Developing an Autonomy Enhancing EAP Course for High School Students

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Abstract

In the field of second language acquisition, the history of learner autonomy research is relatively new (Dicknson, 1995). Nevertheless, the concept of autonomy developed in the European context with the emergence of Kantian philosophy (Sandel, 2010). The attempt of combining language learning and the notion of learner autonomy is still new, but research on learner autonomy sharply increased within a short period of time at the end of the 21st century (Benson & Voller, 1997; Chan, 2001; Cotterall, 1995; Dickinson, 1992; Holec, 1981; Nunan, 1995, Chan, 2001; Dickinson, 1995; Littlewood, 1996). Meanwhile, English for Academic Purpose (EAP) has received popularity with the growing usage of English in many academic fields of study (Crystal, 1997). A number of language schools and universities offer EAP courses with the aim of developing the academic English skills of English learners (Jordan, 1997). However, regarding the Japanese high school context, only a small number of schools have started including EAP courses in their curriculum. For the further development of Japanese English education, this teaching and learning project presents the development of an autonomy enhancing EAP course for high school students. Through a needs analysis at Soka University, 49 university students completed questionnaires and participated in interviews. In addition, four EAP textbooks were analyzed in order to identify their unique characteristics. Based on the results of the needs and textbook analyses, goals, objectives, and resulting a curriculum were developed for an autonomy enhancing EAP course. This autonomy enhancing EAP course covers 35 weeks in a Japanese high school academic year, and is designed for approximately 20 students per class.

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Introduction

As the Japanese high school curriculum reflects, English is perceived as the most privileged foreign language in Japan (Ministry of Education, Culture, Sports, Science and Technology [MEXT], 2005). In the renewed version of the curriculum guidelines of the MEXT, the total amount of English classes surpasses that of Japanese classes. Along with the trend, the Japanese government has been promoting communicative language teaching to foster more Japanese English speakers who will contribute to the growth of the country in the global economy (MEXT, 2005). However, formal Japanese high school education cannot guarantee to provide the sufficient English support for those students who wish to study abroad or receive higher level of English lessons in tertiary level education (Herriman, 2007). Japanese English education has revolved around a specific type of language development for the preparation for entrance examinations. Therefore, the traditional type of language methodologies such as the grammar translation and audio-lingual methods still have been pervasive in Japanese high school education (Nakata, 2011). This educational discrepancy between student needs and predominant pedagogical approaches needs to be compensated. Considering the fact that the trend of American classrooms has shifted from a teacher-centered to more learner-centered program, the development of an autonomy-enhancing curriculum is necessary (Jordan, 1997). In such a classroom environment, students are expected to independently participate in classroom activities and discussions (Ferris & Tagg, 1996). Additionally, even in the Japanese context, higher-level English classes are instructed by native English teachers and professors, and challenging topics are discussed (Jordan, 1997). Hence, the necessity of developing firm academic English skills has increased even at the high school level. While EAP courses and autonomy development techniques receive a great amount of research interest in the Japanese university context (Tajino et al, 2005), fewer studies regarding EAP and autonomy have been conducted in the high school context. Thus, a needs analysis will to be conducted in order to develop this Teaching and Learning Project. The purpose of this project is to improve general academic skills and enhance

autonomy among high school students. This will project will contribute to the high school education by presenting a model for English teachers who teach classes with higher proficiency learners.

Literature Review

Introduction

As the history of the second language acquisition represents, the development of cognitive science, which attempts to explore the relation between the human mind and its process, has resulted in an important impact on the field of language education (Ellis, 1997). A number of linguists, who are involved in the field of second language acquisition, have tried to investigate the effects of psychological functions that intervene in the process of language learning (Ellis, 1997; Horwitz & Horwitz, 1986; Kleinsasser & Sato, 2004; McGroarty,1995). Within the broad area of cognitive science and language acquisition, research on learner autonomy has gained popularity since the 1980s with the establishment of the Council of Modern Language's Project (CMLP). After the development of this organization, CMLP widely promoted the idea of learner autonomy under the name of the unity of the European continent. Afterward, an extensive amount of research on learner autonomy has been carried out not only in the European countries but also globally. Some of the researchers characterize learner autonomy with the acquisition of skills that are utilized in the process of language learning (Brown, 2007; Oxford, 1989; Yashima et al, 2009). Other researchers explain the mechanism of learner autonomy in accordance with motivation (Cotterall, 1995; Chan, 2001; Dickinson, 1995; Littlewood, 1996). Meanwhile in Asia, some researchers (Nakata, 2011; Schemnk, 2005) mention that the majority of East Asian students are not able to be autonomous as those students in individualist societies due to the difference in cultural and educational background.

English for Academic Purposes (EAP) also has attracted the attention of a number of linguists and practitioners (Crystal, 1997). EAP was formally established as an academic field

around the 1970s (Jordan, 1997) along with the increasing influx of international students to British universities for study abroad. The main purpose of the establishment of EAP courses is the provision of academic literacy and academic skills with international students in order to receive formal education in English medium schools. Additionally, the world trend of study abroad had shifted, and international students began to attend American and Australian universities as well (Dooey, 2010). In the American university context, a number of needs analyses have been conducted (Ferris, 1998; Ferris & Tagg, 1996). Because of the contribution of the researchers and practitioners, EAP has been advanced as one of the essential domains for current English education.

This literature review section proceeds with the explanation and introduction of basic concepts of autonomy and EAP. First, definitions of learner autonomy in language learning are discussed from multiple points of view. Shortly after, a general concept of EAP is introduced. In the end, the feasibility of introducing autonomy enhancing EAP courses in the Japanese high school context is discussed.

Autonomy as Taking Responsibility

The definition of learner autonomy sometimes differs based on the perspectives of researchers (Benson & Voller, 1997; Chan, 2001; Cotterall, 1995; Dickinson, 1992; Holec, 1981; Nunan, 1995; Littlewood, 1996). The most frequently used perspective by a number of researchers is distribution of responsibility (Benson & Voller, 1997; Chan, 2001; Cotterall, 1995; Dickinson, 1992; Holec, 1981; Nunan, 1995). A number of researchers have attempted to define autonomy as a degree of shared responsibility between students and the teachers. Among the researchers, the definition of Holec (1981) which states that autonomy is a shared responsibility, has received universal agreement. Holec (1981) describes autonomy as "the ability to take charge of one's own learning" (p. 3). In this manner, students will be able to more or less be responsible for their own learning rather than waiting for specific instructions from the teacher. In other

words, the more responsibility the student is aware of, the more autonomous the student is.

Additionally, Benson and Voller (1997) explain Holec's definition of learner autonomy in detail. The two linguists stated that taking responsibility is synonymous to a gradual psychological process in which students can determine and control the content of lessons by themselves. Cotterall (1995) proposed that student autonomy would be increased based on the degree of shared responsibilities. This concept indicates that the responsibility of learning should not be discussed in such a realm where responsibility is fully held by either the teacher or students, but rather shared accountability between the teacher and students. The definition of Dickinson (1987) from his early work refers to the total independence from teacher. This notion appears to be a convincing and clear explanation; however, the empirical research critiques Dickinson's concept in such a manner that the idea of complete independence from the teacher has been seen inflexible and an unrealistic goal for students (Chan, 2001; Nunan, 1997).

Autonomy as a Matter of Degree

Some applied linguists (Benson, 2001; Chan, 2001; Little, 1991; Nunan, 1995) offer the definition of autonomy as a matter of degree. Nunan (1995) elaborated on the concept of the distributive responsibilities between the teacher and students. According to Nunan (1995), this type of distribution of responsibilities should be delivered along with the level of student autonomy; otherwise, students may think that the amount of the shared responsibilities is beyond their capacity to deal with. Nunan (1995) names this shared responsibility as learner centeredness and develops a continuum regarding control of the learning content. The continuum is divided into five sections and includes awareness, involvement, intervention, creation, and transcendence stages. Learners in the awareness stage are fully conscious of the content and goals of learning. In the involvement stage, learners are able to select the content and goals of learning. Learners in the intervention stage are able to modify and adapt the content and goals of learning by themselves. When learners can set goals and objectives by themselves, they are in creation stage. Lastly, those

learners who can create connects between the learning content and self-guided studies are in the transcendence stage.

Along with the definition of Nunan (1995), Chan (2001) further discusses the concept of autonomy. According to Chan, student autonomy falls somewhere on the continuum between dependence and independence. The theoretical framework of Little (1991) contains the degree of autonomy as well and also explains that autonomy should be also discussed in the sense of the transformational process from being dependent to being independent. Furthermore, Benson (2001) proposed the notion of interdependence in the classroom. According to Benson, the interdependence of students is rephrased in order to achieve a shared goal with support from the teacher. This shared goal concept implies that more autonomous learners are able to receive proper support from their teacher because in other words those learners are aware of what type of support is necessary to achieve goals for their English learning.

Autonomy and Emotion

A number of empirical studies clarify that positive psychological factors are interrelated with the enhancement of learner autonomy (Chan, 2001; Cotterall, 1995; Dickinson, 1995; Littlewood, 1996). Cotterall (1995) conducted a study on the relationship between learner beliefs and learner autonomy. In order to actualize learner autonomy, students need to develop positive emotional states of taking responsibility for their learning. The research shows that participants who believe in the idea of shared responsibility perform more autonomously than those who do not. Additionally, the degree of learner autonomy differs depending on the degree of confidence. Students with strong confidence tend to acknowledge effective learning processes and outcomes because they are familiar with their own strengths and weaknesses to a greater extent. Chan (2001) conducted an investigation on students' readiness, willingness, and capacity to autonomous learning. Accordingly, the empirical evidence shows how traditional educational norms (ex: teacher-centered approach) impede learners from developing their autonomy.

Furthermore, the empirical data corresponds with the hypothesis of Littlewood (1996) on a relationship between learner autonomy and a sense of willingness.

Lastly, a handful of researchers pay attention to the relationship between intrinsic motivation and learner autonomy (Benson, 2006; Deci & Ryan, 2000; Dickinson, 1995; Nunan, 1997; Reeve, 2006). Dickinson (1995) claims that learners with higher intrinsic motivation will be actively involved (autonomy) in the learning process. In the research, Dickinson explains a theoretical link between intrinsic motivation and autonomy by adapting the idea of self-determination theory (SDT) that is a theory established by Deci and Ryan (2000). Intrinsic motivation is often described with connotations such as genuine, natural, and authentic. Particularly, in the trend of second language acquisition, intrinsic motivation is perceived as a psychological attitude which prompts learners to utilize a given language for genuine purposes; for example, interacting with English speakers and reading newspapers in L2. According to Deci and Ryan (2000), intrinsic motivation is largely fostered in a situation in which the development of learner autonomy is guaranteed. In other words, students are commonly allowed to take responsibility for their learning in such circumstances so that they are able to engage in more meaningful language learning.

Autonomy as the Acquisition of Learning Strategies

Empirical research that dealt with learning strategies has shown a relationship between theories and learner autonomy. Learning strategies have been developed as a popular research field in Second Language Acquisition. Oxford (1989) solidified seven principles regarding strategies, namely; cognitive, memory, compensation, communication, metacognitive, affective, and social strategies.

Cognitive strategies represent the developmental processes of the target language. Language learners with a number of cognitive strategies can communicate well by processing previously acquired knowledge. Memory strategies specifically contribute to retention and

retrieval of new information. For example, students who can utilize memory strategies are usually capable of inputting and outputting grammar rules and vocabulary. Compensation strategies are used as amendments of filling in a blank created by missing knowledge. For example, a student wants to say "dove" but cannot remember the vocabulary. In such a situation, the student might say "it is a white bird and a symbol of peace" in order to fill in the blank of knowledge. Thus, while the listener does not know the exact vocabulary that the speaker is intending to say, the listener will be able to guess the word "dove" from the given hints. Affective strategies are utilized when a learner tries to control emotion. Emotion control is one of necessary capacities that are required to be a successful language learner (Brown, 2007; Horwtiz et al, 1986; Yashima et al, 2009). For example, students who can properly deal with negative emotions such as anxiety and worry can voluntarily participate in class activities. Social strategies are concerned with social interactions that learners will encounter during language learning. Among the six learning strategies, metacognitive strategies usually receive attention because the enhancement of learner autonomy requires strong reflection skills to improve performance. By conducting reflection on the performance of the self, students can identify their weaknesses and strong points or what went/did not go well. Through the identification process, students will be able to find what should be learned next to adapt their learning style to improve the current statues. Nunan (1991) offers that autonomous learners are able to know a standing position in the learning process, and critically analyze and evaluate their own learning behaviors. In other words, successful language learners constantly improve their learning styles and furthermore compensate difficulties that emerge in the learning process. Little (1998) defines the reflection process of language learners as follows (1) planning, (2) implementing, (3) monitoring and (4) evaluating own learning (Little, 1998).

Overall, learning strategies are tools that provide language learners with more opportunities to be independent from teachers and more autonomous in/outside the classroom. Based on the learning strategy principle, (2000) explains that strategy training is necessary in

the process of being an autonomous learner. Learners who are familiar with various types of strategies can be more responsible for their language learning because autonomous learners are aware of when to receive advice and support from teachers. In other words, the more students are equipped with strategies, the more self-guided learning will be available without fully depending on teachers. Nunan (1997) investigated the influence of an educational intervention on the degree of learner autonomy. In this study, 15 types of language strategies are employed as educational intervention. In the research, Nunan defines the 15 language learning strategies in the following manner;

1. *Identify objectives*: thinking about what you want to be able to do at the end of the course

2. *Selective listening*: listening for key information without trying to understand everything

3. *Predicting*: thinking ahead and anticipating what is to come

4. *Confirming*: checking on your answers with others

5. *Reflecting*: thinking about ways you learn best

6. *Self-evaluating*: thinking about how well you did on a task

7. *Cooperating*: working with other students in small groups

8. *Memorizing*: inductive learning

9. *Deductive reasoning*: learning rules and then applying them in using language

10. *Developing independent learning skills*: learning and using language without the aid of a teacher

11. *Applying*: practicing outside of class

12. *Classifying*: putting similar things together in groups

13. *Personalizing*: sharing your own opinions and ideas

For the research, a total of 60 students in a Hong Kong University are chosen as participants, and two groups are formed from the participants. 30 students are designated as an experimental group in the study and received explicit strategy training throughout a semester. The latter 30 students are chosen as a controlled group and received no explicit strategy training throughout the semester. Accordingly, Nunan (1997) reports that the intervention was successful to increase the motivation of the participants but the effect was inconsistent. However, the study outcomes indicate that this positive psychological condition and the utilization of learning strategies are achieved by the participants as a result of the extensive strategy training. Additionally, those learning characteristics of the participants resembles qualities which is required to be an autonomous learner.

Autonomy Enhancing Environment

This paper has provided definitions of autonomy from different perspectives so far; thus, this section introduces conditions which are necessary to enhance learner autonomy. First, classroom needs should be learner centered (Nunan, 1995). As Nunan (1995) proposes, learner centeredness is strengthened when the degree of student participation in classroom activities is higher. On the other hand, learner autonomy rarely appears when students are receptively sitting and waiting for orientations from the teacher. The keys concept here is increasing the amount of positive involvements to the decision making process such as the content of curriculum, learning program, and learning materials. Through repetitions of the involvement process, learners will be able to be familiar with learning content and engage in further meaningful learning experiences.

At the same time, autonomy enhancing environments need to be a place of long-term motivational development of learners (Niemiec & Ryan, 2009; Reeve, 2006). As previously mentioned, Self-Determination Theory (SDT) has theorized the relatedness between autonomy and intrinsic motivation (Deci & Ryan, 2000). Additionally, empirical research by Tanaka and Hiromori (2007) proves that the correlation between intrinsic motivation and autonomy is much

higher than the other two necessary factors, namely relatedness and competence. In other words, autonomy is a resource for learners to raise intrinsic motivation that support new challenges, learn new language skills, and pursue interests (Reeve, 2006).

While the correlation between intrinsic motivation and autonomy has received attention from a number of researchers, the role of extrinsic motivation on autonomy should not be neglected. According to Miemiec & Ryan (2009), learners with extrinsic motivation still can be autonomous to some degree by internalization. The internalization of extrinsic motivation enables students to initiate and maintain the sense of enjoyment toward learning activities even though the activities are externally provided. The SDT defines the different levels of internalization model of extrinsic motivation. The lowest level of internalization is external regulation. Students with external regulation are fully controlled by external rewards or punishment so that the autonomy is barely seen. At the next level, students with introjected regulation appears when the student are motivated to satisfy their inner ego or their self-esteem. In other words, students with introjected regulation can be motivated in accordance with external inclinations such as praises from the teacher and peers. Thus, both external and introjected regulations barely generate learner autonomy within students. Students with identified regulation are more autonomous because they can find values and importance in classroom activities. Furthermore, students with integrated regulation can connect learning content to other aspects of self. In the practical sense, the autonomy enhancing process proceeds with a gradual change of motivation from high external regulation to internalization of learning among the students.

Furthermore, teachers play a crucial role to promote learner autonomy within language classes. Subsequent qualities for autonomy enhancing teachers are, being autonomous as a teacher, being a facilitator of learning rather than an authoritative figure who control the class, arranging learner needs in the instructional activities, and promoting positive relationship between the teacher and students. Little (1995) argues that teachers themselves need to be autonomous before the idea of autonomy is promoted among their students. Teacher autonomy is

defined similarly to learner autonomy which embraces strong responsibilities for their teaching, developing a course with constant refection, controlling emotion and cognition of the self, and seeking the freedom of choice (Little, 1995). Furthermore, autonomous teachers are able to guide students to internalize new values. As previously mentioned, autonomy will be promoted by finding values and meaning toward learning even though students are extrinsically motivated. Autonomous teachers can scaffold the internalization of extrinsic motivation with a step-by-step process (Reeve, 2006). Furthermore, teachers need to be a facilitator rather than an authoritative figure in the classroom for the promotion of learner autonomy. The role of facilitators is supporting language communication rather than the mere purveyor of information (Little, 1995). In the Asian context, this authoritative type of teacher is not difficult to find because the teaching approaches are attributed to traditional type of language teaching such as grammar-translation and audio-lingual method. This trend emerges from a sense that language learning is an information-storing process and perceived as a part of passing standardized examinations rather than a tool of communication (Nakata, 2011). Autonomy supporting teachers design their language courses revolving around the needs and interests of the students. By creating courses with learner needs and interests, students can take more responsibilities for their learning (Nunan, 1995). Emotional bonds between teachers and students also are another source of learner autonomy. According to Reeve (2006), those emotional bonds emerge from the following four characteristics which are attunement, relatedness, supportiveness, and gentle discipline. Attunement occurs when teachers are keen to the emotional movement of the students during classroom activities. Relatedness appears when teachers create the environment in which students can feel that teachers treat them specially with warmth and affection. Supportiveness relates with the capability of self-guided learning. Students can be more autonomous because teachers accept and support learning directions that the students have decided by themselves. Furthermore, gentle discipline is rationally explaining why certain behaviors and thinking are right and wrong in the classroom. This explanation is extremely necessary when student and teacher choices are not met.

Blending Autonomy Theories In Language Courses

In autonomy enhancing language courses, teachers and practitioners always need to bear in mind that the following four conceptual pillars of learner autonomy are somewhat blended: sharing learner responsibility, enhancing motivation, identifying the level of autonomy, and increasing learning strategies (mostly meta-cognitive strategies).

Cottterall (2000) presents a 12-week intensive language course in a New Zealand university. The purpose of the language program is enhancing a sense of autonomy among the students, and for Cotterall the enhancement of autonomy is synonymous to "taking responsibility to their learning" (Holec, 1981, p3). In order to fulfill the goals of the course, Cotterall created five principles in the process of language learning with the form of setting learner goals, the language learning process, tasks, learner strategies, and reflection on learning. For autonomous learning, setting clear goals is a crucial capacity. By setting goals, language learning will be more intimate and realistic for learners and also lead to meaningful learning experiences. Additionally, autonomy is also nurtured in a condition in which learners are aware of various learning options and also comprehend the consequences of the decisions. In the sense of meaningful learning experiences, learners will be able to make connections between language learning and daily situations in the future through this course. The program employs certain tasks that are similar with the actual real-world communication so that learners will be able to experience and prepare for possible future events. In addition, the tasks are arranged around the learning goals of the learners in the classroom. Furthermore, strategy training is implemented as a core of the course because learning strategies expand choices in language learning. Finally, learner reflection is conducted through reflective journal and feedback at the end of each session. Through the steps, students are able to raise their awareness toward their learning behavior and process. After the 12-week language program, learners reported in their diary that more or less a great number of them were able to improve the capacities that are required for the enhancement of autonomous learning. Especially, learners benefited from the self-reflection practices in the course because the

reflection process provides learners with more opportunities of evaluating and rethinking their learning behaviors to improve their language proficiency.

Cultural Differences in the Educational Environment

When the ideal learner image is discussed, the contextual differences in Western and Eastern education also are disputed. By comparing between Western and Eastern social construction, Western countries can be defined as individualistic (Ellwood & Nakane, 2009). On one hand, Eastern countries can be defined as collectivistic. Because of those two main social beliefs, the ideal images of learners greatly differ between the two social structures.

Individualist societies such as the United States prefer to create a learning environment in which individual differences are largely accepted and fostered. In order for individual learners to cultivate their own unique characteristics, teachers encourage learners to possess their own perspectives. Additionally, the Western educational environment to a large extent prefers narrative-based instructions (Ellwood & Nakane, 2009). Narrative-based instructions are best characterized by the interactions between students and the teacher. Classroom discussions appear not only among students but also between the teacher and students in western culture. Therefore, the development of oral communication skills is clearly manifested and encouraged to be incorporated in school curriculum.

On the other hand, collectivist societies in the East Asian context such as Japan tend to create an educational environment in which each individual sustains the entitativity (entitativity is a word that refers to the degree of the solidarity of a certain social group) of the group (Kurebayashi et al, 2012). According to Kurebayashi et al. (2012), the Japanese representation of group entitativity is attributed to the dynamic group properties. In other words, group entitativity in Japanese society is strongly perceived when group members pursue group goals, motives and benefits. Therefore, one of the goals of Japanese education is cultivating a characteristic that obediently follows the orientations of the teacher. Flowerdew and Miller (1995) summarized the

differences of attitudes in Western and Eastern students in lecture classes. While Western students express their opinions in the classroom, East Asian students quietly sit and passively receive information from the teacher (Flowerdew & Miller, 1995). By considering the social norm in the collectivist society, Eastern Asian education fosters such students who can sustain the harmony of the classroom. Therefore, the East Asian classroom environment is reported as teacher-centered in which teachers play a role of transiting subject knowledge to students (Benson, 2006; Kikuchi & Sakai, 2009; Sato & Kleinsasser, 2004).

Autonomy in Language Learning and Culturalization

The fundamental concept of autonomy was established by the 18th century philosopher Immanuel Kant and has been utilized as a main premise of moral reasoning by Kantian philosophers, namely "human as autonomous beings". According to Kant (Sandel, 2010), human are rational beings and make right decisions based on their "pure practical reason". For Kant, autonomous beings means, in other words, persons who can control internal desires and act out freely by following rules given from themselves. Within the baseline of his moral theory, the definition of autonomy always coincides with the idea of capacity of reasoning. Although autonomy in the language learning has not been used as same meaning as Kant defined, the fundamental principle of Kant's moral reasoning has been reflected upon modern definitions of learner autonomy (Sandel, 2010).

According to Gremmo and Riley (1995), the origin of autonomy in language learning can be found with the establishment of the Council of Modern Language's Project (1971). This institute was promoting language learning throughout the European continent under the aim of breaking down the language barriers and promoting cohesiveness among the European countries. Positive learning effects of autonomy on L2 acquisition have been periodically reported by a number of applied linguists (Benson, 2006; Deci & Ryan, 2000; Dickinson, 1995; Nunan, 1997; Reeve, 2006); however, those effects of autonomy sometimes led to arguments. Some applied

linguists have warned that the effects of learning autonomy are generalized in western contexts and merely adapted to other educational contexts (Benson et al, 2003; Gremmo & Riley, 1995; Littlewood, 1999; Schemnk, 2005). Schemnk (2005) expresses a skeptical view toward the pervasion of learner autonomy in the non-western contexts. As discussed in the previous section, the concept of ideal learners greatly differs depending on prevalent social norms in respective educational contexts. Since the theoretical concept of learner autonomy has stemmed from western countries, the practicality of western version of autonomy in the East Asian context is always being questioned due to the difference of the ideal learner image (Benson et al, 2003).

Schemnk (2005) accordingly discusses that EFL teachers and practitioners negatively contribute to the pervasion of autonomy. Based on the fact that autonomy is not "culturally, socially, institutionally, and politically" (Schemnk, 2005, p.114) neutral, the mere promotion of autonomy causes culturization of educational norms in EFL countries. The development of latest information technology services enables EFL teachers to access more information about educational approaches and pedagogies (Crystal, 1997). However, because of the exchange of information regarding Western type of educational model, the concept of learner autonomy has been simply imported to the Asian context without careful examinations on its actual effectiveness (Nakata, 2011). Therefore, when English teachers import the concept of autonomy, sometimes the value and norms of current approaches are underestimated in English classes (Schemnk, 2005).

Localized Version of Learner Autonomy

As the previous section explains the western version of learner autonomy is not compatible with East Asian educational beliefs so that a localized version of learner autonomy needs to be sought out (Benson & Voller, 1997; Littlewood, 1999; Schemnk, 2005). Littlewood (1999) proposed two types of learner autonomy: proactive and reactive autonomy. This proposition is fairly positive because Littlewood did not deny the capacity of Asian learners to be

autonomous but follows the stance of Benson and Voller (1997) that autonomy is a universal concept. Proactive autonomy is a form of autonomy that is discussed in the Western context. Students with proactive autonomy can take responsibility for their learning, determine their goals and objectives, be involved in materials and content decision-making process, and control personal learning progress. The group oriented version of proactive autonomy is collaborative learning. Collaborative learning appears when a great degree of freedom of choice is provided from teachers, and learners and the teacher work together. On the other hand, reactive autonomy is a type of autonomy that clearly traces the characteristics of Asian learners. Students with reactive autonomy do not willingly show preferences for learning, but once the direction is set, they are able to follow and show more independence. Cooperative learning occurs when students individually work on given tasks, but the goals and objective are offered by the teacher.

Learner Autonomy in the Japanese Context

The concept of learner autonomy is not enthusiastically supported in the Japanese context due to social influences, teacher-centered classrooms, lack of strategy training, and dependence of students (Herriamn, 1997; Littlewood, 1999; Kikuchi & Sakai, 2009; Nakata, 2011; Niemiec & Ryan, 2009; Sakai et al, 2010; Tanaka & Hiromori, 2007). Because of the dynamic entitativity, learner autonomy is not highly promoted in the Japanese context. Meanwhile, the influence of collectivism in Japanese education environment cannot be neglected. Consequently, the Japanese educational policy encourages fostering students who can follow instructions from teachers and the rules of schools (Hinenoya & Gatobonton, 2000; Kurebayashi et al, 2012).

Japanese education in general places teachers in the center of the classroom for the purveyance of knowledge, and such a highly teacher-centered classroom impedes learners from being autonomous (Littlewood, 1999; Herriman, 1997; Nakata, 2011; Niemiec & Ryan, 2009). As aforementioned, the purpose of learning English is instrumental reason. In other words, English

classes are preparatory processes that will enable students to be better "applicants" who are capable to pass entrance examinations. As a result, the role of the teacher in the classroom is not to enhance fluency of learners but purvey linguistic knowledge with an authoritative disposition rather than facilitative (Herriman, 1997). Therefore, the role of the students is naturally going to be passive in the classroom. Furthermore, the teacher-centered classroom leaves little room for the enhancement of proactive autonomy. Second, as presented in the previous section, teachers needs to be autonomous before they encourage their students to be autonomous. Nakata (2011) conducted an empirical survey on the degree of readiness for promoting learner autonomy among 74 Japanese teachers. The research was conducted in two phases. The first phase was conducted with questionnaire, and the second included a group interview. The research results tell that while teachers more or less attempt to be autonomous, their degree of autonomy is restricted due to constraints in the Japanese educational context. Interview results reflect on the questionnaire data. Due to the interview results, most of the teachers wish to be autonomous but are not willing to let students decide goals and objectives of the course. Furthermore, while participants acknowledged the importance of strategy training, the training was rarely included in the classroom activities. Overall, this empirical research concludes by displaying the connection between the unwillingness of learner autonomy promotion and incapability of the teachers.

The last impediment of autonomy in Japanese English classrooms is the dependency of students. First, the motivation of the students is more external rather than intrinsic. Because of compulsory education, students are forced to learn English (Tanaka & Hiromori, 2007). Especially, in the EFL context, students are hardly able to find connections between learning English and increasing intrinsic motivation (Herriamn, 1997; Kikuchi & Sakai, 2009). Second, learners themselves are not capable of being involved in the learning process because of a lack of training (Sakai et al, 2010). Japanese students are not required to take initiative in their learning process insofar as being in the classroom; therefore, no matter how much autonomy is emphasized by teachers, students are resistant to being autonomous without the scaffolding

processes (Nunan, 1995). Sakai et al (2010) conducted empirical research that measures the degree to which East Asian students are ready to take responsibility for their learning. The research is based on factor analysis and descriptive statistics. The number of participants is 902 at the first phase, and based on the elicited data from the first phase, 73 participants are involved in the second phase. The two phases of the research result implies that East Asian learners are not ready to take a responsibility in their learning. The participants somewhat regret their passive behavior toward the classroom management, but at the same time participants are reluctant to start a new attempt of changing the classroom culture.

English for Academic Purposes

According to Jordan (1997), the term of English for Academic Purposes (EAP) was firstly use by Johns in the 1970s. EAP courses were initially established as one of preparation processes for Non Native English Speakers (NNES) who wish to be enrolled in formal educational systems (Jordan, 2002). EAP originally falls under the umbrella of English for Specific Purposes (ESP) and is considered as one of the subcategories in ESP. EAP can be largely divided into two dynamic domains. One is English for Specific Academic Purposes (ESAP), and the other is English for General Academic Purposes (EAP), Students in ESAP courses aim to learn English in order to function in respective specific concentration such as economics, social science, and mathematics. In ESAP courses, students will learn language structures, vocabulary, required skills, and academic conventions in the field. On the other hand, EAP courses offer more general academic English skills in formal educational systems. The content, which are taught in EAP courses, are mainly the four English skills and study skills such as note-taking, asking questions, and time managing. Since the main goal of this "teaching and learning project" is to improve total academic English skills of learners, EAP principles will be adapted in the course.

Academic Reading

Regardless of the educational system, reading has always served as a necessary

information source in academic fields such as for academic essays, academic discussion, and presentations. In other words, reading skills are a prominent factor to be successful throughout academics, so learner needs to firmly scaffold the skills. For effective reading experience, Jordan (1997) suggests SQ3R reading system. SQ3R stands for Survey, Question, Read, Recall, and Revise (Review). First, Survey is a quick reading process that enables learner to grasp the entire structure and meaning purposes of the reading material. By setting adequate numbers of Questions for the given reading material, learners will clarify the purpose of the reading. In the Read process, learners thoroughly examine the content of the text and find answers to the questions. Recalling is a reflection process that strengthens the cognitive memory of the text. In the Revise process, learners clarify whether or not their recall and actual content match.

Furthermore, for the enhancement of academic reading capacity, extensive and intensive reading approaches have been theoretically and practically supported by researchers and teachers (Brown, 2007; Carrell & Carson, 1997; Jordan, 1997; Nation, 2009). Extensive reading focuses on increasing the amount of meaningful input and developing fluency level (Nation, 2009). Extensive reading increases the motivation of students toward reading because the approach offers reading materials that fit the level of reading comprehension skills and interest of the students. Throughout the extensive reading process, students will learn macro-reading techniques such as grasping the structure of materials, guessing unknown vocabulary from context clues, and increasing cultural schemata. On the other hand, the intensive reading approach emphasizes the acquirement of micro-reading skills. As the name of the approach represents, learners will acquire the knowledge for comprehension through the deliberate reading process. In the intensive reading approach, learners pay attention to detailed aspects of linguistic knowledge; for instance, grammar, vocabulary, and the cohesion of the text.

In addition to the two reading approaches, EAP course designers bear in mind whether or not the course is able to increase reading speed of learners (Brown, 2007; Jordan, 1997; Nation, 2009). Reading speed is rated by using a measurement called words per minute (wpm). Wpm is a

representation of number of words that are recognized by readers in one minute. The average wpm ratio of native speakers of English is around 300 wpm, so that the goal of non-native English speakers will be set around 250 wpm with fairly easy grammar and vocabulary (Jordan, 1997; Nation, 2009).

Academic Vocabulary

For the vocabulary development of EFL students, EAP teachers should consider intentional and incidental approaches (Brown, 2007). The intentional approach usually requires a specific time allocation for vocabulary learning in the classroom. During the time, the teacher explains given vocabulary items in detail. The items are carefully explained with such manners; meaning, form, and roots of the word and so forth. On the contrary, incidental approach emphasizes more natural form of vocabulary development. This natural vocabulary development commonly ties to extensive reading (Nation, 2009.) With the rich amount of reading experiences, students can pick up frequently used vocabulary in the reading materials. The repeated process of reading vocabulary enables students to raise their awareness to unknown vocabulary. Meanwhile, exposure to written materials will allow students to guess the meaning of vocabulary with context clues. The guessing ability improves reading speed because students do not need to spend their time checking their dictionary for each unknown vocabulary. However, the natural procedure of vocabulary includes a demerit. Being familiar with this strategy is a long form process. Therefore, the combination of the intentional and incidental approaches should be used in order to compensate the weaknesses of each approach.

Academic writing

In university contexts, writing is an absolutely necessary skill especially for EFL learners because a number of university classes evaluate the degree of understanding on the course by assigning academic papers (Jordan, 1997). Jordan (1997) categorizes teaching

approaches for writing into two domains. The first approach is a process approach, and the other is a product approach. In the process approach, the learning content focuses on the processes of writing rather than content such as "planning, drafting, rethinking, revising" (Jordan, 1997). One of the teaching domains in the process approach is the structure of English writing. English writing structures are more or less different from that of other languages. According to Kaplan (1966), the structural differences in writing are represented as characteristics of each language. For example, the writing structure of English is known to be a linear type. Within English writing classes, the five paragraph essay is widely used as the best practice model for English writing. The first paragraph is an introductory paragraph that generally includes brief background information of the essay topic and a thesis statement at the end of the paragraph that will be the main claim of the entire essay. The thesis statement usually includes three topic ideas, and the three ideas will be the main ideas of the following three paragraphs. Each second, third, and fourth paragraph contains a topic sentence at the beginning of the paragraphs. The topic sentences usually involve three supporting ideas. The last paragraph is the summary of the entire essay. Unlike the first paragraph, the first sentence of the last paragraph restates the thesis statement. Accordingly, the following sentence restates the main ideas that are stated in the second to fourth paragraphs. However, new ideas should not be added in this paragraph.

On the other hand, the product approach is concerned with the writing product. The product approach shows different types of rhetorical-functional models to the students, and the models are repeatedly practiced until the students acquire the rhetoric and functions. With the development of notional-functional syllabuses, rhetoric functions of English have been scrutinized and influenced teaching methodologies of L2 writing. Conventionally, rhetorical functions are generally categorized into eight domains: descriptions, narratives, definitions, exemplification, classification, comparison and contrast, cause and effect, and generalizations (Paltridge, 2001; Jordan, 1999). Additionally, in formal education, students are expected to change writing style depending on the academic discourse to which they belong. Thus, the

students in other words need to familiarize themselves to the styles in order to function in respective academic discourses.

In formal education, formal written products are expected to be submitted. Using colloquial grammatical structures is not usually accepted in academic writing (Wallwork, 2011). The grammatical adaption to the academic writing is often found difficult by L2 learners (Brown, 2007; Wallwork, 2011). Due to the complexity of the varied grammar usage, a number of L2 learners tend to be confused with when and how to use appropriate grammar expressions in academic writing (Matsuda, 2010). As a result, this confusion leads L2 learners to the divergence from academic writing of native English speakers. A number of researchers and practitioners (Brown, 2007; Folse, 2009; Nation, 2009; Wallwork, 2011) suggest the following list of grammatical expressions that should not be used in academic writing. The first suggestion is the avoidance of using the impersonal *it* as the subject of a sentence. The reason for the avoidance is because the usage of the impersonal *it* is likely to delay the subject in the sentence. The delay of locating the subject in the sentence not only slows down the reading speed of the reader but also sometime confuses the reader (Jordan, 1997; Wallwork, 2011). The second is avoidance of using a pronoun (it, they) before the introduction of the noun. If a noun was referred beforehand, a pronoun can be used as the subject of the sentence as the following example: "*Beeswax* is a very important substance because… In, fact it is…" (Wallwork, 2011, p.23). However, a pronoun should not be used as the subject before the noun that the pronoun refers to has not been introduced yet; for example, "Although it is a very stable and chemically insert material, studies have verified that the composition of *beewax* is…"(Wallwork, 2011, p.23). Along with the usage of pronoun, in academic writing the first and second person are not likely chosen in order to raise formality and objectiveness. The third consideration with academic writing is the avoidance of contractions (Jordan, 1997). Contractions such as *can't, shouldn't and isn't* are often found in colloquial writing, but those contractions should not be used in academic writing.

Academic Speaking

According to Ferris and Tagg (1996), the importance of academic speaking has been increasing along with changes in teaching approaches. Previously, professors in higher education had taught their classes with lecture style that was designed with a more teacher-centered environment. On the other hand, currently learner-centered types of classes have received popularity among university professors (Ferris and Tagg, 1996). In other words, university professors currently have provided more opportunities for speaking with the students. In such a classroom environment, English teachers should keep in mind that academic speaking activities can be different forms such as group discussions, discussions in the seminar, and group presentations (Ferris, 1998; Ferris and Tagg, 1996; Kim, 2006). Academic speaking also requires students to change their discourse depending on the academic fields (Jordan, 1997). Given the current university classroom environment, EFL students should acquire strong communicative competence in order to function in the academic communities.

In order to meet the student needs of EFL learners, researchers and practitioners (Brown, 2007; Ferris, 1998; Ferris and Tagg, 1996; Kim, 2006; Richards, 1995) have suggested a number of teaching principles and techniques that target the improvement of communicative competence being applicable to various academic discourses. A number of researchers who have conducted needs analysis in the EAP field recommend the introduction of classroom discussions in EFL contexts, strategies of questioning to lecturers, and oral presentations (Brown, 2007; Ferris, 1998, Ferris and Tagg, 1996). Ferris (1998) suggests the provision of the opportunities of practicing classroom discussions, especially which introduce the wider range of subject matter for the familiarization to different types of discourse community. The classroom discussion type of activities that are used in EFL classrooms vary but can be generalized into the following two categories; whole classroom discussions, small group discussions (Ferris, 1998; Ferris and Tagg, 1996). The whole classroom discussions are one of the challenging skills for East Asian students and thus should be practiced repeatedly (Ferris, 1998; Ferris and Tagg, 1996). Especially, East

Asian students do not usually experience this type of classroom environment where students discuss a given topic (Isoda, 2009). Therefore, those students tend to place lesser value on whole classroom discussions over lecture type class (Ferris, 1998). However, in order to be accustomed to English speaking academic environment, the practice of whole class discussions should be emphasized when teachers design an EAP course.

Additionally, in order to meet the recent academic needs, the importance of the implementation of small group discussions in EAP courses has been echoed (Ferris 1998; Ferris and Tagg, 1996). A growing body of EAP needs analysis (Ferris 1998; Ferris and Tagg, 1996; Kim 2006) in the U.S. university context reveals that in particular East Asian students lack of skills in order to function in small group discussions. The lack of discussion skills in small groups is attributed to the cultural and educational differences as previously discussed in the autonomy section. Therefore, in order to overcome the cultural and educational boundary, EAP courses in East Asian contexts should intensively include more opportunities for small group discussions.

Along with group discussions, questioning the lecturer in the American university context is often necessary for academic success but still identified as a challenging skill for East Asian students (Ferris, 1998; Ferris and Tagg, 1996; Jordan ,1997; Mckenna, 1987). Mckenna (1987) conducted research at the University of Michigan on different types of questions from students that emerged during lessons across various majors. According to the research result, Mckenna categorized questions into four areas; clarification (requesting repeated information or additional information), interpretation check (rephrasing information and illustrating given information), digression, challenge (questioning what the lecturers said). Within the four categories of questioning, clarification and interpretation check are considered important skills that need to be acquired by EFL learners (Jordan, 1997). The emphasis of Jordan on the two skills also corresponds with the collected expectations and demands from professors toward Asian students in the American university context (Ferris and Tagg, 1996).

More often the importance of presentation skills has been emphasized in EAP courses

associating with the recent trend in the U.S. classroom (Brown, 2007, Jordan, 1997; Isoda, 2009, Nation and Newton, 2009). Due to the increase of presentations in business scenes, a number of universities have started using presentation somewhat as an assessment tool for the performance on the course (Ferris and Tagg, 1996). For the betterment of presentation, Nation (2009) proposes '*4/3/2 Technique*' which aims to increase the amount of speaking and develop confidence. With this technique, students are paired up, and a student talks about a given topic for four minutes. While the speaker is talking, the interlocutor has to listen careful without interruption or questions. After the talk, interlocutors are changed, and the speaker talks about the same topic for next three minutes. After another change of pairs, the speaker talks about the same topic for two minutes. The merit of this teaching technique is provision of chances of speaking with different audiences, and therefore students are able to familiarize themselves with public talk.

Lecture and Note-taking Skills

While teaching approaches have changed to more learner-centered, lecture classes are still commonly held in university contexts. (Kim, 2006; Terraschke & Wahid, 2011). In lecture-type classes, EFL students might be left behind because of their weak listening competence (Jordan, 1997). In order to compensate for this difficulty, different types of note-taking skills have been proposed for English learners. For example, Jordan (1997) provides an idea of linear-type note-taking. The linear-type note-taking skill outlines the important sections by using heading and bullets to organize the information (Jordan, 1997).

EAP in the Japanese Context

EAP courses are developed in a number of universities under the aim of sending more students to universities in English speaking countries (Tajino, 2004). Given the social trend, Japanese universities such as International Christian University, Kanagawa University, and Akita University globally advertise their EAP programs and globalization. In the Japanese university context, EAP courses have been willingly promoted because those EAP courses have proved that

a number of students who received advanced English support were able to function in English medium schools (Tajino, 2004). Plenty of research results also assure the benefit of receiving support from EAP courses (Dooey, 2010; Tanaka, 2010). Tanaka (2010) reported an interrelation between the significant advances of lower English proficiency level students and an EAP course. Dooeny (2010) conducted research regarding a pathway program for EFL students in the Australian context. The research reports that students not only improved their linguistic skills but also culturally adapted to the Australian environment.

On the other hand, although the effectiveness of EAP courses has been widely acknowledged (Brown, 2003; Dooeny; 2010; Jordan, 1997; Kim, 2006; Tajino, 2004), only a few studies of EAP courses have been conducted in the Japanese high school context. Because the majority of Japanese university entrance exams do not usually demand strong academic English skills for their applicants, EAP courses are held only in a few high schools that specialize in English education. Therefore, in fact a limited amount of research data associated with the Japanese high school context exists. Furthermore, considering the predominance of traditional teaching pedagogies in the high school context, the introduction of EAP courses appears to be challenging. While a number of high school English teachers show a negative response to language focused learning and a strong desire to the implementation to communicative language teaching (CLT), the teachers are struggling with dealing with pedagogical dilemmas that emerges from MEXT and their students (Nakata, 2011). According to Nakata, (2011), the anticipation of MEXT for high school teachers is the development of communicative competence of high school students; meanwhile, high school students are more likely to be equipped with linguistic skills that are useful for entrance exams. Given the pedagogical discrepancy, the possibility of including EAP courses in regular high school curriculum seems minimal at this point.

EAP and Autonomy

EAP courses and autonomy are closely tied together (Jordan, 1997; Todd, 2003,

Rundle, 2012). Todd (2003) states that EAP courses enhance learner autonomy because of the emphasis on self-guided learning and negotiated syllabuses, and self and peer assessment. Rundle (2012) clearly accounts for the point of Todd by characterizing the functions of EAP course. The EAP course embed the following five principles for the development of autonomy in his 10-week theme-based EAP course: (1) problem solving group projects, (2) visual mapping of timelines and cycles of the project process, (3) consultations with a facilitator, (4) teacher as a literary expert, and (5) repetition of practice and reflection of acquired language skills. First, problem solving group projects are allocated for cooperating among the group members and extending motivation throughout the course. Each group is assigned to choose case studies concerned with economics and challenge participants by asking questions regarding theory of economics and language skills. The allocation of group projects creates emotional bonds among the group members and sustains their motivation toward the course. Second, visual mapping and cycles enable learners to conduct time management and sets goals and objectives. This course sets a group presentation for a main project of the course, so that each group is assigned to present a case study for the final exam. However, in order to be successful in the final presentation, participants need to spend many weeks for preparation. Therefore, the allocation of visual mapping of timelines enable participants to keep track on their preparation process. Furthermore, by deciding a role in the group and sharing their progress on the timeline, learners can clarify their progress as a team. Third, two consultations between learners and a facilitator are conducted in the five-week period. The aims of the consultation are not only that the facilitator can see the progress of each group but also that this consultations function as opportunities of needs analysis. Forth, in this program the teacher functions as a literacy expert and facilitator rather than a content expert. The main roles of the teacher are "respond to the students' interpretation of models, accommodating their language, content, process, or even emotional needs" (p.162). In other words, the teacher is a facilitator who bridges the target language and degree of comprehension on the textbook. Fifth, until the end of the semester, students engage in uncountable opportunities of practicing the target language such as

group activities, seminars, consultation with the facilitator, interactions with other classmates, and preparations for the final presentation. Additionally, by reflecting on their learning processes, students could utilize their learning skills for their meaningful learning experiences. This practice and reflection process lead learners to better understandings on the subject and language proficiency. Overall, this program was successful to scaffold the capacity of taking responsibility of their own learning by including the five principles as a main framework of the course. In particular, students were able to scaffold a capacity of sharing responsibility and autonomously engage in the preparation process.

EAP and Autonomy in the Japanese High School Context

In the Japanese high school context, neither EAP nor autonomy has been widely promoted. As previously discussed, Japanese students tend to be passive in English learning. The reason of English learning is mostly for passing university entrance exams. Therefore, the motivation of the students is extrinsic. Additionally, as the research of Nakata (2011) reveals, responsibility in the Japanese high school English classroom is dominated by the teacher. A number of Japanese high school teachers in the research acknowledged the concept of learner autonomy. Nonetheless, in fact the responsibility has not been shared between the teacher and the students simply because the teachers do not receive appropriate teacher training for creating autonomy supporting environments. Meanwhile, EAP courses are also rarely incorporated in the Japanese high school context. The high school English education emphasizes on language-focused learning rather than meaningful input and output (Furuhata, 1999; Matsuoka, 2009). This pedagogical trend connects with university entrance examinations. The focus of the examination is the clarification of receptive knowledge such as grammar and vocabulary rather than productive knowledge mainly writing or speaking. Given Japanese high school English education, both EAP and autonomy have not been promoted even though the effectiveness in English learning is acknowledged.

Rationale for the Project

Purpose of the Project

This curriculum will be established under the following purposes. First, the standard English courses of Japanese high schools are not sufficient to provide adequate academic literacy support to those students who wish to receive formal education outside of Japan or to receive higher-level English lessons in Japanese education. Therefore, this English for General Academic Purposes (EAP) course needs to be developed to offer general academic literacy to the high school learners. Second, this EAP course will raise the awareness of students' autonomy throughout the course. Those awareness raising aspects in this course will enable learners to be academically competitive in future learning contexts. Since both higher level English courses in Japanese universities and university classes outside of Japan expect voluntary participation to class activities (Ferris& Tagg, 1996), Japanese high school students need to elevate their degree of autonomy.

Goals and objectives

Autonomy

Goal 1: Students will be able to increase the degree of proactive autonomy

- Objective 1: students will raise their awareness to learner autonomy and eventually share their responsibilities with the teacher by offering suggestions and ideas for classroom activities, assignment, and opinions on their grade for the course

- Objective 2: students will be engaging in the following self-guided study
  a. Choosing and reading at least one extra reading material such as journals, newspapers, and resources on the internet for classroom discussions
  b. Making a group with 2-3 students and talking with ALTs in a free class period for more than 30 minutes. The speaking opportunities need to happen at least five times during each semester
  c. Listening to extra listening materials such as materials on Podcasts, university lectures, and listening to radio programs in English for more than 30 minutes and write a summary about the content

- Objective 3: students will increase their intrinsic motivation by identifying

connections between learning academic English and their future

Goal 2: The teacher will be able to create an environment in which students increase the degree of autonomy

- Objective 1: The teacher will play a role of facilitator who support the learning of the students rather than an authoritative figure who controls the class

- Objective 2: The teacher will teach different types of strategies and methods of self-study associating with the four English skills

- Objective 3: The teacher will negotiate the topics of the midterm and final paper, and final group presentation with students

- Objective 4: Suggestions from students via their reflective journal should be embedded in the curriculum deign

English for Academic Purposes

Goal 1: students will be able to increase academic speaking skills
- Objective 1: students will frequently participate in different types of speaking activities such as small group discussions, classroom discussions, and presentations

- Objective 2: Students will be able to offer answers towards discussion questions based on the content of given input

- Objective 3: Students will be able to offer answers questions based on bloom's taxonomy

- Objective 4: Students will be able to use acquired academic vocabulary while they are speaking

- Objective 5: Students will be able to give a group presentation at the end of the academic year

Goal 2: Students will be able to increase academic listening skills
- Objective 1: Students will be able to take a note during listening and use the information for classroom discussions

- Objective 2: Students will be able to grasp a general idea and specific information from a given listening material

Goal 3: Students will be able to increase academic writing skills
- Objective 1:Students will be able to brainstorm, write a mind map, and outline as preliminary processes before the actual writing process

- Objective 2: At the end of the year, students will be able to write an academic essay with the five paragraph structure

- Objective 3: Students will be able to write an introductory paragraph
  a. With an appropriate amount of background information from which readers can grasp a general idea of a given topic
  b. A thesis statement with a plan of development

- Objective 4: Students will be able to write three body paragraphs
  a. Each paragraph includes a topic sentences with three specific supporting details with signal words

- Objective 5: Students will write a conclusion with
  a. A summary of main points
  b. A restatement of thesis
  c. A final comment

- Objective 6: Students will be able to write clear cohesive body paragraphs by using transition phrases

Goal 4: Students will be able to improve academic reading skills
- Objective 1: Students will finish reading given reading assignments and answering discussion questions by next class

- Objective 2: Students will be able to read a reading material by using skimming and scanning skills

Goal 5: Students will be able to increase receptive and productive academic vocabulary
- Objective 1: Students will remember the meanings of a certain number of vocabulary (probably 20 to 30) from Academic Word List (AWL) every week

- Objective 2: Students will be able to increase the amount of productive academic vocabulary in oral and writing productions

- Objective 3: Students will be able to test vocabulary each other

Goal 6: Students will be able to increase their study skills
- Objective 1: Students will ask questions and confirmations

- Objective 2: Students will generate their ideas through brainstorming

- Objective 3: Students will organize their ideas through mind mapping

- Objective 4: Students will work on extensive reading

- Objective 5: Students will initiate discussions

- Objective 6: Students will skim and scan reading materials

- Objective 7: Students will summarize main ideas of input from outside

- Objective 8: Students will control their schedule

Significance of the Project

This course potentially could be a benchmark for high school English teachers who consider implementing autonomy enhancing EAP courses in their curriculum. The access to EAP materials specifically targeting high school learners is limited because EAP courses are not usually held in the Japanese high school context. Likewise, only a few autonomy enhancing EAP courses for high school learners have been designed. Additionally, this EAP course will meet expectations from the government. MEXT has publically re-announced the necessity of fostering Japanese nationals who can function in the global economy and contribute to the internalization of Japan (MEXT, 2011). In the announcement, MEXT emphasizes the improvement of communication skills and critical thinking skills throughout the high school years. This EAP course will provide students with an adequate amount of literacy support and develop such capable students. Furthermore, the aim of needs analysis in this project is to clarify literacy skills and the degree of autonomy of high school students. A large body of empirical research regarding English education has been concentrated on the university context so that academic needs of high school students have remained unclear. Hence, this teaching and learning project will present academic needs and also exhibit the degree of learner autonomy of high school English learners. The clarification of student needs and the degree of autonomy will be a benchmark for English teachers who teach in similar contexts.

Methodology

Introduction

Based on the research convention of learner autonomy and EAP needs analysis, needs analysis was conducted by using two types of data collecting instruments; (1) questionnaires and (2) interviews. Research participants were selected from Soka University in order to assess the needs of English development and the degree of learner and teacher autonomy. Soka University

was chosen because the university offers a different level of English programs that provide appropriate support for students depending on the academic needs and proficiency. In order to see the demographic data of the students, questionnaires and focus-group interview were conducted at the beginning of October 2013. Additionally, the analysis of the collected data was conduced by utilizing descriptive analysis (Brown & Rogers, (2002) and standard research data analysis procedure (Hesse-Biber & Leavy, 2010).

Participants

The participants of the current study were selected from the following three groups that are (1) 21 Soka University students in different level of EAP programs and (2) 23 students in courses for lower proficiency learners (3) four teachers who teach those classes. Those research participants were chosen based on the previous research and the availability of participants (Chan, 2001; Chan et al, 2010; Chowdhury & Haider, 2012; Nakata, 2011; Robbins, 1996). The proficiency of the students ranges from lower to advanced English proficiency. Both advanced and lower proficiency students are enrolled in English programs that are offered for 15 weeks.

Soka Univeristy might be a best possible place to conduct a needs analysis because different types of English courses offer support based on the needs of students with different levels of English proficiency. English courses can be largely divided into three categories based on the level of the students: elementary, intermediate, and advanced. For students who are willing to seek more academic challenges, EAP, business, TOEIC and TOEFL preparation courses, and study abroad preparatory classes are offered. Furthermore, special English courses are designed for more advanced level students who are enrolled in a special program, namely the Global Citizenship Program (GCP). GCP provides extensive English support for students such as the development of presentation skills, four skills in English, critical thinking skills, and discussion skills. Additionally, Soka University sends approximately more than 700 students to foreign countries per year (Soka University, 2013). Given the English programs and diversity of students,

the needs analysis would be able to extract different types of needs for the development of an autonomy enhancing EAP course.

A limitation of this section is found in the selection of the participants. Although this EAP course is designed for high school students, the selection of participants is concentrated on university students. However, the limitation will be overcome by asking university students to reflect upon their high school English learning experiences. The reason of choosing lower proficiency students is based on the following assumption of the researcher. Those lower proficiency students might be able to provide ample linguistic information regarding high school students due to their similarity of English proficiency. University students with lower proficiency and high school students share a number of commonalities such as limited exposure to English speakers, lower motivation, and less advanced speaking fluency and so forth. Therefore, the selection of university students instead of actual high school students would be able to amend the possible limitation that emerges from the selection of participants.

Additionally, four teachers (three are international, and one is Japanese) were chosen as research participants. Three international teachers come from different types of educational background and have experienced teaching in different types of contexts and levels of students. A male teacher is from the United States and have taught various types of English classes such as English communication classes for Japanese students with wide-range of proficiency, EAP classes, and content-based classes for more 24 years. A female teacher is from Canada with 22 years teaching experience. English courses which she teaches are relatively similar to the American teacher such as English communication courses to lower to higher proficiency students, EAP, and writing courses. Another male teacher is from Australia and has taught 16 years. Unlike aforementioned two teachers, this Australian teacher focuses more on teaching content-based, ESL, and EAP type courses rather than general communication classes. Lastly, the Japanese teacher is relatively novice and has taught English courses for lower level students for 6 months after the graduation of a master program. The teacher participants are not only teaching in the

English medium programs but also potentially can provide some significant research findings to autonomy research in the Japanese context. Nakata (2010) examined teacher autonomy in the Japanese high school context, and the research results show that the teachers are not motivated to promote learner autonomy in the classroom. However, this research is limited in the sense of focusing on identifying the degree of autonomy of Japanese English teachers. In this sense, measuring the autonomy of international teachers as a professional teacher might offer different perspectives to pedagogical implications for learner autonomy in Japanese high schools.

Instrumentation

Needs Analysis for EAP

The needs analysis of EAP was conducted by administrating qualitative research instruments. The research questions for needs analysis for English for Academic Purpose are clarifying (1) with what specific areas of language learning high school learners are challenged among the four English skills (speaking, reading, listening, and writing) (2) what types of support are provided by the teachers in order to improve the academic challenges of the students, (3) what specific types of learning materials and topics would students like to be implemented in the EAP course curriculum, (4) teaching methodologies, activities, and topics that are prevalent in current high school English classes, (5) goals and objectives, and motivation of students toward taking English classes, (6)what physical/psychological elements do hamper Japanese students from being autonomous. In order to answer the three questions, this research used the questionnaire and focus-group interview in university context.

The questionnaire survey (Appendix A) was adapted from the survey of Chowdhury and Haider (2012) and includes a total of 10 structured questions. This questionnaire has been chosen by considering the proficiency of the participants and time constraint. Furthermore, the questionnaire is not only suitable for the proficiency of participants but also well organized in

order to effectively elicit necessary information associating needs of students. The survey was conducted in Japanese after going through preliminary preparatory procedures. First, the author translated the English version of the questionnaire into Japanese. Second, a native Japanese faculty member in the program of International Language Department checked the content and the validity of the Japanese translation. Third, a pilot study was conducted with 39 lower proficient learners who were enrolled in the English Communication Elementary course of Soka Univeristy. After the pilot study, some parts of the questionnaire were amended, and finally the questionnaire was distributed.

For the deeper understanding of the responses from the participants, focus-group interviews are conducted. The interview questions were mainly structured around the research results from the questionnaire survey in order to deeply capture the student needs in EAP. Supplementarily, the interview questions were adapted from some of questions from Robbins (1996).

Needs Analysis for Autonomy

With the aim of identifying the degree of learner autonomy of high school students, qualitative research was conducted. For the analysis, the subsequent research questions were raised (1) To what extent high school learners with higher proficiency are autonomous, (2) what psychological/physical elements might affect the state of learner autonomy, (3) to what extent are international English teachers in English programs autonomous, (4) what type of autonomous enhancing activities or strategies are international teachers employing for their classes (5) are there any differences on the degree of autonomy students between higher and lower motivation (6) are there any difference on the degree of autonomy students between higher and lower proficiency. In order to seek possible answers for those questions, this research employed a questionnaire, a focus-group interview to both teachers and students in the university context.

The questionnaire survey (Appendix B) was adapted from the research of Chan, Spratt,

and Humphreys (2010) because the coverage of the questionnaire is broad enough to identify the degree of learner autonomy and examines a number of affecting variables to the degree of learner autonomy of EFL students and teachers. A total of 52 questions were contained in the original questionnaire. Nonetheless, due to the irrelevancy to the high school students, nine questions were eliminated from the questionnaire. While the content of the questionnaire for teachers and students is slightly different, the nature of both questionnaire for teachers and students is the same, asking the degree of student autonomy in and outside classroom. However, teachers were asked to what degree they promote learner autonomy among their students. Japanese was chosen for main instructions for the questionnaire for lower level students due to the fluency of the participants and time constraints. English instruction was used in one of the GCP courses given their high English proficiency. The validity and reliability of the questionnaire were checked by conducting a pilot study in the same manner as the EAP questionnaire.

Focus-group interviews will be also conducted for the further analysis of the questionnaire response. In autonomy research, the combination of questionnaire and focus-group interview has been conventionally utilized for the further examination of responses from participants (Chan, 2001; Chan et al, 2010; Nakata, 2011). The interview questions will be mainly structured around the result of the questionnaire survey in order to articulate problems and difficulties in enhancement of learner autonomy in the high school settings.

Procedure

The questionnaire and interview survey were conducted in the beginning of October at Soka University. Both EAP and autonomy needs analysis questionnaire were distributed at the same time. First, students answered the EAP questionnaire, and accordingly moved onto the autonomy questionnaire. The questionnaires were also distributed and collected from the teachers in different time.

In the following weeks, the one-on-one and focus-group interviews were conducted.

For this interview, a total of 20 interviewees were selected based on responses on the questionnaires and their proficiency levels ranging from intermediate to higher proficiency which are equivalent to over 70 to 100 points on the TOEFL iBT score. Additionally, four teachers were also selected who are currently teaching in a GCP course, an English for Study Abroad course, a *Eigo* (English) A course, and English Communication Elementary course. First, six students were selected for one-on-one interview who match the following descriptions; (1) those who showed relatively positive responses on the EAP questionnaire and (2) those who showed relatively positive responses on the autonomy questionnaire. By setting the two criteria, information regarding successful language learner model was retrieved. Second, 16 students were selected for a group interview. Those students were selected from a GCP class that possibly demands the highest prerequisites to participate. The purpose of conducting the focused-group interview with the GCP students was to effectively gather more detailed information regarding the students with higher proficiency. Since the number of the group participants was relatively higher than usual focused-group interviews, for GCP the interview was conducted in the following manner. First, the students were asked to make six groups in which each group includes two students. The groups were decided based on the high school or types of high school English courses to which the students had belonged. The categories of the groups are divided into three; students who went to/belonged to (1) international school or English classes for study abroad preparation, (2) English classes for standardized test preparation, and (3) students who belonged to other types of English classes. The intention of gathering students into the three particular categories was to stimulate memorizes in high school English classes. By eliciting information from those students, the interview can shed a light on the impeding variables of learner autonomy and challenges in high school English classes. Lastly, one-on-one interviews were also conducted with three foreign teachers and a Japanese teacher. The aims of the interview with teachers were the following three facets. First, the interviews were set to identify autonomy enhancing approaches, methodologies, and negotiation process in English classrooms in which the teachers are currently teaching.

Second, the interviews were conducted to clarify the needs in four English skills more in depth. Based on the responses from the teachers, the interviews asked the teachers possible approaches, methodologies, and activities to improve the identified academic challenges of the students.

Ethical Considerations

Both questionnaires and interviews were conducted voluntarily. Participants, students and teachers, all signed informed consent forms that indicate agreement to be involved in the research. The copy of distributed informed consent is listed in Appendix C. For the purpose of protecting privacy of the participants, they were informed that they could withdraw from the study at any time without penalty (no questions were asked). The participants could skip any questions during the questionnaire or interview and continued to participate in the rest of the study. Any personal information such as a name of students and numbers that potentially could harm the privacy of the participants was deleted as soon as necessary information was collected from research samples. Any data that can trace back the identity of the research participants was stored in a Soka University computer and locked in a folder with passcode.

Data Analysis

The data collected from the EAP and autonomy questionnaires were analyzed by employing descriptive statistics (Chan, 2001; Chan et al, 2010; Nakata, 2011). By conducting the descriptive statistics, the mean and standard deviations were calculated with the analysis of all the questionnaire items. The samples from the one-on-one and focus-group interviews were analyzed based on the standard procedure (Hesse-Biber & Leavy, 2010). First, the interview data was gathered with simultaneous handwriting notes because all of the responses of the students on interview questions were relatively straightforward. Second, the elicited data was grouped with the focused coding procedure. Focused coding enables researchers to develop a set of group names that were provided to collected samples. After the provision of group names, the interview

samples were categorized into certain groups (Hesse-Biber & Leavy, 2010). Third, after the coding process, the interpretation of the coded samples was conduced.

Results

Results of the Autonomy Questionnaire (Students)

According to literature, Japanese students are more dependent on teachers in terms of classroom participation such as offering suggestions to the teachers, showing preferences, and giving opinions to the teachers. In this questionnaire research, even advanced proficiency and highly motivated English learners responded negatively on their degree of autonomy in high school English classes.

At the first section of the autonomy questionnaire (Table 1), the student participants showed less responsibility with Question 8 (2.50=M), Question 7 (2.58=M), Question10 (2.25=M) as least responsible sections that are chosen by the student participants in the Responsibility section. The responses of the participants in the Teacher's Responsibility section represent the dependency on teachers. The student participants perceive Question 7 (4.38=M), Question 8 (4.29=M), and Question 11 (4.27=M) as the sections that teachers are more responsible for. This result implies that the students had not received appropriate support to be autonomous learners. As the responses indicate that important classroom decisions such as classroom activities, evaluation, and learning materials are entirely decided by teachers rather than the students. The trend of controlled classroom environment indicates that traditional teacher-centered classroom has been still prevailing in Japan and tends to limit the diversities of students who posse different goals and objectives, and preferences on learning. Given the degree of the autonomy of the student participants, the enhancement of autonomy in the Japanese context should be conducted moderately by increasing the amount of learning responsibility little by little; otherwise, students might feel overwhelmed by being taken a number of responsibilities at the same time.

Table 1

Students' Perception on Responsibilities for English Learning

When you are taking the English class in which the survey was conducted, whose responsibility should it be to	Student's Responsibility (Overall)	Teacher's Responsibility (Overall)	Discrepancy
	M	M	
Q1: Make sure you make progress during lessons?	3.06	3.85	0.79
Q2: Make sure you make progress outside class?	3.43	3.33	0.09
Q3: Stimulate your interest in learning English?	3.52	4.02	0.50
Q4: Identify your weakness in English?	3.85	3.77	0.08
Q5: Make you work harder?	3.85	3.98	0.13
Q6: Decide the objectives of your English course?	3.56	3.85	0.29
Q7: Decide what you should learn next in your English lessons?	2.58	4.38	1.79
Q8: Choose what activities to use to learn English in your English lessons?	2.50	3.96	1.46
Q9: Decide how long to spend on each activity?	3.25	3.40	0.15
Q10: Choose what materials to use to learn English in your English lessons?	2.25	4.29	2.04
Q11: Evaluate your learning?	2.96	4.27	1.31
Q12: Evaluate your course?	3.60	3.63	0.02
Q13: Decide what you learn outside class?	4.06	3.40	0.79

In the Ability section, the student participants showed varieties of responses on their ability of taking responsibility. The mean score of the responses on each section ranges from 2.40 to 3.46 on a four point Likert scale. On the questionnaire, the students showed higher possibility on their ability regarding self-study. The student participants answered that they feel the necessity of taking more responsibility on self-study (4.06=M) in the previous section, and also in this Ability section, the students also showed higher capacity of taking responsibility on self-study. The participants ranked "choosing learning activities outside class" (3.68=M) and "choosing learning materials outside class" (3.46=M). On the other hand, the participants rated lower points on the sections associating with teacher decisions; for example, "Choosing learning activities in class" (2.74=M), "Choosing learning materials in class" (2.40=M), and "deciding what you should learn next in your English lessons" (2.60=M). From those responses, the tendency of Japanese students can be deduced. The previous paragraph discussed that Japanese students might not receive appropriate educational support to be autonomous learners in high school. Similarly, in this Ability section, the student participants showed their inability in the exact same sections that the participants showed lower responsibilities in the Responsibility section. By summarizing the information that was deduced from the responses, Japanese high school students are not confident or comfortable with involving with decision-making processes that are conventionally decided by teachers.

The Motivation section received statistically interesting responses from the student participants. The mean score of learner motivation was 3.40 and the standard deviation was 0.98 on a five point Likert scale. However, when the mean score is categorized into four categorizes by types of course; GCP, Study Abroad, and ECE, and TOEIC preparation, the mean score shows varieties. The mean score of GCP students on their motivation in high school (3.31=M) was lower than that of the overall mean score. On the contrary, the mean scores of Study Abroad (4.00=M) and ECE (3.82=M) were higher than that of the overall mean score. The mean score of the TOEIC class students marked the lowest amongst the four groups (2.75=M). This variance on

the mean score indicates that not all higher-proficiency learners are highly motivated in high school, but similarly not all lower-proficiency learners are less motivated.

Table 2

Student's Abilities to Take Responsibility

If you have the opportunity how good do you think you would be at:	Ability (Overall)	Ability (High Pro)	Ability (Low Prof)
	M	M	M
Q14: Choosing learning activities in class?	2.74	2.84	2.64
Q15: Choosing learning activities outside class?	3.68	3.96	3.36
Q16: Choosing learning objectives in class?	3.19	3.32	3.05
Q17: Choosing learning objectives outside class?	3.74	4.00	3.45
Q18: Choosing learning materials in class?	2.40	2.40	2.41
Q19: Choosing learning materials outside class?	3.46	3.31	3.64
Q20: Evaluating your learning?	3.27	3.38	3.14
Q21: Evaluating your course?	3.40	3.50	3.27
Q22: Identifying your weakness in English?	3.17	3.27	3.05
Q23: Deciding what you should learn next in your English lessons?	2.60	2.54	2.68
Q24: Deciding how long to spend on each activity?	2.77	2.69	2.86

The last section of the autonomy questionnaire Activates contains two sections. In the first section (Table 3), the participants answered questions associating with self-study, and in the second section (Table 4), they answered questions associating with attitudes in English classroom. The answers were rated on a four-point Likert scale. In the first section, the participants presented their preference on the "done grammar excesses" (3.04=M) and "noted down new words and their meanings" (2.94=M), and "reading grammar books on your own" sections. On the other hand, the "sent emails in English" (1.48=M), "listened to English radio" (1.52=M), "using the internet in English" (1.54=M), and "written a diary in English" (1.56=M) received relatively lower scores. Statistically interesting findings appeared in oral production sections. "Talked to foreigners in English" received a moderate mean score (2.31=M). However, when the participants are categorized by courses, the GCP students in the second highest proficiency class gave a slightly lower rate than the overall mean score (2.13=M). Furthermore, the section of "practice using English with friends" marked a relatively lower mean score (1.81=M). In particular, again the GCP students in the second highest proficiency class rated this section with the lowest score (1.75=M) amongst the higher proficiency courses. The results indicate that even Japanese high school students with higher proficiency do not expose with English speaking environments or attempt to increase the opportunities of oral production outside of the classroom.

Table 3

Students' Abilities to Take Responsibility Outside of the Class

In high school, how often had you: Outside of the class	Frequency (Overall)	Frequency (High Prof)	Frequency (Low Prof)
	M	M	M
Q26: Read grammar books on your own?	2.69	2.73	2.64
Q27: Done assignments which are not compulsory?	2.35	2.50	2.18
Q28: Noted down new words and their meanings?	2.94	3.12	2.73
Q29: Read newspaper in English?	1.63	1.96	1.23
Q30: Sent emails in English?	1.48	1.62	1.32
Q31: Read books or magazines in the English?	2.00	2.27	1.68
Q32: Watched English TV programs?	1.60	1.65	1.55
Q33: Listened to English radio?	1.52	1.69	1.32
Q34: Listened to English songs?	2.67	2.69	2.64
Q35: Talked to foreigners in English?	2.31	2.42	2.18
Q36: Practiced using English with friends?	1.81	1.85	1.77
Q37: Done English self-study in the group?	2.13	2.08	2.18
Q38: Done grammar exercises?	3.04	3.12	2.95
Q39: Watched English movies?	2.21	2.04	2.41
Q40: Written a diary in English?	1.56	1.77	1.32
Q41: Used the internet in English?	1.54	1.73	1.32
Q42: Done revision not required by the teacher?	1.67	1.77	1.55
Q43: Attended a self-access center for example CALL?	1.65	1.54	1.77

Table 4

Students' Behavior Inside of the Class

In high school, how often had you: Inside of the class	Frequency (Overall)	Frequency (High Pro)	Frequency (Low Pro)
	M	M	M
Q44: Asked the teacher questions when you don't understand?	2.92	2.96	2.86
Q45: Noted down new information?	3.19	3.27	3.09
Q46: Made suggestions to the teacher?	1.60	1.50	1.73
Q47: Taken opportunities to speak in English?	2.10	1.92	2.32
Q48: Discussed learning problems with classmates?	2.15	2.12	2.18

Results of the EAP Questionnaire (Students)

The first section of the EAP questionnaire (Appendix A) is set to identify how often the four skills of English are used in the English classes in which the participants have currently participated. The mean responses from the participants on each section marked reading (4.30=M), writing (4.06=M); speaking (4.17=M) and listening (4.45=M) on a five point Likert scale (1 = *never or not important* and 5 = *very often or very high*). In the second section, the participants were asked their degree of difficulty in the four English skills. Interestingly, the responses of lower proficient learners showed a lower sense of difficulties toward each English skill, the mean scores on each skill are reading (3.50=M), writing (3.69=M), speaking (3.85=M), and listening (3.77=M). According to the responses, the participants with higher proficiency tend to perceive more difficulty in each skill; the mean scores of each skill are reading (3.71=M), writing (3.71=M), and speaking (4.33=M), and listening (4.33=M). Overall, regardless of the proficiency

of the participants, speaking and listening are perceived as challenging skills among the four skills. Similarly, the participants gave higher rates on speaking and listening skills in the following questions third section (*suppose you will go study abroad, how important will be the following abilities to your success?*) and fourth section (*how important are the following abilities to your success while you are on study abroad?*)

The fifth section of the questionnaire was designed to examine needs of the participants associating the four skills in more detail. The frequency of problem occurrence was judged on 4-point Likert scales (1= *never* and 4 = *always*). The fifth section (Table 5) examines the difficulties of the participants with speaking. The participants answered five questions in this section on a four point Likert scale. The higher the points, the participants feel difficulties on a given skill, and vice versa. Overall, the participants showed a relatively higher sense of difficulty on Q3 (3.38=M) and Q4 (3.34=M). Furthermore, the students in the higher proficiency courses showed their higher concern on Q1 (*have difficulty giving oral presentations*) (3.48=M) and Q3 (*not know how to say something in English*) (3.57=M). Lower proficiency students, on the other hand, are facing difficulties with Q3 (*not know how to say something in English*) (3.23=M) and Q4 (*have trouble finding the words for what you want to say*) (3.27=M)

Table 5

5th Section: Frequency of Problem Appearance (Speaking)

How often the following situations happen to you?	Frequency (Overall)	Frequency (High Pro)	Frequency (Low Prof)
	M	M	M
Q1. Have difficulty giving oral presentations	3.30	3.48	3.15
Q2. Afraid of saying something in case you make a mistake	2.98	3.05	2.92
Q3. Not know how to say something in English	3.38	3.57	3.23
Q4. Have trouble finding the words for what you want to say	3.34	3.43	3.27
Q5. Have difficulty with your pronunciation of words	2.83	3.10	2.62

The sixth section of the questionnaire is designed to elicit the detailed information regarding listening skills of the participants. The frequency of problem occurrence was judged on 4-point Likert scales (1 = *never* and 4= *always*). Although listening was reported as one of the challenging skills amongst the four skills in the previous questions, the mean scores of the participants on each question were not as high as that of given in the speaking section. In other words, the participants feel less anxiety with the listening rather than speaking. Overall, the participants recognized Q3 (*have trouble understanding lengthy descriptions in English*) as the most challenging listening skill (3.02=M). When the participants are grouped by fluency, the participants with higher proficiency rated Q3 (*have trouble understanding lengthy descriptions in English*) (2.90=M) and Q4 (*have trouble understanding the subject matter of a talk*) (2.90=M) as the most challenging skills. Comparing other skills, the participants with lower proficiency relatively highly rated Q3 (*have trouble understanding lengthy descriptions in English*) (3.12=M).

Table 6

6th Section: Frequency of Problem Appearance (Listening)

How often the following situations happen to you?	Frequency (Overall)	Frequency (High Pro)	Frequency (Low Prof)
	M	M	M
Q1: Have trouble understanding lectures	2.60	2.67	2.54
Q2. Have trouble taking notes	2.51	2.38	2.62
Q3. Have trouble understanding lengthy descriptions in English	3.02	2.90	3.12
Q4. Have trouble understanding the subject matter of a talk	2.68	2.90	2.50

The seventh section includes two domains, and first analyzes the perception of students toward different writing skills (Table 7) and second examines the frequency of problem occurrence relating the writing skills (Table 8). Both sections on a 3-point Likert scale (1 = *not important/never*, 2 = *important/sometimes*, and 3 = *very important/ often*). In the first section (Table 7), participants perceived Q2 (*using appropriate vocabulary*) (2.54=M) and Q4 (*organizing the overall assignment*) (2.52=M) as importance skill domains. The participants with higher proficiency slightly highly rated Q4 (*organizing the overall assignment*) (2.65=M) comparing to other skills. The higher proficiency learners also highly rated Q3 (*organizing paragraphs*) (2.45=M), Q5 (*expressing ideas appropriately*) (2.45=M), and Q7 (*editing and revising your writing*) (2.45=M). On the other hand, the participants with lower proficiency perceived Q2 (*using appropriate vocabulary*) (2.65=M) and Q3 (*organizing paragraphs*) (2.50=M) as important skills. In the second section (Table 8), overall the participants expressed difficulties toward Q2 (*using appropriate vocabulary*) (2.32=M), Q5 (*expressing ideas appropriately*) (2.45=M), and Q8 (*completing writing tasks in time*) (2.30=M). Regardless of the proficiency of the participants, those dispositions associating the frequency of the problems were the same.

Table 7

7th Section: Importance of skills (Writing)

How often the following situations happen to you?	Frequency (Total)	Frequency (High Pro)	Frequency (Low Prof)
	M	M	M
Q1: Using correct pronunciation and spelling	2.39	2.30	2.46
Q2: Using appropriate vocabulary	2.54	2.40	2.65
Q3: Organizing paragraphs	2.48	2.45	2.50
Q4: Organizing the overall assignment	2.52	2.65	2.42
Q5: Expressing ideas appropriately	2.43	2.45	2.42
Q6: Adopting appropriate tone and style	2.02	2.00	2.04
Q7: Editing and revising your writing	2.35	2.45	2.27
Q8: Completing writing tasks in time	2.15	2.35	2.00

Table 8

7th Section: Frequency of Problem Appearance (Writing)

How often the following situations happen to you?	Frequency (Total)	Frequency (High Pro)	Frequency (Low Prof)
	M	M	M
Q1: Using correct pronunciation and spelling	2.26	2.29	2.23
Q2: Using appropriate vocabulary	2.32	2.33	2.31
Q3: Organizing paragraphs	2.11	2.19	2.04
Q4: Organizing the overall assignment	1.96	1.95	1.96
Q5: Expressing ideas appropriately	2.32	2.33	2.31
Q6: Adopting appropriate tone and style	1.91	1.81	2.00
Q7: Editing and revising your writing	2.26	2.29	2.23
Q8: Completing writing tasks in time	2.30	2.33	2.27

Eighth section of the questionnaire identifies the frequencies of reading different types of materials and occurrences of problems while the participants are reading those materials. First, the student participants answered the questions with yes or no answer for the frequencies of reading different types of materials. Overall, not so many numbers of the participants are expected to read extra reading materials for their course material. According to the results, only six participants are reading workbook or instructions which received the lowed frequency among the seven reading materials. On the other hand, more than 20 participants are expected to read newspaper articles (21=N), photocopied notes (22=N), and materials from the Internet (25=N). Statistically interesting finding is that the items that received higher frequency are mostly read by the participants with higher proficiency. In other words, students in the lower proficiency group do not often read newspaper articles (1=N), photocopies notes (7=N), nor materials form the Internet (3=N).

Furthermore, the frequencies of occurrences of problems regarding reading materials were identified (Table 9). The participants answered on a three point Likert scale (1 = *never*, 2 = *sometimes*, and 3 = *often*). The participants rated Q4 (*reference/textbooks*) (2.68=M) as a highly problematic material amongst the reading materials, (*journal articles*) (2.51=M), and Q7 (*material from the Internet*) (2.49=M). Participants with higher proficiency often undergo difficulties with Q1 (*journal articles*) (2.78=M) and Q2 (*newspaper articles*) in addition to Q4 (*reference/textbooks*) (2.88=M). Similarly, the participants with lower proficiency identified Q1 (*journal articles*) (2.43=M), and Q7 (*materials from the Internet*) (2.33=M).

Table 9

8th Section: Frequency of Reading Materials

How often do you have difficulty with each of the following situation	Frequency (Total)	Frequency (High Pro)	Frequency (Low Prof)
	M	M	M
Q1: Journal Articles	2.51	2.78	2.30
Q2: Newspaper Articles	2.61	2.81	2.43
Q3: Works of fiction	2.29	2.63	2.05
Q4: Reference/textbooks	2.68	2.88	2.55
Q5: Photocopied notes	2.10	2.33	1.91
Q6: Workbook or instructions	2.36	2.69	2.10
Q7: Materials from the Internet	2.49	2.65	2.33

In the ninth section of the questionnaire, the student participants were asked how often they are facing difficulties with different types of reading skill. The participants answered the questions with a 5-point Likert scale (1 = *never* and 5 = *very often*). Overall, the participants answered that they are often facing difficulties with "reading the text quickly to get a general idea of the content" (3.94=M), "reading in order to respond critically" (4.02=M), "understanding specialist vocabulary in a text" (4.13=M), and "reading speed" (4.30). However, when the results are categorized by proficiency, the participants with higher proficiency similarly ranked "reading speed" as the most frequently difficult skill, and "understanding the main point of a text" (4.10) and "reading the text quickly to get a general idea of the context" (4.05=M) as the second and third most difficulty skills. On the other hand, the first to third most difficulties of the lower proficiency participants were as the same as the overall mean score. The variance on the results of the higher proficiency participants indicates that higher and lower proficiency participants are undergoing different types of difficulties during reading materials.

Table 10

9th Section: Frequency of Problem Appearance (Reading)

How often do you have difficulty reading the following materials?	Frequency (Total)	Frequency (High Prof)	Frequency (Low Prof)
	M	M	M
Q1. Understanding the main point of text	3.68	4.10	3.35
Q2: Reading the text quickly to get a general idea of the content	3.94	4.05	3.85
Q3: Reading a text slowly and carefully in order to understand the details	3.49	3.33	3.62
Q4: Looking through text quickly in order to locate specific information	3.79	3.76	3.81
Q5: Guessing unknown words in a text	3.43	3.52	3.35
Q6: Understanding text organization	3.45	3.62	3.31
Q7: Understanding specialist vocabulary in a text	4.13	4.00	4.23
Q8: Reading speed	4.30	4.24	4.35
Q9: Reading in order to respond critically	4.02	3.81	4.19
Q10: Understanding writer's attitude and purpose	3.87	3.86	3.88
Q11: General comprehension	3.78	3.76	3.80

Results of the Interview with Students

Based on the responses that were received from the questionnaires, seven interview questions were developed to conduct five face-to-face interviews and one group interview to further examine the collected questionnaire data and extract more information that was not fully covered in the questionnaires. The first question (*what are/were your favorite subjects in university or*

high school?) was designed to draw out possible interests of the participants in academic subjects. The interview data suggests that the students in advanced English courses are more or less interested in the following fields, namely, sociology, economics, history, and environmental issues. Especially, the participants showed their preferences on sociology and environmental issues. For further detailed category in the field of sociology, education in developing countries, international relations, safety net for the poor, sibling relationships, and human rights were elicited from the responses. The interest of the participants on environmental issues also varied. The interest of participants are/ were centered around endangered species, solid waste management, water pollution, and deforestation. In addition to the academic subjects, some participants showed their interest on experiential learning. The idea of experiential learning is developed by John Dewey. According to Dewey (Brown, 2001), students learn effectively when they are able to find connections between learning and real-world purposes. Some of the participants in the GCP program engaged in a field trip when they were researching on endangered species. Based on preliminary research, the participants actually went to a zoo in Tokyo and conducted a survey to collect more detailed information about the specific endangered species. According to the responses of the participants, the field trip was an eye opening experience that provided more information which is not covered in the literature.

The second question (*how university and high school English courses are different?*) inquires the differences from high school and university English classes. As the questionnaires results report, students who were in advanced level high school English classes claimed that teachers had mainly concentrated on grammar translation, explanations on grammar expressions, and the acquisition of target vocabulary. Even thought sometimes students received a limited amount of writing instructions in high school level, writing was taught not for communicative purposes but under the aim of passing entrance exams. Speaking activities were mainly instructed by assistant language teachers (ALTs). Students in those courses were supposed to use English for each activity but in reality English was often translated into Japanese by Japanese teachers or

peers, and the Japanese translation was retranslated back into English by the teachers. In addition, Japanese students are usually shy to speaking in front of peers and tend to tease students who try to speak in English. By developing such a peer pressure on those students attempting to speak in English, the classroom atmosphere decreases motivation to be a better English speaker. On the other hand, advanced English courses in university are more production based. Students receive a number of instructions on academic writing or speaking from teachers of both non-native and native speaker of English, but English is the only language that is expected to be used in the classroom. This English only environment in the university English courses is successful to lower the affective filter that had appeared in the high school English classes. One of the students reported "the environment in university English courses is relatively competitive comparing to that of high school but more enjoyable because the courses emphasizes the exchange of opinions among students, and especially nobody in class makes fun of imitating accents of native English speakers." In terms of writing, teachers in advanced level university English classes focus on teaching how to write academic essays. In this sense, the instructions of the teachers are more instrumental, in other words, the instructions are tied with academic skills that will be utilized in various context in the future. A large number of students in the advanced level English courses answered in the interviews and questionnaires that writing skills is necessary to study abroad but meanwhile one of the challenging skills besides speaking. Hence, receiving formal instructions on academic writing is not only beneficial, but also that students are able to tie the instructions with their foremost ends.

The third question (*please compare your degree of autonomy between university and high school English courses.*) is set to compare the degree of autonomy in between high school and university. The responses from the interview data added intriguing dimensions to this needs analysis. Based on the interview data, the degree of self-study varies depending on the course. Students in the GCP program devote themselves to finish a number of course assignments such as reading materials, answering discussion questions, and writing academic essays. Hence, the

students in the GCP program are required to manage their schedule in order to finish the homework by the due dates. On the other hand, students in the Dual Degree (DD) program are more self-study oriented in order to improve their English ability to mark higher score on the TOEFL iBT test. Moreover, comparing to the GCP program, instructions on writing structures of the five-paragraph essay in the DD program are much less. Due to the fact, the students in the DD program are expected to learn and practice academic writing by their own. Furthermore, a number of students in the advanced level English programs answered that they needed to be more autonomous to pass entrance examinations in high school. In this sense, their state of autonomy was controlled under the influences of external regulations such as punishments or rewards to passing the examinations (Miemiec & Ryan, 2009). Lastly, a student in a private high school, who had belonged to an English debate club, showed a similar type of autonomy that appears in university English classes. Japanese education is well known with the intensity of club activities, and a large number of the students are passionately participating in the activities. In this case of the student, participation in the English debate group brought positive effects on learning English because the student had regularly tried to engage in self-study, the debate acquisition of strategies, and practicing English with friends and teachers in order to mark a high score on debate tournaments.

The fourth question (*how is your motivation toward English learning different from high school and university?*) was designed in order to extract possible causes to enhance intrinsic motivation of high school students through the comparison between high school and university English learning. In general, as literature and the data from the questionnaires indicate, the majority of the Japanese high school students are extrinsically motivated. Generally, the educational orientation in Japanese high schools is directed to fostering test-taking skills. Consequently, teachers tend to ignore the concept that English is a means of communication. Rather than being perceived as a communication tool, English is associated with a tool for passing entrance exams in the educational context. On the contrary, students in advanced level

English courses in university are learning with intrinsic motivation. Their intrinsic motivation is generated from more instrumental desirers such as being a better English speaker, studying abroad, and using English for their future job. One of the students in the interviews had received secondary education in the United States and acquired native English proficiency. However, after being involved in an advanced English class in a university English class, the student determined to acquire more academic vocabulary and writing skills in order to describe her thoughts and ideas more accurately. By far, advanced English classes in the university setting are able to raise intrinsic motivation by offering a challenging educational setting, intensive interactions with peers and teachers by using English, and a number of opportunities of connecting what the students learned in the classroom with their purposes and dreams.

The fifth question (*what types of activities do you work on in university English courses?*) focuses on clarifying the types of activities that are used in advanced university English courses. According to the interview data, a number of discussions opportunities are provided in the courses for the improvement of academic communicative competence. Those discussions are sometimes conducted in different types of forms such as group discussions, pair discussions, and whole class discussions. As Ferris and Tagg (1996) report, usually East Asian students experience a hardship to participate in those types of discussions in the U.S. university context. Hence, the extensive provisions of the opportunities of exchanging ideas and thoughts is helpful for the students in terms of preparation for study abroad. Additionally, teachers in the advanced courses attempt to initiate teacher-student interactions that will be experienced during study abroad. Teacher-student interactions are also perceived challenging for East Asian students due to the lack of practices in Japanese education. As for writing exercises, instructions from teachers are focused on practicing writing the five paragraph essay. The teaching procedures initially started from process-based approach and eventually moved to productive-based approach. In the productive-based approach, the students had learned three types of rhetoric, namely, process, compare and contrast, and summary based on learning content that the students have learned in

previous classes. Learning strategies such as note-taking and test-taking skills are mainly covered in advanced English classes. One of the interviewees introduced a listening activity that has currently been used in the DD program. In the listening activity, 10 minutes lecture videos are used in order to familiarize the students to take clear and comprehensive note. The teacher constantly utilizes this listening activity in the course, and students also realize improvement on their listening skill. Test-taking skills are center of instruction in the DD program because the students are required to mark at least 80 points in the TOEFL iBT test before study abroad at The University of Buckingham.

The sixth question (*do you think your reading competence in general has improved? If so, how did you achieve that?*) was developed in order to identify the degree of reading ability in the higher-level English classes. As for reading skills, the results of the questionnaire analysis presented that students, regardless of their level of fluency, are not confident with skimming and scanning skills. Skimming and scanning are the essential skills among reading skills in order to capture general ideas or identify particular information on a reading passage within a short amount of time. Especially, the two reading skills are necessary to be utilized when students are assigned to read a number of reading homework by the next class. Therefore, in the long run, familiarizing with skimming and scanning skills from the early stage of the learning process will be academically beneficial to the students. In other words, if EFL learners are not trained well with skimming and scanning, they might perform poorly in the university classroom after study abroad. Additionally, the majority of EFL/ESL learners are required to take the TOEFL iBT or IELTS test in order to prove that their English competence is appropriate to study in English medium universities. Those types of standardized English tests usually allocate dense reading sections in which test-takers read several paragraphs and answer comprehension questions with a limited timeframe, and in this manner test-takers are assessed their levels of reading skills. However, as interview data reports, a number of students are struggling with improving their reading skills. In order to identify an effective means of educational intervention to improve

skimming and scanning skills, the participants were asked what types of methodologies, techniques, or activities are used in their classroom. According to the interview participants, regardless of the course to which they belong, "three steps reading" technique was often introduced. The reading technique consists of three steps; first, students grasp general ideas of a reading passage from the title and the topic sentence in each paragraph, second read every reading passage quickly, and lastly read the material thoroughly (using highlighters and a dictionary). Other students replied that their teacher encourages the students to use extensive reading skill. The extensive reading is a reading technique that students choose reading materials that are equal or slightly above reading level of the students and repeatedly read the books. Some students reported that they have benefited from repetitive extensive reading practices.

For adding more depth into answers elicited from the first to fourth questions in the EAP questionnaire, the final question (*what specific competence in English do you need to improve for going study abroad?*) was developed. Some information has been reported in the previous sections, but still noteworthy to address. Surprisingly, some of the interview participants answered that they need to improve their colloquial English in order to communicate with native English speakers after they study abroad. Since advanced English courses mainly focus on providing the students with support to enhance their academic English skills, the students are anxious with daily conversation skills. Furthermore, as the questionnaire data indicates, a number of participants mentioned about necessity in listening to lectures. Even a large number of students with the highest English proficiency in Soka University claimed the same issue. In the interview, students in the DD program proposed a possible solution for this issue. As briefly mentioned in the previous section, the teacher in the DD program allocates a certain period in which students can listen to university lecturers in English. During the time, the students are paying attention to jot down main points of the lecture, afterward summarize the content, and share with their classmate. The students reported that their listening and note-taking skills have advanced as a result of repeated listening practice with this listening activity. Another interesting finding

regarding this section is that a number of students reported that reading academic journals is challenging among the various genres of reading materials. Due to the questionnaire and interview data, this academic challenge associates with the level of vocabulary that is used in academic journals. Generally, EFL or ESL textbooks that are designed for EFL or ESL students set a parameter on vocabulary in order not to extremely go beyond the proficiency of the test-book users. Consequently, students who are familiar with those textbooks face reading difficulties when they read academic journals that include authentic vocabulary usage in the texts.

EAP Textbook Analysis

The Introduction of EAP textbooks

A textbook analysis was conducted in order to identify content commonalities amongst major EFL/ESL EAP textbooks. For the textbook analysis, four EAP textbooks were selected *NorthStar* (*level 2) for Speaking & Listening* (*Longman*); *Northstar (level 2) for Reading & Writing* (*Longman*); *Academic Encounters (level 1) for Speaking & Listening* (*Cambridge*); and *Academic Encounters* (level1) *for Reading & Writing* (*Cambridge*). Both *NorthStar* and *Academic Encounters* are designed to fulfill the same educational objective that improving current linguistic competence for the future success of students in English medium schools.

Both *NorthStar* textbooks include 10 different units and set their target learners from basic to intermediate level. Both *NorthStar* textbooks put strong emphasis on the integration of critical thinking skills into language practices. This emphasis on critical thinking skills ties with the fact that the acquisition of critical thinking skills is an essential prerequisite to engage in academic discussions in American medium universities. *Academic Encounters* (level 1), on the other hand, does not specify its target learners but is designed as one of the academic preparation series for those learners who aim to receive higher education in North American universities or community colleges. A specific feature of *Academic Encounters* is the implementation of

content-based approach. By implementing the content-based approach, target language learners can undergo similar academic experiences that they might spend in authentic university environments.

Methodology

According to Wong (2011), a textbook analyses needs to be carried out to ensure whether the textbook is feasible to effectively achieve of a set of teaching/learning objectives of a course. Since this Teaching and Learning Project does not uses a specific EAP textbook for the instruction, the content and sequence of the course should be completely decided by the course designer. In order to decide the course content, language domains that are commonly utilized in EAP textbooks should be identified. By doing so, the course designer can extrapolate what types of content and activities can be included in this EAP course from the textbook analysis to specify the curriculum content. For extracting content commonalities from the four textbooks, a set of criteria was extracted from a textbook analysis framework of Wong (2011). In the literature, Wong (2011) mainly examines how speaking, listening, reading, and writing as prominent language skills are presented in ESL textbooks. Additionally the presentations of vocabulary, grammar, and critical thinking skills are also identified as peripheral subjects of analysis. By adapting the framework of Wong (2011), this study compares the four EAP textbooks and presents content commodities that are found among the textbooks.

Findings

Speaking Activities

As a result of comparison between *NorthStar* (level 2) *Speaking & Listening* and *Academic Encounters* (level 1) *Speaking & Listening,* five similar speaking tasks were extracted. Activities that students need to utilize their previous knowledge or life experience were found from both textbooks. This type of schema building activities are effective in a sense that those

questions can function not only as a discussion topic but also an effective hock to grasp the attention of the readers before covering the content.

Another commonality was that the textbooks include activities that allow students to show agreement or disagreement in academic discussions. *Academic Encounters* (level 1) *Speaking & Listening* emphasizes not only the development of the showing agreement or disagreement skill but also sheds light on the issues of pragmatics. The textbook introduces a strategy to politely show an agreement or disagreement to opinions of other students because showing opposite opinions may include a face-threatening act so that language learners, especially who do not live in the target language context, should be cautious with the usage of their language. Ishihara and Cohen (2011) argue that the mere acquisition of linguistic competence is not enough to communicate in a target language context; rather language learners need to develop pragmatic competence in order to function properly in academic discourses. Thus, English learners, in particular for EFL learners, will benefit from receiving appropriate pragmatic support in terms of developing holistic communicative competence to act with appropriate behaviors.

Furthermore, both textbooks include sections in which students discuss advantages and disadvantages of certain topics. This academic function is repeatedly embedded and reemphasized throughout the entire textbooks. Once students are able to articulate advantages and disadvantages, the ability of descriptions allows the students to make rational arguments in academic discussions. In the contexts of English medium university, logistic support toward academic opinions is expected from teachers and peers. In other words, opinions without any particular rational support might not be accepted in academic discussions. Therefore, in order to move on to the next level, the mastery of showing advantage and disadvantage is necessary for EFL learners.

Activities to make suggestions were mutually identified in the textbooks. Offering suggestions demands higher-level linguistic and pragmatic skills (Yule, 1996). Due to pragmatic differences, sometimes EFL students offer suggestions differently from native speakers of

English (Ishihara & Cohen, 2011). Those pragmatic differences may lead emotional friction between the speaker and the interlocutor. In order to minimize the possibility of causing troubles in academic discussions, a proper manner of offering suggestions should be taught in EFL language classes.

Practicing summary skills are included in both EAP textbooks. Summary skills are frequently demanded in a number of educational occasions in university contexts. For example, in classroom presentations, students are not allowed to report everything that they have studied because professors in university contexts expect concise reports in a logical manner (Jordan, 1997). In addition, students who wish to study abroad are usually required to take standardized tests such as TOEFL iBT or IELTs that often assess summary skills of the test-takers. For example, TOEFL iBT allocates a speaking section in which test-takers listen to a short passage and questions, summarize their idea, and orally respond to the questions. This summary section is demanding for test-takers because the speaking section requires reading a passage and summarizing own opinion within a limited time framework.

Listening Activities

After analyzing the EAP textbooks, varieties of listening tasks were extracted from *NorthStar* (level 2) *Speaking & Listening* and *Academic Encounters* (level 1) *Speaking & Listening* in order to train different academic listening skills. Amongst the listening activities, listening to detailed information types of listening activities were frequently found in the textbooks. Sometimes, activities are closed exercises in which students listen to a listening material and fill in blanks in given sentences. This type of activities is commonly used to ensure whether students are able to comprehend target phrases or vocabulary items in a unit. An alternative for this activity is that students catch detailed information that appears in a listening passage. This listening practice is practical and beneficial for Japanese learners because they may not have received this learning experience in English which native speakers of English go

through in their education process. For instance, *Academic Encounter* (*level 1*) *Speaking & Listening* sets an activity in which learners listen to a lecture and answer the following comprehension questions. In a lecture, the process of volcano formulation is explained in detail, and in following questions students are asked to explain the particular process to which the learners just listened.

As opposed to activities that students listen to details of listening passages, some activities focus on practicing identifying the gist of listening passages. Both *NorthStar* (level 2) *Speaking & Listening* and *Academic Encounters* (level 1) *Speaking & Listening* include this practice throughout the entire units. Regardless of its necessity, Japanese high school English classes do not usually emphasis teaching this skill because standardized test such as Center Exam or entrance exams rarely set such questions which asks students to identify the overall meaning of a listening passage (Matsuoka, 2009).

Some units of both *NorthStar* (level 2) *Speaking & Listening* and *Academic Encounters* (level 1) *Speaking & Listening* include activities or instructions for note taking. In note taking activities, learners always receive instructions to take effective notes during listening to a material. In both textbooks, note-taking techniques to keep main idea and detailed information are introduced separately. Both textbooks use outlining as a means of note taking for keeping main ideas and the overall sequence of a listening material. On the other hand, coding and abbreviation methods are introduced to keep detailed information. Codes that are introduced in the textbooks are for example + for *add*, *x* for *times*, and = for *minus*. Abbreviations are short versions of long lexical items such as approp for *appropriate*. Usually abbreviations reduce several vowels of a word until a point from which reading comprehension is not hampered. However, both textbooks strongly recommend that learners should look for effective note-taking skills that suit the most to individual learners; rather teacher enforces a specific technique to the learners. As an alternative for note-taking activity, both textbooks incorporate information categorizing activities. In the categorizing activities, learners listen to a listening material, fill in

the blanks with required information and complete the chart. After filling in the blanks, the information in the listening material is layered out clearly so that learners are able to grasp the whole picture of the listening material. At the begging of the textbooks, students practice those categorizing activities with considerable textbook help. However, as the textbooks approaches to the end, learners need to complete the chart with little help.

Additional activities during which learners practice listening are listening to signal phrases in a listening passage. Signal phrases are considered as a turning point at which a speaker changes or emphasizes the focus of the speech. For example, signal phrases such as *first, second and third* are typically used before a speaker mentions several topics to talk about. Furthermore, *however* is often used as a signal word in order to show a contradiction. Discerning signal phrases from a listening passage allows English learners to listen lectures more effectively. In university lectures, students are never able to write down all information given the amount of what professor teaches. Thus, by using signal phrases as a transition point, learners are able to identify the sequence of a talk and focus on essential information in the lecture. In addition, being familiar with signal phrases associates with different types of rhetorical patterns that are used in lectures. For example, in *Academic Encounters* (level 1) *Speaking & Listening*, the rhetorical pattern of cause and effect is included in a listening activity. Before learners listen to a listening material, different types of signal phrases are introduced to the learners. By using the practice as a base, the learners discern a cause and effect part of the material and answer the following multiple questions in order to show their comprehension level of the listening material.

Reading Activities

Both *Northstar (level 2) for Reading & Writing* (*Longman*) and *Academic Encounters* (level1) *for Reading & Writing* (*Cambridge*) include activities that improve skills of skimming and scanning. As Jordan (1997) claims, EAP learners will benefit from acquiring skimming and scanning. Skimming is a reading skill that learners look through a text and extract main ideas

from the text. Usually, in skimming practice learners are not allowed to use the dictionary to check unfamiliar lexical items because checking the dictionary slows down the pace of reading. For the reading practice, reading the heading is always taught as an effective reading method. When reading the headings, learners are expected to read the heading of each sentence, grasp the sequence of the reading passage, and infer the main ideas of the reading passage. Scanning, on the other hand, is also a reading skill that enables learners to find out certain information from a reading text. In scanning practice, a short paragraph and the following questions are prepared. Students are asked to read the questions to identify specific information that is being asked and later read some parts of the passage that only concern with the questions.

Brainstorming is a different type of skill that is often introduced as a part of reading practice. This activity is used as an opener before students read a new reading material. For instance, *Northstar (level 2) for Reading & Writing* sets a question that asks student to write down whatever they know about a target topic for the reading materials. This activity is effective in a sense of building schema for a reading material before learners start reading. Furthermore, in this activity students can make connects with previous knowledge that they learned from their educational background.

Both *Northstar (level 2) for Reading & Writing* and *Academic Encounters* (level1) *for Reading & Writing* use reading activities that practice the ability of inferences. Inferring is a reading ability that readers identify opinions or main ideas that are not directly listed in a reading passage. This reading ability sometimes is introduced as a reading skill associating with skimming. As mentioned earlier, learners are not allowed to use the dictionary while they are skimming. Thus, when the students encounter unfamiliar lexical items, they need to infer the meaning from peripheral contextual information. By alternating this skill to using the dictionary, the reading speed will increase and cut the reading time shorter.

Intentional practice on reading different types of rhetorical patterns fosters speaking and writing ability of English learners. As Ellis (1997) explains, language learners need slightly

higher level of language input in order to advance their current proficiency level. Given the fact that EFL learners are insufficient with receiving comprehensive input in their respective country, EAP textbooks need to be an effective source of information. For example, compare and contrast paragraphs are commonly incorporated in both textbooks. By repetitively reading those sentences that express compare and contrast, learners are able to build a sense of how to write clear sentences to compare and contrast ideas.

Writing Activities

All activities in the textbooks point to writing a clear and comprehensive five-paragraph essay. In order to achieve the goal, different types of activities are embedded in both textbooks. Sentence level writing is often practiced throughout the units. At first, students learn conjunctions to write compound sentences. This practice should be emphasized to be included in instructions because Japanese students are not often received opportunities to write such longer sentences (Matsuoka, 2009). In addition, after the practice of compound sentences, the usage of adverb phrases is usually introduced. Due to the similarities between conjunctions and adverb phrases, the differences also should be taught. Language learners sometimes confuse the usage of adverb phrases and use them as alternatives for conjunctions; for example, *however* for *but*, and *therefore* for *because*.

For the next step, learners need to receive instructions on preparatory process for essay writing. Brainstorming and mind mapping can be the first stage of preparation. As mention earlier, brainstorming generates schema for a topic and builds a main foundation of an essay. Mind mapping, on the other hand, enables learner to sort the information that generated from the brainstorming process. After organizing information, learners can start writing an outline for an essay. Outlining is the most crucial process for writing because clearly layered out information can guide learners to write a clear essay. In other words, learners could hardly write a clear essay without an outline.

Paragraph essay writing includes a large portion of writing practices in both textbooks because a five-paragraph essay is usually constructed by the overall product of five individual paragraphs. Thus, without understanding the basic concept of paragraph essays, learners would be not able to write a proper five-paragraph essay in an expected manner. For clear paragraph writing, practice on writing a clear thesis statement, supporting sentences, and a concluding sentence should be included. For the practice of the necessary components, both textbooks comprise of model paragraphs that are written in an academically expected manner. After repeatedly reading the passages, students can grasp an academic standard for writing a paragraph essay. Furthermore, filling in closed sentence activities are used as practice for the usage of transitional phrases. Before the practice, students receive an instruction on the usage and functions of each transitional phrase. Later on, students fill in closed sentences with appropriate phrases that fit in the blanks. By filing in the blanks and making some mistakes, students will feel comfortable with using transitional phrases and eventually proceed to writing sentences with the phrases in actual paragraphs. In addition, paragraph writing is one of the effective places to start practicing different rhetorical patterns. *Academic Encounters* (level1) *for Reading & Writing*, for instance, includes variations of rhetorical patterns to teach in the textbook. Aforementioned, writing a five-paragraph essay is comprised of individual paragraphs which include introductory, three body, and concluding paragraphs. In other words, theoretically learners who can write a paragraph by knowing a clear rhetorical pattern, they can write a clear five-paragraph essay. In this sense, practice on writing paragraph essay is extremely essential in order to build a firm foundation before learner make a transition to a five-paragraph essay.

Peer reviewing is another necessary step to be a better writer. Although both textbooks do not clearly include peer reviewing as an independent activity in any units, in *Northstar (level 2) for Reading & Writing*, almost each section composes of peer reviewing activities. Throughout the textbook, tasks for peer reviewing are highly controlled. In the controlled tasks, students find a partner and check whether a target grammar expression is used in the written product. If the

partner did not use the expression correctly, the reader circles the ones that are incorrect. In addition, the reader also underlines incomprehensible sentences if necessary and asks the partner to explain the meaning of the sentences. Similarly, *Academic Encounters* (level1) *for Reading & Writing* allocates a number of peer-reviewing activities in the textbook. However, as opposed to *Northstar (level 2) for Reading & Writing*, peer-reviewing tasks varies, and the activities not only solely focus on checking grammar expressions but also put an emphasis on rhetorical patters, usage of transitional phrases, and clarity of topic and concluding sentences.

Grammar

The effectiveness of methodologies to teach grammar is always discussed in EFL contents (Folse, 2009). *Northstar* and *Academic Encounters* introduce grammar expressions differently. In *Northstar* textbooks, grammar is taught explicitly; for instance, the expression of *there is/are* are focused in Chapter 2. In the chapter, the meaning and the usage of grammar explanations are explained in a detailed manner. Students first receive an explanation on the grammar expression and later on fill in the following cloze sentences by choosing appropriate answers that fit in the blanks. After the process, students will write open-ended sentences by using the target grammar expression. In contrast, *Academic Encounters* deals with grammar in a function-based teaching. For example, different types of expressions that show similarities are listed in a box in Chapter 7. In the following tasks, students need to review a reading passage, identify and highlight the target expressions that are used to show similarities. After identifying the expressions, students work on a closed-sentences activity and a quasi open-ended writing task to describe similarities in two animals.

Vocabulary

Both textbooks introduce academic vocabulary in a similar manner. Activities of guessing the meaning of vocabulary are included from the beginning to the end of the textbooks.

As mentioned earlier, the ability of guessing the meaning of vocabulary is an essential strategy when students encounter unfamiliar vocabulary. In the practice, students read a paragraph and guess the meaning of bolded or highlighted vocabulary items in the paragraph. After examining the paragraph, students compare their ideas with other students in a group. The difference between the textbooks is that *Academic Encounters* includes a closed exercise as academic vocabulary review activity at the end of each unit.

Critical thinking skills

Activities of using critical thinking skills are included throughout the four textbooks. Surprisingly, in the textbooks most activities are based on the sequence of Bloom's Taxonomy. Activities at first allow student to use lower order thinking such as definition or knowledge as an opener for each chapter. However, as the chapters approach to the end, the complexity of activity gradually increases. For example, *Northstar* textbooks encompass a wide range of critical thinking skills in one chapter. In the first chapter, closed sentence activates are placed in order to check the comprehension of target grammar or vocabulary items. As the chapter proceeds, students work on activities that request the students to use the skills of analysis, evaluation, and synthesis. An activity with analysis is, for example, that students listen to a listening material and organize the information by classifying into different categories. Furthermore, in a speaking task that challenges evaluation skill, students write their personal opinions toward their future job with decent reasons to back up the opinion.

Criteria

Considering the results of literature review and a needs analysis, this Teaching and Learning Project sets sixteen criteria to achieve goals and objectives for the course.

1. Each class emphasizes the importance of being autonomous by providing students with the chances of writing a reflective journal to ensure learning progress.

2. Students are required to control their learning schedule to finish assignments before the next class, and the teacher organizes the lessons around the target content with which the students are already familiar.

3. Different types of learning strategies will be acquired and recycled throughout the academic year.

4. Each class provides students with opportunities to negotiate content of the lesson or major assignments by using a reflective journal as a mean of communication with the teacher.

5. Each class assigns students to remember 20 -30 vocabulary for oral or writing productions in the next class, and the students test the selected vocabulary each other in every other class.

6. Each class assigns students to choose and search material such as journals, newspaper articles, and videos that regards the subject matter that is introduced in a lesson.

7. Students will be assigned to communicate with ALTs each term. The communication with the ALTs needs to be for more than 30 minutes long. After talking with ALTs, students will write a report about the discussion via ALT conversation log.

8. Each class includes pair, group, or classroom discussions based on the input from listening or reading materials (the ninth criterion)

9. Each class includes oral productions even though writing, reading, and listening are placed as a center of instruction.

10. Each each unit sets an opportunity of giving oral presentations fro students from the second term.

11. Oral production activities will be carefully constructed with the following process: (1) developing schema toward a given topic, (2) personalizing the topic with the life of the students, (3) the target learning content will be provided, (4) the students use compare and contrast their opinions with those of the peers in group, (5) elicit information that was discussed in the group discussions, (6) consolidating the learning content, and (7) making

connections with the next class.

12. Each listening and reading assignment includes the sections in which students will find out a main idea and detailed information on the given material.

13. Each class includes the elements of developing academic writing skills. In other words, the complexity of writing tasks s will progress on the continuum of sentence level productions to essay level productions throughout the academic year.

14. The teacher raises the awareness of the students toward speaking and writing rules associating academic vocabulary and grammar use by telling, modeling, checking, and correcting from the 2nd week

15. The teacher will play a role of facilitator who supports the learning of students by including informal assessments such as a reflective journal, effectively eliciting student answers based on Bloom's taxonomy, and reducing the time of purveying content knowledge.

16. English and academic skills will be taught differently, and the academic skills will be integrated to tackle more complicated tasks from the last 3 units

The inclusion of reflective process in each lesson increases the degree of learner autonomy. According to Little (1998), a reflection process mainly proceeds with the following steps (1) planning, (2) implementing, (3) monitoring and (4) evaluating own learning. This four-step reflection is a repetitive process in which learners engage throughout their learning process. In other words, the reflection process is a preliminary process for which learners advance to the next proficiency level by trying and fixing errors. Furthermore, a case study by Rundle (2000) reports that students in the classroom benefited from the implementation of this reflection process. After the course, learners showed not only the further development on their language proficiency but also deep understanding on target subject matters. In this sense, the engagement in self-reflection allows students to be more independent without receiving constant support from teachers. Considering the positive effects from the implementation of the reflection process,

criterion one states that each class emphasizes the importance of being autonomous by providing students with the chances of keeping a learning log to ensure the progress on self-study such as vocabulary and practice of the four English skills.

According to Cotterall (2000), autonomous learners can control their learning schedule. As a number of literature regarding EAP indicate, the amount of assignments in university contexts exceeds the amount of homework that is assigned in high school contexts. According to Ferris and Tagg (1996), the amount of reading assignment on every week bases for university classes is challenging for even English native speakers to manage. In addition, Japanese students in higher-level English classes are always expected to deal with a number of different types of reading assignments simultaneously. In university classrooms, especially the American educational context, classroom discussions are based on information through reading assignments. In order to familiarize high school students to minimum expectations in university classes, the second criterion is set; students are required to control their learning schedule to finish assignments before the next class, and the teacher organizes the lessons around the target content with which the students are already familiar.

Learning strategies are often discussed in accordance with learner autonomy (Brown, 2007; Horwtiz et al, 1986; Yashima et al, 2009). The notion of learning strategies for language learning was established by Oxford (1989). In addition, Cotterall (2000) claims that strategy training is effective to enhance the degree of self-guided learning. Strategies allow learners to expanding the current learning capacity. In the process of increasing the amount of learning strategies, the degree of dependence on teachers gradually ceases, and students will be able to increase learner autonomy. Empirical research by Nunan (1997) revealed that learners who received intervention of extensive strategy training showed higher autonomy level than those who did not. Given the relation between learning strategies and learner autonomy development, the third criterion states that different types of learning strategies will be acquired and recycled throughout the academic year.

Based on the results of needs analysis, participants in the study experienced only a limited amount of negotiation with their high school English teachers. In particular, the participants rarely decided goals and objectives for their English courses and the content of the course. This teacher-centered education predominates the English Japanese education. According to Nunan (1997), however, the Japanese educational setting is far from an ideal environment in which learner autonomy nurtures. Based on a learner autonomy theory, constant interactions between the teacher and students should be guaranteed (Nunan, 1997). In order to communicate with the teacher, students need to receive a means of communication at the first place. To meet with the objective, the fourth criterion is developed, saying that each class provides students with opportunities to negotiate content of the lesson or major assignments by using a learning log as a mean of communication with the teacher.

Vocabulary learning is one of the main domains that are dealt in EAP, and the process of which students are responsible for their vocabulary learning is perceived as a domain of learner autonomy. In the Japanese high school education, receptive vocabulary training is highly emphasized due to university entrance examinations. Some of the interviewees responded that they benefited from intensive vocabulary training especially when they engage in answering the iBT reading section or reading textbooks in university English classes. However, as Jordan (1997) puts an emphasis, EFL/ESL learners should receive more opportunities to practice on productive vocabulary use. In order to compensate the educational gap between actual and ideal vocabulary teaching method, this course sets the fifth criterion; students decide how many number of vocabulary to remember every unit from the forth lesson, and the students test the selected vocabulary each other in every other class.

In order to foster learner autonomy, students need to connect learning content and real life world. As Dewey signifies (Brown , 2010), learning will be achieved when learners are engaging in meaningful learning. Furthermore, Gardner proposes the concept of multiple intelligences that scrutinizes the differences in human characteristics and the ways of learning

process. By combining the concepts of those two educators, learners individually possess different types of learning interest and differently will be able to offer unique points of view to the classroom. Thus, to achieve the objective, according to the sixth criterion, each class assigns students to choose and search material such as journals, newspaper articles, and videos that regards the subject matter that is introduced in a lesson.

Given the EFL environment, high school students rarely encounter the opportunities to interact with English speakers (Tajiro, 2004). Based on the interview results of needs analysis, participants showed the necessity for communication with native English speakers but at the same time reported a lack of the opportunities. Additionally, one of the interviewees exhibited anxiety to interact with ALTs at the school because the student sometimes felt emotional distance from the ALTs. The emotional distance emerged due to the fact that the ALTs gave an impression of not treating students equally. To overcome the emotional boundaries and create a more positive communicative environment, the seventh criterion is developed; students will be assigned to communicate with ALTs each term. The communication with the ALTs needs to be for more than 30 minutes long or more. After talking with ALTs, students will write a report about the discussion via the ALT conversation log.

As Ferris and Tagg report (1997), the amount of classroom discussions increases over the years in the American university context. The forms of classroom discussions vary depending on the context, and the frequency of participations often plays a great deciding factor as a grading criterion in the context. In addition, the different forms of classroom discussions are used even in the Japanese university context. A number of participants in higher-level university English classes responded that small size discussions, probably containing two to four students in a group, are often held to share and deepen their understanding on a target subject matter. To smoothly transfer students from high school English class to university contexts, each class includes pair, group, or classroom discussions based on the input from listening or reading materials (the eighth criterion). Furthermore, to maximize the amount of meaningful information exchange in the

classroom, the ninth criterion states that each class includes oral productions even though writing, reading, and listening are placed as a center of instruction. In addition, the 10th criterion is that each unit sets an opportunity of giving oral presentations fro students from the second term.

A number of EAP needs analyses (Ferris 1998; Ferris and Tagg, 1996; Kim 2006) reported that in particular East Asian students lack skills of functioning in small group discussions. The incapability of being functional in small group discussions might be attributed to the cultural and educational differences. As interview results revealed that participants had not received proper instructions of how to participate in any types of classroom discussions, this course sets the 11th criterion; oral production activities will be carefully constructed with the following process: (1) developing schema toward a given topic, (2) personalizing the topic with the life of the students, (3) the target learning content will be provided, (4) the students use compare and contrast their opinions with those of the peers in group, (5) eliciting information that was discussed in the group discussions, (6) consolidating the learning content, and (7) making connections with the next class. However, the entire group discussions will be held at the middle of the academic year to familiarize the process of discussion.

Empirical research on assessing the abilities of listening and reading skills of Japanese English learners points out that they are not familiar with quickly grasping the gist of given reading and listening materials. As aforementioned in a previous paragraph, the amount of reading assignments in American university or higher-level English classes in Japan easily exceeds the amount of time on which the learner can possibly spend to read (Jordan, 1997: Tajiro, 2004). Therefore, by creating new reading and listening habits through practices, students will be able to identify a gist of reading and listening materials within a limited amount of time. For the habit formation, the 12th criterion states that each listening and reading assignment includes the sections in which students will find out a main idea and detailed information on the given material.

According to the interview, participants answered that writing is one of the four

English skills that have not been emphasized to teach in Japanese English education. Students in *Juken* (standardized tests) classes, in particular, did not receive proper writing instructions and the level of writing skills are almost as same as other students although their language proficiency is much higher than the average. To be familiar with academic writing, the next three steps should be taken into consideration. The first step is sentence writing in which high school students learn how to write clear sentences or compound sentences. The next step will be paragraph essay. In this process, the structure of paragraphs will be highlighted most often. Lastly, five-paragraph essay will be taught as a standard form of English writing. To achieve this goal, the 13th criterion is designed, stating that each class includes the elements of developing academic writing skills. In other words, the complexity of writing tasks will progress on the continuum of sentence level productions to essay level productions throughout the academic year.

With the development of register analysis, a boundary between colloquial and academic language has been introduced to EFL courses (Jordan, 1997; Ishihara & Cohen, 2011). One of the interview participants highlights the importance of using academic language to articulate ideas and thought with more accuracy and detail. By instituting this rule, learners were able to increase their productive and receptive academic lexical items. In order to accomplish this objective, differences between academic and conversational language will be told explicitly from the first class. Furthermore, the teacher raises the awareness of the students toward speaking and writing rules associating academic vocabulary and grammar use by telling, modeling, checking, and correcting from the 2nd week (the 14th criterion).

In order to foster learner autonomy among high school students, teachers are responsible for creating such an environment in which learners can be the center of the classroom. According to the results of needs analysis, regardless of academic subjects, teacher-centered environment is prevailing in the Japanese educational context. In the classes, teachers play the role of a purveyor of knowledge rather than a facilitator of learning. A teacher as a facilitator does not merely give answers to students but leads students toward answers by offering different types

of educational interventions. To bear the concept in mind, this course stipulates the 15th criterion, stating that the teacher will play a role of facilitator who supports the learning of students by including informal assessments such as a reflective journal, effectively eliciting student answers based on Bloom's taxonomy, and reducing the time of purveying content knowledge.

As textbook analysis presented, EAP courses should foster not only the four skills of English but also improve academic skills such as reading pie charts, drawing scales, and understanding systems of phenomena. However, the English and academic skills should be separately taught at the first place and after all those two components will be integrated as an advanced level learning. Thus, in this course, the 16th criterion is that English and academic skills will be taught differently, and the academic skills will be integrated to tackle more complicated tasks from the last 3 units.

In order to achieve the goals and objectives stated above, the following course syllabus (Table 11) is designed. Every lesson allocates different types of autonomy enhancing activities. For example, students will bring their materials that they choose to read or listen for self-guided learning and share the materials to peers. In addition to autonomy enhancing activities, students will learn different types of rhetorical patterns for writing and functions for speaking. The entire course stretches out to 35 weeks and is divided into three terms. The first term consists of 12 weeks, and students will acquire basic academic English. From the second term, students will work on more complex speaking and writing task tasks based on what they learned in the first term within 14 weeks. In the third term, students mainly work on preparation for a group presentation within nine weeks. This Teaching and Learning Project will be conducted in a 90 minutes in length for 20 high school second year students.

Table 11: Course Syllabus

	Lesson 1	Lesson 2	Lesson 3
Unit 1 Introduction	Creating course rule ALT sheet explanation Ss introduction English Learning Log	1. Choosing reading & listening materials 2. QERF and ORE 3. Brainstorming & Clustering	1. Skimming and Scanning 2. Tips for academic listening
Unit 2 Intelligence	1. Compare Reading & Listening Material (CRL) 2. Explain Peer Vocabulary Test 3. Summary	1. CRL 2. Summary peer review 3. Compound sentence	1. CRL 2. QERF and ORE with examples 3. Peer Vocabulary Test (PVT) 4. Compound sentence
Unit 3 Educational Differences	1. CRL 2. Explanation of the structure of a paragraph and practice 3. Reading exercise	1. CRL 2. Explanation of how to write a supporting sentence and main ideas 3. Reading exercise	1. CRL 2. PVT 3. Peer review 4. How to write a concluding sentence
Unit 4 Media and its Influence	1. CRL 2. Writing a process paragraph 3. Politely agree/disagree 4. Peer review	1. CRL 2. Peer review 3. Discussion on pros and cons of SNS	1. CRL and discussion questions 2. PVT 3. Peer review

Unit 5 Euthanasia	1. CRL 2. Instruction of the essay format 3. New rules 4. Mini-presentation introduction	1. CRL 2. Instruction on how to write a detailed outline a detailed outline 3. Discussion on a video about euthanasia	1. CRL 2. PVT 3. Mini-Presentation and discussion 4. Instruction on how to write a reference
Unit 6 Food Problems	1. CRL 2. Instruction on how to write an introductory paragraph 3. Expressing opinions with advantages and disadvantages 4. Reading exercise	1. CRL 2. Peer review 3. Teaching how to write an concluding sentence 4. Reading exercise	1. CRL 2. PVT 3. Mini-Presentation and discussion 4. Peer reviewing
Unit 7 Facing Disappearance	1. CRL 2. Explain the structure of a process essay 3. Reading exercise	1. CRL (20m) 2. Explain the structure of a process essay (20m) 3. Reading exercise	1. CRL 2. PVT 3. Mini-Presentation and discussion 4. Peer reviewing
Unit 8 New Technologies	1. CRL 2. Explain the structure of a compare and contrast essay Mainly teaching the point-to-point organization method 3. Reading exercise	1. CRL 4. Explain the structure of a compare and contrast essay Mainly teaching the block organization method and a concluding sentence 2. Reading exercise	1. CRL 2. PVT 3. Mini-Presentation and discussion 4. Peer reviewing outline for a compare and contrast essay

Unit 9 Environmental Problems	1. CRL 2. Peer reviewing a compare and contrast essay 3. Explaining the structure of a cause and effect essay	1. CRL 2. Explaining the structure of a cause and effect essay 3. Peer reviewing outline for the sample essay	1. CRL 2. PVT 3. Mini-Presentation and discussion 4. Peer reviewing outline for a cause and effect essay
Unit 10 Indigenous Groups	1. CRL 2. Peer reviewing the cause and effect essay draft 1 3. Reading exercise	1. CRL (20m) 2. Peer reviewing the cause and effect essay draft 2 (15m) 3. Reading exercise	1. CRL 2. PVT 3. Mini-Presentation and discussion
Final Project	1. Forming groups 2. Deciding topic 3. How to use Power Point	1. Deciding evaluation criteria 2. Negotiate deadline with T 3. Learning transitions	1. Deciding evaluation criteria 2. Negotiating deadline with T 3. Creating slides
	1. Negotiating deadline with T 2. Creating slides	1. Presentation	

Assessment

This Teaching and Learning Project sets goals to increase the degree of autonomy and academic English competence of second year high school students. To assess their academic performance, the combination of summative and formative assessments will be utilized in this Teaching and Learning Project (Table 12). Summative assessment is usually defined as ongoing assessment of target learners (Brown & Abewickrama, 2010). The merit of summative assessment is that students and the teacher can keep track on the gradual academic improvement. On the other hand, summative assessment is utilized to judge academic performance at the end of an instruction such as standardized tests, midterm, or a final project.

More than summative assessment, this Teaching and Learning Project assess autonomy and academic English skills through formative assessment. One of the formative assessment tools is an English Learning Log (ELL). Students will use the ELL for the purpose of reflection. As Cotterall (1995) suggests, learners are able to improve their language skills through the reflection on learning outcomes. This suggestion of Cotterall associates with the function of the meta-cognitive strategy (Oxford, 1989). For example, each time before working on a language task, students set strategies that they think the most effective to utilize. In the next step, students work on a tasks, see the outcome, and check what went/did not go well. After the checking the outcome, students share their analysis with their partners or groups members. By sharing different types of strategies among peers, students will be able to gain different perspectives toward their learning. With the accumulation of the process, students will be able to choose the most efficient and appropriate strategy to work on different types of tasks.

As for the summative assessment, students will be working on a final project which they will choose the topic and criteria for evaluation by themselves. In this final project, students will be using not only all skills that they learned for academic English required but also autonomous attitude to control their progress of designing Power Point slides.

Table 12: Assessment Plan

Assessment for the 1st semester

Types of assessment	Percentage	Criteria
Classroom Participation	30 %	Preparation for each lesson: 15% Interactions with peers in each lesson: 15%
Learning log	10 %	Keeping Learning log every week
English Conversation Log ×4	15 %	Being assessed based on the number of attendance and the detail of English conversation log
Peer Vocabulary Quiz ×3	15 %	Peer assessment
Writing Assignments	20 %	Final paper: 10% Daily written assignments: 10%

Assessment for the 2nd semester

Types of assessment	Percentage	Criteria
Classroom Participation	30 %	Preparation for each lesson: 15% Interactions with peers in each lesson: 15%
Reflective Journal	5 %	Writing reflective journal every week
Learning log	5 %	Keeping Learning log every week
English Conversation Log ×5	10 %	Being assessed based on the number of attendance and the detail of English conversation log
Peer Vocabulary Quiz ×4	10 %	Peer assessment
Mini Presentation ×4	10%	Performance on the presentation: 5 % Participation to peer's presentation: 5%
Writing Assignments	30 %	Three Five paragraph Essay: 30% Daily written assignment: 10%

Assessment for the 3rd semester

Types of assessment	Percentage	Criteria
Classroom Participation	30 %	Preparation for each lesson: 15% Interactions with peers in each lesson: 15%
Reflective Journal	5 %	Writing reflective journal every week
Learning log	5 %	Keeping Learning log every week
English Conversation Log ×2	5 %	Being assessed based on the number of attendance and the detail of English conversation log
Peer Vocabulary Quiz ×4	10 %	Peer assessment
Mini Presentation ×4	10%	Performance on the presentation: 5 % (Presenters) Participation to peer's presentation: 5% (Listeners)
Writing Assignments	30 %	One Five paragraph Essay: 10% Final paper: 20%
Final Group Presentation	15%	Presenting a group presentation at the end of the semester

Educational Implementation

The Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) has started implementing a new English curriculum since 2012 to improve the quality of Japanese English education (2012). One of the requirements in the new curriculum expects all English teachers in high school level to improve communicative competence of high school students. However, a number of high school teachers are struggling with incorporating communicative activities rather than traditional teaching method in their lessons due to the pressure emerging from the responsibility on allowing students to pass entrance examinations (Sato & Kleinsasser, 2004). In fact, the predominance of traditional English methods, in particular, grammar translation method has been reported as a result of needs analysis in this teaching and learning project. Therefore, some students in the highest-level university English classes can communicate with threshold level communicative competence because those students are allocated into different levels according to their score on the paper based testing. Given the reality in Japanese high school education, the implementation of this EAP course would be beneficial because students will be able to establish not only their foundation of academic English skills to function in higher education but also improve reading and listening skills that are supposed to acquire to pass entrance examinations.

The results of the needs analysis yielded the degree of autonomy of high school students. As a number of literature suggest (Littlewood, 1999; Herriman, 1997; Nakata, 2011; Niemiec & Ryan, 2009), the learner autonomy will not be fostered in teacher centered-classroom. Referring to the fact that Japanese high school classes are in general highly teacher-centered (Nakata, 2011), students will not be able to exercise their autonomy. The results of research of Nakata (2011) correspond with the results of the needs analysis. According to the questionnaire results, teachers in Japanese high school play a role of a purveyor of knowledge rather than a facilitator. Therefore, students receive only a limited amount of training to be an autonomous learner throughout their high school education.

Based on the needs analysis and literature, professional development should be promoted among Japanese teachers regardless of teaching subjects to create an autonomous enhancing environment. In the professional development, teachers themselves will receive training to change their current mindset of being a traditional type of Japanese teacher. In order to increase the degree of autonomy, the concept of autonomy should be taught explicitly and implemented in the course with a number of scaffolding steps. This teaching and learning project includes different types of EAP activities, and at the same time students will periodically undergo some exercises to increase their degree of autonomy. The autonomy enhancement process will mainly be conduced through setting goals, trying out, reflecting the result, evaluating the goals, and set new goals.

This teaching learning project is created for only 20 high school students. However, given the reality of usual high school classroom size, the instructor needs to modify the content to be able to conduct activities in a certain timeframe. Additionally, since this course is designed as an after school class, the biggest constrains for this teaching and learning project is expecting teachers to voluntarily instruct this course in addition to their daily routine. Nonetheless, currently a number of high schools set preparatory lessons for entrance examinations after school. Thus, this EAP course could be considered as an alternative after school course that not only prepares necessary skills for entrance exams but also increases communicative competence of students.

Conclusion

In order to develop this Teaching and Learning Project, literature review was conducted first to identify theoretical aspects of autonomy (Herriamn, 1997; Littlewood, 1999; Kikuchi & Sakai, 2009; Nakata, 2011; Niemiec & Ryan, 2009; Sakai et al, 2010; Tanaka & Hiromori, 2007). In general, only a small body of empirical research on autonomy has been conducted in Japanese high school context. Nonetheless, The concept of learner autonomy is not

fully supported in the Japanese context (Nakata, 2011; Sakai et al, 2010; Tanaka & Hiromori, 2007). Furthermore, English for Academic Purposes type of courses that train general academic literacy are rarely found in the Japanese high school context because students and teachers tend to focus more on passing entrance examination (Tajino, 2004). At the same time, EAP and autonomy are the necessary concepts in the case that Japanese students study abroad in an English medium university (Jordan, 1997). Given the contextual factors in Japanese high school, this Teaching and Learning Project is created to accomplish the following goals. The first goal is the enhancement of learner autonomy, and the other is the improvement of academic English skill. siteen objectives are developed for the accomplishment of the goals. Overall, this course may be able to contribute to the current Japanese English education by creating an innovative EAP course.

Based on the literature (Chan, 2001; Chan et al, 2010; Nakata, 2011; Robbins, 1996), this course utilized questionnaires, interviews, literature research, and textbook analysis for needs analysis. Additionally, students learning in Soka University were chosen for the research informants. The collected data were analyzed by a methodology of descriptive statistics. Given the collected data, this Teaching and Learning Project set different types of criteria to enhance learner autonomy and develop academic English skills of second year high school students. The course will be conduced once a week throughout an academic year as an after school course.

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<div align="center">Appendix A:</div>

EAP ニーズ調査

本調査では、あなた英語学習に対する意識を調査します。**下のアンケートの当てはまる項目にチェックをしてください。**

この調査で集められた結果は、高校生の為のよりよいカリキュラムの作成の為に使用されます。

当てはまるものにチェック☑を入れてください

アンケートの前に

学年:　　1 年　　　2 年　　　3 年　　　4 年

性別:　　男性　　　女性

英語を勉強している年数: _____ 年

以下の選択肢のうち当てはまるものにチェック☑を入れてください

1)　　現在のコースであなたはどれくらい以下のスキルを使いますか。（当てはまるものにチェック☑を入れてください）

	とてもよく使う	よく使う	たまに使う	ほとんど無い	全く無い
リーディング					
ライティング					
スピーキング					
リスニング					

2)　　あなたはどのスキルに対してどの程度苦手意識がありますか。（当てはまるものにチェック☑を入れてください）

	とても強い	強い	普通	ほとんど無い	全く無い
リーディング					
ライティング					
スピーキング					
リスニング					

3)　　もしあなたが**将来留学するとすれば**以下のスキルの中はどれくらい必要だと思いますか。（当てはまるものにチェック☑を入れてください）

	とても重要	重要	どちらでもない	あまり重要ではない	全く重要ではない
リーディング					
ライティング					
スピーキング					
リスニング					

4)**留学中**、以下の選択肢はどれくらい重要になると思いますか？（当てはまるものにチェック☑を入れてください）

	とても重要	重要	どちらでもない	あまり重要ではない	全く重要ではない
リーディング					
ライティング					
スピーキング					
リスニング					

5) あなたの英語学習において、どの程度以下の状況が起きますか？（当てはまるものにチェック☑を入れてください）

	いつも	たびたび	あまり	まったく
プレゼンテーションをするのが難しい。				
間違えを恐れて、発言できない。				
英語でどのように言っていいか分からない。				
英語の単語が出てこない。				
単語の発音が難しい。				
他に何か困難な点があれば書いてください。				

6) あなたの英語学習において、どの程度以下の状況が起きますか？（当てはまるものにチェック☑を入れてください）

	いつも	たびたび	あまり	まったく
講義を聞くのが難しい。				
ノートをとるのが難しい。				
長い英語の文章を理解するのが難しい。				
話の主題を理解するのが難しい。				
他に何か困難な点があれば書いてください。				

7) あなたの現在のライティング能力について当てはまる数字に〇をつけてください。

a. どれくらい重要か (1=とても重要,2=重要,3=重要ではない)

b. どのくらいの頻度で下記の項目における問題が起こりますか。(1=よく起こる 2=たまに起こる,3=全然起こらない)

重要度			問題	問題の頻度		
1	2	3	正しいスペルで書く	1	2	3
1	2	3	適切な単語を使う	1	2	3
1	2	3	パラグラフを整理する	1	2	3
1	2	3	課題を期限に間に合わせて提出する	1	2	3
1	2	3	意見を適切に表現する	1	2	3
1	2	3	課題に合わせて文体を変える	1	2	3
1	2	3	書いた文を見直しや構成をする	1	2	3
1	2	3	決められた時間内でライティングを終える	1	2	3
他に何か困難な点があれば書いてください。						

8) あなたの現在のリーディング能力について当てはまる数字に〇をつけてください。

a) 授業内外で先生からどの種類の教材を読むように言われますか?

b) どのくらいの頻度で以下の教材を読むのが難しいと感じますか?

	以下の教材を読みますか?		読むのが難しいと感じる頻度		
	はい	いいえ	よく起こる	時々起こる	全く起こらない
ジャーナル					
新聞					
フィクション					
論文					
ノート					
取扱説明書					
インターネットにある資料					
他に何か困難な点があれば書いてください。					

9) どのくらいの頻度で、以下のリーディング能力に関して**苦手意識**を感じますか。

	とてもよく感じる	よく感じる	たまに感じる	あまり感じない	全く感じない
文章の要点を理解する。					
文章を読みながら、全体の内容を読み取る。					
細かい内容まで理解する為に、文章をゆっくり丁寧に読む。					
特定の情報を見つける為に、文章に素早く目を通す。					
文中の分からない単語の意味を予測する。					
文章の構成を理解する。					
文章に出てくる専門用語を理解する。					
読む早さ。					
批判的な視点から文章を読む。					
作者の態度や目的を理解する。					
文章全体の意味を理解する。					
他に何か困難な点があれば書いてください。					

もしアンケートの内容以外で、英語学習における困難な点やコメントなどがあれば書いて下さい。

ご協力ありがとうございました。以上でアンケートは終わりです。

Appendix B:

生徒と教師の英語学習における役割意識について

本調査では、あなたの高校時代の**生徒と教員の英語学習における役割意識**を調査しています。あなたが思う生徒と教師の役割の違いについて、当てはまるものにチェックをしてください。

この調査で集められた結果は、よりよいカリキュラムの作成の為に使用されます。

アンケートの前に

学年:　　1年　　　2年　　　3年　　　4年

性別:　　男性　　　女性

英語を勉強している年数: _____ 年

セクション 1 – 以下の各項目について、**高校英語学習における**あなたと先生の役割はどの程度あったと思いますか。当てはまるものに☑をつけてください。(「あなたの」「教師の」欄のどちらにもチェックを入れてください)

あなたは高校で英語の授業をとっていました...

		とても小さい	小さい	どちらでもない	大きい	とても大きい
1. あなたの授業での学習の進度具合を確認	A. あなたの役割	☐	☐	☐	☐	☐
	B. 先生の役割	☐	☐	☐	☐	☐
2. あなたの自主学習のはかどり具合を確認	A. あなたの役割	☐	☐	☐	☐	☐
	B. 先生の役割	☐	☐	☐	☐	☐
3. 英語に対する興味を引き出すこと	A. あなたの役割	☐	☐	☐	☐	☐
	B. 先生の役割	☐	☐	☐	☐	☐
4. あなたの英語学習において不得意な箇所を特定すること	A. あなたの役割	☐	☐	☐	☐	☐
	B. 先生の役割	☐	☐	☐	☐	☐
5. あなたの英語学習に対するモチベーションをあげること	A. あなたの役割	☐	☐	☐	☐	☐
	B. 先生の役割	☐	☐	☐	☐	☐
6. あなたが受けている授業の目標を決めること	A. あなたの役割	☐	☐	☐	☐	☐
	B. 先生の役割	☐	☐	☐	☐	☐
7. 次の授業の内容を決めること	A. あなたの役割	☐	☐	☐	☐	☐
	B. 先生の役割	☐	☐	☐	☐	☐
8. 授業で英語を使ってどのような活動をするのか決定すること	A. あなたの役割	☐	☐	☐	☐	☐
	B. 先生の役割	☐	☐	☐	☐	☐
9. 英語を使った活動にかかる時間を決定すること	A. あなたの役割	☐	☐	☐	☐	☐
	B. 先生の役割	☐	☐	☐	☐	☐
10. 授業でどのような教材を使うか決定すること	A. あなたの役割	☐	☐	☐	☐	☐
	B. 先生の役割	☐	☐	☐	☐	☐
11. あなたの学習成果を評価すること	A. あなたの役割	☐	☐	☐	☐	☐
	B. 先生の役割	☐	☐	☐	☐	☐
12. あなたが受けている授業を評価すること	A. あなたの役割	☐	☐	☐	☐	☐
	B. 先生の役割	☐	☐	☐	☐	☐
13. 自主学習の内容を決定すること	A. あなたの役割	☐	☐	☐	☐	☐
	B. 先生の役割	☐	☐	☐	☐	☐

セクション 2 – **能力について** （当てはまるものにチェック☑を入れてください）
あなたが高校生の時にもし機会があれば、あなたはどの程度できていましたか？

		全くできない	できない	まあまあ	できる	かなりできる
14.	授業内で行う学習活動の内容を決める。	☐	☐	☐	☐	☐
15.	自主学習で行う学習内容を決める。	☐	☐	☐	☐	☐
16.	授業の目標を決める。	☐	☐	☐	☐	☐
17.	自主学習の目標を決める。	☐	☐	☐	☐	☐
18.	授業で使う教材を決める。	☐	☐	☐	☐	☐
19.	自主学習で使う教材を決める。	☐	☐	☐	☐	☐
20.	自身の学習成果を評価する。	☐	☐	☐	☐	☐
21.	あなたが受けている授業を評価する。	☐	☐	☐	☐	☐
22.	あなたの英語学習において不得意な箇所を特定する。	☐	☐	☐	☐	☐
23.	次の授業で習う内容を決める。	☐	☐	☐	☐	☐
24.	授業内での学習活動にかける時間を決める。	☐	☐	☐	☐	☐

セクション 3 – **モチベーション（やる気）**（当てはまるものにチェック☑を入れてください）
25.　　あなたの英語学習に対するモチベーションは:
- ☐ かなり高かった。
- ☐ ある程度高かった。
- ☐ 普通だった。
- ☐ 低かった。
- ☐ かなり低かった。

セクション 4 – **学習活動について**（当てはまるものにチェック☑を入れてください）あなたは高校の英語学習においてどの程度以下の学習活動を行いましたか。

自主学習

		全くしなかった	めったにしなかった	よくした	かなりした
26.	文法書を読む。	☐	☐	☐	☐
27.	決められた範囲以上の学習をした。	☐	☐	☐	☐
28.	新しい単語をノートにとったり、意味を書いたりした。	☐	☐	☐	☐
29.	英語で新聞を読んだ。	☐	☐	☐	☐
30.	英語でメールを送った。	☐	☐	☐	☐
31.	英語で本や雑誌を読んだ。	☐	☐	☐	☐
32.	英語でテレビ番組を見た。	☐	☐	☐	☐
33.	英語でラジオを聞いた。	☐	☐	☐	☐
34.	英語で音楽を聞いた。	☐	☐	☐	☐
35.	英語で外国人と話した。	☐	☐	☐	☐
36.	英語で友達と話した。	☐	☐	☐	☐
37.	グループで英語の勉強をした。	☐	☐	☐	☐
38.	文法の勉強をした。	☐	☐	☐	☐
39.	英語の映画を見た。	☐	☐	☐	☐
40.	英語で日記を書いた。	☐	☐	☐	☐
41.	英語を使ってインターネットを使った。	☐	☐	☐	☐
42.	ライティングの添削を先生に言われずにした。	☐	☐	☐	☐
43.	英語の自主学習室(CALL など)を利用した。	☐	☐	☐	☐

クラス内

		全くしなかった	めったにしなかった	よくした	かなりした
44.	授業中で分からない事を先生に聞いた。	☐	☐	☐	☐
45.	知らなかった情報をノートにとった。	☐	☐	☐	☐
46.	先生に提案をした。	☐	☐	☐	☐
47.	出来るだけ英語を話すように心がけた。	☐	☐	☐	☐
48.	英語学習で不得意な箇所をクラスメートと話し合った。	☐	☐	☐	☐

Appendix C: Informed Consent

高校生の自立性をのばす学術の為の一般教養英語カリキュラムの作成（創価大学生）
調査内容および調査協力同意書（アンケート）

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本研究の目的は、(1)高校生の英語学習におけるニーズを調査する。(2)英語学習者の自立性の程度を調査する。

研究の意義
1.   現在、日本の高校レベルでは、調査を行う環境が非常に限られていることが原因で、学習者の自立性については多くの研究がなされていない状況である。つまり、この調査を行うことによって、日本の高校生の英語学習の自立性研究に微力ながら貢献することができる。
2. 日本の高校レベルでは中々生徒の英語学習についてのニーズ研究が行われていない状況である。つまり、このニーズ調査によって、現在日本の生徒が抱えている英語学習におけるつまずきや難点の一端が明らかにされる。
3. 一般教養英語 EAP は、高校レベルではあまり実施されていない。すなわち今回本校でニーズ研究を行うことによって、微力ではあるが日本の英語教育の更なる発展、さらに新たなカリキュラム作成に貢献することができる。

調査の手順
この調査は二段階で行われ、第一回目の調査には創価大学生と英語教員数名が参加します。調査の第二段階では、第一回目の調査の次の週に、アンケート調査から選ばれた生徒 10 名と英語教員 4 名に対してインタビューが行われます。

調査の時間
アンケートには約 30 分程度、インタビューには約 30‐45 分程度の時間がかかります。

参加者のプライバシーについて
この調査を通じてご提供いただいた情報に、研究者以外の第三者が触れることはありません。また、研究成果の報告では、複数の協力者から収集したデータを統合した形で扱うので、個人名や所属等は削除され、匿名性は厳守されます。もし、質問に答えたくない場合には、参加者には質問に答えない権利があります。
本調査への参加は自由意志に基づくもので、参加を拒否しても授業評価などへの影響は全くありません。また、参加者はいつでもこの同意を取り下げ、この研究への参加を中止することができます。本調査に関する資料が必要な場合、さらにこの調査に関しての問い合わせは、冨田浩起 090-9610-3551 までお願いします。

以上の条件で、今回の調査に協力することに同意いたします。

お名前　　　＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

学籍番号　　＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

本人　ご署名　＿＿＿＿＿＿＿＿＿＿＿＿＿　　＿＿＿＿＿＿年　　　　月　　　　日

調査者　署名　＿＿＿＿＿＿＿＿＿＿＿＿＿　　2013 年　　　　月　　　　日

インタビュー調査　　参加できる　・　参加できない　（どちらかに丸をつけてください。）

参加できる場合の E メールアドレス：＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

Lesson Plan 1:
Title of the Class: Class introduction
Title of the Chapter:
Week / Class Number   1 /1
Goal of the Class: Ss will be able to
1. Introduce their partners to their classmates
2. Understand the system and the importance of keeping reflective journal
3. Understand the system and the importance of keeping a language learning log
4. Negotiate rules in the classroom with teacher and peers

Rationale: In order to spend a successful academic year, clear understanding of systems of homework is necessary. In addition, negotiating classroom rules with teacher and peers allows students to identify a sense of taking responsibility in the classroom.

Materials:
1. Introduction sheet
2. Reflective journal and language learning log
3. Discussion sheet with ALTs
4. Syllabus

Equipment:
1. Movable desks and chairs
2. White board
3. Timer

Procedures:

Step 1:	Introduction of the teacher (T) and brief introduction of the course	10 mins.
Step 2:	T get students (Ss) to take a look at the syllabus and ask if they Ss have any questions regarding the syllabus	5 mins.
Step 3: (AF)	1. T forms 5 groups with 4 Ss and ask Ss to generate any rules that are used in other classes and might be applicable to this course	5 mins.
	2. T asks Ss to decide one presenter from each group and present three rules to the class (in this process, Ss cannot duplicated other groups' ideas)	10 mins.
	3. T negotiate with Ss whether more rules can be added by T	5 mins.
Step 4: (AF)	Introduction of the English Learning Log Asking if their partner has any questions about both of the sheets	15 mins.
Step 5:	Introduction of the discussion sheet with ALTs Asking if their partner has any questions about the discussion sheet	10 mins.
Step 6:	1. The self-introduction sheet is provided to Ss	5 mins

	Students (Ss) find a partner and fill in the blanks in the sheet by asking the questions	5 mins
2.	After asking questions, each S makes the introduction prompt and practices with their partner	
3.	After practicing with their partner, Ss find another pair and introduce their partner each other	10 mins.
	Ss introduce their partner to other pairs as much as they can	5 mins.
4.	T announces that Ss introduce their partner without looking at the script	

Step 7:   Teacher assign homework for next week   5 mins

Assessment:
1. Observe by walking around the classroom during pair work
2. Check comprehension and participation
3. Check the outcome of the activity and give feedback
4. Check which Ss are able to raise their hand for the volunteer participation

Homework / Follow-up:
1. Ss will keep language learning log
2. Ss will research on "what are the effective reading and listening strategies?"

Comments: Throughout entire course, when Ss work on the English Learning Log during class, T emphasizes that Ss reflect, evaluate, and reset their goals and write them down on the English Learning Log.

Lesson Plan 2:
Title of the Class: EAP
Title of the Chapter: Introduction to EAP course Unit 2
Week / Class Number   2 / 2

Goal of the Class: Students (Ss) will be able to
1. Choose their own video/reading materials for self-guided learning
2. Extend conversation
3. Expand ideas
4. Organize their ideas
5. Strengthen their purposes of taking class by sharing them with classmates and increase their intrinsic motivation

Rationale: For the better self-guided learning, Ss need to be able to decide level appropriate authentic reading and listening materials such as newspaper articles, graded readers, and ted-videos.
By using QERF and ORE, Ss will be able to extend their conversation and even lead the conversation.
Brainstorming and Mind Mapping is the crucial learning strategies, in particular when Ss generate their ideas for such as academic papers or presentations. By using Ss' goals for taking the course as a topic of brainstorming, Ss will be able to expand their point of view.

Materials:
1. 10 A3 blank white sheets of paper for brainstorming and mind mapping
2. Brainstorming and mind mapping explanation worksheet
3. The QERF and ORE explanation sheet
4. Different types of reading and listening materials
   → Please include both material suitable (ted videos, graded readers, news papers) examples

Equipment:
1. White board
2. Color markers

Procedures:

Step			Time
Step 1:	1.	T asks what they learned in the previous class	3 mins.
	2.	T asks Ss what are the rules of the course	
	3.	Ss tell the rules to T	
	4.	T distribute a sheet on which the rules are typed out	
Step 2:	1.	T forms five groups which include four Ss	1 min.
	2.	T asks Ss to exchange their ideas about the following topic; "what is the quality of a good listener and a bad listener?" in the group	4 mins.
	3.	Ss decide a person who shares their idea to the class	
	4.	T elicits the idea of quality of a good and bad listener from each group and writes them down on the board (Ss cannot duplicate the same ideas from other group)	5 mins.
	5.	T may want to add further information to the list if necessary	
	6.	T distributes the *QERF and ORE Explanation Sheet* and introduces the concept of QERF and ORE by showing the explanation sheet by	3 mins.

		emphasizing the importance of reactions from listener	
	7.	T chooses one S and models QERF and ORE with the S.	2 mins.
	8.	T presents a discussion topic "do you think learning English is important?"	5 mins.
	9.	Ss write down their ideas on the *QERF and ORE Explanation Sheet*	10 mins.
	10.	Ss talk about the topic one more time but this time with QERF and ORE in a pair	3 mins.

Step 3: (AF)	1.	T get Ss back to the same group	10 mins.
	2.	T distributes the *Sheet of Brainstorming (BS) and Mind Mapping (MM)*, and a *Blank Sheet* to each group	
	3.	T asks Ss to come up with different types of food individually and fill in the worksheet	5 mins.
	4.	T tells Ss to work on the same process with other students	
	5.	T asks students to work on BS "what are the goals of taking this EAP course" in the same group (Ss write down their idea on the blank sheet)	5 mins.
	6.	After that, Ss MM the ideas that emerged from BS in the backside of the sheet	6 mins. 1min.
	7.	T asks each group to present three purposes of taking this EAP course Ss cannot duplicate the same items that were presented by the other groups	
	8.	T collects the sheets from each group and check how Ss MMed the items on the list	3 mins.
	9.	Ss set three goals for taking this class for their HM	

Step 4: (AF)	1.	T distributes another *Blank Sheet* to each group and asks Ss "what types of reading or listening materials are available to learn English?"	5 mins.
	2.	Ss BS and write down their ideas on the blank sheet	7 mins.
	3.	T elicits information from each group by using the same procedure that is used in the step 2 T writes Ss' ideas on the board	10 mins.
	4.	T distributes the material selection sheet to Ss and explains the material selection sheet by emphasizing the criteria for selecting materials Ss can add more information from brainstorming to the examples section on the sheet	
	5.	Ss will keep how they find their materials on the *English Learning Log*	

Step 5:	T assigns homework	2mins.

Assessment:	1.	T walks around the classroom and checks the participation level of

each student during discussion
2.   T checks comprehension level of the BS and MM sheet after the class

Homework   /   1.   Ss will keep the English learning log
Follow-up: 2.   Ss will set three goals for taking this class after

Comments: Credit for QERF and ORE goes to Valerie Hansford

Lesson Plan 3:
Title of the Class: EAP
Title of the Chapter: Introduction to EAP course Unit 3
Week / Class Number   3nd   / 3
Goal of the Class: Students (Ss) will be able to
1.   Identify topic sentences and supporting sentences
2.   Take notes during listening a passage

Goal of the Activity: Students (Ss) will be able to
1. Understand the concept of quick reading
2. Understand the gist of the reading material by skimming and identify specific information in the reading material
3. Identify introductory phrases and grasp the main content of the listening passage
4. Identify specific information in the listening passage

Rationale: In order to function in English medium university contexts, quick reading and note-taking need to be acquired in high school English level. In particular, given the amount of each reading assignment in university classes, skimming and scanning are prominent skills to be employed to finish the assignment within a limited amount of time.

Materials: 1.   BBC Learning English: English for Academic Purposes: Introduction (Reading material)
2.   YouTube video: BBC Learning English <http://www.youtube.com/watch?v=BtGKZKsiRQ8>
3.   Tips for Academic Listening Worksheet

Equipment: 1.   A white board
2.   A black marker for the board

Procedures: Step 1:   Teacher (T) asks students (Ss) to share their goals for taking this class with a partner who sits side-by-side   2 mins.

Step 2: 1.   Ss find a partner and share their strategies for effective listening by using QERF and ORE   2 mins.
(AF)
2.   Ss form five groups with four Ss
3.   T asks Ss to share their effective listening strategies to their group members and decide best three listening strategies   3 mins.
Ss decide who will present their strategies to the class
4.   T elicits the information from each group   4 mins.
Ss cannot duplicate the same strategies that are shared by other group members
  T writes the strategies down on the board
5.   T summarizes the ideas and checks whether the target note-taking strategies are shared by Ss   1 min.
If not, T adds the skill on the board
6.   T asks Ss to reflect and share their listening strategies by referring their English learning log   3 mins.

Step 3:	1.	T distributes the *Tips for Academic Listening* and *Sample Listening Note* to Ss	1 min.
	2.	T introduces the introducing and concluding phrases to the students	3 mins.
	3.	T plays *the YouTube Video* to the class and asks students to listen to the introducing and concluding phases that are presented and circle numbers on the "sample listening note"	5 mins.
	4.	Ss share the answers in the groups	2 mins.
	5.	T explains the ideas of main ideas and supporting details	5 mins.
		T can explain that supporting details are the explanation part of the main part and more detailed information is included	
Step 4:	1.	T explains the format of note-taking	4 mins.
	2.	T plays *the YouTube Video* to Ss, and Ss listen to the main ideas and write them down on the "sample listening note"	4 mins.
	3.	Ss make sure what are the main ideas of the listening passage in their group	3 mins.
	4.	T plays the *the YouTube Video* one more time to Ss and Ss listen to the supporting ideas this time	10 mins.
		• Ss make sure what are the supporting details of the listening passage in their group and write them down on the "sample listening note"	
	5.	T elicits the answers from each group and makes sure whether Ss got the right answers	5 mins.
Step 5:	1.	Ss get back to the group	
(AF)	2.	T asks Ss to share their effective reading strategies to their group members	3 mins.
	3.	T distributes the "BBC Learning English" to Ss	1 min.
	4.	T asks student to read the introduction, conclusion, and the first sentence of each paragraph of the reading passage	2 mins.
	5.	T asks Ss to read the reading passage quickly without stopping in 2 mins	2 mins.
	6.	T asks Ss to answer the discussion questions and talk about the answer of each question	8 mins.
	7.	T elicits the answers from the Ss by using the same procedure that is used in the step 1	3 mins.
	8.	T asks Ss to reflect and share their reading strategies by referring their English learning log	3 mins.
Step 6:		T assigns HW to Ss	3 mins.

| Assessment: | 1. | T walks around the classroom and monitor Ss' participation to the group discussions |
| | 2. | T makes sure that every S pay attention to other members' opinions |

| Homework | / | 1. | Ss research "multiple intelligence" |
| Follow-up: | | 2. | Ss will keep the language log |

BBC Learning English
Talk about English
English for Academic Purposes:
Introduction

Today, I am going to talk about the general information of English for Academic Purposes (EAP). I'd like to start by explaining what type of English EAP is. Then I'll describe language strategies that you will learn in this course. Finally, I'll discuss problems that usually ESL/EFL students might encounter after entering a university.

First, English for Academic Purposes is a particular kind of English – used by a particular group of people. If you speak Academic English, you'll know a special vocabulary associated with your subject, and you'll be used to writing or speaking in a particular way. You'll know how to structure an essay or a report, for example; and you'll be familiar with the language used in lectures, seminars and tutorials.

Second, if you study EAP, you'll practice special language skills for studying at a high level, and you'll gain a number of useful strategies to make your learning more effective. Most EAP courses would cover various components - for example the components would always be covered would be study skills, the students would also do quite a heavy component of writing, there would be a lecture, a weekly lecture.

Finally, initially the problems EFL/ESL students face are probably of an academic nature; for example, they go to lectures and they find that they can't understand, or they can't take notes very quickly. They have quite a lot of reading to do and don't know how to cope with it. On top of that it could be their first experience of living in another country, so they're unfamiliar with some of the systems that we have here, like registering with a doctor, and then just basically making friends - they could feel incredibly lonely and isolated. These are the problems they'll face when starting university.

In conclusion, I talked about general information of English for Academic Purposes. Fist, I explained that English for Academic Purposes is a special language being used in academic settings, particularly in university contexts. Second, I introduced some language skills that will be introduced in this course. Lastly, I touched upon some problems that ESL/EFL students often experience in university contexts.

Retrieved from http://downloads.bbc.co.uk/worldservice/learningenglish/webcast/al_01.pdf

Reading Comprehension Questions

1.   What is the main idea of the reading passage?

2.   What is the definition of English for Academic Purposes (EAP)?

3.   What are the strategies that English learners in an EAP course will learn?

4.   What are the problems that English leaners might encounter when they study abroad?

Tips for Academic Listening

Introduction
In academic settings, you will encounter numerous opportunities to listen to long lectures and might watch long duration of videos. Focusing on introduction enables you to anticipate the content of a listening material. In addition, in order to effectively listen to academic lectures, outlining allows you to comprehend the content of a listening materials more clearly.

Focusing on the introduction & conclusion
Be sure to listen carefully and take notes during the introduction of a lecture. A good lecturer will state main topics in the introduction. Usually the conclusion part is a summary of the lecture. If you missed some parts of the lecture, you might be able to hear missing information one more time.

Today, I'd like to talk about…   *Then I will describe…*
The topic of our lecture is…   *After that, we'll move on to…*
I'd like to start by explaining…   *Finally, we'll discuss…*
First, Second, and Third   *In conclusion,*

Organize your note in an outline
Using an outline can be an effective way to organize notes. In an outline, numbers and letters show relationship between **a main idea** and **supporting details**. **A main idea** comes at the begging of each major section. The following information that explains main ideas further is **supporting details**. Supporting details are listed underneath the main ideas and add more information. (Appendix 1)

Format of note-taking

Lecture Topic _____

I. _____ (main idea of the lecture)

II. _____ (main idea of the 1st section)

    A. _____ (supporting detail 1)

    B. _____ (supporting detail 2)

III. _____ (main idea of the 2nd section)

    A. _____ (supporting detail 1)

    B. _____ (supporting detail 2)

IV. _____ (main idea for the 3rd section)

    A. _____ (supporting detail 1)

    B. _____ (supporting detail 2)
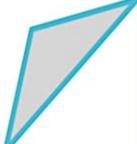
Sample Listening Note

_____
(Lecture Topic)

_____(main idea of the lecture)

1. Today, I'd like to talk about…   *5. Then I will describe…*

2. The topic of our lecture is…   *6. After that, we'll move on to…*

3. I'd like to start by explaining…   *7. Finally, we'll discuss…*

4. First, Second, and Third

A particular kind of English   (main idea of the 1st section)

    Learn special vocabulary   (supporting detail 1)

    Writing or speaking in a particular way   (supporting detail 2)

    _____   (supporting detail 3)

_____ (main idea of the 2nd subtopic)

    _____ (supporting detail 1)

    _____ (supporting detail 2)

    _____ (supporting detail 3)

_____ (main idea for the 3rd subtopic)

    _____ (supporting detail 1)

    _____ (supporting detail 2)

    _____ (supporting detail)

Lesson Plan 4:
Title of the Class: English for Academic Purposes
Title of the Chapter: Intelligences
Week / Class Number   4 / 4
Goal of the Class: Students (Ss) will be able to
1.   State their opinions by using QERF and ORE
2.   Understand the structure of summary writing
3.   Describe what multiple intelligences are
4.   Understand the way of peer vocabulary test

Rationale: Till the last lesson, students (Ss) have gone over the introduction of this EAP course. From this lesson, the course focuses on teaching different types of skills to function in a higher academic level. This lesson mainly focuses on how to write summary and listening to description of a listening material.

From this lesson, Ss will be testing their vocabulary acquisition with peers once in each unit. This vocabulary testing is effective in order to not only motivate Ss but also increase the autonomy of Ss.

Materials: 1.   Techniques for Summary worksheet
2.   Peer Vocabulary Testing Format
3.   Vocabulary Check List
4.   Vocabulary Note Examples Format
5.   Academic Word List: http://www.uefap.com/vocab/select/awl.htm

Equipment: 1.   White board
2.   Color markers
3.   A PC and a Screen

Procedures: Step 1:   1.   T asks Ss to form 5 groups with 4 Ss   1 mins.
                            2.   T asks Ss what the tips to listening to academic lectures are
                            3.   T asks Ss what the tips to read quickly are
                            4.   Ss share their answer in the group   3 mins.
                            5.   T elicits their answers from each group   3 mins.

                   Step 2:   1.   T emphasizes the importance of remembering   1 min.
                   (AF)   vocabulary and asks how many words Ss would
                                     like to remember in each week
                            2.   Ss reach consensus on how many words they   5 mins.
                                 would like to remember in their group by using
                                 QERF and ORE   3 mins.
                            3.   T quickly elicits the answers from each group   1 mins.
                            4.   T distributes the format of *Peer Vocabulary Quiz*,
                                 Vocabulary Check List, and *Vocabulary Note
                                 Examples Format*   3 mins.
                            5.   T explains two formats and the check list   2 mins.
                            6.   T shows the *Academic Word List (AWL)* on the
                                 screen and encourages Ss to remember
                            7.   T asks Ss to choose strategies that are shared by   3 mins.
                                 other classmates to improve their learning
                                 vocabulary from the list but it is not mandatory

Step 3:	1.	T asks Ss if they have written a summary in Japanese	1 min.
	2.	T asks Ss what summary is? Ss share their idea about summary and how you write a summary in their group	5 mins.
	3.	T elicits answers from each group	3 min.
	4.	T distributes *Techniques for Summary Worksheet*	
	5.	T explains	
		• Rules for quotation in three steps	3 mins
		• Paraphrasing	7 mins.
		• Changing the order of words	9 mins.
		• Using different grammar	6 mins.
		• Introducing set phrases for summary	5 mins
Step 4: (AF)	1.	T asks Ss to take out their materials about IQ and share information about the materials to a partner who sits side-by-side	10 mins.
		• How and where did you find the materials?	
		• While one speaking, the other student will be listening and taking a note with the note-taking strategy.	.
	2.	Ss find a new partner who sits in front and tell what they hear from the previous partner	10 mins.
	3.	T asks Ss to voluntarily share their material to the class if possible	3 mins.
	4.	Ss reflect and share learning strategies that they used to search the materials or the way of presenting material to their partner in a group by referring the content of the *English Learning Log*	2 mins.
Step 5:	1.	T assigns homework	2 mins.

Assessment:	1.	T constantly walks around the classroom during group discussions and check the participation of the Ss
	2.	T makes sure that each S presents their ideas when T elicits ideas from each group
	3.	Ss ask questions to other Ss' opinions
Homework / Follow-up:	1.	Ss will write a summary for "*How important is a high IQ?*"
	2.	Ss will create a vocabulary note and start using it
	3.	Ss will keep the *Language Learning Log*
Comments:		Throughout entire course, when Ss work on the *Peer Vocabulary Quiz* during class, T emphasizes that Ss reflect, evaluate, reset their goals, and write them down on the *Vocabulary Check List*.

Vocabulary Note Examples

Please make your original vocabulary note to remember and use vocabulary.
You can include the following elements in your vocabulary note.
1. Word
2. Part of speech （品詞）
3. Definition （意味）
4. Sentence （例文）
5. Synonyms/Antonyms （類義語/反義語）

You can be creative with the layout of your vocabulary note in order to effectively remember and use vocabulary items.

Example 1.

Word/Part of Speech	Sentence
Previous (adjective/形容詞) → Previously (adverb/副詞)	Tickets will be sold on the same basis as in previous years.
Definition Existing or occurring before in time or order 以前の	**Synonyms/Antonyms** Synonyms (foregoing, preceding, prior) Antonyms (next)

Example 2.

Word

Definition	Sentence	Part of Speech	Synonyms Antonyms

Example 3.

Word	Part of speech	Meaning	Synonyms Antonyms	Sentence

Example 4.
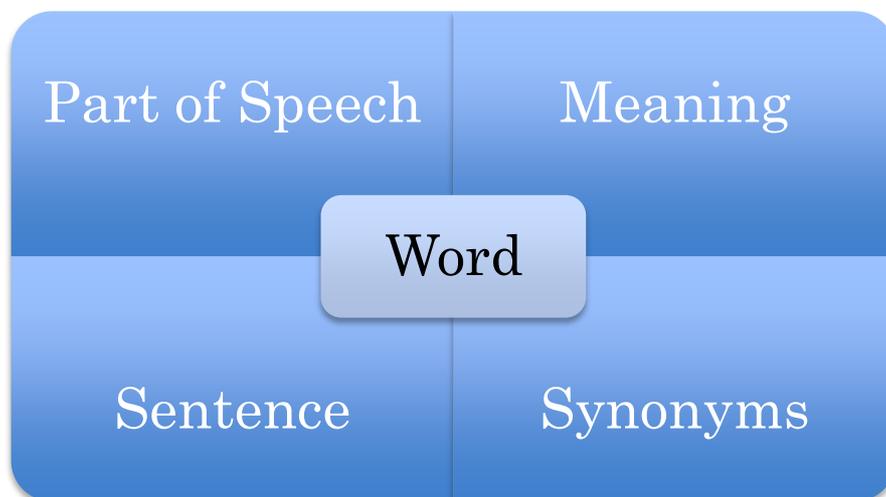
* Except "word" and "sentence", you can always choose to write either English or Japanese. In order to search meanings of a word in English, please refer to English English dictionary.

Credit for Vocabulary layouts
Retrieved from http://freeology.com/graphicorgs/vocabulary-sketches-flashcard-template/
Retrieved from http://contentarealearningstrategies.wikispaces.com/Day+2

IQ: How important is a high IQ?

Magazine Monitor
A collection of cultural artifacts

A speech by London Mayor Boris Johnson has raised the issue of IQ and how it relates to success. So just how important is it, asks Denise Winterman.

Boris Johnson's **comments about IQ** in a speech at the Centre for Policy Studies on Thursday have attracted criticism but they have also raised a big question - does IQ matter when it comes to wealth and being successful in business?

Huge amounts of research have been done on IQ - intelligence quotient - and many claims made about it. Holidays and junk food can make IQ drop while being breastfeed and a big head can make it go up. These are just a few topics discussed in an **article** in Psychology Today.

IQ tests as we know them today were developed in the early 1900s, the first being the **Stanford-Binet** intelligence scales. Many have since been developed and measure slightly different things, say psychologists. The Stanford-Binet and the **Wechsler intelligence scales** remain the most popular.

The average IQ score in the UK is 100, according to British Mensa. But even if you score at the lower end of the scale all is not lost as IQ can change, say experts.

"Given different environments and opportunities IQ can develop and grow," says Professor Joan Freeman, a developmental psychologist who runs the country's only dedicated practice for gifted children. "Something as simple as a bad cold can make IQ go down temporarily."

Also, IQ is not the be-all and end-all when it comes to being a high earner. A study by Ohio State University's Center for Human Resource Research is among several that suggest **IQ**

has no relationship to wealth. This is because the tests only measure a person's cognitive ability and being successful is about much more, says Freeman.

"IQ tests don't measure other qualities such as personality, talent, persistence and application. You might not have a high IQ but if you have a gung-ho personality then you may use what you have more effectively than someone with a high IQ... I regard IQ like a muscle, you may be born with the muscles of an professional athlete but if you don't use them they will diminish."

Which leads to the next big question - is going to the mental gym as hard as going to a physical one? Let's hope not.

Retrieved from http://www.bbc.co.uk/news/blogs-magazine-monitor-25152532

Step 1: Skim the entire article.
  → What is the main idea of the entire article?

Step 2: Skim one more time. During skimming, highlight important points in the article.
  → Which part did you highlight?

Step 3: Cut down information that does not affect your a summary of the article.

Step 4: With the extracted information, please write a summary with three to five sentences.
  While you write the summary, please use the set phrases effectively for quoting and paraphrasing.

Summary

Techniques for Summary

What is summary?

"A short statement that gives only the main points of something, not the details" (Oxford, 2013)

Summary procedure

Skim the content of a reading material and grasp the gist of the content.

Skim one more time and highlight the main part that is considered important.

Write a one-sentence summary of each section.

When you summarize, be careful not to "steal" ideas from reading materials.

If you exactly extract an idea from a reading passage, please use the appropriate **quotation** format.

You can also **paraphrase** information that is included in a reading passage.

What is quotation?

→ "Repeating the exact words that another person has said or written" (Oxford, 2013)

<Rule 1>

Quotation marks "" always come in pairs. Do not open a quotation and fail to close it at the end of the quoted material.

<Rule 2>

Capitalize the first letter of a direct quote when the quoted material is a complete sentence.

Mr. Johnson, who was working in his field that morning, said, "The alien spaceship appeared right before my own two eyes."

<Rule 3>

Do not use a capital letter when the quoted material is a fragment or only a piece of the original material's complete sentence.

Although Mr. Johnson has seen odd happenings on the farm, he stated that the spaceship "certainly takes the cake" when it comes to unexplainable activity.

Retrieved from https://owl.english.purdue.edu/owl/resource/619/01/

What is paraphrasing?

Paraphrase is "a statement that expresses something that somebody has written or said using different words, especially in order to make it easier to understand" (Oxford, 2013).

<Original sentence>
The US Centers for Disease Control and Prevention indicate that about 130 million Americans in their early 70s *swallow prescribed medication every month. Americans buy much more medicine per person than any   other country.*

<Paraphrased sentence>
According to the US Centers for Disease Control and Prevention, about the 130 million members of the US's aging population *is on monthly-prescribed medication.*

Paraphrasing techniques

Method 1: Use Different Vocabulary with the Same Meaning
Look at this original sentence and two paraphrased equivalents:

Original: "Choosing a suitable   place to study English is difficult."

" Deciding   a relevant   school to learn English is always challenging ."

Practice 1: change the italicized items to a different word and write a new sentence.

1.   A fatty diet *increases* the risk of heart disease. (Oxford, 2013)
   →

2.   *Most* students *come to* school by bicycle.
   →

3.   Mr. Tazaki *consumes* milk every day before he sleeps.
   →

Method 2: **Change the Order of Words**
If the original sentence has two or more clauses, **change the order of the clauses**.

"If they have some help, most people can paraphrase effectively. However, practice is important because paraphrasing is difficult. "

"Most people can paraphrase effectively, if they have some help. Paraphrasing is difficult, so practice is important."

Practice 2: change the order of the clauses in the following sentences
1. If you do not consume vitamin C, you will get sick easily.
     →

2. When you feel stress, you should go out with your friends.
     I.   →

3. I started studying hard as the midterm approached.
     II. →

Paraphrasing Method 3: Use Different Grammar
1. Change some of the words in the original sentence into **different parts of speech** (you will often need to change the word order and some other words, too).

     "The most effective way to build your English skill is to study   regularly."

     "The most effective way of building your English skill is learning   on a regular basis."

2. If the original sentence is in the active voice, change it to passive or vice versa.

     "To improve English, you should learn new vocabulary on a daily basis."

     "To improve English, new vocabulary should be learned on a daily basis"

Practice 3: Use different grammar expressions and make new sentences

1. Designing clear schedule allows you to finish your job effectively.
   →

2. Lack of sleep affects your mental stability.
   →

3. The construction company needs financial support from the government to build a new highway.
   →

Set Phrases for Quotation & Paraphrasing

1. X acknowledges that _____

2. X agrees that _____.

3. X argues that _____.

4. X believes that _____.

5. X denies/ does not deny that _____.

6. X claims that _____.

7. X complains that _____.

8. X concedes that _____.

9. X demonstrates that _____.

10. X celebrates the fact that _____.

11. X emphasizes that _____.

12. X insists that _____.

13. X observes that _____.

14. X questions whether _____.

15. X refuses to claim that _____.

16. X reminds us that _____.

17. X reports that _____.

18. X suggests that _____.

19. X urges us to _____.

Introducing phrases

1. X states, _____.

       III. Ex: A government report **states that** the average public employee retires nearly a decade before private sector workers.

2. In the journal, *Xx (Journal's name)*, X complains that _____.

      IV. Ex: In the journal, *Erlbaum*, Jacob Sullum **complains that** Obama sees climate change as an opportunity to create jobs with taxpayer money.

3. According to X, _____.

      V. Ex: **According to** the British Dietetic Association (BDA) , there are more than 3 million people in the UK who are at risk of malnutrition.

A Summary Example

<div align="center">"The Northern Lights"</div>

Original

There are times when the night sky glows with bands of color. The bands may begin as cloud shapes and then spread into a great arc across the entire sky. They may fall in folds like a curtain drawn across the heavens. The lights usually grow brighter, then suddenly dim. During this time the sky glows with pale yellow, pink, green, violet, blue, and red. These lights are called the Aurora Borealis. Some people call them the Northern Lights. Scientists have been watching them for hundreds of years. They are not quite sure what causes them. In ancient times, people were afraid of the Lights. They imagined that they saw fiery dragons in the sky. Some even concluded that the heavens were on fire.

Summary

The Aurora Borealis, or Northern Lights, are bands of color in the night sky. Ancient people thought that these lights were dragon on fire, and even modern scientists are not sure what they are.

<div align="right">Retrieved from http://www.mybookezzz.org/</div>

Peer Vocabulary Format

1. Take your partners word cards/notebook etc. and test them on 10 of their words.
2. Ask AT LEAST THREE questions about each word.
   - How do you say _____ in Japanese/English?
   - What part of speech is _____?
   - What is the past/past progressive tense of _____ ? (for verbs)
   - Is _____ countable or non-countable? (for nouns)
   - What is the adjective/verb/noun/adverb form of _____? (If applicable)
   - How do you spell _____?
   - How many syllables is _____?
3. If they get ALL questions correct, write 1 in the vocabulary list. If not, write 0.
4. If your partner can also make a sentence using the word, you can give an extra point. (1+1)

Vocabulary Check List

	Goal	*Result*	*Strategies*	*New Goal*	*Reflection*
Unit 2		/			
Unit 3		/			
Unit 4		/			
Unit 5		/			
Unit 6		/			

Unit 7		/		
Unit 8		/		
Unit 9		/		
Unit 10		/		

English Learning Log

	Goal	*Result*	*Strategies*	*New Goal*	*Reflection*
Study Skills					
Reading		/			
Listening		/			
Speaking		/			
Writing		/			
Others		/			

Lesson Plan 5:
Title of the Class: English for Academic Purposes
Title of the Chapter: Intelligences
Week / Class Number   5 / 5
Goal of the Class: Students (Ss) will be able to
1.   State their opinions by using QERF and ORE
2.   Understand compound sentences

Rationale: In the previous lesson, students (Ss) learned about IQ. Based on the concept of IQ, this lesson focuses on learning multiple intelligences and importance of classroom diversity.
In this lesson, Ss will also learn how to write compound sentences. Compound sentence can be a first step to write a paragraph essay and a necessary skill to show Ss' writing ability.

Materials: 1.   Compound Sentence Worksheet
2.   Techniques for Summary Worksheet

Equipment: 1.   White board
2.   Color markers
3.   PC

Procedures:	Step 1: (AF)	1.	T asks Ss to take out their summary for *How important is a high IQ?* and *Techniques for Summary Worksheet*	1 min.
		2.	Ss become a partner with a student who sits face-to-face and exchange their summary	1 min.
		3.	Based on the worksheet, Ss check the summary of the partner	7 mins.
		4.	After checking the summary, Ss offer advice to the partner	7 mins.
	Step 2 (AF)	1.	T asks Ss to take out their materials about multiple intelligences	1 min.
		2.	T asks Ss to find out information from the materials regarding and summarizes • How and where did you find the materials? • How many types of intelligences do exist? • What is the definition of the intelligences? • How can students with a different type of intelligence learn better?	20mins.
		3.	T asks Ss to share their idea to the following question by using QERF and ORE to a partner who sits side-by-side • Which intelligence do you think you are strong and weak at? • How will use the intelligence to improve your learning more effectively?	10 mins.
		4.	Ss reflect and share learning strategies that they used to search the materials or the way of presenting material to their partner in a group by referring the content of the *English Learning Log*	3 mins.

Step 3:	1.	T asks Ss what they can do in order to extend two short sentences into a longer informative sentence and tell the key is conjunction	1 min.
	2.	T asks Ss to brainstorm different types of conjunction as many as they can	3 mins.
	3.	T asks each group to present two conjunctions T writes the ideas on the board ad adds more items if necessary	5 mins.
	4.	T distributes the *Compound Sentence Worksheet*	1 min. 10 mins.
	5.	T explains rules on the worksheet to write compound sentences • Compound sentences are the result of combining two independent clauses • Be careful with comma splices and making the first letter of the subordinating clause small	10 mins
	6.	T asks Ss to work on the Practice on the worksheet	3 mins.
	7.	Ss share their idea to group members	10 mins.
	8.	T elicits the answer from each group and offer explanation to the each answer	
Step 4:	1.	T assigns homework	5 mins.

Assessment:	1.	T constantly walks around the classroom during group discussions and check the participation of the Ss
	2.	T makes sure that each S presents their ideas when T elicits ideas from each group

Homework Follow-up:	/	1.	Ss will revise the summary for "*How important is a high IQ?*"
		2.	S will keep *the English Learning Log*
		3.	S will work on *Let's practice: Compound Sentences worksheet*

Comments:

Compound Sentences Worksheet

What compound sentences are?

When you are writing a paragraph, you may want to use a longer sentence to show your ideas more clearly to the reader rather than presenting your ideas with the progression of short sentences. In that case, you can use a **compound sentence** that consists of two different sentences. A compound sentence is connected by **a coordinating conjunction**. The coordinating conjunction include

for	**and**	**nor**	**but**	**or**	**yet**	**so**

The connectors are often remembered with the acronym of "FANBOYS" by taking the first letter of each word.

<Rules for Making Compound Sentences>

1. You can make a compound sentence only in the case in which **two independent clauses are combined**. In other words, a compound sentence composes of two sentences that include a different subject and verb.

    (A) Megan cut the wood, *and* Ryan stacked it. (compound sentence)

    (B) Megan cut the wood and stacked it. (independent sentence)

    (C) The two men stopped to eat but dropped the food on the ground.

    (D) The two men stopped to eat, but the food fell off on the ground.

2. When you connect sentence with FANBOYS, always **a comma** comes before the connector.

    (A) I am kinesthetically intelligence **,** so I always move when I think.

3. After combining two sentences, you should not forget to use **a small letter** for the first letter of the connector.

    (A) I am kinesthetically intelligence, **so** I always move when I think.

<Explanations: FANBOYS>

Function	Coordinator
Show reason	for
Show result	so
Shows alternative or choice	or
Shows contrast or choice	but yet
Shows addition	and
Joins negative statements	nor

<Using "nor">

The coordinating conjunction *nor* works differently than the others. When this connector joins two clauses that state negative ideas, the **subject-verb order changes** in the second clause.

Example: Some people do not learn through the auditory learning style, **nor do they** learn through visual methods.

<Practice>

Change the independent clauses into compound sentence

1. I am kinesthetically intelligence. Thus, I always move when I think.

2. Richmond's presentation was very successful. A number of audiences bought his book.

3. I found a watch at a jewelry shop. The watch was cheaper at another shop.

4. I do not like dogs. I do not like people who hold a dog in their arms and spoil them.

5. The National Public Bank announced their bankruptcy in the last week. The president failed to manage their budget.

Lesson Plan 6:
Title of the Class: English For Academic Purposes
Title of the Chapter: Intelligences
Week / Class Number   6 / 6
Goal of the Class: Students (Ss) will be able to
1.   Offer their opinions with examples
2.   Write their opinions with examples
3.   Understand the difference between Western and Easter Asian education
4.   Identify specific information in the listening passage
5.   Understand the gist of the listening material

Rationale: In order to function in English medium university contexts, knowing the
                            causes of the differences between Asian and Western classroom environments
                            is crucial. In addition, Ss will be trained to be able to state their opinions more
                            in detail with effective use of examples.

Materials: 1.   Opinions with Examples Worksheet
                            2.   Let's Practice Compound Sentences

Equipment: 1.   A white board
                            2.   Black markers for the board

Procedures: Step 1:   1.   Students (Ss) find a partner who sits side-by-side   7 mins.
                (AF)   and share their material to the partner by using
                                 QERF and ORE
                                 •   How and where did you find the materials?
                                 •   What are the main differences between
                                       American and Japanese classrooms
                          2.   T forms 5 groups with 4 Ss
                                 In the group, Ss share what they learned from extra   7 mins.
                                 materials and decides one most interesting
                                 information to present to the class
                          3.   T elicits information from each group   6 mins.
                          4.   Ss reflect and share learning strategies that they   2 mins.
                                 used to search the materials or the way of
                                 presenting material to their partner in a group by
                                 referring the content of the *English Learning Log*

                Step 2:   1.   T distributes the *Opinions with Examples*   1 min.
                                 Worksheet and explains the content
                          2.   T points out the connection between the worksheet
                                 and the E part of ORE
                          3.   Ss works on the "what is your intelligence" part in   5 mins.
                                 the worksheet individually and share their answer
                                 to a side-by-side partner
                Step 3:   1.   T asks Ss to work on filling in the blanks on the   6 mins.
                                 table in the "What do you think about home
                                 schooling?" section by exchanging the ideas with
                                 group members
                                 T walks around the tables and facilitates the

			discussion by using Bloom's taxonomy	
		2.	T elicits the ideas from each group on the each section	5 mins.
			T needs to make sure that Ss offer their opinions with reasons and examples	
			T also ensures that the other Ss are taking notes when speakers are presenting their ideas	
		3.	Based on the information on the table, Ss work on step 2 to step 4 on the worksheet	5 mins.
		4.	Ss share their opinion with face-to-face partner based on the information on the step 4 and the listeners need to be an active listener by using QERF	10 mins.
	Step 4: (AF)	1.	T asks Ss to take out the *Format for Peer Vocabulary Quiz*	1 min.
		2.	Ss find a partner who sits face-to-face and work on the quiz	12 mins.
		3.	Ss reflect their vocabulary learning strategies, share to the partner and fill in the *Vocabulary Check List*	2 mins.
	Step 5:	1.	T asks Ss to take out the *Let's Practice: Compound Sentences Worksheet*	1 min.
		2.	T asks Ss to compare their answer with the group members and ask each other if there are any sections that are difficult to understand	10 mins.
		3.	T asks Ss whether Ss needs explanations on the questions	5 mins.
		4.	T tell the answers to the class and make sure that Ss have any questions	3 mins.
	Step 6:	1.	T collects the summary and *Let's Practice: Compound Sentences worksheet*	2 mins.
		2.	T assigns HW to Ss	

Assessment:

1. T walks around the classroom and monitor Ss' participation to the group discussions
2. T makes sure that every S pay attention to other members' opinions and take notes
3. T grades summary
4. T checks whether Ss wrote compound sentences with the proper way of using conjunctions

Homework / Follow-up:

1. Ss will keep language learning log
2. Ss will research on classroom culture in a different country

Comments:

<Let's practice: Compound Sentences>

1. **Identify compound sentences. When you find the compound sentences, please circle coordinating conjunctions**

Even When Test Scores Go Up, Some Cognitive Abilities Don't

Dec. 11, 2013 — MIT neuroscientists find even high-performing schools don't influence their students' abstract reasoning.

To evaluate school quality, states require students to take standardized tests, for passing those tests is necessary to receive a high-school diploma. These high-stakes tests have also been shown to predict students' future educational success, and adult employment and income. Such tests are designed to measure the knowledge and skills that students have acquired in school -- what psychologists call "crystallized intelligence", but according to a new study from MIT neuroscientists, schools whose students have the highest gains on test scores do not produce similar gains in "fluid intelligence" -- the ability to analyze abstract problems and think logically. Nearly 1,400 eighth-graders in the Boston public school system participated in a study, and the researchers found that some schools have successfully raised their students' scores on the Massachusetts Comprehensive Assessment System (MCAS). However, those schools had almost no effect on students' performance on tests of fluid intelligence skills, such as working memory capacity, speed of information processing, and ability to solve abstract problems.

Retrieved form http://www.sciencedaily.com/releases/2013/12/131211131949.htm

2.   Complete the activity below by filling the blanks with appropriate choices

The weather was neither hot _____ cold. The sun was hiding behind the clouds on a mild autumn day. They saw the murderer from a distance. He looked harmless _____ he was carrying a guys which was concealed under his overcoat. He walked slowly _____ nobody would notice his presence at the funeral. The couple had seen him _____ were terrified. They didn't now who he was _____ there was something familiar about him. They could try to escape unnoticed _____ shoot it out. Slowly he aimed his guy in their direction and fired. In the end everything was all right _____ it was only a dream.

<div align="center">

for   and   nor   but   or   yet   so

</div>

Credit: https://www.dlsweb.rmit.edu.au/lsu../content/4_WritingSkills/writingtuts/sentences _LL/activity2.htm

3.   Combine two sentences in each section by using coordinate conjunction

(A) (for)   We listened eagerly. Jonny brought news of our families.

   _____.

(B) (and)   The publisher finished printing process.

   _____.

(C) (but)   Your calculation method is not effective. You will reach the answer.

   _____.

(D) (or)   Should they leave now? Should they wait for a while?

   _____.

(E) (yet)   The job was not done. They need to rest and eat.

   _____.

(F) (so)   They were starving. They went home.

   _____.

4. By using different conjunctions from *for   and   but   or   yet   so***, please make three compound sentences.**

(A) _____ .

(B) _____ .

(C) _____ .

Opinions with Examples

When you are in a group discussion, listeners may not be convinced by your opinions because of lack of information or they do not understand your opinions. In order to avoid those situations, you can use examples to strengthen your opinions.

Examples are usually used in the following situations:

I. Strengthening your opinions by presenting facts

"*Nuclear power plant possesses the high risk of triggering terrible disasters. **For example**, because the explosion of nuclear power plant after the Tohoku earthquake, a number of people had to leave their town.*"

II. Illustrating your ideas and deepening understanding of a listener

" *Researchers reported that the consumption of green vegetables, for example, spinach, asparagus, and lettuce, contributes to the extension of longevity.*"

<Phrases to introducing examples>

for example   for instance   such as

<Usage of example phrases>

I. Example phrases used **within a sentence**
  A. I can play several musical instruments, **for example**, the guitar, the base, and the drams.

  B. I can play several musical instruments, **for instance**, the guitar, the base, and the drams.

  C. I can play several musical instruments, **such as**, the guitar, the base, and the drams.

II. Example phrases use **to start** a sentence
  A. I can play several musical instruments. **For example**, the guitar, the base, and the drams are my favorite music instruments to play.

  B. I can play several musical instruments. **For instance**, the guitar, the base, and the drams are my favorite music instruments to play.

<Let's practice>

What is your intelligence?

Step 1: Please think about which intelligence you are strong with.

I think that my strong intelligence is _____ .

Step 2: Please think about the reason why you think you are strong with the specific intelligence.

I think that my strong intelligence is _____ because I can learn more when I am using _____ .

Step 3: Please think about an example that you are using the intelligence.

I think that my strong intelligence is _____ because I can learn more when I am using _____ . _____ , _____ .

What do you think about home schooling?

Step1: Please share your ideas with your partner by offering reasons and examples to each section and fill in the table

	Classroom size	Curriculum flexibility	Extra-curricular activity availability	Supports from teachers	Schedule
Public school					
Homeschool					

Step 2: Please decide whether or not you agree with home schooling

I agree/disagree with home schooling.

Step 3: Please think about a reason why you agree/disagree with homeschooling.

I agree/disagree with homeschooling because _____

_____.

Step 4: Please think about a specific example of the merits/demerits of homeschooling.

I agree/disagree with homeschooling because _____

_____, _____, _____

_____.

<For the teacher>
Information: just in case, when students struggle from coming up with ideas to fill in the table

Pros of Public School:
- Learning within a group setting
- Extra-curricular activity availability
- More curriculum opportunities
- Diverse social education

Cons of Public School:
- High student-teacher ratio
- Less independence (scheduled learning)
- School chooses curriculum
- Peers based on area instead of choice

Pros of Home School
- Free to choose curriculum
- Free to choose schedule
- Small teacher to student ratio
- Teaches students to be independent in their learning choices

Cons of Home School
- Usually more expensive than public school
- Teachers are not always qualified to teach all subjects
- It's harder to provide social interaction
- Colleges sometimes have stricter admission policies concerning homeschooled students.

Retrieved from http://www.educationbug.org/a/public-school-vs-home-school.html

Lesson Plan 7:
Title of the Class: English for Academic Purposes
Title of the Unit: Educational Differences
Week / Class Number   7 / 7
Goal of the Class: Students (Ss) will be able to
1.   Understand the structure of a paragraph
2.   Recycle the oral function of how to give examples
3.   Share what they learned from self-guided learning

Rationale: Understanding the structure of a paragraph is a primary step of writing an academic essay. Thus, T carefully needs to teach each necessary element of a paragraph. In addition, Ss will use their own reading strategies to read a reading material in this lesson.

Materials: 1.   Reading material: *Education Difference Between East Asia and The U.S.*
     2.   Writing a Paragraph Worksheet

Equipment: 1.   A white board
     2.   Black markers for the board

Procedures: Step 1: 1.   T asks   1 min.
- What are multiple intelligences?
- What intelligence are you strong at?

               2.   Ss find a partner who sits nearby and share their ideas to the partner by using QERF and ORE   2 mins.

Step 2: 1.   Teacher (T) asks students (Ss) to form 5 groups with four Ss   1 min.
(AF)   2.   Ss becomes a partner with a student who sits face-to-face
               3.   By using QERF and ORE, Ss share what they researched about the topic of   10 mins.
- How and where did you find the materials?
- By using what strategies, did you comprehend the materials?
- Classroom culture in Japan

                   Listeners take notes with the note-taking strategy while the other students are sharing information   5 mins.
               4.   Ss get back to the group and share what they hear from their partner   10 mins.
               5.   Ss summarize their group ideas and decide one S to present their group idea to the class
               6.   T elicits ideas from each group and summarizes the ideas   2 mins.
               7.   Ss reflect and share learning strategies that they used to search the materials or the way of presenting material to their partner in a group by referring the content of the *English Learning Log*

Step 3: 1.   T distributes *Writing a Paragraph Worksheet*   2 mins.
           2.   T explains the general structure of a paragraph   9 mins.

- A topic sentence
- Supporting details
- A concluding sentence

3. T explains the content of the topic sentence   18 mins.

- A topic sentence includes a main idea and a controlling idea   (2 mins)
- T asks Ss to take a look at the sample paragraph and ask them to find out the topic sentence.   (3 mins)
- T asks Ss to divide the topic sentence into a main idea and a controlling idea and fill in the blanks III and compare their answers with group members   (4 mins.)
- T asks Ss voluntarily share the answers to the class and writes the answers on the board   (2 mins)
- T tells a topic sentence should not be too long nor short   (2 mins.)
- T asks Ss whether sentences in IV are long or short and Ss discuss in their group   (4 mins.)
- T asks Ss voluntarily share the answers to the class and writes the answers on the board   (1 min)

4. After the explanation, Ss work on practice 1 on the worksheet individually and share their answer to their group members   8 mins.

5. T asks Ss to share their answers voluntarily   2 mins.

6. T assigns Practice 2 as homework

Step 4: (AF)
1. T distributes the reading material: *Education Difference Between East Asia and The U.S.* and   1 min.
2. Ss asks group members what reading strategies they will use to read this reading material   3 mins.
3. Ss read the material   7 mins.
4. Ss can discuss the main idea of the passage in their group   4 mins.
5. Ss reflect and share reading strategies that they used to read the materials to their partner in a group   3 mins.

Step 5:
1. T assigns HW to Ss   2 mins.

Assessment:
1. T walks around the classroom and monitor Ss' participation to the group discussions
2. T makes sure that every S pay attention to other members' opinions and take notes
3. T keeps note about what type of materials Ss brought to the class

Homework / Follow-up:
1. Ss will finish Practice 2 on the *Writing a paragraph* worksheet
2. Ss will work on answering the discussion questions on the *Education Difference Between East Asian and American*
3. Ss will search about classroom culture in other English speaking countries
4. Ss will keep the English learning log

Comments:

Koki Tomita
English for Academic Purposes
Lesson 8

Education Difference Between East Asian and American

By Joan1H1, jan. 2013 | 4 Pages (914 Words)

Education difference between East Asian and American

One of the phenomenon that is experienced and observed is that East Asian students, comparingly, speak less in class than American students. More precisely, the students impacted by western education are more talkative (in a class discussion) than the students learned under East Asian education system. For example, in a group discussion, students with East Asian background do not often contribute to the discussion until someone in the group point out the students.

Besides the language issue, I am more interested in the foundation of different that drove behind this phenomenon. And I believe this is a good example of how culture affects our mind, further, our behavior.

For the major cultural difference between East Asian and Western education system, we can look at the core difference of two culture. That East Asian culture values homogeneous and society as a whole. For instance, Japan as a country does not consist of a wide range of ethnic diversity. On the other hand, western culture emphasizes dynamic and individual such as the American society. So what does this apply to learning?

Amy and Jin, both writers in cross-cultural education field, pointed out that East Asian education values self to be perfect morally and socially while Western education emphasizes creativity and critical thinking. (Chua, 2011, Li, 2012) The purpose of learning affect education so differently from east to west, and reflects on every aspect of learning.

<Discussion Questions>

1. What is the main point of this article?

2. According to the author, what are the characteristics of the East Asian and Western culture? What do you think about characteristics of Japanese culture and Western education?

3. According to the author, what is the major difference between the East Asian and Western educational systems? Based on the materials that gathered for CRL, please come up with more differences.

4. Is the author supporting either educational systems in the article? Please infer the answer from the passage.

5. After finishing five lessons, which East Asian or Western educational system is our course similar to? Please state your opinions with reasons and examples.

Writing a Paragraph

\<The Structure of a Paragraph\>

A paragraph composes of three parts

Topic sentence (topic + controlling idea)
Supporting idea 1
Detail/Example
Supporting idea 2
Detail/Example
Supporting ide 3
Detail/Example
Concluding senesce (Summary of the main points/restatement of topic sentence)

A paragraph usually flows as the following picture
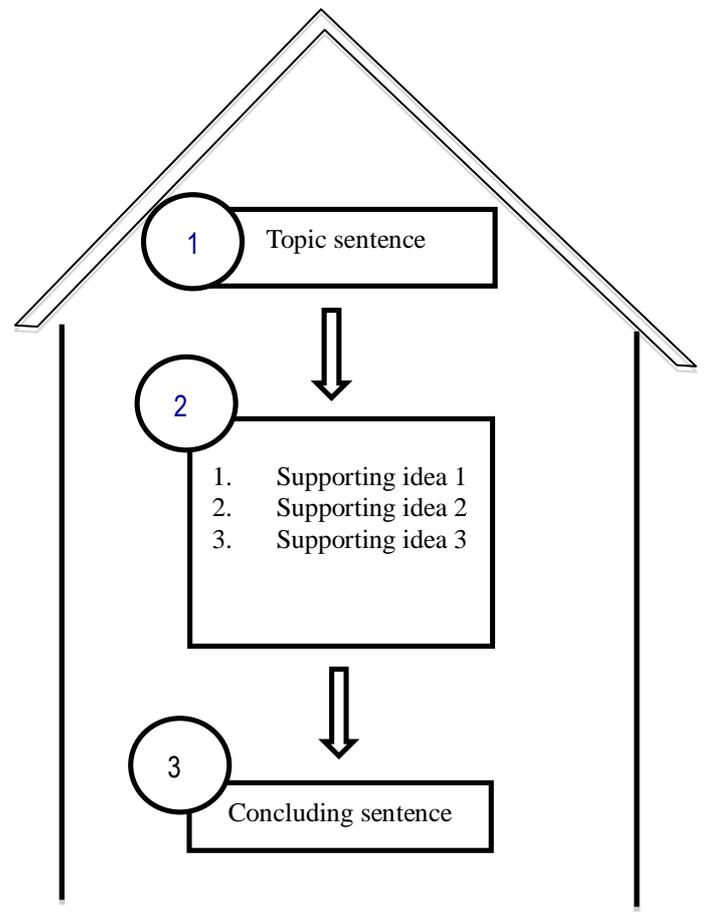
< A Paragraph Example>

Dog is the best animal to keep as a pet. First, dogs are loyal because dogs always stay beside you. For example, when owner is feeling sad, dogs always sense the feeling and spend their time by the side of the owner. Second, dogs are easy to handle. Because dogs are potentially intelligent, if owners provide appropriate training, dogs follow orders from owner almost perfectly. Finally, dogs allow their owner to stay healthy. A number of owners take dogs to a walk at least once in a day. The owners benefit from this exercise and are able to avoid themselves from getting different types of diseases. In conclusion, dogs can be a good pet because dogs are loyal, easy to handle, and allow owners stay healthy.

Detailed Explanation

Topic sentence (1)

. A topic sentence always written in the first sentence and tells what the essay is going to talk about.

    A. What is the topic sentence of the example paragraph?

        1. _____

I. A topic sentence includes **a main idea** and **a controlling idea**

    A. A main idea tells what the paragraph is about.

    B. A controlling idea tells what the writer is going to focus on in the paragraph.

II. What is the topic and controlling idea of the example?

    A. Main idea: _____

    B. Controlling idea: _____

III. Avoid including too much or less information in topic sentences

    A. Dog is an animal.

    B. Dogs are a good animal to be a pet because they are cute, adorable, fun, loyal, and easy to handle because they are follow owners orders.

<Practice 1>
Please identify the topic and the controlling idea in the following sentences

I.   I like my high school for three reasons.

      A. Topic: _____

      B. Controlling idea: _____

II.   Only a limited amount of readers prefer e-books.

      A. Topic: _____

      B. Controlling idea: _____

III. Researchers identify stress is caused by three major causes

      A. Topic: _____

      B. Controlling idea: _____

IV. The government decided to stop nuclear power plant because of three reasons.

      A. Topic: _____

      B. Controlling idea: _____

<Practice 2>

I.   Write three topics

      A. A game center _____

      B. _____

      C. _____

      D. _____

II.   Write an controlling idea associating with the topics above

      A. the best place to enjoy free time with friends

      B. _____

      C. _____

      D. _____

III. Write a topic sentence by combining the topics and controlling ideas above

      A. A game center is the best place to spend free time with friends.

      B. _____.

      C. _____.

      D. _____.

Supporting idea and sentences ②

I. Short paragraph essays usually include two to three ideas that support your topic sentence

    A. A game center is the best place to enjoy free time with friends. (Topic sentence)

        1. Supporting idea 1

           a. Detail/Example

        2. Supporting idea 2

           a. Detail/Example

        3. Supporting idea 3

           a. Detail/Example

II. Each supporting idea starts with a clear **introductory transitional word/phrase**. Transitional phrases function as a signal that shows the begging of a new idea or sentence. By using transitional phrases, you can clearly present your ideas to readers. In other words, if you do not use transitional phrases, divisions between different ideas will not be clearly presented.

    A. *Example:*

    A game center is the best place to spend free time with friends. (Topic sentence)

        1. **First,** you can enjoy your time spending just a small mount of money.

        2. **Next,** you can choose your favorite machines from variations.

        3. **Finally,** you can deepen your friendship by gaming together with your friends.

    B. Different types of introductory transitional words/phrases

    Please check Additional Material: *Transitions Example Sheet* (Reid, 2000)

    C. After the introduction of your supporting ideas, please explain your ideas with detailed information or examples

        1. First, you can enjoy your time spending just a small mount of money. *Usually, playing one fighting game costs one hundred yen and you can play two stages. If you keep winning the game, you can play with the game for a long time.*

<Practice>

I.   Please choose one thesis statement in the previous section and share in your group.

Thesis statement:

_____

II.   Compare and contrast your thesis statement to other students' thesis statement. Then, in your group please decide one thesis statement that you think you can write three supporting ideas.

Group thesis statement:

_____

III. Please come up with **three supporting ideas** to support your group thesis statement in your group.

Supporting idea 1:

_____

Supporting idea 2:

_____

Supporting idea 3:

_____

IV.   To your group members, please explain in detail how to support your idea

V. Please write down your topic sentence, supporting ideas and details/examples in the box below.

Concluding sentence ③

I.   Short paragraph essays ends with a concluding sentence. A concluding sentence functions as a sign of your essay completion, and usually ends with the restatement of your topic sentence with different form. (You may refer to the Summary worksheet from lesson 4)

Example:

Topic sentence: "A game center is the best place to spend free time with friends."

Concluding statement: "A game center is the most ideal place to spend your free time with your friends."

II.   A concluding sentence begins with a concluding words/phrase as an indicator of showing to readers your main opinions.

      A. In conclusion, a game center is the most ideal place to spend your free time with your friends.

      B. More examples of concluding words/phrase (Additional Material: *Transitions*)

<Practice>

I.   Please write down the three topic sentences that you came up with in the first unit.

Thesis statement 1:

_____

Thesis statement 2:

_____

Thesis statement 3:

_____

II. By referring the three topic sentences above, please write down concluding sentences with a concluding phrase。

Concluding sentence 1:

_____

Concluding sentence 2:

_____

Concluding sentence 3:

_____

Please choose one topic sentence in the Practice and write a paragraph. Your essay needs to meet the following requirement.

1. Your paragraph includes a clear topic sentence with a topic and a controlling idea in the first sentence. (Ex: *There are three methods to release stress*)
2. Your paragraph includes three supporting ideas with a clear transitional phrase
3. After each transitional phrase, you need to clearly state a supporting idea (Ex: *First, singing greatly contributes to releasing stress.*).
4. Your paragraph includes at least two sentences to explain or support each controlling idea.
5. Your paragraph includes a concluding sentence with a clear concluding phrase.

Name_____

Student #_____

USING TRANSITIONS

Academic writers usually use pronouns without considering their function as a cohesion technique, and they often repeat (or use synonyms for) keywords and phrases in their paragraphs and essays without realizing the cohesion function of repetition. However, using transitional words (sometimes called "connectors"), which is an expected writing convention in U.S. academic essays, is sometimes difficult for student writers, because

- written material in some cultures does not require the use of (or the use of so many) transitions. In U.S. academic papers, the *writer* is responsible for guiding the reader through the essay; in other cultures, the *reader* may be more responsible for "discovering" the pathway through the essay.
- many transitions in English have limited meaning (e.g., *moreover, furthermore*), and some are used differently depending on their context.

Because transitions provide valuable signals to the reader about the relationships between parts of the essay, students must learn to use them appropriately. First, transitions fulfill several grammatical functions. In the examples below, the independent clauses **[IC]** are underlined, and the dependent clauses are *italicized.** Notice the use of commas.

Grammatical Function

1. Introductory words
    - **At first,** we did not understand.
    - **Similarly,** Shelley's hair was curly.

    [A word or phrase, followed by a comma, that introduces an independent clause]

2. Subordinate conjunctions
    - We went *because we were excited.*
    - The party was over *when he arrived.*
    - *Even though we were late,* we were still happy.

    [A word or phrase at the beginning of a dependent clause: notice comma use. Note: subordinate clauses can occur either before or after an independent clause]

3. Coordinate conjunctions
    - Maria likes pizza, **and** José does too.
    - They write well, **but** their friend does not.

    [A word or phrase, usually preceded by a comma, that connects two independent clauses]

Hundreds of transitions are available to the academic writer. Below is a list of some of those transitions, arranged according to use and grammatical function. Notice the use of punctuation, especially commas, and of capitalization. Table 4-1 lists categories of transitions available for student writers; Student Samples that demonstrate each category are indicated in parentheses.

Note: Some uses of transitions include only introductory words. Other uses also include subordinate and coordinate conjunctions.

Table 4-1 *Transitions*

1. Chronological transitions signal relationship in time

Introductory Words		Subordinate Conjunctions		
First,	Presently,	When . . ., [IC]†	or	[IC] when . . .
Second,	The next day,	Although . . ., [IC]	or	[IC] although . . .
Third,	Soon afterward	Before . . ., [IC]	or	[IC] before . . .
Next,	By that time,	During . . ., [IC]	or	[IC] during . . .
Later,	From then on,	While . . ., [IC]	or	[IC] while . . .
After that,	At that moment,	Even though . . ., [IC]	or	[IC] even though . . .
At last,	Within an hour	After . . ., [IC]	or	[IC] after . . .
At length,	Afterward,	Because . . ., [IC]	or	[IC] because . . .
Earlier,	Meanwhile,	Until . . ., [IC]	or	[IC] until . . .

† [IC] = Independent Clause

2. Spatial transitions signal relationship in space

Introductory Words		
A little farther on,	Next to X,	Beyond this point,
In the next room,	Across the street,	Just to the left,
At that altitude,	At the center of the circle,	
Between those cities,	About a foot to the right,	

3. Comparison transitions signal similarity

Introductory Words		
Likewise,	Once more,	In like manner,
Similarly,	At the same time,	In much the same way,
Once again,	Compared to X,	

4. Contrast transitions signal a contradiction or a contrast

Introductory Words

However,
Unlike X,
Conversely,
Even so,

Nevertheless,
Nonetheless,
In contrast,

Instead,
On the other hand,
On the contrary,

Subordinate Conjunctions

Although . . ., [IC]	*or*	[IC] although . . .
Whereas . . ., [IC]	*or*	[IC] whereas . . .
Even though . . ., [IC]	*or*	[IC] even though . . .

Coordinate Conjunctions

[IC], but [IC]
[IC], yet [IC]

5. Explanatory transitions signal explanation, an illustration, or an example
Chapter 2).

Introductory Words

For example,
For instance,
To illustrate,
Specifically,

Frequently,
Occasionally,
Generally,
Usually,

That is,
In order to X,
Similarly,
In other words,

6. Transitions of addition signal additional or supplementary material
Chapter 2).

Introductory Words

In fact,
Naturally,
Indeed,
Besides that,

Moreover,
Furthermore,
Of course,
In addition,

For that matter,
As a matter of fact,

Coordinate Conjunctions

[IC], and [IC]

7. Cause-effect transitions signal reason or a result

Introductory Words

Therefore,
Thus,
Finally,

Due to X,
Consequently,
As a result,

Accordingly,
As a consequence,
For this reason,

Subordinate Conjunctions

Because . . ., [IC]	*or*	[IC] because . . .
Since . . ., [IC]	*or*	[IC] since . . .

Coordinate Conjunctions

[IC], so [IC]
[IC], and so [IC]
[IC], and that is why [IC]

8. Counter-argument transitions signal concession or compromise

Introductory Words

Of course,   *or* However,
Certainly,   Instead,
After all,   Conversely,
To be sure,   In contrast,
As noted earlier,   Nevertheless,
On one hand,   On the other hand,

Subordinate Conjunctions

Although . . ., [IC]	*or*	[IC] although . . .
Even though . . ., [IC]	*or*	[IC] even though . . .
Because . . ., [IC]	*or*	[IC] because . . .

9. Conclusion transitions signal summation (see the introduction and conclusion exercises, Chapter 4).

Introductory Words

To conclude,
In short,
In brief,
Finally,

To summarize,
In conclusion,
Therefore,

To summarize,
On the whole,
In summary

Reid, J. M. (1988). *The process of composition*. (pp.117-119). Prentice-Hall. White Plains, NY: Prentice Hall Regents

Lesson Plan 8:

Title of the Class:	English for Academic Purposes
Title of the Unit:	Psychology
Week / Class Number	8 / 8
Goal of the Class:	Students (Ss) will be able to

1. Understand the structure of a paragraph
2. Recycle the oral function of how to give examples
3. Share what they learned from self-guided learning

Rationale: Understanding the structure of a paragraph is a primary step of writing an academic essay. Thus, T needs to carefully teach each necessary element of a paragraph. This lesson in particular focuses on teaching how to write controlling details. In addition, students will work on peer reviewing other classmates' written work. Students will also work on group discussions based on the reading from last week and information from CRL.

Materials:
1. Reading material: *Education Difference Between East Asia and The U.S.*
2. Discussion questions
3. Writing a paragraph worksheet

Equipment:
3. A white board
4. Black markers for the board

Step 1: (AF)	1.	T askss Ss to take out *Writing a Paragraph Worksheet*	1 mins.
	2.	T asks and elicits the answer for the following questions • What does a paragraph include? • What does a topic sentence include?	4 mins.
	3.	T asks Ss to compare their thesis statements that are written in Practice 2 on the worksheet and give advice for improvement	10 mins.
Step 2:	1.	T explains the content of the section of *Supporting Idea and Sentences* on the *Worksheet*	10 mins.
		• A paragraph usually includes three supporting ideas to support the topic sentence	(3mins)
		• Supporting ideas start with transitional phrases	(4mins)
		• The supporting ideas is explained by detail information or examples	(3mins)
	2.	After the explanation, Ss work on Practice on the worksheet and stop after finishing the question number 4	27 mins
		• Ss individually choose one thesis statement that Ss came up with in homework	(2 mins.)
		• Ss compare their thesis statement with other Ss' and decide the best thesis statement that Ss will be able to expand the most (QUEF and ORE will be used)	(10 mins.)
		• Ss individually write supporting ideas for the topic sentences and share with group members	(10 mins.)
		• Ss explains each supporting idea to group members by using QERF and ORE	(5 mins.)
	3.	T asks one student from each group to write down a thesis statement and three supporting details on the board	7 mins
			3 mins.

	4.	T asks Ss to compare and contrast the thesis statements on the board and decide the most effectively written in terms of logical connection	
	5.	Teacher asks one S to present their group opinion to the class with reasons for vote	3 mins.
	6.	T summarizes the ideas from groups	
Step 3: (AF)	1.	T asks Ss to present their material that they gathered for the CRL to the group members • How and where did you find the materials?	10 mins.
	2.	Based on the information that was presented in CRL, Ss share their answers to the discussion questions	10 mins.
	3.	Students write down who are in the group because they share their answers in the next class	
	4.	Ss reflect and share learning strategies that they used to search the materials or the way of presenting material to their partner in a group by referring the content of the *English Learning Log*	2 mins.
Step 4:	1.	T assigns homework	3 mins.

Assessment:	1.	T walks around the classroom and monitor Ss' participation to the group discussions
	2.	T makes sure that every S pays attention to other members' opinions and take notes
	3.	T keeps note about what type of strategies and information from self-guided learning

Homework Follow-up:	/	1.	Ss will complete the Practice section on the worksheet for a paragraph writing
		2.	Ss will research on tips to function in English speaking university context
		3.	S will keep the English learning log

Lesson Plan 9:
Title of the Class: English for Academic Purposes
Title of the Unit: Educational Differences
Week / Class Number 9 / 9
Goal of the Class: Students (Ss) will be able to
1. Write a paragraph
2. Recycle the oral function of how to give examples
3. Share what they learned about tips to function in English speaking university context

Rationale: Understanding the structure of a paragraph is a primary step to write an academic essay. Thus, T needs to carefully teach each necessary element of a paragraph. This lesson in particular focuses on teaching how to write a concluding sentence. In addition, since students have not finished sharing the answers for discussion questions, this lesson complete the discussion questions for the reading material.

Materials:
1. Reading material: *Education Difference Between East Asia and The U.S.*
2. Writing a Paragraph Worksheet
3. Peer Vocabulary Format
4. Transitions Examples Sheet

Equipment:
1. A white board
2. Black markers for the board

Procedures:

Step 1:	1.	T asks Ss to take out *Writing a Paragraph Worksheet*	1 min.
	2.	T asks	3 mins.
		• What does a paragraph include?	
		• What is the structure of a topic sentence?	
		• What do controlling ideas include?	
		• How do you need to start controlling ideas?	
	3.	T elicits the answers from students who voluntarily presents their opinions	3 mins.
Step 2: (AF)	1.	T forms 5 groups with 4 Ss and asks Ss to take out the *Writing a Paragraph Worksheet*	1 min.
	2.	Ss become a partner who sits face-to-face and exchange their written work on the worksheet	1 min.
	3.	Based on the information on the worksheet, Ss check their partner's written work	10 mins.
	4.	Ss offer advice for improvement	3 mins.
	5.	Ss reflect and share writing strategies that they used to write their written work to their partner in a group by referring the content of the *English Learning Log*	2 mins.

Step 3:	1.	T explains how to write a concluding sentence based on the worksheet	11 mins
		• T explains a concluding sentence is a restatement of the topic sentence	(3 mins.)
		• A concluding sentence starts with a concluding transition/phrase	(3 mins.)
		• T asks Ss how the sample concluding sentence restates the topic sentence	(5 mins.)
	2.	Ss individually work on Practice on the worksheet	10 mins.
	3.	Ss exchange their worksheet with a partner who sits side-by-side, compare the concluding sentences, and give advice for improvement	5 mins.
	4.	T assigns a paragraph writing for essay	1 min.
Step 4: (AF)	1.	T asks Ss to take out the *Format for Peer Vocabulary Quiz*	1 min. 12 mins.
	2.	Ss find a partner who sits face-to-face and work on the quiz	
	3.	Ss reflect their vocabulary learning strategies, share to the partner and fill in the *Vocabulary Check List*	2 mins.
Step 5: (AF)	1.	T asks Ss to take out the reading material *Education Difference Between East Asian and American*	1 min.
	2.	T asks Ss to get back to the group that Ss had discussion in the last lesson (Ss uses QERF and ORE in this discussion process)	2 min.
	3.	T elicits answer from each group and constantly asks whether the other groups understand or agree with answers from the presenters	10 mins.
	4.	Considering the discussion, Ss share their materials to the group members Each group decides one tip to function in the western university context	10 mins.
	5.	T elicits one tip from each group and summarizes	3 mins.
	6.	Ss reflect and share learning strategies that they used to search the materials or the way of presenting material to their partner in a group by referring the content of the *English Learning Log*	2 mins.
Step 6:	1.	T assigns HW to Ss	3 mins.
	2.	T collects the writing HW from the last week	

Assessment:	1.	T walks around the classroom and monitor Ss' participation to the group discussions
	2.	T makes sure that every S pays attention to other members' opinions and take notes
	3.	Peer vocabulary test
	4.	Writing HW from the last week

Homework / Follow-up: 1.   Ss will write a paragraph about their own topic
                                            2.   Ss will keep the English learning log

Comments:

Lesson Plan 10:
Title of the Class: English for Academic Purposes
Title of the Unit: Influence of Media
Week / Class Number   10 /10
Goal of the Class: Students (Ss) will be able to
1.   Share advantages and disadvantages of using media
2.   Write a process paragraph
3.   Autonomously lead and participant in group discussions by sharing their opinions

Rationale: In order to function in English medium university contexts, students are expected to support their opinions logically. In addition, critical thinking skills to analyze events surrounding lives of Ss are extremely important. Media literacy is one of the critical thinking skills and is necessary to be acquired to live in the 21st century; however, despite of the necessity, this literacy skill is not highly emphasized in Japanese high school subjects. To fill in the gap, this lesson goes over basic information of functions of media and media literacy skills.

Materials: 1.   Writing a Process Paragraph Worksheet
    2.   A Sample Essay

Equipment: 1.   White board
    2.   Color markers

Procedures:

Step 1:	1.	T forms 5 groups with 4 Ss	1 min.
	2.	Teacher (T) asks students (Ss) and elicits the answers	5 mins.
		• What are the writing skills that they learned in the previous class?	
		• What does a paragraph include?	
		• What does a topic sentence include?	
		• What does supporting ideas include?	
		• What does a concluding sentence include?	
	3.	At the same time, T draws a picture of essay structure on the board	
Step 2: (AF)	1.	T forms 5 groups with 4 Ss and asks Ss to take out the *Writing a Paragraph Worksheet* from last week	1 min.
	2.	Ss become a partner who sits face-to-face and exchange their written work that was assigned as homework	1 min.
	3.	Based on the information on the worksheet, Ss check their partner's written work	10 mins.
	4.	Ss offer advice for improvement	
	5.	Ss reflect and share writing strategies that they used to write their written work to their partner in a group by referring the content of the *English Learning Log*	3 mins. 2 mins.
Step 3:		T distributes *Writing a Process Paragraph Worksheet* to Ss	1 min.
		T explains the steps to write a process paragraph to Ss	12 mins.

• A topic sentence includes a main idea and a controlling idea		(3 mins.)
• Supporting ideas corresponds with each step to complete a task		(3 mins.)
• Supporting ideas start with a clear transition and following sentences include four elements for explanation or description		(3 mins.)
• A concluding sentence starts with a clear transition		(3 mins.)

    T distributes the sample essay — 1 min.

    Ss individually work on Practice 1 on the *Writing a Process Paragraph Worksheet* — 15 mins.

    Ss compare their results of analysis with group members — 5 mins.

    T elicits answers from each group by asking the questions on the sample essay — 8 mins.

    • Ss can ask confirmation anytime

    Practice 2 will be homework for the next class

Step 4: (AF)	1.	T asks Ss to take out their materials about advantages and disadvantages of using media	1 min.
		• How and where did you find the materials?	
		• By using what strategies, did you comprehend the materials?	
	2.	Ss share their idea to a partner who sits face-to-face by using QERF and ORE Ss take note while they are listening to partner's information	7 mins.
	3.	Ss share what they listened from the partner to the group members	5 mins.
	4.	T elicits one advantage and disadvantage of using media from each group but each group cannot duplicate the ideas that presented by the other presenters	7 mins.
	5.	Ss reflect and share learning strategies that they used to search the materials or the way of presenting material to their partner in a group by referring the content of the *English Learning Log*	2mins.
Step 5:	1.	T assigns homework for next week	3 mins.

Assessment:	1.	T constantly walks around the classroom during group discussions and check the participation of the Ss
	2.	T makes sure that each S presents their ideas when T elicits ideas from each group

Homework / Follow-up:	1.	Ss will write an outline for how to register SNS
	2.	Ss will revise the peer reviewed paragraph
	3.	Ss will keep English learning log
	4.	Researching social networking services (SNS) or social media and bring the materials to the class

Comment

Writing a Process Paragraph Worksheet

Introduction

Process paragraphs are written to tell the reader "how to do something" or to describe "how something is done". In other words, the reader will know on what process something is completed. An easily imaginable example of process essays would be telling a procedure of cooking a dish.

Structure of a Process Paragraph

As we learned in the previous classes, a paragraph includes a topic sentence, two or three supporting ideas, and a concluding sentence. Your supporting ideas will be written to support the topic sentence. Your controlling ideas will be followed by…

- Explanation of details
- Definition of the main points
- Describe steps
- Examples

Practice 1

Please check the sample essay and answer the following questions.

Practice 2

Choose one SNS and come up with the procedure of how to register the SNS. After choosing the SNS, please use the following outline in order to sort out the registration process and your thought.

Outline: How to register

Topic sentence

Supporting idea 1
(Step 1)

A.

Supporting idea 2
(Step 2)

B.

Supporting idea 3
(Step 3)

C.

Controlling details

Concluding sentence

Based on the outline above, please write a process paragraph about *how to register* _____. Your essay has to include the following elements.

1. One background sentence encompasses the brief information about the SNS.
2. A clear topic sentence
3. Two or three steps to register the SNS.
4. Each step have to start with a clear transition
5. A concluding sentence with a clear transition

Name _____

Student # _____

Koki Tomita
English for Academic Purposes
4th Unit

Sample Essay (Process)

How can you protect yourself from Internet crimes? Write the process.

With the massive exchange of information, a number of PC users are experiencing crimes associating the Internet. In order to protect themselves, PC users need to be media smart with the three manners. First, PC users should not open emails from unknown addresses. Every year, a great number of PCs are broken because of the infection via email. Those unknown emails contain strong computer virus that is intentionally invented to crack other computers or steal personal information. Second, PC users should protect their computer by installing antivirus software. Antivirus software is a computer program that effectively protects computers from virus on the Internet. For example, MacAfee, which is one of the antivirus software, tells you the safety of websites when users are netsurfing. Finally, PC users should not believe information on the Internet easily. Crime related information is spreading around on the Internet. Some website include click fraud. Click fraud is a type of Internet crimes that happens when users are fooled to pay money when they click on a web page. Some PC users who are not familiar with this type of frauds follow the procedure of payment and easily pay money to the fraud companies. In conclusion, PC users need to be media smart. PC users should not open emails from unknown addresses. PC users also can install antivirus software to protect their PC. PC users should always doubt information on the Internet websites.

1.   What is the main idea and controlling idea of the paragraph?

2.   What are the three supporting ideas?

3.   Which elements are used to describe each supporting idea? Please choose the items from the bottom and answer the following questions.
   - Explanation of details
   - Definition of the main points
   - Describe steps
   - Examples

4. What items are used to describe/explain supporting idea 1?

5. What items are used to describe/explain supporting idea 2?

6. What items are used to describe/explain supporting idea 3?

7. What is the concluding sentence in the sample essay?

Lesson Plan 11:
Title of the Class: English for Academic Purposes
Title of the Unit: Influence of Media
Week / Class Number   11 / 11
Goal of the Class: Students (Ss) will be able to
1. Exchange their ideas about social networking services (SNS)/ social media (SM) and use polite disagreement expressions
2. Peer review other student's written product
3. Actively participant in group and classroom discussions by sharing their opinions

Rationale:

Students (Ss) learned the pros and cons of using media in the previous week. Lesson of this week narrows the scope down and specifically takes a close look at social networking services (SNS)/ social media (SM). SNS/SM have been prevailing among especially young generation and one of the controversial issues even in the realm of education. However, despite of the importance of the issue, this topic has not carefully dealt in the information as a subject because the topic is relatively new.

In addition, Ss will learn a new function which is used to politely express disagreement toward other students' opinions.

Materials:

1. Politely Agree and Disagree Worksheet
2. Writing a Process Paragraph Worksheet
3. The Peer Review Worksheet
4. Research Guideline for Lesson 12

Equipment:

1. White board
2. Color markers

Procedures:

	Step 1: (AF)	1.	T forms 5 groups with 4 Ss and asks Ss to take out W*riting a Process Paragraph Worksheet* and their outline that was assigned as homework	1 mins.
		2.	Teacher (T) asks students (Ss) the following questions • What does a process paragraph include?	3 mins.
		3.	Ss exchange their outline with a partner who sits face-to-face	
		4.	Ss check their partner's outline based on the worksheet	5 mins.
		5.	After peer reviewing, Ss offer advice to a partner for improvement	4 mins.
		6.	Ss reflect and share writing strategies that they used to write their written work to their partner in a group by referring the content of the *English Learning Log*	2 mins.
	Step 2: (AF)	1.	T asks Ss to share what they learned from their research on social networking services (SNS)/ social media to a partner who sits face-to-face (using QERF and ORE) Ss carefully take note while they are listening	10 mins. 5 mins.
		2.	Ss share what they listened from the partner to the group members	3 mins.

	3. T asks three examples of SNS/SM to each group	
	4. T asks Ss to decide one material to share to the class and elicits information from each group	5 mins.
	5. Ss reflect and share learning strategies that they used to search the materials or the way of presenting material to their partner in a group by referring the content of the *English Learning Log*	2 mins.

Step 3:	1.	T distributes the *Politely Agree and Disagree Worksheet*	1 min.
	2.	T tell Ss today' function adds another layer to the QERF and ORE	5 mins.
	3.	T explains the each step of showing disagreement by emphasizing the importance of showing politeness in L2	
	4.	T tells the structure of QERF and ORE with agreement/disagreement	4 mins.
	5.	T asks Ss to brainstorm the following question	5 mins.
	6.	What are the class advantages and disadvantages of SNS?	
	7.	T elicits one answer for advantage and disadvantage of using SNS from each group and writes the ideas from each group	5 mins.

Step 4:	1.	Ss become a partner with a side-by-side Ss and decide the role of agreeing and disagreeing with using SNS	1 min.
	2.	Half of the Ss agrees using SNS and the rest of the Ss politely disagrees with partner's opinion with the structure on the worksheet	7 mins.
	3.	Ss take change the role and practice one more time	7 mins.
	4.	T asks Ss to deicide their position toward a topic *Students should not use social networking services (SNS). Do you agree or disagree?*	1 min.
	5.	Ss starts discussing the statement by using QERF and ORE	7 mins.
	6.	Ss change their role and discuss one more time	7 mins.

Step 5:	1.	T explains the homework for the next week.	3 mins.
	2.	T tell Ss to choose one issues from the choices on the *Research Guideline for Lesson 12*	
	3.	T distributes the *Peer Review Worksheet*	

Assessment:	1. T constantly walks around the classroom during group discussions and check the participation of the Ss
	2. T makes sure that each S presents their ideas when T elicits ideas from each group
	3. T collects the final draft from the unit 3

Homework Follow-up:	/	1. S will write a process paragraph about how to register SNS based on the outline with peer review and check their written paragraph with the

Peer Review Worksheet
2.   Research one issue surrounding media based on the *Research Guideline for Lesson 12*
3.   Ss will keep English learning log

Comments:

Politely Agree and Disagree

We have practiced our lesson with QERF and ORE. With the strategy, we always show positive responses to opinions of partners. However, based on your own opinion, please show your disagreement in the R section of QERF.

Phrases for Showing Agreement

	Phrases

Showing Agreement	1. I agree with you.
	2. I couldn't agree with you more.
	3. That's so true.
	4. That's for sure.
	5. You're absolutely right.
	6. Absolutely.
	7. That's exactly how I feel.
	8. Exactly.
	9. I'm afraid I agree with _____.
	                              Student's Name
	
	10. I have to side with_____on this one.
	                       Student's Name
	11. No doubt about it.
	12. Me neither. **(agree with negative statement)**
	13. I suppose so./I guess so. **(weak)**
	14. You have a point there.
	15. I was just going to say that.

Tips to show disagreement

1. Start your statement with **a softener** to avoid creating unnecessary tense between the speaker

   Softeners: **Well,** I think I have a different point of view to the problem.
              Actually, I think I have a different point of view to the problem.

2. Use signal phrases before show your disagreement so that the listener will be able to prepare their mind for response.

	Phrases
Showing Disagreement	1. I'm afraid I disagree.
	2. That's not always true.
	3. That's not always the case.
	4. No, I'm not so sure about that.
	5. I'm sorry, but I don't agree.
	6. That's true but…
	7. You have a point, but…
	8. Maybe, but I think…
	9. I don't know. I think…
	10. I think I have a different perspective.

3. State your opinion

Example: Well, you have a point, but I think you can make a lot of friends by playing video games.

Actually, that's not always true. Recent video games include a function that you can restrict your playing time within certain time.

QERF and ORE Example:

You: What do you think about playing video games? **(Question)**

Friend: *I think playing video games is not good for players. (Opinion)*

You: Not good? **(Response)** Why is that? **(Follow up question)**

Friend: *Playing video games is time consuming. You can easily spend hours when you are playing video games. (Explanation and Example)*

You: **Well, You have a point, but** you can make a lot of friends by playing video games. **(Showing Disagreement)**

Practice

Step 1: Brainstorm the advantages and disadvantages of using Social Networking Services with group members.

Step 2: In your group, please become a partner with a side-by-side friend and decide the role of agreeing and disagreeing with using Social Networking Services (SNS).

Step3: Please work on role-play with your partner based on the structure below.

Structure:

You: What do you think about using SNS? **(Question)**

Friend: _____ *(Opinion)*

You: _____**(Response)**   _____**(Follow up question)**

Friend: _____

              _____*(Explanation and Example)*

You: _____ (Softener), _____ (Signal Phrase),

              _____**(Showing Disagreement)**

Chart   credit:
http://www.myenglishpages.com/site_php_files/communication-lesson-lack-of-understanding-clarification.php#.UqVNl2RdXlR

Koki Tomita
English for Academic Purposes

Author's name: _____   Date:_____
Peer's name: _____   Date:_____

Peer-Reviewing

	Self-Edit		Peer edit		
	Checklist items	After completing each step, place a check here	Checklist items	After completing each step, place a check here	Comment
Punctuation	I read my write piece aloud to see where to stop or pause for period, and commas		I read the author's piece to see where to stop or pause for period, and commas		
Capital Letters	I checked for capitals at the begging of sentences.		I checked for capitals at the begging of sentences.		
Grammar	My sentences are completed thoughts and contain a noun and a verb.		Sentences are completed thoughts and contain a noun and a verb.		
	No run-on sentences are included in my essay.		No run-on sentences are included in my essay.		
Spelling	I checked spelling and fixed the words that did not look right		Spelling is correct.		
A thesis statement	I included a clear thesis statement that includes a topic and a controlling idea		I checked the inclusion of a clear thesis statement that includes a topic and a controlling idea		
Transitional phrases	I included transitional phrases before I start writing a new ideas and conclusion sentences.		I checked the inclusion of transitional phrases before new ideas and conclusion sentences.		
Supporting details	My supporting details are well supported by explanations and examples.		Supporting details are will supported by explanations and examples.		
Concluding sentence	I summarized the overall content and did not include new information in the conclusion.		The concluding sentence summarized the overall idea and did not include new ideas.		
Vocabulary	I did not included casual expressions and vocabulary.		I checked vocabulary use.		

Credit: http://www.readwritethink.org/files/resources/printouts/Editing%20Checklist.pdf

Research Guideline for 12th Lesson

Please choose a topic from the following issues associating with media and conduct external research to answer the following questions. You can use the website below as a starting point of your research.

Cyber Bullying (http://mediasmarts.ca/cyberbullying)
Cyber Security (http://mediasmarts.ca/cyber-security)
Privacy (http://mediasmarts.ca/privacy)
Online Hating (http://mediasmarts.ca/online-hate)
Gender Representation (http://mediasmarts.ca/gender-representation)

Lesson Plan 12:
Title of the Class: English for Academic Purposes
Title of the Unit: Influence of Media
Week / Class Number   12 / 12
Goal of the Class: Students (Ss) will be able to

1.   Exchange their ideas about ongoing issues associating with media and use polite disagreement expressions if necessary
2.   Peer review other student's written product
3.   Autonomously participate in group and classroom discussions by sharing their opinions
4.   Lead group discussions by presenting information that Ss researched for discussion questions

Rationale: This lesson is the summary of the unit four. Ss will be using different types of oral functions for discussions. Ss also work on peer reviewing and peer vocabulary test to increase their autonomy.

This lesson is the last class of the first term so that teacher (T) can assess to what degree Ss have developed their autonomy and EAP skills.

Materials:
1.   QERF and ORE with Agreement/Disagreement
2.   Peer Vocabulary Quiz Format
3.   Writing a Process Paragraph Worksheet

Equipment:
1.   White board
2.   Color markers

Procedures:

Step 1: (AF)	1.	T forms 5 groups with 4 Ss	1 mins.
	2.	Teacher (T) asks students (Ss) the following questions	
		• What does a process paragraph include?	3 mins.
	3.	Ss voluntarily share their ideas to T	
	4.	T asks Ss to take out their paragraph that was assigned in the previous class and the *Writing a Process Paragraph Worksheet*	1 mins.
	5.	Ss exchange their paragraph with a partner who sits face-to-face and check the content	7 mins.
	6.	Ss offer advice to improve the draft	3 mins.
	7.	Ss reflect and share writing strategies that they used to write their written work to their partner in a group by referring the content of the *English Learning Log*, and also write the reflection down on the *English Learning Log*, and also write the reflection down on the *English Learning Log*	2 mins.
Step 2: (AF)	1.	T asks Ss to take out the format for *Peer Vocabulary Quiz*	1 min.
	2.	Ss find a partner who sits face-to-face and work on the quiz	12 mins.
	3.	Ss reflect their vocabulary learning strategies, share to the partner and fill in the *Vocabulary Check List*	2 mins.
Step 3: (AF)	1.	T asks Ss to take out their materials that they collected by referring the *Research Guideline*	1 min.

	2.	T asks who chose which topic	1 min.
	3.	Ss form groups with Ss who chose the same topic	2 mins.
	4.	Ss share what they learned from their research to the group members by using QERF and ORE	16 mins.
Step 4:	1.	T asks Ss to make a new group with four students who possibly researched different topics (Some groups might include more than one Ss who researched the same topic)	2 mins.
	2.	Ss share what they learned from their research and the previous group discussion	15 mins.
		Ss take note while they are listening and asks at least one question to the speaker	
		• How and where did you find the materials?	
		• By using what strategies, did you comprehend the materials?	8 mins.
	3.	Ss decide the most serious issue by using QERF and ORE	10 mins.
	4.	T elicits the answer from each groups and summarizes the opinions	2 mins.
	5.	Ss reflect and share learning strategies that they used to search the materials or the way of presenting material to their partner in a group by referring the content of the *English Learning Log*, and also write the reflection down on the *English Learning Log*	
Step 5:	1.	T collects	3 mins.
		• English learning log	
		• Discussion sheet with ALT	
		• Peer vocabulary quiz	
	2.	T explains the homework for the summer break	

Assessment:	1.	T constantly walks around the classroom during group discussions and check the participation of the Ss
	2.	T makes sure that each S presents their ideas when T elicits ideas from each group
	3.	T checks what materials Ss bring to the class
	4.	T collects and checks the process paragraph
	5.	Ss are able to use phrases to politely express disagreement

Homework Follow-up:	/	1.	Students will write at least three process paragraphs during summer break
		2.	Ss will keep English learning log during summer break
		3.	By the end of the week, Ss bring the revised a process paragraph final draft

Lesson Plan 13:
Title of the Class: English for Academic Purposes
Title of the Unit: Reviewing
Week / Class Number   13/ 13
Goal of the Class: Students (Ss) will be able to
1.   Refresh their memory of the 1st term
2.   Write an outline for essays
3.   Write reference
4.   Be familiar with the mini-presentation format

Rationale: This lesson is a review of the first term. In the first term, students (Ss) learned new ideas regarding English for Academic Purposes such as academic vocabulary, QERF&ORE, and a process paragraph. Based on the basic academic skills Ss will work on advanced academic tasks from the second term. In particular, Ss will write longer paragraph essay from the second term. To effectively write essays, Ss can write their essay with PC but Ss need to know how to format the papers.

Materials: 1.   Sample Essay
                        2.   Mini-Presentation Format

Equipment: 1.   Computer room
                        2.   White board
                        3.   Color markers

Procedures:

Step 1: (AF)	1.	T asks Ss to take out the *QERF and ORE Worksheet*		1 mins.
	2.	T asks Ss to find a partner who sits face-to-face		
	3.	T tell Ss to tell what Ss did in summer break by using QERF and ORE and new learning strategies for English		7 mins.
	4.	Ss change their partner and tell their story one more time		7 mins.
	5.	T asks some Ss to share their summer experience to the class		5 mins.
	6.	T assigns Ss to create three goals for the second term based on the Language Learning Logs that Ss kept in the first term		
Step 2: (AF)	1.	T forms 5 groups with 4 Ss and asks Ss to confirm the rules of the course		3 mins.
	2.	Teacher elicits the two rules from each group		2 mins.
	3.	T asks whether Ss would like to add more rules Ss discuss whether they would like to add more rules		2 mins.
	4.	T asks each group whether Ss would like to add more rules		3 mins.
	5.	If necessary T writes them down on the board		
Step 3:	1.	T distributes *Sample Essay*		1 min.
	2.	T asks Ss to open Microsoft Office Word		1 mins.
	3.	T tells that Ss will write long paragraph essays from the second term just like the sample essay		2 min.
	4.	T explains the structure of outlining (detailed explanation will be delivered from the		5 min.

following lessons

	5.	T explains formatting	10 mins.

    a. Margin: 1 inch/2.54 cm
    b. The width of line space
    c. Double spacing
    d. Font and font size (Times New Roman and 12inch)
    e. Page number at the bottom center
    f. Title
    g. Personal Information
    h. Margin between lines

	6.	While T explains, Ss will fill in the information in their sample essay	
	7.	T asks Ss to open Internet Explorer, type cellphone, go to the Wikipedia page of mobile phone, open the website, and copy the first paragraph	2 mins.
	8.	T asks Ss to open memo and past the first paragraph on the memo	2 mins.
	9.	Ss copy the memo and past on the Word	2 mins.
	10.	Based on what they learned, Ss format the text on Word	15 mins.
	11.	T checks around the class and checks the formatting	
	12.	Ss can check the formatting each other	
Step 4: (AF)	1.	T distributes the *Mini Presentation Format* to Ss	4 mins.
	2.	T explains the content and asks Ss to take out syllabus.	7 min.
		T also asks who would like to present which date	4 mins.
Step 5:	1.	T collects homework for summer break	3 mins.
	2.	T assigns homework for next week	2 mins.

Assessment:	1.	T constantly walks around the classroom during group discussions and check the participation of the Ss
	2.	T makes sure that each S presents their ideas when T elicits ideas from each group

Homework Follow-up:	/	1.	Ss research on how euthanasia is dealt in Japan
		2.	Ss wil keep English learning log and decide goals and objective for this term
		3.	Ss to create three goals for the second term based on the Language Learning Logs that Ss kept in the first term and write the goals down on the *English Learning Log*

Comment	Since the Ss just came back to the course form summer break, Ss might forget large part of what they learned in the previous term. Thus, T needs to carefully touch upon the learning content that was covered previously in order to refresh memory of Ss.

Koki Tomita
English for Academic Purposes
Lesson13

Kanata Umino
112311
EAP
January 1, 2014

Language Disappearance in India

In the age of globalization, a number of local languages are going to disappear. English has been not only used for a means of communication for international business but also spoken as a national language in major countries. India is an example of using English as one of the native languages. India is one of the multilingual countries that refer to the coexistence of different types of languages in one country. The Indian government designated 22 regional languages as official. Among these languages, English is one of the most frequently spoken languages in India. According to Human Development in India (2005), over 23 percent of male and 17 percent of female speak English as a native language. However, at the same time, some of local languages are disappearing due to the prevalence of English.

First, language disappearance in India relates to top to bottom language death. The top to bottom language death appears when the government in a given society begins using/teaching a new language in public sectors and prioritizing particular languages over the others. After the colonization by the British government, the Indian government designated English as part of official languages. English is used in a number of public sectors such as schools, courts, and public offices after the designation. At the same time, the importance of using the local language had declined, and English eventually dominated local languages.

Second, the language disappearance in India accords with bottom to top language death. The bottom to top language death refers to a state in which a new language is

extensively used in the household level. At the same time, the value of local languages gradually declines. Along with the emphasis on English in various working environments or public sectors in India, both adults and young generation started using English in the household level rather than local languages. As a result, only older generation spoke the local languages, and the languages were not passed down to the new generation.

In conclusion, language disappearance in India associates with the top to bottom language death and the bottom to top language death. In the case of the top to bottom language death, English dominated roles of local language in public services. In the case of the bottom to top language death, English dominated took over roles of local language in household level.

Reference

University of Maryland. (2005). *Human Development in India.* Retrieved from http://ihds .umd.edu/IHDS_papers/Brief%20of%20IHDS-II%20Survey.pdf

Name
Student Number
Course Title
Date

Background

Title

In the age of globalization, English has been not only used for a means of communication for international business but also spoken as a national language in major countries. India is an example of using English as one of the native languages. India is one of the multilingual countries that refer to the coexistence of different types of languages in one country. The Indian government designated 22 regional languages as official. Among these languages, English is one of the most frequently spoken languages in India. According to Human Development in India (2005), over 23 percent of male and 17 percent of female speak English as a native language. However, at the same time, some of local languages are disappearing behind the prevalence of English.

First, language disappearance in India relates to top to bottom language death. The top to bottom language death appears when the government in a given society begins using/teaching a new language in public sectors and prioritizing particular languages over the others. The Indian government designated English as part of official languages after the colonization by the British government. Thus, English started being used in a number of public sectors such as schools, courts, and public offices after the designation. At the same time, the importance of using the local language had declined, and English dominated local languages.

Second, the language disappearance in India accords with bottom to top language death. The bottom to top language death refers to a state in which a new language is extensively used in the household level. At the same time, the value of local languages gradually declines. Along with the emphasis on English in various working environments or

public sectors in India, both adults and young generation started using English in the household level rather than local languages. As a result, only older generation spoke the local languages, and the languages were not passed down to the new generation.

In conclusion, language disappearance in India mainly associates with the top to bottom language death and the bottom to top language death. In the case of the top to bottom language death, English dominated roles of local language in public services. In the case of the bottom to top language death, English dominated took over roles of local language in household level.

Brief Summary

Reference

Author's Last name. (Year). *The Title of the resource*. Retrieved from URL

University of Maryland. (2005). *Human Development in India.* Retrieved from http://ihds .umd.edu/IHDS_papers/Brief%20of%20IHDS-II%20Survey.pdf

Rowlings. (1997). *Harry Potter and the Philosopher's Stone*. Retrieved from http://en .wikipedia.org/wiki/J._K._Rowling

Mini Oral Presentation

このコースでは、一年間の授業の中で三回にわたってショートプレゼンテーションを約3~5人のグループ向けて行ってもらいます。プレゼンテーションの内容は、プレゼンテーションを希望する日程に合ったユニットの中から選んでもらいます。例えば、第5ユニットでプレゼンを希望する場合は、プレゼンの内容は『安楽死』になります。

In this course, each student will be conducting at least three mini presentations in front of a small group that includes approximately three to five students. The content of each presentation has to be corresponding with subject matters that are covered in each unit. For example, students, who will conduct a presentation in unit 5 can choose any topic relating with euthanasia.

プレゼンターは以下の情報をプレゼンに最低限含まなければいけません。
　　　　　読んだ/観た教材のタイトル
　　　　　作者
　　　　　発刊/アップロードされた日
　　　　　教材のメインポイント

In the presentation, students are required to present the following information.
Title of the reading/movie material
The author(s)
Published date
Main points of the material

プレゼンテーションは3分以内に終えてください。

聞き手は、しっかりと内容を聞き、ノートをとり、確認が必要な箇所はプレゼンターに質問する。

Listeners will be expected to actively participate in presentations by listening carefully, taking notes, and asking points that need a confirmation.

プレゼンテーションの後、聞き手は違うグループの聞き手と新たなグループを作り、プレゼンで聞いた内容をグループメンバーに伝える。

After the presentations, listeners forms small groups and share what they listened from the presentations.

このプレゼンテーションは全体の成績の10%に値する。

This mini presentation worth 10 % of your total grade

Koki Tomita
English for Academic Purposes
Lesson13

English Learning Log

	Goal	*Result*	*Strategies*	*New Goal*	*Reflection*
Reading		/			
Listening		/			
Speaking		/			
Writing		/			
Goal 1 for the Term					
Goal 2 for the Term					
Goal 3 for the Term					

Koki Tomita
English for Academic Purposes
Lesson13
Kanata Umino
112311
EAP
January 1, 2014

Detailed Outline

Introduction

Statues of English
Global society
A communication tool
International business
A native language in multilingual countries
India
Statues of English in India (University of Maryland, 2005)
Different types of regional language
The population of English speaker in India
Thesis statement
Language disappearance in India
The cause of language disappearance

Body 1

The first cause of language disappearance
Top to bottom language death
Explanation of the top to bottom language death
The process of the top to bottom language death in India
Government
Public sectors
Decline of using local languages

Body 2

The second cause of language disappearance
Bottom to top language death
Explanation of the bottom to top language death
The process of the bottom to top language death in India
Using English in public sectors/business
Extensive usage of English in the household level
Older generation (Local languages)
Younger generation (English)
Detachment and disappearance of local languages

Conclusion

A concluding sentence
Summary of the content
 Top to bottom language death in India
The bottom to top language death in India

Name
Student Number
Course Title
Date

Detailed Outline

I. Introduction
    A. General information of the topic
    B. Focus
    C. Thesis statement
        1. Topic and controlling idea(s)

II. Body 1
    A. Topic sentence
        1. Supporting idea 1
            a. Supporting detail (explanation)
        2. Supporting idea 2
            a. Supporting detail (explanation)

III. Body 2
    A. Topic sentence
        1. Supporting idea 1
            a. Supporting detail (explanation)
        2. Supporting idea 2
            a. Supporting detail (explanation)

IV. Conclusion
    A. A concluding sentence
    B. Summary of the content

Lesson Plan 14:
Title of the Class: English for Academic Purposes
Title of the Unit: Euthanasia
Week / Class Number   14 / 14
Goal of the Class: Students (Ss) will be able to
1.   Understand the structure of introductory paragraphs
2.   Politely agree and disagree with other Ss' opinions
3.   Share what Ss learned from external research with other Ss
4.   Pffer other perspectives on animal euthanasia to other Ss

Rationale: Euthanasia is one of the contemporary topics around the world. Euthanasia might not be close to the life of students given their age. Nonetheless, with the development of medical care, the relationship between morality and life extension have been widely discussed recently.
From this term, Ss start writing longer paragraph essays. In order to clearly organize thoughts in mind, Ss need to be familiar with the concept of writing an outline.

Materials: 1.   Sample Sssay
2.   Detailed Outline Worksheet
3.   Sample Detailed Outline
4.   Discussion Questions for Unit 5
5.   YouTube Video: *Euthanasia: Assisted Suicide*
       http://www.youtube.com/watch?v=aU3nyyHcUHw

Equipment: 1.   White board
2.   Color markers

Procedures: Step 1:   1.   T asks Ss   2 mins.
                                 •   What is the main structure of a paragraph?
                            T draws a structure of a paragraph on the board   5 mins.
                            and asks
                        2.   What elements are included in the typing guideline
                                                                                3 mins.
                        3.   T asks Ss to take out the typing guideline and also asks
                                 •   What elements did Ss miss to include?

                Step 2:   1.   T forms 5 groups with 4 Ss and distributes   2 mins.
                            Sample Detailed Essay and *Detailed Outline Worksheet*
                        2.   T tells Ss to take a look at *Sample Detailed   2 mins.
                            Essay* and explains that detailed outline is like a picture showing the structure of an essay clearly
                        3.   T quickly goes over the explanation of the   1 min.
                            introductory paragraph because it will be explained in the following lessons
                        4.   T explains the relationship between body   5 mins.
                            paragraph and paragraphs that Ss have written since first term
                        5.   T asks Ss to individually fill blanks in the   10 mins.
                            Detailed Outline Worksheet by referring to the sample essay

		6.	Ss share their answers with group members	4 mins.
		7.	T elicits the answers from each group	3 mins.
Step 3: (AF)	1.	T asks Ss to share materials that Ss researched about euthanasia in Japan to a pair who sits face-to-face by using QERF and ORE Listeners take note while they are listening • How and where did you find the materials?	10 mins.
	2.	T asks Ss to get back to the group and share what they heard from the partner	5 mins
	3.	T asks each group to share the most interesting material to the class	8 mins.
	4.	Ss reflect and share learning strategies that they used to search the materials or the way of presenting material to their partner in a group by referring the content of the *English Learning Log*	2 mins.
Step 4: (AF)	1.	T distributes *Discussion Questions for Unit 5*	2 mins.
	2.	T plays the YouTube video: *Euthanasia: Assisted Suicide* Ss takes note by using note-taking strategy	8 mins.
	3.	Ss talks about the main idea of the video in the group	5 mins.
	4.	T plays the video one more time Ss take note more in detail to answer discussion questions for next lesson	8 mins.
	5.	Ss reflect and share listening strategies that they used while they are listening to a partner who sits side-by-side, and also write the reflection down on the *English Learning Log*	2 mins.
Step 5:	1.	T assigns homework	2 mins.

Assessment:

1. T constantly walks around the classroom during group discussions and check the participation of the Ss
2. T checks what types of resources that Ss find out from their research
3. T makes sure that each S presents their ideas when T elicits ideas from each group

Homework
Follow-up: /

1. Ss will choose one country and research how euthanasia is dealt in the country
2. Since *Euthanasia: Assisted Suicide* is on YouTube, if possible they watch to prepare to answer discussion questions
3. Ss will keep the English learning log

Discussion Questions for Unit 5

1. What does the word autonomy mean when the word is used in the context of euthanasia debate?

2. Does Marcel Boisvert agree/disagree with euthanasia? How does he support his opinion?

3. Does Helene Bolduc agree/disagree with euthanasia? How does she support her opinion?

4. Gerald Batist disagrees with euthanasia. What does he try to do to change the opinions of those who support euthanasia? How does he deal with the opinion from patients "I have so much pain so I want to die". What is "meaning making" according to Gerald Ratist?

5. Does John Zucchi agree/disagree with euthanasia? What is his claim to support his opinion? Why did he bring up Nazi Germany for the discussion euthanasia?

6. According to Linda Couture, what is the possible danger to legalize euthanasia?

7. How does the claim of Bernard Clourtier associate with the discussion of autonomy?

Koki Tomita
English for Academic Purposes
Lesson14

Name
Student Number
Course Title
Date

Detailed Outline

V.   Introduction
    A. General information of the topic
    B. Focus
    C. Thesis statement
        1. Topic and controlling idea(s)

VI. Body 1
    A. Topic sentence
        1. Supporting idea 1
            a. Supporting detail (explanation)
        2. Supporting idea 2
            a. Supporting detail (explanation)
        3. Supporting idea 3
            a. Supporting detail (explanation)

VII. Body 2
    A. Topic sentence
        1. Supporting idea 1
            a. Supporting detail (explanation)
        2. Supporting idea 2
            a. Supporting detail (explanation)
        3. Supporting idea 3
            a. Supporting detail (explanation)

VIII.Supporting detail (explanation)
    Body 3
    A. Topic sentence
        1. Supporting idea 1
            a. Supporting detail (explanation)
        2. Supporting idea 2
            a. Supporting detail (explanation)
        3. Supporting idea 3
            a. Supporting detail (explanation)

IX. Conclusion
    A. A concluding sentence
    B. Summary of the content

Kanata Umino
112311
EAP
1sr, January 2014

Detailed Outline

Introduction
        Statues of English
        Global society
        A communication tool
                International business
                A native language in multilingual countries
        India
        Statues of English in India (University of Maryland, 2005)
        Different types of regional language
        The population of English speaker in India
        Thesis statement
        Language disappearance in India
        The cause of language disappearance

Body 1
        The first cause of language disappearance

        Explanation of the top to bottom language death
        The process of the top to bottom language death in India
        Government

        Decline of using local languages

Body 2

        Bottom to top language death

        The process of the bottom to top language death in India

        Extensive usage of English in the household level

        Younger generation (English)

Conclusion
        A concluding sentence
        Summary of the content
         Top to bottom language death in India
        The bottom to top language death in India

Lesson Plan 15:
Title of the Class: English for Academic Purposes
Title of the Unit: Life and Morality
Week / Class Number   15 / 15
Goal of the Class: Students (Ss) will be able to
1.   Understand the structure reference
2.   Share what Ss learned from external research to other Ss
3.   Offer different perspectives on euthanasia to other Ss

Rationale: In the previous lesson, the topic of human euthanasia was introduced. For homework, Ss are assigned to research the legalization of euthanasia in different countries. Some countries might legalize and some might not. Thus, by showing different perspectives, Ss can widen their vision.
In academic writing, plagiarism equals with stealing intellectual property of an author; thus, Ss need to be at least familiar with a simple method of reference for the protection of property right.

Materials: 1.   Sample Essay
2.   Peer vocabulary format
3.   Discussion Questions for Unit 5

Equipment: 1.   White board
2.   Color markers

Procedures:

Step 1:	1.	T asks Ss • What is the main structure of a paragraph essay?	2 mins.
	2.	T draws a structure of the essay on the board and asks • What elements are included in the typing guideline	5 mins.
	3.	T asks Ss to take out the typing guideline and also asks • What elements did Ss miss to include?	3 mins.
Step 2:	1.	T asks Ss to take out *Sample Essay*	1 min.
	2.	T tells Ss what reference is and why reference is necessary to protect intellectual property	3 mins.
	3.	T asks S to take a look at the reference on the sample essay	
	4.	T displays the reference on the big screen	1 min.
	5.	T asks Ss to take a look at the page four of the sample essay	
	6.	T explains the structure of the reference format and also the difference in the structure of web page and book	3 mins.
	7.	T forms four groups with five Ss and each group receives a different picture of website	2 mins.
	8.	Ss individually write a reference for the assigned website	5 mins.
	9.	Ss share their answer in their group and check the answer with other Ss	3 mins.
	10.	One of the Ss from each group will send the reference to T	2 min.

	11.	T show all the answers on the big screen and fix with class if necessary	5 mins.
Step 3: (AF)	1.	T asks Ss to take out the format for *Peer Vocabulary Quiz*	1 min. 12 mins.
	2.	Ss find a partner who sits face-to-face and work on the quiz	2 mins.
	3.	Ss reflect their vocabulary learning strategies, share to the partner and fill in the *Vocabulary Check List*	
Step 4: (AF)	1.	T asks Ss to share materials that Ss researched about euthanasia in other country to group and share what they heard from the partner by using QERF and ORE	10 mins.
		• How and where did you find the materials?	5 mins
	2.	T asks each group to share the most interesting material to the class	5 mins.
	3.	T asks Ss to take out Discussion Questions for Unit 5 and compare their answers to discussion questions	5 mins.
	4.	T elicits the answers from each group	3 mins.
	5.	Ss reflect and share learning strategies that they used to search the materials or the way of presenting material to their partner in a group by referring the content of the *English Learning Log*, and also write the reflection down on the *English Learning Log*	
Step 5: (AF)	1.	T asks Ss to form two groups A and B with 10 Ss	2 min.
	2.	One of the presenter will be in either of the groups	
	3.	The presenters present their summary of material to their group in 3 min.	3 mins.
	4.	The rest of the Ss listen to the presentations and take note	
	5.	After the presentations, the presenters explain difficult terminology to the listeners	10 mins.
	6.	The presenters asks whether the listeners have any questions or not	
	7.	Ss find a pair from the different group; in other words Ss from group A find a partner from group B	2 mins.
	8.	Ss share what they listened from the presentation by using QERF and ORE	5 mins.
	9.	Ss change the role. The listener becomes a speaker, and the speaker becomes a listener by using QERF and ORE	5 mins.
	10.	Ss reflect and share learning strategies that they used to presenting material to the classmates or their partner in a group, and write the reflection down on the *English Learning Log*	2 mins.

Step 5:   1.   T assigns homework   3 mins.

Assessment: 1.   T constantly walks around the classroom during group discussions and
                            check the participation of the Ss
                     2.   T checks what types of resources that Ss find out from their research
                     3.   T makes sure that each S presents their ideas when T elicits ideas from
                            each group

Homework   /   1.   Ss will keep English language log
Follow-up: 2.   Ss will search about fast food

Comments:

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Lesson15

1.

edition.cnn.com/2013/12/28/world/meast/syria-civil-war/index.html?hpt=hp_t1

In message to Pope, Syrian President says he's ready for peace talks

By **Michael Martinez**, CNN
December 29, 2013 -- Updated 0237 GMT (1037 HKT)

2.

www.education.com/magazine/article/private-vs-schools/

Home > School and Academics > Types of Schools

Private vs. Public: The Great Debate

2 people recommend this. Be the first of your friends.

By Danielle Wood
Updated on Jan 14, 2008

based on 174 ratings

Find a School
Learn about your

3.

4.

Lesson Plan 16:
Title of the Class: English for Academic Purposes
Title of the Unit: Food and Issues
Week / Class Number   16/ 16
Goal of the Class: Students (Ss) will be able to
1.   State their opinion with advantages and disadvantages of fast food
2.   Understand the concept of a concluding sentence

Rationale: Students (Ss) so far have learned the following functions, stating their opinions with examples, reasons, and politely agreeing/disagreeing with other Ss' opinions. This lesson newly introduces the function of stating opinions with advantages and disadvantages.
This lesson would be an opening lesson for the next two lessons and introduces the advantages and disadvantages of fast food. Ss are relatively familiar with this topic so Ss may feel confortable to generate their ideas toward the topic.
Ss will also be learning how to write an introduction for an essay.

Materials: 1.   A3 Size White Blank Paper
2.   Writing an Introductory Paragraph Worksheet
3.   Sample Essay from Lesson 13
4.   Advantages and Disadvantages Phrases Practice Worksheet

Equipment: 1.   A white board
2.   Color markers

Procedures:

Step 1:	1.	T asks Ss		3 mins.
		• What is the main structure of a paragraph essay?		
		• Ss voluntarily answer the question		
Step 2:	1.	T forms 5 groups with 4 Ss		1 min.
	2.	T distributes *Writing an Introductory Paragraph Worksheet* to Ss		1 min.
	3.	T explains the content		8 mins.
	4.	T asks Ss to take out the *Sample Essay from Lesson 13* and work on the discussion questions individually		10 mins.
	5.	T asks Ss to share their answers in the group		5 mins.
	6.	T elicits answer from each group and always confirm the other groups agrees with the answers		3 mins.
	7.	T assigns the introductory paragraph writing as an assignment		1 min.
Step 3: (AF)	1.	T asks Ss to share materials that Ss researched about fast food to a pair who sits face-to-face by using QERF and ORE Listeners take note while they are listening		10 mins.
	2.	T asks Ss to get back to the group and share what they heard from the partner		5 mins
	3.	T asks each group to share the most interesting material to the class		5 mins.
	4.	Ss reflect and share learning strategies that they used to search the materials or the way of		2 mins.

presenting material to their partner in a group
by referring the content of the *English
Learning Log*, and also write the reflection
down on the *English Learning Log*

Step 4:	1.	T distributes the *Advantages and Disadvantages Phrases Practice Worksheet* and *A3 Size White Blank Paper*	1 min.
			7 mins.
	2.	T explains the content	1 min.
	3.	T asks if Ss have any questions	5 mins.
	4.	T asks Ss to brainstorm the advantages and disadvantages of fast food in their group on the A3 paper	5 mins.
	5.	T asks each group to state two advantages and disadvantages of fast food	
		Ss cannot duplicate the same answers that other groups have already presented	1 min.
	6.	In their groups, two Ss take a role of supporting the consumption of fast food and the others do not	7 mins.
	7.	The Ss who support the consumption of fast food tell three advantages of fast food. On the other hand, the rest of the Ss who do not support the consumption of fast food tell the disadvantages of fast food	7 mins.
	8.	By using the worksheet, Ss repeat the same process with a pair who sits side by side	
	9.	Ss change their position to the opposite and also change pair who sits face-to-face	
	10.	Ss do not see the worksheet and state their opinion with advantages or disadvantages of eating fast food	
Step 6:	1.	T assigns homework	2 mins.

Assessment:

1. T constantly walks around the classroom during group discussions and check the participation of the Ss
2. T makes sure that each S presents their ideas when T elicits ideas from each group
3. T collects Ss' written works of introductory paragraph for death penalty and check how well Ss wrote

Homework /
Follow-up:

1. Ss will write an introductory paragraph about a food problem
2. Ss will work on discussion questions for lesson 17
3. Ss will keep English learning log
4. Ss will research about anorexia

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English for Academic Purposes
Lesson16

Writing an Introductory Paragraph

Well-written essays always include a structured simply but informative introductory paragraph. The roles of introductory paragraph are

- alert a reader's interest
- indicate the scope and direction of the paper, and act as a navigation guide to its reading.
- show the reader how you are interpreting and approaching the question
- provide a context for the main issue
- indicate the focus of the paper
- indicate your conclusion and point of view

(The University of Canberra, 2012)

The structure of introductory paragraphs

An effective essay starts with a general statement about the subject, and gradually focuses down to the specific thesis statement (The University of Canberra, 2012). The length of introductory paragraph is usually bout the one tenth of the total assignment. The patters of introductory paragraphs are as follows…

- General statement about the subject
- Beginning to focus on the topic
- Becoming more specific
- Specific thesis statement

Discussion Questions

1. Does the essay *Language Disappearance in India* include the general statement about the subject?

2. Does the introductory paragraph begin to focus onto the topic?

3. Does the introductory paragraph become more specific as it proceeds?

4. Does the introductory paragraph include a specific thesis statement?

5. If you give a score to this paragraph, how much would you give from A to C?

Practice

Please write an introductory paragraph about a food problem based on the information that you learned from your research and classroom discussions. First, please generate your ideas on the topic as many as you can. Second, please cluster the ideas. Third, write an outline to clarify your thought. Fourth, write your introductory paragraph but your introductory paragraph has to include the following elements:

- General information about a food problem
- Definition of a food problem
- Discussions surrounding a food problem
- Specific thesis statement

Your introductory paragraph needs to be around 120 words. Please use the specific typing format when you write the paragraph.

Reference

University of Canberra. (2013). Writing an Introduction. retrieved from http://www.canberra .edu.au/studyskills/writing/introductions

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Lesson16

Advantages and Disadvantages Phrases Practice

Worksheet 1 - Advantages and disadvantages phrases presentation

The _____advantage of *A* is …

The _____   disadvantage of *B* is …

A/ An _____   advantage of *A* is …

A/ An _____ disadvantage of *B* is ...

1. **Match the words under the fold to those four gaps categories. Most can go more than one place.**

    (comparatively) minor（比較的小さい）   great   greatest
    insignificant（たいした事の無い）   main   major（比較比的大きな）
    more important   most significant（最も重要な）   only   overwhelming   possible
    potential   significant
    ----

2. **Other words and expressions mean "advantage(s)"**
    benefit（利点）   good effect（良い影響）   good point   positive aspect（良い点）
    plus   selling point   pro（賛成）

3. **Other words and expressions mean "disadvantage(s)"**
    bad consequence（悪い影響）   bad point   cons（反対）   drawback（悪い点）
    minus   negative aspect（悪い点）

Retrieved from http://www.usingenglish.com/files/pdf/academic-word-list-advantages-and
            -disadvantages-phrases-practice.pdf

Lesson Plan 17:
Title of the Class: English for Academic Purposes
Title of the Unit: Food and Issues
Week / Class Number   17/ 17
Goal of the Class: Students (Ss) will be able to
1.   State their opinion with advantages and disadvantages of fast food
2.   Understand the concept of a concluding sentence

Rationale: Students (Ss) so far have learned the following functions stating their opinions with examples, reasons, and politely agreeing/disagreeing with other Ss' opinions. This lesson newly introduces the function of stating opinions with advantages and disadvantages of the target subject.
So far, this lesson would be an opening lesson for the next two lessons and introduces the advantages and disadvantages of fast food. Ss are relatively familiar with this topic so Ss may feel confortable to generate their ideas toward the topic.

Materials: 1.   Writing a Concluding Paragraph Worksheet
                        2.   Sample Essay from Lesson 13
                        3.   Advantages and Disadvantages Phrases Practice Worksheet
                        4.   Adult Obesity Prevalence Worksheet

Equipment: 1.   White board
                        2.   Color markers

Procedures: Step 1:   1.   T asks Ss   5 mins.
              (AF)   • What is the main structure of a paragraph
                                essay?
                              • What does an introduction include?
                        2.   T asks Ss to take out their introduction for a   1 min.
                             food problem and exchange the written work
                             with a student who sits face-to-face
                        3.   Ss check the content   10 mins.
                        4.   Ss offer advice for improvement   4 mins.

              Step 2   1.   T distributes *Writing a Concluding Paragraph*   2 mins.
                             Worksheet and Ss take out the *Sample Essay*
                             from Lesson 13
                        2.   T explains the content of the *Writing a*   5 mins.
                             Concluding Paragraph Worksheet
                        3.   T asks Ss to analyze the concluding sentence in   7 mins.
                             the sample essay and share what they found
                             with a partner who sits side-by-side
                        4.   T asks Ss to voluntarily answer what Ss found   3 mins.
                             from the concluding sentence
                        5.   T assigns Practice 2 for homework

              Step 3:   1.   T distributes *Adult Obesity Prevalence*   2 min.
              (AF)   *Worksheet*
                        2.   Ss individually work on the discussion   13 mins.
                             questions with group members
                        3.   T elicits the answers from each group   6 mins
                        4.   Ss reflect and share reading strategies that Ss   2 mins.
                             used to read the material, and also write the

reflection down on the English Learning Log

Step 4: (AF)	1.	Ss find a pair who sits face-to-face and share materials that Ss researched to answer discussion questions for lesson 17 to by using QERF and ORE with the function that Ss learned in the previous class Listeners take note while they are listening • How and where did you find the materials? • By using what strategies, did you comprehend the materials?	13 mins. 5 mins
	2.	T asks Ss to get back to the group and share what they heard from the partner	
	3.	T asks each group to share the most interesting material to the class	8 mins.
	4.	Ss reflect and share learning strategies that they used to search the materials or the way of presenting material to their partner in a group by referring the content of the *English Learning Log*, and also write the reflection down on the *English Learning Log*	2 mins.
Step 6:	1.	T assigns homework	2 mins.

Assessment:	1.	T constantly walks around the classroom during group discussions and check the participation of the Ss
	2.	T makes sure that each S presents their ideas when T elicits ideas from each group

Homework Follow-up:	/	1.	Ss will work on Practice 2 on the *writing a concluding paragraph worksheet*
		2.	Ss will revise the introduction section of food problem
		3.	Ss will keep English learning log
		4.	Ss will search on anorexia

Comments:

Discussion Questions for Lesson 17

Please find one reading or audio material which associates with obesity. You can choose one topic from the following category and answer the following questions.

1.   Negative effects of being obese on body
2.   Solutions for obesity

http://www.sciencedaily.com/ can be a first place to begin your external research.

Discussion Questions for those who chose topic 1

1.   Write a summary of the material.
2.   Please define obesity.
3.   Please prepare to be able to state negative effects of being obese on body by using the phrases to state disadvantages.

Discussion Questions for those who chose topic 2

1.   Write a summary of the material.
2.   Please define obesity.
3.   Please prepare to be able to state positive effects of your solution for obesity by using the phrases to state advantages.

Writing a Concluding Paragraph

Introduction

A concluding paragraph is a good opportunity for you to summarize your essay in a brief manner. Concluding paragraphs are written in order for your reader to reflect your main point of your essay. You have already learned and practiced how to write a concluding sentence in the previous lessons. Concluding paragraph is similar to concluding sentences but much longer.

The elements of a concluding paragraph

You are expected to include the following elements in your concluding paragraph.

- Start your concluding paragraph with a concluding transition
- Restate the main idea of your essay, or your thesis statement
- Summarize the subpoints of your essay

- Not include new information or ideas that are not mentioned in your concluding paragraph

Restating your thesis statement is a good idea in order to suggest to your reader that you have accomplished what you set out to accomplish. However, **do not, in any case, simply restate your thesis statement and subpoints in your final paragraph**, as that would be redundant. You may want to change word choice or even paraphrase the content.

Practice 1

1. Please take out the sample essay that is distributed in the lesson 13 and check whether the concluding paragraph includes the three elements that are introduced above. Please draw a line on the concluding statement and check how the main ideas are summarized.

2. After you check the content, please share your answer with your partner.

Practice 2

.   Please write an outline of the following essay and compare yours to your partners'.

I.   Please write a concluding paragraph and include the following elements in your concluding paragraph.

    A. Start your concluding paragraph with a concluding signal

    B. Restate the thesis statement

    C. Summarize the main idea of the second and third paragraph

II.   When you write your concluding paragraph, please follow the typing guideline.

Child Obesity in the United States

A plenty of evidence suggests that children are overweight, and the number is increasing, according to the medical experts. As main causes for obesity, modern living environment and parental attitude toward eating habits can be raised.

First, a large number of opinions point out the fact that living environments have drastically changed for the last twenty years. Currently, shops are selling unhealthy, fatty foods such as chips and fried chicken, at low prices. The trend has created a whole generation of adults who have never cooked a meal for themselves. If fewer of these restaurants opened, children would not be tempted to buy take-away food.

Second, another argument blames the parents for allowing their children to be overweight. Good eating habits begins early in life long before children start to visit fast food outlets. If children consume chips and chocolate rather than nourishing food, the children will go for the sweet and salty foods every time, and this tendency will carry on throughout their lives.

Third, a factor contributes to the situation is that children these days exercise less. When children come back home, they sit in front of the television or their computers and play video games. With such a manner of spending time, children tend to eat more junk food.

_____

_____

_____

_____

Retrieved from http://www.alishahsavand.com/myfiles/170%20ielts%20essay %20samples.pdf

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Lesson17

Adult obesity prevalence (latest available data)

The obesity prevalence graph represents the obesity rate of difference countries. Please take a look at the graph and answer the following questions.

Obesity prevalence
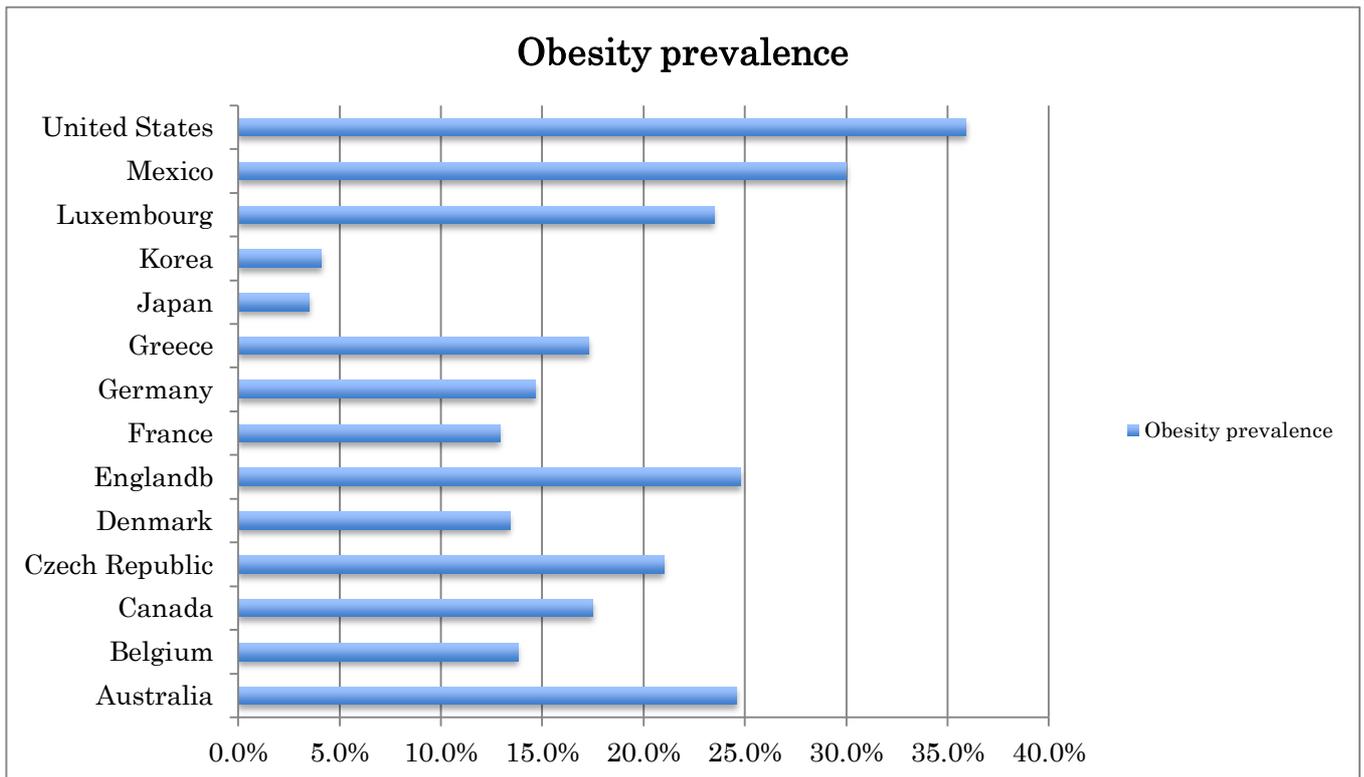
1. Which country did mark second highest obesity rate?

2. Which country did mark the third lowest obesity rate?

3. How much difference in obesity rate between Japan and United States was marked?

Retrieved from
http://www.noo.org.uk/NOO_about_obesity/adult_obesity/international

Lesson Plan 18:
Title of the Class: English for Academic Purposes
Title of the Unit: Food and Issues
Week / Class Number   18 / 18
Goal of the Class: Students (Ss) will be able to
1.   State their opinion with advantage and disadvantage of being on diet
2.   Understand the concept of a concluding sentence and offering advice to partner's revised concluding paragraph 1
3.   Present a material that Ss gathered for the mini presentation

Rationale: Students (Ss) have learned and practiced stating their opinions with advantages and disadvantages in the previous lessons. This lesson focuses on recycling the function in a group discussion over anorexia nervosa.
Ss revived the concluding paragraph and come to the lesson. Ss will offer advice each other for how to improve the concluding paragraph before Ss turn in the concluding paragraph to T.

Materials: 1.   Writing a Concluding Paragraph Worksheet
                         2.   Advantages and Disadvantages Phrases Practice Worksheet
                         3.   Concluding Paragraph

Equipment: 1.   White board
                         2.   Color markers

Procedures:

Step 1: (AF)	1.	T asks Ss • What is the main structure of a paragraph essay? • What does an introduction include?	5 mins.
	2.	T asks Ss to take out their *Writing a Concluding Paragraph Worksheet* and check the Practice 2 with a student who sits face-to-face	1 min.
	3.	Ss check the content	8 mins.
	4.	Ss offer advice for improvement	2 mins.
	5.	Ss reflect and share writing strategies that they used to write their written work to their partner in a group by referring the content of the *English Learning Log*, and also write the reflection down on the *English Learning Log*	2 mins.
Step 2: (AF)	1.	T asks Ss to take out the format for *Peer Vocabulary Quiz*	1 min.
	2.	Ss find a partner who sits face-to-face and work on the quiz	12 mins.
	3.	Ss reflect their vocabulary learning strategies, share to the partner and fill in the *Vocabulary Check List*	2 mins.
Step 3: (AF)	1.	Ss find a partner who sits side-by-side and share material about anorexia to the partner by using QERF and ORE (Listeners take note while they are listening) • How and where did you find the materials? • By using what strategies, did you	10 mins.

		comprehend the materials?	5 mins.
	2.	T forms 5 groups with 4 Ss and Ss share what they heard from a partner	8 mins.
	3.	T asks each group to decide one material to present to the class and elicits	2 mins.
	4.	Ss reflect and share learning strategies that they used to search the materials or the way of presenting material to their partner in a group by referring the content of the *English Learning Log*, and also write the reflection down on the *English Learning Log*	
Step 4: (AF)	1.	T asks Ss to form two groups A and B with 10 Ss	2 min.
	2.	One of the presenter will be in either of the groups	
	3.	The presenters present their summary of material to their group in 3 min.	3 mins.
	4.	The rest of the Ss listen to the presentations and take note	
	5.	After the presentations, the presenters explain difficult terminology to the listeners	8 mins.
	6.	The presenters asks whether the listeners have any questions or not	
	7.	Ss find a pair from the different group; in other words Ss from group A find a partner from group B	2 mins.
	8.	Ss share what they listened from the presentation by using QERF and ORE	5 mins.
	9.	Ss change the role. The listener becomes a speaker, and the speaker becomes a listener by using QERF and ORE	5 mins.
	10.	Ss reflect and share learning strategies that they used to search the materials or the way of presenting material to their partner in a group by referring the content of the *English Learning Log*, and also write the reflection down on the *English Learning Log*	2 mins.
Step 5:	1.	T collects the introduction paragraph for a food problem and assigns homework	3 mins.

Assessment:	1.	T constantly walks around the classroom during group discussions and check the participation of the Ss
	2.	T makes sure that each S presents their ideas when T elicits ideas from each group
	3.	When Ss are presenting their materials, T checks what types of materials Ss brought to the class and whether the rest of the Ss are listening carefully
	4.	T check the content of students' introduction for a food problem

Homework / Follow-up:	1.	Ss revise the concluding paragraph
	2.	Ss will conduct external research and find materials about a endangered animal

Lesson Plan 19:
Title of the Class: English for Academic Purposes
Title of the Chapter: Facing with disappearance
Week / Class Number   19/ 19
Goal of the Class: Students (Ss) will be able to
1.   State their opinions with functions that they have learned so far
2.   Understand the structure of a process essay

Rationale: Students (Ss) have learned different types of functions up until this lesson. Thus, in this lesson Ss will focus on recycling the functions in discussions over the culture and preservation of endangered animals. Additionally, Ss will learn how to write a process essay.

Materials:
1.   A Sample Process Essay
2.   Writing a Process Essay Worksheet
3.   Transition Worksheet
4.   Reading Material: *Wildlife Protection and Cultural Rights* with Discussion Questions

Equipment:
1.   White board
2.   Color markers

Procedures:

Step			Time
Step 1:	1.	T asks Ss what the main structure of a paragraph essay	3 mins.
	2.	T draws a structure of a paragraph essay on the board	
Step 2:	1.	T forms 5 groups with 4 Ss	1 min.
	2.	T distributes *A Sample Process Essay* and *Writing a Process Essay Worksheet*	1 min.
	3.	T explains the structure of a process essay with emphasizing the purpose of writing a process essay	10 mins.
	4.	T draws the structure of a process essay on the board and explains with the picture	
	5.	T asks Ss to take a look at *A Sample Process Essay* and *Writing a Process Essay Worksheet* and identify four elements that are supposed to include in introduction and share their idea in the group	10 mins.
	6.	T asks Ss to check each body paragraph includes the topic sentence	2 min.
	7.	T asks Ss to analyze the body paragraphs and how the author of the sample essay describes the main steps and share their ideas to group members	5 mins.
	8.	T ask Ss to check the conclusion of the sample essay starts a concluding sentence and summarizes the main steps clearly	2 min.
	9.	T elicits the ideas from each group by referring the necessary elements that are supposed to include in a process essay	3 mins.
Step 4:	1.	Ss find a pair who sits face-to-face and share	10 mins.

(AF)		materials about endangered animals by using QERF and ORE	
		Listeners take note while they are listening	5 mins
		• How and where did you find the materials?	
		• By using what strategies, did you comprehend the materials?	
	2.	T asks Ss to get back to the group and share what they heard from the partner	6 mins.
	3.	T asks each group to share the most interesting material to the class	3 mins.
	4.	Ss reflect and share learning strategies that they used to search the materials or the way of presenting material to their partner in a group by referring the content of the *English Learning Log*, and also write the reflection down on the *English Learning Log*	2 mins.

Step 5:	1.	T distributes *Wildlife Protection and Cultural Rights with Discussion Questions*	1 min.
	2.	T asks Ss to read the main idea of the article to groups members	3 mins.
	3.	Ss read the paragraph	5 mins.
	4.	T asks Ss to share the main idea of the article to groups members	3 mins.
	5.	T elicits information from Ss	3 mins.
	6.	T asks Ss to read one more time to understand the detail of the reading passage	5 mins.
	7.	Ss individually answer the discussion questions	5 mins.
	8.	Ss reflect and share reading strategies that Ss used to read the material, and also write the reflection down on the *English Learning Log*	3 mins.

Step 6:	1.	T assigns homework	3 mins.
	2.	T asks Ss to choose one endangered animals and write a four paragraph process essay to explain the procedure of being endangered	
	3.	Before writing the essay, Ss need to write an outline for the essay	
	4.	Distribute peer review format	

Assessment:
1. T constantly walks around the classroom during group discussions and check the participation of the Ss
2. T makes sure that each S presents their ideas when T elicits ideas from each group
3. T checks whether Ss increase their reading speed by setting time limit and the degree of comprehension through discussion

Homework
Follow-up: /
1. Ss write an outline for a process of animal endangerment
2. Ss check their process essay with the peer reviewing format
3. Ss will keep the English learning log

Comments:

Koki Tomita
English for Academic Purposes
Lesson19

Sample Process Essay

Stress is a reaction to something that we all feel at one time or another, sometimes even on a daily basis. He can be caused by something positive or negative. Furthermore, it is not always bad; in fact, sometimes it can actually be necessary or helpful. However, most people do not enjoy feeling stress, and many people try to find ways to cope with it and relax. For some people trying to relieve stress by relaxing through meditation is very helpful. With a parson wants to relax or reduce stress using a meditative technique, she or he can follow a procedure of two main steps involving comfort and mental attitude.

First, finding comfortable place and getting into a comfortable position are important steps to this technique. A comfortable environment may be different for each person. In other words, whether this places inside a home or outside on a beach or in a park will depend on the person. In any case, finding a place that will provide maximum comfort and minimum disturbance for each person as individual is essential. Also, while you are trying to relax through meditation, the environment should be free from noise. For example, there should be no interruptions or distractions in the area.   In addition, getting into the comfortable position is equally important.   For some people the most comfortable position might be sitting, but for others it might be laying down. Clothing should not be tight but should be comfortable. This step is important because without comfortable environment and position, you may not be able to truly relax.

Next, if someone wants a positive relaxation response, he or she should have a passive attitude and a mental focus. In this step, most people try to clear their minds as much as possible. This can be done through deep breathing; for example, the person can inhale deeply and then empty his or her mind as he or she slowly exhales. Someone who does some

of this deep breathing every hour or two during the day can easily reduce his or her stress on a regular basis. It is also a good idea to have something to think about. Closing your eyes will help you concentrate on relaxing thought or mental image. Fort instance, you can think about you last relaxing vacation or your favorite place to relax. Fast, after your mind is clear and focused on positive thoughts, you can more fully relax.

In short, many people find themselves trying to cope with stressful situations that occur in every day life. Although everyone is different and may try a unique way to relieve stress, many people find meditation to be an excellent technique. When you are "stressed out" and looking for way to relax, try finding a comfortable place, clearing your mind with deep breathing, and concentrating on pleasant thoughts.

Credit: Herzfeld-Pipkin. N. (2006). *Destinations*. Boston, Massachusetts

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Lesson19

Writing a Process Essay

The Structure of a Process Essay

Process essays are written to tell the reader "how to do something" or to describe "how something is done". In other words, the reader will know on what process something is completed. An easily imaginable example of process essays would be telling a procedure of cooking a dish.

X.   Introduction
    A. General information of the topic
    B. Focus
    C. Thesis statement
        1. Topic and controlling idea(s)

XI. Body 1
    A. Topic sentence (Step 1)
        1. Supporting idea 1
            a. Supporting detail (explanation)
        2. Supporting idea 2
            a. Supporting detail (explanation)
        3. Supporting idea 3
            a. Supporting detail (explanation)

XII. Body 2
    A. Topic sentence (Step 2)
        1. Supporting idea 1
            a. Supporting detail (explanation)
        2. Supporting idea 2
            a. Supporting detail (explanation)
        3. Supporting idea 3
            a. Supporting detail (explanation)

XIII.Body 3
    A. Topic sentence (Step 3)
        1. Supporting idea 1
            a. Supporting detail (explanation)
        2. Supporting idea 2
            a. Supporting detail (explanation)
        3. Supporting idea 3
            a. Supporting detail (explanation)

XIV.   Conclusion
    A. A concluding sentence
    B. Summary of the content

Introduction

The introduction of a process essay includes the same elements as being introduced in the sample essay that was distributed in the lesson 13.

- General statement about the subject
- Beginning to focus on the topic
- Becoming more specific
- Specific thesis statement

In process essay, the thesis statement includes the process/procedure as main steps

Body paragraphs

Each body paragraph explains the main process/procedure with a detailed manner. In unit 4, you have already experienced a process paragraph. However, at this time, topics that are covered are bigger than the ones dealt in unit 4. Each body paragraph might include the following elements depending on the degree of the reader's knowledge about your writing subject/topic

- Explanation of details
- Definition of the main points
- Describe steps
- Examples

The structure of a body paragraph

1. The first sentence of the body paragraph is called topic sentence. As you learned, a topic sentence includes topic and controlling ideas. Controlling ideas in a process essay would be the main steps.
2. Depending on your subject to write, in most case, you want to start your body paragraphs with chronological transitions. Please take a look at the list of transitions that was given at the begging of the course.

Conclusion

Your concluding paragraph will be similar to those concluding paragraphs that you practiced in the previous lessons. The concluding paragraph in a process essay similarly starts off with a concluding statement and summarizes the main procedure/process of your essay but you may want to paraphrase the main points with different vocabulary.

Practice 1

Please analyze the sample essay and underline necessary elements that are supposed to be included in a process essay.

Practice 2

Please write a process essay by following the procedure.

Research and choose one endangered animal and find out the process in which the animal went endangerment

Brainstorm your ideas to write the essay

Write an outline for your process essay for the process of the animal endangerment

Start writing the process essay but include the following points in your essay

Introduction

includes general statement about the subject

begins to focus on the topic

becomes more specific

includes a thesis statement with main steps of your essay

Two body paragraphs, and your body paragraphs include

A clear topic sentence with a transitional phrase

Explanation of details (if necessary)

Definition of the main points (if necessary)

Describe steps (if necessary)

Examples (if necessary)

Conclusion

A concluding paragraph with transitional phrase

A brief summary of the essay

Koki Tomita
English for Academic Purposes
Lesson19

Wildlife Protection and Cultural Rights

In the early 1990s, the United States attempted to impose sanctions against Mexico for inadequately protecting dolphins in Mexican waters from Mexico's tuna fishing industry. The reason for the sanctions was not due to the fact that the dolphins were an endangered or even threatened species (as they were not). The prohibition was simply because of American cultural ideals, namely an antipathy to the needless killing of these animals.

The ban on dolphin-harming tuna catching was the outcome of a political movement that brought the U.S. government into a heated trade conflict with the government of Mexico. Whether one agrees with the motives of the ban or not, this type of cross-border activism can also be considered a product of cultural globalization. In this case, one nation sought to impose its values about wildlife upon another nation.

In contrast to the dolphin protection measure that the U.S. has sought, the nations of Norway and Japan have attempted to obtain exception from an international whaling ban based on cultural grounds. In the spring of 2000, at a UN conference on trade in endangered species, the governments of these two countries sought to claim that whaling constituted an integral part of their cultural heritage. Iceland, like Norway, continues to object to the prohibition and to hunt whale commercially. The whales that the two countries sought to hunt were not considered endangered so, from their perspectives, the prohibition on hunting them was not based on environmental reasons.

For hundreds of years, local fishermen have hunted whales and the food source was considered part of their tradition and culture. The Norwegian representatives claimed that their northern coastal villages depended on hunting and fishing for their livelihoods. Although whaling is not a big part of the Norwegian national budget, it is still considered a crucial source of income for those fishermen who need it.

They also argued that the global effort to prohibit the hunting of whales amounted to an imposition of other countries' cultural values that contradicted their own. Many international

agreements–and especially trade agreements–contain exceptions for cultural activities, and the Norwegians believed that this activity should also qualify for an exception.

In the same way that family farms and a whole way of life in the U.S. and other developed countries have been threatened by imports of agricultural products, the Norwegians—who have been noted for their model record on environmental preservation—and the Japanese argued that their centuries-old fishing villages were being needlessly threatened by the ban. To these fisherman, the global whaling ban would ruin their village economies, simply adding them to the list of communities harmed by globalization.

The U.S. Department of Commerce has even suggested that trade restrictions be imposed upon Norway, because it was violating the International Whaling Commission's ban on these kinds of whaling activities. Norway has also claimed that this restriction constitutes a ban on its sovereign rights.

The conflict between wildlife protection and cultural rights over whaling is an issue that has yet to be resolved. Recently, the Norwegian government was still refusing to adhere to the whaling ban, and the United States government, among others, was considering counterattack against Norwegian imports. In 2010, a number of anti-whaling countries, including the U.S., had proposed a deal that would essentially permit these nations to hunt whale commercially but with restrictions, as to lower the number of current whale deaths (which are around 1,700 a year) (Walsh, 2010).

 In 2013 Australia took Japan to the International Court of Justice over the hunting of whales in the Antarctic. This region was declared a whale sanctuary in 1999 by Australia and is still used by Japanese for whaling purposes. This would also include a ban on the capture of whales for "scientific purposes" which is currently legal (Austin, 2013). Japan has stated that the ICJ has no jurisdiction to rule on the matter (Reuters, 2013). Iceland resumed its hunt of the fin whale in June 2013 after a two year suspension, with the first of an expected 180 whales killed over the next year. Critics say that the whaling industry is outdated and no longer necessary, only leading to unnecessary deaths of the animal (Vidal, 2013).

Questions for Discussions for Lesson 19
First Reading

1. What is the main idea of the article? Is the author for or against the "controversial cultural activities"?

Second Reading

1. Do you agree with the Norwegian and Japanese position on permitting the hunting of non-endangered species of whales as a cultural exemption?

2. How should these kinds of questions about cultural exemptions be settled? Should an international panel (such as a committee at the **WTO**) be asked to weigh the validity of such claims?

3. How do you define a "cultural activity"?

4. How should these claims be balanced against world opinion – which is generally very supportive of the protection of whales??

Retrieved from http://www.globalization101.org/wildlife-protection-and-cultural-rights

Lesson Plan 20:
Title of the Class: English for Academic Purposes
Title of the Unit: Facing with disappearance
Week / Class Number   20 / 20
Goal of the Class: Students (Ss) will be able to
1.   State their opinions with functions that they have learned so far
2.   Understand the structure of a process essay
3.   Present a material that Ss gathered to write their process essay

Rationale: In the previous lesson, Ss learned how to write an outline for a process essay about an endangered/extinct animal for homework. This lesson mainly focuses on understanding the structure of a process essay more deeply through reflection and peer reviewing.
Ss will also practice clearly telling a procedure of the disappearance of a certain animal.

Materials:
1.   Writing a Process Essay Worksheet
2.   Transition Worksheet
3.   Ss' resource that they found through research
4.   Reading Material: *Wildlife Protection and Cultural Rights* with Discussion Questions

Equipment:
1.   White board
2.   Color markers

Procedures:

Step 1:	1.	T asks what are endangered animals		1 min.
	2.	T asks what are examples of endangered animals		3 mins.
Step 2: (AF)	1.	T asks Ss to take out *Transition Worksheet* and a material(s) that they gathered to write their process essay		1 min.
	2.	T asks Ss		3 mins.
		• How and where did you find the materials?		
		• What types of animals did they research?		
	3.	Ss share their animals to T T writes the animals on the board		3 mins.
	4.	T tells that Ss form groups with Ss who researched similar animals (T do not form the groups but Ss by themselves form groups)		6 mins.
	5.	Ss share the process of the endangerment of an animal that they researched by using chronological transitional phrases in their group		13 mins.
	6.	T asks each group to find out the commonalities of endangerment among the animals		5 mins.
	7.	T elicits the commonalities from the first group		4 mins.
	8.	The speaker of the first group chooses the second group to present, and Ss keeps eliciting information each other		
	9.	T writes the information on the board		5 mins.

	10.	After presenting information, T asks Ss to discuss possible solutions to save the endangered animals	3 min.
			2 mins.
	11.	T elicits the information from each group by using the same eliciting procedure	
	12.	Ss reflect and share learning strategies that they used to search the materials or the way of presenting material to their partner in a group by referring the content of the *English Learning Log*, and also write the reflection down on the *English Learning Log*	

Step 3: (AF)	1.	T asks Ss • What is the main structure of a process essay?	1 min.
	2.	Ss voluntarily answer the question	2 mins.
	3.	T forms 5 groups with 4 Ss	1 min.
	4.	T asks Ss to take out their *Outline* for a process essay and *Writing a Process Essay Worksheet*	1 min.
	5.	Ss exchange their *Outline*	1 min.
	6.	T asks Ss to take a look at partner's outline and analyze the content by referring *Writing a Process Essay Worksheet*	10 mins.
	7.	Ss to offer advice to improve the process essay	
	8.	Ss reflect and share writing strategies that they used to write the outline to their partner in a group by referring the content of the *English Learning Log*, and also write the reflection down on the *English Learning Log*	5 mins. 3 mins.

Step 4:	1.	Ss take out *Wildlife Protection and Cultural Rights*	5 mins.
	2.	Ss share their answer of the discussion questions to the group members	5 mins
	3.	One of Ss summarizes the ideas of the group	
	4.	T elicits the answers from each group	5 mins.
	5.	Listeners feel free to join the discussions or ask clarification to speakers (If all the questions cannot be answered, T can work on the question in the next class)	

Step 5:	1.	T assigns homework	3 mins.

Assessment:	1.	T constantly walks around the classroom during group discussions and check the participation of the Ss
	2.	T makes sure that each S presents their ideas when T elicits ideas from each group
	3.	T collects the outline for the process essay
	4.	T check whether or not Ss can form a group for a group discussion without support from the T

Homework Follow-up:	/	1.	Ss write a process essay by referring Peer Reviewing Format
		2.	Ss search ongoing actions of conserving/preserving endangered animals
		3.	Ss will keep the English learning log

Lesson Plan 21:
Title of the Class: English for Academic Purposes
Title of the Unit: Facing with disappearance
Week / Class Number   21 / 21
Goal of the Class: Students (Ss) will be able to
1.   State their opinions with functions that they have learned so far
2.   Understand the structure of a process essay
3.   Present ongoing actions to conserve or preserve the endangered animals

Rationale: In the previous two lessons, Ss learned how to write a process essay and actually wrote a process essay about an endangered/extinct animal for homework. This lesson mainly focuses on understanding the structure of a process essay through reflection and peer reviewing.
Ss will also share ongoing actions to protect endangered animals from their research.

Materials: 1.   Writing a Process Essay Worksheet
                          2.   Transition Worksheet
                          3.   Ss' resource that they found through research
                          4.   Peer Reviewing Format

Equipment: 1.   White board
                          2.   Color markers
                          3.   A PC
                          4.   A projector
                          5.   A big screen to present the audio material

Procedures:	Step 1:	1.	T asks Ss • What is the main structure of a process essay?	1 min.
		2.	Ss voluntarily answer the question	2 mins.
	Step 2: (AF)	1.	T forms 5 groups with 4 Ss	1 min.
		2.	T asks Ss to take out first draft for the process essay about endangered animals and *the Peer Reviewing Format*	1 min.
		3.	Ss exchange their *process essay*	1 min.
		4.	T asks Ss to take a look at partner's process essay and analyze the content by referring *Writing a Process Essay Worksheet* T asks Ss to offer advice to improve the process essay daft 1	13 mins.
		5.	T asks Ss if they have any questions	3 mins.
		6.	Ss reflect and share writing strategies that they used to write their written work to their partner in a group by referring the content of the *English Learning Log*, and also write the reflection down on the *English Learning Log*	2 mins.
	Step 3: (AF)	1.	T asks Ss to take out the format for *Peer Vocabulary Quiz*	1 min. 12 mins.
		2.	Ss find a partner who sits face-to-face and work on the quiz	2 mins.

	3.	Ss reflect their vocabulary learning strategies, share to the partner and fill in the *Vocabulary Check List*	
Step 4: (AF)	1.	T asks Ss to form two groups A and B with 10 Ss	2 min.
	2.	One of the presenter will be in either of the groups	
	3.	The presenters present their summary of material to their group in 3 min.	3 mins.
	4.	The rest of the Ss listen to the presentations and take note	
	5.	After the presentations, the presenters explain difficult terminology to the listeners	8 mins.
	6.	The presenters asks whether the listeners have any questions or not	
	7.	Ss find a pair from the different group; in other words Ss from group A find a partner from group B	2 mins.
	8.	Ss share what they listened from the presentation by using QERF and ORE	5 mins.
	9.	Ss change the role. The listener becomes a speaker, and the speaker becomes a listener by using QERF and ORE	5 mins.
	10.	Ss reflect and share learning strategies that they used to search the materials or the way of presenting material to their partner in a group by referring the content of the *English Learning Log*, and also write the reflection down on the *English Learning Log*	2 mins.
Step 5: (AF)	1.	T asks Ss to take out the *Transition Worksheet* and a material(s) that they gathered	1 min.
	2.	T asks Ss to share their answer to the following questions in their group by using QERF and ORE	10 min.
		• How did you find the materials?	
		• By using what strategies, did you comprehend the materials?	
		• What are the causes of endangerment of animals (Ss discussed this in the last class)?	
		• What are ongoing activities in order to protect/ conserve endangered animals	
	3.	T elicits the answers from the first group The speaker of the first group chooses the second group to present, and Ss keeps eliciting information each other	9 min.
	4.	T writes the answers on the board	
	5.	Ss reflect and share learning strategies that they used to search the materials or the way of presenting material to their partner in a group by referring the content of the *English Learning Log*, and also write the reflection	2 mins.

down on the *English Learning Log*

Step 6:   1.   T assigns homework   2 mins.

Assessment: 1.   T constantly walks around the classroom during group discussions and check the participation of the Ss

2.   T makes sure that each S presents their ideas when T elicits ideas from each group

Homework   /   1.   Ss will revise the process essay and turn in in the next class
Follow-up: 2.   Ss will keep English Learning Log

3.   Ss will research on renewable energy

4.   Ss will fill in the Vocabulary Check List

Comments:

Lesson Plan 22:
Title of the Class: English for Academic Purposes
Title of the Unit: Energy and New Technology
Week / Class Number   22/ 22
Goal of the Class: Students (Ss) will be able to
1. State their opinions by comparing renewable energy to non-renewable energy with transitions
2. Understand the structure of a compare and contrast essay
3. Skim and scan the content of a reading material to answer discussion questions
4. Read a line chart showing the "composition of Australian energy supply total energy" and answer the discussion questions

Rationale: Students (Ss) have been familiar with writing longer essays throughout the previous weeks. This unit focuses on teaching the rhetoric of compare and contrast. Compare and contrast essays are not only practiced as one of the most important rhetorical patters in ESL/EFL contexts, but also required to write in university contexts. In the fist lesson, Ss will be learning the structure of a compare and contrast essay. In particular, teacher (T) emphasizes two types of organizational pattern, Block method and Point-by-Point method, but focuses on teaching Point-by-Point method in this lesson.
In addition, Ss will be discussing the differences between renewable energy and non-renewable energy. In the next lesson, Ss will be reading a line chart that is embedded in a reading material. Before reading the material, Ss will learn how to read a line chart in this lesson.

Materials: 1. Writing a Compare and Contrast Essay Worksheet
                    2. A sample Essay
                    3. Transition Worksheet
                    4. Reading a Line Chart Worksheet

Equipment: 1. White board
                    2. Color markers

Procedures: Step 1:   1. T collects the process essay final draf from Ss   1 min.
                         2. After collecting the essay, T asks Ss to voluntarily   2 mins.
                            share their answer to the following question
                            • What is the main structure of a process essay?
                         3. At the same time T Draws a structure of a process essay on the white board

               Step 2:   1. T forms 5 groups with 4 Ss   1 min.
                         2. T distributes *Writing a Compare and Contrast*   1 min.
                            Essay Worksheet and *a Sample Essay*
                         3. T erases the body parts of the process essay that   1 min.
                            was drawn on the board
                         4. T tells the purposes of writing compare and   2 mins.
                            contrast essays and why it is important
                         5. T explains the differences between coordinating   5 mins.
                            and subordinating conjunctions, and transitions (T
                            may want to refer to other items on the *Transition
                            Worksheet*)
                         6. T tell Ss to be careful with run-on sentences when   2 min.

		Ss write sentences with coordinating and subordinating conjunctions, and transitions	
Step 3:	1.	T explains the difference between Point-by-Point and Block method that are used to organize compare and contrast essays by using the picture on the board	2 mins.
	2.	With the Point-by-Point method, each body paragraph includes different topic to compare and contrast two subjects	10 mins.
	3.	T asks Ss to take a look at the sample essay and answer the practice 1 and share the answer with the group members	10 mins.
	4.	Teacher elicits the answers from each group	5 mins.
	5.	T emphasizes that the sample essay is written with the Point-By-Point method and answer questions from Ss	3 min.
Step 4: (AF)	1.	T asks Ss to take out a material(s) that they gathered	1 min.
	2.	T asks Ss to share their answer to the following questions in their group by using QERF and ORE	15 min.
		• How and where did you find the materials?	
		• By using what strategies, did you comprehend the materials?	
		• What is renewable energy?	
		• How is it different from non-renewable energy?	
		• What are the advantages/disadvantages of using renewable energy?	
	3.	T elicits the answers from the first group. The speaker of the first group chooses the second group to present, and Ss keeps eliciting information each other	8 min.
	4.	T writes the answers on the board	
	5.	Ss reflect and share learning strategies that they used to search the materials or the way of presenting material to their partner in a group by referring the content of the *English Learning Log*, and also write the reflection down on the *English Learning Log*	2 mins.
Step 5:	1.	T distributes *Reading a Line Chart Worksheet*	1 min.
	2.	T explains the content quickly	3 mins.
	3.	Ss work on Practice and discuss with a group members	10 mins.
	4.	T elicits the answer from the each group	5 mins.
Step 6:	1.	T assigns homework	3 min.
Assessment:	1.	T constantly walks around the classroom during group discussions and check the participation of the Ss	
	2.	T makes sure that each S presents their ideas when T elicits ideas from each group	

       3.   Ss ask questions to other Ss' opinions

Homework / Follow-up: 1.   Ss answers Practice 2 in the *Writing a Compare and Contrast Essay Worksheet*
       2.   Ss will research on eco-friendly products
       3.   Ss will keep the English learning log

Comments:

Koki Tomita
English for Academic Purposes
Lesson22

Reading a Line Chart

2003 Chuck Wagon Strawberry and Cheesecake Ice Cream Sales
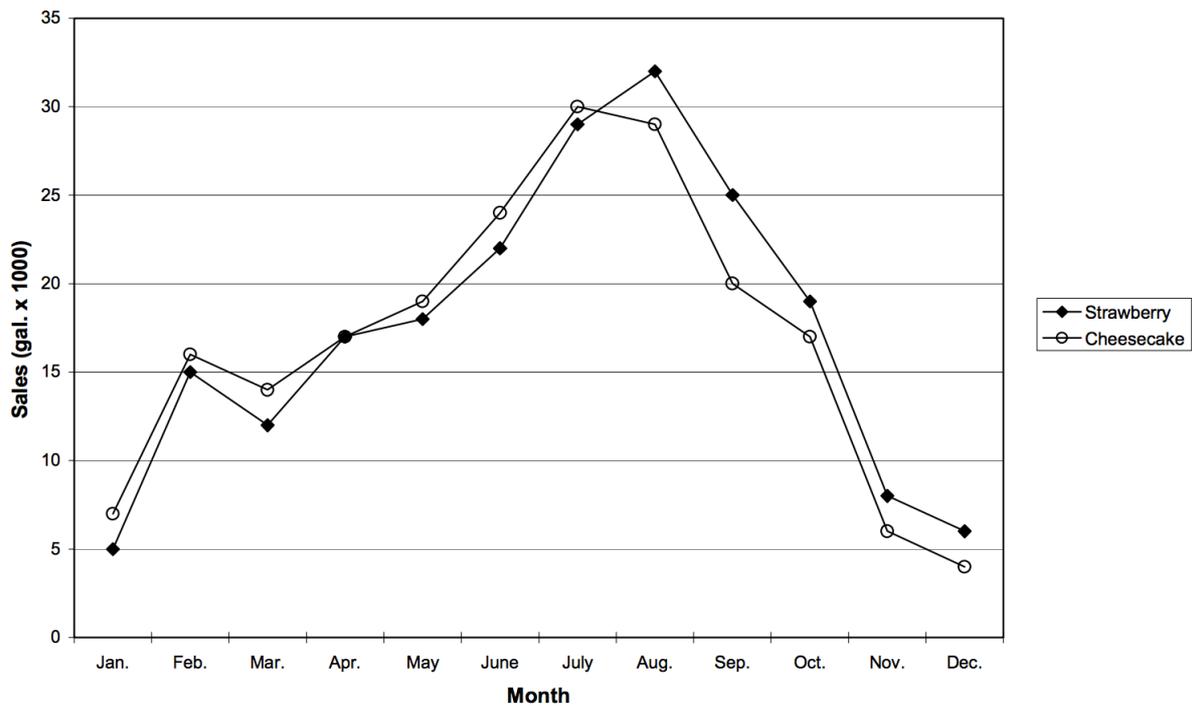
Credit: http://www.hammond.k12.in.us/icle_reading/6%20CTE%20Reading%20Tips/9%20CTE%20Reading%20Tip%20Graphs%20etc..pdf

Step 1
Explaining what is the chart representing (X axis and Y axis)

Step 2
Presenting general trend of the chart

Step 3
Explaining sudden up and fall on the chart

Step 4
Supporting claims with the chart

Practice
1.   What does the chart represent overall?

2.   What do X axis and Y axis represent?

3.   Why do you think the chart reaches the highest point on the Y axis on August and hits the lowest point on December in that chart?

4.   If you were working at a cake shop, how would you use this chart to sell your product effectively?

Koki Tomita
English for Academic Purposes
Lesson22

A Compare and Contrast Sample Essay 1

Kanata Haruka
12m3206
EAP
November 23, 2014

Nuclear Versus Wind Power

Human beings have spent thousands of years burning things to make energy, but that strategy needs to change. Fossil fuel supplies are limited, they're becoming increasingly expensive, and burning them is harmful to the environment. Two energy systems have emerged as potential replacements for fossil fuels—nuclear power and wind power. Which is preferable? Politicians, energy experts, and environmentalists disagree. While nuclear power is the more efficient system, wind power is the cleaner and more cost-effective alternative.

In terms of the environmental impact, both wind and nuclear energy are cleaner options than fossil fuels. Neither wind nor nuclear energy emits harmful greenhouse gases that trap sunlight. As a result, they both benefit the atmosphere by reducing the danger of climate change, compared with fossil fuels. Nonetheless, wind power is cleaner than nuclear power because wind power uses a completely natural resource and has low environmental impact. Conversely, nuclear power produces radioactive waste that must be contained in massive concrete structures or stored far underground. Nuclear disasters such as the one at Fukushima cause great environmental harm (Keeley).

Wind power is also more cost-effective than nuclear power. In 2011, the Energy Information Administration published an inflation-adjusted cost comparison for building and operating different types of energy plants over their life cycles. The report concluded

that a state-of-the-art nuclear plant would cost $113.90 per MW-h (unit of energy equal to 1,000 kilowatt hours), while an onshore wind farm would cost $97 per MW-h. According to this report, wind energy is 15 percent cheaper than nuclear energy.

However, while wind is cleaner and cheaper than nuclear power, nuclear power production is more efficient, consistent, and flexible—better able to meet sudden jumps in energy demands. The fact is not surprising, as wind turbines spin only when the wind is blowing. Predicting when the wind will blow and at what force is also difficult. Even in the United States, which institutes greater wind potential than most places, wind turbines operate at about 33 percent capacity. Meanwhile, nuclear plants operate at 90 percent capacity at least. On average, a wind farm takes two to three times longer to produce the same amount of energy that a nuclear power plant of the same capacity can produce (Koyama).

In conclusion, nuclear power and wind power are both environmentally friendly energy alternatives to fossil fuels, but they are substantially different from one another. While wind power is the cleaner, more cost-effective energy source, wind power is inconsistent in its efficiency and energy output. While nuclear power is more efficient and produces the greater volume of energy within a certain time frame, nuclear power comes with the additional safety concerns of radioactive waste and nuclear meltdowns.

Retrieved from http://tldevelopment.net/inquireHSbook/pg460

Koki Tomita
English for Academic Purposes
Lesson22

Writing a Compare and Contrast Essay Worksheet

What is a compare and contrast essay?

A compare and contrast essay is about presentation of similarities and differences of two different subjects. Thus, in order for comparison, you need to find subjects that are neither too similar nor too different; otherwise, you will not be able to compare them. For example, you would not compare healthy food and music industry because there might be no possible points for comparison.

What will you accomplish with writing a compare and contrast essay? (SBCC)

1. **Clarify** something unknown or not well understood.
2. Lead to a fresh **insight** or new way of viewing something.
3. Bring one or both of the subjects into sharper **focus**.
4. Show that one subject is **better** than the other.

Sentences Combing to Show Contrast (Herzfeld-Pipkin, 2006)

1. **Coordinating conjunctions** ➔ but, yet

    Ex: He rented a place**, but** it was not in the best part of town.

2. **Subordinating conjunctions** ➔ although, even though, though, whereas, while

    Ex: The area was run-down **although** it has changed since then.
                                    or
    Although the area was run-down**,** it has changed since then.

3. **Transitions**➔ however, nevertheless, nonetheless, on the contrary, on the other hand, in contrast

    Ex: He has built a successful business**; nevertheless,** he is not only interested in profit.

                    Be careful with writing run-on sentences…

Organization of a Compare and Contrast Essay **(Wheeling Jesuit University)**

1. **Point-by-Point method**

    There are several ways to organize within the comparisons and contrasts. Let's say the topic is PC and Mac personal computer systems, and the thesis is that the discriminating consumer should buy a Mac. You may choose to discuss the comparisons and contrasts of each main idea point by point, paragraph by paragraph: maybe software, ease of use, and cost. In doing so, create a mini-essay in each paragraph:

    - Each paragraph should have a topic sentence that indicates the main ideas of the paragraph
        - For instance, "Mac software is more creative and has more applications."
    - Each paragraph should contain some cursory comparisons
    - Each paragraph should then have the contrasts that prove the point of your topic sentence (and, as a result, your thesis).

    Sample Point-by-Point Outline:

    Introduction: PC vs. Mac

    Body 1:

    PC: Software

    Mac: Software

    Body 2:

    PC: Ease of Use

    Mac: Ease of Use

    Body 3:

    PC: Cost

    Mac: Cost

    Body 4:

    Mac's preferability to PC

    Conclusion: (note: see ARC handout on "Conclusion")

    Summary, Thesis Restatement

    Significance of your discussion

2. **Block method**

You may feel that one system so outperforms the other in every category that these nitty-gritty comparisons and contrasts rob from the eventual conclusion. In this case, you can opt to discuss the two block by block:

- PC software, ease of use, and cost (discussed first, since it is not the beneficiary of your contrast discussion).

- Then Mac software, ease of use, and cost

- Followed by an integrative paragraph or two to acknowledge the surface comparisons and root contrasts with the same eventual conclusion: that the Mac route is the better one to take

Sample Block-by-Block Outline:

  Introduction: PC vs. Mac

  Body 1:

       PC: Software

          Ease of use

          Cost

  Body 2:

       Mac: Software

          Ease of use

          Cost

  Body 3:

  Mac's preferability to PC (this/these paragraph(s) will be crucial in clarifying your comparisons and/or contrasts)

  Conclusion:

  Summary, Thesis Restatement

  Significance of your discussion

Practice 1
Please take a look at the sample essay and analyze which organization format is used in the essay. Also, please make sure all the necessary elements are included in the sample essay.

Practice 2
1.   Please write a quick outline for the sample essay.

Reference
Herzfeld-Pipkin. (2006). *Destinations*.

Santa Barbara City Colledge. *Writing a Compare/Contrast Essay*. Retrieved from http://www.sbcc.edu/clrc/files/wl/downloads/WritingaCompareContrastEssay.pdf

Wheeling Jesuit University. *How do I write a comparison/contrast essay?* Retrieved from http://www.wju.edu/arc/handouts/compare_contr.pdf

Lesson Plan 23:
Title of the Class: English for Academic Purposes
Title of the Unit: Energy and New Technology
Week / Class Number   23 / 23
Goal of the Class: Students (Ss) will be able to
1.   State their opinions by comparing renewable energy to non-renewable energy with transitions
2.   Understand the structure of a compare and contrast essay
3.   Offer advice to partner's outline for improvement

Rationale:

In the last lesson, students (Ss) learned how to write compare and contrast essays. In particular, teacher (T) in this lesson focuses on teaching the Block method. Based on the information from the last lesson, Ss wrote an outline for a Sample Compare and Contrast Essay.

In group discussions, Ss will be expected to use transitions for compare and contrast different types of renewable energy.

Materials:
1.   Writing a Compare and Contrast Essay Worksheet
2.   Transition Worksheet
3.   Outline that Ss wrote for the homework
4.   Reading material: *Australia's Energy Consumption*
5.   Reading a Line Chart Worksheet
6.   Materials that are gathered by Ss

Equipment:
1.   White board
2.   Color markers

Procedures: Step 1:   1. T asks Ss to take out a material(s) that they gathered   1 min.
                (AF)
                            2. T asks Ss to share their answer to the following questions in their group by using QERF and ORE   15 min.
                                •   How and where did you find the materials?
                                •   What is your eco friendly product?
                                •   What are the advantages of using your eco friendly product?
                                •   What is the best eco friendly product that presented by your group members?
                            3. T elicits a product from the first group
                                The speaker of the first group chooses the second group to present, and Ss keeps eliciting product each other   8 min.
                            4. T writes the answers on the board and asks each group to decide the best product among the 5 products   1 min.
                            5. T asks one S from each group to vote to one of the products and praises all the products that Ss shared for the class   3 mins.
                            6. Ss reflect and share learning strategies that they used to search the materials or the way of presenting material to their partner in a group by referring the content of the *English Learning Log*, and also write the reflection   2 mins.

down on the *English Learning Log*

Step 2: (AF)	1.	T asks Ss what the main structure of a compare and contrast essay is	2 mins.
	2.	T explains the Block method	15 mins.
		With the Block method, one body paragraph includes a subject and lists up the feathers of the subject. The next paragraph includes the other subject and also lists up the features of the subject. In the third paragraph, the author writes clearly which subject is better than the other	
	3.	T asks Ss to take out the outline for the Point-to-Point sample essay	1 min.
	4.	T asks Ss to form new 5 groups with 4 Ss	
	5.	Ss exchange their outline for a compare and contrast essay with a partner who sits side-by-side	1 mins.
	6.	Ss check the content by refereeing to *Writing a Compare and Contrast Essay Worksheet* and *Sample Essay*	12 mins.
	7.	Ss share their outline to the group members and compare and give advice for improvement each other	3 mins.
	8.	T asks each group to offer each element that is included in the outline	4 mins.
	9.	Ss reflect and share writing strategies that they used to write their written work to their partner in a group by referring the content of the *English Learning Log*, and also write the reflection down on the *English Learning Log*	2 mins.
Step 3:	1.	T distributes the reading material: *Australia's Energy Consumption* and asks Ss to take out *Reading a Line Chart Worksheet*	2 min.
	2.	T asks Ss to read the reading material and answer the first question	5 mins.
	3.	T asks Ss to read one more time to answer the rest of the question by referring the *Reading a Line Chart Worksheet*	5 mins.
	4.	Ss reflect and share reading strategies that they used to a partner in a group, and also write the reflection down on the *English Learning Log*	2 mins.
Step 4:	1.	T assigns homework	2 mins.

Assessment:	1.	T constantly walks around the classroom during group discussions and check the participation of the Ss
	2.	T makes sure that each S presents their ideas when T elicits ideas from each group
	3.	Ss share their materials that Ss gathered to write a compare and contrast essay
	4.	Ss ask questions to other Ss' opinions
Homework Follow-up:	/ 1.	Ss write an outline for a compare and contrast essay for two types of energy

2.   Ss will choose one country and research on the attitude of the country to renewable energy
3.   Ss will keep the English learning log
4.   Ss will answer the rest of the discussion questions for the reading material

Comments:

Australia's Energy Consumption

 Part 1:
Australians spend about $50 billion on energy each year, while energy exports earn more than $24 billion a year. The sector involves massive, long-lived capital items such as electricity plants, transmission lines, coal, oil and gas production facilities, pipelines, refineries, wind farms as well as a multitude of smaller facilities such as wholesale and retail distribution sites.

The production and use of energy comes with a major environmental challenge. Energy is the largest single contributor to global emissions of greenhouse gases. Transport emissions are a significant source of urban air pollution. Energy projects can affect Australia's air and water quality, biodiversity, noise levels and heritage, and must be sensitively managed. New technologies such as renewable energy meet these challenges.

Part 2:
Demands for energy in Australia is projected to increase by 50 per cent by 2020, and the energy industry has estimated that at least $37 billion in energy investments will be required by 2020 to meet the nation's energy needs. Meeting this increased demand for energy, while moving to a low-emissions future, is a key challenge facing Australia's future growth and living standards.

Developing Australia's abundant low-cost energy resources is a key to our future prosperity. Australia is the world's fourth largest producer, and largest exporter, of coal. We supply 8 per cent of the world trade for liquefied natural gas, and possess 40 per cent of the world's low-cost uranium reserves.

Part 3
Our known oil reserves are significant, but are projected to decline in the absence of new discoveries. Australia has significant wind and solar resources, and limited large hydro resources. Investment committed on energy projects under development in Australia totaled $11.1 billion at April 2004 and a further $38.8 billion in investment is under consideration (ABARE 2004).

Figure 1: Composition of Australian energy supply Total Energy 'Other' Energy Wind and Solar Energy
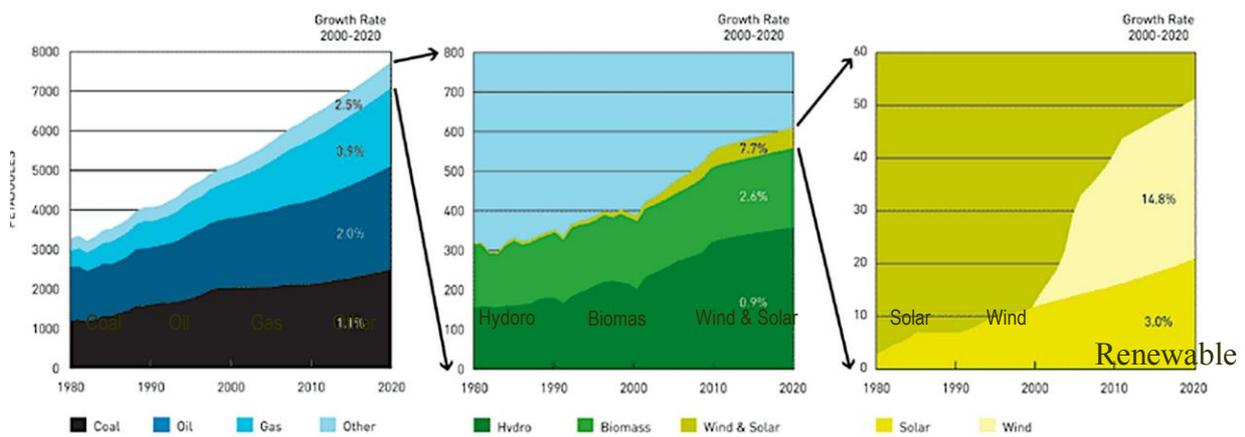
energy is an essential part of Australia's low emissions energy mix and is important to Australia's energy security. It plays a strong role in reducing Australia's greenhouse gas emissions and helping Australia stay on track to meet its Kyoto target and beyond. Australian Government support for renewable energy assists industry development, reduces barriers to the national electricity market, and provides community access to renewable energy.

Part 4:
What is Renewable Energy?

Renewable energy is sustainable energy that comes from the natural environment. Certain sources of energy are "renewable" as they are maintained or replaced by nature. Renewable energy is obtained from sources that are essentially inexhaustible, unlike fossil fuels, of which there is a finite supply and cannot be replenished.

Renewable sources of energy include solar, wind, water, biomass, wood, waste, geothermal, wind, photovoltaic, and solar thermal energy. Non renewable energy sources include coal, oil and natural gas.

Part 5:
Why is renewable energy important?

Energy is a basic input into virtually every aspect of personal and business activity. Energy, in some form, is involved in most household activities, such as heating, cooling, cooking, lighting, transport or enjoying services or products that require energy in their supply.

Firms also use energy in virtually all of their activities, whether it is processing and manufacturing materials, transporting goods, heating and cooling premises, providing telecommunication services or powering computers. As a result, energy is a fundamental part of life in Australia and the energy sector is an essential component of the Australian Economy.

What are the benefits of using renewable energy?

One of the greatest benefits of renewable energy is its potential to provide affordable and clean sources of electricity. Additionally, there are reduced costs through resource savings, increased revenue through eco-efficiencies, and reduced risks and finance costs. Renewable energy also minimizes pollution and positively impacts the environment in many ways, thus companies who choose to use renewable energy enhance their reputational capital and hence are considered to be socially responsible corporate citizens.

Retrieved from http://www.energymatters.com.au/faqs/renewable-energy-faq.php

Discussion Questions for Lesson 23

1. Why does Australian government strongly emphasize the installation of low-cost energy to their market?

2. Please explain what the chart represents with the four step strategies.

3. What types of governmental support is delivered in order to increase renewable energy supply?

4. What does renewable mean? How does renewable energy differ to non-renewable energy?

5. What are the benefits of using renewable energy? How does renewable energy possibly contribute to reducing pollution?

6. What is the current most controversial renewable energy in Japan? Why is the renewable energy so controversial?

Lesson Plan 24:
Title of the Class: English for Academic Purposes
Title of the Chapter: Energy and New Technology
Week / Class Number   24 / 24
Goal of the Class: Students (Ss) will be able to
1.   Compare different policies of renewable energy with transitions
2.   Understand relationship between different types of renewable energy and geographical feature of different countries
3.   Understand the structure of a compare and contrast essay
4.   Offer advice to partner's outline for improvement
5.   Present a material that Ss gathered for the mini presentation

Rationale: In the last lesson, students (Ss) learned how to write compare and contrast essays. In particular, teacher (T) focused on teaching two types of organizational methods which are Block and Point-by-Point methods. Based on the information from the last lesson, Ss wrote an outline for a compare and contrast essay. Ss will check the outline each other for the improvement of the essay.
In group discussions, Ss will be expected to use transitions of comparing and contrasting for the introduction of different countries' attitudes toward renewable energy.

Materials:
1.   Writing a Compare and Contrast Essay Worksheet
2.   Outline for the Compare and Contrast Essay
3.   Transition Worksheet
4.   Materials that are gathered by Ss
5.   Reading material: *Australia's Energy Consumption* with Discussion Questions

Equipment:
1.   White board
2.   Color markers
3.   Magnets

Procedures:

Step 1: (AF)	1.	T asks Ss to form 5 groups with 4 Ss and find a partner who sits side-by-side	1 min.
	2.	Ss exchange their outline for compare and contrast essay with the partner and check the content each other for improvement by referring *Writing a Compare and Contrast Essay Worksheet*	8 mins.
	3.	T asks whether Ss have any questions and assign draft two for the same essay	1 min.
	4.	Ss reflect and share writing strategies that they used to write their written work to their partner in a group by referring the content of the *English Learning Log*, and also write the reflection down on the *English Learning Log*	2 mins,
Step 2: (AF)	1.	T asks Ss to take out the format for *Peer Vocabulary Quiz*	1 min.
	2.	Ss find a partner who sits face-to-face and work on the quiz	12 mins.
	3.	Ss reflect their vocabulary learning strategies, share to the partner and fill in the *Vocabulary Check List*	2 mins.

Step 3: (AF)	1.	T asks Ss to form two groups A and B with 10 Ss	2 min.
	2.	One of the presenter will be in either of the groups	
	3.	The presenters present their summary of material to their group in 3 min.	3 mins.
	4.	The rest of the Ss listen to the presentations and take note	
	5.	After the presentations, the presenters explain difficult terminology to the listeners	8 mins.
	6.	The presenters asks whether the listeners have any questions or not	
	7.	Ss find a pair from the different group; in other words Ss from group A find a partner from group B	2 mins.
	8.	Ss share what they listened from the presentation by using QERF and ORE	5 mins.
	9.	Ss change the role. The listener becomes a speaker, and the speaker becomes a listener by using QERF and ORE	5 mins.
	10.	Ss reflect and share learning strategies that they used to search the materials or the way of presenting material to their partner in a group by referring the content of the *English Learning Log*, and also write the reflection down on the *English Learning Log*	2 mins.
Step 4: (AF)	1.	T asks Ss to take out a material(s) that they gathered	1 min.
	2.	T asks Ss to share their answer to the following questions in their group by using QERF and ORE • How and where did you find the materials? • What attitude does the country on which you researched take toward renewable energy? • Please decide one interesting attitude from your group and prepare to share to the class	10 mins.
	3.	T elicits an attitude of a country toward an environmental issue from the first group The speaker of the first group chooses the second group to present, and Ss keeps eliciting product each other	5 mins.
	4.	Ss reflect and share learning strategies that they used to search the materials or the way of presenting material to their partner in a group by referring the content of the *English Learning Log*, and also write the reflection down on the *English Learning Log*	2 min.
Step 5:	1.	T asks Ss to take out *Australia's Energy Consumption* with Discussion Questions	1 mins.
	2.	Ss share their answer to the Discussion Questions to the group members	5 mins.
	3.	T elicits the answer from each group	5mins.

Step 6:   4.   T assigns homework   2 mins.

Assessment: 1.   T constantly walks around the classroom during group discussions and
                           check the participation of the Ss
                      2.   T makes sure that each S presents their ideas when T elicits ideas from
                           each group
                      3.   Ss share their eco-friendly products
                      4.   Ss ask questions to other Ss' opinions

Homework   /   1.   Ss will write a first draft for a compare and contrast essay
Follow-up: 2.   Ss will choose and research on an environmental problem
                      3.   Ss will keep the English learning log

Comments:

Lesson Plan 25:
Title of the Class: English for Academic Purposes
Title of the Unit: Environmental Issues
Week / Class Number   25 / 25
Goal of the Class: Students (Ss) will be able to
1.   Use transitional phrases to show causes and effects when they present
     their opinions
2.   Understand the concept and structure of a cause and effect essay
3.   Recycle all the functions that they learned so far
4.   Peer review classmate's compare and contrast essay

Rationale: Utill the last lesson, students (Ss) learned how to write a compare and contrast
                            essay. This lesson focuses on teaching one step more complicated rhetorical
                            pattern of cause and effect.
                            Additionally, Ss will discuss environmental issues in general and how their life
                            closely ties with environmental issues.

Materials: 1.   Writing a Cause and Effect Essay Worksheet
                            2.   Sample Essay 1 (Herzfeld-Pipkin, 2006)
                            3.   Transition Worksheet

Equipment: 1.   White board
                            2.   Color markers
                            3.   Magnets

Procedures: Step 1: 1. T asks Ss to form 5 groups with 4 Ss   1 min.
                (AF)   2. T asks Ss what the main structure of a compare   2 mins.
                             and contrast essay
                         3. T starts asking questions from introduction to   2 mins.
                             conclusion and also two types of organization
                             methods
                         4. Ss become a pair with a S who sits side-by-side   1 min.
                         5. Ss exchange their compare and contrast essay with 13 mins.
                             the partner and check the content each other for
                             improvement
                         6. T asks whether Ss have any questions and assign   1 min.
                             draft two for the same essay
                         7. Ss reflect and share writing strategies that they 2 mins.
                             used to write their written work to their partner in a
                             group by referring the content of the *English
                             Learning Log*, and also write the reflection down
                             on the *English Learning Log*

                Step 2: 1. T distributes *Writing a Cause and Effect Essay*   2 min.
                             Worksheet and *Sample Essay 1*
                         2. T explains the reader's expectation when he/she   3 mins.
                             reads a cause and effect essay
                         3. T asks Ss to voluntarily share their opinion   3 mins.
                             •   According to the worksheet, it says "topic
                                 should be not too small or too big", do you
                                 think that writing the causes of World War II
                                 for the 500 words is right topic choice?
                             •   Why is writing an outline first important?
                         4. T explains the structure of a cause and effect essay 5 mins.

from introduction

T tells that the introduction of a cause and effect essay is similar to the other essays such as process, and compare and contrast; however, the difference is the thesis statement. The thesis statement of a cause and effect essay clearly tell which (either a cause or an effect) the essay is going to discuss   5 mins.

5.   At this point, T asks Ss to take a look at the sample essay 1 and also asks
    •   Does the sample essay include prominent information?
    •   What is the thesis statement? What does the essay is going to talk about?
        Ss exchange their answers to the questions in their group   3 mins.

6.   T elicits the idea from a group but T does not choose the group but Ss raise their hand to show their intention to answer

Step 3:   1.   T explains how to write body paragraphs of a cause and effective essay

2.   In the "description for the cause" section, T uses an example of global warming   5 mins.
    •   A condition in which global warming associates with abundant emission of heat
    •   The emission of heat also closely ties with human activities
    •   What are the main human activities? Ss answer
    •   Write the human activities more in detail

3.   In the "description for the effect" section, T uses also an example of global warming   5 mins.
    •   T starts off telling that the effect of global warming could be various
    •   T asks Ss what possible effects of global warming are?
    •   In the paragraph, you can explain or show examples

4.   T asks Ss to take a look at and analyze the body paragraphs of the *Sample Essay 1* and discuss in the group   15 mins.
    •   What are the topics sentences of the body paragraphs?
    •   Cause or effect, which the writer is discussing in the essay?
    •   What are the causes of deforestation?
    •   What examples of causes are presented by the writer?

5.   T will explain the rest in next class

Step 4:   1.   T asks Ss to take out a material(s) that they   1 min.
(AF)   gathered

2.   T asks Ss to share their answer to the following   10 mins.

questions in their group by using QERF and ORE

- How and where did you find the materials?
- What are the causes and effects of your environmental problem?

3. T elicits two environmental problems and the causes and effects of those problems from each group and summarizes the ideas

4. Ss reflect and share learning strategies that they used to search the materials or the way of presenting material to their partner in a group by referring the content of the *English Learning Log*, and also write the reflection down on the *English Learning Log*

8 mins.

3 mins.

Step 5: 1. T collects the final draft for the compare and contrast essay

6 mins.

2. T assigns homework

Assessment:

1. T constantly walks around the classroom during group discussions and check the participation of the Ss
2. T makes sure that each S presents their ideas when T elicits ideas from each group
3. Ss ask questions to other Ss' opinions
4. T collects and checks the compare and contrast essays

Homework / Follow-up:

1. Ss will write a detailed outline for the sample essay 1 except the conclusion part
2. Ss will choose and research one country which is suffering from a particular environmental problem
3. Ss will keep the English learning log

Koki Tomita
English for Academic Purposes
Unit9

Sample Essay 1

Kanata Haruka
12m3206
EAP
January 7th, 2014

There are many different forests in the world, including woodland and tropical rain forests, and people have been clearing these areas for centuries. More recently, the permanent destruction of forest and woodlands, known as deforestation, has been recognized as a global problem. Today, more than half the earth's original rain forests are gone, and at the current rate of destruction, rain forest could disappear completely within 100 years. Deforestation now occurs in areas that previously remained untouched because modern transportation and equipment allow people to exploit these areas more easily. While these are several reasons for deforestation, two important causes are related to this exploitation: clearing the land for agricultural proposes and commercial logging.

People often destroy trees in order to open up land for agricultural use. They clear forest areas for agriculture because they need to feed themselves or they want to produce cash crops. Some people, such as poorer farmers, chop down trees in small areas so that they can plant crops to sustain themselves and their families. Other people clear forest areas on a larger scale, for they want to earn money. In some cases it cleared forest areas become cattle ranches. In other cases people might grow robber or coffee plants on these deforested areas. In all of these larger scale cases, the forest is cleaned because of the need or desire to earn money through the sale of products such as beef, rubber, coffee, and other crops that are produced on the land. However, the soil is often too poor to support the crops that are planted in these cleared humid topical areas. Since these farmers and ranchers are seeking land to

satisfy their agricultural needs, they move to new areas and clear more forests. Because of this movement, the deforestation may increase rapidly.

Another important cause of deforestation is commercial logging. Because of the large international demand for timber and the international trade that has developed from this demand, commercial logging has become a big business. Since both the demands for wood and its products and the wood-producing industry have grown, the rate of forest loss has increased as well. Trees are cut for sale as timber, or the wood maybe used to make paper or other projects such as furniture. Growing populations and urbanization have made demands on the logging industry to supply timber for houses and other kinds of buildings. Sometimes commercial logging is done selectively. That is, certain kinds of trees are cut because their wood is more valuable than others. On the other hand, s practice known as clear cutting is often used. In this case all trees in a certain area are cut done at once.

Deforestation is a serious problem facing the world today. The two important causes of this problem are controlled by people through the ways they choose to destroy forest and woodlands. Clearing these areas for agricultural use or, commercial logging is common, but these practice could be changed in order to try to save these important forested areas before they are gone forever.

Koki Tomita
English for Academic Purposes
Lesson25

Writing a Cause and Effect Essay

In causes and effect essay, you are expected to write reasons or results of certain phenomena. When you write a cause and effect essay, the reader of your essay is looking for a clear connection between the causes and effects of a certain phenomena toward another phenomena.

Before you write a cause and effect essay…

1. Choose your topic: Make sure that the topic is not too large or too small.

2. Decide whether you want to discuss causes or effects. Often a topic will be better suited to one or the other.

3. Create an outline. This will help improve organization and coherence in your essay.

The Structure of a cause and effect essay

1. Introduction

The introduction of a cause and effect essay is almost the same as process and compare and contrast essays. Your introduction should include…

- General statement about the subject
- Beginning to focus on the topic
- Becoming more specific
- Specific thesis statement

In a cause and effect essay, the thesis statement indicates whether you will discuss causes or effects of a certain phenomena.

<Examples of thesis statements>

a.   The chief causes of dissatisfaction among the workers in the office where I spent my placement are low wages, sexual harassment and boredom.

b.   The beneficial effects of my annual canoe trip include reduced stress, increased fitness, and improved family relationships.

2.   **Bodies**

a.   Your body paragraph will begins with **a topic sentence** that clearly states either a cause or effect of a certain phenomena.

b.   Please show a clear and logical connecting between a cause and effect

- Explanation of details

- Definition of the main points

- Describe steps

- Examples

c.   Description of the "cause" → begins general; becomes increasingly specific

- What are the specific conditions are

- Specific illustrations of these conditions

- How these specific illustrations are representative of other situations

d.   Description of the "effects" → begins general; becomes increasingly specific

- What the specific conditions are (or effects are)

- How we get from the specific conditions to the specific effects

- Specific illustrations of these effects

- How these specific illustrations are representative of others

3.   **Conclusion**

Your concluding paragraph will be similar to concluding paragraphs that you practiced in the previous lessons. A concluding paragraph in a cause and effect essay similarly starts off with a concluding statement and summarizes the main cause/effect of a certain phenomena.

Transitions for a cause and effect essay

As you can imagine, in a cause and effect essay you are expected to use transitions that present a cause and effect.

Sentences Combing to Show Reasons, Results, and Conditions (Herzfeld-Pipkin, 2006)

    4.   **Coordinating conjunctions →**   for (reason)   so (result)

        Ex: A treaty was adopted to control chemicals**, for** they have been polluting our air and our water.

    5.   **Subordinating conjunctions →**   because, since (reasons)   if (condition)

        Ex: People gained a sensitivity to the environment because they became more aware of the problems.

                            or

        Since some vehicles do not run solely on gas, they do not pollute the environment that much.

    6.   **Transitions→** thus, therefore, as a result, consequently (result)

        Ex: Chemicals destroy the Ozone layer**; consequently,** some people want to bad theses chemicals.

                                    Be careful with writing run-on sentences…

Reference
Humber Liberal Arts and Science. Retrieved from http://www.humber.ca/liberalarts/sites/default/files/CAUSE%20AND%20EFFECT.pdf
Herzfeld-Pipkin. (2006). *Destinations*.

Lesson Plan 26:
Title of the Class: English for Academic Purposes
Title of the Unit: Environmental Issues
Week / Class Number   26 / 26
Goal of the Class: Students (Ss) will be able to

1. Use transitional phrases to show causes and effects when they present their opinions
2. Understand the concept and structure of a cause and effect essay
3. Review partners' outline for the sample essay 1
4. Recycle all the functions that they learned so far

Rationale: In the last lesson, a cause and effect essay was introduced. This lesson focuses on previewing the structure of a cause and effect essay. Ss will read partner's outline for the sample essay 1 and compare the differences in the outlines. In addition, Ss will take a look at a sample essay 2.
Additionally, Ss will discuss countries which are suffering from a particular environmental issue.

Materials: 1. Writing a Cause and Effect Essay Worksheet
                       2. Sample Essay 1 (Herzfeld-Pipkin, 2006)
                       3. Sample Essay 2 (Herzfeld-Pipkin, 2006)
                       4. Transition worksheet

Equipment: 1. White board
                       2. Color markers

Procedures:

Step 1:	1.	T asks Ss to form 5 groups with 4 Ss	1 min.
	2.	T asks Ss what the main structure of a cause and effect essay	2 mins.
	3.	T starts asking questions regarding to introduction to two types of organization methods for body paragraph	3 mins.
	4.	T explains how to write a concluding sentence T tells that structure of a concluding sentence in cause and effect is almost the same, but Ss need to summarize main causes/effects that are introduced in the essay	3 mins
	5.	T tells the different types of transitions that are used to show reasons, results, and conditions	9 mins.
	6.	T tells Ss should be careful with not writing run-on sentences	
Step 2:	1.	T asks Ss to take out the outline for the sample essay 1, *Writing a Cause and Effect Essay Worksheet* , and *Sample Essay 1*	1 min.
	2.	Ss become a pair with a S who sits face-to-face and exchange their outline	
	3.	Based on the *Writing a Cause and Effect Essay Worksheet*, and *Sample Essay 1*, Ss check the content of the outline	10 mins.
	4.	Give feedback on the outline each other	3 mins.
Step 3:	1.	T distributes *the Sample Essay 2* to Ss	1 min.
	2.	T asks Ss to take a look at the sample essay 2 and also asks	5 mins.

- Does the sample essay include necessary elements for the structure?
- What is the thesis statement? What does the essay is going to talk about?

3. Ss talk about the topic above in their group
4. T elicits the idea from a group but T does not choose the group but Ss raise their hand to show their intention to answer   3 mins.
5. T asks Ss to discuss the following questions   10 mins.
   - What are the topics sentences of the body paragraphs?
   - Cause or effect, which the writer is discussing in the essay?
   - What are the effects of deforestation?
   - What examples of effects are presented by the writer?
6. T asks   2 mins.
   - How did the author write conclusion of the essay?
7. T asks Ss to voluntarily share their idea   2 mins.

Step 4: (AF)

1. T asks Ss to take out a material(s) that they gathered   1 min.
2. T asks Ss to share their answer to the following questions in their group by using QERF and ORE   15 mins.
   - How and where did you find the materials?
   - What did you find throughout their research?
3. T asks each group to decide one country to present and to present the causes and effects of why the countries are suffering from the environmental problem   8 mins.
4. Ss reflect and share learning strategies that they used to search the materials or the way of presenting material to their partner in a group by referring the content of the *English Learning Log*, and also write the reflection down on the *English Learning Log*   3 mins.

Step 5:

1. T collects Ss'   3 mins.
   - English learning log
   - Discussion sheet with ALT
   - Peer vocabulary quiz
2. T assigns homework

Assessment:
1. T constantly walks around the classroom during group discussions and check the participation of the Ss
2. T makes sure that each S presents their ideas when T elicits ideas from each group
3. Ss ask questions to other Ss' opinions

Homework Follow-up: /
1. Ss will decide one environmental problem to write a cause and effect essay
2. Based on their research, Ss write an outline for a cause and effect

essay for four paragraph essay, Ss can choose either cause or effect of the environmental problem based on their preference

3. Ss will research on ongoing activities or solutions for environmental problems
4. Students will keep the English learning log

Comments:

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English for Academic Purposes
Unit9

Sample Essay 2

Kanata Haruka
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January 7th, 2014

There are many different forests in the world including woodlands and tropical rain forests, and people have been clearing these areas for centuries. More recently, the permanent destruction of forests and woodland known as, deforestation, has been recognized as a global problem. Today, more than half the Earth's original rain forests are gone, at the current rates of destruction, rain forests could disappear completely within 100 years. Deforestation has already had a negative effect on the environment, including a loss of biodiversity, more erosion of the land, and the change in the water cycle.

Deforestation causes a loss of biodiversity and can lead to a breakdown of the ecosystem of an area. For example, rain forests are home to millions of species of animals, insects, and plants. That number is in dwindling every day as rain forests are destroyed. Animals, some found in certain forested areas and nowhere else, lose their habitat and may begin to die out when an area is deforested. In addition to animal species, we lose innumerable plant species as rain forests are cut down. Many modern medicines come from plants found in rain forests, and the vast majority of tropical plants have not even been tested yet for their curative powers. Thus, we may lose the next medical breakthrough or nutritional supplement if many plains are destroyed by deforestation before we can find out more about them.

Erosion of the land is another serious effect of deforestation. When commercial logging takes place, workers bring in trucks, bulldozers, and road graders, so the soil in that area becomes eroded from the use of that heavy equipment. In addition, logging makes new

roads in areas that previously had no or few roads, and these worsen erosion in those areas. Furthermore, when an area is cleared of trees, there are no roots to hold the soil, and there is little or no visitation on the land to decrease effective rain but the may fall there. Therefore rain we washed topsoil away from that area, and erosion increases silt in lakes, and rivers, or marine costs or areas. Thus, deforestation not only causes erosion in the immediate area, but may also change the competition of waterways far away at the sick country causes erosion in the immediate are, but may also change the composition of waterways far away as a secondary result of this erosion.

Finally, deforestation affects the water cycle by causing a drier climate. Trees take in water through their roots and then release some of that water into the atmosphere through a process known as transpiration. The process cools the air and keeps clouds in the area low so that some rain can fall. This is especially helpful if an area has a dry season. However, when trees are cut down in an area, the process of transpiration does not take place. As a result, there is a reduced amount of water in the air for cloud formation. Fewer clouds may develop, and these clouds do not provide enough water in the area; therefore, the dry season becomes longer, and in turn some animal populations may suffer. In short, if people remove part of a forest, the region may develop a drier climate and possibly move toward desertification.

Deforestation is a serious problem facing the world today, and it has already had negative effects on the Earth's environment. Loss of biodiversity, increasing erosion of the land, and changes in the water cycle are only three of its many effects. If we want to keep these and other effects to a minimum in the future, we must find a way to slow the rate of deforestation as soon as possible.

Lesson Plan 27:
Title of the Class: English for Academic Purposes
Title of the Unit: Environmental Issues
Week / Class Number   27 / 27
Goal of the Class: Students (Ss) will be able to
1.   Use transitional phrases to show causes and effects when they present
      their opinions
2.   Understand the concept and structure of a cause and effect essay
3.   Review partner's outline for their cause and effect essay
4.   Recycle all the functions that they learned so far

Rationale: Utill the last two lesson, students (Ss) learned how to write a compare and
                        contrast essay. This lesson focuses on reviewing the structure of a cause and
                        effect essay. Ss will read partner's outline and a causes and effect.
                        Furthermore, Ss will discuss actual solutions for particular environmental
                        problems that Ss chose.
                        In addition, Ss will be conducting a mini-presentation for environmental
                        issues.

Materials: 1.   Writing a Cause and Effect Essay Worksheet
                        2.   Outline for a Cause and Effect Essay

Equipment: 1.   White board
                        2.   Color markers

Procedures: Step 1:   1.   T asks Ss to form 5 groups with 4 Ss   1 min.
                          2.   T asks Ss what the main structure of a cause and 3 mins.
                               effect essay and also take out *Writing a Cause
                               and Effect Essay Worksheet*

                Step 2:   1.   Ss exchange their outline for cause and effect   1 min.
                (AF)   essay with their partner
                          2.   T asks Ss to take a look at partner's outline and 10 mins.
                               also asks
                               •   Is the structure of the outline correct?
                               •   What is the thesis statement? What does
                                      the essay is going to talk about?
                               •   What are the topics sentences of the
                                      body paragraphs?
                               •   Cause or effect, which is your partner
                                      discussing in the outline?
                               •   What elements did your partner include
                                      in the bodies for the essay?
                               •   How did your partner write conclusion of
                                      the essay?
                          3.   Based on the *Writing a Cause and Effect Essay
                               Worksheet*, Ss gives advice on each other's essay   4 mins.
                          4.   Ss reflect and share writing strategies that they
                               used to write their written work to their partner   2 mins.
                               in a group by referring the content of the *English
                               Learning Log*, and also write the reflection
                               down on the *English Learning Log*

                Step 3:   1.   T asks Ss to take out the format for *Peer   1 min.

(AF)		*Vocabulary Quiz*	
	2.	Ss find a partner who sits face-to-face and work on the quiz	12 mins.
	3.	Ss reflect their vocabulary learning strategies, share to the partner and fill in the *Vocabulary Check List*	2 mins.

Step 4: (AF)	1.	T asks Ss to form two groups A and B with 10 Ss	2 min.
	2.	One of the presenter will be in either of the groups	
	3.	The presenters present their summary of material to their group in 3 min.	3 mins.
	4.	The rest of the Ss listen to the presentations and take note	
	5.	After the presentations, the presenters explain difficult terminology to the listeners	8 mins.
	6.	The presenters asks whether the listeners have any questions or not	
	7.	Ss find a pair from the different group; in other words Ss from group A find a partner from group B	2 mins.
	8.	Ss share what they listened from the presentation by using QERF and ORE	5 mins.
	9.	Ss change the role. The listener becomes a speaker, and the speaker becomes a listener by using QERF and ORE	5 mins.
	10.	Ss reflect and share learning strategies that they used to search the materials or the way of presenting material to their partner in a group by referring the content of the *English Learning Log*, and also write the reflection down on the *English Learning Log*	2 mins.

Step 5: (AF)	1.	T asks Ss to take out a material(s) that they gathered	1 min.
	2.	T asks Ss to share their answer to the following questions in their group by using QERF and ORE	10 mins.
		• How and where did you find the materials?	
		• By using what strategies, did you comprehend the materials?	
		• What possible solutions are presented now?	
		• Please decide one solution from your group and prepare to share to the class.	
	3.	T elicits a product from the first group	5 mins.
		The speaker of the first group chooses the second group to present, and Ss keeps eliciting product each other	
	4.	Ss reflect and share learning strategies that they used to search the materials or the way of presenting material to their partner in a group by referring the content of the *English Learning Log*, and also write the reflection down on the	2 min.

English Learning Log

Step 6:   1.   T assigns homework   3 mins.

Assessment: 1.   T constantly walks around the classroom during group discussions and
                              check the participation of the Ss
                         2.   T makes sure that each S presents their ideas when T elicits ideas from
                              each group
                         3.   Ss ask questions to other Ss' opinions

Homework   /   1.   Ss will write a cause and effect essay based on the outline that Ss
Follow-up: receive feedback on from classmates
                      2.   Ss will keep the English learning log
                      3.   T asks Ss to choose strategies that are shared by other classmates to
                           improve their learning

Comments:

Lesson Plan 28:
Title of the Class: English for Academic Purposes
Title of the Unit: Indigenous Groups
Week / Class Number   28 / 28
Goal of the Class: Students (Ss) will be able to
1.   Peer review partner's cause and effect essay
2.   Recycle all the functions that they learned so far

Rationale: The writing section of this lesson focuses on peer reviewing. Ss will read partner's written work and advice to improve the content. Furthermore, Ss will work on a listening material. Also, Ss will be discussing the lives of indigenous people in the world.

Materials: 1.   The First Draft for a Cause and Effect Essay
                        2.   Listening Material: *Actress Q'Orianka Kilcher speaks up, speaks out for Indigenous Peoples' Rights*
                             (http://www.youtube.com/watch?v=MD0bV9f528s)
                        3.   Discussion Questions for Unit 10

Equipment: 1.   White board
                        2.   Color markers
                        3.   A player to play the listening material

Procedures: Step 1: 1. T asks Ss to form 5 groups with 4 Ss   1 min.
                                 2. T asks Ss what the main structure of a cause and effect essay   3 mins.

                        Step 2: 1. Ss exchange their *First Draft* with their partner   1 min.
                        (AF)   2. T asks Ss to take a look at partner's essay and also asks   15 mins.
                                       • Is the structure of the draft correct?
                                       • What is the thesis statement? What does the essay is going to talk about?
                                       • What are the topics sentences of the body paragraphs?
                                       • Cause or effect, which is your partner discussing in the draft?
                                       • What elements did your partner include in the bodies for the essay?
                                       • How did your partner write conclusion of the essay?
                                 3. Ss gives feedback on each other's essay   3 mins.
                                 4. Ss reflect and share writing strategies that they   2 mins,
                                     used to write their written work to their partner in a
                                     group by referring the content of the *English
                                     Learning Log*, and also write the reflection down
                                     on the *English Learning Log*
                        Step 3: 1. T distributes *Discussion Questions* and plays the   4 min.
                                     Listening Material and asks Ss to listen to the
                                     material to answer the first section of the
                                     Discussion Questions
                                 2. Ss share what was mainly talked in the video to   3 mins.
                                     the group members
                                 3. T elicits the idea from each group   3 mins.

	4.	Ss plays the listening material one more time and asks Ss to answer the rest of the *Discussion Questions*	10 mins.
	5.	Ss share their answers to the group members	10 mins.
	6.	Ss reflect and share listening strategies that they used to their partner, and also write the reflection down on the *English Learning Log*	5 mins.

Step 4:
(AF)

1. T asks Ss to take out a material(s) that they gathered — 1 min.

2. T asks Ss to share their answer to the following questions in their group by using QERF and ORE — 15 mins.
   - How and where did you find the materials?
   - By using what strategies, did you comprehend the materials?
   - Which country they are living in?
   - How do indigenous groups live?
   - Please decide one indigenous group from your group and prepare to share to the class.

3. T elicits a indigenous group from the first group
   The speaker of the first group chooses the second group to present, and Ss keeps eliciting information each other — 10 mins.

4. Ss reflect and share learning strategies that they used to search the materials or the way of presenting material to their partner in a group by referring the content of the *English Learning Log*, and also write the reflection down on the *English Learning Log* — 5 mins.

Step 5: 1. T assigns homework — 4 mins.

Assessment:
1. T constantly walks around the classroom during group discussions and check the participation of the Ss
2. T makes sure that each S presents their ideas when T elicits ideas from each group
3. Ss ask questions to other Ss' opinions

Homework / Follow-up:
1. Ss will revise a cause and effect essay based on the feedback from classmates
2. Ss will choose an indigenous group and research on problems that the indigenous group is facing
3. Ss will keep the English learning log

Discussion questions for Unit 10

For the first listening
1. What is the main idea of the video?

2. What are indigenous people currently suffering from?

For the second listening

1. To improve the lives of indigenous people, ILO established ILO Indigenous and Tribal Peoples Convention. At this point, how many countries have joined the convention?

2. Where do you think the discriminations on the indigenous people coming from? The answer is not in the listening passage, so please come up answer by your own.

3. Are there any indigenous people in Japan? Where do they live, and how their lives different from ours?

Lesson Plan 29:
Title of the Class: English for Academic Purposes
Title of the Unit: Indigenous Groups
Week / Class Number   29 / 29
Goal of the Class: Students (Ss) will be able to
1.   Peer review partner's cause and effect essay
2.   Recycle all the functions that they learned so far

Rationale: The writing section of this lesson focuses on peer reviewing. Ss will read partner's written work and advice to improve the content. Furthermore, Ss will work on a listening material. Also, Ss will be discussing the issues with indigenous groups in the world.

Materials:
1.   The Second Draft for a Cause and Effect Essay
2.   Listening Material: *Actress Q'Orianka Kilcher speaks up, speaks out for Indigenous Peoples' Rights*
3.   Discussion Questions for Unit 10

Equipment:
1.   White board
2.   Color markers

Procedures:

Step 1:	1.	T asks Ss to form 5 groups with 4 Ss	1 min.
	2.	T asks Ss what the main structure of a cause and effect essay	3 mins.
Step 2: (AF)	1.	Ss exchange their *Second Draft* with their partner	1 min.
	2.	T asks Ss to take a look at partner's essay and also asks	13 mins.
		• Is the structure of the draft correct?	
		• What is the thesis statement? What does the essay is going to talk about?	
		• What are the topics sentences of the body paragraphs?	
		• Cause or effect, which is your partner discussing in the draft?	
		• What elements did your partner include in the bodies for the essay?	
		• How did your partner write conclusion of the essay?	
	3.	Ss gives feedback on each other's essay	5 mins.
	4.	Ss reflect and share writing strategies that they used to write their written work to their partner in a group by referring the content of the *English Learning Log*, and also write the reflection down on the *English Learning Log*	2mins.
Step 3:	1.	Ss get back to the group that they formed last week	2 min.
	2.	T plays the *Listening Material* one more time to refresh Ss' memory on the material	3 mins.
	3.	T elicits the answers from each group to *Discussion Questions*	15 mins.

Step 4: (AF)	1.	T asks Ss to take out a material(s) that they gathered	1 min.
	2.	T asks Ss to share their answer to the following questions to a partner who sits side-by-side by using QERF and ORE	10 mins.
		• How and where did you find the materials?	
		• By using what strategies, did you comprehend the materials?	
		• Which indigenous group did you research on?	
		• What problems are the group facing?	
		• What are the causes and effect of the problems?	
		• Please decide one problem from your group and prepare to share to the class.	
	3.	T asks Ss to share their information to the group members, decide one problem, and prepare to share to the class	10 mins.
	4.	T elicits one problem from the first group The speaker of the first group chooses the second group to present, and Ss keeps eliciting problems each other	10 mins.
	5.	Ss reflect and share learning strategies that they used to search the materials or the way of presenting material to their partner in a group by referring the content of the *English Learning Log*, and also write the reflection down on the *English Learning Log*	5 mins.

Step 5:	1.	T assigns homework	4 mins.

Assessment:	1.	T constantly walks around the classroom during group discussions and check the participation of the Ss
	2.	T makes sure that each S presents their ideas when T elicits ideas from each group
	3.	Ss ask questions to other Ss' opinions

Homework Follow-up:	/	1.	Ss will revise a cause and effect essay based on the feedback from classmates and write final draft
		2.	Ss will work on researching a particular indigenous group and find out on-going activities or solutions to preserve the culture or live of the group
		3.	Ss will keep the English learning log

Lesson Plan 30:
Title of the Class: English for Academic Purposes
Title of the Unit: Indigenous Groups
Week / Class Number   30 / 30
Goal of the Class: Students (Ss) will be able to
1.   Peer review partner's cause and effect essay
2.   Recycle all the functions that they learned so far

Rationale: This is the end of the actual lesson before presentations. In CRL, Ss will be discussing solutions or policies to preserve the lives or cultures of indigenous groups. Ss will also work on mini-presentation and peer vocabulary test.

Materials: 1.   Materials that Ss collected

Equipment: 1.   White board
                        2.   Color markers

Procedures:	Step 1: (AF)	1.	T asks Ss to take out the format for *Peer Vocabulary Quiz*	1 min.
		2.	Ss find a partner who sits face-to-face and work on the quiz	12 mins.
		3.	Ss reflect their vocabulary learning strategies, share to the partner and fill in the *Vocabulary Check List*	2 mins.
	Step 2: (AF)	1.	T asks Ss to form two groups A and B with 10 Ss	2 min.
		2.	One of the presenter will be in either of the groups	
		3.	The presenters present their summary of material to their group in 3 min.	3 mins.
		4.	The rest of the Ss listen to the presentations and take note	
		5.	After the presentations, the presenters explain difficult terminology to the listeners	10 mins.
		6.	The presenters asks whether the listeners have any questions or not	
		7.	Ss find a pair from the different group; in other words Ss from group A find a partner from group B	2 mins.
		8.	Ss share what they listened from the presentation by using QERF and ORE	10 mins.
		9.	Ss change the role. The listener becomes a speaker, and the speaker becomes a listener by using QERF and ORE	10 mins.
		10.	Ss reflect and share learning strategies that they used to search the materials or the way of presenting material to their partner in a group by referring the content of the *English Learning Log*, and also write the reflection down on the *English Learning Log*	3 mins.
	Step 3:	1.	T asks Ss to take out a material(s) that they	1 min.

(AF)   gathered

2.   T asks Ss to share their answer to the following   10 mins.
questions to a partner who sits side-by-side by
using QERF and ORE

- How and where did you find the materials?
- By using what strategies, did you comprehend the materials?
- Which indigenous group did you research on?
- What are on-going activities or solutions to preserve the culture or live of the group?
- Please decide one indigenous group from your group and prepare to share to the class.

3.   T asks Ss to share their information to the
group members, choose one activity or   10 mins.
solution, and prepare to share to the class

4.   T elicits one activity or solution from the first   7 mins.
group
The speaker of the first group chooses the
second group to present, and Ss keeps eliciting
activities or solutions each other

5.   T asks Ss to choose strategies that are shared by   2 mins.
other classmates to improve their learning

Step 4:   1.   T collects the final draft and assigns homework   6 mins.

Assessment:
1.   T constantly walks around the classroom during group discussions and check the participation of the Ss
2.   T makes sure that each S presents their ideas when T elicits ideas from each group
3.   Ss ask questions to other Ss' opinions
4.   T checks the final draft and offers feedback

Homework
Follow-up: /   1.   Ss will think about an academic topic that they would like to present in a group presentation (Academic = Professional and Data driven)
2.   Ss will keep the English learning log
3.   Ss will fill in the vocabulary check list

Lesson Plan 31 to 35:
Title of the Class: English for Academic Purposes
Title of the Unit: Final Presentation
Week / Class Number   31 to 35 / 31 to 35
Goal of the Class: Students (Ss) will be able to
1. Cooperate to create group presentation
2. Control their preparation time for presentation
3. Recycle all the functions that they learned
4. Give their presentation with smooth transitions
5. Negotiate time management with teacher
6. Decide their own topic and take responsibility with creating a power point

Rationale: This is the end of the actual lesson before presentations. In CRL, Ss will be discussing solutions or policies to preserve the lives or cultures of indigenous groups. Ss will also work on mini-presentation and peer vocabulary test.

Materials:
1. Final Group Presentation Format
2. The Evaluation Chart

Equipment:
1. PC
2. A screen

<Lesson 31>

Procedures:

Step1: (AF)			
	1.	T asks Ss to decide group members	1 min.
		Each group includes three Ss and one group includes two Ss	15 mins.
	2.	T asks what types of topics do they like to present in a group presentation	
	3.	Ss share their topic to their group members by using QERF and ORE and decide one group topic among the five topics	20 mins.
	4.	Ss evaluate topics based on the given criteria	
Step 2:	1.	T asks Ss to open Microsoft Power Point (PP)	3 mins.
	2.	T introduces the functions of PP	7 mins.
Step 3	1.	In a group, Ss can start collect information regarding their topic	40 mins.
Step 4:	1.	T assigns homework	4 mins.

- Outside of the class, each student collects three materials
- Ss understand and summarize the main idea of the materials
- Ss combine with their group members
- Ss make one page outline for the presentation

<Lesson 32>

Step 1: (AF)			
	1.	Ss get together with their group members	2 mins.
	2.	T distributes the format for the *Final Group*	2 mins.

Presentation Worksheet

	3.	T explains the content	5 mins.
	4.	T asks Ss to discuss important skills to give an oral presentation in their group	5 mins.
	5.	T elicits two skills from each group and Ss cannot duplicate the same items of other groups and add more skills if necessary	5 mins.
	6.	T asks Ss to discuss which skills should be evaluated in their presentations	6 mins.
	7.	T asks one S from each group to present their skills for evaluation to the class	5 mins.
	8.	T negotiates and decides the evaluation criteria	5 mins.
	9.	T asks each group to allocate percentage to each criterion and create their own evaluation sheet for presentation skills	5 mins.
Step 2:	1.	T asks Ss to take out transition format from Lesson 25 and transitional phrases that are introduced lesson 3 and tell them to review the phrases	10 mins.
Step 3: (AF)	1.	T asks Ss to form seven groups with Ss from different group	15 mins.
		• Ss exchange their outline	
		• Ss share what types of strategies they used to collect materials	
		• Ss give feedback and advice on the outline	
Step 4: (AF)	1.	Ss get back to the original group	1 min.
	2.	Ss create a rough schedule till the presentation date	10 mins.
Step 5:	1.	T asks if Ss have any questions for the presentation	5 mins.
	2.	T assigns homework	
		• Based on the outline, Ss will create their presentation and bring it to the next class	

\<Lesson 33\>

Step1: (AF)		This lesson will be held in the PC room	
	1.	Ss get together with their group members	2 mins.
	2.	T distributes one evaluation chart to each group	2 mins.
	3.	T asks Ss to discuss on what criteria their Power Point would be evaluated in their group (for example, layout, color, and information)	10 mins.
	4.	T elicits two criterion from each group and Ss cannot duplicate the same items of other groups and add more criteria if necessary	5 mins.
	5.	T asks Ss to discuss which criterion should be evaluated in their presentations	5 mins.
	6.	T asks one S from each group to present their criterion for evaluation to the class	5 mins.
	7.	T negotiates and decides the evaluation criteria	5 mins.
	8.	T asks each group to allocate percentage to	10 mins.

			each criterion and fill in the chart on the format	
	9.	T asks Ss to fill in the evaluation chart and collects from each group	3 mins.

Step 2: (AF)	1.	T asks Ss form 7 groups with Ss from different groups and show their presentation	1 mins.
	2.	Ss give feedback and advice to improve other Ss' presentation	14 mins.

Step 3	1.	Ss work on revising their group presentation	15 mins.

Step 4:	1.	T asks if Ss have any questions for the presentation	3 mins.
	2.	T assigns homework	
		• Ss will improve their presentation based on the advice	

<Lesson 34>

Step 1:		This lesson will be held in the PC room	
	1.	T asks Ss to get back to their group	1 min.
	2.	T distributes evaluation sheets that T created based on the Ss' evaluation chart	2 mins.
	3.	Ss discuss in their group whether the sheet represents clearly what Ss would like to be evaluated on	5 mins.
	4.	Ss give comments or ask questions about the evaluation sheet	5 mins.

Step 2:	1.	T asks Ss to form 7 groups	1 mins.
	2.	Ss find a partner group and practice presentation in front of other group	15 mins.
	3.	Ss give feedback and advice to improve their presentation	10

Step 3:	1.	T tells Ss to work on creating their group presentation	50 mins.

Step 4:	1.	T asks if Ss have any questions for the presentation	2 mins.
	2.	T assigns homework	
		• T will receive presentation from each group	
		• T will check the content and offers feedback	

<Lesson 35>

Step 1:		This lesson will be held in the PC room	
	1.	T asks Ss to get back to their group	1 min.
	2.	T distributes evaluation sheets to each group	2 mins.
	3.	T asks Ss to decide the order of the presentation	2 mins.

Step 2:	1.	The first group presents	7 mins.
	2.	Q&A session	3 mins.
	3.	Each group decide the score of the group	2 mins.

presentation
4. The following groups present with the same   72 mins.
manner

Step 3   1. T asks Ss to turn in their   10 mins.
   - English learning log
   - Discussion sheet with ALT
   - Peer vocabulary quiz

Assessment: 1. The assessment on the group presentation will be based on the peer
and T's evaluation

Homework   /
Follow-up: