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# 外国語教育学研究科 学術講演会

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岩崎記念館4階 F401教室

## 「Using student writing and academic knowledge to develop a university writing course」

How are students expected to write at university? What kind of texts do they have to produce? What should be taught in a generic course designed to help university students with academic writing? According to English for Specific Purposes research, academic writing varies widely and is subject-specific. This suggests that generic English for Academic Purposes (EAP) writing courses may be presenting an oversimplified view of academic writing. Researchers in Academic Literacies also argue that academic writing cannot be separated from the subject in which it is produced, and therefore the best place for writing support is within each university subject. That approach, however, is difficult to put into practice, and so generic EAP courses are likely to remain the main way to help students with academic writing. Therefore, steps need to be taken to avoid an overly generalised and de-contextualised approach in those generic EAP courses. To do this, it is important to identify the most commonly desired qualities of academic writing, know when these vary in different subjects, and to develop a curriculum of appropriate text types, supported by relevant models.

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Neil Matheson has taught EAL, EAP and TESOL in various locations, including Japan, for 25 years. Currently, Neil lectures in academic writing and language teaching at the University of Auckland. His research interests include disciplinary variation in academic writing, feedback on student writing, Pasifika student success initiatives and online learning.