
Contrastive Rhetoric of Japanese and English Writing: Inductive and Deductive

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Introduction

Each language and culture has unique rhetorical conventions. Many studies of contrastive rhetoric have claimed that native language (L1) patterns of rhetorical organization are negatively transferred to English (L2) writing. (Kaplan, 1966, 1988; Hinds, 1987; Grabe & Kaplan, 1989). Hinds (1990) defines inductive writing characterized as having the thesis statement in the final position whereas deductive writing has the thesis statement in the initial position. English writing tends to be organized deductively while Japanese writing conventions have an inductive style, their organization progressing from specific to general. Therefore, it is very typical for Japanese writing that the main ideas do not appear until the end. Previous studies (Hinds, 1990; Kobayashi, 1994) have claimed that such L1 conventions cause Japanese students to use an inductive pattern in English writing which is negatively transferred to ESL writing.

This study first overviewed rhetorical differences between Japanese and English and examined how a Japanese expository essay which is considered good writing is organized in an inductive way. The study also investigated

whether individual Japanese students use the same rhetorical pattern or not in L1 and L2 writing to see if negative transfer occurs or not. Finally it suggested some guidelines to help Japanese students improve their English writing.

Japanese Rhetoric and English Rhetoric

1. *Ki-sho-ten-ketsu* vs. Introduction-Body-Conclusion

One of the reasons why English essays written by Japanese students are not highly evaluated may be that they write English essays in the unique Japanese four-part rhetorical style, *ki-sho- ten-ketsu*. *Ki-shoo ten-ketsu*, originating in ancient China, is known as the most popular Japanese rhetorical sequence. Most Japanese people learn this sequence at high school or junior high school.

- (1) *ki*: introducing your idea
- (2) *shoo*: developing that
- (3) *ten*: providing related points
- (4) *ketsu*: concluding the idea

The following is a simple paragraph whose topic is “My Favorite Writer”.

- a) I went to Morioka and Hanamaki Hot Springs with my family when I was a junior high school student.
- b) My father told me that Kenji Miyazawa lived in this area and we visited the Museum of Kenji Miyazawa.
- c) Since then, I got interested in his works and started reading them.
- d) He is now one of my most favorite writers.

This kind of paragraph can be found among the essays written by Japanese students. This paragraph follows the *ki-sho-ten-ketsu* style. It

probably sounds very natural to Japanese people, but a native English speaker might be puzzled failing to get the writer's main point. It is possible that they cannot easily judge whether the point is about the trip to Morioka or Kenji Miyazawa. This is because in English, the main idea comes first. To make this paragraph follow an English writing style, it needs to be rewritten as follows.

d) Kenji Miyazawa is one of my most favorite writers. a) I went to Morioka and Hanamaki Hot Spring with my family when I was a junior high school students. b) My father told me that Kenji Miyazawa lived in this area and we visited the Museum of Kenji Miyazawa. c) Since then, I got interested in his works and started reading them.

This second version is clearer to native English speakers because the first sentence explicitly states the main idea of this paragraph. It more closely follows the standard English writing structure: (1) introduction (2) body (3) conclusion. In the first version, they might think the topic is about the trip to Morioka, judging from the first sentence. Moreover they might not recognize Kenji Miyazawa as the main topic until they read the last sentence of the paragraph. This example is for one paragraph, however, *ki-syoo-ten-ketsu* is a typical pattern for Japanese essay and expository prose. *Tensei Jingo*, which is a popular newspaper column and considered to be a model of typical Japanese good writing, frequently employs this *ki-syoo-ten-ketsu* style.

2. Inductive vs. Deductive

As Hinds (1990) argues, Japanese writing has been characterized as progressing from specific to general and then ends with the main point, while English starts with the main point before providing justification,

background, and explanation. Because of this reversed arrangement of ideas, direct translations from Japanese texts give English-speaking readers the impression that the composition is disorganized, unfocused, or ineffective. This Japanese tendency for inductiveness is not only for a paragraph but also for the whole essay because it is the style which appeals to Japanese audiences.

Here is the English translation of September 12th's *Tensei Jingo* in the *Asahi Shinbun*.

(A) There is a slender high-rise building outside my office window. Day in and day out, I have seen passenger planes fly right into the building, as it were. They would disappear from sight momentarily behind the building, and then re-emerge to head for their destination at the Tokyo International Airport at Haneda. Until the terrorist attacks on Sept. 11, I never thought anything of it. But now, I cannot help seeing this once-so-familiar scene in a totally different light. In my mind, I keep replaying the images of destruction, shown over and over on television.

(B) People's perception of things was changed irrevocably on Sept. 11th. It is as if some colossal foreign object has fallen out of the sky and landed in our midst. Such is the tremendous impact of the terrorist attacks on the United States. I can only imagine what it must be like for the American people.

(C) Many U.S. media reports made references to Pearl Harbor. But in that 1941 attack, the enemy was readily identifiable. The invading planes were emblazoned with their national flag. But the planes that rammed into the targets were U.S. carriers. This symbolizes the utter outrageousness of the attacks.

(D) Normally, every war is fought within certain minimum rules. One such rule is that civilians are not to be made targets of attack. Even though rules are often broken, anyone who violates them would come under severe criticism. This has always been understood.

(E) But the perpetrators of the Sept. 11th attacks not only ignored all rules, they actually challenged the rules themselves. Now the lives of ordinary people are in

jeopardy. And the attacks were obviously planned with meticulous care. The utter lack of respect for life this indicates is truly terrifying.

(F) As time passes and the victims come into focus as individuals rather than faceless statistics, people's stunned incredulity turns into fury. It is only a natural reaction to dare the perpetrators to come forward so the dead may be avenged. But the war thus declared will have to be fought within the rules, and that will not be easy.

For Japanese readers the organization of this essay sounds completely natural. It is easy for them to follow the author's logic and get his main point which appears in the fifth paragraph (E). His thesis statement is 'But the perpetrators of the Sept.11th attacks not only ignored all rules, they actually challenged the rules themselves.' Japanese audiences naturally understand that the first four paragraphs (A, B, C, D) are introductions, providing background information, and the last 2 paragraphs (E, F) are the places where the author states his main ideas. However, English-speaking readers would understand more easily if this essay was organized by the order of D, E, A, B, C, F. With this version, readers do not have to wait until the end before they know what the author's main point. In the second paragraph, they can find the author's thesis statement and get detailed explanations in the following paragraphs. Such deductive style is more familiar and easier for English-speaking readers to comprehend the writer's main point.

Japanese people have been always exposed to a lot of this inductive style writing such as articles in newspapers and magazines or famous authors' essays. Consequently, they consider this style very familiar and natural for writing. They follow this style not only in their L1 but o they also tend to write inductively in L2. As previous research indicated, this causes the negative transfer of L1 writing convention in L2 writing.

3. Reader vs. Writer Responsibility

Not only the style itself, but also what a writer expects from a reader might differ from culture to culture. Hinds (1987) claims that there are different expectations with regard to the degree of reader's involvement. He points out that in Japanese rhetoric the reader has an equal share of the responsibility for understanding the ideas presented by the writer. In English, the person primarily responsible for effective written communication is the writer, while it is vice versa in Japanese. There is a Japanese phrase, '*Gyookan o yomu*' which literally means 'to read between the lines'. Such a thing as 'it is important to read between lines to understand what the writer really wants to express' is frequently said for Japanese writing or essays. This phrase exactly reflects the premise that the Japanese reader has the responsibility to catch the writer's unexpressed message. At the same time, the writer is not expected to write clearly to state his main point followed by appropriate supporting details.

Scarcella (1984) also maintains that "native English writers employ a wide variety of linguistic devices to engage their reader's attention and help their readers to identify the participants, objects, and events about which they write. On the other hand, "non-native English writers are more limited in their ability to orient their readers." Among others, Japanese students tend to fail to guide the readers sufficiently and appropriately because of their understanding of writer's responsibility.

The following example is from also September 27th's *Tensei Jingo*.

Everybody knows the president of the United States has his team of speech writers. But he has to improvise when answering impromptu questions, and that is when his personality comes out.

President George W. Bush's recent "Wanted: Dead or Alive" comment made news headlines around the world. Was it a prepared line or did Bush ad-lib it? U.S. newspapers were of the view that the expression was Bush's own, not that of his speech writers. That is to say, Bush ad-libbed it.

The words are out of posters one sees in old westerns. The wanted "outlaw" Bush was referring to was the mastermind behind the Sept.11 terrorist attacks. In a sense, it was predictable of Bush, a fan of cowboy movies, to utter those words. People, however, are deeply disturbed by the thought that perhaps in Bush's mind the world is just like in those old westerns.

I was interested by his remarks after his meeting with Prime Minister Junichiro Koizumi in Washington, in that they revealed gaps in perception between the United States and Japan. Bush noted he and Koizumi had talked about cutting funding to terrorists and cooperating through diplomacy and sharing intelligence.

But while thanking Japan for its cooperation, Bush also expressed his delight at Saudi Arabia's decision to sever its ties with the Taliban, as well as at Russian President Vladimir Putin's pledge of support. Ad-lib or not, those must have been his honest feelings. One matter Bush did not even mention was Japan's readiness to dispatch the Self-Defense Forces.

The Japanese Constitution bans military cooperation. Washington and the U.S. media have come to take this as a given-big progress, I should think. Yet, the Koizumi administration is suddenly calling for the dispatch of the SDF. Aside from the practicality of this plan, my guess is that the proposal itself must have stumped Washington.

English-speaking readers might be at a loss without clear recognition of the writer's main point because so many issues are dealt with in this essay. English readers possibly think the writer's main point is about the speech of the President of the United States because this issue appears in the initial stage. Then the writer refers to President Bush's "Wanted: Dead or Alive" and goes further to Bush's meeting with Koizumi. Further, the issue about

Self-Defense Forces comes up. Finally he states that Koizumi's proposal of the dispatch of the SDF must have stumped Washington, which is his main point. While English readers struggle to find the writer's thesis statement because the writer does not provide it clearly, Japanese readers can guess where the writer's main point is expressed through the Japanese writing conventions. Japanese readers are expected to understand that the most important point of the writer will be stated in the last paragraph and the other paragraphs are for providing relevant background information.

Thus, there are three main differences of rhetorical pattern between Japanese and English. There are many cases which reported that Japanese students could not write in English successfully because they do not adopt the English rhetorical pattern. This study examined whether individual Japanese students use similar rhetorical structures or dissimilar ones in L1 and L2 writing.

Method

1. Subjects

This study involved Japanese university students writing about the same topic both in Japanese and English. Subjects for the study were freshman students in Japan, who were enrolled in a required English listening course at a college in Tokyo. Although these students' level is intermediate evaluated by the placement test, their English proficiency is comparatively high because they were majoring in various foreign languages besides English, such as Russian, Spanish, Chinese, etc. Most of the students were motivated to improve their English, but they had not had a chance to be instructed in how to write an essay in English. The total

number of the participants is 33.

2. The Writing Task

Each student wrote one essay in English and another in Japanese. In order to avoid translation from one language to another, participants were not informed in the beginning that they would be writing on the same topic in both languages. The students were asked to write their opinion on whether Japan should make English its second official language after they watched a video-taped TV program where both native and non-native speakers discuss the issue in English.(See Appendix 1). One month after they wrote on the topic in English, they wrote on the same topic in Japanese. They were told they did not have to completely the same thing as they wrote previously in English to avoid translation again. For this study, how they write is more important than what they write. Therefore, it is acceptable even if a student expresses a different opinion from one language to another, although it is desirable that the student's opinions be consistent.

After completing two writings, the students were asked to complete a questionnaire dealing with their views and knowledge of the difference in writing style between the two languages and audience awareness. (See Appendix 2)

3. Text Analysis

The analysis of the essays focused on the organizational pattern of both writings. First, the location of the main idea is examined in order to find out if the writer adopts an inductive way or deductive way. In the case where a main idea is stated in the initial position, the organization is identified as deductive while it is identified as inductive if it is stated in the middle or

final position. If both of the two essays use the same style, it is evident that the writer did not change the way of organization in line with the language used. Especially, in the case where the writer employs an inductive manner in both English and Japanese, it means s/he transfers the Japanese rhetorical pattern to English writing. Second, each essay was evaluated holistically for effective organization. As a scoring scheme, I used the one developed by Kubota (1998). (See Appendix 3)

In Appendix 4, both essays written by Student T1 were shown. In Japanese, she expresses her main point (the underlined sentence) in the final stage. Similarly, in English, the writer's main point appears in the final stage. In the initial stage, she does not clearly state her main idea although she refers to the issue of the second official language only in a general way.

Results

Table 1 presents the results based on the analysis of the essays and the answers of the questionnaires. First, it shows more than half of the students (59%) used an inductive pattern for both essays. They wrote English in an inductive way which might make it difficult for English-speaking readers to understand what the writer's main point is. It suggests that more students think that they can organize an essay in English in the same way as they do in their native language, Japanese. The essays of Student T1 (Appendix 5) demonstrate that she transferred her L1 writing convention to L2 writing.

Second, among the students using an inductive pattern for both, only two got an organization score of 4. Eleven students got a 3 and three students got a 2. This means adopting an inductive way for English writing tends to be detrimental to achieving good organization.

Third, none of the students employed an inductive style for English and a deductive one for Japanese while there are eight students in the reverse. In other words, all the students who employ an deductive style in Japanese also use it in English.

Fourth, surprisingly, only two students pay attention to their audience when they write in English. It indicates most of the students are not aware that their readers are English-speaking people. As for audience awareness, for the question of “Why don’t you think who the readers are supposed to be while you are writing?”, several students answered they think vaguely that the reader is only the teacher. Moreover, a few students interestingly answered that they write just for themselves. This opinion is consistent with the principle of readers’ responsibility in Japanese. Those students write in order to express themselves rather than to convey their opinion to readers. Their attitude for the audience is similar as “the assumption of writer-as-audience” described by Grabe & Kaplan (1989). Many researchers (Zamel, 1983; Raime, 1985; Grabe & Kaplan, 1989) have emphasized the importance of audience awareness for second language writing. For those Japanese students, the absence of audience awareness may be one of the reasons why they unconsciously write using the rhetoric of their native language.

Clearly this is only a preliminary investigation of the L1 and L2 interference. It is to be hoped that this investigation of has laid the necessary groundwork for further work.

TABLE 1 Relationship between Text Analysis and Students' Answers for Questionnaires

	Text Analysis						Students' Answers for questionnaires		
	English			Japanese			Different or Same for good writing between J & E**	Different or Same for organization between J & E	Audience Awareness
	Inductive Or Deductive	Organization Score		Inductive Or Deductive	Organization Score				
T 1	I*		3	I		5	D***	D	No
T 2		D	4		D	5	S	S	No
T 3		D	3	I		4	S	S	No
T 4		D	4	I		4	D	D	No
T 5	I		3	I		4	S	D	No
T 6		D	4		D	5	D	D	No
T 7		D	3	I		4	D	D	No
T 8		D	3		D	3	D	D	No
T 9	I		3	I		5	D	D	No
T10	I		3	I		4	D	D	No
T11		D	4	I		5	S	D	No
T12	I		2	I		3	S	S	No
T13	I		2	I		4	D	D	No
T14	I		2	I		4	S	D	No
T15		D	4		D	4	S	S	No
T16	I		3	I		5	S	S	No
T17	I		3	I		4	S	S	No
T18		D	4		D	4	D	S	Yes
T19	I		3	I		4	D	D	No
T20	I		4	I		4	D	D	No
T21	I		3	I		4	S	S	No
T22	I		3	I		4	S	D	No
T23	I		4	I		4	D	D	No
T30	I		3	I		4	D	D	No
T31		D	5			5	D	D	No
T32		D	4	D		4	D	D	Yes
T33	I		3	I		4	D	D	No

* I indicates Inductive and D indicates Deductive.

** J indicates Japanese and E indicates English.

***D indicates Different and S indicates Same

TABLE 2 Students' Perception for Good Writing and Organization

		Similar Rhetorical Structure		Dissimilar Rhetorical Structure	
		Both J & E are inductive 16	Both J & E are deductive 7	J is Inductive E is Deductive 4	J is Deductive E is Inductive 0
Good writing	Same	9	4	2	0
	Different	7	3	2	0
Organization	Same	12	3	2	0
	Different	4	4	2	0

Pedagogical Implications

As this study demonstrates, the ratio of Japanese students who apply Japanese rhetoric to English writing is still large. There are several suggestions for helping the students to avoid transferring their L1 convention to L2. The most important thing is to orient them to the basic pattern of paragraph writing. This is crucial for Japanese students because in Japanese there is no notion of paragraph writing. In an English paragraph, the topic sentence comes first and then supporting sentences follow it. An essay is a group of paragraphs and has a similar organization. If they master how to write a paragraph effectively, they can organize a whole essay in a deductive way, from general to specific. The fundamentals of a good paragraph can be expanded to produce a good essay.

Secondly, students should be encouraged to concern themselves with rhetorical differences such as *ki-syoo-ten-keku* vs. introduction-body-conclusion, inductive vs. deductive, and reader responsibility vs. writer responsibility. Teachers should emphasize to students that native English

readers generally expect writing to follow a clear, logical progression of ideas because of Western tradition, whereas Japanese readers may not expect such deductive progression. As a pedagogical tool, providing students with short sample essays that demonstrate contrasting L1 and L2 rhetorical features can be beneficial in raising students' awareness of the rhetorical conventions of English.

Third, the students should be also encouraged to avoid using their L1 conventions and sense of values. For instance, native English writers prevent ambiguity by stating the thesis clearly while Japanese prefer ambiguity because they do not like direct, decisive expression. Even in a persuasive essay, some Japanese writers avoid being persuasive because expressing their opinion decisively is not preferable in Japanese culture. Japanese writers' preference for hesitation or ambiguous expression stems from not wanting to impose their opinion on readers. They want readers to conform to themselves. This is why Japanese writers' essays seem to be less logical and less persuasive. Thus, it is important for Japanese students to understand differences in social and cultural assumptions toward writing.

Finally and most importantly, building up audience awareness is crucial for effective writing. It is important not only to clarify who will read it, but also to become aware of each reader's expectations and cultural background. As this study indicates, most of the students do not take their readers into account. This absence of audience awareness leads them to write using the rhetoric of their native language, not that of English. As Leki(1991) states, ESL or EFL teachers have a responsibility to teach the rhetorical expectations of the English readers to L2 writers. The teachers should remind the students that they have to define their audience before composing is undertaken. Besides they can provide various exercises to

focus on the needs of readers. For example, an exercise of adding and removing information is effective to practice deciding what information is needed for a different audience. (Kimura, 1999) Writing one letter to a friend and another letter to a teacher on the same topic is also good for attending to audience.

Coherence is a crucial element for good writing. Hinds(1990) maintains that coherence is “essential because you can’t count on the minds of others working the same way your mind works.” In order to achieve coherence a writer has to arrange ideas so that others can understand them. Japanese writers tend to expect that the minds of readers work in a very similar way to their own. One reason for this tendency is because the Japanese are homogeneous race. Teachers should make Japanese students aware that each culture has its own logic.

EFL teachers in Japan can help students understand how the reader-writer relationship varies in different cultures and can show how this affects the way L2 writers organize ideas, especially in terms of the choice of rhetorical patterns.

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Appendix 1

English Writing Task

Please write a composition that conforms to the following situation.

SITUATION:

You have been asked to write your opinion on the following issue for a column of your college newspaper in English.

English has virtually become the world's common language. Recently, there has been interest in making English Japan's second official language to increase the global literacy of Japanese people. What do you think of making English the second official language in Japan? Please write about 200 to 250 words.

Appendix 2

Japanese Writing Task

次のような状況にあるとして、小論文を書いてください。

あなたは、大学の新聞のコラムに次のテーマについて意見を書くように要請されました。

英語は世界の共通語になりつつあります。最近、日本では、日本人が言葉の問題から国際社会で遅れをとらないように、英語を第2公用語にしようという動きがあります。あなたは英語を第2公用語にすることにどう思いますか。600字から700字で書いてください。

Appendix 3

アンケート (Questionnaires)

1. 日本語でいう良い文章と、英語でいう良い文章は同じだと思いますか。

(Do you think good writing in Japanese is the same as good writing in English?)

はい (Yes), その理由 (because) _____

いいえ (No), その理由 (because) _____

2. 日本語と英語では文章の構成のしかたは同じだと思いますか。

(Do you think organization of ideas is the same between Japanese and English?)

はい (Yes), その理由 (because) _____

いいえ (No), その理由 (because) _____

3. 英語で書く時、読み手が誰であるか、誰になるか、考えていますか。

(Do you consider the reader when you are writing in English?)

はい (Yes) 読み手は誰だと想定していますか。

(Who do you think your reader is?)

いいえ (No) なぜ読み手を考えないで、書くのですか。

(Why don't you think of your readers?)

Appendix 4

Holistic Scoring of Organization

Score 5: Excellent

- * Main idea is stated clearly and effectively.
- * There is a clear sense of beginning and ending and they work very effectively.
- * Reader orientation (e.g., announcing the topic) is provided.
- * Details are organized according to a clearly discernible plan.
- * There is no digression.
- * Sentences and paragraphs are logically and effectively linked together.
- * Paragraphing is logical and effective.

Score 4: Very good

- * Main idea is stated, but less effectively than 5.
- * Beginning and ending are effective.
- * Some reader orientation is provided.
- * Details are organized according to a discernible plan.
- * There is little digression.
- * Sentences and paragraphs are linked together well.
- * Paragraphing is good.

Score 3: Average

- * Main idea is stated, but not as effectively or logically as 4.
- * There is a sense of beginning and ending, but they are not as effective as 4.
- * Some reader orientation is provided, but not as effectively as 4.

- * There is an organizational plan, but it does not appear as clearly as 4.
- * There is a flow, but some digression is seen.
- * Sentences and paragraphs are linked together, but a little awkwardly.
- * There are paragraph breaks but they are a little awkward.

Score 2: Not very good

- * Main idea(s) is not stated clearly or effectively.
- * Beginning and ending are awkward and not very effective.
- * Reader orientation is not provided very much, even if it is, it is not very effective.
- * Writer's plan is not very clear; the writer rambles on.
- * Digression is seen often.
- * The links between sentences and paragraphs are awkward and not very logical.
- * Paragraph breaks are awkward and not very logical.

Score 1: Poor

- * Main idea(s) is not stated.
- * The writer creates little sense of beginning and ending.
- * Writer assumes the reader shares his/her context and provides no orientation.
- * There is no discernible organizational plan; the writer either lists or follows an associative order.
- * There is frequent digression.
- * There is no logical link between sentences and paragraphs.
- * There is no paragraph break, or no logic in the breaks.

Appendix 5

1. English Writing by Student T1

Recently, a opinion that making English Japan's second official language is spreading in Japan. Is it realistic that we Japanese people can use English as second official language? This idea might be meaningful because we must use English to survive in the world. In the economical and political stage, we need cooperation with foreigners in English. English is really important for us.

In this summer vacation, I went to Boston to learn English. And I noticed how important for us to learn English. If we can speak English, we can contact with people all over the world. People from every country think English is the world common language, so learning English is the most useful way to contact to another country people. So in Japan, many people study English so hard. But in the reality, not so many people can use English. Many Japanese cannot speak even easy conversation in English. It will be difficult for every Japanese to follow the situation that English is the second official language. In the condition of that English is second official language , all workers in government office must use English. And all the people in Japan have to understand and speak English. Maybe there would be much confusion if English becomes the second official language in Japan. Moreover, we have our language, Japanese. Education of Japanese is more important than English. If English becomes the second official language, Japanese might become disordered.

Therefore, I think it is useless to make English the second official language. What is necessary for Japan is to change the education of English.

We cannot speak English if we continue this education of English.

(This is unedited, with no teacher correction.)

2. Japanese Writing by Student T1

最近、英語を日本の第2公用語にすることについて議論がなされている。確かに、経済や、政治の面で、英語は、世界の国々や外国人と交渉する際にかかせない。その英語を日常的に使うようにすれば、日本人が国際社会で英語を使えるようになるかもしれない。英語は確かにとても重要な言葉である。

私は今年の夏に、短期留学でボストンに行ったが、その時、英語ができることがいかに大切であるかを実感した。英語圏意外の国の人と、相手の母国語を知らなくても、英語を通して、話をすることができた。英語ができれば、世界中の人と意思疎通が可能になる。今やほとんどの国の人が、英語は世界共通語だと認識しているので、国際社会で活躍するためには英語を勉強することが必要になってくる。世界の動きに乗り遅れないためにも日本人が英語を使いこなせることは必要である。しかし、現実には、英語を話せる人はごく少数であり、大半の日本人は簡単な英会話も出来ないのが現状である。もし日本で英語が公用語になれば、毎日のように英語にさらされねばならず、英語の不得意な日本人も、英語がだんだん使いこなせるようになるかもしれない。しかし、実際問題として、英語を第2公用語にするというのは、公式な文書を全部英語にするということ、それが今の日本で通用するだろうか。英語を使う機会を広げると言う点では意味があるが、それによっておきる混乱や不便さの方が大きいと思う。

また、私達日本人にとって、母国語の日本語も大事である。英語を公用語にすることによって、学校での日本語教育がおろそかになったり、日本語のよさが失われることが起こりうるだろう。以上の点で、私は英語を公用語にするのは、あまり意味がないと思う。(原文のまま)