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Theme: ESP teaching and learning approaches and methods
Title: Improving Writing Fluency through QuickWrite and Free Writing in Integrated Skills Classes

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The first part of this workshop begins with the exploration of the literature in academic writing for fluency training at tertiary level and various types of activities, tasks, projects and exercises for small and large size classes in an EFL setting. It then identifies the common problematic areas in writing by EFL students in Japan and how the lack of fluency of writing poses to be an often-forgotten major incompetency of student writers at various levels of language proficiency. Due to the difficult nature of writing production, many Japanese students of science and technology and beginner research students perceive academic writing as laborious and fruitless work. Hence, productivity of research writing by students in research laboratories is hindered tremendously, resulting in a low publication rate. Helping students improve their writing quality and competencies is considered to be one of the most essential training tasks in academic writing skills-oriented courses. In this part of the workshop, participants are given the opportunity to share their own teaching experiences in writing and the common problems with their students in their own countries and classes.

In the second part of the workshop, two effective teaching techniques of writing, i.e. QuickWrite and Free Writing, are introduced. The presenters demonstrate two case studies whereby the two types of writing tasks are implemented in integrated skills EAP course at a Japanese university in the 2nd year and the 3rd year. Details of designing, implementing, and evaluating the two activities are introduced. The effectiveness of the two activities is discussed through the analysis of 145 students' writing, summaries of data and the change in students' attitude toward writing.

The last part of the workshop provides a practical session for the participants to design a semi-realistic QuickWrite and/or Free Writing task for their own students. This activity could be done individually or in a small group. After designing the task, participants are to present the design to the whole group detailing the rationale behind their design, the context, the connection with their curriculum or syllabus of a real or a pseudo course, the incorporation of ESP elements, implementation methods, involvement of peers, and an evaluation system.