

Task-based Rhetorical Structure for EIL Learners

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English language revisions

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PREFACE

This textbook was designed for EIL (i.e., English as an International Language) learners. Considering the world situation where English is used by not only native-speakers of English (NS) but also non-native speakers of English (NNS) from various cultural backgrounds, the role of English rhetorical structures is critical in intercultural communication. To avoid miscommunication among people from different cultural backgrounds, learning basic rhetorical structure is essential.

This textbook consists of two sections. Unit 1 is the basic level (Chapters 1 through 8) and Unit 2 is the integrated level (Chapters 9 through 13). Unit 1 addresses English rhetorical structure learning, which will help learners acquire the skills of writing an English essay and giving a presentation. Unit 2 helps them to apply English rhetorical structure to the real world context, such as expressing themselves in a job interview and writing e-mail/business letters.

The concept of this textbook is based on the framework proposed by Boku (2005a, 2005b, 2006) in which the importance of simplified component tasks (i.e., core and peripheral tasks) is asserted. Each chapter consists of *core tasks* or *C-task* (i.e., learner-centered tasks which include the main idea in each chapter) and *peripheral tasks* or *P-task* (i.e., tasks which include the interaction in pairs or groups to apply the learned knowledge to a practical situation). A short passage appears at the beginning of each chapter to encourage learners to recall what they learned in the previous chapter and preview what they will learn in the upcoming chapter. The aim of this passage is that learners grasp the relationship between chapters. I sincerely hope that this textbook will help teachers, regardless of whether NS or NNS of English, to enjoy teaching English rhetorical structure. Likewise, I hope learners can enjoy the process of improving their output skills through the variety of tasks provided.

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はじめに

本書は、英語を「国際語」として学ぶ学習者向けに考案されたものである。ネイティブスピーカーであるか否かを問わず、様々な文化的背景をもつ人々によって英語が使用される昨今の世界情勢に鑑みれば、異文化間コミュニケーションにおける英語のレトリック構造の果たす役割は、ミスコミュニケーションを避けるうえで極めて重大であると言える。

本書は、Unit 1 が基本レベル (Chapter 1~8)、Unit 2 が、実践レベル (Chapter 9~13) の二部構成となっている。Unit 1 においては、英語のレトリック構造を中心として扱う内容となっており、学習者がエッセイを書いたり、プレゼンテーションを行ったりする技術を習得するものである。また、Unit 2 は英語のレトリック構造を、例えば、就職面接や e-mail、ビジネス文書などの作成といった現実の状況に合わせて応用する技術を習得するものである。

本書のコンセプトは、Boku (2005a, 2005b, 2006) が提唱した Core/peripheral tasks の枠組みに基づいたものとなっている。各 chapter は、*core task*、或いは、*C-task* (即ち、各 chapter の重要ポイントを含む学習者中心のタスク)、及び、*peripheral task* 或いは、*P-task* (即ち、学習された知識を実践的狀況に应用するためにペアやグループで行う協同作業を含むタスク) で構成されている。各 chapter の冒頭には前 chapter での学習内容を再確認し、当該 chapter で学ぶ内容を予告する文章が配置されており、これによって学習者が chapter 同士の関係性を自ら把握できるように配慮した。

本書が、教員の母語に関わらず英語のレトリック構造を楽しみつつ指導できる一助となれば幸いである。また、本書の様々なタスクを通して英語学習者が楽しみながら発信力を高めることができるよう願ってやまない。

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Introduction

Why do you need to learn English presentation techniques?

The purpose of this lesson is:

1. To learn why it is important to know how to give presentations in English.
2. To learn about the purpose and composition of this book.

C-task



I. Listen to the audio material and fill in the blanks.



II. Read the following passage and grasp the general meaning.

With the growth of a global economy and the (1), more and more people have to deal with written communication in English via the Internet, (2), and business meetings and negotiations with people from diverse cultural backgrounds. The ability to communicate verbally is also required due to the popularization of inexpensive TV phones via the Internet.

In English-speaking countries, from their early childhood students are trained to present their own thoughts in front of a big audience. For example, in the United States, elementary school students are often asked to engage in (3), in which they share their own thoughts about a particular topic. Having often had these experiences from an early childhood, making a presentation at the university level is not much of a problem for them.

On the other hand, Japanese students are not accustomed to the idea of presentations. Therefore, they tend to become evasive. The possible reasons why Japanese students are often embarrassed to give presentations in English are; 1) they do not have confidence in speaking English in front of others, 2) they have never learned how to give a presentation in class, or 3) they feel uncomfortable about expressing their own thoughts because they are too shy to do so. Thus, Japanese EIL learners (i.e., learners who learn English as an international language) need more opportunities to practice giving presentations.

The purpose of this book is to help you learn how to state personal opinions logically. This skill is beneficial not only for presentations but also for your

future (4)). To help improve your output skills, this book was designed as follows; Unit 1 (chapters 1~8) and Unit 2 (chapters 9~13). Unit 1 will address the differences in (5)) between people from English-speaking countries and Japanese and encourage you to learn how to organize essays logically. Unit 2 will help you learn how to communicate effectively with English-speaking people (i.e., both native and non-native English speakers). Furthermore, you will find two kinds of tasks in each chapter; C-task (i.e., core task) and P-task (i.e., peripheral task). The former gives you the main idea of the chapter while the latter provides you the chance to apply them to practical communication through interaction in pairs or a group.

Notes

business meetings and negotiations 商談 / **diverse** 多様な / **popularization** 人気 / **evasive** 回避的な / **be embarrassed to** ~ ~に戸惑う / **beneficial** 有益な / **design** 設計する / **address** ~ ~に焦点をあてる



III. Summarize (do not translate) the main point of this lesson in Japanese.

.....

.....

.....

.....

.....

.....

P-task



IV. Listen to the audio material and choose the correct response. T (True) or F (False)

- () 1. In the United States, students only listen to the lecture and do not make presentations in front of the class.
- () 2. In this global age, people do not have to communicate in English because of the internet.
- () 3. Japanese elementary school students are often asked to be engaged in 'show and tell'.
- () 4. All we need to do is to learn how to communicate with native speakers of English.
- () 5. There are cultural differences in thought patterns among different countries.



V. Listen to the audio material and fill in the blanks. Practice the following conversation in pairs.

Eric: I'm home!

Angela: Hi dear. How was your business meeting with the Japanese clients? Did it go well?

Eric: Well, it made me more tired (1).

Angela: What do you (2) 'tired'? Were they demanding?

Eric: No, not really. It's just their way of expressing themselves. I mean, they explained in too much detail (3) and did not state the main point (4). That's why it took so much energy to understand what they wanted to say.

Angela: Oh, so you did not finalize the contract then?

Eric: Well, we somehow managed to do that (5) after a six-hour meeting!

Angela: Well, I am a little tired because of your way of expressing yourself. You should have told me your main point first!

Notes

demanding あまりに多くを要求する / **way of expressing oneself** 表現様式 / **detail** 詳細 / **main point** 重要な点 / **finalize the contract** 契約を結ぶ



VI. Listen to the audio material and fill in the blanks. Practice the following conversation in pairs.

Sayoko: How's life in Kyoto?

Yumi: Everything is fine.

Sayoko: Really? I heard that traffic in Kyoto is awfully heavy and slow-moving. Is that true?

Yumi: To tell you the truth, it was a nightmare (1) and I gave up thinking about it (2).

Sayoko: Why?

Yumi: Because most people around me live in Kyoto and they don't have to worry about the traffic at all. It only takes about 10 minutes for them to get to school. (3), they only use a bicycle or walk.

Sayoko: Then what about people outside Kyoto?

Yumi: Well, nobody cares about traffic because very few people come from outside Kyoto.

Sayoko: (4), the public transportation in Kyoto is not a (5) issue for most students and teachers, right?

Notes

To tell you the truth, 実は / care about ~ ~を気にする / public transportation 公共交通機関 / issue 問題



VII. Listen to the audio material and fill in the blanks. Practice the following conversation in pairs.

Father: How was studying abroad?

Daughter: (1), I had a hard time getting accustomed to the new culture; however, I could manage somehow and make new friends (2).

Father: (3). (4), Mother and I had a hard time (5) because we missed you so much.

Notes

manage somehow 何とかうまくやっっていく