

# THE EFFECT OF THE COMPOSING PROCESS ON EFL WRITING QUALITY\*

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## 要 旨

従来、外国語学習者の作文能力は、教師が時間と労力を惜しまずに文法や表記などの表面的訂正を続けることで向上すると考えられていたが、近年、表面的訂正はむしろ学習者の情意面に悪影響を与える可能性があるとして指摘する多くの研究報告が発表されている。本稿では、学習者の作文にいくつかの異なる方法で表面的訂正を試み、その実質的効果を検討した。更に、作文構成の必要性、および最終的作品だけでなく作文の習得過程の重要性に注目し、学生自身の持つ考えや感情を自由に表現できるような指導を実験的に行い、その結果の考察を行った。

## Introduction

Traditionally, research on composition mainly focused on the end product. It was believed that with careful instruction on grammar, students would learn to improve writing. However, recent studies have proved that writing quality not necessarily improves through pedagogical approach that particularly focuses on usage, structure or correct grammatical form. Results of some studies warn the teachers of writing that they should not only be concerned about the end product of the writing activities that are given in written composition classes. Moreover, current articles on the teaching of writing state that writing involves a process in which language is used to portray the meaning of the experiences in life. Since writing is a process through which meaning is created, (Raimes 1983, Flower 1985, Calkin 1986, Murray 1987, Zamel 1987), it offers an experience of discoveries that develops the students' ability to put ideas into words, to express what they want to say through writing.

This paper focuses on the importance of the composing process. First the background of current research on EFL (English as a Foreign Language) written composition will be introduced, namely research and findings on the grammatical approach versus the process approach. Secondly, we will cover the description and procedure of the research done in the writing classes of Seisen University. Finally, implications for teaching writing will be introduced based on the findings of our research.

## Background of Current Research on Improving EFL Writing Quality

The role of error correction in EFL writing class has been an issue for a long time. Many researches have been conducted and various theories have been introduced.

Thomas Robb, Steven Ross, Ian Shortreed (1986), after giving four different types

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of error treatment to the subjects in their research, found out that highly detailed feed-back on sentence-level mechanics may not be worth the instructor's time and efforts and that rather, practice in writing over time resulted in gradual increase in the mean scores of all the subjects regardless of the type of error treatment they received.

Another study done by Ann K. Fathman and Elizabeth Whalley (1990) showed an interesting and significant result : Students' rewriting of their composition in itself, irrespective of the kind of feedback they receive, improved the content.

Christine G. Kepner (1991) arrived at the conclusion that surface error-correction and rule-reminders serve neither for improving students' level of written accuracy nor for enhancing the ideological quality and that the consistent implementation of a message-related comments model as a primary medium of written feedback is effective for promoting the development of writing proficiency.

Thus, focus on grammar may discourage creative thinking and does not take into account the act of writing itself. Writing is a process through which meaning is created. As one of the current approaches to teaching writing in English, it is said that the writing process takes place even before the students actually pick up a pen and write words on a blank sheet of paper. Zamel (1987) states that teachers must consider the importance of generating, formulating, and refining ideas in writing. Students need to have the opportunity to get their thoughts, feelings and ideas together. Contemporary teachers and theorists believe that creativity cannot be taught but can be prepared for before the students actually start writing. Expressing ideas and conveying meanings require strategies. The teacher's role is to suggest writing strategies and give guidance needed during the composing process. Teachers should intervene throughout the process, as Silva (1996 : 15) notes that the students need "a positive, encouraging and collaborative environment." (Silva, 1996 : 15)

The writing process involves discovering ideas to write about and reformulating these ideas until the final product has been accomplished. Improving skills in forming syntax, vocabulary and rhetorical forms cannot be ignored as they can offer the students the means to better express the meaning of their thoughts. Traditional rhetoric may have importance towards the end of the writing process and should not be introduced until then as focus on sentence structure, grammar and mechanics may hinder the students from generating ideas to write about, to formulate personal opinion or to create new concepts. They may not be able to stimulate their memory and intuition nor even nourish and encourage their imagination and creativity. Suggested steps to take in the writing process are as follows :

The Formulating Stage : (1) Finding topics to write about.

(2) Generating ideas and information.

(3) Planning structure and procedure.

(Activities : Journal entries, reading, free writing, making an outline, listing, brainstorming.)

The Drafting Stage : (1) Writing paragraph by paragraph.

(2) Encouraging students to write using techniques and skills taught in class such as writing the topic sentence, developing paragraphs.

The Revising Stage : (1) Adding ideas and information.

(2) Deleting unnecessary information that may distract the flow of written content.

(3) Modifying and clarifying meanings.

(4) Rearranging ideas.

The Editing Stage : (1) Attending to vocabulary.

(2) Attending to sentence structure, grammar and

mechanics.

The writing process is indeed complex, recursive and creative. The order of these steps given above may change each time students write but basically all these steps are done to accomplish a written product. All of the steps interact into a whole.

## Overview Process of the Study

This study was conducted in the Intermediate English : Speaking and Writing Course for the first year university students of three departments (non English majors) : Spanish Language and Literature, Japanese Language and Literature, and Cultural History. It is a one year course which meets once a week for a ninety-minute session. The class size for one composition class is generally fifteen to twenty students. Normally, first year students must choose a foreign language and there is a requirement to take 8 credits in one foreign language. They are free to choose from Chinese, French or English. Thus, the students in this course have chosen to take English out of their own will.

One of the purposes of this paper is to examine the validity of grammar correction and to prove the effectiveness of content-based instruction in freshman writing classes for lower-level students of non-English majors. Our subjects were 22 Japanese majors, 15 Spanish majors, and 30 history majors. Most of our subjects, regardless of their liking or disliking for English, did not accomplish remarkable achievement in the placement test given at the beginning of the school year. Their standard deviation ranged from 27.4 to 40.0 which determined their class to be the lowest level, from 45.0 to 46.7, to the third lowest level, and from 47.6 to 49.2, to the fourth lowest level.

Judging from the very first essays that were written by the subjects at the beginning of the first semester, it was highly probable that they had little experience, if any, in writing an essay, and for that matter, even a paragraph in English in the past. According to the guideline provided by the Ministry of Education, however, the students should be so instructed that they will be able to write various types of documents to serve the respective purpose. In teaching writing, teachers are expected to place more importance in the writing process, and they should focus on the organization and development of the students' writing. Also, students ought to learn to write coherent and communicative paragraphs using their basic competence acquired in their listening, speaking, and writing classes in the previous year.

In order to make a survey of what the subjects have learned in the writing classes in their high school, questionnaires (see appendix A) were given to the 67 students of this writing course. The result was as follows. 71.84 % of the students had English writing in their high school curriculum, however, 45.63 % did not learn what a paragraph is all about. Only 10.68 % had experience in writing an essay longer than a paragraph, and 18.45 % had experience in writing paragraphs. Majority of the students were taught to translate a Japanese sentence or sentences provided by the teacher or the textbook into English. They seem to have learned about a paragraph but hardly have had a chance to write one. Surprisingly, 86.4 % of the students did not learn how to develop a paragraph in Japanese language, which most certainly prevents the students from writing a well-developed English paragraph.

As a matter of course, the analysis of the subjects' first writings in the first semester, before any instruction was given, proved that they were far from the ultimate goal of our freshman writing class. In most of the students' works, a diversity of errors were observed, the content was not fully introduced, and the organization was not well developed. The goal of our writing course was to instruct the students to be capable of writing an essay which consists of several coherent

paragraphs.

In order to achieve the goal, students were asked to do freewriting on the different topics given by the instructors every week in the first semester. In the freewriting activities, students wrote freely about anything that comes to their mind for fifteen minutes without lifting the pen or pencil, without being concerned about correct grammar nor good sentence structure. The girls wrote “um, well, ah” when they couldn’t think of anything to write. No explanation was given on paragraph development or essay writing at this stage. In favor of Robb, Ross and Shortreed’s theory (1986) that the more chances one has, the better he writes, the instructors had the students write as much as they wished in their own style. Such topics that most students are familiar with or have knowledge about were selected so that students were able to find meaning in these topics with ease. The topics given were: *Myself, My Hometown, How to Preserve Nature, What I Would Do If I Were Given 100 Million Yen, How to Stay Healthy, The Person You Care for, and My Plans for the Summer Vacation*. The students’ compositions were collected in class and after being corrected by the instructors, they were returned to the students in the following class. Our concentration was focused on three types of errors that most frequently occurred: errors related to articles, agreement, and tense. As James M. Hendrickson states, mistakes that occur frequently in students’ compositions are considered to deserve more immediate attention than those that are less frequent. With its negative effect on students taken into consideration, as pointed out by Harriet D. Semke, red ink was avoided in the correction of the compositions, and instead, green, purple or other color ink was used. Different types of error treatment were provided to the students in three classes. As mentioned above, students were informed in advance that they were responsible for correcting only three types of errors, namely, article, agreement, and tense errors. The errors observed in the composition of the students in the lowest class were underlined and corrected by the instructor. Those by the students in the third lowest class were simply underlined by the instructor and corrected by the students themselves. For the students of the fourth lowest class, only the total number of errors found in the composition was reported, and they had to locate the error and correct them by themselves. Students were expected to rewrite the composition and hand them in the following week. In the course of the error correction process, improvement in the language quality of the students was not clearly seen. Table 1 indicates the comparison between the readability correction scores of the first free writing activity the six students of the study wrote in the first semester and the first free writing activity they wrote in the second semester. Results prove that there is no clear sign of improvement, in fact scores were worse in the second semester.

However, we believe that the activities in the first semester were not completely

Table 1 Readability correction scores of the first free writing activities in the first and the second semesters.

Name	First Semester	Second Semester
(1) Yoshiko	10.9	9
(2) Chieko	5.0	3.6
(3) Yui	5.5	5.9
(4) Asuka	7.2	4.3
(5) Kei	8.75	8.7
(6) Sayuri	8.83	8.25

worthless. Ainn K. Fathman and Elizabeth Whalley (1990) reported an important and significant result in their survey that students' rewriting of their composition in itself, irrespective of the kind of feedback they receive, improved the content. Having double opportunities to write on a topic, students seemed to have reinforced their writing competence.

Since concentration on error correction did not bring much improvement in the writing quality of the students' composition, we decided to concentrate on the meaning of the writing product in the second semester with the hope to improve the content quality of the students' writing. Thus, in the second semester starting in October, the students were given a syllabus (see Appendix B) that includes an introduction to topic sentences, transitions and paragraph development, free writing activities, and an essay writing project.

Every week students were given exercises on building skills in recognizing and writing good topic sentences and writing various paragraphs. Types of paragraph development introduced were example (facts and statistics), story, cause and effect, comparison and contrast, time order and space order. Students were given activities once a week to write a paragraph using the type of paragraph development introduced in class. These activities were intended to help students build strategies in writing a product that is clear and organized. As the writer must take the readers into consideration, the students need to build skills in writing to organize their ideas and thoughts for the readers to understand what the writer means to say.

Students were also given an essay-writing project about a country they wish to write about. The objective for this project is to have the students experience that writing is a process, to give them an opportunity to write a lot freely and to help students improve their writing quality. On the first day, the students were instructed to write freely about a country of their interest. This freewriting activity was intended to encourage them to write and concentrate on the content without focusing on form.

For this project, students were assigned to hand in an essay at the end of the semester. In order to see the composing process of the individual students as well as signs of writing improvement, the students were instructed to keep all the written materials in a plastic file, from the first freewriting activity done in the first class of the second semester, journal entries and notes, all the written drafts and then the final product.

## Procedure of the Study

The purpose of the study is to see if the writing activities reflected the class instructions on topic sentences, transitions and paragraph development and if the students' written work improved in quality as they wrote along. In order to see the process of their achievement, three activities were mainly chosen for study: the first freewriting work on a country of choice, the last freewriting on hometown and the essay product. The three activities were assessed in the following areas:

- ① Did the students use a particular type of paragraph development?: facts, example, story, cause and effect, comparison and contrast, classification, space order, and time order. One point is given when the type of paragraph development is apparent.
- ② How many written work had topic sentences? One point is given when topic sentences are apparent.
- ③ Did they follow organization techniques and wrote a concluding sentence? One point is given when concluding sentences are apparent.

④Did they use transitional expressions? One point is given when even one transitional expression is apparent.

⑤Was the content readable? Score of content readability similar to Brodkey and Young method was used. The score of the essay project was calculated by dividing 250 words by the number of errors. Since the number of words in the free-writing work was less than 250, the score was calculated by dividing total number of words by number of errors. The score for errors differed as follows: 3 points for severe distortion of readability, 2 points for moderate distortion of readability, 1 point for errors that do not distract readability. A higher score indicates improvement.

⑥What is the overall impression of the composition? This is based on the teachers' intuitiveness. The written work is assessed holistically. Three experienced teachers took part in reading the students work to give a holistic score, on a scale of one (low) to six points (high).

The overall class scores and results of the activities are shown in Tables 2-4.

Increase in the percentage given from Table 2 to Table 4 indicates that an increase in the number of students using the techniques taught in class is apparent. Thus, improvement is seen in all the assessment areas mentioned above.

The process folder of the six students were chosen for case study based on the results of the assessment of the six categories given above. Besides the content of

Table 2 Second Semester First Free Writing on Country of Choice  
(Percentage of students using organization techniques.)

Class & Level	Use of Topic Sentence	Use of Paragraph Development	Use of Transitions	Use of Concluding Sentence	Use of all four techniques
A (lowest)	100%	0%	14.3%	48%	0%
B (3rd lowest)	95.8%	4.2%	25%	12.5%	0%
C (4th lowest)	63.6%	4.5%	36.4%	36.4%	0%

Table 3 Second Semester Last Free Writing on Hometown  
(Percentage of students using organization techniques learned in class.)

Class & Level	Use of Topic Sentence	Use of Paragraph Development	Use of Transitions	Use of Concluding Sentence	Use of all four techniques
A (lowest)	95.2%	76.2%	66.7%	71.4%	38.1%
B (3rd lowest)	100%	70.8%	70.8%	50%	29.2%
C (4th lowest)	81.8%	81.8%	86.3%	77.2%	63/6%

Table 4 Second Semester Essay Project  
(Percentage of students using organization techniques learned in class.)

Class & Level	Use of Topic Sentence	Use of Paragraph Development	Use of Transitions	Use of Concluding Sentence	Use of all four techniques
A (lowest)	100%	100%	71.4%	100%	71.4%
B (3rd lowest)	100%	100%	75%	100%	75%
C (4th lowest)	90.9%	95.4%	100%	81.8%	77.2%

Table 5 Language Proficiency Score of the Six Subjects at the beginning of the School year :

Subjects	Score	S. D.
(1) Yoshiko	34	34.1
(2) Chieko	35	35
(3) Yui	47	45
(4) Asuka	47	45
(5) Kei	52	49.2
(6) Sayuri	50	47.6

Table 6 Yoshiko's Case

	Organization	Readability Score	Holistic Score	
			Three Teachers	Total
Free Writing				
-Country	2	9	2/2/2	6
-Hometowon	4	12.4	4/4/4	12
Essay Preject	4	25.0	5/5/5	15

Table 7 Chieko's Case (see appendix C : Examples A, B, C, D)

	Organization	Readability Score	Holistic Score	
			Three Teachers	Total
Free Writing				
-Country	1	3.6	2/2/2	6
-Hometowon	2	4.7	3/3/3	9
Essay Preject	3	17.9	6/5/5	16

Table 8 Yui's Case

	Organization	Readability Score	Holistic Score	
			Three Teachers	Total
Free Writing				
-Country	0	5.9	3/3/2	8
-Hometowon	2	5.1	4/4/4	12
Essay Preject	4	35.7	5/5/5	15

their final spontaneous writing assessed by the three teachers' intuitiveness, the three written activities were basically checked for organization which include : use of topic sentence, use of particular type of paragraph development, use of transitions, and use of concluding sentence. Content readability was also measured by Brodkey and Young method where we calculated the total number of words divided by the number

Table 9 Asuka's Case

	Organization	Readability Score	Holistic Score	
			Three Teachers	Total
Free Writing				
-Country	3	4.3	3/3/3	9
-Hometown	3	5.1	3/4/4	10
Essay Project	4	35.7	5/5/5	15

Table 10 Kei's Case

	Organization	Readability Score	Holistic Score	
			Three Teachers	Total
Free Writing				
-Country	2	8.7	3/3/3	9
-Hometown	4	9.75	3/4/4	10
Essay Project	4	10.86	4/5/5	14

Table 11 Sayuri's Case

	Organization	Readability Score	Holistic Score	
			Three Teachers	Total
Free Writing				
-Country	2	8.25	2/2/2	6
-Hometown	4	11.21	4/3/4	11
Essay Project	4	16.66	5/5/5	15

of errors. The English proficiency scores of these students are introduced in Table 5. Michigan Test was used to measure their proficiency.

This study has focused on six students. In Tables 6 to 11, we can see each student's improvement by the horizontal layout of the following categories: organization, readability correction score, and holistic score. Student improvement is clearly seen in the readability correction score, the higher the score, the higher the content quality.

## Conclusions and Implications

The findings displayed in Tables 6-11 are positive results that lead to further studies in student writing process. The data encourages us to dig in more deeply into the areas of the prewriting process as well as conferences between the writer and peers or teacher-oral or written (in the form of journal or letter). As the students wrote, they further increased the amount of writing. They dealt with one paragraph at a time, proofread and revised over and over. Such pattern was recursive until the student felt that the essay displayed the content of what she really wanted to say. To be exact, the students wrote at least three times-first draft, second draft and final draft. They were able to experience the composing process that involves various steps.



The rewriting process also raised their focus on grammar and form towards the end of the process. Many students asked questions about correct use of grammar and vocabulary, a situation that was not apparent before they began this process writing approach. Rewriting several times involved much effort on the part of the students that they felt that their work should be perfect enough to justify the time they spent in accomplishing this writing project. Thus, it can be said that the writing process not only improved the students' writing quality but also improved their discipline towards rhetorics and form.

The major concern that was raised is limit of time. Raimes (1985) notes that "the time they (the students) need to write has to take precedence over the time (the teachers) needed to complete a syllabus or cover the course material." As we have formed a syllabus (see appendix B), we spent the class hours mostly teaching students how to write topic sentences and to develop paragraphs. We undoubtedly encouraged the students to write a lot and focused rather heavily on fulfilling the syllabus we have prepared for the class, but we did not allow them to spend more time freely on their essay project. The only prewriting activity done was free-writing, listing, and reading reference books. Various other activities could have been introduced to help students formulate more ideas to write about. They read-aloud to edit their written work. Revision of content was apparent as well as revision of form. As mentioned earlier, in the beginning part of the writing process, students need to focus on meaning. Then, as they write, students should gradually transfer their focus to the product. Raimes (1985 : 247)) states: "our student should be taught not only heuristic devices to focus on meaning, but also heuristic devices to focus on rhetorical and linguistic feature after the idea have found some form." Furthermore, there was not enough time to cover every single step of the writing process and to expand teacher's response to the students' writing.

As each step is crucial to the making of the essay, implication for future class work would be to describe the writing stages to the students and lead them into the complete process.

The formulating stage involves activities such as brainstorming (thinking of as many ideas as possible and listing down whatever comes to mind), freewriting (writing freely about anything that comes to mind for a certain period of time-e.g. 20 minutes without lifting the pen or pencil, without being concerned about correct grammar nor good sentence structure), mapping or other strategies that help writers to think of connections of ideas, or making an outline. This beginning stage also involves collecting information to write about from memory, from books, magazines, from interviews, from movies and other sources.

Once the topic to write about is found and information is collected, then the next step would be to start writing the first draft. The drafting stage involves writing a draft, simply writing with speed. Writing with the ear is to write as if the writer is listening to herself reading what has been written. By doing so, language should carry the writer forward towards meaning. In writing classrooms, this is the time when strategies to write topic sentences and to develop paragraphs may be introduced. Such strategies may help students to focus on their topic and to look for a single, dominant meaning in what needs to be said. Main points can be listed and a single thread of meaning can hold these points together.

In the revising stage, necessary information is further collected to make sense of what needs to be said. The writer reads, re-reads and re-orders written parts to make meaning clearer. The writer reads what is written and finds some focus to continue making the meaning ever more clear. She needs to think about the reader and consider what the reader needs to know to understand what has been written. The

writer needs to read the written work as if she is a stranger to her own work. The written work can be shared with someone else. Sharing the work with another reader offers further re-writes. The reader's comments inform the writer what clarifications need to be made. This is the stage when the writer discovers that the writing process is not linear, but goes back and forth, adding new information and discarding unnecessary information that are irrelevant to the topic and does not fit with the whole. Focusing on meaning involves modifying, clarifying and rearranging ideas.

Finally, in the editing stage, the writer pretends to be an editor of a newspaper or book. Activities in this stage involves looking for errors and correcting them. The written material should be read critically and with care, focusing on grammar, spelling, punctuation, and word choice. This is the stage when forms and rhetorics play an important role to make the meaning conveyed in the written work clearer for the reading audience to understand what the writer wishes to say.

In pursuit of improving students' writing quality, further study is suggested on how each writing stage of the composing process affects the content quality of the students, as well as how, when and why the writing content should be corrected and assessed. Our next venture would be to explore these areas as Abbs (1981: 494) states: "There is no escape from the existential dimension in teaching. The teacher must be a learner and explorer to his own right if he is to be a teacher of others." The writing process views language as means for true expression and uses language purposefully and communicatively. Accuracy of language which serves linguistic fluency by focusing on correct grammar and form works best when it is viewed as secondary. Raising importance in this secondary part of the process as well as the role of teacher's techniques in responding to students' writing would be our next step further.

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## APPENDIX A

英語 作文に関するアンケート QUESTIONNAIRE ON ENGLISH WRITING  
高校の授業で勉強した英語の作文についてのアンケートにご協力ください。

We appreciate your cooperation in answering the following questionnaire on English writing in your high school.

あてはまる解答に  をいれてください。Please fill in the blanks with .

1. あなたの高校は You went to  
 公立 public school.  
 私立 private school.  
 その他 others.
2. 英語の作文の授業がありましたか。 Did you have writing class?  
 あった Yes.  
 なかった No.
3. 英語の授業ではどんな作文をしましたか。(複数解答可) What did you do in the writing class? (as many as it applies)  
 1 センテンスずつの和文英訳 (日本語の文が与えられていて英訳する)  
Translation from Japanese into English, sentence by sentence (Japanese sentences are provided by the teacher or the textbook)  
 いくつかのセンテンスがまとまったものの和文英訳 (日本語の文が与えられていて英訳する)  
Translation from Japanese into English. (Japanese paragraphs are provided by the teacher or the textbook)  
 1 センテンスの自由英作文 (日本語の文は与えられていず、自分で書きたいように英文を書く)  
Creative writing, sentence by sentence.  
 1 パラグラフ (一段落 5～6 センテンス) の自由英作文 (日本語の文は与えられていず、自分で書きたいように英文を書く)  
Creative writing of a paragraph consisting of 5～6 sentences.  
 パラグラフより長い自由英作文 (日本語の文は与えられていず、自分で書きたいように英文を書く)  
Creative writing of a composition longer than a paragraph.
4. 大学に入学する前にパラグラフがどんなものか習ったことがありますか。  
Did you learn what a paragraph is before entering university?  
 ある Yes.  
 ない No.
5. 大学に入学する前に「日本文のパラグラフの書き方」を習ったことがありますか。  
Did you learn "How to write a paragraph in Japanese language" before entering university?  
 ある Yes.  
 ない No.

## APPENDIX B

### SYLLABUS FOR THE FRESHMAN WRITING COURSE IN THE 2ND SEMESTER

The goal of this course in the 2nd semester is to write a 5-paragraph-essay on the country you are interested in at the end of the course. The classes will be carried out based on the following syllabus. The assignment in each class and homework are also given in the syllabus. In case are absent from the class, you are supposed to hand in the class assignment and homework that due on the day of your absence in the following class.

CLASS NUMBER	DATE	CONTENTS COVERED IN THE CLASS	CLASS ASSIGNMENT	HOMEWORK FOR THE NEXT WEEK
1	Oct. 2	Organization of paragraph main idea, topic sentence supporting sentences	Find a country to write about → <b>Free writing</b>	Read 2 paragraphs and underline topic sentence and supporting sentences.
2	Oct. 9	Introduce <u>example</u> (facts, statistics)	Write a paragraph using <u>facts</u> .	Write a paragraph using <u>statistics</u> . <b>Get references for your essay.</b>
3	Oct. 16	Outlining Introduce <u>example</u> (story) and <u>cause and effect</u> .	Write the <b>outline</b> of your essay. Write a paragraph using <u>story</u> .	Write a paragraph using <u>cause and effect</u> .
4	Oct. 23	Introduction Introduce <u>comparison</u> and <u>contrast</u> .	Write <b>the introduction of your essay (1st paragraph)</b> Write a paragraph using <u>comparison</u> .	Write a paragraph using <u>contrast</u> .
5	Oct. 30	Decide how to develop main idea. Introduce <u>time order</u> and <u>space order</u> .	Decide how to develop your paragraphs. Write a paragraph using <u>time order</u> .	<b>Get more references for your essay.</b> Write a paragraph using <u>space order</u> .
6	Nov. 13	Main idea #1; topic sentence, supporting sentences, concluding sentence.	Write <b>the 2nd paragraph</b> of your essay.	Read 8 example paragraphs and decide the types of development
7	Nov. 20	tentative		
8	Nov. 27	Main idea #2	Write <b>the 3rd paragraph</b> of your essay. Checking and discussion of the 8 examples.	
9	Dec. 4	Main idea #3	Write <b>the 4th paragraph</b> of your essay.	
10	Dec. 11	Write <b>the conclusion of your essay (5th paragraph)</b>		
11	Dec. 18	Presentation, Peer comments		
12	Jan. 8	Oral test, Writing test		

**Final draft of your essay due January 30 (Sat) noon !**

## APPENDIX C

### Chieko's Writings

#### Example A

##### Chieko's First Free Writing on Hometown

My hometown is Ageo in Saitama. Ageo is nothing famous foods. But It's very delicious graps. In Autum, my mother buys a lot of graps in near farm. Well, well, well, well, well, These graps is very big, Well, well, well, well, well, I think that there are many small forest in near my house, So, I think that the air is clear. Un, un, un, There is Kozi Matoba's house in near my house. Kozi is actor. The house lives his father and mother. My city isn't rural but isn't urban.

#### Example B

##### Chieko's Free Writing on Country

I want to live in Australia. When I was high school, I went to there. First, I was surprised wide road, large house and comfortable templatue. And I felt clean town. Australia is imigrance country. So Australian are many talking. They talk strangers too. I think that Japanese don't talking to stranger. I went to Sidny and Melbolem.

#### Example C

##### Chieko's Final Free Writing on Hometown

My hometown is Ageo city in Saitama. I have ever lived in there since I was born. There are many parks. So. I was not, difficult, to play. We can be cycling. On the bike, there is a bank of Arakawa river. When I was children, I go to bank with friend of mine in fine day. In lunch, we ate the lunch which our mothers made. So, we can be fishing in Arakawa river. I was glad when I was fishing a big fish. There Is a things which we can enjoy in Ageo city. There is a airport called Honda. We can ride small air plain in Honda Airport. We chose various menus, for example, around to Ageo and time. I had one time experience around to Ageo. Then, I was excited beautiful view. Ageo city is a place which we can feel our bodies beautiful air and sky.

## Example D

### Chieko's Final Project on Country : *Australia's Peculiar Natures*

Australia is a magnificent country. Australia is a continent isolated since primitive time. Therefore, peculiar natures have formed and natural creations and animals which we cannot see in other continents. Among the popular and peculiar natures are "Ayers Rock", "Great-Barrier-Reef" and "Pouched animals". I want to write about them.

There is "Ayers Rock" in Ululu natinal park. Ayers Rock is called "Australia's navel" because it lies in the center of the Australian Continent. Ayers Rock is the biggest piece of rock in the world. This rock was discovered by Ernest Giles in 1827. It is 348.7 meters high, the longest length is 3.6 km the shortest length is 2.4 km, if you go around the foot of the rock it is 8.8 km. The rock has been hidden 3 times in the underground. Ayers Rock has the history of 230,000,000 years. Therefore, we can feel a grand nature. It is a holy place for Aborigines (Australia's natives) in Ululu. There is a cave which was created by natural erosion; some pictures and suclptures remain forms of Aboriqine's legends. In the south, the rain powed on the Ayers Rock because a waterfall. We can see a natural pool called "Maggie Springs" So, Ayers Rock's attraction is changes to colors when the sun set, we can see the best view the rock form a hill called "Sunset Strip". When the sun is setting, the rock surface changes from orange to red every moment. Ayers Rock is the most beautiful rock in the world. There is the biggest world's coral reef in Australia. It lies in off east, called "Great-Barrier-Reef". The coral reef is made up of carcasses of coral insects and their secretions. The full length of this coral reef is about 2,000 km. Which is the length from Hokkaido to kyushu. As this coral reef goes from the north to the south, it leaves from continent. It is about 15 km wide, but people cannot live there, because the waves are so high. In addition, this coral reef is difficult for Australia's ships to pass. When their ships pass, they must be careful. But this coral reef has a role of a breakwater. The world of blue stretches as far as you can see. About 400 species of coral insects and about 1,400 species of colorful tropical fish are inhabiting in this reef. So, many tourists gather to see the beautiful scene.

Unique creations are living in Australia. They are kangaroos and koalas which everyone knows. They are famous because they are pretty, and besides, they have rare ecology. About 224 species of mammals are living in Australia. Half of them have pouches. Kangaroos were first found when Europeans immigrate in 1788. "Kangaroo" is Aboriginian. When Captain Cook discovered the east seaside all over, one of the crew asked "What is that animal's name?" Then, a Aboriginians answered "Kangaroo." But, "kangaroo" means "I don't know." About 45 species of kangaroos are living. They are classified into two families, Macropodidae and Potoroidae. they are living in an inland plain from the tropical zone. Their activities ranges from 5 ha to 27 ha. The size of Kangaroos varioes by species. The full length of the kangaroo is 28 cm and over. The length of the tail is 14 cm and over. Their weight is 0.5 kg and over. Kangaroos are growth hind legs. Kangaroos use them and can jump 10 meters. They can run 40 km an hours. On the other hand, Koalas are nocyual animals, sleep foe 16 hours a day. They are living on 600 meters eucalyptuses. Koalas eat only eucalyptus leave, but eat 2 kg a day. Koalas in the south are big, total length is about 75 cm, their weight is about 10 kg. Koalas in the nouth are small. Generally, males are bigger than females give birth to a baby every year. Babies cling to their mother's backs. The day time, Koalas almost doze off. For that reasen, people called a koala "a lazy fellow". "Koala" means "Don't drink water" Aboriginian.

Australia's natural creations are not only "Ayers Rock" and "Great-Barrier-Reef". In Perth, "Wave Rock" is a strange rock formed by waves. We wonder how this rock was formed. Many Australia's natural creations have wonderful appeal. Australia's animals are not only "kangaroo" and "koala", either. Wombats and possums have pouches too. Wombats are popular than koalas. So, there are other strange animals which lay aggs like reptiles and breast fed like mammals. We can see pouched wolves and pouched lions which became extinct in museums. Australia is an old continent which has peculiar ecological system. We can feel the wonderful world in museums. People make an effort to protect their nature. For example, there are traffic sings for kangaroos and koalas. However, they often are hit by cars. So, everyone most have strong intention to protect Australia's peculiar natures.

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\* Note : Grammatical, Capitalization and spelling errors have not been corrected.