tension between these two aspects of using tasks. It will be argued that tasks need to be chosen and implemented to ensure that form comes clearly into focus, and in this way, the potential for development is central. But in addition, it will be claimed that the post-task stage is the clearest method for handling the tension between ongoing performance and longer-term development and vital if tasks are to avoid only nurturing fluency.

J034
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Collaboration in Writing Education

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With increasing demands for international communications, English has become the dominant language. Moreover, the Information Communication Technology has enabled people to communicate in English anytime and anywhere in a global society. In this culturally and technologically borderless world, English learners are required to write in English in various situations. To adapt English writing classes in higher education to these complex social and economic factors, we, as language teachers, must constantly reconsider and redefine English writing education and teaching techniques based on the findings of recent language education studies and reinvest resources in the future of education. In this symposium, we explore promising developments in English writing education from the following four perspectives and offer collaboration in studies to pursue excellence in writing education.

First, we reevaluate the classroom practices of Japanese language education and describe world-class theories and practices in Japanese language classes as potential resources. Second, we explore other educational studies, particularly the learning sciences as an interdisciplinary study, to advance our discipline. Third, we discuss writing rhetoric from the intercultural perspective, considering how learners deal with it, because English rhetoric no longer holds a key position in the “World Englishes” era. Fourth, we provide several helpful examples of enhanced classroom practices that use exceptionally effective writing activities for tertiary education.

We hope this symposium will provide a good opportunity to discuss English writing in Japanese education and that our discussion will provide useful models of classroom practices for English teachers.

J035
Sept. 1/9:00-10:25/Bld2 R304

Special Symposium on “A Series of Studies on English Education
Volume 12”: Methods of Automated Feedback Systems for
Reading Aloud, Individual Differences and Reflection Papers

M. Nakano (Waseda U.)
Y. Nishihori (Sapporo Otani U.)
E. Tsutsui (Hiroshima International U.)