

What Influences the Quality of Japanese College Students' Writing in English as a Foreign Language?

Chiharu Nakanishi

Kunitachi College of Music, Japan

The objective of this research is to correlate the factors that might influence the quality of Japanese college students' descriptive writing in English as a foreign language. The factors included students' Japanese descriptive writing, English proficiency, knowledge of English writing, processes of English writing, past instructional and writing experiences of both Japanese and English, and likes and dislikes of writing. Forty five Japanese college students wrote two descriptive writings, one in Japanese and the other in English, and then answered questionnaires. Fourteen of the students also participated in oral interviews. The quantitative analysis suggested that three factors such as Japanese descriptive writing, English proficiency, and knowledge of English writing, influence the quality of English descriptive writing. Among them, Japanese descriptive writing correlates most highly to English descriptive writing. In addition, there were also relatively high correlations between the ratings of Content and Organization in Japanese and English writings. The analysis of questionnaires showed that good writers gained experience and instructions of writing, feedback from the teachers, and also opportunities to revise both in Japanese and English. In addition, good writers designed the organization of writing using a separate sheet of paper, with taking into account of their readers to be.

Many researchers have investigated the L1-L2 relationship in writing. They have compared L1 essays and ESL essays written by the groups of

students with different L1 backgrounds (Arndt, 1987; Edelsky, 1982; Jones & Teroe, 1987; Hall, 1990; Kaplan, 1966; Raimes, 1985, 1987; Zamel, 1983). However, few researchers have investigated the relationship between the Japanese as L1 and EFL context within-subjects design. Sasaki and Hirose (1996) developed their own study (Hirose & Sasaki, 1994) and investigated the factors that might influence the quality of Japanese students' persuasive writing in English. They found that all of the factors, students' L2 proficiency, L1 writing ability, and metaknowledge, were significant independent variables in explaining the L2 writing ability, and there were significant correlations among these variables. They also revealed that good writers and weak writers were significantly different on the following points: (1) good writers paid more attention to overall organization while writing in L1 and L2; (2) good writers wrote more fluently in L1 and L2; (3) good writers had mostly written more than one paragraph as their learning experiences.

Similarly, Kamimura (1996) revealed that Japanese college students' writing in English was similar to their writing in their native language both quantitatively and qualitatively. She also found that the correlations between Japanese and English writing was influenced by the students' English proficiency. She suggested that there might be a threshold English proficiency level (CELT=170)¹: the students above this level could write a composition similarly both in Japanese and English.

Kubota (1998) examined the organizations of expository and persuasive writing both in English and Japanese. She revealed a positive correlation between the ratings of writings in these two languages. She explained that lack of English writing experience and language skills caused low ratings of English writings. Her data also showed that L1 writing ability, English proficiency and experience in English writing affected the quality of EFL essays. According to Kubota (1998), good essays shared some features such as the presence of thesis, summary statements and the use of deductive patterns that set the main idea at the beginning, regardless of mode and

¹ CELT=the Comprehensive English Language Test (Harris & Palmer, 1986).

language. It means that the good descriptive writing model is common to both in English and in Japanese.

Considering the fact that different modes of writing require different writing ability (Carrell & Connor, 1991; Dvorak, 1987; Koda, 1993), it is necessary to examine whether the same pattern of correlations between the ratings of writing in Japanese and in English will be found in a different mode. Previous studies dealt with expository writing, persuasive writing and narrative writing. Sasaki and Hirose (1996) and Kubota (1998) studied the expository and persuasive mode of writing which required to take a position and to support it. Kamimura (1996) dealt with the narrative mode. The present study, therefore, investigates factors to influence the quality of Japanese college students' writing in a descriptive mode.

THE PRESENT STUDY

The objective of this research is to examine the correlating factors that might influence the quality of Japanese college students' descriptive writings in English as a foreign language. The following three questions form the basis of this study:

- 1) Is there any correlation between the quality of Japanese college students' descriptive writing in English and other factors, such as their English proficiency, the quality of their Japanese descriptive writing, and their knowledge of English writing?
- 2) How do the five criteria (Content, Organization, Vocabulary, Language use, and Mechanics) on the evaluation of English descriptive writing correlate to those of Japanese descriptive writing²?
- 3) Which writer's characteristics (e.g. writing processes, instructional and writing background, and likes and dislikes of writing) determine the good and weak descriptive writers of English?

² The five criteria are based on those of ESL Composition Profile (Jacobs et al., 1990).

The first and the second questions were addressed quantitatively, whereas the third question was addressed qualitatively.

METHOD

Participants

A total of 53 Japanese second-year college students (53 females) majoring in music, participated in the beginning of this study. Finally 45 students remained in the end due to some students' absence from the data-collecting sessions and others' failure to complete a required task. Their ages varied from 19 to 21 years with an average of 19.7 years. They had studied English for 8.0 years (average), mainly through highly controlled formal education in Japan. The majority of their English proficiency level was lower to medium intermediate. Their main goal of studying English was not for academic purpose but communicative one.

Instruments

The instruments consisted of an English proficiency test, a writing background survey, writing tasks of English and Japanese descriptive writings, questionnaires of writing processes, a test of knowledge of English writing, and oral interviews with good and weak writers. Ratings of the English and Japanese descriptive writings were based on the simplified ESL Composition Profile.

English Proficiency Test

The participants took an English proficiency test (by Kiri-hara Shoten) consisting of listening, structure, and vocabulary sections with a maximum possible score of 100 points.³

³ An English Proficiency test (Kiri-hara Shoten) was not a standardized test like CELT

Writing Background Survey

The students filled out 2-page questionnaires in Japanese on prior writing and instruction experiences, and likes and dislikes of writing both in English and in Japanese (Appendix A).

Writing Tasks

The students wrote descriptive writings both in English and Japanese. Different writing topics were used to avoid any influence of the participants' first writing on the second writing. Topics on Japanese children's plays familiar to most of all students were chosen for both. In order to avoid a possible order effect, Japanese/English tasks were counterbalanced. Twenty three students wrote in English first, and then in Japanese, while 22 students wrote in Japanese first, and then in English.

English Writing Topic	A foreign student, who had been studying in Japan, asked you to explain what "Janken" meant. Explain what "Janken" means and how to play it to the foreign student. Have the student be ready to play "Janken" with other players.
Japanese Writing Topic	A foreign student, who had been studying in Japan, asked you to explain what " <i>Daruma-san ga koronda</i> " ⁴ meant. Explain what " <i>Daruma-san ga koronda</i> " means and how to play it to the foreign student. Have the student be ready to play " <i>Daruma-san ga koronda</i> " with other players.

which Kamimura and Sasaki & Hirose used. Because this test was carried out in all classes of the college which the present study was experimented, it was impossible to have the participants to take another test due to the course schedule.

⁴ Darumasan ga koronda = The Dharma falls over: It is a game to play with more than four members. A tagger stands at a tree or a pillar and the other players wait about ten meters away from the tagger. If a player moves when the tagger opened his/her eyes, the tagger will call the name of the child who moved. The tagger will take the child's hand who moved. If some members make approach, they can disconnect the hands of the tagger and the child who was caught.

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The students had 20 minutes to write the Japanese compositions and 40 minutes to write the English compositions. However, the time limit was not very strict. They were allowed to use a dictionary.

Questionnaires of Writing Process

The students were asked to answer the questionnaires right after the English and Japanese writings in Japanese (Appendix B). The questions were: (a) whether they did any prewriting activities or not, and when they did, what they planned, (b) what their approach was to keep writing, and whether they applied translation technique from Japanese to English or not, instead of directly writing in English, (c) what kind of things they paid attention to while writing, (d) what kind of things they did after writing.

Test of knowledge of English writing

The students were assessed on knowledge of English writing, such as the topic sentence, the concluding sentence and the organization of English writing. The test consisted of four sections: (a) reading a short paragraph and choosing the best topic and concluding sentences; (b) explaining terms such as the topic sentence and the concluding sentence; (c) reading a short paragraph and choosing the best conjunctions for several blanks; (d) choosing the best organized paragraph from among three alternatives (Appendix C).

Interviews

The good (n=7) and weak (n=7) writers were determined by the ratings of English writings. They were interviewed for about 5 to 10 minutes in Japanese. They were asked whether the tasks were difficult and why, and how they developed their writings. They were also interviewed on their writing products and questionnaires. Each interview was tape-recorded under their prior consent and then transcribed for the analysis.

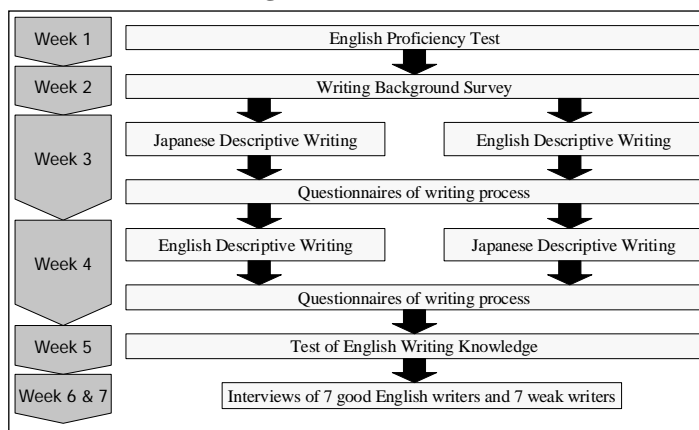
Ratings of the English and Japanese Descriptive Writings

The descriptive writings in English and Japanese were rated by the simplified ESL Composition profiles which assigned 5 analytical criteria such as Content, Organization, Vocabulary, Language Use, and Mechanics. The simplification was made in order to rate lower intermediate Japanese college students English writing. Two Japanese college English teachers and 2 native college English teachers collaborated to make this rating sheet (Appendix D). The Japanese descriptive writings were rated by the Japanese translated counterpart of the simplified ESL Composition Profile. Two Japanese college English teachers and 2 Japanese college Japanese teachers collaborated.

Data Collection

Data were collected in 7 weeks among 24 weeks session. The class was held once a week for 90 minutes. Figure 1 shows the design of the data-collecting sessions.

FIGURE 1
Design of Data Collection



RESULTS AND DISCUSSION

In order to determine the decisive factors of the quality of English writing, the correlation between the ratings of the English writing and those of Japanese writing, the results of the English proficiency test and test for knowledge of English writing were quantitatively analyzed. Each criterion for the evaluation of English and Japanese writings was also examined for the detailed analysis. Then, the characteristics of writers themselves were qualitatively analyzed with descriptive research.

Quantitative Analysis

The English writings were rated by two experienced native-speaker college English teachers, based on the simplified ESL Composition Profile (Appendix D). Similarly, the Japanese writings were rated by two Japanese college teachers, using a Japanese counterpart of the simplified ESL Composition profile. The interrater reliability for the ratings of English and Japanese writings was acceptably high (.83 and .89, respectively). Each participant's ratings of writings were the average of the two raters' ratings with maximum possible score of 100 points.

Research Question 1: Is there any correlation between the quality of Japanese college students' descriptive writing in English and other factors, such as their English proficiency, the quality of their Japanese descriptive writing, and their knowledge of English writing?

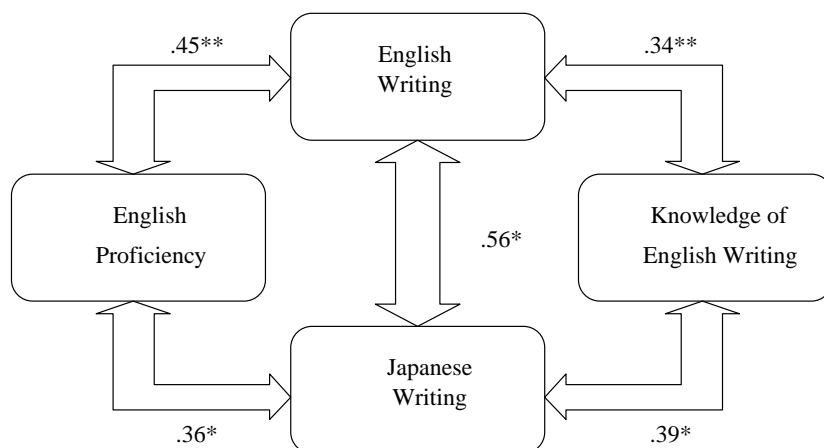
A Pearson correlation coefficient matrix revealed that three independent variables had positive correlations with English writing (Table 1). Among the three of them, the quality of Japanese descriptive writing had the highest correlation with the quality of English descriptive writing (.56), the second was English proficiency (.45), and the third was knowledge of English writing (.34).

TABLE 1
Correlation Matrix for Four Variables

	English Writing	English Proficiency	Knowledge of English Writing	Japanese Writing
English Writing	1			
English Proficiency	.45**	1		
Knowledge of English Writing	.34**	.38n.s.	1	
Japanese Writing	.56**	.36	.39*	1

n=45. *p<.05 **p<.01

FIGURE 2
Correlation for Four Variables



First of all, among the correlation coefficients between English writing and the other three variables, the highest one was that between English writing and Japanese writing. It suggested that the Japanese writing ability contributes to the English writing ability. That is, the good Japanese writers may be able to write good English compositions.

The correlation of English descriptive writing and Japanese descriptive writing suggested the existence of “composing competence” that can influence both L1 and L2 (Carson & Kuehn, 1992; Cumming, 1989; Hirose & Sasaki,

1994; Kraples, 1990). According to Kraples (1990), the difficulty to write English is not the problem of insufficient English proficiency, but the problem of insufficient "composition competence."

Secondly, English proficiency related to the quality of English writing. Students with higher English proficiency tended to write good English compositions, whereas those with lower English proficiency tended to write weak English compositions.

Thirdly, the correlation coefficient between the knowledge of writing and the quality of English writing was relatively low. This means that knowledge of writing did not relate to the quality of English writing strongly. In other words, even if students knew what a topic sentence is, they might not be able to apply knowledge into their own writing. Knowing and applying knowledge to writing seemed to be two separate things.

Furthermore several other variables were considered to influence the results of the experiments. One of them was the mode of writing. Koda (1993) mentioned that each code requires different cognitive ability, and a descriptive mode requires less cognitive ability than a persuasive code. The other factors are the ratings of raters, and students' English proficiency level. The results of this study differed from those of Sasaki and Hirose (1996) in the strength of correlation coefficients. In their study, toward the English persuasive writing, students' English proficiency had the highest correlation (.72) and Japanese persuasive writing the second (.43), and metaknowledge of writing the third (.33). The differences of correlation coefficients between the present study and Sasaki and Hirose (1996) might be due to the differences of these variables.

Research Question 2: How do the five criteria (Content, Organization, Vocabulary, Language use, and Mechanics) on the evaluation of English descriptive writing correlate to those of Japanese descriptive writing?

Table 2 reveals correlations of the five criteria between the ratings of English writing and Japanese writing. Among them, the ratings of Content

and Organization in English and Japanese were relatively highly correlated (.55, .63 respectively).

TABLE 2
Correlations of 5 Criteria between the ratings of English and Japanese Writings

	English Writing					
	Content	Organization	Vocabulary	Language Use	Mechanics	
Japanese Writing	Content	.55*				
	Organization	.49*	.63**			
	Vocabulary	.23*	.30*	.37**		
	Language Use	.18	.23*	.19	.33*	
	Mechanics	.16*	.19	.09	.26*	.40**

n=45. *p<.05 **p<.01

The results showed that if students could earn good ratings in Content and Organization of the Japanese writings, they may be able to earn good ratings in those of the English writings. In other words, if students were good at generating their thoughts and organizing them in Japanese, they may be able to do the same thing in English.

Qualitative Analysis

The top and bottom 15% of the students (7 students out of 45 students) were chosen as “good” writers and “weak” writers respectively by the ratings of English descriptive writings. The results of t-tests showed that the good writers obtained significantly better ratings in Japanese writing, the English proficiency test, and the knowledge of English writing test than weak writers. However, difference could not be found in age, in length of studying English in Japan, and in the period of studying abroad (Table 3).

TABLE 3
The Good and Weak English Writers' Characteristics

	Total Possible	Good (n=7)		Weak (n=7)		t-value
		M	SD	M	SD	
English Writing	100	78.00	6.19	52.57	6.32	**
English Proficiency Test	100	78.14	11.85	58.71	5.44	**
Knowledge of English Writing	100	84.29	9.98	63.93	9.65	**
Japanese Writing	100	81.36	12.90	56.57	14.97	*
Age		19.64	0.69	20.14	1.33	n.s.
Years of English Instruction		8.46	2.30	7.49	0.49	n.s.
Weeks of studying abroad		0.75	0.28	2.21	1.29	n.s.

df=12. *p<.05 **p<.01

Research Question 3: Which writer's characteristics (e.g. writing processes, instructional and writing background, and likes and dislikes of writing) determine the good and weak descriptive writers of English?

Questionnaires of all participants and interviews of the good and weak writers (each n=7) revealed the significant differences in writing background, writing processes, and likes and dislikes of writing.

Writing Background

The good and weak writers differed in writing background significantly. The good writers (a) regularly practiced Japanese writings in high school; (b) regularly practiced English writings either in high school or freshman English class in college; (c) were fond of writing both in English and Japanese (Tables 4 & 5).

Regarding Japanese writing background, 86% of the good writers practiced Japanese writings more than 6 times a year with 4 pages or more in high school. They had learned how to generate ideas and organize their writings (introduction, body and conclusion) and received teachers' feedback in a variety of subjects such as Japanese, social studies, home economics, and

science. In addition, 57% of them revised their writings after getting teachers' feedback.

However, only 57% of the weak writers had written compositions 2 times a year for about 2 pages in high school. Their experience was limited to writing "*Kansobun*" in Japanese which is personal impressions of materials after reading. Forty three percent (43%) of the weak writers had not written any composition in high school. In high school, only 14% of those had learned the organization of writing, but none of them had feedback from their teachers or gained opportunities of revision.

In college, all of the good and weak writers experienced Japanese writings in various subjects such as Education, History of Western Music, and Psychology. Twenty eight percent (28%) of the good and weak writers received writing instruction and 14% of the good writers received feedback from their teachers, but none of the weak writers received feedback. However, none of them were given opportunities to revise their essays after the teacher's feedback.

Regarding English writing background, all of the good writers had learned paragraph or essay writing either in high school or college. Similarly, they had writing instruction, teachers' feedback and opportunities to revise after gaining feedback either in high school or college. Eighty six percent (86%) of them had written more than 10 times a year about 100 to 150 words.

However, 86% of the weak writers had no experience of writing a paragraph either in high school or college. All of the weak writers' experience of writing in high school was limited to translating Japanese to English. Only 14% of them had English writing experience with instruction, feedback and revision in college.

Fifty-six percent (56%) of the good writers who had experienced Japanese writing, feedback, and revision in high school said that they felt it was quite natural to move into English writing in college. They were used to revise after gaining feedback from a teacher. However, 14% of the weak writers who had never gained feedback and revision in Japanese writing in high school felt it was just bother when to be asked to revise in English writing in

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college.

TABLE 4
The Number of Good English Writers Who Had Writing Experience, Instruction, Feedback and Revision

		High school	College
Japanese Writing	Had experience	6	7
	Had Instruction	6	2
	Had Feedback	6	2
	Revised	4	0

English Writing	Had experience	2	5
	Had Instruction	2	5
	Had Feedback	2	5
	Revised	2	5

n=7

TABLE 5
The Number of Weak English Writers Who Had Writing Experience, Instruction, Feedback and Revision

		High school	College
Japanese Writing	Had experience	4	7
	Had Instruction	1	2
	Had Feedback	0	0
	Revised	0	0

English Writing	Had experience	0	1
	Had Instruction	0	1
	Had Feedback	0	1
	Revised	0	1

n=7

Writing Processes

The good and weak writers were significantly different in English writing processes. The good writers (a) designed the organization using a separate sheet of paper; (b) thought in English basically; (c) were aware of their

readers to get the meaning across.

All of the good and weak writers took time to plan the organization before writing, however what they did in planning differed in English writing. Seventy one percent (71%) of the good writers wrote down the whole picture of organization on a separate sheet of paper. Twenty nine percent (29%) of the good writers drew a picture or diagrams, and another 29% made a list of notes. In contrast, 86% of the weak writers thought in mind alone and 14% of them wrote down the organization by illustrating the whole organization using a separate sheet of paper (Table 6).

TABLE 6
The Number of Good and Weak English Writers in Prewriting Activities

	Good Writers (n=7)	Weak Writers (n=7)
Designed the whole organization.	7	7
Used a separate sheet of paper	6	1
Drew pictures or diagrams	2	1
Made a list of notes	2	0
Thought only in mind	1	6

The good and weak writers were different in the use of Japanese. Eighty six percent (86%) of the good writers thought in English basically. They tended to produce English sentences while thinking in English, and when they faced difficult words or expressions, they switched to Japanese. Only 14% of them wrote Japanese scripts first and used translation. In contrast, 86% of the weak writers wrote Japanese scripts first and translated them into English word by word or sentence by sentence (Table 7).

TABLE 7
The Number of Good and Weak English Writers Who Translated from Japanese to English

	Good Writers (n=7)	Weak Writers (n=7)
Translated from Japanese to English	1	6

While in writing, 86% of the good writers saw the notes which they prepared before writing frequently and tried to keep the whole organization in mind. They also reread the writings. On the other hand, the weak writers kept translating their Japanese scripts without thinking the whole organization.

With respect to the awareness of readers, 71% of the good writers were conscious that the reader was a foreign student who did not know the game at all and they kept finding a better way to get their meaning across. They kept imagining what kind of information the readers need to know and tried to find the best order. However, none of the weak writers mentioned about the readers or the intelligibility (Table 8).

TABLE 8
The Number of Good and Weak English Writers' Activities
While in their Writing

	Good Writers (n=7)	Weak Writers (n=7)
Thinking the whole organization	6	1
Being aware of the readers to be	5	0

In their reports of what they did after writing, the good and the weak writers did not differ significantly. Seventy one percent (71%) of the good writers and 86% of the weak writers did not reread after writing, because of time shortage (Table 9).

TABLE 9
The Number of Good and Weak English Writers' Activities
after Writing

	Good writers (n=7)	Weak Writers (n=7)
Reread after writing	2	1

Likes and Dislikes of Writing

With respect to the likes and dislikes of writing, fifty seven percent (57%) of the good writers were fond of writing and enjoyed it, whereas the weak

writers were not. Fifty seven percent (57%) of the good writers wrote a personal diary and enjoyed expressing themselves in writing. They experienced that writing improved their thinking. Forty three percent (43%) of them were interested in composing creative writing, such as poetry and short stories. On the other hand, 86% of the weak writers did not enjoy writing whatever the topic was. Forty three percent (43%) of them thought that they were bad at explaining, and 29% of them thought they were bad at expressing themselves (Table 10).

TABLE 10
The Number of Good and Weak English Writers Who Liked and Enjoyed Writing

	Good Writers (n=7)	Weak Writers (n=7)
Liked writing	4	1
Enjoyed expressing themselves	4	0

As shown in the above, qualitative analysis revealed several important points. First, the result of the survey of writing background both in Japanese and English revealed that whether receiving writing instruction and having experiences of writing in Japanese and English diverge good writers from weak writers. The good writers received the writing instruction and the feedback from their teachers in Japanese in high school, whereas no weak writers did. The good writers also had experiences of writing English compositions either in high school or college. It means only the good writers received writing instruction, feedback from the teachers, and revision in Japanese and English. This implies that the weak writers might become more proficient by gaining the same opportunities as Hirose (1999) suggested.

Secondly, the survey of writing processes revealed the writing strategies of the good writers and weak writers. It is said that the good writers' composing processes were characterized by their concern with overall organization before and while writing in L1/L2 (Cumming, 1989; Hirose & Sasaki, 1994; Reid, 1984). In this study, both the good and weak writers took time to plan the organization before writing; however what they did in planning differed.

The good writers wrote down the whole picture of organization on a separate sheet of paper, whereas the weak writers thought in mind alone. The result is consistent with the Hayes and Flower's finding that writing experts devoted much more thought to organization (1987). The present study also found that the good writers' devotion to the organization was deeper than that of the weak writers. While writing, the good writers were conscious of their readers to be and tried to find a way to get their meaning come across which concurs the finding by Pianko (1987). In contrast, the weak writers did not pay attention to the content or readers' intelligibility.

CONCLUSION

I started this study, aiming that I can measure what influences the quality of English descriptive writing, assuming that good English descriptive writers are good Japanese descriptive writers and such writers have prior instructional and writing experiences in Japanese and in English. To some extent, my belief was confirmed by the present study. It revealed as follows:

- (1) There were correlations between the quality of Japanese college students' descriptive writing in English and other factors, such as their English proficiency, the quality of their Japanese descriptive writing, and their knowledge of English writing.
- (2) Among the three factors, the quality of Japanese descriptive writing correlated most highly to the quality of English descriptive writing.
- (3) There were relatively high correlations between ratings of Content and Organization in Japanese and English writings.
- (4) The good writers had instructions and experiences of writing both in Japanese and English. In addition, the good writers designed the organization of writing using a separate sheet of paper, with taking into account of their readers to be, whereas the weak writers planned the organization only in mind, without taking into account of the

readers to be.

The results of ratings of writings, questionnaires, and interviews suggest a way of teaching English writing:

- (1) The weak English writers might become more proficient by gaining the same opportunities, which is to have writing experience, instruction, feedback, and revision in Japanese at high school and in English at college. The frequency of writing should also be considered to improve the weak writers' composition.
- (2) In order to improve the weak English writers' compositions, the instruction of how to generate their ideas using a separate sheet of paper before writing and to be aware of the readers seemed to be very important.
- (3) If teachers both in high school and college beyond languages and subjects could cooperate, they may be able to improve students' composing competence. Teachers in various subjects might be better to give students opportunities to write and revise after giving feedback.

However, in the present study there were some limitations in terms of the sample size and the number of raters. Firstly, the number of students was not large enough to generalize the result. Secondly, the number of the raters of both English and Japanese writings was two, respectively. In order to increase the validity, the number of raters might be four or more ideally.

This study posits further research questions. First, the present study dealt with only descriptive mode of writing. We need to examine whether patterns of correlations between Japanese and English writing may be similar, when the same participants write various modes of writings. Secondly, we also need to examine the content of instruction of teaching writing both in Japanese and English at high school and college in detail.

THE AUTHOR

Chiharu Nakanishi is a permanent faculty of Kunitachi College of Music, Japan. Her research interests cover writing as a thinking process and writing material development. Her recent publications are "Write From Your Heart" (2004: Sanshusha), "Development and Evaluation of Writing Materials which improve Content and Organization" (2004: Journal of Teaching English), "Differences in Evaluation of Japanese College Students' Writing between Japanese English Teachers and Native English Teachers" (2005: Japan Journal of Educational Technology).

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APPENDIX A

A Survey of Writing Background (Excerpt)*

About Studying in English

1. So far how many years have you studied English at school?

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2. Have you studied in an English speaking country? If so, when, where, and for how long, what did you study?
3. Do you want to master English?
4. What is your goal to study English?

About Writing in Japanese

1. In high school

- (1) Which of following kinds of writing did you do?
 - a. "Kansobun" (personal impressions on materials read)
 - b. literary work (stories, poems)
 - c. summaries or paraphrases of materials read
 - d. "Shoronbun" or "Report" (short papers)
 - e. other (Please specify _____)

(2) If you have written one or more of the writings, please explain in detail.

Kinds of writing	Name of subject	Theme of Writing	Amount (pages)	Frequency in a year	Did you get any instruction before writing? ^{a)}	Did you get any feedback from a teacher? ^{b)}	How difficult is it for you to write? 1:very difficult 5:not at all difficult ^{c)}
					Yes / No	Yes / No	

^{a)} If you get any instruction before writing, what kind of instruction was it? Please explain in detail.

^{b)} If you got any feedback from a teacher after writing, what kind of feedback was it? Please explain in detail.

Did you revise your writing after you got a feedback?

^{c)} If you answer it was difficult or very difficult to write, please explain when and why it was difficult.

(1) When was it difficult?

- a. Before writing.
- b. While you were writing.
- c. When you were revising.

(2) Why was it difficult? (Check all that apply.)

- a. I didn't know what I should write. (Content)
- b. I didn't know how to write.
- c. I didn't know how to organize. (Organization)

- d. I didn't know the vocabulary.
- e. I couldn't write long. It was difficult to write the required amount.
- f. other (Please specify.)

2. In college **

*About Writing in English****

* The original version of the survey was written in Japanese.

** *** It was almost the same as the questions "About Writing in Japanese" in high school.

APPENDIX B

Postwriting Questionnaires of Writing Processes for the English Writing

Before Writing

1. Did you start writing right away? Yes / No
2. If yes, what did you do? Explain what you did. (e.g. I wrote the outline.)

In Writing

1. How did you keep on writing? Check all that apply.
 - a. I generated ideas in Japanese first, then translated them into English.
 - b. I directly wrote in English.
 - c. I wrote with overall organization in mind.
 - d. When I had a problem, I stopped and thought for a while.
 - e. When I had a problem, I continued writing, and later went back to the problem.
 - g. other (Please specify.)
2. While you were writing, about what did you pay attention to?

After Writing

What did you do after writing? Explain what you did. (e.g. I did nothing once I finished writing. I reread to check whether spelling was correct.)

APPENDIX C

A Test of Knowledge on English Writing (Excerpt)

1. Choose the most appropriate topic sentence and concluding sentence for the blank.

What Influences the Quality of Japanese College Students' Writing in English as a Foreign Language?

_____(1)_____. You can use the Internet to find information about travel destinations. You can easily check flight information and book your accommodations online. You can even access information about the airports you will be using for your trip. _____(2)_____.

(1) Topic Sentence

- a. The Internet is useful for making travel arrangements.
- b. You can reserve your flight and hotel over the Internet.
- c. The Internet is easy to use.

(2) Concluding Sentence

- a. The Internet is easy to use, and we can do many things with it.
- b. The Internet has a great future, and people need to know how to use it.
- c. Thus, it is very convenient to use the Internet when we make travel arrangements.

2. Fill in the blanks.

The Differences between Dogs and Cats

The most popular types of pets are dogs and cats. Let's look at some basic differences between them. _____(1)_____, cats are very independent. They can survive on their own. That is, they do not necessarily need humans to take care of them. _____(2)_____, dogs are very dependent on humans. They need people to take care of them and to feed them. _____(3)_____ difference is closely related to the first. Cats usually act according to their own wishes _____(4)_____ they are independent. _____(5)_____, when the owner comes home, the cat may or may not greet him/her. _____(6)_____, dogs are very eager to please humans. _____(7)_____ they hear the owner's footsteps, dogs almost always rush to the front door. _____(8)_____, cats are relatively easy to take care of compared to dogs. You must walk a dog at least twice a day. With house cats, however, all you need to do is to keep the little box clean. Pet lovers choose dogs or cats based on their own personality and preference.

- | | | | |
|-----|----------------|----------------------|------------------|
| (1) | a. By the way | b. First of all | c. When |
| (2) | a. Though | b. On the other hand | c. First |
| (3) | a. Another | b. One | c. Other |
| (4) | a. because of | b. because | c. instead of |
| (5) | a. For example | b. In addition | c. Moreover |
| (6) | a. As | b. In contrast | c. Compared with |
| (7) | a. As soon as | b. Until | c. That |
| (8) | a. Secondly | b. Finally | c. And |

3. Explain the following terms.
- a. topic sentence
 - b. concluding sentence
 - c. organization

APPENDIX D
Rating of English Writing

5points: Excellent	4 points: Very Good	3 points: Satisfactory	2 points: Fair	1 point: Poor
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Criteria	Checklists	Score: Weighting
Content	Does a writer answer a writing topic appropriately? Is all the necessary information (who, what, where, how) included? Do you think the foreign student who reads the description can play “JanKen”?	(Points)×6
Organization	Does a description have a topic sentence? Does a description develop based on the topic sentence? Are logical connectors used appropriately? Is the order of description appropriate?	(Points)×4
Vocabulary	Are the choices of words appropriate? Are variety of words and expression used?	(Points)×4
Language Use	Is grammar (subject-verb agreement, tense, numeral, article, preposition, pronoun) accurate?	(Points)×5
Mechanics	Are paragraphing, punctuation, spelling, and capitalization accurate?	(Points)×1

*5 criteria and the weighting of each criterion were based on ESL Composition Profile.

APPENDIX E
Student English Writing Examples

Good Writer

I am going to explain “JanKen”. “JanKen” is used in case we have to decide

something which we can't decide in a logical way.

There are three signs. We say "Rock", "Scissors", "Paper", when we explain to foreign people. If you want to make "Rock", you just grip your hand. If you want to make "Scissors", make "Rock" and then put out forefinger and middle finger. "Paper" is easy to make, because you just put out your hand.

The three signs has equal power. "Rock" is stronger than "Scissors", but weaker than "Paper". "Scissors" are stronger than "Paper". This is a rule of "Janken". For example, if you put out "Rock" and others put out "Scissors", you will win.

"Janken" is also used in case we make a group. For instance, in a school, we often divide the class. "Janken" has three signs, so we use "Janken" and divide the class into three groups.

"Janken" is very useful. Probably there are more use, so try "Janken" and find out another interesting use of it.

Weak Writer

Janken is means of useful. Because it clear to win and loss only one hand. Speedy character is three ways. "Gu" "Choki" and "Pa". "Gu" mean a rock. "Choki" means scissors. And "pa" means paper.

For example, "Gu" and "Choki", winner is "Gu". Because scissors couldn't cut rock. And "Choki" and "Pa" pattern. winner is "choki". Because scissors could cut paper. Finally, "Pa" and "Gu" winner is "pa". Because paper could wrap rock.

Next, explanation of hand form. "Gu" is like take something hand, "Choki" from is peace sign or V sign. "Pa" is the flat of the hand unfold. Outside of clear to win and loss. They formed themselves in groups of two or three.