

Poster presentation

## **Developing a First-Year Japanese Academic Writing Course**

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Some researches on ESL writing indicated that Japanese students tend to use different discourse types in their English compositions and often face difficulties in writing argumentative essays with “writer-responsible” attitude. To develop Japanese student’s writing skills, increasing number of institutions in Japan have recently established first-year writing courses. This study provides an example of cross-disciplinary collaboration (team-teaching) between teachers of Japanese language and teachers of natural science regarding a first-year academic writing course.

In the course, students experience the overall process of writing an argumentative essay through peer response activities. Scaffolding tasks are also organized to make students achieve their goals easily by giving step-by-step instructions. These tasks are designed to make students acquire “writer-responsible” attitude through explaining what writers meant in their essays to the audiences in the class.

Surveys conducted after the course showed that students positively evaluated this collaborative writing course, because it provides them with not only new knowledge on writing and utilizing resources, but also various points of view through collaborative activities. It was noticeable that students participating in this course focused more on logical structure than they had before. I will also discuss pedagogical implications of developing writing courses to support Asian students who have comparatively less experiences of argumentation even in their first language.