

## 平成27年度研究ステーション研究成果報告書

### 1. 研究ステーション名

The Research Station for Innovative and Global Tertiary English Education (IGTEE)

電気通信大学イノベティブ理工系英語教育研究ステーション

研究代表者名:大学院情報理工学研究科共通教育部・教授 Shi Jie (史傑)

### 2. 研究組織(今年度関わった全ての構成員を記してください。)

#### <学内構成員>

電気通信大学 大学院情報理工学部「技術英語」特任准教授 橋本 信一  
電気通信大学 大学院情報理工学研究科 共通教育部 教授 西村 芳康  
電気通信大学 大学院情報理工学研究科 共通教育部 教授 Jeffrey's Atsuko M.  
電気通信大学 大学院情報理工学研究科 共通教育部 准教授 上原 寿和子  
電気通信大学 大学院情報理工学研究科情報・通信工学専攻 教授 芳原 容英  
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電気通信大学 大学院情報理工学研究科知能機械工学専攻 特任教授 石川 晴雄  
電気通信大学 大学院情報理工学研究科先進理工学専攻 教授 鈴木 勝  
電気通信大学 大学院情報理工学研究科先進理工学専攻 教授 阿部 浩二  
電気通信大学 大学院情報理工学研究科総合情報学専攻 准教授 高橋 裕樹  
電気通信大学 大学院情報理工学研究科先進理工学専攻 PhD Candidate Teuku Muhammad Roffi

#### <学外構成員>

多摩大学 YU Yan  
東洋大学 Uma Maheswari Rajagopalan  
筑波大学 Sonia Sharmin  
東海大学 John Cross  
多摩美術大学 Paul McKenna  
中央大学 Robert Moreau  
国際基督教大学 Zhan Haiyan  
首都大学東京人文科学研究科博士後期課程 Meng Ying

### 3. 平成27年度の研究の特筆すべき成果

This research station is the only one known to the members that is devoted to ESP education and research at Japanese universities. The focus of the research activities of 2015 focused on teaching methodology and pedagogy practice, development in the field of EST (English for Science and Technology) and strengthening collaboration with other university having ESP

programs such as the University of Tokyo and Toyo University.

To enhance the theoretical aspect of the research, the research station built a close link with the Japan Association of College English Teachers (JACET) and co-organized an international symposium on the innovative teaching and research in ESP at UEC Tokyo. One of the invited forums was on EST. As Shi Jie took over the role of the Chair of the JACET ESP SIG Kanto from April 2015, more joint activities between the research station and the academic association are expected.

This research station continues also intends to be a connection between English educators and science and engineering educators in order to better develop ESP education at UEC Tokyo and other EST types of programs of other universities in Japan. All the research seminars or presentations of the research station were announced to all faculty members of the UEC Tokyo as an effort to reach the science and engineering faculty members and to incorporate the perspectives of non-English faculty members. Through this kind of activities, communication between ESP practitioners and science and engineering teachers and researchers was enhanced. This aspect, i.e. interdisciplinary communication, is one of the hardest aspects to achieve generally and will continue to be a core goal of the research station.

In addition to the collaboration with China ESP Association, Asian ESP Association, JACET ESP Kanto and Kansai Chapters, and IGTEE ESP research station has started collaboration with Huazhong University of Science and Technology (HUST) of China since December, 2015.

4. 平成27年度の研究成果の公表実績  
(主催した研究会・シンポジウム、研究成果の発信状況等)

#### **4.1 International EST Colloquium, Feb 12, 2016**

##### **EST コロキウム**

“The Colloquium on the Current Development in EST Education in Japan”

基調講演者：Yilin Sun (TESOL President 2014-2015; South Seattle College)、板津木綿子 (東京大学)

##### **Colloquium Program:**

13:00–13:05 Opening by Jie Shi (IGTEE/Undergraduate Technical English/UEC)

13:05–14:15 Yilin Sun, “ESP in the 21st Century- An NNES Professional's Perspective” (Chair: Jie Shi)

14:15-14:20 Break

14:20-15:20 Yuko Itatsu, “Empowering Science Students in a Global Community: The ALESS Initiative at the University of Tokyo” (Chair: Reiko Fujita/Tokai University)

15:20-15:30 Break

15:30-16:00 Pedagogical Practices Forum 1: Aika Miura Yamamoto (Tokyo University of Agriculture, “Agriculture Corpus and Its Application”); Lawrie Hunter (The Center for Professional Communication, formerly Kochi University of Technology, “Using information

structure mapping to introduce the writing of micro-genres”) (Chair: Yan Yu/UEC)

16:00-16:40 Pedagogical Practices Forum 2: “Syllabus Design and Classroom-Based Practices of Undergraduate Technical English at UEC Tokyo”, SHI Jie, Shin Hashimoto, YU Yan and Uma Maheswari (John Cross/UEC)

16:40-17:00 Panel Discussion: Yilin Sun, Yuko Itatsu, SHI Jie (Chair: Atsuko Jeffreys/UEC)

17:00-17:05 Closing: Atsuko Jeffreys (UEC)

### **Abstract and Biography of Yilin Sun:**

#### **Colloquium talk: “ESP in the 21st Century- An NNES Professional's Perspective”**

##### **Abstract:**

What are the major trends in the ESP field? What are the major forces that influence the way we teach English in the 21<sup>st</sup> century classroom? Based on her cross-cultural teaching, learning, and research experience in China, Canada, and the United States, the speaker will share her journey as a TESOL professional and address issues and strategies that ESP professionals need to be aware of in the changing ESP field.

##### **Biography:**

Yilin Sun, has a Ph.D. in Applied Linguistics/Curriculum and Instruction from OISE/University of Toronto, Ontario, Canada, and she has served as president of TESOL International Association (2014-2015). This is the first time in TESOL’s 50 years history that an Asian female non-native English speaking ELT professional served as President of TESOL, the largest professional association for teachers of English to speakers of other languages in the world. She also served as chair of the TESOL Affiliate Leadership Council (2007), president of Washington Association for the Education of Speakers of Other Languages (WAESOL, 2003, 2007), a Fulbright Senior Scholar (2011–12), and an English language specialist for the U.S. Department of State since 2009. Yilin currently teaches at South Seattle College in Seattle, USA and has more than 28 years of experience in the field of TESOL as an MA-TESL teacher trainer, researcher, classroom teacher, and program leader with a variety of higher educational institutions in China, Canada and the United States. Yilin is the author and coauthor of books, book chapters, and research papers in refereed professional journals. She has presented frequently at national and international conferences as keynote or featured speakers.

### **Abstract and Biography of Yuko Itatsu:**

##### **Abstract:**

If the number of Nobel laureates in the natural sciences is any indication of the scientific rigor and vigor of the Japanese academic community, STEM students in Japan are in a good position to make a contribution. However, the common frustration shared among students and faculty alike is how the students’ English abilities become an impediment for fulfilling their potential. The Active Learning of English for Science Students (ALESS) Program is one attempt at the University of Tokyo to empower the science students with their linguistic abilities. By writing a science paper based on a simple experiment, all first-year students become familiar with the scientific method and undergo a

socialization process for becoming scientists. Our hope is to enable our science students to be linguistically confident and globally competitive. In this talk, I will introduce the philosophy behind the ALESS program, the institutional and curricular setup, and the various ways in which we try to best serve our science students with the English requirements. I will discuss not only the science writing program and the learning support facilities (Komaba Writers' Studio and ALESS Lab) but also the spoken fluency course which just started in April 2015. I hope to make this talk an interactive discussion.

**Biography:**

Dr. Yuko Itatsu is an associate professor in the College of Arts and Sciences at the University of Tokyo. She is currently the Managing Director of the ALESS/ALESA Programs, which offers compulsory academic writing and spoken fluency courses

**4.2 Vocabulary Workshop February 13, 2016 (10:30-12:30, Saturday)**

2月13日オープンワークショップ (10:30-12:30)

Effective Vocabulary Teaching and Learning Strategies for English Language Learners

講師： Yilin Sun (TESOL President 2014-2015; South Seattle College)

**Open Workshop on “Effective Vocabulary Teaching and Learning Strategies for English Language Learners” with Yilin Sun** (Chair: Jie Shi/UEC)

**Venue:** Building New C-103 (新 C-103), UEC Tokyo (<http://www.uec.ac.jp/eng/about/access/>; <http://www.uec.ac.jp/about/profile/access/>), Chofu, Tokyo

*(Free participation; No pre-registration necessary)*

**Workshop Abstract:**

This interactive session will share several vocabulary teaching/learning strategies based on the recent development in research and teaching practice. The purpose of vocabulary learning includes both learning the words and the ability to use them automatically in a wide range of language contexts when the need arises (Folse, 2005, 2011, Carter & McCarthy, 1988, Nation, 2001, 2011). Vocabulary learning strategies, therefore, should include strategies for "using" as well as "knowing" a word. The presenter will engage participants in activities that will facilitate metacognitive strategies as well as application strategies. Handouts provided

**4.3 ESP Seminar 1 co-organized with JACET ESP SIG Kanto Chapter: Jun 27, 2015**

**Venue:** University of Electro-Communications (UEC Tokyo), Building East 1, Room 705

**Presentation:** Developing a Reading Comprehension Course in ICT Using Authentic Materials by Michihiro Hirai and Tsuyoshi Watanabe

**Presentation Abstract:**

While content-language integrated learning (CLIL) is drawing growing attention these days, it is still faced with a number of challenges before establishing a solid foothold in college education in Japan, including the lack of suitable teaching materials and the scarcity of teachers qualified both in field

knowledge and in language teaching. The authors have developed a new CLIL course in ICT, drawing on their dual experience as computer designers and college teachers. The first author diagnosed typical weaknesses of Japanese students in reading comprehension and wrote a book shedding light on those weaknesses and compiling a number of authentic texts from a variety of publications. The course has then been developed using the book and supplementary materials, so that targeted learners will not only become familiar with current vocabulary and real-life expressions in ICT but also learn how the grammatical rules taught in secondary schools are applied in actual publications. In addition, the use of real-life texts on current issues keeps students interested and motivated. In this regard it is strongly desirable to keep the content of the course up-to-date, and the authors are introducing new materials taken from weekly or monthly publications on an on-going basis.

**Profiles of the Presenters:**

**Michihiro Hirai**, certified Professional Engineer in IT, is currently a part-time instructor of English at Kanagawa University, while he also teaches professional English at various companies, drawing on his decades-long experience as a computer engineer. His research interests include material writing, professional communication, testing, and translation.

**Tsuyoshi Watanabe** is currently a Project Professor at Kanagawa University and a part-time instructor at Open University. He also teaches management of technology at various companies, drawing on his decades-long experience as a computer engineer. His research interests include learning analytics and management of innovation in science and technology.

**4.4 ESP Seminar 2 co-organized with JACET ESP SIG Kanto Chapter: July 18, 2015**

**Venue:** University of Electro-Communications (UEC Tokyo), Building East 1, Room 705

**Presentation:** Designing a project-based ESP curriculum in Japan by Paul Daniels

**Presentation Abstract:**

Project-based learning is a dynamic classroom approach where learners investigate real-life problems with the hope that they become more involved in the learning process. But educators who implement project-based approaches often face difficult obstacles, particularly in cultures where teachers are expected to orchestrate classes from a podium and learners are accustomed to acquiring facts passively. Rather than a 'pure' form of PBL, ESP courses may better benefit from classroom activities that integrate structured group work with hands-on tasks. This presentation will offer suggestions on implementing a successful project-based curriculum for language learners in ESP settings with a focus on increasing learner engagement. The presenter will illustrate a number of simple hands-on projects which promote collaborative responsibility, integrate active and passive learning tasks, and make use of classroom time effectively. The structured projects draw upon the vocabulary and grammar from the course textbook and include scaffolding strategies that facilitate group tasks.

**Profile of the Presenter:**

**Paul Daniels** has been teaching English in Japan for over 20 years and is currently a Professor of English at Kochi University of Technology. His research interests include CALL, ESP and

Project-based instruction.

#### **4.5 ESP Seminar 3 co-organized with JACET ESP SIG Kanto Chapter: Nov 14, 2015**

**Venue:** University of Electro-Communications (UEC Tokyo), Building B, Room 101

**Program:**

**15:00~15:25 Book Review 1 by John Cross**

- Title: Corpus Linguistics for Grammar: A guide for research
- Authors: Christian JONES and Daniel WALLER
- Publisher & Date: Routledge, 2015

**15:25~15:50 Book Review 2 by Uma Maheswari Rajagopalan**

- Title: The Handbook of English for Specific Purposes (Chapter 8: English for Science and Technology by Jean Parkinson)
- Authors: Brian PALTRIDGE (Ed.) and Sue STARFIELD (Ed.)
- Publisher & Date: Wiley-Blackwell, 2012

**16:00~16:40 Sharing experiences at conferences**

- JACET 2015 by Reiko Fujita, Naoko Nakamura, Kayoko Murakami, Masa Tsuneyasu
- The 7th International Conference on ESP in Asia (China) by Michihiro Hirai, Yan Yu, Jie Shi
- EuroCALL 2015 by Shin'ichi Hashimoto
- FLEAT VI (Foreign Language Education and Technology) by Shin'ichi Hashimoto
- ICAMechS 2015 by Yan Yu, Shin'ichi Hashimoto, Jie Shi

**Profiles of Book Review Presenters:**

**John Cross** is an adjunct member of both undergraduate and graduate school Technical English programs of UEC Tokyo. He has taught English in Japan, China and the UK at tertiary level, and has written papers on learners' language acquisition and adaptation to academic conventions. He is an active researcher in ESP and EAP apart from being a fiction author.

**Uma Maheswari Rajagopalan** is an ESP teacher and researcher at Toyo University and an adjunct teacher at UEC Tokyo. She received her Masters' in Physics and Applied Optics from India and a Ph.D in Engineering from Hokkaido University. She also acquired a master's degree in Applied Linguistics from the Open University, UK.

#### **4.6 ESP Seminar organized by JACET ESP SIG Kanto Chapter: Dec 19, 2015**

**Venue:** Toyo University, Hakusan Main Campus, Building 1, Room 1502

**Program**

**15:00~15:25 Presentation 1 by Lawrie Hunter**

- Title: The invisible structures of technical writing: Pattern recognition for learner executive mode

**15:30~15:55 Presentation 2 by Michael Sharpe**

- Title: Promoting L2 reading skill development and technical language structure knowledge through text mapping work

### **15:55~16:10 Break**

### **16:10~16:35 Presentation 3 by Uma Maheswari Rajagopalan & SHI Jie**

- Title: Teaching of summary writing to science and technology students of a Japanese university

### **Abstracts and Profiles of Presenters:**

#### **Presentation 1**

**Title:** The invisible structures of technical writing: Pattern recognition for learner executive mode

#### **Abstract:**

This presentation outlines a set of syllabus design tools for a non-grammar (pattern recognition) approach to the development of EFL technical writing skills:

1. Sentence-level information structures as the framework for an entry-level ‘critical thinking’ syllabus.
2. Information organization structures for control of rhetorical flow.
3. A ‘processing’ heuristic for creating fertile variation in language learning activities.

A demonstration of the application of 1) information structures to syllabus/materials design will follow.

#### **Profile of the Presenter:**

**Lawrie Hunter** is currently working in the Center for Professional Communication at GRIPS in Roppongi. He was a member of the founding team of Kochi University of Technology, and before that he created the intercultural communication program for Kochi University. He has worked as a mathematics teacher and counsellor in Canadian high schools and as a mathematics teacher trainer in Papua New Guinea. His main research themes are document design for education; computer assisted language learning; information structures as a framework for EFL curricula; non-grammar approaches to academic writing; and concept/argument mapping for low text representation of complex ideas. Textbook publications: Critical Thinking (Asahi); Thinking in English (Cengage); How Academic Writing Works (Minaminokaze). Lawrie is now active in the Tokyo poetry scene.

#### **Presentation 2**

**Title:** Promoting L2 reading skill development and technical language structure knowledge through text mapping work

#### **Abstract:**

Students on specialised fields such as engineering and medicine may be required to do large amounts of reading, in particular expository texts. In the presenter’s experience students sometimes take a passive approach to reading such texts, and also fail to grasp their meaning. This presentation will describe a text-mapping based approach to reading expository text that has been progressively developed over the past decade and which forms the basis for ongoing classroom-based research. The technique has several posited benefits for learners and teachers. Firstly, it encourages students to

take an active, collaborative approach to reading. In addition, it allows the teacher to build in grammar work, in particular work that focuses on the key technical language structures. Finally, it offers an alternative to the traditional Q & A approaches to reading assessment.

**Profile of the Presenter:**

**Michael Sharpe** is Deputy Director of the International Education Program at Kochi University, and also teaches English to high school engineering students, and medical sciences students. Research interests include academic English, project-based learning and the use of text visualisation techniques in the second language reading classroom. He has a Master's degree in TEFL from the University of Reading, U.K.

**Presentation 3**

**Title:** Teaching of summary writing to science and technology students of a Japanese university

**Abstract:**

Summary writing is an essential skill for science and technology students. Students often need to read and understand scientific literature and then summarize the contents of the articles into a short paragraph. Summarizing the contents require extensive paraphrasing skills of the student. However, in the teaching of academic English in Japanese universities, it is not a skill that is given much importance. In this paper, we report the teaching of summary writing to third-year undergraduate students in a technical English course at a Japanese university of science and engineering. A total of around 40 students were first divided into two groups and given texts related to science. They wrote two drafts of the summaries. For the first draft, the students belonging to group 1 were taught the stages involved in constructing a summary using genre theory and then asked to summarize while in group 2, students were asked to translate and make a summary based on the translation. For the second draft, the order of tasks given to students as well the texts used were swapped with group 1 doing the translation followed by summarizing and group 2 learning stages and then constructing a summary. Summary drafts 1 and 2 from both the groups are analyzed for the lexicogrammatical features by systemic functional linguistics and to assess based on their lexical density, clause structure, paraphrasing, and usage of tenses. Results of analysis and its implications to the pedagogical approaches followed will be presented at the meeting.

**Profiles of the Presenters:**

**Uma Maheswari Rajagopalan** is an ESP teacher and researcher at Toyo University and an adjunct teacher at UEC Tokyo. She received her Master's in Physics and Applied Optics from India and a Ph.D in Engineering from Hokkaido University. She also acquired a master's degree in Applied Linguistics from the Open University, UK. Her research interests include EST in addition to optics in biology and cognitive neuroscience.

**SHI Jie** is an English professor at the University of Electro-Communications (UEC) in Tokyo, Japan. She has worked and conducted research in China, Singapore, the USA and Japan as an EFL/ESL teacher and action researcher. Her recent research interests include ESP and EAP, Curriculum Development, Corpus Linguistics and Professional Development.



#### **4.7 Workshop on Using Apps 4 EFL July 31, 2015 (16:30 - 17:30)**

**Venue:** 電気通信大学・東1号館705室

*(Free participation; No pre-registration necessary)*

##### **Presenters:**

Paul Raine (Jikei Medical University)

Tomonori Ono (Keio University)

##### **Abstract:**

The Apps 4 EFL website is designed as a free, learner management system (LMS) that is compatible with both desktops and mobile devices. It offers students and teachers a variety of English learning activities or tools including automatic cloze creation and inline translation of any article in the Wikipedia database, vocabulary learning flashcards, text-to-speech listening function, speech-to-text pronunciation function, audio recording function, image uploader function, video player function, and automatic quiz creator function. In addition, teachers can create and upload their own study materials for their classes, and have the option to select and block certain materials so that only the teacher and students in one class have access to them. The progress of each individual student is stored, and evaluated by the system, providing real-time corrective feedback to both the student and teacher. The Apps 4 EFL website has been created by teachers for teachers, for the purpose of providing teacher-controlled, on-going learning both inside and outside the classroom. This workshop will help participants become familiar with the website by providing hands-on guidance and support to anyone interested in using the site for their classes.

##### **Profiles or the presenters:**

**Paul Raine** obtained an MA in TEFL/TESL from the University of Birmingham, and teaches at several universities in Japan. He is the founder and developer of the Apps 4 EFL website, and is the author of the book “Fifty Ways to Teach with Technology: Tips for ESL/EFL Teachers” published by Wayzgoose Press.

**Tomonori Ono** obtained a Ph.D. in Education from the International Christian University, and teaches at several universities in Japan. He helps support the Apps 4 EFL website, and is the chief editor of the Annual Report of JACET SIG on ESP.

5. 外部資金の獲得状況  
特になし

6. 今後の研究発展  
(外部への発信、外部資金獲得計画を含む)

The link between this research station and the association of JACET ESP SIG Kanto will be strengthened. Joint seminars and talks will be held. In addition, the station will try to apply for research funds from outside organization for more public activities. Expansion of the

research activities to ESP groups of Kansai area and in other Asian countries will also be made.

7. 発表論文等（各項目ごとに記載してください。）

「雑誌論文」：著者名・論文標題・雑誌名・査読の有無・巻・発行年(西暦)及びページ

SHI Jie & John Cross. Peer evaluation of academic presentations by Japanese graduate students: Qualitative evaluation. Proceedings published at 2015 International Conference on Advanced Mechatronic Systems (ICAMechs), Beijing, China, August 22-24, 2015. 査読有. 2015. pp174-178.

Sebastien Louvigne & SHI Jie. Corpus-based analysis of academic RA Genre: The “Results” sub-genre. Proceedings of the 2015 International Conference on Advanced Mechatronic Systems (ICAMechs), Beijing, China, August 22-24, 2015. 査読有. 2015. pp185-189.

Uma Maheswari Rajigopalan & SHI Jie. Teaching poster by using Genre Approach to science and technology students of a Japanese university. Proceedings of the 2015 International Conference on Advanced Mechatronic Systems (ICAMechs), Beijing, China, August 22-24, 2015. 査読有. 2015. pp179-184.

Yu Yan & SHI Jie. An overview of supplementary teaching materials for advanced EST students in Japan. Proceedings of the 2015 International Conference on Advanced Mechatronic Systems (ICAMechs), Beijing, China, August 22-24, 2015. 査読有. 2015. pp164-169.

Shinichi Hashimoto, Yu Yan, SHI Jie & Zhan Haiyan. Profiling EST students’ vocabulary ability in a Japanese university using the New Academic Word List Test (NAWLT). Proceedings of the 2015 International Conference on Advanced Mechatronic Systems (ICAMechs), Beijing, China, August 22-24, 2015. 査読有. 2015. pp170-173.

Sonia Sharmin. Understanding the most essential types of words for physics undergraduate students. Proceedings of the 2015 International Conference on Advanced Mechatronic Systems (ICAMechs), Beijing, China, August 22-24, 2015. 査読有. 2015. pp190-193.

8. 「学会発表」：発表者(代表)名・発表標題・学会等名・発表年月日・発表場所

SHI Jie & Sebastien Louvigne. Analysis and application of corpus data of RA genre for ESP. The 7th International ESP Conference in Asia. Sept 27, 2015. Qingdao, China.

SHI Jie, Sebastien Louvigne & Naoko Nakamura. A corpus analysis of English abstracts of patents. The 7th International ESP Conference in Asia. Sept 26, 2015. Qingdao, China.

Tomonori Ono & SHI Jie. The need for a stronger EMP education at Japanese medical universities and schools. The 7th International ESP Conference in Asia. Sept 26, 2015. Qingdao, China.

Yu Yan & SHI Jie. Enhancing cooperative-learning skills in Japanese university students of EST through peer-teaching. The 7th International ESP Conference in Asia. Sept 26, 2015. Qingdao, China.

Shinichi Hashimoto, SHI Jie, Yu Yan & John Cross. The analysis of students' peer evaluation on academic presentation. The 7th International ESP Conference in Asia. Sept 25, 2015. Qingdao, China.

9. 「招待講演発表」：発表者(代表)名・発表標題・学会等名・発表年月日・発表場所

SHI Jie & John Cross. Peer evaluation of academic presentations by Japanese graduate students: Qualitative evaluation. Invited session on ESP research and education in Japan at the 2015 International Conference on Advanced Mechatronic Systems (ICAMechs). Aug 22, 2015. Beijing, China.

Sebastien Louvigne & SHI Jie. Corpus-based analysis of academic RA genre: The "Results" sub-genre. Invited session on ESP research and education in Japan at the 2015 International Conference on Advanced Mechatronic Systems (ICAMechs). Aug 22, 2015. Beijing, China.

Uma Maheswari Rajigopalan & SHI Jie. Teaching poster by using genre approach to science and technology students of a Japanese university. The 2015 International Conference on Advanced Mechatronic Systems (ICAMechs), Aug 22, 2015. Beijing, China.

Yu Yan & SHI Jie. An overview of supplementary teaching materials for advanced EST students in Japan. Invited session on ESP research and education in Japan at the 2015 International Conference on Advanced Mechatronic Systems (ICAMechs), Aug 22, 2015. Beijing, China.

Shinichi Hashimoto, Yu Yan, SHI Jie & Zhan Haiyan. Profiling EST students' vocabulary ability in a Japanese university using the New Academic Word List Test (NAWLT). Invited session on ESP research and education in Japan at the 2015 International Conference on Advanced Mechatronic Systems (ICAMechs), Aug 22, 2015. Beijing, China.

Sonia Sharmin. Understanding the most essential types of words for physics undergraduate students. Invited session on ESP research and education in Japan at the 2015 International Conference on Advanced Mechatronic Systems (ICAMechs), Aug 22, 2015. Beijing, China.

SHI Jie. Developing and managing an EST program for Science and Engineering Students in Japan. Invited feature presentation the 7th International ESP Conference in Asia. Sept 25, 2015. Qingdao, China.