

# *Native and Nonnative Reactions to Translated Newspaper Editorials in English*

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## ABSTRACT

This study investigated how L1 English and Japanese speakers reacted to 20 editorials in 10 leading newspapers in English published in Japan, the U.S. and the U.K. to analyze text comprehension by 299 L1 Japanese university EFL learners and text evaluation by 71 native EFL teachers in Japan. The Japanese subjects read 10 editorials on identical topics to rate the clarity of meaning of each text on a 10-point scale and to judge its lexical difficulty by counting the number of different unknown words. There were significant differences among the Japanese native speakers' rating of clarity of meaning and lexical difficulty, with a strong negative correlation observed between these two variables. Of the 10 editorials, English native speakers estimated their authenticity by evaluating the four Japanese newspaper editorials according to their first impression on the same scale in terms of four metalinguistic criteria: grammaticality, clarity of meaning, naturalness and organization. The English native speakers' metalinguistic judgments were similar in rating the editorials with an almost identical order in all the four evaluative standards. It was also found that editorials judged to be clear in meaning by English native speakers were not equally comprehensible to Japanese native speakers. Based upon those findings, this paper will discuss the pedagogical implications of using newspapers in English as authentic teaching and learning materials for L1 Japanese university EFL learners with a focus on the creative and diversified use of translated newspaper editorials in English for both classroom and naturalistic SLA settings.

Keywords: *text comprehension, authenticity, metalinguistic judgments*

## 1: INTRODUCTION

One of the recent prevalent views held in the TESOL profession is that L2 learners' exposure should be maximized to the materials that they are most likely to encounter outside the classroom such as TV and radio programs, newspapers and magazines.

The pedagogical inclination toward authenticity is evident. In a general sense, the term *authenticity* can be simply defined as "being real, actual" (The Oxford English Dictionary: Second Edition, Vol. 1, 1989: 797). More precisely, the term implies "reliability and trustworthiness, stressing that the thing considered is in agreement with fact or actuality" (Webster's New World Dictionary of American English: Third College Edition, 1988: 92) and "carries a connotation of authoritative certification that an object is what it is claimed to be" (Random House Unabridged Dictionary: Second Edition, 1993: 139). In a more specific sense used in language teaching and applied linguistics literature, Richards, Platt and Platt (1992) define the term as "the degree to which language teaching materials have the qualities of natural speech or writing." (p. 27)

The pedagogical shift to authentic materials from traditional reading materials graded in content, grammar, discourse structure, sentence length and vocabulary has been accelerated by the recent dramatic increase in information available in Web sites and in e-mail exchanges. The popularity of NIE (newspaper in English) or the use of newspapers as a classroom resource, either printed or visually presented in cyberspace, is one such example. However, both qualitative or quantitative features of individual newspapers in English are relatively unexplored.

Authentic materials can be simply defined as those materials "not initiated for the purpose of teaching." (Porter and Roberts, 1981: 37) Nevertheless, some linguists stress the need to modify authentic materials for pedagogical reasons and advocate the use of "simplified examples." (Richards, Platt and Platt, 1992: 27) Some linguists, on the other hand, argue that oversimplification of language and unrealistic

views of the language expressed in texts actually mislead learners. (Auerback and Burgess: 1985) Furthermore, Cathcart (1989) stresses a need to collect more authentic data while showing how authentic discourse is different from what text writers invent. This is a notable suggestion.

In contrast, traditional reading materials tailored for ESL/EFL classroom use are no doubt essential for L2 learners especially at novice and intermediate levels. Likewise, Japanese junior and senior high school students, with limited content schema and previous experiences associated with the subject matter as well as immature lexical and structural knowledge for sufficient text comprehension of authentic materials, need traditional materials.

L1 Japanese university EFL learners are said to have learned almost all the grammatical rules and a vocabulary of approximately 6,000 words, under their junior and senior high school English curriculum and with their independent studies to pass English entrance examinations, to get admitted to prestigious colleges and universities. Furthermore, they are mature enough in their academic fields and should be entitled to authentic materials in class and in their independent studies.

Moreover, the maturity of L2 learners, in terms of their knowledge of the target language per se and that of a specific academic field, entails the transition from orthodox textbooks for teaching general English to ESP (English for Specific Purposes) materials. Phillips and Shettlesworth (1978) state the original purpose of ESP materials is to equip learners to deal with authentic examples of specialist discourse. Nevertheless, it should be noted that ESP materials are not automatically identical to authentic materials as long as they are still designed for teaching to L2 learners calling for graded professional instruction or aids.

More importantly, there is no question that a language teacher's first responsibility is to identify the degree of authenticity of any teaching materials they select according to the levels of the learners.

It is evident that the selection of proper materials suited to individual learners' proficient level of the target language requires a certain professional expertise on the part of teachers and program administrators involved in material selection.

### 1-1: Metalinguistic judgments

The evaluation of authenticity of teaching material necessitates L1 speakers' intuition or metalinguistic judgment. In linguistic analysis, researchers often make use of a native speaker's "knowledge of the forms, structures and other aspects of a language, which a learner arrives at through reflecting on analyzing the language." (Richards, Platt and Platt, 1992: 228)

There is a substantial body of empirical studies having been conducted on the reactions of native and nonnative speakers to written ESL production. Kobayashi (1992) classifies the type of reactions to ESL writing into two feedbacks: evaluative and corrective.

The evaluative feedback type of studies refers to research reviewed comprehensively by Chaudron (1983) that typically employs quantifying devices such as point-scale systems for criteria, e.g. grammaticality, acceptability, intelligibility (clarity of meaning), irritation, organization and naturalness. Authenticity can be considered to comprise all or some of those metalinguistic criteria or possibly encompass even more entities or sophisticated blending never explored or identified by researchers in the past.

The corrective feedback type of studies focuses on the actual behavior of subjects while writing. It most typically concerns the way errors or unnatural strings of expression in ESL writing products are corrected. Corrections can be categorized into two types: micro and macro corrections. The former type deals with mechanical corrections or misspellings, typos and other minute linguistic defects in writing, while the latter involves larger units, e.g. suggesting deleting, replacing, and the providing of a certain word, phrase or sentence and possibly the reformulating of a whole paragraph or passage often in writing

conference settings.

The findings of both types of studies can be classified into two groups: those supporting native and nonnative differences in either quantity and quality, and those which do not.

Among those studies supporting such differences, Takashima (1987), who pioneered the corrective feedback studies, found conspicuous differences between Japanese and U.S. professors in the modification of word choice, transition and sentence formation although they were not different in the quantity of correction. Santos (1988), who focused on evaluation feedback studies, found through a large scale study involving 178 professors that nonnative speakers (professors) were more severe in their judgments of an ESL composition. Her findings were partially supported by Schmitt (1993), who concluded that Japanese teachers tend to judge grammatical errors more harshly than their native-speaking counterparts. Contrary to these findings, Kobayashi (1992), based on a more extended and comprehensive research on both evaluative and corrective feedback involving a total of 269 subjects, demonstrated that English native speakers were stricter about grammaticality and actually made far more corrections than Japanese native speakers.

Conversely, some studies failed to demonstrate such differences. Machi (1988) found no significant differences in the essay-grading behavior of native and nonnative English teachers (L1 Japanese speakers). Likewise, Nonaka and Black (1993) concluded that L1 Japanese teachers tend to perform equally well and even better in detecting some minute errors than English native speakers. The failure of these two studies to prove native and nonnative differences seems to be attributed primarily to the small cell sizes in their research designs.

Native speakers' superiority on metalinguistic judgment applied for the evaluation for authenticity of a teaching material is obvious. Kobayashi (1992) maintains that bona fide members of any social group have the authority to decide whether others are members of the same

group, arguing that “the ability to make nativelylike judgments of grammaticality (one of the psycholinguistic abilities called upon in the performance of editing) is harder for a nonnative speaker to achieve than is nativelylike production” (p.106). His argument is supported by Coppieters’ earlier study (1987) that recognized even near-native speakers of French fell far short of native-speaker norms in tasks calling for judgments of grammaticality and acceptability as well as in their analyses of why particular strings were grammatical or ungrammatical.

### 1-2: The impetus for this study

The impetus for this study comes both from my EFL and ESL learning and teaching experiences both in Japan and in the United States.

As an L2 learner, I have been subscribing and reading a newspaper in English published daily in Japan (hereinafter referred to as JPN newspapers). It is full of articles translated from the original Japanese ones mainly on domestic news. In retrospect, I find it much easier to read and understand translated articles on Japan’s domestic news than those on foreign domestic news provided by U.S. and U.K. news agencies. My text comprehension of translated English articles appears to be affected, to a large extent, by my background knowledge of the content of the articles rather than by the linguistic traits per se.

However, even in reading articles on an identical topic on some major international events, I still find the articles from foreign newsagencies and reprinted articles of other newspapers in English published in the United States (hereinafter referred to as U.S. newspapers) and those in the United Kingdom (hereinafter referred to as U.K. newspapers) less comprehensible. My retrospection may be applied to other Japanese learners of English at any level of English proficiency, including university students in my own English lessons.

As an English teacher and EFL textbook writer for L1 Japanese university EFL learners, I have published three textbooks that carry

unedited newspaper articles with vocabulary, structure, reading, writing, listening and speaking tasks. Two of the three textbooks include a large proportion of articles translated from the original Japanese written by L1 Japanese writers, journalists, educators and others, which were translated from original Japanese newspapers.

Based upon formal and informal observation of my students, there are distinct differences in the reading comprehension of the articles written by native speakers of English and those translated from their L1 text. In particular, it is not unusual to find that an article with an English L1 writer's name printed occasionally can be characterized idiosyncratic in word usage or discourse structure that is rarely seen in junior and senior high school textbooks screened by Japan's Ministry of Education. When encountering such English passages, L1 Japanese EFL learners often become so irritated or frustrated that they give up reading them halfway.

On the other hand, it is possible to assume that the discourse features of translated English text (organization, cohesion, transition or even clarity of meaning) are, to a certain extent, obscured or even distorted by the original Japanese text. Unfortunately, few empirical studies of discourse analysis have been concerned with the degree the original information is maintained or lost when they appear in the translated version, probably due to the paucity of established research devices to quantify the difference.

### **1-3: Research questions**

Given these findings, what arguments are there in choosing the proper reading materials for L1 Japanese university EFL learners? There should be arguments as to which sort of text should be used: one with relatively familiar contents written in plain English or those with more authentic passages full of lexical items unfamiliar to the learners. The claim, which is often expressed by ESL/EFL instructors and learners, has never been empirically tested or overtly argued for generalization.

In response to such a claim, it is necessary to investigate how the translated English text is perceived and evaluated by EFL/ESL instructors and learners themselves. More specifically, this study tries to answer the following research questions:

- Q1: Are there any significant differences between translated and authentic editorials in English in terms of text comprehension rated by L1 Japanese EFL learners? If so, to what extent are they different, and why?
- Q2: Are there any significant differences among translated editorial in English in different media sources in terms of text evaluations by EFL instructors? If so, to what extent are they different, and why?

## 2: METHOD

### 2-1: Subjects

A total of 370 subjects participated in this study. They were grouped by L1 (Japanese and English) for two different procedures: nonnative text comprehension and native text evaluation.

The first group consisted of 299 L1 Japanese speakers from two national universities with relatively high admission standards in Japan. They were students enrolled in my eight required general English courses, majoring in economics, commerce, law, engineering and marine biology.

The second group consisted of 71 English native speakers currently teaching EFL at colleges and universities in Japan, with a wide range of academic interests: listening, speaking, reading, writing, international communication, comparative culture, bilingualism, phonology, linguistics, applied linguistics, sociolinguistics, psycholinguistics, materials development, semantics, lexicology, SLA, CALL, learning strategies, TOEFL and English literature. Their nationalities and numbers are varied as follows: U.S. (45 subjects), U.K. (7), Canada (8), Australia (3), New Zealand (2), Ireland (1), Argentina (1), India (1) and the unknown (3).



## **2-1: Materials**

Newspaper editorials in English were used in this study since editorials printed in JPN newspapers (except *The Japan Times*) are always those translated from their Japanese original ones and can be easily identified and collected. The materials used for this study were two collections of ten editorials on identical topics printed in ten leading JPN, U.S. and U.K. newspapers. The acquisition of the materials was difficult: some editorials were downloaded from Web sites; some were photocopied from printed editions or microfilms at various libraries including my university library, the Diet Library located in Tokyo and even the Library of Congress in Washington, D.C. The collected editorials were then typed or scanned to put into a document.

In an attempt to make the results of the analyses generalizable to linguistically characterize each newspaper editorial, two collections of editorials were selected on two separate topics. The one collection consisted of ten editorials on the topic: the death of Princess Diana, which occurred on August 31, 1997. The other collection was composed of ten editorials on the topic: the release of hostages at the Japanese ambassador's residence in Lima, Peru, which occurred on April 22, 1997. In this paper, the first collection is referred to as the Diana Collection and the second as the Hostage Collection for clear references. Of the 299 Japanese native speakers, 153 were assigned to the Diana Collection; 146 to the Hostage Collection. The two news topics were selected because both attracted intense media attention and were dealt with in editorials of all of the ten newspapers in this study. More importantly, the two items of news were well known to both Japanese and English native speaking subjects.

The quantitative statistics of the twenty editorials in the ten newspapers are presented in Table 1. The newspapers are grouped according to their places of publication or their nationality: the top four newspapers are published in Japan; the middle three in the United States; and the bottom three in the United Kingdom. TW stands for

the total number of words in each sentence; DW means the total number of different words in each editorial. In the third row are the proportion of DWs in TWs. TS indicates the total number of sentences in each editorial, while SL shows the average number of words contained in each sentence, namely the sentence length. Of those statistics shown, the TW is of the greatest importance since it will be referred to later to discuss how they possibly affect the L2 learners' text comprehension. It can be seen that the average sentence length used in both of the editorials printed in USA Today are much shorter than those in the other newspapers.

Bound copies of editorials in each collection were prepared. To avoid interference effects from the order of reading on text comprehension and evaluation, both Japanese and English native speaking subjects, some copied sets of editorials were piled in the vertical order presented in Table 1, while others were presented in the reverse order. Moreover, the names of newspapers were covered to prevent any possible bias.

TABLE 1  
Basic Statistics of Diana Collection and Hostage Collection

	Diana Collection					Hostage Collection				
	TW	DW	%	TS	SL	TW	DW	%	TS	SL
The Daily Yomiuri	482	263	54.56	25	19.28	654	355	54.28	35	19.24
Asahi Evening News	503	257	51.09	31	16.23	687	390	56.77	37	19.08
Mainichi Daily News	478	297	62.13	20	23.9	488	304	62.3	24	21.22
The Japan Times	699	401	57.37	36	19.42	658	357	54.26	36	18.8
The Washington Post	429	256	59.67	16	26.81	362	243	67.13	22	16.46
The New York Times	520	306	58.85	26	20	397	257	64.74	26	15.27
USA Today	424	272	64.15	31	13.67	342	231	67.54	24	14.25
The Times	488	260	53.28	31	15.74	470	273	58.09	22	21.36
The Guardian	523	309	59.08	26	20.12	422	283	67.06	22	19.18
The Independent	527	314	59.58	31	17	432	269	62.27	21	20.57

## **2-2: Procedures**

In an attempt to improve the generalizability of the findings from the experiments in characterizing the translated text, each subject in the two separate L1 groups was assigned to either the Diana Collection or the Hostage Collection for the following procedures.

### **2-2-1: Text Comprehension by Japanese native speakers**

The procedures to test text comprehension by L1 Japanese EFL learners were concerned with two areas; one was the clarity of meaning, and the other was the lexical difficulty of each editorial. The following instructions for procedures were orally explained in Japanese in my regular university English classes while the subjects actually tried a sample test.

First, Japanese speakers were instructed to read all of their assigned ten editorials in either collection in any order without consulting any dictionaries or seeking any help from other persons and rated the clarity of meaning on a 10-point scale, from strongly disagree to strongly agree, in response to a question: "Do you fully understand what is written in this editorial?"

Next, the Japanese speakers were told to count the number of different unknown words in each editorial to rate its lexical difficulty. They were instructed to regard any lexical item as unknown, whether they might have encountered it before nor not, if its meaning was unclear at the moment of reading. In other words, "unknown words" refers to a lexical item that learners may have had contact with in either medium, written or oral, but failed to recall at the time of reading as well as those the learners had never encountered at all. They were thereby regarded as unacquired. It is of course possible to argue that the learners simply might have failed to recognize an item because of a lapse of memory.

The subjects were instructed to spend as much time as they needed to read each editorial as necessary and read again any editorial to double-check their rating and counting. It was stressed to them

that the results of their text comprehension was not for marking and therefore would not affect their course grades. They were asked to follow the rating and counting procedures honestly. Any remaining parts left unfinished during that particular lesson were assigned to be turned in at the following week's lesson.

### **2-2-2: Text Evaluation by English native speakers**

The experiment for English native speakers' text evaluation followed the procedures designed by Kobayashi (1992) for his large-scale empirical study on metalinguistic judgments on ESL compositions on the assumption that translated editorials can be identified as a kind of L2 writing written first by L1 Japanese translators then edited by L1 English editing staff.

The procedures for English native speakers were explained in written instructions. They were asked to read the four editorials in the JPN newspapers. They were asked to read each editorial once and then rate it according to their first impression on four 10-point scales: grammaticality (the degree to which a particular linguistic datum is judged to be grammatical); clarity of meaning (the degree to which a reader comprehends what a writer tries to say); naturalness (the extent to which a certain linguistic datum is perceived to be normal or natural by the reader); and organization (discourse coherence, dependent upon factors, such as the logical sequence of propositions or paragraphing).

Envelopes containing the material with a self-addressed stamped envelope and formal letter of request were either handed directly to English native speakers I knew well or mailed to those geographically unavailable at the time of data collection. These persons had been randomly selected from the list of the 1997 JACET (Japan Association of College English Teachers) and of the 1997 JALT (Japan Association of Language Teachers) directories. Of those returned, a total of 323 valid responses were used.

## **2-3: Analyses**

### **2-3-1: Statistics and variable identification**

For both text comprehension and evaluation, Japanese native speakers' ratings of clarity of meaning and lexical difficulty and English native speakers' metalinguistic judgments of each editorial were summed in order to compute the group means and standard deviations.

In this study the newspapers are independent variables with ten levels. The subjects' ratings on each criteria are the dependent variables. The means of the two dependent variables in each collection will be examined for their statistical significance by utilizing two one-way ANOVAs (analysis of variance). The alpha level is set at .05, nondirectional.

### **2-3-2: Correlations among variables**

In attempts to identify what factors can contribute to the way Japanese and English native speakers react to each editorial, various relationships between and among variables will be investigated by measuring their correlations.

Pearson product-moment correlation coefficients are computed to measure correlations between or among the following variables within each collection: between clarity of meaning and lexical difficulty rated by Japanese native speakers; clarity of meaning rated by Japanese native speakers and total words; among metalinguistic variables; and clarity of meaning rated by Japanese and English native speakers.

## **3: RESULTS AND DISCUSSION**

### **3-1: Results of text comprehension by Japanese native speakers**

The descriptive statistics with detailed results: maximum, minimum and SD (standard deviations) for both collections are summarized in Tables 2 and 3. The means in each collection are presented visually in the bar graphs in Figures 1 and 2.

TABLE 2  
CLARITY OF MEANING rated by Japanese native speakers

	Diana Collection (N=153)				Hostage Collection (N=146)			
	Means	Max.	Min.	SD	Means	Max.	Min.	SD
1) The Daily Yomiuri	6.7	10	3	1.45	5.46	9	2	1.73
2) Asahi Evening News	4.61	10	1	1.80	5.51	10	2	1.66
3) Mainichi Daily News	5.06	10	1	1.76	5.02	9	2	1.74
4) The Japan Times	4.42	9	2	1.72	5.1	10	1	1.68
5) The Washington Post	4.93	10	1	1.69	5.65	9	2	1.75
6) The New York Times	4.84	9	1	1.64	5.45	9	2	1.61
7) USA Today	5.33	9	2	1.57	5.79	9	2	1.76
8) The Times	5.53	9	2	1.6	4.9	9	2	1.61
9) The Guardian	4.86	9	1	0.15	5.23	9	1	1.79
10) The Independent	4.09	8	1	0.13	5.63	10	1	2.04

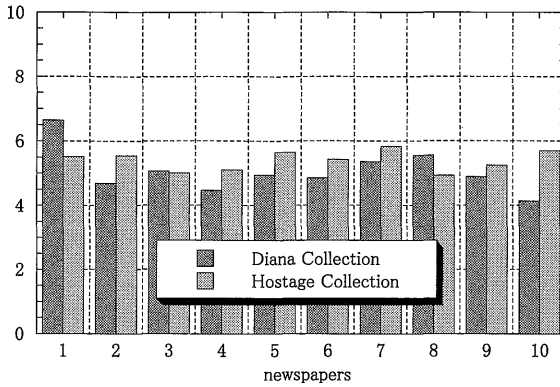
TABLE 3  
LEXICAL DIFFICULTY rated by Japanese native speakers

	Diana Collection (N=153)				Hostage Collection (N=146)			
	Means	Max.	Min.	SD	Means	Max.	Min.	SD
1) The Daily Yomiuri	6.00	15.59	0.76	2.84	6.86	22.54	0.28	3.71
2) Asahi Evening News	6.65	17.12	1.16	2.65	7.40	23.59	0.51	3.99
3) Mainichi Daily News	7.87	17.85	1.01	3.44	9.16	28.95	0.33	4.86
4) The Japan Times	8.08	16.96	1.25	3.79	8.23	27.45	0	4.49
5) The Washington Post	8.42	22.27	1.17	4.02	7.41	25.51	0.84	3.83
6) The New York Times	7.1	19.28	0.65	3.46	8.17	26.46	0.39	4.16
7) USA Today	7	18.75	1.1	3.4	8.96	29.87	0.87	4.96
8) The Times	6.4	16.53	1.15	2.94	9.67	29.67	0.73	4.6
9) The Guardian	7.86	19.42	0.97	3.56	7.93	30.39	0	4.3
10) The Independent	8.58	17.51	1.27	3.44	7.32	27.14	0	4

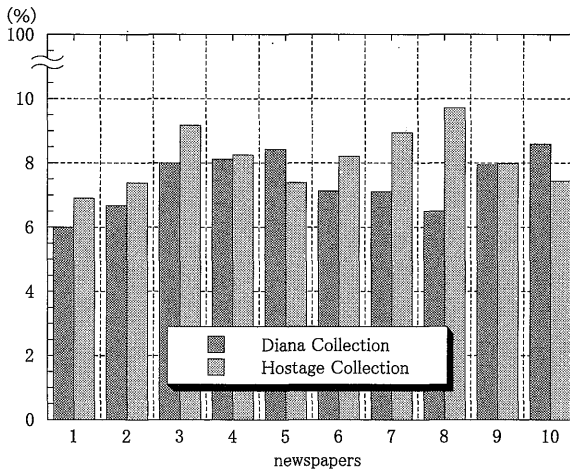
### 3-1-1: Clarity of Meaning rated by Japanese native speakers

The significance of the means obtained from the rating of clarity of meaning of each editorial was examined by utilizing a one-way ANOVA for each collection and is reported in Table 4. The results show that in both collections there are significant differences

**FIGURE 1**  
**CLARITY OF MEANING** rated by Japanese native speakers



**FIGURE 2**  
**LEXICAL DIFFICULTY** rated by Japanese native speakers



among the means of clarity of meaning overall for each editorial at  $p < .01$ . The mean differences by levels in each collection are shown in Figure 3. More detailed testing results are presented in Appendices I

TABLE 4  
Summary of One-Way ANOVAs  
(CLARITY OF MEANING rated by JPN native speakers)

Source	SS	<i>df</i>	<i>MS</i>	<i>F</i>
Diana Collection				
Newspaper	707.84	9	78.65	28.25**
Error	4232.11	1520	2.78	
Totals	4939.95	1529		
Hostage Collection				
Newspaper	115.69	9	12.85	4.4**
Error	4236.86	1450	2.92	
Totals	4352.55	1459		

\*\* $p < .01$  \* $p < .05$

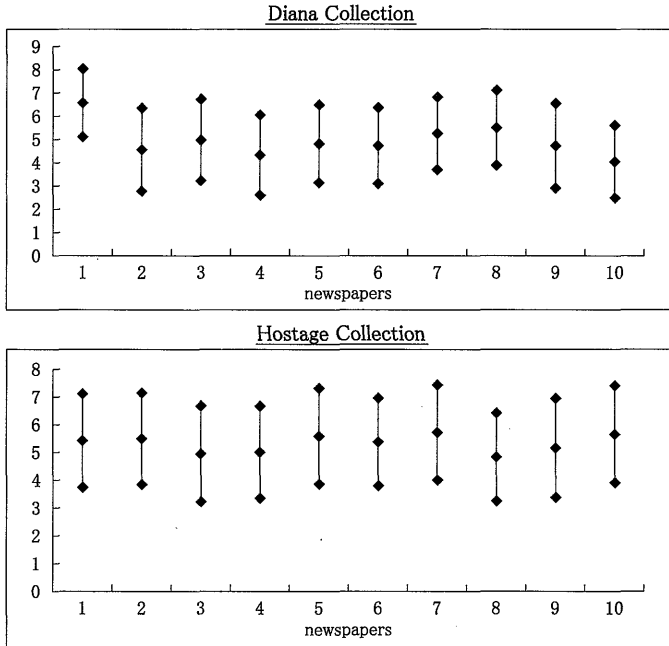
and II.

In the Diana Collection, the mean for The Daily Yomiuri (6.7) is significantly higher than those for the other nine newspapers at  $p < .01$ . This is a remarkable and noteworthy high clarity rate in this study. However, there are no statistically significant differences among the other three JPN newspapers. Among the U.S. newspapers, no significant differences are found at all. Among the U.K. newspapers, all of the mean differences are significant at  $p < .01$ , with the editorial in The Times (5.53) rated the highest, followed by that in The Guardian (4.86) with the lowest that in The Independent (4.09).

In the Hostage Collection, among the JPN newspapers, the mean for Asahi Evening News (5.51) is significantly higher than that for Mainichi Daily News (5.02) and that for The Japan Times (5.1) at  $p < .05$ . However, the mean for Asahi Evening News is slightly higher than that for The Daily Yomiuri by the mere mean difference of .05, which is not statistically significant. Among the U.S. newspapers, no significant differences are observed. The mean for USA Today (5.79) is the highest of the means of all the ten editorials but is significantly higher than the following newspapers' means only: Mainichi Daily News, The Japan Times, The Times and The Guardian at  $p < .05$ . Among the U.K. newspapers, the mean for The Independent (5.63) is



FIGURE 3  
 Mean Differences by Levels  
 (CLARITY OF MEANING rated by JPN native speakers)



NOTE: Vertically, the middle diamond above each newspaper indicates the mean; while the top shows the value with SD added to the mean and the bottom mark the value with SD deducted from the mean.

significantly higher than that for The Times (4.9) and that for The Guardian (5.23) at  $p < .01$  and  $.05$ , respectively. However, there are no significant mean differences seen between The Times and The Guardian.

The results based on both collections indicate that the two subject groups of Japanese native speakers reacted differently to the different editorials in their respective collections. The clarity of meaning of each newspaper editorial cannot be generalized in a strict statistical term. It is obvious, however, that the editorial in The Daily

Yomiuri in the Diana Collection is far more comprehensible than any other editorial. Furthermore, the mean for The Daily Yomiuri in the Hostage Collection (5.46), which comes in the second place among all the four means for the JPN newspapers, is not significantly lower than the highest mean for Asahi Evening News with a mere mean difference of .05. Although the mean for The Daily Yomiuri in the Hostage Collection comes in the fifth place among all the ten newspapers, its mean is not significantly lower than the highest mean for USA Today (5.79). The claim is therefore sustained that the editorials of The Daily Yomiuri in both collections are the most comprehensible to L1 Japanese university EFL learners.

Other major findings in this section include the homogeneous mean distribution among the U.S. newspapers commonly observed in the two collections. The fact of no significant differences of means observed in both collections would suggest the three U.S. newspapers may be equally comprehensible or incomprehensible to L1 Japanese university EFL learners. On the other hand, utterly different results were found in each of the two collections for the U.K. newspapers. While the editorial in The Times was rated the clearest in meaning, followed by that in The Guardian and then by that in The Independent in the Diana Collection, the ranking is the opposite of the Hostage Collection.

### **3-1-2: Lexical Difficulty rated by Japanese native speakers**

The significance of the means obtained from the rating of lexical difficulty was examined by utilizing a one-way ANOVA for each collection and are reported in Table 5 and the mean differences by levels are shown in Figure 4, with more detailed testing results shown in Appendices III and IV. The results indicate that in both collections the overall differences among means of lexical difficulty in each collection are significant at  $p < .01$ .

In the Diana Collection, among JPN newspapers, the mean for The Daily Yomiuri (6) is the lowest even among all the ten editorials

TABLE 5  
Summary of One-Way ANOVAs  
(LEXICAL DIFFICULTY rated by Japanese native speakers)

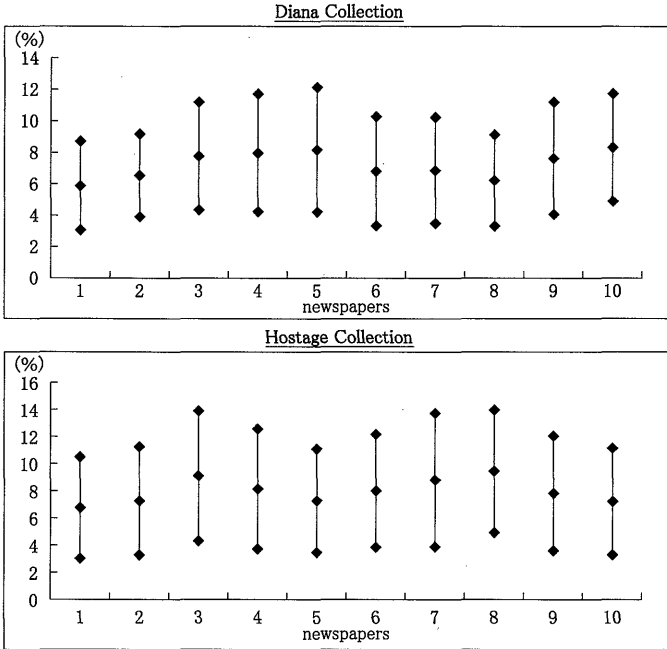
Source	SS	df	MS	F
Diana Collection				
Newspaper	1080.95	9	120.11	10.52**
Error	17350.82	1520	11.42	
Totals	18431.76	1529		
Hostage Collection				
Newspaper	1094.56	9	121.62	6.54**
Error	26959.34	1450	18.59	
Totals	28053.91	1459		

\*\* $p < .01$  \* $p < .05$

and its mean differences are statistically significant at  $p < .01$  from other newspaper editorials except for Asahi Evening News (6.65) and The Times (6.41). The mean for Mainichi Daily News (7.87) and that for The Japan Times (8.08) are significantly higher than those for the other two JPN newspapers at  $p < .01$  with no significant differences observed between those for Mainichi Daily News and The Japan Times. The editorial in The Japan Times was rated the highest among the JPN newspapers but the mean is significantly higher than only those for The Daily Yomiuri and for Asahi Evening News, both at  $p < .01$ , but not significantly higher than that for Mainichi Daily News. Among the U.S. newspapers, the mean for USA Today (7) is significantly lower than that for The Washington Post (8.42) at  $p < .01$  but not significantly lower than that for The New York Times (7.1). Among the U.K. newspapers, the mean for The Times (6.41) is significantly lower than those for The Guardian (7.86) and The Independent (8.58), both at  $p < .01$ . However, there is no significant difference between the mean for The Guardian and that for The Independent.

In the Hostage Collection, among the JPN newspapers, the mean for The Daily Yomiuri (6.86) is the lowest even among all the ten editorials and its mean is not significantly lower than that for Asahi

FIGURE 4  
Mean Differences by Levels  
(LEXICAL DIFFICULTY rated by Japanese native speakers)



NOTE: Vertically, the middle diamond above each newspaper indicates the mean; while the top shows the value with SD added to the mean and the bottom mark the value with SD deducted from the mean.

Evening News (7.39), The Washington Post (7.41) and The Independent (7.32). The editorial in Mainichi Daily News (9.16) was rated the highest and the mean is significantly higher than those for The Daily Yomiuri and Asahi Evening News, both at  $p < .01$ , but not than that for The Japan Times (8.23). Among the U.S. newspapers, the mean for The Washington Post (7.41) is significantly lower than that for USA Today (8.96) at  $p < .01$  but not than that for The New York Times (8.17). Among the U.K. newspapers, the mean for The Independent (7.32) is significantly lower than that for The Times (9.67) at  $p < .01$  but

not than that for *The Guardian* (7.93).

Comparing the results gained from the two collections, among the JPN newspapers, which showed quite similar results, it can be assumed that *The Daily Yomiuri* and *Asahi Evening News* contain much easier lexical items for L1 Japanese EFL learners than the other two JPN newspapers; while *Mainichi Daily News* and *The Japan Times* are lexically more difficult for them. However, when it comes to the U.S. and U.K. newspapers, the results turned out to be quite the opposite. In particular, while the editorial in *The Times* was rated to be lexically the second easiest just after that in *The Daily Yomiuri* by L1 Japanese subjects in the Diana Collection, that in the Hostage Collection was judged to be the lexically most difficult.

### **3-2: Results of text evaluation by English native speakers**

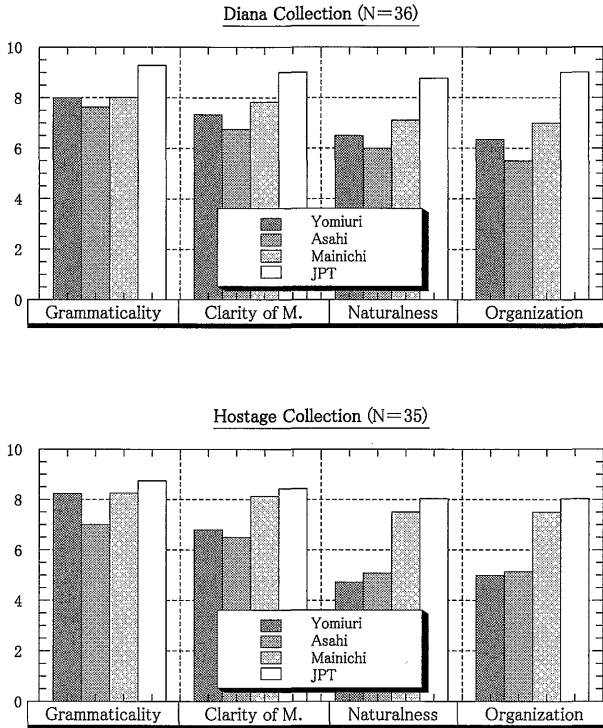
The rating values for text evaluation in terms of the four evaluative criteria were summed up and group means were computed and clearly presented in the bar graphs in Figure 5. Each of the significances of the means for grammaticality, clarity of meaning, naturalness and organization was examined separately by utilizing a one-way ANOVA for each collection and are reported in Table 6. More detailed testing results are presented in Appendices V and VI.

The results show that in both collections the overall mean differences for all of the evaluative standards are significant at  $p < .01$  (except for clarity of meaning in the Hostage Collection at  $p < .05$ ). The results for both collections are quite similar as clearly demonstrated in the bar graphs. The results of each evaluative criteria will be discussed with reference to the mean differences among levels.

#### **3-2-1: Grammaticality**

In the Diana Collection, the mean for *The Japan Times* (9.21) is significantly higher than those for the other three JPN newspapers at  $p < .01$ . The mean differences among the other three means are not

FIGURE 5  
Text Evaluation by English Native Speakers



significant.

In the Hostage Collection, the mean for The Japan Times is the highest (8.57) but is only significantly higher than the lowest mean for Asahi Evening News (6.97) at  $p < .01$ . Besides, the mean for Asahi Evening News is significantly lower than those for the other three JPN newspapers at  $p < .01$ .

The superficial comparison between the results of the two collections indicate the same ranking order of means: The Japan Times, Mainichi Daily News, The Daily Yomiuri and Asahi Evening News. However, the only generalizable results of the two collections,

**TABLE 6**  
**Summary of One-Way ANOVAs**  
**(TEXT EVALUATION by English native speakers)**

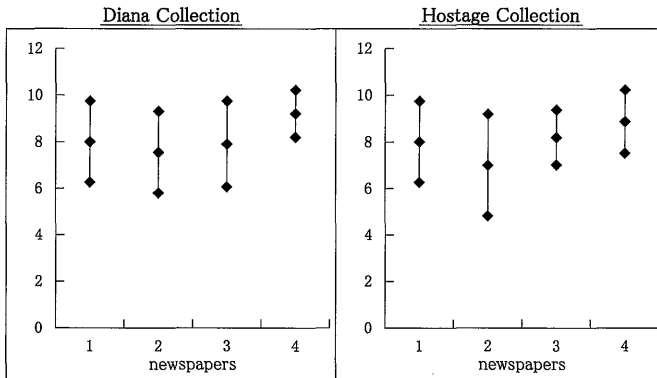
<b>GRAMMATICALITY</b>				
Source	SS	df	MS	F
<b>Diana Collection</b>				
Newspaper	61.97	3	20.66	7.18**
Error	402.53	140	2.88	
Totals	464.49	143		
<b>Hostage Collection</b>				
Newspaper	51.68	3	17.23	6.56**
Error	357.31	136	2.63	
Totals	408	139		
<b>CLARITY OF MEANING</b>				
Source	SS	df	MS	F
<b>Diana Collection</b>				
Newspaper	96.81	3	32.27	10.99**
Error	411.19	140	2.94	
Totals	508	143		
<b>Hostage Collection</b>				
Newspaper	37.05	3	12.35	3.43*
Error	489.6	136	3.6	
Totals	410.96	139		
<b>NATURALNESS</b>				
Source	SS	df	MS	F
<b>Diana Collection</b>				
Newspaper	147.47	3	49.16	11.44*
Error	601.53	140	4.3	
Totals	749	143		
<b>Hostage Collection</b>				
Newspaper	181.56	3	60.52	13.21**
Error	622.86	136	4.58	
Totals	804.42	139		
<b>ORGANIZATION</b>				
Source	SS	df	MS	F
<b>Diana Collection</b>				
Newspaper	216.63	3	72.21	17.38**
Error	581.81	140	4.16	
Totals	798.44	143		
<b>Hostage Collection</b>				
Newspaper	188.03	3	62.68	13.36**
Error	637.94	136	4.69	
Totals	825.97	139		

\*\* $p < .01$  \* $p < .05$

TABLE 7  
GRAMMATICALITY rated by English native speakers

	Diana Collection (N=36)				Hostage Collection (N=35)			
	Means	Max.	Min.	SD	Means	Max.	Min.	SD
1) The Daily Yomiuri	7.93	10	1	1.82	8.2	10	3	1.53
2) Asahi Evening News	7.43	10	3	1.9	6.97	10	3	2.05
3) Mainichi Daily News	7.96	10	1	1.79	8.23	10	6	1.22
4) The Japan Times	9.21	10	5.5	1.02	8.57	10	4	1.48

FIGURE 6  
Mean differences by levels (GRAMMATICALITY)



in a strict statistical sense, is that the mean for The Japan Times is significantly higher than that for Asahi Evening News. It is more realistic and unobjectionable to assume that editorials in The Japan Times are most accurate in terms of grammar.

### 3-2-2: Clarity of Meaning

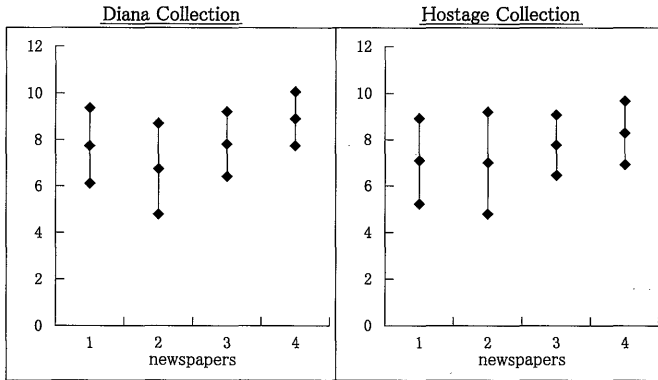
In the Diana Collection, the editorial in The Japan Times was rated significantly higher than those in The Daily Yomiuri and Asahi Evening News at  $p < .01$ , and that in Mainichi Daily News at  $p < .05$ , while the editorial in Asahi Evening News was evaluated significantly lower than those in the other three JPN newspapers: lower than Mainichi Daily News and The Japan Times, both at  $p < .01$  and than



**TABLE 8**  
**CLARITY OF MEANING** rated by English native speakers

	Diana Collection (N=36)				Hostage Collection (N=35)			
	Means	Max.	Min.	SD	Means	Max.	Min.	SD
1) The Daily Yomiuri	7.63	10	2	1.92	7.09	10	2	1.83
2) Asahi Evening News	6.6	10	1	2	7	10	1	2.2
3) Mainichi Daily News	7.88	10	4.5	1.4	7.94	10	3	1.51
4) The Japan Times	8.9	10	4.5	1.32	8.17	10	5	1.87

**FIGURE 7**  
 Mean differences by levels (CLARITY OF MEANING)



The Daily Yomiuri at  $p < .05$ . The difference between the means for The Daily Yomiuri and Mainichi Daily News is not significant.

In the Hostage Collection, the editorial in The Japan Times was rated first place (8.17), and the mean is significantly higher than those in The Daily Yomiuri (7.09) and Asahi Evening News (7), both at  $p < .05$  but not higher than that in Mainichi Daily News (7.94). The second highest mean for Mainichi Daily News is significantly higher than that for Asahi Evening News at  $p < .05$ . The difference between means for The Daily Yomiuri and Asahi Evening News, and those for The Daily Yomiuri and Mainichi Daily News are not significant.

### 3-2-3: Naturalness

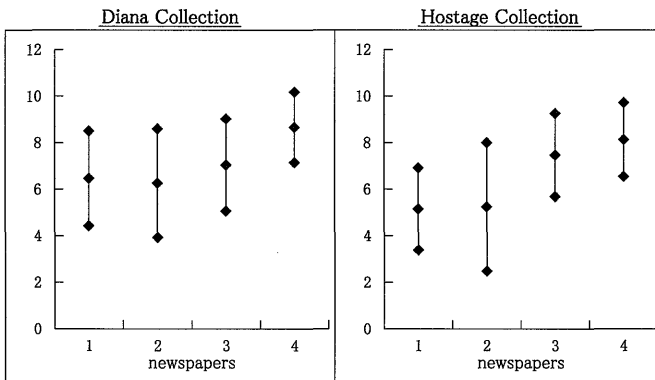
In the Diana Collection, the mean for The Japan Times is significantly higher than those for the rest of the newspapers, followed by those in Mainichi Daily News, The Daily Yomiuri and Asahi Evening News at  $p < .01$ . The mean for Mainichi Daily News is significantly higher than that for Asahi Evening News at  $p < .05$ . However, there are no significant mean differences between The Daily Yomiuri and Asahi Evening News, and between The Daily Yomiuri and Mainichi Daily News.

In the Hostage Collection, the mean for The Japan Times (8.09) comes in the first place but is not significantly higher than the second highest mean for Mainichi Daily News (7.4), which is significantly

TABLE 9  
NATURALNESS rated by English native speakers

	Diana Collection (N=36)				Hostage Collection (N=35)			
	Means	Max.	Min.	SD	Means	Max.	Min.	SD
1) The Daily Yomiuri	6.43	10	2	2.12	5.37	10	2	2.03
2) Asahi Evening News	6.07	10	1	2.35	5.69	10	1	2.65
3) Mainichi Daily News	7.13	10	3	1.96	7.4	10	2	1.74
4) The Japan Times	8.71	10	4	1.61	8.09	10	4	1.9

FIGURE 8  
Mean differences by levels (NATURALNESS)



higher than those for The Daily Yomiuri (5.37) and Asahi Evening News (5.69), both at  $p < .01$ . The mean difference between those for The Daily Yomiuri and Asahi Evening News ( $df = .32$ ) is not significant.

In this evaluative criteria, the results of both collections are most dissimilar, and it is the only criteria, in which the editorial in The Daily Yomiuri was evaluated the lowest with no significant mean difference from the second lowest mean for Asahi Evening News.

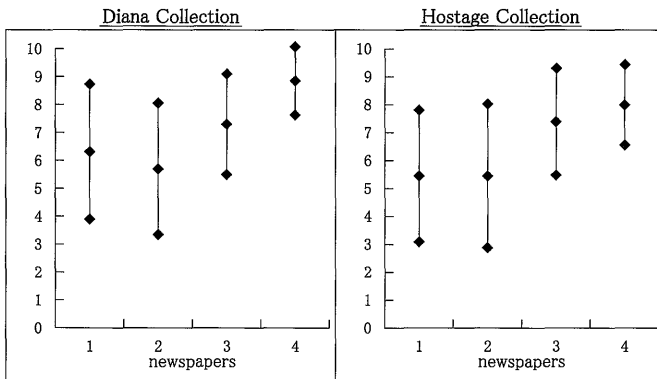
**3-2-4: Organization**

In the Diana Collection, the mean for The Japan Times has the highest significance at  $p < .01$ . The mean for Mainichi Daily News is significantly higher than that for The Daily Yomiuri at  $p < .05$  and that

**TABLE 10**  
**ORGANIZATION** rated by English native speakers

	Diana Collection (N=36)				Hostage Collection (N=35)			
	Means	Max.	Min.	SD	Means	Max.	Min.	SD
1) The Daily Yomiuri	6.32	10	2	2.48	5.43	10	1	2.38
2) Asahi Evening News	5.68	10	1	2.41	5.49	10	1	2.48
3) Mainichi Daily News	7.32	10	3	1.73	7.34	10	2	1.79
4) The Japan Times	8.93	10	5	1.12	8.09	10	5	1.79

**FIGURE 9**  
**Mean differences by levels (ORGANIZATION)**



for Asahi Evening News at  $p < .01$ . The mean differences between The Daily Yomiuri and Asahi Evening News ( $df = .36$ ) is not significant.

In the Hostage Collection, the mean for The Japan Times (8.09) is the highest among the four means and significantly higher than those for The Daily Yomiuri (5.43) and Asahi Evening News (5.49), both at  $p < .01$  but not significantly higher than the second highest mean for Mainichi Daily News (7.34).

### 3-3: Correlations Among Variables

#### 3-3-1: Overall review of variables

The results of the Pearson-product moment correlation

TABLE 1 1  
Overall review of variables

newspapers	Diana Collection						
	Text Comprehension (N=153)			Text Evaluation (N=36)			
	TW	CM	LD	grammaticality	clarity of M.	naturalness	organization
The D. Yomiuri	482	6.7	6	7.93	7.63	6.43	6.32
Asahi E.N.	503	4.61	6.65	7.45	6.6	6.07	5.68
Mainichi D.N.	478	5.06	6.65	7.96	6.88	7.13	7.32
The J. Times	699	4.42	8.08	9.21	8.9	8.71	8.93
The W. Post	429	4.93	8.42				
The N.Y. Times	520	4.84	7.1				
USA Today	424	4.83	7				
The Times	488	5.33	6.4				
The Guardian	523	4.86	7.86				
The Independent	527	4.09	8.58				

newspapers	Hostage Collection						
	Text Comprehension (N=146)			Text Evaluation (N=35)			
	TW	CL	LD	grammaticality	clarity of M.	naturalness	organization
The D. Yomiuri	654	5.46	6.86	8.2	7.09	5.37	5.43
Asahi E.N.	687	5.51	7.4	6.97	7	5.69	5.49
Mainichi D.N.	488	5.02	9.16	8.23	7.94	7.4	7.34
The J. Times	401	5.1	8.23	8.57	8.17	8.09	8.09
The W. Post	362	5.65	7.41				
The N.Y. Times	397	5.45	8.17				
USA Today	342	5.79	8.96				
The Times	470	4.9	9.67				
The Guardian	422	5.23	7.93				
The Independent	432	5.63	7.32				

coefficients for five correlations are reported. An overall review of all variables investigated in this study is shown in Table 11.

**3-3-2: Correlations between clarity of meaning and lexical difficulty**

In the Diana Collection, there was a significant strong negative correlation between clarity of meaning and lexical difficulty rated by Japanese native speakers ( $-0.7452$  at  $p < .01$ ); however, the correlation was not significant in the Hostage Collection.

This strong negative correlation between the two variables comes as no surprise since it is natural to assume that L2 reading comprehension is largely subject to their vocabulary. Thus, the validity of the L1 Japanese EFL learners' subjective judgment to rate the clarity of meaning of each editorial, to a certain degree, is substantiated by the rating of the lexical difficulty based on the subjects' actual behavior in counting the number of their unknown words, which is more objective and observable.

**TABLE 12**  
Correlations between CLARITY OF MEANING and LEXICAL DIFFICULTY

Diana Collection		
clarity of meaning	1.0000	
lexical difficulty	$-0.7452^{**}$	1.0000
	clarity of meaning	lexical difficulty
Hostage Collection		
clarity of meaning	1.0000	
lexical difficulty	$-0.5581$	1.0000
	clarity of meaning	lexical difficulty

$^{**}p < .01$   $^{*}p < .05$

**3-3-3: Correlations between clarity of M. by L1 JPN speakers and TW**

In both collections, there were weak negative correlations between the clarity of meaning rated by Japanese native speakers and the total number of words contained in each editorial, but the correlation in each collection was not significant.

The reason for no significant correlations between the two variables was probably due to their mean differences of text length that were not large enough to affect L2 learners' text comprehension.

TABLE 13  
Correlations between CLARITY OF M. by L2 JPN speakers an TW

Diana Collection		
clarity of meaning	1.0000	
total words	-0.3400	1.0000
	clarity of meaning	total words
Hostage Collection		
clarity of meaning	1.0000	
total words	-0.3024	1.0000
	clarity of meaning	total words

\*\* $p < .01$  \* $p < .05$

### 3-3-4: Correlations among metalinguistic variables

In the Diana Collection, there were significant strong correlations between grammaticality and clarity of meaning (0.9505 at  $p < .05$ ); grammaticality and naturalness (0.9734 at  $p < .05$ ); grammaticality and organization (0.9581 at  $p < .05$ ); organization and clarity of meaning (0.962 at  $p < .05$ ); naturalness and organization (0.9936 at  $p < .01$ ).

In the Hostage Collection, there were significant strong positive correlations between clarity of meaning and naturalness (0.9875 at  $p < .01$ ); clarity of meaning and organization (0.9969 at  $p < .01$ ); naturalness and organization (0.9966 at  $p < .01$ ).

The results indicate that those four variables, which are assumed to form part of the authenticity of text, are strongly bound and can lead to the conclusion that grammatically accurate writing is comprehensible and sounds natural and well-organized, and vice versa.

TABLE 14  
Correlations among metalinguistic variables

Diana Collection				
grammaticality	1.0000			
clarity of meaning	0.9505*	1.0000		
naturalness	0.9734*	0.9180	1.0000	
organization	0.9581	0.9620*	0.9936**	1.0000
	grammaticality	clarity of M.	naturalness	organization
Hostage Collection				
grammaticality	1.0000			
clarity of meaning	0.7378	1.0000		
naturalness	0.6227	0.9875*		
organization	0.6845	0.9969**	0.9966**	1.0000
	grammaticality	clarity of M.	naturalness	organization

\*\* $p < .01$  \* $p < .05$

TABLE 15  
Correlations of CLARITY OF M. L1 by JPN and Eng. speakers

Diana Collection			
CM rated by JPN NS	1.0000		
CM rated by Eng. NS	-0.1418		1.0000
	CM rated by JPN NS		CM rated by Eng. NS
Hostage Collection			
CM rated by JPN NS	1.0000		
CM rated by Eng. NS	-0.9397		1.0000
	CM rated by JPN NS		CM rated by Eng. NS

\*\* $p < .01$  \* $p < .05$

### 3-3-5: Correlations of clarity of M. rated by L1 JPN and Eng. speakers

In the Diana Collection, there was a weak negative correlation between clarity of meaning rated by Japanese native speakers and English native speakers with no significant difference; in the Hostage Collection, there was a strong negative correlation but it was not significant.

Looking at Figures 1 and 5, it was found that the same editorials were rated quite differently although it was on the same evaluative criteria: clarity of meaning. While Japanese native speakers rated the editorial in *The Japan Times* in the Diana Collection the least clear in meaning, English native speakers judged the editorial in the same newspaper the most comprehensible with significant mean differences with the other three.

#### 4: CONCLUSIONS

In sum, this study yielded the following five major findings based upon what was commonly observed in the two collections of editorials. The first research question on nonnative text comprehension of translated and authentic editorials is answered in the first finding; while the second question on native text evaluation of translated editorials is answered in the third finding.

1. It is hardly generalizable to assume that translated L2 writing is more comprehensible and lexically less difficult for L1 Japanese university EFL learners. Alternatively, we should rather focus on individual newspapers, irrespective of the place of their publication. In terms of clarity of meaning, the editorials of *The Daily Yomiuri* are superior to those in other newspapers. With regard to lexical difficulty, *The Daily Yomiuri* and *Asahi Evening News* contain much easier lexical items.
2. A strong negative correlation between Japanese native speakers' rating of clarity of meaning and lexical difficulty is observed. This purport that the validity of L1 Japanese EFL learners' subjective judgment of text comprehension is substantiated by their more objective and observable rating of counting unknown words.
3. The English native speakers' metalinguistic judgments showed similar reactions with the identical order in all of the four evaluative standards as follows: *The Japan Times*, *Mainichi Daily Yomiuri News*, *The Daily Yomiuri* and *Asahi Evening News* in the Diana Collection. The superiority of *The Japan Times* over the



other JPN newspapers, which is written directly in English without being negatively affected by any Japanese discourse or logical structural constraints, demonstrates that translated texts lack the authenticity of being native English.

4. Editorials judged to be clear in meaning by English native speakers were not equally comprehensible to Japanese native speakers as is evident from no significant correlation between the two variables observed in both collections.
5. Differences in the average text length apparently did not affect either Japanese or English native speakers' judgment on clarity of meaning probably due to their small differences.

## **5: PEDAGOGICAL IMPLICATIONS**

The findings from this empirical study do not afford the conclusion that translated English texts are more comprehensible to L1 Japanese university EFL learners than their U.S. and U.K. counterparts. Furthermore, it was found that translated editorials lack authenticity as judged metalinguistically by English-native speaking professionals as is evident from the superiority of *The Japan Times*.

My initial claim, based on my own learning and teaching experiences of ESL/EFL that English texts translated from learner's L1 should be much easier to comprehend for them, are not fully substantiated by the results of this study, possibly due to the limited number of materials rated by L1 Japanese EFL learners or probable due to the quality of them as raters of L2 writing.

It is quite natural to suspect that characterizing each newspaper's clarity of meaning and lexical difficulty merely by two editorials is not appropriate. Some researchers may claim that over 35 editorials for each newspaper are necessary to generalize the characteristics such as clarity of meaning and lexical difficulty of a particular newspaper. Moreover, others may maintain that it is essential to ask English native speakers to read and evaluate not only

editorials in *The Japan Times* but also those in the U.K. and the U.S. newspapers in order to claim that Japanese newspapers lack authenticity as being English.

### **5-1: Distinctiveness of JPN newspapers**

First of all, JPN newspapers contain numerous articles on domestic or Japan-related issues. Since their topics are familiar to Japanese learners, they will be interested in reading them. Besides, such articles could be important resources for both teachers to prepare teaching materials in class and L2 learners to be involved in some activities in English as will be discussed later.

Second, the availability of newspapers must be considered. Except for privileged college and university students with access to various English newspapers published or available both in Japan and abroad, most EFL learners in Japan are likely to have more opportunities to read JPN newspapers, most probably due to their advantages in delivery over foreign newspapers. They may buy one at a kiosk or subscribe through local newspaper shops. It can be assumed that *The Japan Times* is the most available at university libraries in Japan, although there are no statistics available to substantiate this assumption.

### **5-2: Selecting proper newspapers**

In selecting proper newspapers for L2 learners, TESOL professionals' primary concern is what standards are to be set and to which standard is given more priority over the others. Several criteria exist for selecting such materials.

First of all, the results from this study should be taken into consideration. The selection of the best quality material is always one of the most important assignments for any educator teaching in class. EFL materials are no exception. In terms of the quality of newspapers, linguistic quality of a newspaper should be their primary concern, not influenced by the political or ideological stances of the

newspaper. This study investigated such linguistic quality through two approaches: quality judgment by both learners and teachers (each of which refers to text comprehension by L1 Japanese university EFL learners) and text evaluation by L1 English EFL teachers.

Unfortunately, those two approaches did not involve identical materials required to test the quality of all of the ten English newspapers investigated in this study. That is, while text comprehension by L1 Japanese EFL learners was tested on all of the ten newspapers, the English native speakers' text evaluation was confined to the four JPN newspapers. Accordingly, there is no choice but to deal separately with the JPN newspapers and those published in the U.S. and U.K.

#### **5-2-1: Selecting U.S. and U.K. newspapers**

In selecting a newspaper published either in the United States or the United Kingdom for teaching and learning materials, the selection criteria could be based on the results of the L1 Japanese subjects' text comprehension.

Furthermore, since this study did not involve any analyses on linguistic differences between American and British English, the place of publication is not the point in question. Therefore, it is hardly possible to identify which U.S. or U.K. newspaper are more recommendable over others to L1 Japanese university EFL learners, merely based on the outcomes of this study.

#### **5-2-2: Selecting JPN newspapers**

In selecting reading materials from the JPN newspapers, EFL teachers can base their decision on the two dependent variables investigated in this study: namely the results of text evaluation (metalinguistic judgment) by English native speakers, as well as Japanese native speakers' text comprehension.

In terms of clarity of meaning and lexical difficulty rated by L1 Japanese EFL learners, The Daily Yomiuri was judged to be the most

L2 learner-friendly newspaper, followed by Asahi Evening News with no statistically significant difference but evaluated relatively poorly by English native speakers, especially in terms of organization.

When it comes to metalinguistic variables rated by English native speakers, however, The Japan Times far exceeded the other newspapers but was judged by L1 Japanese EFL learners to be relatively less comprehensible and lexically more difficult than the other three JPN newspapers.

To which criteria then, should EFL instructors' priority be given in selecting a newspaper in English for L1 Japanese university EFL learners, comprehensibility or authenticity? To be more specific, for instance, which newspaper would be chosen, The Daily Yomiuri or The Japan Times? This cannot be easily answered since the judgment should involve various pedagogical considerations: the learner's English proficiency level, linguistic environment, and much more.

Although this study investigated only the translated part of JPN newspapers, it should not be forgotten that almost half of the articles in JPN newspapers are those provided by foreign news agencies such as Associated Press and Reuters, not translated but in original text. I still highly consider the results of the study on the assumption that L1 Japanese EFL learners are just as likely to read translated articles, including editorials, as English original articles. If EFL educators select The Japan Times, L1 Japanese EFL learners will have few opportunities to encounter translated texts, while The Daily Yomiuri contains both types.

In reality, there will be many occasions for L1 Japanese EFL learners to read translated English texts or even hear translated English speeches. For this reason, it is more appropriate for L1 Japanese EFL learners to be exposed to both translated and original texts. I will discuss how to make use of translated text in more detail in the next section.

### **5-3: Newspapers in cyberspace**

Among the various concerns about the use of newspapers as a classroom material is their availability and cost, especially foreign ones. These concerns stem from the general concept that the newspaper is printed material delivered every morning and/or in the evening. At present, however, learners have access to free articles in cyberspace renewed almost daily. Many of the newspapers, including all of the ten newspapers surveyed in this study, have web sites displaying free articles.

This accessibility to cyber news articles is revolutionary for both EFL teachers and learners in the following aspects.

First, the Internet allows us to gain a particular piece of information wherever and whenever necessary in a moment. This spatiotemporal advantage enables EFL learners to keep in touch on a more regular basis than with ordinary hardcopy versions, which are available at limited places and times. In particular, delivery of hardcopy newspapers is sometimes or almost regularly delayed in rural areas, due to transportation difficulties.

Second, newspapers in cyberspace facilitate EFL teachers' modification of articles to convert them to teaching materials once downloaded. This process saves time and energy on the part of teachers, freeing time to photocopy, retype, scan and make corrections to prepare handouts or to present them as authentic materials on the class.

Third, reading newspaper articles on the Internet does not give rise to a financial burden if EFL teachers or learners can use computers at colleges and universities, usually connected to the Internet by a LAN. Most of the articles on the Internet can be read or downloaded free of charge. Some newspaper web pages may require users to register, but that is still free of charge. However, this sort of access to free newspapers is limited only to those privileged students or those working at companies having LAN systems. Those who try to use the service have to get access to the Internet through

dial-up, paying fees to their provider as well as paying phone bills, and their financial burden could be limitless, especially in phone bills. In the United States, where local calls are free, residents use the Internet frequently once the monthly fee is paid. Japanese residents, on the other hand, will naturally hesitate to stay in front of a computer for too long.

The Japanese government, which is currently promoting the improvement of a domestic information network, should take substantial action and make an effort to reduce the financial burden of home Internet users by making a particular local call to the access point free or make a drastic reduction in the telephone fee for that purpose. Otherwise, Japan will be left behind other advanced nations in modernizing information infrastructure.

#### **5-4: How to use translated texts**

##### **5-4-1: Potentiality of translated texts**

Although English native speakers' text evaluation was confined to the editorials of the four JPN newspapers, their overall judgments are that those translated editorials were not as grammatical, clear in meaning, natural or well-organized as original English ones, as is evident from the fact that both of the two editorials in *The Japan Times*, which were not translated editorials, were evaluated far better by English native speakers in every metalinguistic criteria.

While admitting translated texts lack authenticity as judged by the English native speakers, there is still a potential use of translated texts to facilitate both classroom and naturalistic SLA. It should be noted here that translated target language materials are not limited to newspaper editorials or other translated articles in newspapers or magazines but include other types of translated texts such as literary works or archives available bilingually in cyberspace. Translated texts can be used, not only for teaching or learning receptive skills, but also productive skills like speaking and writing.

#### **5-4-1: Bilingual nature of JPN newspaper editorials**

Among many other kinds of articles in newspapers or other possible bilingual resources to be utilized for teaching and learning English, I would like to recommend the use of an editorial in JPN newspapers for the following reasons:

First, it is relatively easy to find its Japanese original editorial. Since any editorial in a Japanese newspaper always has its original editorial printed or provided in cyberspace almost simultaneously or a few days prior to the publication of the translated version; other kinds of articles often do not have any Japanese translation. It should be kept in mind that JPN newspapers are not composed of only translated articles; a large proportion of each newspaper carries authentic articles in English written by staff at the English language version section of Japan's three major newspapers: Yomiuri Shimbun, Asahi Shimbun and Mainichi Shimbun. Many articles are provided from foreign news agencies, some of which are translated into Japanese and printed prior to or after the publication of English versions. Going back to old newspapers in an attempt to find a Japanese article equivalent to the English article could be really difficult. No one can tell easily when the Japanese version appeared; even if the date of edition is found, it is still difficult to identify the corresponding part. On the other hand, an editorial original can be quite easily found since the date of publication of the original is always indicated at the bottom of each editorial and usually appears on the same page with conspicuous layout.

Second, almost all information expressed in an original Japanese editorial is always translated faithfully into an English version. Perhaps this consistent and rigid nature of translation could sometimes negatively affect the quality of the English version. In contrast, it is often the case that many Japanese articles other than editorials that report something in detail appear in the translated version in a much smaller quantity, losing a lot of information from the original text.

Third, topics in the editorial are suitable for L1 Japanese university EFL learners. An editorial not only reports a certain

important current topic but expresses the newspaper's own opinions or comments. This has a lot in common with essay writing instructions. There are a lot of similarities between an editorial and essay writing. EFL learners can learn how to express their meanings effectively by carefully looking at how logically issues are discussed, generalized, criticized, praised or summarized.

In the next section, I would like to discuss how the use of an editorial of a JPN newspaper can be justified and utilized to facilitate skill-by-skill SLA in English in both an instructed and independent setting.

## **5-5: Skill-based instructions and independent studies**

### **5-5-1: For reading**

In an instructed setting, an L1 Japanese EFL teacher will often find translated texts very useful to check his/her own accurate comprehension of an article before presenting it to his/her students. Regular bilingual dictionaries or reference materials are often found to be useless for looking up current English terms or phrases used in media English because of the current rapidly changing world situations.

On the other hand, a monolingual L1 English instructor with insufficient knowledge of his/her students' L1 equivalents to certain lexical items often used in the news media, will be barely understood by his/her L1 Japanese students with any verbal L2 explanation, particularly nouns and noun phrases. Suppose an L1 Japanese university EFL learner finds a phrase "proportional representation system in the Lower House elections" in a newspaper article, how could an American or a British English instructor explain such a system that does not exist in his/her own countries?

In an independent setting, the availability of L1 texts is essential for those learners who often become unsure of their comprehension of a certain article but have no immediate aid available from someone else. All attempts, including the publication of bilingual current English dictionaries, fail to meet the immediate demands of EFL



learners. When a glossary type of book or a dictionary is published and becomes commercially available, it has already missed newly-born important terms and phrases, or some are already outdated. Availability of original texts is thereby necessary and is the only reliable and most up-to-date lexical assistance for any L1 Japanese EFL learners in either setting. Therefore, JPN newspapers are more appropriate as both teaching and learning materials, especially articles on Japan's domestic news that involve a number of words and phrases peculiar to Japanese domestic news.

### **5-5-2: For writing**

In an instructed setting, whether it is a product-oriented or process-oriented approach, it is possible to incorporate a translation exercise from an L1 to an L2 text into an advanced current English writing lesson. Learners' L1 original text can be presented first and then their final products can be compared to the translated L2 text or the students may be instructed to edit their own writing. Whether a native or nonnative instructor, he/she might even correct the published translated English text or offer a better translation of any part of the whole text. Through such teachers' active involvement, learners can learn editing techniques that they can utilize for giving feedback to their peer's or own writing, including correction.

In an independent setting, where a learner receives no feedback to their writing from any linguistically qualified person or non-EFL professionals or other Japanese advanced (superior or near-native) learners of English, a translated text is the only resource to check and improve his/her own writing. Actually, in my university days, when professional proofreaders were rarely available, I wrote over 30 letters in my four years' college life to the editor of *The Daily Yomiuri* and almost all of them were printed in edited and improved forms. By comparing my original letter to the one that appeared in the newspaper, I corrected my original letter by myself and kept in a file. Through these experiences, I was able to detect my habits of writing

defects and how to improve them, making a longitudinal observation, denotatively or conotatively, of my own SLA in English. Moreover, in retrospect, such a correction procedure gave me ample opportunities to inductively review and foster my declarative grammatical knowledge in order to develop it into a procedural stage, which transferred positively to the improvement of my oral production proficiency.

### **5-5-3: For listening**

In an instructed setting, an instructor can read aloud and tape record an editorial in English to make into a listening material. A handout of the whole original text or summary of the content can be passed out to students before they start listening to the tape as part of pre-listening activities to build up students' content schema of the text. This approach can be labeled top-down listening and will lead to improved learner's prediction for new words or phrases. A handout can also be given to them after the listening so as to let them reinforce their L2 listening comprehension.

In an independent setting, a learner has to ask someone, native or nonnative, to tape-record an editorial. If no such people are available, he/she has to obtain regular self-learning type of materials commercially available with audiotapes or CDs.

### **5-5-4: For speaking**

In either an instructed or independent setting, when learners wish to improve their discussion or debate skills, an original Japanese text could be a useful resource. JPN newspapers provide an abundance of information on domestic subjects that university-level discussion participants or debators often address. On the other hand, English newspapers published overseas often fail to meet L1 Japanese EFL learners' demand since foreign newspapers usually focus on their own domestic news.

The less proficient the learner is, the more L1 aid is needed. In general, L1 Japanese university EFL learners would need sufficient

preparation before they get involved in some oral activities dealing with more substantial contents or knowledge on a certain subject matter. They may need to brainstorm their ideas, then make a statement or a question in Japanese before trying to translate them into English. In making speech drafts or handouts for discussion and debate, they may make a paragraph or a short essay that might be flawless in grammaticality or clarity of meaning; but they can be poorly organized and their information may not be logically sequenced or structured enough. In sum, translated English texts, especially an editorial focusing on a particular subject that is identical with that of the learner's discussion, would be a first-class resource.

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I would like to express my heartfelt thanks to my 299 students who joined in this research as subjects for testing their text comprehension and those 71 devoted EFL professionals currently teaching in Japan who kindly spent their precious time to make metalinguistic judgments on the newspaper editorials. I must also express my appreciation to Prof. Brian Perry, Prof. Darla Deardorff and Prof. Duane Deardorff for their valuable suggestions on early drafts of this paper.

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## Appendix I

Testing of mean differences for CLARITY OF MEANING  
by JPN nativer speakers (Diana Collection)

Level 1	Level 2	Mean 1	Mean 2	Differences	P Level	Test
The D. Yomiuri	Asahi E.N.	6.6993	4.6111	2.0882	0.0000	**
	Mainichi D.N.	6.6993	5.0555	1.6437	0.0000	**
	The J. Times	6.6993	4.4215	2.2777	0.0000	**
	The W. Post	6.6993	4.9313	1.7679	0.0000	**
	The N.Y. Times	6.6993	4.8431	1.8562	0.0000	**
	USA Today	6.6993	5.3267	1.3725	0.0000	**
	The Times	6.6993	5.5261	1.1732	0.0000	**
	The Guardian	6.6993	4.8627	1.8366	0.0000	**
	The Independent	6.6993	4.0882	2.6111	0.0000	**
Asahi E.N.	Mainichi D.N.	4.6111	5.0555	-0.4444	0.0200	*
	The J. Times	4.6111	4.4215	0.1895	0.3206	
	The W. Post	4.6111	4.9313	-0.3202	0.0934	
	The N.Y. Times	4.6111	4.8431	-0.2320	0.2241	
	USA Today	4.6111	5.3267	-0.7156	0.0002	**
	The Times	4.6111	5.5261	-0.9150	0.0000	**
	The Guardian	4.6111	4.8627	-0.2516	0.1874	
	The Independent	4.6111	4.0882	0.5228	0.0062	**
	Mainichi D.N.	5.0555	4.4215	0.6339	0.0009	**
Mainichi D.N.	The W. Post	5.0555	4.9313	0.1241	0.5152	
	The N.Y. Times	5.0555	4.8431	0.2124	0.2657	
	USA Today	5.0555	5.3267	-0.2712	0.1553	
	The Times	5.0555	5.5261	-0.4705	0.0137	*
	The Guardian	5.0555	4.8627	0.1928	0.3123	
	The Independent	5.0555	4.0882	0.9673	0.0000	**
	The W. Post	4.4215	4.9313	-0.5098	0.0076	**
	The N.Y. Times	4.4215	4.8431	-0.4215	0.0273	*
	USA Today	4.4215	5.3267	-0.9052	0.0000	**
The J. Times	The Times	4.4215	5.5261	-1.1045	0.0000	**
	The Guardian	4.4215	4.8627	-0.4411	0.0209	*
	The Independent	4.4215	4.0882	0.3333	0.0808	
	The N.Y. Times	4.9313	4.8431	0.0882	0.6438	
	USA Today	4.9313	5.3267	-0.3954	0.0384	*
	The Times	4.9313	5.5261	-0.5947	0.0019	**
	The Guardian	4.9313	4.8627	0.0686	0.7191	
	The Independent	4.9313	4.0882	0.8431	0.0000	**
	USA Today	4.8431	5.3267	-0.4836	0.0113	*
N.Y. Times	The Times	4.8431	5.5261	-0.6830	0.0004	**
	The Guardian	4.8431	4.8627	-0.0196	0.9182	
	The Independent	4.8431	4.0882	0.7549	0.0001	**
USA Today	The Times	5.3267	5.5261	-0.1993	0.2962	
	The Guardian	5.3267	4.8627	0.4640	0.0151	*
	The Independent	5.3267	4.0882	1.2385	0.0000	**
The Times	The Guardian	5.5261	4.8627	0.6633	0.0005	**
	The Independent	5.5261	4.0882	1.4379	0.0000	**
The Guardian	The Independent	4.8627	4.0882	0.7745	0.0001	**

\*\* $p < .01$  \* $p < .05$

## Appendix II

Testing of mean differences for CLARITY OF MEANING  
by JPN nativer speakers (Hostage Collection)

Level 1	Level 2	Mean 1	Mean 2	Differences	P Level	Test		
The D. Yomiuri	Asahi E.N.	5.4589	5.5068	-0.0479	0.8106			
	Mainichi D.N.	5.4589	5.0171	0.4417	0.0274	*		
	The J. Times	5.4589	5.0958	0.3630	0.0698			
	The W. Post	5.4589	5.6472	-0.1883	0.3466			
	The N.Y. Times	5.4589	5.4486	0.0102	0.9591			
	USA Today	5.4589	5.7876	-0.3287	0.1005			
	The Times	5.4589	4.9006	0.5582	0.0053	**		
	The Guardian	5.4589	5.2260	0.2328	0.2446			
	The Independent	5.4589	5.6301	-0.1712	0.3922			
	Asahi E.N.	Mainichi D.N.	5.5068	5.0171	0.4897	0.0145	*	
The J. Times		5.5068	5.0958	0.4109	0.0401	*		
The W. Post		5.5068	5.6472	-0.1404	0.4829			
The N.Y. Times		5.5068	5.4486	0.0582	0.7711			
USA Today		5.5068	5.7876	-0.2808	0.1606			
The Times		5.5068	4.9006	0.6061	0.0025	**		
The Guardian		5.5068	5.2260	0.2808	0.1606			
The Independent		5.5068	5.6301	-0.1232	0.5378			
Mainichi D.N.		The J. Times	5.0171	5.0958	-0.0787	0.6939		
		The W. Post	5.0171	5.6472	-0.6301	0.0017	**	
	The N.Y. Times	5.0171	5.4486	-0.4315	0.0312	*		
	USA Today	5.0171	5.7876	-0.7705	0.0001	**		
	The Times	5.0171	4.9006	0.1164	0.5607			
	The Guardian	5.0171	5.2260	-0.2089	0.2966			
	The Independent	5.0171	5.6301	-0.6130	0.0022	**		
	The J. Times	The W. Post	5.0958	5.6472	-0.5513	0.0059	**	
		The N.Y. Times	5.0958	5.4486	-0.3527	0.0781		
		USA Today	5.0958	5.7876	-0.6917	0.0006	**	
The Times		5.0958	4.9006	0.1952	0.3294			
The Guardian		5.0958	5.2260	-0.1301	0.5155			
The Independent		5.0958	5.6301	-0.5342	0.0077	**		
The W. Post		The N.Y. Times	5.6472	5.4486	0.1986	0.3210		
		USA Today	5.6472	5.7876	-0.1404	0.4829		
		The Times	5.6472	4.9006	0.7465	0.0002	**	
		The Guardian	5.6472	5.2260	0.4212	0.0354	*	
	The Independent	5.6472	5.6301	0.0171	0.9318			
	The N.Y. Times	USA Today	5.4486	5.7876	-0.3390	0.0904		
		The Times	5.4486	4.9006	0.5479	0.0062	**	
		The Guardian	5.4486	5.2260	0.2226	0.2660		
		The Independent	5.4486	5.6301	-0.1815	0.3644		
		USA Today	The Times	5.7876	4.9006	0.8869	0.0000	**
The Guardian			5.7876	5.2260	0.5616	0.0051	**	
The Independent			5.7876	5.6301	0.1575	0.4312		
The Times			The Guardian	4.9006	5.2260	-0.3253	0.1041	
			The Independent	4.9006	5.6301	-0.7294	0.0003	**
			The Guardian	The Independent	5.2260	5.6301	-0.4041	0.0436

\*\* $p < .01$  \* $p < .05$

## Appendix III

Testing of mean differences for LEXICAL DIFFICULTY  
by JPN native speakers (Diana Collection)

Level 1	Level 2	Mean 1	Mean 2	Differences	P Level	Test		
The D. Yomiuri	Asahi E.N.	5.9991	6.6529	-0.6537	0.0908			
	Mainichi D.N.	5.9991	7.8673	-1.8681	0.0000	**		
	The J. Times	5.9991	8.0762	-2.0770	0.0000	**		
	The W. Post	5.9991	8.4201	-2.4210	0.0000	**		
	The N.Y. Times	5.9991	7.0998	-1.1006	0.0044	**		
	USA Today	5.9991	7.0045	-1.0053	0.0093	**		
	The Times	5.9991	6.4052	-0.4060	0.2933			
	The Guardian	5.9991	7.8579	-1.8587	0.0000	**		
	The Independent	5.9991	8.5758	-2.5766	0.0000	**		
Asahi E.N.	Mainichi D.N.	6.6529	7.8673	-1.2143	0.0017	**		
	The J. Times	6.6529	8.0762	-1.4232	0.0002	**		
	The W. Post	6.6529	8.4201	-1.7672	0.0000	**		
	The N.Y. Times	6.6529	7.0998	-0.4469	0.2475			
	USA Today	6.6529	7.0045	-0.3515	0.3629			
	The Times	6.6529	6.4052	0.2477	0.5214			
	The Guardian	6.6529	7.8579	-1.2049	0.0018	**		
	The Independent	6.6529	8.5758	-1.9228	0.0000	**		
	Mainichi D.N.	The J. Times	7.8673	8.0762	-0.2088	0.5888		
The W. Post		7.8673	8.4201	-0.5528	0.1526			
The N.Y. Times		7.8673	7.0998	0.7674	0.0471	*		
USA Today		7.8673	7.0045	0.8628	0.0256	*		
The Times		7.8673	6.4052	1.4621	0.0002	**		
The Guardian		7.8673	7.8579	0.0094	0.9805			
The Independent		7.8673	8.5758	-0.7084	0.0668			
The J. Times		The W. Post	8.0762	8.4201	-0.3439	0.3734		
		The N.Y. Times	8.0762	7.0998	0.9763	0.0116	*	
	USA Today	8.0762	7.0045	1.0717	0.0056	**		
	The Times	8.0762	6.4052	1.6710	0.0000	**		
	The Guardian	8.0762	7.8579	0.2183	0.5721			
	The Independent	8.0762	8.5758	-0.4995	0.1961			
	The W. Post	The N.Y. Times	8.4201	7.0998	1.3203	0.0006	**	
		USA Today	8.4201	7.0045	1.4156	0.0003	**	
		The Times	8.4201	6.4052	2.0149	0.0000	**	
The Guardian		8.4201	7.8579	0.5622	0.1457			
The Independent		8.4201	8.5758	-0.1556	0.6871			
The N.Y. Times		USA Today	7.0998	7.0045	0.0953	0.8051		
		The Times	7.0998	6.4052	0.6946	0.0723		
		The Guardian	7.0998	7.8579	-0.7580	0.0499	*	
		The Independent	7.0998	8.5758	-1.4759	0.0001	**	
	USA Today	The Times	7.0045	6.4052	0.5992	0.1210		
		The Guardian	7.0045	7.8579	-0.8534	0.0273	*	
		The Independent	7.0045	8.5758	-1.5712	0.0000	**	
		The Times	The Guardian	6.4052	7.8579	-1.4526	0.0002	**
			The Independent	6.4052	8.5758	-2.1705	0.0000	**
The Guardian			The Independent	7.8579	8.5758	-0.7178	0.0633	

\*\* $p < .01$  \* $p < .05$

## Appendix IV

Testing of Mean Differences for LEXICAL DIFFICULTY  
by JPN native speakers (Hostage Collection)

Level 1	Level 2	Mean 1	Mean 2	Differences	P Level	Test	
The D. Yomiuri	Asahi E.N.	6.8580	7.3939	-0.5358	0.2885		
	Mainichi D.N.	6.8580	9.1597	-2.3017	0.0000	**	
	The J. Times	6.8580	8.2328	-1.3747	0.0065	**	
	The W. Post	6.8580	7.4056	-0.5476	0.2781		
	The N.Y. Times	6.8580	8.1670	-1.3089	0.0096	**	
	USA Today	6.8580	8.9580	-2.0999	0.0000	**	
	The Times	6.8580	9.6676	-2.8095	0.0000	**	
	The Guardian	6.8580	7.9253	-1.0672	0.0346	*	
	The Independent	6.8580	7.3219	-0.4638	0.3582		
	Asahi E.N.	Mainichi D.N.	7.3939	9.1597	-1.7658	0.0005	**
The J. Times		7.3939	8.2328	-0.8389	0.0966		
The W. Post		7.3939	7.4056	-0.0117	0.9814		
The N.Y. Times		7.3939	8.1670	-0.7731	0.1257		
USA Today		7.3939	8.9580	-1.5641	0.0020	**	
The Times		7.3939	9.6676	-2.2736	0.0000	**	
The Guardian		7.3939	7.9253	-0.5314	0.2925		
The Independent		7.3939	7.3219	0.0719	0.8866		
Mainichi D.N.		The J. Times	9.1597	8.2328	0.9269	0.0665	
		The W. Post	9.1597	7.4056	1.7541	0.0005	**
	The N.Y. Times	9.1597	8.1670	0.9927	0.0494	*	
	USA Today	9.1597	8.9580	0.2017	0.6893		
	The Times	9.1597	9.6676	-0.5078	0.3145		
	The Guardian	9.1597	7.9253	1.2344	0.0146	*	
The J. Times	The Independent	9.1597	7.3219	1.8378	0.0003	**	
	The W. Post	8.2328	7.4056	0.8271	0.1014		
	The N.Y. Times	8.2328	8.1670	0.0658	0.8962		
	USA Today	8.2328	8.9580	-0.7251	0.1510		
	The Times	8.2328	9.6676	-1.4347	0.0045	**	
	The Guardian	8.2328	7.9253	0.3075	0.5423		
The W. Post	The Independent	8.2328	7.3219	0.9109	0.0713		
	The N.Y. Times	7.4056	8.1670	-0.7613	0.1316		
	USA Today	7.4056	8.9580	-1.5523	0.0021	**	
	The Times	7.4056	9.6676	-2.2619	0.0000	**	
	The Guardian	7.4056	7.9253	-0.5196	0.3034		
	The Independent	7.4056	7.3219	0.0837	0.8682		
The N.Y. Times	USA Today	8.1670	8.9580	-0.7909	0.1173		
	The Times	8.1670	9.6676	-1.5005	0.0030	**	
	The Guardian	8.1670	7.9253	0.2417	0.6320		
	The Independent	8.1670	7.3219	0.8451	0.0942		
USA Today	The Times	8.9580	9.6676	-0.7095	0.1599		
	The Guardian	8.9580	7.9253	1.0326	0.0409	*	
	The Independent	8.9580	7.3219	1.6360	0.0012	**	
The Times	The Guardian	9.6676	7.9253	1.7422	0.0006	**	
	The Independent	9.6676	7.3219	2.3456	0.0000	**	
The Guardian	The Independent	7.9253	7.3219	0.6033	0.2320		

\*\* $p < .01$  \* $p < .05$



## Appendix V

## Testing of Mean Differences for the four METALINGUISTIC JUDGMENTS (Diana Collection)

## 1) GRAMMATICALITY

Level 1	Level 2	Mean 1	Mean 2	Differences	P Level	Test
The D. Yomiuri	Asahi E.N.	7.9305	7.4305	0.5000	0.2130	
	Mainichi D.N.	7.9305	7.9583	-0.0277	0.9447	
	The J. Times	7.9305	9.2083	-1.2777	0.0017	**
Asahi E.N.	Mainichi D.N.	7.4305	7.9583	-0.5277	0.1888	
	The J. Times	7.4305	9.2083	-1.7777	0.0000	**
Mainichi D.N.	The J. Times	7.9583	9.2083	-1.2500	0.0021	**

## 2) CLARITY OF MEANING

Level 1	Level 2	Mean 1	Mean 2	Differences	P Level	Test
The D. Yomiuri	Asahi E.N.	7.6250	6.5972	1.0278	0.0120	*
	Mainichi D.N.	7.6250	7.8750	-0.2500	0.5370	
	The J. Times	7.6250	8.9020	-1.2778	0.0019	**
Asahi E.N.	Mainichi D.N.	6.5972	7.8750	-1.2778	0.0019	**
	The J. Times	6.5972	8.9027	-2.3056	0.0000	**
Mainichi D.N.	The J. Times	7.8750	8.9027	-1.0278	0.0120	*

## 3) NATURALNESS

Level 1	Level 2	Mean 1	Mean 2	Differences	P Level	Test
The D. Yomiuri	Asahi E.N.	6.4305	6.0694	0.3611	0.4611	
	Mainichi D.N.	6.4305	7.1250	-0.6944	0.1574	
	The J. Times	6.4305	8.7083	-2.2777	0.0000	**
Asahi E.N.	Mainichi D.N.	6.0694	7.1250	-1.0550	0.0324	*
	The J. Times	6.0694	8.7083	-2.6388	0.0000	**
Mainichi D.N.	The J. Times	7.1250	8.7083	-1.5833	0.0015	**

## 4) ORGANIZATION

Level 1	Level 2	Mean 1	Mean 2	Differences	P Level	Test
The D. Yomiuri	Asahi E.N.	6.3194	5.6805	0.6388	0.1858	
	Mainichi D.N.	6.3194	7.3194	-1.0000	0.0392	*
	The J. Times	6.3194	8.9305	-2.6111	0.0000	**
Asahi E.N.	Mainichi D.N.	5.6805	7.3194	-1.6388	0.0008	**
	The J. Times	5.6805	8.9305	-3.2500	0.0000	**
Mainichi D.N.	The J. Times	7.3194	8.9305	-1.6111	0.0010	**

\*\* $p < .01$  \* $p < .05$

## Appendix VI

Testing of Mean Differences for the four METALINGUISTIC  
JUDGMENTS (Hostage Collection)

## 1) GRAMMATICALITY

Level 1	Level 2	Mean 1	Mean 2	Differences	P Level	Test
The D. Yomiuri	Asahi E.N.	8.2000	6.9714	1.2285	0.0019	**
	Mainichi D.N.	8.2000	8.2285	-0.0280	0.9413	
	The J. Times	8.2000	8.5714	-0.3714	0.3395	
Asahi E.N.	Mainichi D.N.	6.9714	8.2285	-1.2571	0.0950	**
	The J. Times	6.9714	8.5714	-2.0384	0.0001	**
Mainichi D.N.	The J. Times	8.2285	8.5714	-0.5769	0.3778	

## 2) CLARITY OF MEANING

Level 1	Level 2	Mean 1	Mean 2	Differences	P Level	Test
The D. Yomiuri	Asahi E.N.	7.0850	7.0000	0.0857	0.8504	
	Mainichi D.N.	7.0850	7.9428	-0.8571	0.0609	
	The J. Times	7.0850	8.1714	-1.0857	0.0180	*
Asahi E.N.	Mainichi D.N.	7.0000	7.9428	-0.9428	0.0395	*
	The J. Times	7.0000	8.1714	-1.1710	0.0109	*
Mainichi D.N.	The J. Times	7.9428	8.1714	-0.2285	0.6151	

## 3) NATURALNESS

Level 1	Level 2	Mean 1	Mean 2	Differences	P Level	Test
The D. Yomiuri	Asahi E.N.	5.3714	5.6857	-0.3142	0.5400	
	Mainichi D.N.	5.3714	7.4000	-2.0285	0.0001	**
	The J. Times	5.3714	8.0857	-2.7140	0.0000	**
Asahi E.N.	Mainichi D.N.	5.6857	7.4000	-1.7142	0.0010	**
	The J. Times	5.6857	8.0857	-2.4000	0.0000	**
Mainichi D.N.	The J. Times	7.4000	8.0857	-0.6857	0.1823	

## 4) ORGANIZATION

Level 1	Level 2	Mean 1	Mean 2	Differences	P Level	Test
The D. Yomiuri	Asahi E.N.	5.4285	5.4857	-0.0570	0.9123	
	Mainichi D.N.	5.4285	7.3428	-1.9142	0.0003	**
	The J. Times	5.4285	8.0857	-2.6571	0.0000	**
Asahi E.N.	Mainichi D.N.	5.4857	7.3428	-1.8571	0.0005	**
	The J. Times	5.4857	8.0850	-2.6000	0.0000	**
Mainichi D.N.	The J. Times	7.3428	8.0850	-0.7428	0.1536	

\*\* $p < .01$  \* $p < .05$