP Solution?

- Limit the resources required
 - give the ESP courses 'elective' or 'non-credit' status
 - introduce strict entry requirements
 - ask subject specialists to teach ESP courses (content-based teaching)
 - offer limited term programs based on external funding
 - compress courses into 'intensive' workshops
- Place ESP courses on the **fridges** of traditional English programs



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Background - The Traditional ESP Solution?

- What about the rest?
 - Don't ALL (most) science and engineers need **English** for **Science** and **Engineering**?
 - Where can they develop these skills?
- We propose putting ESP (ESE) at the **center** of university English program design
 - integrating all English courses to build ESP skills
 - working closely with subject specialists to provide real-world ESE experiences



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Student Numbers (Academic Year: 2008)

	B.Sc.	M.Sc.	Ph.D	Total
1st year	1865	1051	92	3008
All years	7454	2123	320	9897

- Total number of students ≈ 10,000
- Total number of undergraduate students each year ≈ 1,800
- Students proceeding to graduate school each year ≈ 1000 (57%)

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■ Student Needs

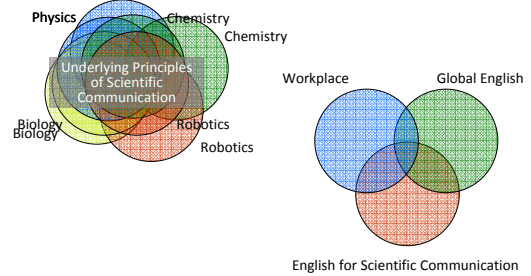
- English to **study, research, discuss,** and **present** content of special area of study
- English to **discuss** and **resolve global issues** as citizens of Japan as well as of the world
- English in the **workplace**

(Kensaku Yoshida, 2009)

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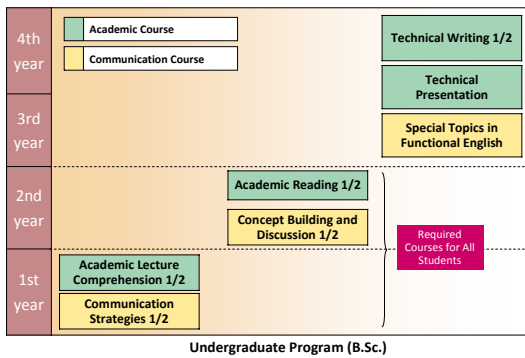
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■ Student Needs

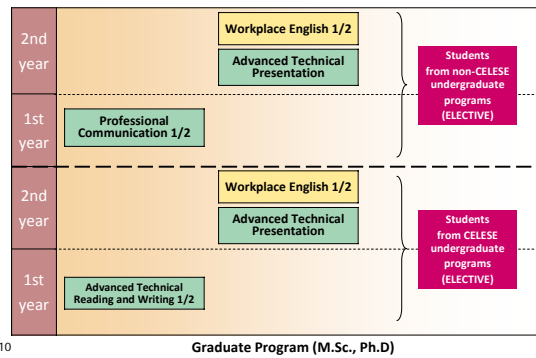


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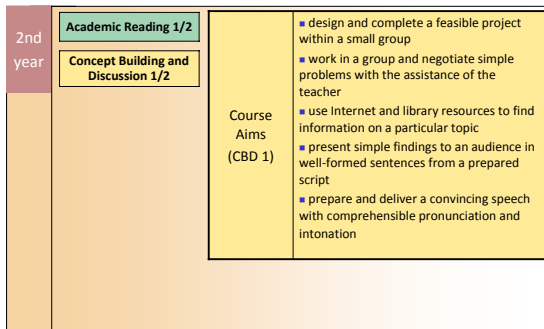
Overview of the English for Specific Purposes Program at CELESE



Overview of the English for Specific Purposes Program at CELESE



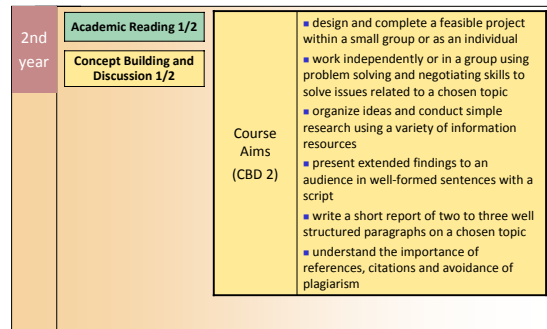
Concept Building and Discussion 1



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Concept Building and Discussion 2



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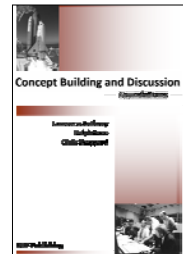
Concept Building and Discussion

- Summary of Goals
 - guide students on the basic principles of scientific research
 - help students become independent learners
 - teacher-centered → group-centered → learner centered
 - provide students with the basic language to communicate concepts in science and engineering
 - provide a foundation for technical writing and presentation
- Overview of Course
 - Task-based learning (processes → results → discussion)
 - Two group projects (Internet / Survey)
 - Individual project (Experiment based)

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Concept Building and Discussion

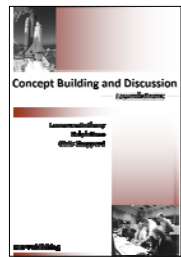
- Materials Development
 - In-house textbook (Anthony, Rose, Sheppard)
 - On-line materials
 - Internet resources
 - Wikipedia
 - YouTube
 - Plagiarism checking
 - ...
- Course Management
 - program coordinator
 - course coordinator
 - part-time teacher liaison officer



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Concept Building and Discussion

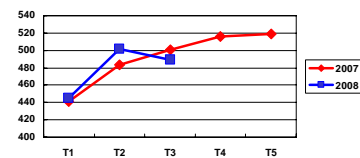
- Teacher Training
 - rigorous hiring procedure
 - part-time teacher workshops (3 times a year)
 - e-mail correspondence
 - web-page/email announcements
 - lunch-room feedback sessions
- Assessment
 - standardized grading criteria
 - in-class assessment guides
 - global-proficiency test measures



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Student Progress from 1st to 2nd year

- Writing Samples
 - ⇒ ALC 1 Writing Sample
 - ⇒ ALC 2 Writing Sample
 - ⇒ CBD 1 Writing Sample
 - ⇒ CBD 2 Writing Sample
- Global Proficiency (TOEIC-IP)



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Suggestions for ESP program developers in Japan and the rest of Asia

- Establish the **real needs** of your learners
- Design **ESP programs** (not one-off, short-term courses) that aim to address these needs
 - Put ESP (ESE) at the **center** of university English program design
 - Ensure that your program is **practical**, **realistic**, and **scalable**
- Work closely with subject specialists
 - understand their ways of thinking (precise, logical, ...)
 - gain their support and understanding through a display of expertise in your own field (ESP) that matches theirs
 - capitalize on their ability to provide real-world ESP (ESE) experiences

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Summary

- World-class scientists and engineers need excellent **technical writing** and **presentation** skills
- Developing these skills in ALL (most) of our students is **resource intensive**
 - class sizes, classrooms, instructors, funding, time
- We propose putting ESP (ESE) at the **center** of university English program design
 - integrating all English courses to build ESP skills
 - working closely with subject specialists to provide real-world ESE experiences

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