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言語間におけるライティング能力の双向性に関する

研究：L2からL1へ

(Transferability of Composing Competence across Languages: from
L2 to L1)

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小林ひろ江（広島大学大学院総合科学研究科教授）
リナート・キャロル（広島市立大学国際学部教授）

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広島大学図書

0100455790



はしがき

研究代表者： 小林ひろ江（広島大学大学院総合科学研究科院教授）

研究分担者： リナート・キャロル（広島市立大学国際学部教授）

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- (1) Kobayashi, H., & Rinnert, C. (in press/2008) "Task response and text construction in L1 and L2 writing." In R. Manchon, & P. de Haan (Eds.), *Writing in Foreign Language Contexts: Insights from Research, Special Issue of the Journal of Second Language Writing*, 17 (1).
- (2) Kobayashi, H., & Rinnert, C. (2007). "Transferability of argumentative writing competence from L2 to L1: Effects of overseas experience." In M. Conrick and M. Howard (eds.) *From applied linguistics to linguistics applied: Issues, practices, trends* (pp. 91-110). London: British Association for Applied Linguistics.
- (3) Rinnert, C., & Kobayashi, H. (2007). "L1 and L2 pre-university writing experience: What effects on novice Japanese EFL writers?" *Hiroshima Journal of International Studies* (Faculty of International Studies, Hiroshima City University), 13, 65-92.

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- (2) Rinnert, C., & Kobayashi, H. (2005). "Task response and text construction: L1 and L2 differences." Paper presented at AILA (Association of International Language), August, Madison, U. S. A.
- (3) 小林ひろ江、「L1⇄L2ライティング間における転移の双向性—修辭的特徴を中心に—」JACET 関東甲越地区月例研究発表会、2006年3月。

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CHAPTER 1

Introduction

1.1 Background

It is commonly recognized that general writing competence exists across languages. That is, skilled writers in their first language (L1) have been found to be skilled writers in their second language (L2), and less skilled writers in their L1 tend to be less skilled in their L2 as well (Cumming, 1989; Hirose and Sasaki, 1994; Ito, 2004; Sasaki and Hirose, 1996). Moreover, this tendency appears to be at least partially separable from language proficiency level. Language proficiency has been found to correlate significantly with writing quality (Sasaki and Hirose, 1996) and there may be a “threshold level” of L2 proficiency (Ito, 2004, p. 52) below which L2 writing competence cannot be developed. Nevertheless, high language proficiency does not necessarily result in advanced writing competence, which appears to develop somewhat independently from other language skills.¹

One key aspect of writing competence is knowledge of genre, among which the most extensively researched is academic writing (see Swales, 1990 and Swales and Feak, 1994 for overviews of seminal studies). Within the genre of academic writing, the sub-genre of argumentative essays has been the focus of many studies. A number of researchers have noted that many of the rhetorical features of argumentative essays appear to be very similar across languages, including Chinese and English (Liu, 2005), English and Icelandic (Berman, 1994), and English and Japanese (Kubota, 1998; Hirose, 2003; Kobayashi, 2005; Kobayashi & Rinnert, 2004a, 2004b). Specific features identified in argumentative essays in all four of these

languages include a three-part (introduction-body-conclusion) structure, a position statement (thesis), evidence (reasons and examples to support the position), and a conclusion presenting the essence of the argument or restating the thesis. Another important feature that was seen to make an argument more persuasive in English was the inclusion of a counterargument that anticipates potential opposition (Axelrod and Cooper, 2001; Liu, 2005; Smalley and Hank, 1982).

A number of studies have investigated the transfer of writing competence from L1 to L2 (e.g., Cumming, 1989; Hirose, 2003; Kobayashi, 2005; Kubota, 1998; Rinnert and Kobayashi 2005). Our previous study (Kobayashi & Rinnert, 2004b; Kobayashi, 2005) found evidence of positive transfer from novice writers' L1 (Japanese) high school writing training/experience in their L2 (English) opinion writing. In particular, those who had received intensive L1 training tended to use a clear 3-part (introduction – body – conclusion) structure and include some mention of the other side of the argument in their L2 essays. At the same time, the study suggested that several interrelated factors may have affected the transfer of features from L1 to L2: (1) the nature of the L2 writing instruction, (2) development of an awareness of audience, and (3) individual writers' perceptions and preferences. Other factors that have been hypothesized to facilitate the transfer of writing proficiency from L1 to L2 include sufficient exposure and sufficient motivation (Cummins, 1980, 1991).

In contrast, only a few studies have looked at the reverse transfer of L2 to L1 (Berman, 1994; Eggington, 1987; Shi, 2003). Among them, Berman (1994) found that high school students instructed in features of argumentative writing in either their L1 (Icelandic) or L2 (English) were able to transfer that knowledge across languages. The transfer was most evident from their L2 to their L1, in which they presumably had no limitations in terms of language

proficiency, whereas language proficiency was found to be a factor in the L1 to L2 transfer. Working with Japanese university students in Canada, Shi and Beckett (2002) found that the students (N = 23) changed their ways of organizing their L2 essays after one year of study in Canada, and that over half of them expected to transfer these rhetorical changes to their L1 academic writing after they returned to Japan, though it remained an open question whether their actual writing practices would match these perceptions once they returned to their L1 academic context.

1.2 Previous Study

Preceding this study, we investigated the transfer of knowledge from L1 to L2 writing (Kobayashi & Rinnert, 2004a, 2004b, to appear/2008; Rinnert & Kobayashi, 2007), as mentioned above. Specifically, we looked at the effects of intensive training for university entrance exams, which had been identified in Kobayashi and Rinnert (2001b), on the writing of novice university writers. We compared four groups of first-year Japanese EFL students (N = 27), all at an intermediate English proficiency level: (1) those with both L1 and L2 intensive training; (2) those with only L1 training; (3) those with only L2 training; and (4) those with no intensive training in either L1 or L2. Text analysis of their Japanese and English essays, supplemented by interview data, showed that the intensive instruction affected text construction in both L1 and L2. Moreover, transfer was found from L1 to L2, and to some extent from L2 to L1.

Identification of the task responses to two open-ended topics revealed four discourse types in the essays: argumentation, exposition, self-reflection, and mixed (mainly combinations of exposition/argumentation or self-reflection/argumentation). Major differences in the

frequencies of discourse types across languages were found: Overall, argumentation (taking a position, placed at the beginning of the essay, and supporting it) was the most frequent discourse type in the English essays, whereas there were more expository and mixed than argumentation essays in Japanese. While it was found that the L2 instruction strongly promoted the use of an argumentation discourse type in the L2 essays, the L1 training was associated with a more diverse choice of discourse types. Moreover, the students who received L1 training alone appeared to transfer this diversity in task responses to the L2 essays, but those who experienced a combination of L1 and L2 training did not (Kobayashi & Rinnert, in press a/2008). These findings suggest that compared to the English training, which tended to concentrate on argumentation, the intensive Japanese training presented more varied models of effective texts, as was also seen in the junior high school textbooks analyzed by Kubota and Shi (2005).

In relation to discourse types, we also found that students' early experiences with *sakubun* (expressive writing) in their *kokugo* (Japanese language) classes throughout their elementary and secondary school years led to frequent use of self-reflection, either as a single discourse type or as part of a mixed type (with either argumentation or exposition). Most notably, students who had no intensive L1 training tended to rely heavily on this earlier L1 writing experience, using personal reflection and evidence in their L1 and L2 essays (Kobayashi & Rinnert, 2004a; Kobayashi & Rinnert, in press a/2008; Rinnert & Kobayashi, 2007).

A second main finding was that while the internal structure of the English essays was rather simple, the structure of the Japanese essays by the students with L1 training tended to be more complex, with a substantial number containing an original extended perspective or analysis component (Kobayashi & Rinnert, in press/2008). This difference apparently resulted

from a strong emphasis on the importance of demonstrating originality in the Japanese entrance examination essays.

A third major finding concerned striking effects of the interaction between L1 and L2 specialized training. Most notably, students who had a combination of both tended to produce coherently structured L2 essays with extensive use of discourse markers and rich elaboration of content (Kobayashi & Rinnert, 2004a; Rinnert & Kobayashi, 2007). This strong positive interaction between the L1 and L2 training apparently resulted from the increased amount of writing practice, which was substantial enough to allow them to activate the linguistic and discourse knowledge they had acquired and apply it in their L2 writing. Furthermore, some students who had received both types of training were found to have transferred their knowledge of such features as discourse markers from L2 training to L1 writing, even though most of the transfer observed in the study was from L1 to L2. This bi-directional transfer could occur across languages when common features are perceived to be shared between tasks (L1 and L2 writing, in this case) just as Singley and Anderson (1989) observed a high level of positive transfer between similar line text editing tasks. At the same time, this group of students can be considered “multicompetent writers” who are developing the ability to draw on abilities across the languages they know as they learn to write effectively for various communities (Ortega & Carson, Forthcoming).

1.3 This Study

The present investigation builds on our preceding study, extending the focus to more experienced EFL writers. The aim is to investigate the effects of writing instruction/ experience Japanese EFL students received in overseas school settings, including a variety of academic

levels from high school to postgraduate, on text construction in Japanese and English. One main reason for undertaking this research is the social phenomenon of a large number of Japanese students going overseas to study in institutions where English is the medium of instruction (see Sasaki, Forthcoming). This phenomenon led us to go beyond our investigation of L1 to L2 transfer in our preceding studies to consider the effect of L2 writing experience on L1 writing in this study.

This study attempts to address the issue of L2 to L1 transfer by focusing on specific effects of L2 English writing experience on L1 Japanese writing. The study is undertaken from a social cognitive (Flower, 1994), or socio-cognitive (Riazi, 1997; Roca & Murphy, 2001; Villamail and de Guerrero, 1996), approach that conceives of writing as a primarily mental activity by an individual writer within a particular social context and recognizes the importance of writers' previous experiences and perceptions in constructing their own writing abilities and practices.

We chose to employ a case study approach, based on in-depth qualitative analysis of individual writers' texts and perceptions and drawing comparisons among small groups, to attempt to capture the relationship between text features and the socio-cultural context affecting the writers' choices of such features. Although small-scale studies are limited in terms of how far the findings can be generalized, we agree with Hirose (2006) that such studies can provide deeper insights about aspects of writing that cannot easily be accessed through large-scale quantitative studies.

1.4 Organization of this Report

The current study consists of two stages. In Chapter 2, we present the first stage, an

analysis of Japanese and English argumentation essays by three groups of experienced writers with varying amounts of overseas training. In Chapter 3, we report the second stage, a study of L1 and L2 essays on open-ended topics written by student returnees (who came back to Japan to begin university study after attending high school overseas for 2-1/2 to 3 years), as compared with those by the novice writers from our previous study who had not studied overseas, but had received both L1 and L2 intensive pre-university writing training for university entrance examinations. Finally, based on the results of the analysis in the two stages, Chapter 4 discusses the factors affecting transfer across languages and theoretical, methodological, and pedagogical implications of the findings.

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Note

1. For example, Cummins (1980) presents evidence that “cognitive/academic language proficiency” is independent of “interpersonal communicative skills” in both L1 and L2 (p. 175). Similarly, Cummins (1991) reviews a large number of studies of various kinds of what he terms “decontextualized language proficiency” (p. 84), including “verbal academic proficiency” (p. 74) “discourse proficiency” (p. 83) “cognitive and literacy skills” (p. 78), and “writing expertise” (p. 85), to support the hypothesis of “interdependence” (p. 77) of such proficiency across languages.

CHAPTER 2

Stage 1: Effects of Overseas Experience on the Transfer of Argumentative Writing Competence from L2 to L1

2.1 Introduction

In this first stage of our current study, we aimed to examine the effects of Japanese writers' L2 (English) instruction/experience in overseas settings on the development of their argumentative writing in L1 (Japanese). In essence, we are focusing on essay-level and paragraph-level discourse/rhetorical features, to explore the issue of transfer across languages. As pointed out in the preceding chapter, a number of studies have investigated the transfer of writing ability from L1 to L2 (Cumming, 1989; Kobayashi, 2005; Sasaki & Hirose, 1996), and also from L2 to L1 (Berman, 1994; Shi & Beckett, 2002). However, few studies have approached the issue to clarify how previous writing instruction and experience affect the occurrence of transfer and even fewer have taken a close look into the direction of such influence. Extrapolating from previous studies of L1 to L2 transfer (e.g., Cumming, 1989; Hirose, 2003; Kobayashi, 2005; Kubota, 1998b) and L2 to L1 transfer (Berman, 1994; Eggington, 1987; Shi, 2003), as well as cases of transfer in both directions among the novice writers as explained earlier, we posited a bi-directionality of transfer of writing features across languages. This perspective conforms with that of Manchón & Roca (in press/2007), who found evidence of bi-directional transfer, including features of text organization, in the Spanish and English writing by the higher-proficiency students in their study.

In this study, we address the following empirical research questions:

- (1) What rhetorical features of L2 writing acquired through training/experience are

transferred to L1 argumentation texts?

- (2) How does such transfer differ among three groups of Japanese writers: those with no overseas L2 writing instruction/experience, those with one year of such experience, and those with extensive overseas experience?
- (3) How does the quality of the argumentation texts compare among the three groups of writers?

Based on the results of the empirical analysis, together with insights gleaned from the interview data, a fourth, theoretical research question was also addressed:

- (4) What factors affect the uptake/transfer of L2 features to L1 writing?

2.2 Method

Using a case-study approach, the study compared L1 and L2 essay writing by three groups of Japanese writers (N = 26).¹ The three groups were constituted of writers with varying amounts of L2 writing instruction and experience in overseas settings:

Group 1: No overseas writing instruction/experience in overseas settings (N=10)

Group 2: Two semesters of university level (or in one case, private business school) instruction/experience in English-speaking countries (N=10)

Group 3: Three or more years of post-graduate instruction/experience in English-speaking countries (N=6)

2.2.1 Group Profiles

Group 1 consisted of Japanese university students (7 females and 3 males) in their early 20s, majoring in various disciplines in the humanities or social sciences. Group 2 also comprised

Japanese university students (all females) in their early to mid 20s, but they were mainly language majors. Five of them had studied in North America, two in Australia, two in the United Kingdom (U.K.), and one in New Zealand. Group 3 was made up of Japanese advanced graduate students and teachers (all females) in their 30s to early 40s with a variety of majors in the humanities and social sciences. Three had received academic training in the U.K., two in North America (Canada and the U.S.), and one in Ireland; their overseas residence ranged from 3-1/2 to 14 years.

According to a computerized language test (CASEC),² Group 2 significantly outscored Group 1 in terms of their English proficiency. Group 2 averaged 785 on the CASEC test and 537 in the TOEFL equivalent scores, as opposed to Group 1's means of 708 and 507, respectively (significant differences at $p < .05$ according to independent t -tests). As shown in Table 2.1, we found that within Group 1 there were actually two subgroups in terms of their English proficiency. Four of the members of the group (subgroup 2) had basically the same English proficiency as Group 2, whereas six members of the group (subgroup 1) scored significantly lower. Group 3 was not asked to take the CASEC test, as it was assumed that they all had advanced English proficiency.

Table 2.1: L2 Proficiency Levels for Groups 1 and 2

| | CASEC | TOEFL Equiv |
|---------------------|------------|-------------|
| Group 1 (N=10) | 708 (84) | 507 (33) |
| Subgroup 1 (N=6) ** | 656 (61) | 486 (24) |
| Subgroup 2 (N=4) | 787 (35) * | 538 (14) * |
| Group 2 (N=10) | 785 (50) | 537 (20) |

* $p < .05$, ** $p < .01$

The three groups differed in several ways in terms of their L1 and L2 writing backgrounds. While all groups had received L1 literacy training in elementary through secondary school, overall Groups 1 and 2 reportedly received more L1 training in high school than Group 3, particularly the special L1 essay training that was provided to prepare for university entrance examinations (8/10 for Group 1, 9/10 for Group 2, 3/6 for Group 3). Groups 1 and 2 also reported having written more L1 reports than Group 3 in Japanese universities, but some members of both Group 1 (2/10) and Group 3 (2/6), as opposed to no members of Group 2, had written a graduation thesis in Japanese.

Regarding overall L2 writing training and experience, Group 3 exceeded the other two groups. In overseas settings, Group 3 wrote many more papers (as many as 30) than Group 2, and the length of their papers was much longer (up to 15,000 words). Almost all members of Group 3 (5/6) had written an English master's and/or doctoral thesis in English. However, in terms of L2 writing experience in Japanese universities, Groups 1 and 2 reported receiving much more L2 writing instruction than Group 3. Whereas none of the members of Group 1 had written a thesis in English, a majority of those in Group 2 (7/10) and half of those in Group 3 (3/6) had written a graduation thesis in English.

2.2.2. Data Collection and Analysis

The data collection took place over a period of two years between November, 2004, and November, 2006. At the time they participated in the study, most of the Group 1 students were receiving English writing instruction, whereas the Group 2 students were not enrolled in any writing classes. When the Group 2 students wrote their essays, six were undergraduates who had already finished writing their graduation theses, three had not yet written a graduation

thesis, and one was a graduate student. Four of the members of Group 3 were university teachers (three full-time and one part-time), and two were full-time doctoral students. The sources of data for the study included background questionnaires reporting participants' writing experience in Japan and overseas; one L1 and one L2 essay; and in-depth follow-up interviews.

The essay task was based on two argumentation topics:

Topic 1: Should foreign language education begin in elementary school?

Topic 2: Should elderly people live with family?

The essay prompts, which were written in Japanese, specified a particular audience, an educational Japanese/Canadian publisher soliciting contributions for publication. As can be seen in the Japanese original and English translations in Appendix 1, the prompts explicitly asked writers to take a position for or against the issue.

To control for any topic effect, the topics were alternated: half of the participants wrote on Topic 1 in Japanese and Topic 2 in English; the other half did the reverse. Everyone wrote in Japanese first. There was no time limit, and dictionaries were allowed. The writing sessions were videotaped, and the interviews were audiotaped. The semi-structured interviews, lasting 2 to 3 hours and conducted mainly in Japanese, asked about the construction of the texts and decisions made during the writing process, as well as the writers' perceptions of L1 and L2 writing and possible background influences.

The textual analysis of the L1 and L2 essays focused on argumentation structures, introductions and conclusions, as explained with the results below. The analysis of the interview data examined writers' choices, perceptions, and metalinguistic knowledge.

2.3 Results

A complete set of the Japanese and English essays produced in this study is displayed in Appendix 2. Table 2.2 shows the average numbers (means and standard deviations) of total English words and Japanese characters used in the L1 and L2 essays written by the three groups. In both languages, Group 3 writers, with extensive overseas experience, wrote significantly longer essays than the students of Group 2 and Group 1, who had only one year and no overseas experience, respectively ($p < .05$ according to post-ANOVA Scheffé tests). There was no significant difference between Groups 1 and 2.

Table 2.2: Total English Words and Japanese Characters by Group

| | English words | Japanese characters |
|---------|---------------|---------------------|
| Group 1 | 337.7 (124.2) | 1136.9 (119.8) |
| Group 2 | 358.9 (57.8) | 1137.3 (112.7) |
| Group 3 | 495.8 (64.6)* | 1397.5 (324.7)* |

* $p < .05$

The analysis of the L1 and L2 written essays revealed that writing features transferred from L2 writing training/experience to L1 argumentation texts included knowledge of counterargument and several elements of introductions and conclusions. However, the extent to which the three groups transferred these features was found to differ. The following subsections present the findings of the textual analysis, interpreted in the light of the interview data, beginning with overall rhetorical patterns, then moving to counterarguments (CA) in the body of the argumentation essays, then introductions, and finally conclusions.

2.3.1 Overall Rhetorical Patterns

First, in response to the given tasks, all 26 participants created argumentation texts in their

L1, and most of them (23/26) also did so in their L2, apart from three (two from Group 3 and one from Group 2) who wrote expository essays in English. Since those three expository essays were written on Topic 2, “elderly people living with family,” we assume that the topic may in part have affected these writers’ approach to the task.

The overall structure of the argumentation texts was found to be the same across L1 and L2 writing: a statement of the writer’s position (Pos), followed by pro-reasons/support (Pro) in the body and the position restated at the end. A counterargument (CA), usually but not always including a refutation (rf), was placed as a separate component of many essays, most often before the conclusion. Thus, the one most typical structural pattern in both languages can be abbreviated as Pos → Pro → CA + rf → Pos. On the other hand, the structure of the three exposition texts fell into the overall structure of thesis statement, explanation and restatement of the thesis.

2.3.2 Counterargument Components

Unlike the novice writers in our previous study, who tended to include only brief (1- to 2-sentence) counter-arguments, usually inside the introduction, the conclusion, or a body paragraph, the writers in this study who presented a counter-argument tended to develop it more fully as a component of their essay, often as a full paragraph.

For example, let us consider the following essay by a Group 2 writer (2-1). (In this essay and all others in this report, only spelling errors have been corrected.) In this essay, the third paragraph contains a series of counter-argument points (underlined) with refutations (*in italics*), which in turn constitute strong support for the writer’s position.

Sample Group 2 Essay (2-1)

I think early foreign language education should start with elementary school children. I would like to point out two reasons to agree this suggestion. As well as there are objections to early age foreign language education. Though of my opinion, I think the objections people have for this issue are not strong enough to band the foreign language education to young students.

The first reason is related to the learning abilities. Generally, it is said that the critical point of language acquisition is about the age of 12. From this point of view, start learning languages early is a very effective way to acquire languages. Giving opportunities for children to know things they do not know. Children have lots of things they do not know and they are eager to know them. It is easy to feel and learn the things happening around them, but they do not have attention to thing that is not close enough for them. Foreign languages are not things that they use in every day life, but by giving them chances to learn and know about them, children will open their eyes to the new languages and to the world that uses the languages.

There are some points that are worried about by adopting foreign language as a subject for children. First point is the decrease of the other subjects class hours. *To this opinion, I would like to say that there will be solution. The curriculum is not a stable thing and it charges in several years or even in a shorter term. Using new types of textbooks and by charging the activities, there are ways to keep the teaching contents and levels of other subjects.* The other issue that we come up with is the neglect of the mother tongue. People who disagree the early age foreign language acquisition say that children should concentrate on learning their mother tongue otherwise their level of mother tongue will be low. I would like to ask if they think the bilingual people are not fluent in using languages. From my experiences I think that is not true. Learning foreign language we give them the opportunities to think about their mother tongue and compare with other languages and culture. Children can think objectively about their mother tongue and their culture from learning foreign languages.

Having foreign language classes with elementary school children will be a great opportunity for the children. They can easily learn new languages and have chances to think global. The lack of other subjects class hours and the importance of the mother tongue are the things people who disagree worry about, but we cannot say that the education levels of other subjects will get down. This might be the charge to look over the curriculum of the subject. Foreign language classes will be a good material for children to make progress for their knowledge and their heart.

Table 2.3 shows the frequency of counterargument with refutation components created by group and language. Overall the Japanese essays contained counterargument components more often than the English essays did (46% and 35%, respectively). What stands out across the two languages is that writers in Group 2 employed counterargument with refutation almost twice as often in L1 writing as in L2 (60% in L1, 33% in L2), whereas Groups 1 and 3 used it with the same frequency in both languages (Group 1, 30% and Group 3, 50%).

Table 2.3: Use of Counterargument with Refutation by Group

| Group | L1 essays | L2 essays |
|-------|------------|------------|
| G1 | 30% (3/10) | 30% (3/10) |
| G2 | 60% (6/10) | 33% (3/9)* |
| G3 | 50% (3/6) | 50% (2/4)* |

*The number of L2 argumentative essays was 9 for Group 2, and 4 for Group 3. Three expository essays were excluded from this analysis.

To take a closer look at the use of CA with refutation in both L1 and L2 writing by Group 2 students, we identified the frequency of the four possible distributional patterns, as shown below (“+” indicates presence of CA and “--” shows its absence).

| | L1 | L2 | Cases |
|----|----|----|-------|
| 1. | -- | -- | 3 |
| 2. | + | -- | 4 |
| 3. | -- | + | 1 |
| 4. | + | + | 2 |

The analysis shows that four students did not use CA in L2 writing, but they did employ it in L1 writing.

Table 2.4 summarizes Group 2 students’ responses to the interview question of why they included a counterargument in their writing and what influenced their use. The interview data suggest that there is a strong relation between the use of counterarguments and the L1 and L2 writing instruction Group 2 students received in Japan and overseas. Out of the six students who employed CA in their L1 essays, two appeared to transfer the ability to create CA from L2 writing to L1. They clearly stated that they included a counterargument following the ways

they wrote English essays. One of these students explained that she repeatedly practiced essays including CA and refutation in English writing classes in both Japanese and North American universities. Though her first exposure to CA knowledge was in a non-writing class she took at a Japanese college, it was her L2 writing practice, according to her, that helped her to acquire the ability to make a counterargument.

Table 2.4: Use of Counterargument and Reasons by Group 2 Students

| | L1 | L2 | Most Influential Training | Perception (why / why not CA included) |
|-------|----|----|---------------------------|---|
| S2-1 | -- | + | L2 | L1: Afraid of losing the balance / no appropriate place L2: To make the argument more persuasive |
| S2-2 | + | + | L1 & L2 | L1: Use "ten"* to show an opposing opinion L2: To make an argument more objective / persuasive |
| S2-3 | -- | -- | | L1: Not know how to refute/ avoid complication L2: Not know how to place it |
| S2-4 | + | -- | L1 | L1: To show opposition makes my ideas clearer L2: Afraid of losing coherence in arguments |
| S2-5 | + | / | L2 | L1: Followed ways of writing English essays L2: Expository essay (little topic knowledge->not argue) |
| S2-6 | + | -- | L2 | L1: To make an argument more persuasive L2: No confidence in refuting / No CA makes argument simpler & clearer |
| S2-7 | -- | -- | | L1: (couldn't make problem-statement into CA)** L2: No time for CA / my CA wasn't adequate |
| S2-8 | + | + | L2 | L1: Followed ways of writing English essays L2: To make the argument stronger/ persuasive |
| S2-9 | -- | -- | | L1: No space for CA/ It's in my mind L2: Didn't use it in my English writing |
| S2-10 | + | -- | L2 | L1: To make my opinion more convincing L2: Couldn't turn an argument into CA (it was like problem-solution)- |

+indicates presence of CA, whereas -- shows its absence.

/ means "Not applicable" because of exposition mode

*Corresponding to the third component in a *ki-sho-ten-ketsu* rhetorical pattern, a turn/digression/extended perspective

**The writer thought she included a counter-argument, but the analysis shows that she was just stating some problems of the other side.

In the case of the other four students who used CA components in their L1 essays, two reported that they transferred CA knowledge they had learned in their L2 writing classes, particularly at a Japanese university, to the construction of their L1 texts. According to them,

they wrote a number of reports in English while staying in L2 academic contexts (New Zealand and Britain); however, in this study they wrote L2 essays consisting of mostly points and supporting details without counterarguments. In reflecting on why, one of them said, “I know it’s good to introduce some opinions of the other side, but I don’t know how to refute them in English.” In sum, a lack of practice apparently led them to feel insecure about the use of CA in their L2 writing. Nevertheless, being aware that including a counterargument can make their position more persuasive, they apparently applied that knowledge to their L1 writing.

In the case of the other two students, they reportedly learned CA from both L1 and L2 writing instruction. One of these students was able to create it in her Japanese essay, but was unable to do so in her L2 essay because she was afraid of losing coherence. However, the other student was able to include CA in both her L1 and L2 essays; according to her, repeated practice of using CA in L1 and L2 writing helped her to employ it consistently in constructing the texts in the two languages.

It appears that instruction and repeated practice/use play significant roles in developing the ability to present an opposing view and then arguing against it. This apparently holds true with Group 3 writers. Although the number of writers in Group 3 ($N = 6$) was too small to detect any discernable patterns, three writers included a counterargument in their L1 writing, reportedly to make their argument stronger, while three did not employ it. According to one writer who used it consistently in both L1 and L2 essays, she learned how to make a counterargument in her overseas study skills class and continued to use it in her L2 writing. On the other hand, another Group 3 writer who did not include CA in either her L1 or her L2 essay reported that she had never learned to make a counterargument even in L2 writing classes overseas. These cases indicate that L2 writers who had stayed overseas for considerably long

periods of time to pursue academic work would not necessarily know how to make a counterargument unless they were instructed.

2.3.3 Introduction Components

Six categories of introduction elements were identified in the two languages, as detailed in Appendix 3. The most salient introduction pattern consisted of *background* and *position*, which was found in almost all L1 and L2 essays. Table 2.5 presents the other most frequently occurring elements in essay introductions by group.

Table 2.5: Salient Elements of Introductions by Group

| Group | Preview | | Issue | Clarification |
|---------|---------|------------|-------|---------------|
| | General | # Specific | | |
| Group 1 | | | | |
| L1 | 50% | 20% | 20% | 10% |
| L2 | 10% | 20% | 20% | 0% |
| Group 2 | | | | |
| L1 | 60% | 10% | 20% | 20% |
| L2* | 33% | 22% | 11% | 0% |
| Group 3 | | | | |
| L1 | 40% | 20% | 80% | 60% |
| L2** | 0% | 0% | 100% | 50% |

*No. of essays: 9, **No. of essays: 4

includes both general summary and procedural summary in this table.

What distinguished the three groups was the use of *issue* and *clarification*. Nearly all writers of Group 3 used *issue* to show contrasting sides of a topic before taking a position across L1 and L2 writing (80% for L1; 100% for L2, Table 6). They also employed *clarification* to define particular terms they used in their own essays, for example, “old people” or to clarify their own position (60% for L1; 50% for L2). The following excerpt provides an example of *issue* (underlined) and *clarification* (underlined italics) in an introduction by a member of Group 3.

Group 3 Introduction (3-1)

To begin with, it sounds awkward to discuss whether or not old people SHOULD live with their family members, for it somewhat lacks crucial point: old people's right and freedom to choose. Therefore, I would rather say old people should take an active role in choosing to live with their family members. Furthermore, it is a quite personal, complex issue that has to take lots of things into consideration. A should-or-shouldn't debate is, thus unrealistic. Based on this point of view, I will discuss some major possible pros and cons for old people to live with their family members. *In this essay, "old people" refers to single old people and "family member(s)" to sons or daughter's family member(s).*

By contrast, Groups 1 and 2 employed the two elements of *issue* and *clarification* much less frequently in their L1 and L2 introductions, and instead used *general preview*, which broadly indicates what is to come in the body in terms of content and structure. The following excerpt provides an example of a *general preview* (underlined) by a Group 1 writer.

Group 1 Introduction (1-2)

I agree with the statement that early foreign language education should start with elementary school children. In Japan we can learn English from junior high school to University, but most students cannot use English practically. Therefore, I believe students learn foreign language earlier and more practical. I have two reasons to indicate why elementary school children need to start foreign language education.

Thus, while including basic elements such as *background* and *position*, the introductions by Group 1 and 2 writers tended to be less specific than those of Group 3 in terms of contextualizing for a given topic and using well-defined key words. The preference of Groups 1 and 2 for general introductions, particularly in Japanese, appears to come from their perceptions of Japanese introductions, as reflected in comments like "it does not need preview [of specific content] because it gets redundant or tedious."

The frequent use of *issue* and *clarification* across L1 and L2 writing by Group 3 can be attributed to the academic training they received in English-speaking educational contexts.

Although the interview did not focus on why they had included these elements in their L1 and L2 introductions, the academic training they had received in their disciplinary fields in L2 educational settings appeared to affect their use of these elements. When they write papers or articles in their disciplinary fields, they are usually expected to narrow down a topic before they start to write. Therefore, it is likely that they applied their habitual strategies of contextualizing a topic or limiting the scope of their argument to the writing of the L1 and L2 essays in this study.

In relation to the statement of *issue*, it is worth mentioning that two students in Group 1 included the element consistently in both L1 and L2 introductions, as exemplified in the following:

Group 1 Introduction (1-4)

Nowadays, aging is spreading more and more in the world, especially in advanced countries. Therefore, the number of old people is much bigger than ever before. Thus, many countries are facing problems related to aging. One of them is old people's lonely life. There is the opinion that they should live by themselves. However, I agree with the opinion that they should live with their family members.

Apparently these students consciously applied the knowledge they had gained from their L2 writing class at a Japanese university when writing their L1 introductions. Since they were reportedly actively preparing to study in an English-speaking country at the time of the current research (they are in fact overseas at the time of this writing), they appeared eager to learn to adopt L2 writing features they could handle in their writing. Their *issue* statements were not as sophisticated as those of Group 3 writers; nevertheless, their awareness of the element was strong enough to include it in their L1 introductions.

2.3.4 Conclusion Components

Appendix 4 shows the most common conclusion elements identified in the essays, with explanations of each. Across the groups, the most frequent pattern for conclusions, which was found in all L1 and L2 argumentation essays, comprised *position* restated or implied and *summary*. The most salient elements of the conclusions by group are shown in Table 2.6.

Table 2.6: Salient Elements of Conclusions by Group

| Group | Summary | | Extension/Future |
|-------|---------|----------|------------------|
| | General | Specific | |
| G1 | | | |
| L1 | 80% | 0% | 90% |
| L2 | 50% | 20% | 20% |
| G2 | | | |
| L1 | 70% | 10% | 20% |
| L2* | 33% | 56%# | 22% |
| G3 | | | |
| L1 | 67% | 0% | 20% |
| L2** | 25% | 50% | 75% |

*No. of essays: 9, **No. of essays: 4

This percentage goes up to 60% if the expository essay is included.

One striking tendency shown in Table 2.6 is that whereas little difference was found between Groups 1 and 2 in employing *general summary*, the two groups differed particularly in the use of two other elements: *specific summary*, which covers the specific content of points discussed in the body, and *extension/future concerns*, in which the writer goes one step further to relate a topic to a broader context or to future perspectives including suggestions. That is, in L2 essays, Group 2 students employed *specific summary* more often than their Group 1 counterparts (Group 2, 56%; Group 1, 20%); however, in their L1 essays they did not use *extension/future concerns* as often as Group 1 did, which showed a marked difference between the two groups (Group 2, 20%; Group 1, 90%).

The following two excerpts illustrate these features. First, in a translation of an L1

conclusion by a member of Group 1, the *extension/future concern* is shown in underlined italics.

Group 1 Conclusion (1-4) [translation of original Japanese]

As seen above, the implementation of early foreign language education has many advantages and it is expected to help improve the English ability of Japanese. As the world goes more global, chances of Japanese taking an active role in the world must be increasing. In such cases, the need for speaking foreign languages will be remarkably high. Regrettably, Japan now has only a handful of people with good command of English. In order to change this situation and turn Japan into a new and open country, we should move ahead with early foreign language education.

Second, in an L2 conclusion by a Group 2 member, the *specific summary* is underlined.

Group 2 Conclusion (2-7)

Therefore, people who arrange education programs should realize the great advantages to start early foreign language education for elementary school children. It is important to learn and familiar with the sound of the foreign language while their abilities to listen and imitate are actively developed, besides enjoyable speaking of the language and broadened interest in the language study is helpful to study the language in following study in junior high school.

The interview data suggest that the frequent use of *specific summary* and the infrequent use of *extension/future concerns* in the L1 conclusions written by Group 2 were due to their perceptions of L1 and L2 conclusions, which are summarized in Table 2.7. When asked in the interview, “what aspects do you pay the most attention to when writing a conclusion in English and Japanese?” many of them answered “summarizing,” repeatedly using such phrases as “putting ideas into one sentence,” “rephrasing,” and “with no new ideas.” These phrases echo what is emphasized about the characteristics of English conclusions in writing textbooks (e.g., Langan, 2000; Reid, 1988; Smalley and Hank, 1982).

Table 2.7: Perceptions of L1 and L2 Conclusions by Group 2 Students

| | Patterns used | Perceptions of Conclusion |
|-------|---|---|
| S2-1 | L1: Sum(prc)—Sum(G)—Pos L2: Pos—Sum—Fut | L1: same as English (L1=L2) L2: putting ideas into one sentence concisely |
| S2-2 | L1: Sum(G)—Ext—[Pos implied] L2: Pos—Sum—Fut | L1: referring to future perspectives/better to add something more L2: rephrasing one's opinion |
| S2-3 | L1: Pos (cond) L2: Pos (cond) —Sum(G) | L1: Same as English (L1=L2) L2: rephrasing position /no new ideas/introduction and conclusion same |
| S2-4 | L1: Fut—Pos L2: Sum—Pos | L1: referring to future perspectives L2: try not to bring anything new/rephrasing |
| S2-5 | L1: Pos—Sum(G) L2: Sum—thesis* | L1: Summarizing L2: Summarizing/putting ideas into one sentence/ rephrasing |
| S2-6 | L1: Pos L2: Pos—Sum | L1: writing my opinion clearly/no new idea and no rephrasing (partially the same as L2) L2: rephrasing/no new idea/concise statement |
| S2-7 | L1: Pos—[pos implied] L2: Pos—Sum | L1: including future perspectives L2: ending with restatement of position |
| S2-8 | L1: Sum(G)—Pos L2: Sum—Pos | L1: not interesting to just restate ideas/so include extended ideas a little L2: Summarizing/expressing concisely/rephrasing |
| S2-9 | L1: Sum(prc)—Sum(G)—Pos L2: Sum(G)—Fut—Pos | L1: Emphasizing ideas in introduction (position) (L1 and L2 basically the same) L2: Making position clear/rephrasing |
| S2-10 | L1: Pos (cond) L2: Sum(G)—Pos | L1: repeating what was stated in an abstracted form L2: reviewing what was written |

*Although the English essay of S2-5 is expository, her L2 conclusion is included in this table.

Note: See Appendix 3 for explanation of each of the elements.

On the other hand, as shown in Table 2.7, four students viewed Japanese and English conclusions as being distinct from each other, clearly stating that a Japanese conclusion includes future perspectives or adds something more than a summary.³ In spite of such views, only two followed their perceptions in constructing their L1 conclusions. Although a discrepancy often occurs between what writers believe and what they do, the interview data help to explain why Group 2 used *extension/future* much less often, but frequently used *summary* in L1 conclusions, suggesting that such a tendency was due to the transfer of knowledge about L2 conclusions to L1 writing.

2.3.5 Essay Evaluations

To compare the quality of the argumentation essays produced by the three groups, we

decided to look at aspects of the essays that were related to the discourse features we were focusing on, rather than basing the assessments solely on the standard content, organization, and language quality judgments (e.g., Jacobs, Zinkgraf, Wormuth, Hartfiel, & Hughey, 1981) that are generally used. After creating an initial scale in English, translating it into Japanese, back-translating into English, consulting with writing experts in both languages, pilot-testing and refining the items, we devised the two 7-item rating scales (one English and one Japanese) shown in Appendix 5. The scales each consisted of four sections: Content (persuasiveness of argumentation/ explanation), Structure (organization, coherence), Language (richness of vocabulary, clarity of expression), and Overall (holistic evaluation of the quality of the essay). Three items were included under Content: (1) Amount of explanation (explanation of reasons or grounds supporting assertions, including support for or against any counter-argument); (2) Strength of evidence (facts, concrete examples, observations, professional opinions, etc.); and (3) Consideration for the reader (e.g., clarifying issues/points, providing background information/knowledge about a topic, referring to opposing views/assertions). Two items were specified under Structure: (1) Essay organization (coherence in overall structure and within each component: introduction, body, and conclusion) and (2) Paragraph unity/coherence (agreement between the main point of the paragraph and supporting explanation). For each item, the rater was asked to evaluate the essay on a scale of 1 (poor) to 7 (excellent). The criteria for each item were explained to the raters using the descriptions shown in Appendix 5. On the rating forms, we also provided space for brief comments about strengths and weaknesses of the paper, asking the raters for a listing or explanation of the most salient aspects of the writing that stood out in their mind and affected their evaluation of each essay.

We asked two experienced writing teachers to use the scale to evaluate each of the two

sets of essays. Two native-English-speaking university teachers rated the English essays, and two native-Japanese-speaking *kokugo* teachers evaluated the Japanese essays. They were requested to evaluate the papers in relation to the others in the same set of essays, rather than in comparison to other Japanese student writing that they were familiar with. The final ratings⁴ showed acceptable agreement between both pairs of raters, as detailed in Table 2.8, which shows the Pearson correlations, all of which were significant. For the analysis of the ratings, the category and item scores by the two raters were combined (averaged) for the purpose of comparison across groups.

Table 2.8: Pearson Correlations between Evaluation Scores for Each Pair of Raters by Category and Item

| | English Raters | Japanese Raters |
|--------------------------|----------------|-----------------|
| Total Content | .68** | .92** |
| Content – Amount | .63* | .82** |
| Content – Evidence | .61* | .91** |
| Content – Reader | .63* | .92** |
| Total Structure | .79** | .92** |
| Structure – Organization | .75** | .85** |
| Structure – Coherence | .66** | .89** |
| Language | .71** | .89** |
| Overall | .81** | .96** |

* $p = .001$, ** $p = .000$

We turn now to the raters' evaluations of the essays in each language. Not surprisingly, considering their greater academic experience, Group 3 fared much better than either of the other groups. Specifically, the essays in both languages by Group 3 received higher scores in all categories than the essays by the other two groups.

The group means and SDs of the averaged scores for each category are shown in Table 2.9.

(In this table, the total possible content score was 21, representing the 3 content items combined, and the total possible structure score was 14, the sum of the 2 structure items; the possible language and overall scores were each 7.)

Table 2.9: Mean Scores (and SDs) for Category by Group

| | Content (/21) | Structure (/14) | Language (/7) | Overall (/7) |
|----------|---------------|-----------------|---------------|--------------|
| ENGLISH | | | | |
| Group 1 | 12.30 (4.24) | 9.43 (2.69) | 3.18 (0.83) | 3.98 (1.26) |
| Group 2 | 13.50 (1.44) | 10.15 (2.11) | 3.98 (0.76) | 4.48 (0.82) |
| Group 3 | 17.54 (2.71) | 11.08 (2.63) | 6.13 (0.54) | 5.83 (0.88) |
| JAPANESE | | | | |
| Group 1 | 14.68 (2.36) | 9.95 (1.44) | 4.83 (0.54) | 5.03 (0.70) |
| Group 2 | 13.75 (1.84) | 9.68 (1.58) | 4.78 (0.66) | 4.78 (0.68) |
| Group 3 | 17.75 (2.98) | 10.63 (2.08) | 6.04 (0.68) | 6.08 (0.88) |

The scores for each item (out of a possible 7 points each) are shown in Table 2.10.

Table 2.10: Mean Scores (and SDs) for Items by Group

| | ContAmt | ContEvi | ContRd | StrOrg | StrCoh | Language | Overall |
|----------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| ENGLISH | | | | | | | |
| Group 1 | 3.98 (1.36) | 4.10 (1.54) | 4.23 (1.43) | 4.95 (1.57) | 4.48 (1.23) | 3.18 (0.83) | 3.98 (1.26) |
| Group 2 | 4.28 (0.74) | 4.38 (0.43) | 4.85 (0.69) | 5.25 (1.00) | 4.90 (1.19) | 3.98 (0.76) | 4.48 (0.82) |
| Group 3 | 6.00 (0.89) | 5.75 (2.00) | 5.79 (0.90) | 5.50 (1.30) | 5.58 (1.43) | 6.13 (0.54) | 5.83 (0.88) |
| JAPANESE | | | | | | | |
| Group 1 | 4.93 (0.82) | 4.83 (0.86) | 4.93 (0.87) | 5.13 (0.68) | 4.83 (0.81) | 4.83 (0.54) | 5.03 (0.70) |
| Group 2 | 4.73 (0.74) | 4.45 (0.60) | 4.58 (0.60) | 4.85 (0.75) | 4.83 (0.84) | 4.78 (0.66) | 4.78 (0.68) |
| Group 3 | 5.88 (1.09) | 5.83 (1.04) | 6.04 (0.87) | 5.17 (1.07) | 5.46 (1.11) | 6.04 (0.68) | 6.08 (0.88) |

ContAmt: Amount of content; ContEvi: Strength of evidence; ContRd: Concern for reader; StrOrg: Essay level organization; StrCoh; Paragraph level coherence

A multivariate analysis of variance was performed on the combined scores for each language, the results of which are shown in Table 2.11.

Table 2.11: Results of Statistical Analysis (MANOVA) of Group Differences

| | ENGLISH | | JAPANESE | |
|------------------------|----------|----------|----------|----------|
| | <i>F</i> | <i>p</i> | <i>F</i> | <i>p</i> |
| Total Content | 5.64 | .010* | 5.72 | .010* |
| Content Amount | 7.49 | .003** | 3.60 | .044* |
| Content Evidence | 4.35 | .025* | 5.48 | .011* |
| Content Reader | 3.96 | .033* | 6.86 | .005** |
| Total Structure | 0.85 | .439 | 0.63 | .542 |
| Structure Organization | 0.34 | .712 | 0.41 | .671 |
| Structure Coherence | 1.45 | .255 | 1.16 | .333 |
| Language | 29.59 | .000** | 9.25 | .001** |
| Overall Quality | 6.27 | .007** | 6.26 | .007** |

* $p < .05$, ** $p < .01$

As shown in Table 2.11, in both languages, group was found to be a significant factor on all the content, language, and overall scores, but not the structure scores. That is, the groups differed significantly in terms of the content, language, and overall quality of their L1 and L2 essays, but did not differ in terms of the structural organization or coherence of their writing.

Post-hoc Scheffé tests were conducted to determine which pairs of group scores differed significantly; the results are displayed in Table 2.12. For the Japanese essays, the difference in scores for total content was significant between Groups 1 and 3 ($p = .035$) and Groups 2 and 3 ($p = .008$), but not between Groups 1 and 2. Two of the individual content items appeared to distinguish the groups: (1) the amount of content between Group 2 and Group 3 approached

significance ($p = .052$), but was non-significant for the other groups; and (2) the quality of evidence scores for Group 3 were significantly higher than those for Group 2 ($p = .012$), and showed a tendency to be higher than those for Group 1 ($p = .078$). In the other content item (concern for the reader) as well as in language use and overall quality, Group 3 significantly outscored both the other two groups, who did not differ significantly from each other.

Table 2.12: Results of Post-hoc Pairwise (Scheffé) Comparisons (p -values)

| | Groups 1 vs. 2 | Groups 1 vs. 3 | Groups 2 vs. 3 |
|------------------------|----------------|----------------|----------------|
| ENGLISH | | | |
| Total Content | .687 | .012* | .057 |
| Content Amount | .818 | .004** | .016* |
| Content Evidence | .861 | .031* | .080 |
| Content Reader | .445 | .033* | .260 |
| Total Structure | .807 | .441 | .767 |
| Structure Organization | .879 | .723 | .935 |
| Structure Coherence | .755 | .255 | .584 |
| Language | .078 | .000** | .000** |
| Overall | .560 | .007** | .055 |
| JAPANESE | | | |
| Total Content | .679 | .056 | .011* |
| Content Amount | .874 | .123 | .052 |
| Content Evidence | .597 | .078 | .012* |
| Content Reader | .610 | .036* | .005** |
| Total Structure | .933 | .734 | .546 |
| Structure Organization | .749 | .995 | .751 |
| Structure Coherence | 1.000 | .406 | .406 |
| Language | .984 | .004** | .003** |
| Overall | .752 | .035* | .008** |

* $p < .05$, ** $p < .01$

For English, the pattern was similar, but the bigger difference tended to be between Groups 1 and 3 in all categories. That is, the scores for the students with no overseas experience were significantly lower than those with 3 or more years experience overseas for total content and all specific content items, as well as for language and overall quality, whereas Group 3 significantly outscored Group 2 (those writers with one year of overseas experience) only for amount of content and language, with an almost significant difference in total content and overall quality, and a tendency for quality of evidence. There was no significant difference between Groups 2 and 3 in terms of concern for the reader, total structure, structural organization, or paragraph coherence.

2.4 Discussion

2.4.1 Transferred Features

With respect to the first research question, the features that we found to be transferred from L2 writing training/experience to L1 argumentation texts included the following:

- (1) Overall argumentation structure, particularly placement of a position statement at the beginning and end of the essay;
- (2) Inclusion of a counter-argument component within the body of the essay;
- (3) Elaboration of the introduction to include not only a preview of the structure of the paper, but specification of both sides of the issue and clarification of the topic as well as definition of terms; and
- (4) Suppression of extended or future perspectives in the conclusion.

Although it was found that the first two of these features were emphasized in both L1 and L2 training, the interview data made it clear that for many of the participants, especially

those with overseas training, the strongest influence came from their L2 training and experience.

Regarding the second research question, we found that transfer of features differed among the three groups of Japanese writers in several respects. First, although all three groups showed evidence of transfer of the overall structure (including a position statement at the beginning of the essay), those with no overseas L2 writing instruction/experience (Group 1) appeared to have been much less influenced in terms of the other features identified in the study. In particular, those with one year of overseas experience (Group 2) and those with extensive overseas experience (Group 3) both included more counterargument components than Group 1; Group 2 also tended not to include extended/future perspectives in their L1 conclusions, unlike most of the Group 1 writers. In addition, those with longer overseas experience (Group 3) provided much more elaboration in their L1 introductions than the members of the other two groups, which reflected their extensive training and experience of writing in their specific academic disciplines. Overall, seven members of Group 1 reported more influence from their L1 experience/training; eight members of Group 2 perceived stronger influence from their L2; and three members of Group 3 said they were under stronger influence from their L2 training, as opposed to the other three, who said L1 and L2 exerted equal influence.

2.4.2 Essay Evaluation

In response to the third research question regarding the quality of the essays written by the three groups of writers, we found, not surprisingly, that the essays by Group 3, who had much greater academic experience than the other two groups, were rated as superior to those of the

other two groups. Undoubtedly, the many more papers they had written (and read) while engaging in their disciplinary training both overseas and after their return to Japan led these writers to produce more persuasive content and show greater concern for their readers (for example, by defining their terms and clarifying the scope of their arguments), using more sophisticated expressions in both English and Japanese, and ultimately producing better essays. Their higher L2 language proficiency undoubtedly also contributed to their higher L2 essay scores.

On the other hand, it was much less predictable that the raters would perceive the organization and coherence of the Group 3 essays as being no better than those of the other two groups. That is, in terms of the overall essay structure and the structure of the paragraphs in the essays, the writing by all three groups was judged equally well organized and coherent. This finding suggests that once writers have acquired the ability to produce logically structured text, improvement in their writing competence will come from better quality content development and more refined language use, rather than some imagined improvement in organizational skills. From another point of view, writing may reach a kind of threshold level in terms of organizational structure, beyond which it may not be perceptibly improved, and instruction focusing in organization may no longer be necessary or desirable beyond a certain level of writing competence.

Regarding the relation between the evaluation scores and the specific text features identified in the texts, we did not find any direct relation between higher content or higher overall ratings and the presence of a counterargument as a component of the body of the argumentation essays. This can be explained in two ways. First, although an effective counterargument with refutation may have tended to make an argument more convincing, a

weak counterargument or one that contained no refutation could have seriously weakened the argument. Second, some of the writers included mention of the counterargument in the introduction or the conclusion instead of the body of the paper, which could be another effective way to incorporate a counterargument and strengthen the persuasiveness of the essay without adding an additional component to the body of the essay.

On the other hand, the presence of issue and clarification in the introductions of the essays, which was most notable in Group 3, but also occurred in the essays of two members of each of the other groups, apparently contributed to their higher content and overall quality scores. The means and SDs for the total content and overall quality of the Japanese essays with and without issue and/or clarification in the introductions are displayed in Table 2.13.

Table 2.13: Mean Scores and SDs for Japanese Essays with and without Issue/Clarification in the Introduction

| | N | Total Content | | Overall Quality | |
|------------------------------------|----|---------------|--------|-----------------|--------|
| | | Mean | (SD) | Mean | (SD) |
| Essays with no Issue/Clarification | 16 | 13.89 | (2.10) | 4.81 | (0.69) |
| Essays with Issue/Clarification | 10 | 16.85 | (2.72) | 5.75 | (0.87) |

Independent *t*-tests comparing the scores for the two sets of essays confirmed that the differences were significant ($t = -2.935, p = .010$ for total content, and $t = -2.901, p = .010$ for overall quality, which meets the adjusted level of significance of .025 required to compensate for possible error introduced by performing two *t*-tests).

2.4.3 Factors Contributing to Transfer

As for the fourth research question, the findings from the empirical analysis provide evidence that the transfer of features acquired through L2 training/experience to L1 writing is

influenced by several factors: (1) the amount and content of L1 and L2 writing/experience, (2) language proficiency, (3) disciplinary knowledge/training, and (4) affective traits of individual writers (e.g., motivation). While our previous study (Kobayashi & Rinnert, 2004b; Kobayashi, 2005) had identified the above factors (1) and (4) as affecting the transfer of features acquired through L1 instruction, particularly the feature of overall structural schema, to L2 writing, the present study clarified that these interrelated factors can also play a significant role in the reverse transfer of specific argumentation features from L2 to L1 writing. In the case of counterarguments, for example, writing instruction in either L1 or L2, or in both languages, is important in terms of providing knowledge. However, it is the amount of writing practice or experience that helps writers to convert the knowledge to the acquisition level, which makes the learned knowledge transferable across the languages. Thus, several writers in Groups 2 and 3 who had reached that level mostly through L2 writing training or through combined L1 and L2 training were consistent in constructing a counterargument and refuting it in both Japanese and English writing. This latter case, in particular, makes it evident that interaction between L1 and L2 training reinforces the acquisition of certain features.

Related to the amount of writing practice, the content of the instruction students receive also plays a role. The study clearly indicated that those who had not been taught to use counterarguments did not do so. According to the interview data, the instruction in overseas school settings appears to be diverse and locally situated. Some instruction, for example, may emphasize the importance of giving strong support reasons for a position stated, whereas some other instruction includes knowledge and practice of making a counterargument. Although the content provided may depend upon the academic level of students, unless such knowledge is taught, there seems to be little likelihood that students will use it across languages.

Language proficiency was also found to impact the transfer of features across languages. The present study revealed that use of the writer's first language can make L2 knowledge transferable to L1 writing. As reported earlier, several Group 2 students did not include a counterargument in their L2 essay due to risk avoidance, lack of confidence, and formulation difficulties; however, they produced the CA structures in their L1 essays, most likely because the use of their first language would leave more mental capacity for them to cope with a cognitively challenging task (Berman, 1994), in addition to providing more language facility in terms of expression. The language factor could also be seen in the L2 writing of the Group 3 writers, who with their advanced English proficiency were able to employ strategies flexibly. Furthermore, for the Group 1 writers (though not for those of Group 2), there was found to be a positive correlation between English proficiency and evaluation scores for English content (.704) and English overall quality (.651), both significant at $p < .05$. That is, among the students who had not studied overseas, those with higher English proficiency tended to be better able than those with lower proficiency to produce effective content, resulting in higher overall quality scores.

As a third factor affecting transferability of writing features across languages, the present study added disciplinary knowledge/training. As already discussed, the two elements of *issue* and *clarification* that Group 3 writers used in their L1 introductions evidenced the transfer of knowledge they were likely to have acquired through higher levels of academic training and writing experience, particularly in their specialized areas.

Finally, affective factors such as motivation and judgment were also found to influence the transfer of writing features to L1 writing. This was evident among the Group 1 students who aspired to study overseas and were working hard toward that goal when the data collection

took place, in that all three of them, in contrast to the other members of the group, reported stronger influence from L2 than from L1 writing instruction/experience. It was also seen among members of all three groups who exerted their own judgments. For example, one Group 3 student chose to define her audience as ordinary people for whom she decided an inductive approach, leading up to a statement of her position at the end, would be more reader-friendly than starting out with a position statement at the beginning.

Notes

1. The original number of participants was 29, but three were eliminated because their backgrounds differed radically from those of the other members of the groups to which they had been assigned.
2. The Computerized Assessment Systems for English Communication, developed by the Eiken (English STEP Test) administrators, is self-administered at the students' own pace. The test contains four sections (vocabulary, idioms, listening, and dictation), and the results are reported in the form of a total numerical score (out of a possible 1,000 points), a proficiency level, and TOEIC and TOEFL equivalent scores.
3. Three students in Group 1 made similar comments about Japanese conclusions. The remaining Group 1 members did not make any specific comments about differences between L1 and L2 conclusions, except either "putting ideas together" ("*matome*" in Japanese) or "stating the same opinion as in an introduction."
4. When we received the ratings back for both sets of essays (English and Japanese), the inter-rater agreement was lower than we considered acceptable, in both cases because one

rater gave substantially lower scores than the other rater (and lower than we felt was appropriate, particularly on language use). To address the problem, we discussed the criteria in more depth with the raters and asked them to re-consider their scores, particularly those that we identified as having large discrepancies. It should be noted that the higher agreement between Japanese raters as compared to the English raters on the final scores probably reflects the fact that we were able to work more closely, in person, with the Japanese raters, as opposed to having to rely on e-mail communication with the English raters.

ADDENDUM TO CHAPTER 2

2.4.2 Essay Evaluation (continuation)

For the three groups combined, the correlation between the overall quality scores in Japanese and English was not significantly high ($r = .299$), and the only significant correlation in evaluation scores across the two languages was for the quality of language ($r = .576, p < .01$). However, when the scores for five atypical writers were excluded, the picture changed considerably. The atypical writers included those who had not written argumentation essays in both languages and “outliers” with exceptionally lower scores in one of the languages because they had had substantially less writing experience than other members of their groups (including one Group 1 student who had not taken any English writing classes and one Group 3 writer who had done considerably less Japanese academic writing because she had attended only overseas universities). As seen in Table 2.14, for the 21 remaining writers, there were significant correlations in their evaluation scores for all categories: content ($r = .519$), organization ($r = .448$), language ($r = .638$), and overall quality of essay ($r = .564$).

Table 2.14: Correlations between Japanese and English Argumentation Essay Scores (excluding outliers)

| | Content | Organization | Language | Overall |
|--------|---------|--------------|----------|---------|
| N = 21 | .519* | .448* | .638** | .564** |

* $p < .05$, ** $p < .01$

Based on these results, we can conclude that for those writers who have had some academic writing experience/training in both Japanese and English, the quality of their argumentation essays tends to be similar across languages. This accords with the findings of earlier studies, such as those cited at the beginning of Chapter 1, that skilled writers in one language tend to be skilled writers in other languages.

CHAPTER 3

Stage 2: L1/L2 Situated Writing Experience: Overseas High School Returnees vs. Non-returnees

3.1 Introduction

In the second stage, we aimed to examine the effects of overseas high school L2 instruction/experience on the development of writing in both L1 (Japanese) and L2 (English). For this purpose, two groups of first year university students, one with overseas high school study experience and the other without such experience, were compared in this study. The following research questions were addressed:

- (1) Are there any differences between L1 and L2 writing by the two groups in terms of writing speed and planning time?
- (2) Are there any differences between L1 and L2 writing by the two groups in terms of task response?
- (3) Are there any differences between L1 and L2 writing by the two groups in terms of text features created (i.e., structure and discourse makers)?
- (4) Are there any differences between L1 and L2 writing by the two groups in terms of evaluation scores (i.e., content, organization, language use, and overall quality)?

In this chapter, first the method is explained, including selection of participants and data collection procedures, and then findings and discussion are presented.

3.2 Method

3.2.1 Participants

The participants were all Japanese first-year university students except one student who

was a sophomore (N = 19). They were selected to form two groups: Group 1, those without overseas high school study experience (N = 9), and Group 2, those with such overseas experience (N = 10).

Group 1 consisted of students who had participated in an earlier study (Kobayashi & Rinnert, 2004b), having received L1 and L2 intensive short-essay writing training geared at university entrance exams in Japan. They reportedly had experience writing 8 or more L1 and L2 essays during the training.

Group 2 was constituted of students who had stayed overseas and studied in high school there for at least 2 to 3 years (27 months on average). Profiles for Group 2 students are presented in Table 3.1 regarding “country of stay”, “length of overseas stay with years of high school education received,” “L1 instruction received overseas”, and “years of L1 education in Japan.”

Table 3. 1: Profiles of Overseas Returnees

| Participants | Country | Type of school | Yrs /overseas | Local J.S. | Yrs/J.S. in Japan |
|--------------|----------------|----------------|---------------|------------|-------------------|
| R1 | Germany | Inter. S | 2(2) | Sat.S. | 10.5 |
| R2 | US | HS | 3 (2) | Sat S. | 9.5 |
| R3 | Ireland | HS | 3(3) | / | 9 |
| R4 | Australia | HS | 2.5 (2.5) | / | 9.5 |
| R5 | New Zealand | HS | 3.25 (3) | / | 8.5 |
| R6 | US | HS | 5 (3) | Sat.S. | 7.3 |
| R7 | Australia | HS | 3 (3) | / | 10.5 |
| R8 | US | HS | 4 (2) | Sat. S. | 7.8 |
| R9 | Germany | Inter. S | 6 (3) | Jr. S. | 6.25 |
| R10 | Dutch/Thailand | Inter. S | 8 (3) | Elem.S. | 5 |

HS: high school; Inter. S: International school; Number in parentheses: years of high school; Local J.S.: Local Japanese school returnees attended; Sat.S.: Saturday Japanese school, Elem S.: Elementary school, Jr. S.; Junior; Yrs/J.S. in Japan: Years of Japanese education received in Japan

The countries they lived in were mostly English-speaking countries, including the United States (n = 3), Australia (n = 2), New Zealand (n = 1), and Ireland (n = 1); however, three students stayed in non- English-speaking countries, Germany (n = 2), and Thailand (n = 1), where they attended international schools that used English as the medium of instruction. Thus,

although there was some difference among Group 2 students in terms of the amount of exposure they had to English, they all received instruction in English in high school.

Regarding Japanese high school education, three Group 2 students received it for a period of time ranging from 4 to 18 months prior to departing for overseas study, whereas another 3 students received it for 12 to 18 months after returning to Japan. During their stay overseas, 4 students went once a week to a local Japanese school, which is called “Saturday Japanese school,” while attending a regular English-speaking high school. All 10 students in Group 2 applied for admission to the Faculty of Integrated Arts and Sciences, Hiroshima University, and they succeeded in passing a college entrance exam given specifically for overseas returnee applicants. To pass this entrance exam, they had to prepare for an L1 essay writing exam after they returned from overseas. In this respect, both Group 1 and Group 2 shared a similar kind of essay-writing practice in Japanese before entering university.

3.2.2 English proficiency

Regarding English proficiency, the two groups took a computerized language proficiency test (CASEC) individually, and their scores were found to be significantly different ($p < .01$) according to a multivariate (MANOVA) test. However within Group 2, there appeared to be some marked differences in the scores (as evidenced in a high standard deviation). Therefore, the group was divided into two subgroups using 700 points as a cut-off. As a result, five students forming Group 2H (a higher subgroup) averaged 832 on the CASEC scores and 556 in the TOEFL equivalent scores, whereas another five constituting Group 2L (a lower subgroup) averaged 640 and 480, respectively. Table 3.2 presents the mean scores and SDs by group and subgroup.

Table 3.2: English Proficiency by Group and Subgroup

| | CASEC | TOEFL equiv | TOEIC equiv |
|----------------|-----------------|-------------------|-------------------|
| G1 (n = 9) ** | 615.11 (47.02) | ** 470.44 (18.74) | * 628.67 (62.87) |
| G2 (n = 10) | 735.90 (112.55) | 517.80 (44.53) | 757.50 (124.68) |
| G2H (n = 5) | 831.80 (54.95) | 555.80 (21.66) | 859.00 (58.46) |
| G2L (n = 5) ** | 640.00 (49.91) | ** 479.80 (19.56) | ** 656.00 (76.19) |

* $p < .05$, ** $p < .01$

A post-hoc Scheffé pairwise comparison indicated that Group 2H significantly outscored both Group 2L and Group 1 on the CASEC test and the TOEFL equivalent scores ($p < .001$). But, no significant differences were found between the latter two groups on either score. This finding suggests that in terms of their English proficiency, Group 1, without overseas study experience, and the lower subgroup 2L, with such experience, shared a similar level (see Appendix 6 for mean scores by group and subgroup for all the subsections of the CASEC test).

3.2.3 L2 writing instruction/experience

As Table 3.3 shows, a majority of returnee students (8 out of 10) received English writing instruction in the high school they attended overseas. This was instruction targeted at English as a Second Language (ESL) students, presumably for those who made a new start in school with English as a medium of instruction. Although such formal writing classes were not available for the remaining two students, they did receive some writing knowledge in the form of individual feedback in content-based classes such as world literature and social studies.

Table 3.3: L2 Writing Instruction/Experience Overseas by Group 2

| | Writing instruction | Writing practice | Term paper/report | Amount |
|-----|--|--|--------------------------------|--------------------------|
| R1 | How to write a summary, & essay structure | Paragraph, essay, opinion, summary, report | 2~3 pages | About 15 times |
| R2 | Words, grammar, & essay structure | Paragraph, essay, opinion, summary, report | 3~4 pages | 25 times |
| R3 | Grammar & miss-spelling | Opinion, summary, report | 2~3 pages | over 30 times |
| R4 | No formal writing instruction, but received teachers' feedback on reports & learned correct citation | (reports, research paper, summary)* | 20 pages | 10~15 times per semester |
| R5 | Essay structure, Grammar, linkage words | Paragraph, essay, opinion, summary, report | 8000 words Longest | More than 20 times |
| R6 | Essay structure & words | Paragraph, essay, opinion, summary, report | 3~5 pages | 20~25 times |
| R7 | Essay structure, grammar | Paragraph, essay | Rare due to science/math taken | Rare |
| R8 | Essay structure & correct citation | Journal, paragraph, essay, opinion, summary, report | 5~6 pages | 2 times |
| R9 | Grammar, essay structure, outline | Journal, essay, opinion, summary, report | 1500 words Over2500 words | 10 times 2 times |
| R10 | No formal writing instruction, but some in literature class | Write the same content in varying amounts of words (100~500 words) | 6 pages | 7~8 times |

*R4 wrote papers in content-based classes.

As opposed to the L2 writing experience by Group 1 students, which was limited to paragraph-level writing, most of the Group 2 members produced longer pieces of writing in a variety of genres, including opinion, summary, report, and essay writing. Furthermore, they wrote papers frequently because papers are required to be turned in as part of the course assignment in many content classes, although it depended to some extent upon content areas and classes (for example, one student reportedly had little experience writing papers because he chose mostly science and math courses). In all, compared with Group 1 students who practiced L2 paragraph writing only, returnees experienced L2 essay-level writing with greater frequency.

3.2.4 Data collection

Like Stage 1, the sources of data for Stage 2 included background questionnaires asking about individual students' past L1 and L2 writing instruction/experience in Japan and overseas, two pieces of writing (one in Japanese and one in English), and in-depth follow-up interviews.

For comparability, the same two open-ended opinion eliciting prompts used in the previous study (Kobayashi & Rinnert, 2004b) was employed. They were formulated as follows:

Topic 1: Place to live

Students at universities often have a chance to choose where to live. They may choose to live in an apartment alone near their school, or they may choose to live with their family and commute to their university. What do you think of this topic? Write an essay in English, explaining your opinion about it. Your written essay will be included in a compilation of class essays and your classmates will read it.

Topic 2: Travel

Many university students often have a chance to travel. They may choose to travel alone, or they may choose to travel in a group. What do you think of this topic? Write an essay in English, explaining your opinion about it. Your written essay will be included in a compilation of class essays and your classmates will read it.

To control for any topic effect, the topics were alternated, with half of the students in each group writing on Topic 1 in Japanese and Topic 2 in English, and the other half doing the opposite. Like Stage 1, both returnees and non-returnees wrote in Japanese first. No time limit was given, and they were allowed to use electronic dictionaries for their L2 writing.

The writing sessions were individually videotaped, and the interviews were audiotaped. When one writing session was finished, the second one was conducted within a two-week interval. After writers finished their writing, they were interviewed in Japanese about their composing process (e.g., how much they had planned before actually writing) and about their experience with L1 and L2 writing/instruction in Japan and overseas, as well as their

perceptions of L1 and L2 writing. The semi-structured interviews lasted 90 minutes to 120 minutes. The interview data were used mainly as a secondary source of information to confirm and supplement the textual analysis explained below.

3.2.5 Data Analysis

3.2.5.1 Identification of discourse types

The essays were first analyzed in terms of how the writers chose to frame their responses to the open-ended topics. In the previous study (Kobayashi & Rinnert, 2004b), four basic discourse types, which emerged from the data, rather than being pre-determined, were identified: Argumentation, Exposition, Self-reflection, and Mixed. The first was the frame of an argument, where students stated their opinion in favor of one or the other of the two choices (living at home or living alone for Topic 1; traveling in a group or traveling alone for Topic 2). The second type comprised a discussion of the topic in an expository framework, not taking a side, but analyzing the advantages and disadvantages of each or creating an original thesis related to the topic. The third was a conscious or unconscious choice to approach the writing as a “*sakubun*” (self-reflective writing, widely practiced in Japanese L1 classrooms from elementary school on). The fourth was a mixed approach where students combined two discourse types. Three mixed patterns were identified: Argumentation combined with Exposition, Argumentation combined with Self-reflection, and Exposition combined with Self-reflection. In the current study, all of these same types appeared with the exception of Self-Reflection. Sample L2 essays for each of the three main types found in this study (Argumentation, Exposition, and Mixed) are presented in Appendix 7.

3.2.5.2 Determination of organizational structures

The text structures identified in the essays were closely related to the discourse types. Except for the self-reflection essays, which tended to employ a narrative mode with no clearly identifiable patterns in their overall or internal structures, each of the types was found to take one or more distinctive organizational forms, as explained in the Results section below. Key components identified in the analysis of the overall structure of the essays included position statements (e.g., “I think it’s better for an undergraduate to live alone”), general statements (e.g., “Each side has merits and demerits”), and thesis statements (e.g., “Choosing a place to live is a step to independence”), and other major components included reasons, explanation, and illustration. The analysis of the internal structure examined the body of the essays in terms of the specific components they contained.

3.2.5.3 Classification of discourse markers by levels

Discourse markers used to signal the internal structure of the essays and provide logical connections among the parts were identified on two levels of discourse in the current study: (1) meta-discourse level, including both essay and inter-paragraph (connecting paragraphs) markers and (2) intra-paragraph level, including those that signal multi-sentential chunks of discourse and inter-sentential relations. Examples of meta-discourse level markers are *There are two ways to travel*, *First*, *On the contrary*, and *In conclusion*, while those at an intra-paragraph level include *For example*, *Therefore*, *But*, and *So*.¹

3.3. Results

3.3.1 Total words, characters and writing time

Total English words and Japanese characters with means and SDs by group are shown in

Table 3.4.

Table 3.4: Total English Words and Japanese Characters by Group

| | English words | Japanese characters |
|----------------|------------------|---------------------|
| G1 (n = 9) ** | 190.33 (124.20) | 790.11 (101.47) |
| G2 (n = 10) ** | 353.30 (98.12) * | 814.30 (202.15) |
| G2H (n = 5) | 419.80 (98.38) | 846.80 (218.60) |
| G2L (n = 5) ** | 286.80 (30.51) | 781.80 (203.77) |

G1: Non-returnees; G2H: Higher-level returnees; G2L: Lower-level returnees

** $p < .01$, * $p < .05$

According to a multivariate (MANOVA) test, there was a significant difference between Group 1 and Group 2 ($F = 20.56, p = .000$) for number of English words, but not for number of Japanese characters. Furthermore, the post-hoc Scheffé pairwise comparison shows that the higher proficiency returnees (Group 2H) wrote significantly more words than the other two groups, Group 1 and Group 2L (G2H vs. G2L, $p = .012$; G2H vs. G1, $p = .000$), while Group 2L wrote longer English essays than Group 1 ($p = .039$).

Writing time in English and Japanese with means and SDs are displayed in Table 3.5. The results of the same statistical analysis indicate that Group 1 and Group 2 significantly differ in time spent on writing English essays (G1, 32.46; G2, 46.61, $F = 5.837, p = .027$), and higher level returnees had a tendency to spend more time than non-returnees (G2H, 50.65, G1, 32.46, $p = .064$), but there was no clear difference between the other subgroups. For writing time in Japanese, a similar tendency was observed. Group 1 and Group 2 also showed a tendency toward a significant difference (G1, 32.32; G2, 50.44, $F = 3.955, p = .063$), and similar to English writing time, G2H spent significantly more time on writing Japanese essays than Group

1 (G2H, 50.44; G1, 32.32, $p = .038$), whereas no other subgroup difference was found.

Table 3.5: Total English and Japanese Writing Time by Group

| | English | Japanese |
|--------------|-----------------|---------------|
| G1 (n = 9) * | 32.46 (12.37) * | 32.32 (10.67) |
| G2 (n = 10) | 46.61 (13.08) | 43.56 (13.59) |
| G2H (n = 5) | 50.65 (10.63) | 50.44 (14.61) |
| G2L (n = 5) | 42.58 (15.21) | 36.68 (9.16) |

G1: Non-returnees; G2H: Higher-level returnees; G2L: Lower-level returnees

* $p < .05$

In short, the returnee group wrote longer English essays, spending more time on writing than the non-returnee group, and the high level outperformed lower level returnees in the length of essays and the amount of time spent on writing. Regarding Japanese essays, there were no obvious differences in the length of essays among groups, but high level returnees appeared to spend the longest time writing Japanese essays (G1: 32.32; G2H: 50.44; G2L: 36.68 minutes).

3.3.2 Writing speed and planning time

For writing fluency measures, writing speed (words per minute for English and characters per minute for Japanese) and planning time were examined for the two groups. English words per minute and planning time are shown in Table 3.6, and Japanese characters per minute and planning time are in Table 3.7. The results of MANOVA tests indicate that for the two English measures, there were no significant differences between the two groups (G1 and G2), nor between the subgroups (G2H and G2L). Although the mean difference appeared to be large, particularly in English writing speed (G1, 6.39; G2, 8.39), this difference was not significant.

Table 3.6: English Essay Length, Speed of Writing and Planning Time by Group

| | Word Count Mean (SD) | Words/Minute Mean (SD) | Planning Time (Min) Mean (SD) |
|-------------|-------------------------|---------------------------|----------------------------------|
| G1 (n = 9) | 190.33 (124.20) | 6.39 (2.15) | 6.38 (4.49) |
| G2 (n = 10) | 353.30 (98.12) | 7.91 (2.12) | 6.11 (5.39) |
| G2H (n = 5) | 419.80 (98.38) | 8.39 (1.66) | 6.22 (3.71) |
| G2L (n = 5) | 286.80 (30.51) | 7.29 (2.62) | 6.00 (7.19) |

G1: Non-returnees; G2: Returnees; G2H: Higher-level returnees; G2L: Lower-level returnees

Table 3.7: Japanese Essay Length, Speed of Writing and Planning Time by Group

| | Character count Mean (SD) | Characters/Minute Mean (SD) | Planning Time (Min) Mean (SD) |
|-------------|------------------------------|--------------------------------|----------------------------------|
| G1 (n = 9) | 790.11 (101.47) # | 26.65 (8.35) | 5.16 (5.45) |
| G2 (n = 10) | 814.30 (202.15) | 20.09 (7.03) | 6.23 (5.24) |
| G2H (n = 5) | 846.80 (218.60) | 17.60 (5.74) | 7.05 (4.06) |
| G2L (n = 5) | 781.80 (203.77) | 22.57 (7.92) | 5.42 (6.60) |

G1: Non-returnees; G2: Returnees; G2H: Higher-level returnees; G2L: Lower-level returnees
$p < .1$

On the other hand, there was a tendency toward a significant difference between the two groups in writing speed of Japanese essays (for characters per minute, G1, 26.65; G2, 20.09, $F = 3.46$, $p = .08$). Since the sample size is small in this study, the probability level of $p = .08$ can be taken to suggest that there is a difference between the two groups in Japanese writing speed. That is, unlike English essays, the returnees tended to write Japanese essays at a slower rate than the non-returnees did. Regarding planning time for Japanese essays, however, the two groups were not found to be significantly different.

The findings of objective measures for length of essays, writing time, writing speed, and

planning time in both L1 and L2 languages can be summarized as follows:

- (1) The returnee students spent more time writing longer English essays than non-returnees did; however, the two groups did not differ in writing speed.
- (2) Regarding the two subgroups of returnees, the higher level outperformed the lower level in length of English essays and writing time.
- (3) The returnees tended to spend more time writing Japanese essays and write at a slower rate than the non-returnees. However, there was no significant difference in planning time.

3.3.3 Task response

The total number (and percentage) of L1 and L2 essays identified for each discourse type by language is shown in Table 3.8.

Table 3.8: Frequency of Discourse Type by Language

| Discourse type | English | Japanese |
|-----------------|----------|----------|
| Argumentation | 12 (63%) | 10 (53%) |
| Exposition | 3 (16%) | 5 (26%) |
| Self-reflection | 0 (0%) | 0 (0%) |
| Mix | 4 (21%) | 4 (21%) |

G1: Non-returnees; G2: Returnees

As Table 3.8 shows, argumentation was found to be the most dominant discourse type across the two languages. Specifically, more argumentation (Arg) than exposition (Exp) was used in both Japanese (L1) and English (L2) essays (L1 Arg: 53%, L2 Arg: 63% versus L1 Exp: 26%, L2 Exp: 16%). Although the frequency of exposition slightly increased in the L1 essays (L1:

26%, L2; 16%), the frequency did not exceed that of argumentation. This is one striking difference from an earlier study (Kobayashi & Rinnert, in press/2008) in which more exposition than argumentation was used in the L1 essays than the L2 counterparts (37% and 11%, respectively). In the current study, the use of Mixed pattern occurred with the same frequency across the two language (21% for both L1 and L2), which was not as often as in the previous study (33% and 37%, respectively). In other words, compared with the earlier study, the use of Mixed pattern decreased in the current study.

Table 3.9 presents the numbers (and percentage) of discourse types by language and group.

Table 3.9: Frequency of Discourse Type by Language and Group

| Discourse type | English | | Japanese | |
|-----------------|---------|---------|----------|---------|
| | G1 | G2 | G1 | G2 |
| Argumentation | 5 (56%) | 7 (70%) | 4 (44%) | 6 (60%) |
| Exposition | 0 (0%) | 3 (30%) | 2 (22%) | 3 (30%) |
| Self-reflection | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) |
| Mix | 4 (44%) | 0 (0%) | 3 (33%) | 1 (10%) |

G1: Non-returnees; G2: Returnees

The breakdown of discourse type by group shows that while overall both Group 1 and Group 2 used argumentation most often, there are two noteworthy tendencies. One is that three out of 10 returnee students (30%) used exposition in both L1 and L2 essays, while two non-returnees (22%) employed it only in L1 essays. Of those returnees using exposition, two students (2-5 and 2-6; see Table 3.10, below, for comparison of individuals' discourse types across languages) used the discourse type consistently across the two languages. Regarding the Mixed

pattern, the non-returnee group employed this discourse type with relatively high frequency in both L1 and L2 essays (33% and 44%, respectively), whereas only one returnee used it in L1 essays (10%), and none did in L2 essays. Of those non-returnees using a Mixed pattern, two students (22%) employed it in both L1 and L2 essays. The difference between the two groups in the use of Mixed pattern was found to be significant at the level of $p < .05$ according to a McNemar test. In short, the results indicate that while Argumentation was most frequently employed by returnee and non-returnee students in both languages, the use of Exposition was observed in the essays of returnees and the use of Mixed pattern was found among non-returnees across the two languages.

Table 3.10: Comparison of Individuals' Discourse Types across Languages.

| | Japanese Essay | English Essay | Comparison |
|---------|-----------------|--------------------|------------|
| Group 1 | | | |
| 1-1 | Exp | Mix (Exp -> Arg) | * |
| 1-2 | Mix (Exp->Arg) | Mix (Exp -> Arg) | = |
| 1-3 | Mix (Exp->Arg) | Mix (Self <-> Arg) | * |
| 1-4 | Exp | Mix (Arg <->Exp) | * |
| 1-5 | Arg | Arg | = |
| 1-6 | Mix (Exp->Arg) | Arg | * |
| 1-7 | Arg | Arg | * |
| 1-8 | Arg | Arg | = |
| 1-9 | Arg | Arg | = |
| Group 2 | | | |
| 2-1 | Arg | Arg | = |
| 2-2 | Arg | Arg | = |
| 2-3 | Arg | Arg | = |
| 2-4 | Exp | Arg | X |
| 2-5 | Exp | Exp | = |
| 2-6 | Exp | Exp | = |
| 2-7 | Mix (Self->Arg) | Arg | * |
| 2-8 | Arg | Exp | X |
| 2-9 | Arg | Arg | = |
| 2-10 | Arg | Arg | = |

Arg: Argumentation; Exp: Exposition; Self: Self-reflection; Mix: Mixed;
->: direction of overall movement; <->: movement back and forth;
= : same; *: partial overlap; X: different

Table 3.10 presents the discourse types in the two languages for the individual writers. For the Mixed pattern essays, the component patterns and the direction of movement of ideas is indicated by arrows. The right column indicates the degree of similarity of the essays in the two languages in terms of three categories: (1) the same discourse type (=), partially overlapping types (*), and different types (X) across the two languages.

3.3.4 Organizational Structure

The overall structures of the L2 essays by Group 2 were clearly presented with the distinctive organizational pattern of introduction, body and conclusion. Paragraphs within the body were also divided into discernible, substantial-sized units. In contrast, while the overall structure of the essays by Group 1 basically consisted of the same three parts, there was a tendency for the introduction of the essay and the beginning of the body section to be blurred. Furthermore, because the development of ideas for each paragraph tended to be rather thin, some L2 essays by the non-returnees showed a list-like structure on the surface. However, such differences between the two groups were not observed in the L1 essays (see Appendix 2 for the entire set of Japanese and English essays by both groups).

As seen in our previous study (Kobayashi & Rinnert, in press/2008), the ways the students responded to the two open-ended topics tended to influence their ways of organizing the text in L1 and L2. That is, the choice of discourse type appeared to affect the overall and internal structure of text they created to a great extent. Overall, there was a clear difference between the returnee and non-returnee groups in Argumentation essays according to the language they wrote it. In particular, the returnees employed similar discourse features, particularly counter-argument, across the two languages, whereas the non-returnees tended to show this

feature only in L1 essays.

For Argumentation essays, the overall structure in both languages was found to consist of a position at the beginning and end, with supporting reasons (pro-reasons) in the body. At the same time, the internal structure of many of the essays tended to include a counter-argument, as illustrated in the following English essay written by a higher proficiency Group 2 student [the underlined non-italics indicate the counter-argument, the underlined italics indicate the refutation, which also serves to support the argument]:

Today, the university students can choose where to live. They live with their families or they can live in each apartment by renting. I think that the university students should start to live by themselves in each apartment. It is really good experience that they need these days.

In fact, most of the students around me rent and live alone. They have to cook what they eat, clean their rooms, wash their clothes, and do everything that they need by themselves. They would not do such a things if they live with their families because their families would give them supports what they have to do. So it is obvious that the supports make them negligent and might be impossible for them to be independent. I know the students around me are very independent because most of them don't depend on their families and live without any problems.

It might cost them seriously, however, *renting an apartment is a precious experience.* Some university students could not rent apartments due to money. Some might hate to move because they feel weary, *but money is not important than experience. The experience will lead them more money in the future.*

Therefore, I think it is better to live by themselves in rent apartments than to live with their families. In my opinion, to experience the difficulties to live alone and to be independent of their parents are the most important things during university student.

A total of seven L2 essays included counter-arguments (CA), as did seven L1 essays. The breakdown of counter-arguments used in the Argumentation essays by group is shown in Table 3.11. As the table indicates, counter-arguments by the returnee group outnumbered those by the non-returnee group in both L1 and L2 essays. A substantial number of returnee students used counter-arguments (Japanese: 83%, English: 71%), whereas non-returnees did not include them as much (Japanese: 50%, English: 40%).

Table 3.11: Frequency of Counter-arguments by Group and Language

| | English | Japanese |
|---------|------------|-----------|
| Group 1 | 2/5* (40%) | 2/4 (50%) |
| Group 2 | 5/7 (71%) | 5/6 (83%) |

Group 1: Non-returnees; Group 2: Returnees

*The denominator indicates the number of Argumentative essays.

In terms of location, counter-arguments occurred either before or after the pro-reasons and sometimes in the conclusion. However, Groups 1 and 2 appeared to differ in the amount of details developed for counter-arguments. In the case of Group 2, one or two paragraphs were used to make counter-arguments in the body and a couple of sentences were also devoted to the counter-argument in the conclusion in both L1 and L2 essays, whereas Group 1 employed only one or two sentences for counter-arguments in both languages. It appears that a counter-argument is one of the major components in Argumentation essays of the returnee writers, and many of them were conscious of including it with substantial details. On the other hand, some non-returnee students were aware of the importance of including a counter-argument, but they did not develop it extensively.

The L1 and L2 Exposition essays written in this study have the same overall structure as found in our earlier study (Kobayashi & Rinnert, in press/2008). It consists of either a general statement (a topic or a purpose) or a thesis; an explanation in the body; and a thesis at the end. Furthermore, like the earlier study, this study also found two types of internal structure for Exposition: one, a comparison/contrast structure where advantages and disadvantages of two sides of a given topic are discussed; and the other, the development of a thesis through illustration, often by responding to questions raised in the beginning of the essay. The first type

of internal structure tends to invite an extended perspective after the comparison and contrast, where the writer adds relevant information or deepens the discussion of a given topic. The Japanese essay of one returnee student illustrates this type of internal structure, for which the fourth paragraph (underlined), comprising an extended perspective, is translated into English:

大学生の「住」

大学生という、大人の分類に入る年齢になると、多くの人が住む場所を自ら選ぶことになる。一人暮らしをするか、実家から通うか、その「住」の違いは大学生活の全体に大きく影響する。

私自身はアパートでの一人暮らしだが、自宅から通学している友人は口をそろえて「自由なのが羨ましい」と言う。また、家事を覚えることや、家族のありがたみ分かるなどのポジティブ面がある。しかし一方で、一人で生活する淋しさや、自由の度が過ぎて生活がルーズになる、金銭面で負担が大きといった難点もある。

私から見ると、自宅生は門限や通学にかかる時間によって制約があり大変そうだが、家に帰ったら食事が用意されている事が羨ましい。家事にかかる時間と労力を勉強やアルバイトに費やすことができるのは、良いと思う。

また、日本ではまだ少ないが、ルームシェアをするという選択肢もある。実はこれが私が一番憧れている「住」のスタイルで、一人暮らしと実家（＝誰かと共同）で生活することの両方の利点を兼ね合わせている。人間関係面での負担はあるだろうが、そこから学ぶことも多いと思う。

一人暮らし、通い、その他のオプションともに、それぞれ一長一短だと思う。大切なのは、自分が大学生活において何に重点を置きたいのかを見極めて、それに合う「住」を選ぶことだ。例えば、勉強に専念したく家が通学できる範囲にあれば自宅から通い、時間をサークルや社交にあてたければ一人暮らしが良いのではないだろうか。

大人として社会に出ていくための第一歩として、自分の「住」について決断をするというのは、意義のあることだと思う。

[translation of the underlined part]

Also, there is another choice of room sharing, which is still infrequent in Japan. However, this is my most favorite style of living, which I yearn for, and this style has the advantages of both living alone and living with family (living with someone). Although there might be some burden in working out relationships among people sharing the place, I think we could learn a lot from that.

In this essay, the returnee writer started out with a thesis, saying “a difference in living style, to live alone (close to school) or commute to school from home, exerts a great influence on the kind of college life students lead,” and then wrote about advantages and disadvantages of living alone and living with family in the body. After that, she presented her preferred living style “room sharing,” which she had experienced when she was a high school student in New Zealand. In this way, the writer showed an extended perspective by adding another choice of living style. In conclusion, she ended with a thesis again emphasizing that students should

choose a place to live thinking of which style would suit their need better in their college life.

While such an extended perspective occurred in the L1 Exposition essays of two returnee students, this structural extension, in fact, was also found to occur in two discourse types, Mixed pattern (Exp -> Arg) and Argumentation, in three Japanese essays by non-returnees. Considering the fact that this tendency appears only in Japanese essays, and not in any English counterparts, it appears that Japanese essays allow for the inclusion of an additional structural unit in the development of ideas in the body in any discourse type. This might be one structural feature of Japanese text that is still under the influence of a traditional rhetorical pattern, *ki-sho-ten-ketsu* (introduction-continuation-change-conclusion), including a sudden shift or change.

Lastly, the Mixed discourse type appearing in L1 and L2 essays is mostly a combination of Exposition and Argumentation (6 out of 8 cases), and less frequently of Self-reflection and Argumentation (2 cases). In the first combined pattern, the movement of ideas starts with Exposition and then moves to Argumentation; that is, the writer stated advantages and disadvantages of both sides, and then chose one or two reasons from the preceding text (or sometimes added a new reason) for a position taken at the end. In the second combination type, Self-reflection and Argumentation, the writer first presented his/her personal experience, for example, the experience of living in Australia, and addressed a topic by giving reasons and taking a position at the end. The overall structure of the Mixed pattern was basically the same in both L1 and L2, though one Japanese essay contained an extended perspective, as mentioned above.

3.4.5 Discourse Type and Structural Consistency across L1 and L2

Table 3.12 shows discourse type and structural consistency by the same writers across L1 and L2 languages.

Table 3.12 Discourse Type and Structure in L1 and L2 Essays by 12 Students

| | Discourse type | Overall L1 and L2 structure (same in both) | Internal structure | |
|------|----------------|---|---------------------------------|--------------------------|
| | | | L1 | L2 |
| 1-2 | Mix (Exp->Arg) | GS-explain-pro-position | Comparison + extended pers. | Comparison |
| 1-5 | Arg | Position-pro-position | +Contra | -- |
| 1-7 | Arg | Position-pro-position | +Extended pers. | -- |
| 1-8 | Arg | Position-pro-position | +Original pers. | -- |
| 1-9 | Arg | Position-pro-position | +Contra + extended pers. | +Contra |
| 2-1 | Arg | Position-pro-position | +Contra | +Contra |
| 2-2 | Arg | Position-pro-position | +Contra | +Contra |
| 2-3 | Arg | Position-pro-position | +Contra | +Contra |
| 2-5 | Exp | Thesis-explain-thesis | +Extended pers. | Comparison |
| 2-6 | Exp | GS-explain-thesis | Illustration +Original pers. | Comparison & solution |
| 2-9 | Arg | Position-pro-position | +Contra | +Contra |
| 2-10 | Arg | Position-pro-position | +Original pers. | |

Note. GS: general statement; explain, explanation; pro-supporting reasons; pers.: perspective; contra: counter-argument; +: additional component; [*italicized item*]: mode of explanation; --: no additional component

Regarding the chosen discourse type, Group 2 students showed more consistency than Group 1 across the two languages (70% and 56%, respectively). They also used a similar structural feature, a counter-argument in Argumentation essays, regardless of language; in fact, four out of five (80%) included it in both L1 and L2 essays, while only one Group 1 writer of an Argumentation essay (25%) did so. The use of the same structural features across languages indicates that the essays the returnees produce are stable in terms of essay structure, suggesting they have acquired the structure, presumably when they were studying in overseas high schools.

3.4.6 Discourse markers

Table 3.13 shows the raw frequencies of discourse markers and adjusted frequencies per 100 words for English essays, and Table 3.14 indicates the frequencies, raw and adjusted per 500 characters, for Japanese essays.

Table 3.13: English Discourse Marker Frequency by Category, Group and Subgroup: Means (SDs)

| | FREQUENCY | | | ADJUSTED (per 100 words) | | |
|----------------------|----------------|----------------|----------------|--------------------------|----------------|----------------|
| | EssayLev | IntraPara | Total | EssayLev | IntraPara | Total |
| Group 1 (N=9) | 3.11 (1.97) | 3.89 (3.06) | 7.00 (4.06) | 1.66 (0.93) | 1.91 (1.13) | 3.57 (1.55) |
| Group 2 (N=10) | 3.40 (1.58) | 5.20 (2.20) | 8.60 (3.34) | 1.02 (0.55) | 1.50 (0.65) | 2.52 (1.09) |
| Group 2 Subgroups | | | | | | |
| High (N=5) (1.10) | 2.80 (2.41) | 5.60 (3.36) | 8.40 (0.27) | 0.67 (0.58) | 1.34 (0.81) | 2.01 |
| Low (N=5) (1.87) | 4.00 (2.17) | 4.80 (3.70) | 8.80 (0.54) | 1.37 (0.74) | 1.66 (1.16) | 3.03 |

EssayLev: Overall and inter-paragraph discourse markers (signaling essay structure); IntraPara: Intra-paragraph markers; Total: Essay and Intra-paragraph markers combined

Table 3.14: Japanese Discourse Marker Frequency by Category, Group and Subgroup: Means (SDs)

| | FREQUENCY | | | ADJUSTED (per 500 characters) | | |
|----------------------|----------------|----------------|----------------|-------------------------------|----------------|----------------|
| | EssayLev | IntraPara | Total | EssayLev | IntraPara | Total |
| Group 1 (N=9) | 2.33 (1.58) | 4.11 (1.36) | 6.44 (2.01) | 1.47 (1.06) | 2.63 (0.92) | 4.11 (1.35) |
| Group 2 (N=10) | 1.70 (1.16) | 5.10 (1.97) | 6.80 (2.57) | 1.10 (0.88) | 3.11 (0.84) | 4.21 (1.46) |
| Group 2 Subgroups | | | | | | |
| High (N=5) (0.84) | 1.20 (2.61) | 5.60 (3.27) | 6.80 (0.43) | 0.67 (0.92) | 3.19 (1.19) | 3.86 |
| Low (N=5) (1.30) | 2.20 (1.14) | 4.60 (2.05) | 6.80 (1.06) | 1.52 (0.85) | 3.04 (1.75) | 4.56 |

EssayLev: Overall and inter-paragraph discourse markers (signaling essay structure); IntraPara: Intra-paragraph markers; Total: Essay and Intra-paragraph markers combined

Statistical analyses show that there were no significant differences among Groups (G1 and

G2) or Subgroups (G1, G2H and G2L) for either English or Japanese discourse marker frequency. Regarding adjusted frequencies, there was a tendency toward significance for both groups and subgroups for English essay-level discourse markers (1.66 for G1 and 1.02 for G2, $F = 3.405, p = .083$ for group difference; $F = 2.993, p = .079$ for G1 vs. G2H, Scheffé tests), but no such tendency was found for Japanese markers. The statistical results on raw frequencies suggest that both non-returnees and returnees were similarly aware of signaling overall and internal structure for the reader. However, the lower frequency of essay-level discourse markers per 100 words by Group 2, particularly by higher level returnees, appears to relate to the greater amount of English words they used (G1, 190.33; G2H, 419.80), suggesting that they developed more ideas for each paragraph as well as for a whole essay.

3.4.7 Essay Evaluations

In addition to objective measures (length of essays, writing time, writing speed) and text features, we compared the quality of L1 and L2 essays written by returnee and non-returnee students to examine their writing ability. Similar to the study on argumentation essays reported in Chapter 2, we decided to look at three basic components of writing: content, organization and language use. However, the criteria were set up to be rather more general so that they could encompass the variety of discourse types (beyond argumentation) that was identified in this study, as reported in Section 3.3.3 above. In order to evaluate such essays, we decided not to create sub-categories under each component, but focused on those three major components, each encompassing several features. We first worked on Japanese features, considering various assessments used for Japanese short essays (e.g., Hiroshima Commercial High School, 2003; Tanaka, Nagasaka, Sugai, & Narita, 2007) and consulting with writing experts, then translating the items into English, back-translating into Japanese, and refining the descriptions. After this

procedure, we devised the 5-point rating scales (one in English and one in Japanese), which comprised four sections: Content, Structure, Language Use, and Overall Quality.

The criteria for English essay evaluation are shown below (see the complete guidelines for evaluation of the English essays and the corresponding Japanese version in Appendix 5).

- (1) Content: The theme/main idea is clear; the theme/main idea is adequately explained or supported; the writer's idea shows originality and/ or depth; and examples are effectively used.
- (2) Organization: Introduction, body and conclusion are distinguished from each other and are logically unified; paragraphing is appropriate; all paragraphs/sentences are logically connected by means of appropriate discourse markers; and all sentences follow each other smoothly without any logical leaps or inconsistencies.
- (3) Language use: Language (phrases, vocabulary, grammar) is accurate; language is appropriate in terms of style (e.g., word choice, sentence variety, sentence complexity).
- (4) Overall Quality: Taking the whole essay into consideration, the rater's assessment of its merit in comparison with the other essays in the set.

For each item, the rater was asked to evaluate the essay on a scale of 1 (poor) to 5 (excellent).

The criteria for each item were explained to the raters using the descriptions above (see Appendix 5 for both Japanese and English versions).

We asked two native Japanese and two native English teachers, all experienced in teaching writing, to serve as raters. The Japanese raters were *kokugo* (Japanese L1) teachers, one currently teaching in high school, and the other, a doctoral student with expert knowledge of Japanese essay evaluation. The two English raters were university teachers presently

teaching composition in addition to specialized courses at their universities. They were requested to evaluate the essays in relation to the other essays in the same set, rather than comparing them with those by Japanese college students they were teaching.

Prior to the actual evaluation, a practice session was carried out for the Japanese rating by assessing three sample essays so that the two raters shared the same understanding of the descriptions of each of the four major items. After the training session, the raters assessed the Japanese essays individually. Then, after the rating was done, we met to discuss essays that were found to have large discrepancies (more than 1.5 points difference) to reconsider the scores. For the English raters, such sessions did not take place because face-to-face communication was not possible at the time of evaluation, but an attempt to achieve the same understanding was made through telephone and e-mail communication. The inter-rater reliability achieved for the English raters and the Japanese raters were as follows:

| | English | Japanese |
|--------------|---------|----------|
| Content | 0.88 | 0.92 |
| Organization | 0.92 | 0.88 |
| Language | 0.75 | 0.90 |
| Overall | 0.88 | 0.92 |

All of these correlations were significant, implying that both English and Japanese raters reached acceptably high agreement on the four evaluation items.

3.4.7.1 English Evaluations

Table 3.15 shows the group means and standard deviations (SDs) of the averaged English scores by group and subgroup for each item. As can be seen, for the English essays, the

differences in scores between Group 1 and Group 2 for the four measures of content, organization, language and overall quality were clearly noticeable: The returnee group outperformed the non-returnees by 1.5 to nearly 2.0 points average on the 5-point scale.

Table 3.15: Means and SDs of English Evaluation Scores by Group and Subgroup

| | Content | Organization | Language | Overall |
|-----|-------------|--------------|-------------|-------------|
| G1 | 2.44 (0.57) | 1.81 (0.85) | 2.11 (0.70) | 2.00 (0.59) |
| G2 | 4.30 (0.79) | 3.90 (0.64) | 3.58 (0.82) | 4.10 (0.77) |
| G2H | 4.40 (1.08) | 3.95 (0.86) | 3.90 (0.91) | 4.25 (1.03) |
| G2L | 4.20 (0.44) | 3.85 (0.42) | 3.25 (0.64) | 3.95 (0.48) |

G1: Non-returnees; G2: Returnees

The differences between Groups 1 and 2 achieved significant levels across all evaluation categories, according to a multivariate test (all at $p = .001$ or less). Moreover, comparisons between Group 1 and each of the Group 2 subgroups, also showed significant differences as shown in Table 3.16, which displays the results of the statistical comparison (Scheffé test) across the three subgroups in terms of each of the evaluation category mean scores.

Table 3.16: Statistical Results of Post-hoc Pairwise (Scheffé) Comparisons (p -values)

| | Groups 1 vs. 2L | Groups 1 vs. 2H | Groups 2L vs. 2H |
|--------------|-----------------|-----------------|------------------|
| ENGLISH | | | |
| Content | .002** | .001** | ns |
| Organization | .001** | .001** | ns |
| Language | .045* | .002** | ns |
| Overall | .001** | .000** | ns |

G1: Non-returnees; G2: Returnees

* $p < .05$; ** $p < .01$; ns = not significant

In contrast, the Group 2 subgroups did not differ significantly on any measures. The finding that the lower proficiency subgroup (Group 2L), like the higher proficiency subgroup, by far outsourced Group 1 in all the four categories is particularly noteworthy. Whereas these lower level returnees did not differ much from the non-returnees in their CASEC scores (640.00 and 615.11 for G2L and G1, respectively; differences non-significant, see Table 3.1), their English essay scores showed marked differences from the latter group's scores. This finding will be discussed in a later section, below.

3.4.7.2 Japanese evaluations

Table 3.17 shows the group means and standard deviations (SDs) of Japanese evaluation scores for each item. As seen in the table, as opposed to those of the English essays, the group means for the Japanese essays were so close to each other that no significant differences were observed between Groups 1 and 2, nor among the three subgroups.

Table 3.17: Means and SDs of Japanese Evaluation Scores

| | Content | Organization | Language | Overall |
|-----|-------------|--------------|-------------|-------------|
| G1 | 3.50 (0.77) | 3.50 (0.73) | 3.72 (0.68) | 3.58 (0.70) |
| G2 | 3.15 (0.80) | 3.03 (0.76) | 3.63 (0.68) | 3.25 (0.82) |
| G2H | 3.25 (1.00) | 3.15 (0.86) | 3.75 (0.87) | 3.35 (1.02) |
| G2L | 3.05 (0.65) | 2.90 (0.72) | 3.50 (0.50) | 3.15 (0.68) |

G1: Non-returnees; G2: Returnees

3.4.7.3 Relations between English and Japanese evaluations

Although the total correlation of the overall quality scores for L1 and L2 essays by the same writers was low ($r = 0.093$, not significant), a closer look at correlations by group yielded some

noteworthy tendencies. As seen in Table 3.18, Group 2 showed significant correlations in content, organization, and overall quality of essay ($r = .69$, $r = .681$, $r = .74$, respectively, all at $p = .05$); however, Group 1 displayed no such tendency in any evaluation items. Considering the small number of students, those correlations are relatively high, suggesting that returnee students demonstrate similar writing ability across both languages.

Table 3.18: Correlations between Japanese and English Essay Scores

| | Content | Organization | Language | Overall |
|---------|---------|--------------|----------|---------|
| Group 1 | .053 | .113 | .338 | .211 |
| Group 2 | .690* | .681* | .507 | .739* |

* $p = .05$

In fact, the breakdown of proficient /less proficiency writers shown in Table 3.18, below, indicates a clear picture of the two groups' writing ability. In this table, the cut-off points were set at 4.0 points or more for proficient writers and at 2.75 points or less for weak writers.

Table 3.18: Breakdown of Proficient/Less Proficient Writers by Group and Language

| Proficient (4.0 points or more) | English | Japanese |
|--|---------|----------|
| Group 1 | 0 | 3 (33%) |
| Group 2 | 6 (60%) | 3 (30%) |
| Less proficient (2.75 points or less) | | |
| Group 1 | 8 (89%) | 1 (11%) |
| Group 2 | 1 (10%) | 3 (30%) |

As shown in Table 3.18, Group 2 has more proficient writers (60%) than Group 1 (0%) in writing English essays, but has more weak writers for Japanese essays (30%). On the other hand, Group 1 does not have as many weak writers (11%) as Group 2 (30%) in writing Japanese essays; however, nearly all of them were less proficient English writers (89%).

In sum, the comparative ratings of the English and Japanese essays between the two groups revealed two major findings: (1) overall, returnee students did not demonstrate lower Japanese writing ability than non-returnees, but they were far more highly proficient English writers than the non-returnees, and (2) they showed high correlations in writing essays across L1 and L2.

Table 3.19: Comparison of Individuals' Overall Essay Scores across Languages.

| | Japanese Essay | English Essay |
|----------------|----------------|---------------|
| Group 1 | | |
| 1-1 | 3.00 | 1.50 |
| 1-2 | 4.50 | 2.50 |
| 1-3 | 4.00 | 2.50 |
| 1-4 | 2.75 | 1.75 |
| 1-5 | 3.00 | 1.50 |
| 1-6 | 3.50 | 2.25 |
| 1-7 | 3.25 | 3.00 |
| 1-8 | 4.75 | 1.50 |
| 1-9 | 3.50 | 1.70 |
| Group 2 | | |
| 2-1 | 3.50 | 4.00 |
| 2-2 | 2.25 | 3.75 |
| 2-3 | 4.00 | 4.75 |
| 2-4 | 4.50 | 5.00 |
| 2-5 | 3.00 | 5.00 |
| 2-6 | 4.25 | 4.50 |
| 2-7 | 2.00 | 2.50 |
| 2-8 | 2.75 | 3.75 |
| 2-9 | 3.00 | 4.25 |
| 2-10 | 3.25 | 3.50 |

Table 3.19 displays individual overall essay scores for both languages. What is particularly interesting is that three out of the six proficient English writers in Group 2

consistently demonstrated high writing ability in Japanese essays too (2-3, 2-4 and 2-6), while all three less proficient Japanese writers showed relatively weak ability in English essays (2-2, 2-7, 2-8; compared with the group average of 4.1 points for L2 essays, they had 2.5, 3.75 and 3.75 points, respectively). This finding indicates that the level of Group 2 students' writing ability spread toward a higher edge on one hand and also toward a lower edge on the other hand, which tended to yield high correlations across L1 and L2 essays. On the other hand, although Group 1 included some high proficiency Japanese writers (33%), they appeared to be blocked from applying such ability to their English writing due to their lack of fluency and lower proficiency level, a tendency that apparently affected all of the writers in Group 1.

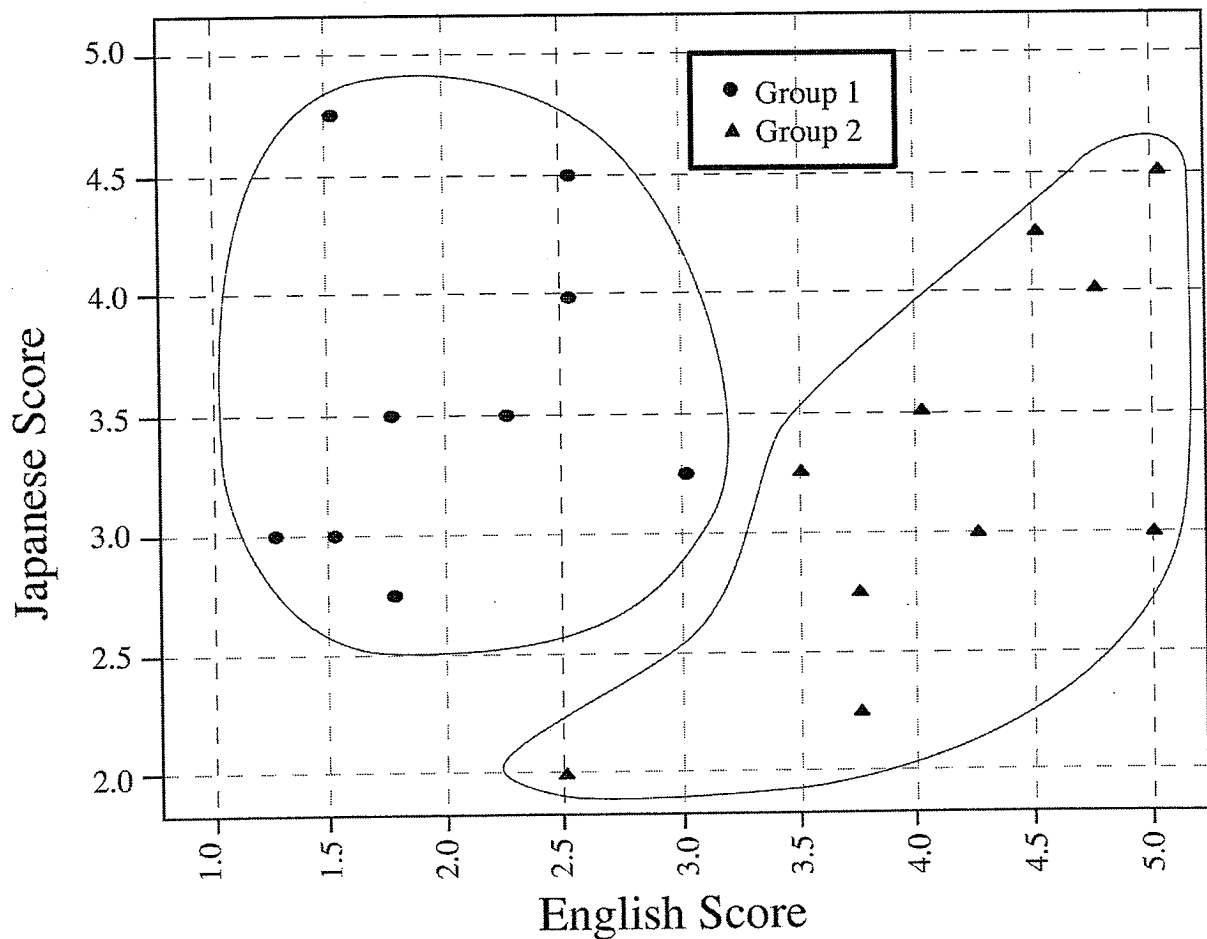


Figure 3.1: Japanese and English Overall Quality Scores for Individuals in Each Group

Figure 3.1 displays the individual scores for overall quality scores across the two languages. The figure graphically depicts the linear relation between the scores in the two languages for Group 2 (indicated by triangles), and the lack of such a relation for Group 1 (indicated by circles).

3.4.8 Summary of the Major Findings

In responding to the research questions raised, the findings are summarized below.

(1) The returnee students wrote longer English essays than the non-returnees, but they did not differ in writing speed, nor in planning time. When writing Japanese essays, however, the returnees had a tendency to write at a slower rate than the non-returnees. No difference between the two groups was found in the length of essays or in planning time.

(2) Argumentation was most frequently employed by both returnees and non-returnees across the two languages. The use of Exposition was consistently observed in both L1 and L2 essays of some returnees while the use of a Mixed pattern was frequently found in those of the non-returnees.

(3) A structural feature of argumentation essays by returnees is a counter-argument, which appeared frequently in both L1 and L2 essays. Extended perspective tended to appear in Japanese essays of both returnees and non-returnees. Regarding meta-discourse markers, higher level returnees used them less often (when adjusted for essay length) than non-returnee students, implying that that they developed more ideas for each paragraph as well as for a whole essay.

(4) Overall, the returnees showed a higher level of English writing ability than the non-returnees, but they did not differ markedly from the latter group in their Japanese writing.

They also demonstrated high correlations in writing essays across the two languages, while the non-returnees did not show any such tendency.

3.4.9 Other Major Findings

- (1) Although the returnees at the lower level (G2L) did not differ from the non-returnees in terms of their English proficiency scores, they wrote longer essays and received higher evaluation scores on all the four items: content, organization, language, and overall quality.
- (2) The returnees were more consistent in choosing the same discourse mode and structural features (e.g., a counter-argument) across the two languages than the non-returnees, which indicates that their L1 and L2 essays share a great amount of similarity.

3.5 Discussion

3.5.1 Returnees' high English writing ability

As shown in the Result section, the returnees' English essays were highly evaluated by raters; in fact, whichever discourse type they chose, their essays were well-structured, consisting of introduction, body and conclusion, each component being substantiated with details. They appear to be competent L2 writers as compared with non-returnee students, who were inexperienced writers, with only paragraph-level L2 writing experience. This result was expected considering the high level of English proficiency and fluency they had achieved due to their long overseas stay where English was a means of communication in their daily life. In fact, the high English proficiency level they demonstrated in the CASEC test significantly correlated with all the four evaluation items, content, organization, language and overall quality ($r = .78$, $r = .64$, $r = .83$, $r = .76$, respectively), while no such correlations were found among

non-returnee students.

What particularly contributed to their high level of writing ability was likely to have been the writing instruction and experience they received in the schools they had attended. As displayed in Table 3.3 above, a majority of returnee students received writing instruction on essay structure, and nearly all the students (except one) experienced writing various kinds of papers, including summary and report, and writing papers ranging from 2 to 5 pages long with great frequency. Even though several students did not receive formal writing instruction, they had to learn to write essays out of necessity because they were usually asked to turn in papers in content classes. One such student, for example, reportedly learned how to write from some of his classmates' papers that had been left in the classroom, by following the ways those papers were written. The need to develop the ability to write for the content classes (i.e., social science and geography) they were taking motivated them to learn how to write papers and the repeated practice of writing long papers made it easier for them to write. It is apparent that through such practice in real school settings, they have acquired high English writing ability. This may explain why lower level returnee writers (G2L) exceeded non-returnee writers in the overall quality of their English essays, even though both groups demonstrated a similar level in terms of their English proficiency, the measurement of which focused on vocabulary, grammar knowledge and listening (G1: 615 vs. G2L: 640, on the CASEC test, as shown in Table 3.2). These results confirm that knowledge becomes proceduralized through "engaging in the target behavior" (DeKeyser, 1998: 49), and the procedural knowledge can be refined and automatized through repeated practice.

3.5.2 *Returnees' Japanese writing ability*

Another noteworthy finding is that, overall, returnee and non-returnee students did not differ in their Japanese writing ability, including content, organization and language as well as the overall quality of essays. There are several possible reasons to explain this finding. First, all the returnees already demonstrated enough Japanese writing ability to be selected from among other applicants for college entrance exams specially targeted at returnee high school students. In spite of the fact that the length of their schooling time in Japan averaged only 8.4 years, including elementary and junior high school, they had all received writing instruction and practice in Japanese to some extent both overseas and in their home country. Four out of the ten students had taken *kokugo* class in Japanese Saturday school they went to once a week while attending a regular local school with English as the medium of instruction. Those who attended international schools in Germany also had Japanese classes as part of their school curriculum. Furthermore, three students spent some time (from one-half to one year) in regular Japanese high school after having returned from overseas and received *kokugo* instruction like non-returnees. Although the amount of time they spent reading and writing in Japanese was considered to be much less than what non-returnees received, the *kokugo* instruction and writing experience they received overseas or in Japan might have helped them to maintain their basic Japanese writing ability while staying overseas.

Another possible reason is that the returnees applied their English writing knowledge and ability to the writing of L1 essays. Even though they assumedly had less writing practice in Japanese, they developed the ability to construct full essays in English particularly in terms of content and organization. As to content, the relatively lower adjusted frequencies of meta-discourse markers in their L2 essays, as compared to the non-returnee group, suggests that

they developed more ideas for each paragraph as well as for a whole essay. Although this specific skill did not help the returnees outperform the non-returnees in the content evaluation of their Japanese essays, it is possible that knowing how to generate ideas in L2 contributed in part to their keeping up the content quality of Japanese essays at a similar level to that of the non-returnees.

As to organization, many of the returnees used the same structural features such as the three-part essay structure consisting of introduction, body and conclusion and counter-argument in both L1 and L2 essays as was shown in Table 3.12. The use of counter-argument, in particular, was observed to be very frequent in the returnees' L1 essays (83%, 5 out of 6 students), as opposed to those of the non-returnees (50%, 2 out of 4, see Table 3.11). Judging from the writing instruction and training they received in overseas high school, this feature was apparently transferred from their L2 to L1 essays. For instance, one student (2-1) reported that she was advised to include a counter-argument in her English paper when she was taking ESL (English as a Second Language) class in an international school in Germany. Although she did not elaborate her counter-argument as much as she did in her English essay, she did not forget to include it in her Japanese essay.

In short, while it is uncertain whether or not the inclusion of a counter-argument in an essay leads to a qualitatively better evaluation (see section 2.4.2 in Chapter 2), it is likely that the writing ability the returnees had acquired in their overseas high school contexts helped them to write their Japanese essays at basically the same quality level as the non-returnees.

3.5.3 Returnees' high correlations between English and Japanese writing

As shown in Table 3.12 above, a majority of the returnee students (70%) showed

consistency in their choice of discourse type and structural features across the two languages. This consistency may in part contribute to significantly high correlations in the overall essay quality between the two languages. Yet a more influential factor affecting the correlations is the spread among the returnees in terms of their writing ability. As shown in Figure 3.1, three returnees demonstrated high writing ability similarly across the two languages (4 points or more), while another three showed relatively weak ability in both essays (less than 2.75 points and 3.75 for Japanese and English, respectively). This suggests that competent writers in one language can be good writers in another language and the same tendency holds true with less competent writers who are weak in both languages. Although language proficiency is in part considered to play a role in their writing performance, particularly in the English essays (the three competent writers being in the higher proficiency G2H, and two of the less competent writers being in the lower proficiency G2L), the acquisition level of English essay writing ability that these students attained overseas seems to be related to such divergence in their writing competence. That is, when returnee students did not develop good ability to write in a second language, it would be more difficult for them to write in their first language because they, as opposed to non-returnees, presumably had less writing experience in Japanese. For example, one student (2-7) did not have much chance to write papers in his overseas high school because he intentionally avoided taking liberal art classes; he preferred science classes instead, where he did not have to submit reports. Another student (2-2) reportedly said he had not been motivated to learn to write English essays because he knew he was going back home; in fact, he returned to Japan when he was in the second year of high school. On the other hand, those who attained a high level of writing ability were strongly motivated to study; two of them chose to go overseas (Australia and Ireland) on their own to study English, and another student, who had

stayed overseas for 5 years, liked to express ideas in both languages. Thus, a motivational factor appeared to play a significant role in these returnees' attaining their high level of writing proficiency.

3.5.4 Effects of learning environment on individual writers

Lastly, we would like to state how the learning contexts where the returnees had stayed overseas affected their ways of writing in a second language. As reported earlier in Table 3.1, these students, who stayed in a variety of countries including Germany, the United States, Australia and New Zealand, were situated in different learning contexts. This external factor also influenced some students' perceptions of writing. For example, one student in Germany (2-1) chose Argumentation for both English and Japanese essays and included a counter-argument partly because she learned to write this way, but more importantly because she had reportedly recognized the importance of expressing one's opinion unequivocally while staying in Germany where people tended to articulate their ideas clearly. Another student, who had been exposed to a multi-ethnic society in New Zealand, chose Exposition for both L1 and L2 essays for the reason that she would not like to impose her ideas on others, but respect people having different ideas. Thus, in both essays, she either presented the two sides of an issue, or illustrated a main point she created, not taking any position.

What is interesting about her Japanese essay is that it included an extended perspective, which could be considered as "*ten* (change)" in the traditional Japanese organizational structure, *ki-sho-ten-ketsu* (introduction – continuation – change – conclusion). Although she did not make it clear that she was still under the influence of Japanese writing, another student (2-4) who also chose Exposition for her Japanese essay showed the same feature. This particular student had a clear perception of English and Japanese writing being distinguished from each

other. In spite of the fact that she has acquired a high level of English writing ability in Australia, according to her interview report, she intentionally chose to write her Japanese essay in “a Japanese way,” implying that she had followed a Japanese traditional pattern at the time when the experiment was carried out. She probably wrote in the way she used to write when she was in elementary or junior high school. Nevertheless, she further stated that when it came to a research paper, she wrote in the ways she learned to write in an Australian high school, including correct citation, which ended up giving her the best research paper award for sophomores at the Faculty where she was studying. All these cases illustrate how learning contexts affect students’ perceptions of writing, which is directly related to the construction of texts across the two languages. At the same time, they show that a positive interaction between the two languages can lead to better writing performance.

Note

1. Our earlier study (Kobayashi & Rinnert, in press/2008) identified three types of discourse markers: (1) overall meta-discourse markers (essay level), (2) partial meta-discourse makers (connecting paragraphs or multi-sentential chunks of discourse), and (3) inter-sentential markers. However, in this study we found it difficult in some cases to distinguish such markers as “*for example*” when signaling multi-sentential chunks of discourse from the same marker indicating an inter-sentential relation. That is, regardless of whether an example is developed by using one sentence or multiple sentences, the function of the device is the same in terms of guiding the reader. Considering that there are some blurred distinctions between the two types of markers, we decided to re-classify all markers occurring within a paragraph as *intra-paragraph markers*, while we put together both essay and inter-paragraph markers, which indicate the major components of the essay, as *essay-level markers*.

CHAPTER 4

Implications for Theory, Research, and Pedagogy

4.1 Introduction

The study reported here demonstrates a positive role of previous writing instruction/experience in the development of writing ability, providing evidence that both the kinds and the amount of instruction/experience affect writers' acquisition of textual features and also help shape their perceptions/attitude toward writing. When writers construct texts, such perceptions play a large role in the uptake/choice of textual features from among those they have acquired through L1 and L2 training.

In this concluding chapter, we will first synthesize the findings reported in the three preceding chapters in relation to the role of previous experience and instruction, and then discuss the bi-directionality of transfer of writing features across L1 and L2 writing.

4.2 Kinds of instruction and experience

Overseas L2 writing instruction and particular kinds of writing experience were found to be associated with specific features of Japanese writers' L1 and L2 texts. First, as had been determined in our previous study (Kobayashi & Rinnert, 2004b), for the non-returnee writers in Stage 2 of this study, the intensive pre-university L1 and L2 training led to the use of particular discourse features in both languages, including organizational structures associated with particular discourse types (e.g., position – pro reasons – position, with optional counter-argument for Argumentation structure) and the use of discourse markers to make the organizational structure clear for the reader. Second, the writing training and experience the

returnee writers received in overseas high school settings obviously influenced their text construction in both L1 and L2 in many ways, including choice of discourse type, organizational structure, and development of content, allowing them to write L2 essays of higher quality and apparently helping them to write L1 essays of equal quality, as compared to those by the non-returnees. Third, for the more experienced writers in Stage 1, L2 writing experience overseas strengthened the tendency to adopt L2 rhetorical features for not only the overall structure but also the development of the body of the L1 essays (e.g., counterargument and topic sentences at the beginnings of paragraphs). This may be related to the findings by Sasaki (to appear/2008) that overseas experience can lead students to reconceptualize the task of writing through imagination of a possible audience that motivates them to refine their writing. Finally, those who had received disciplinary training in overseas academic institutions were found to elaborate the introduction, including clarification of the issues and key terms used in their essay, which reflects such training, and presumably affected the relatively higher quality of their essays in both L1 and L2 in all aspects except organization.

One major finding, which came from the text analysis in conjunction with the interview data, was that in both L1 and L2 settings, writing instruction tends to be varied and locally situated. Related to this finding, the diversity of discourse types (both argumentation and mixed patterns) found in the essays of novice writers with no overseas experience (in Stage 2) can be explained by the kinds of pre-university instruction they had received. According to interview reports, some schools and teachers emphasized exposition, focusing on the structure of raising a problem in the introduction and discussing it through comparison or illustration in the body, while others stressed argumentation, with the essay structure of an opinion statement followed by supporting reasons. Although Kobayashi and Rinnert (2002) suggested that

opinion writing was predominant in the specialized essay writing practice, a closer look at the findings indicates that the discourse frames of both exposition and argumentation were emphasized in the L1 short-essay training. Diversity was also found in the instruction on argumentation writing, with some L1 and L2 instruction emphasizing the need for strong support reasons, and other training stressing the importance of including a counterargument. The findings also suggest that unless such knowledge is taught, writers are unlikely to employ these specific features when writing L1 or L2 essays. At the same time, diverse instruction affects EFL writers' ways of constructing L2 texts if they transfer what they were taught in the L1 instruction, as was evidenced in this study.

4.3 Amount of instruction/experience

While different kinds of instruction provide knowledge about composing processes and textual conventions, the amount of training and experience appears to affect writers' perceptions and acquisition of both kinds of knowledge through repeated practice. For example, the novice writers with no overseas experience, who had received intensive L1 and L2 pre-university training and written many papers in both languages, made frequent use of meta-discourse markers such as *First* and *In conclusion*; when the same text features, such as meta-discourse markers, are shared across L1 and L2 writing, training and practice in both languages apparently enhances the likelihood of the features being internalized by individual writers. Moreover, among the more experienced writers, even though it was found that one year of study overseas was not enough to register much influence on students' texts, a period of three or more years was associated with large effects, particularly on the construction of essay introductions.

These findings confirm that without extensive writing practice, text features cannot be transformed from what Anderson termed “declarative knowledge (verbalizable data gathered from previous experience)” to become “procedural knowledge (internalized knowledge about working within a specific domain)” (cited in Carter, 1990: 273). As widely discussed by DeKeyser (1998, 2001, 2007), according to skill learning theory in cognitive psychology, knowledge becomes proceduralized through “engaging in the target behavior” (1998: 49), and then the procedural knowledge can be refined and automatized through repeated practice.

4.4 Language Proficiency

Regarding language proficiency, the results of this study appear to support the view cited at the beginning of this report that writing ability is somewhat separable from language proficiency (e.g., Cummins, 1980, 1991). In particular, the English essays by the lower proficiency returnee students in Stage 2, who were at the same L2 proficiency level as the non-returnees, were judged to be of significantly higher quality than those of the non-returnees, demonstrating that these returnees had developed their writing competence beyond their achievements in grammar and vocabulary acquisition, as least as measured by a standardized test. Moreover, there was no relationship between language proficiency and writing competence among the Group 2 (one-year overseas) experienced writers in Stage 1, which indicates that the ability of some members of the group to write better L2 essays than other members of their group did not depend on their having acquired a higher level of language knowledge.

At the same time, the findings from both stages also demonstrated a positive correlation between language proficiency and writing competence, supporting the conventional,

common-sense view that language ability contributes to writing ability. In particular, in Stage 1, the positive correlation between language proficiency and both content and overall quality scores within Group 1 (experienced writers with no overseas experience) indicate that language knowledge made it easier to develop ideas in more depth. Moreover, the higher quality L2 essay scores by the advanced proficiency Group 3 writers as compared to both Group 1 and Group 2 undoubtedly reflect some contribution from language knowledge, most likely because they were able to express their ideas relatively freely, without serious limitations in terms of conveying their intended meanings. Similarly, the positive correlations between language proficiency and writing quality among the returnee writers in Stage 2 suggest that improvement in language proficiency can lead to further gains in writing competence, beyond what can be achieved through instruction in writing conventions and extensive practice.

In sum, the relationship between language ability and writing competence appears to be relatively complex. Although we found that novice writers could transfer features across L1 and L2 writing contexts, there may be a series of threshold L2 proficiency levels (e.g., see Ito, 2004) that writers have to reach before they are capable of successfully incorporating particular discourse features, such as counter-arguments and refutations, in their L2 essays. Further research on the relationship between specific kinds of linguistic knowledge and the use of particular discourse features, preferably as they develop over time, could help guide writing teachers and learners in their efforts to achieve improved writing competence.

4.5 Perceptions/attitude toward L1 and L2 writing

Writing training and experience that writers had received through past schooling influenced their perceptions/attitude toward writing, and this study found that writers' views of

similarities and/or differences between Japanese and English writing related to their choices of particular text features across languages. Some novice writers viewed L1 and L2 writing as being very similar and used the same rhetorical structures (i.e., opinion statement → support reasons) regardless of the language they were writing in, while others reported some different features in L1 and L2 writing and opted for different ways of structuring their essays in the two languages (e.g., for L1, general statement → comparison; for L2, opinion statement → support reasons).

There have also been some indications that writers' perceptions of rhetorical features taught in L1 or L2 instruction affected their uptake of particular textual features. For example, one novice writer with no overseas experience explicitly rejected the L2 logical structure consisting of an opinion and support reasons because she viewed it as "too formulaic." On the other hand, another novice non-returnee writer consciously used discourse markers learned from L2 training in both L1 and L2 writing because she found the device to be useful for communicating her ideas clearly to the reader. Another more experienced writer, who had learned a deductive movement of ideas from L2 and an inductive movement from L1, chose to write in an inductive way in both languages because she thought it would be "more persuasive" and "get the reader's understanding easily." In these cases, the writers' perceptions greatly influenced their text construction and transfer or non-transfer of features across languages.

These individual differences in perceptions/attitudes that lead to differences in writing behaviors are reflections of the writers' agency in constructing texts. For example, as implied in critical contrastive rhetoric (cf. Kubota & Lehner, 2004), writers can decide to accept or reject features of the dominant discourse conventions in a particular setting, instead choosing other features that are characteristic of subordinate or less widely taught rhetorical patterns.

Moreover, as mentioned above, writers' attitudes can be considered important factors in whether or not transfer occurs across languages. For instance, the current Stage 1 study found that some constituent elements of introductions and conclusions differed between Japanese and English texts by the same writers. Even with the same overall structure in both L1 and L2 essays, what features writers chose to include in the introduction and conclusion of each essay apparently depended upon individual factors, such as their perceptions of L1 and L2 writing, and also the contexts where the writers were situated while acquiring their instruction/experience.

In relation to the acquisition of academic writing skills, this finding also implies that although the writers reported in the interviews that they were more influenced by L2 than L1 writing, they could still end up choosing L1 rhetorical features when they had to deal with some specific rhetorical aspects (e.g., elements of introductions and conclusions) they had studied in L2 classes, but not yet acquired. Thus, it appears that past L1 writing training and experience may still exert an influence after EFL students have become more advanced writers.

4.6 Bi-directional nature of transfer across languages

Regarding the issue of transfer, the findings of our studies confirm that novice writers tend to transfer L1 textual features to L2 writing, whereas more advanced writers are more likely to depend upon L2 textual features in the development of L2 writing skills (Ferris & Hedgcock, 1998). While this observation generally holds true, our findings clearly indicate that the transfer of textual features does not take place only from L1 to L2, but occurs in both directions even at novice-writer levels. For example, novice EFL writers who had received only pre-university writing training (non-returnees in Stage 2) tried to construct texts in both

Japanese and English by relying on the knowledge they obtained from L1 or L2 writing instruction or their combination, as specifically illustrated in the case of students who used the same rhetorical features in the two languages, as shown in Table 4-1.

Table 4.1: Shared rhetorical features across L1 and L2 writing by five novice writers (Kobayashi, 2005)

| Writer# | Training | Discourse type | Rhetorical features* |
|----------|----------|---------------------|---|
| Yoko | L1&L2 | Mixed (Exp -> Arg) | Inductive approach (L1) Similar overall structure (L1) Use of discourse markers (L2) Avoiding repetition of the same expression (L2) |
| Noriko | L1&L2 | Arg | Deductive approach (L2) Overall and internal structure (L2) Prioritizing ideas (L1) Use of discourse markers (L2) Avoiding absolute statement of ideas (L1) |
| Koichiro | L1 | Arg | Deductive approach (L1) Overall structure with counter-argument (L1) Use of discourse markers (L1) |
| Motoko | L1 | Exp | Deductive approach (L1) Overall structure (L1) Original thesis (L1) Use of discourse markers (L1) Stating important ideas in a definite form (L1) Concrete examples (L1) |
| Harue | L2 | Mixed (Self -> Exp) | Inductive approach (L1)** Loosely structured frame (L1) Anecdotes & quotations (L1) Reflecting feelings & thoughts (L1) |

Arg: Argumentation, Exp: Exposition, Self : Self-reflection; Mixed: two modes combined;

->: direction of overall movement

#The writers' names are all pseudonyms

*Information in parentheses indicates the reported source of knowledge, i.e., whether it was obtained from L1 or L2 special writing training

**In Harue's case, the knowledge was received from non-intensive writing training

Similarly, more experienced EFL writers' greater use of counter-argument in their L1 texts than their L2 texts shows the transfer of L2 knowledge to L1 writing, while their choice of

some specific elements for introductions (general rather than specific preview) and conclusions (general rather than specific summary) for L2 writing indicates the reverse transfer, from L1 to L2. Whereas the novice and more advanced writers differed in the degree to which they chose L1 or L2 textual features, they basically utilized what they had learned from either L1 or L2 experience, or both. Although individual differences within each group should not be dismissed, as mentioned above, our research findings appear to lend empirical support to the bi-directionality of transfer across languages, which can be discussed within the proposed notion of “multicompetence”, referred to as “the knowledge of more than one language in the same mind” (Cook, 2002: 10).

As implied above, the issue of transfer is a complex one. Based on the findings of our studies, we would like to propose a schematic representation of the salient factors that have been identified as affecting the transfer of rhetorical features across languages, shown in Figure 1. The factors include L1 and L2 writing instruction/experience; disciplinary knowledge/training; individual factors (perceptions, preferences, motivations, and language proficiency); and social context, including audience, genre, task, and topic.

All these factors can be represented schematically as shown in Figure 1. In the schema shown in Figure 1, the left-most boxes represent the writer’s literacy background, including writing training and experience received in L1 and L2, along with related disciplinary knowledge. This background knowledge accrued through experience contributes to the formulation and implementation of the writing task by the writer. The notations above and beside the boxes indicate that it is not enough to be exposed to meta-knowledge about writing; instead, it is necessary to receive sufficient writing practice and experience for the knowledge to become internalized, leading to acquisition.

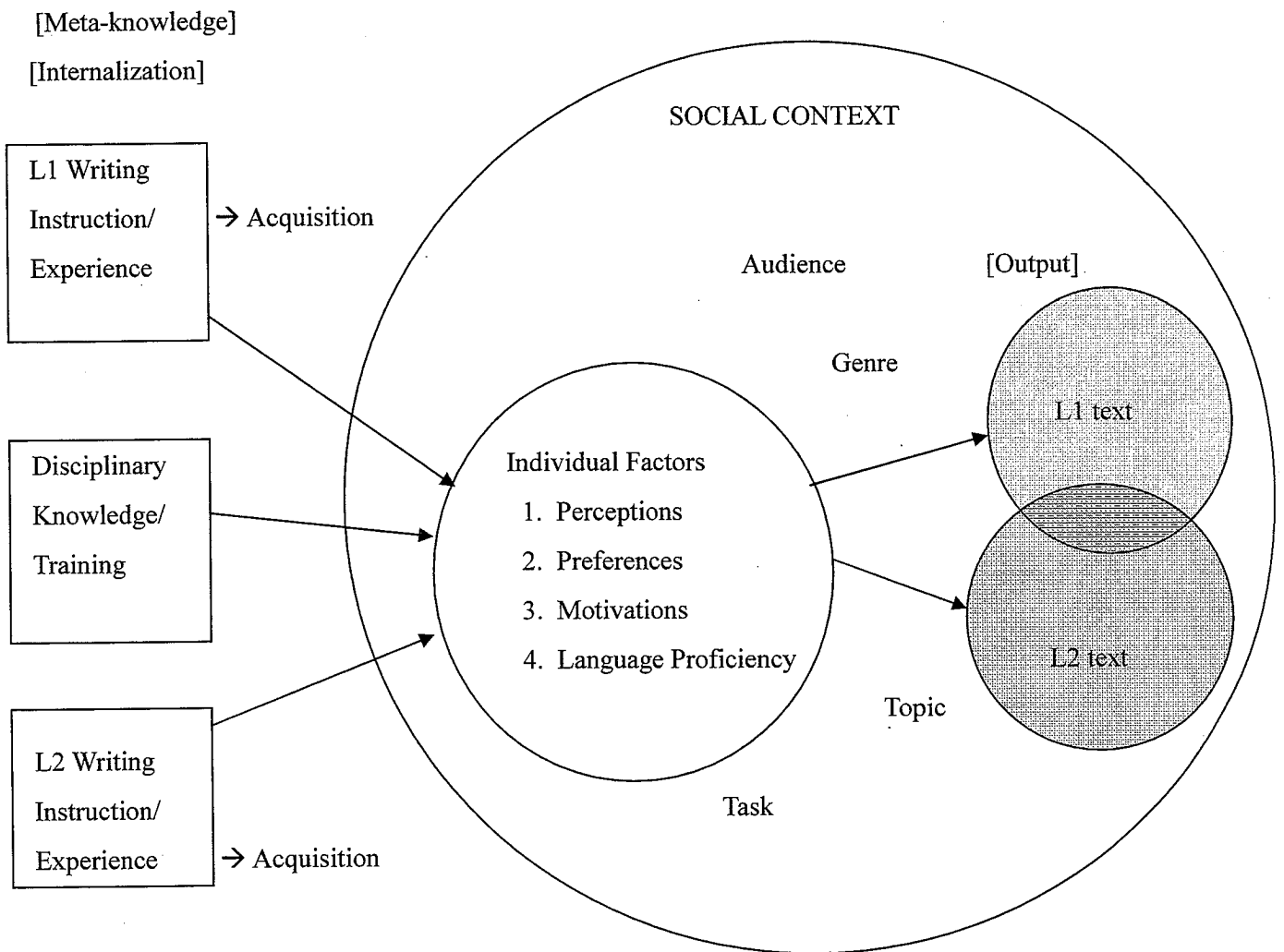


Figure 4.1: Factors affecting transfer of features across L1/L2 writing

Arrows lead from the left-most boxes to a circle representing the individual writer, whose perceptions are shaped by training/experience. Based on such individual factors as perceptions, motivation, and language proficiency, the writer can choose which features to uptake or transfer according to the context of the writing, indicated by the larger circle, which includes the social setting, audience, genre, task, and topic. Output from the writer is indicated by the overlapping circles on the right, representing L1 text and L2 text. The overlap between the circles, depicting

the shared features of the L1 and L2 texts, could vary from almost entire overlap to little or none, depending upon how individual factors interact with L1 and L2 writing instruction/experience. Thus, in addition to depicting factors affecting transfer, the figure attempts to capture the dynamic nature of writing practices related to changing social conditions and individual writers' perceptions. At the same time it indicates how L1 and L2 are connected to a greater or lesser degree depending upon a variety of factors. This schema can be taken as representing interconnection between languages, which Cook (2002) refers to as one type of integration continuum model consisting of multicompetence.

4.7 Conclusion

In all, the findings from the two stages of this study need to be viewed with caution because of the relatively small number of participants. Nevertheless, the study provided evidence that L2 writing training/practice that students have experienced in overseas educational settings can impact the transfer of writing features acquired through such writing practice to L1 writing. At the same time, the study also helped to clarify what specific features tend to transfer across languages and what features may be more language-specific.

In order to confirm the viability of this representation of the factors, we have decided on several future directions for our research. In particular, we plan to add a comparison with L1 writing by more advanced Japanese writers who have had little exposure to English writing instruction or experience. We also are in the process of testing the generalizability of the findings by extending the study to include native English-speaking learners of Japanese as a foreign language writing English and Japanese essays in North America.

As discussed by Ortega and Carson (Forthcoming), evidence has been accumulating that

multicompetent writers are able to draw on diverse sources of knowledge of L1 and L2 writing while developing their ability to construct texts in either language. In this study, we have attempted to clarify some of the ways that previous experience and instruction contribute to the development of writing knowledge and practices in a foreign language setting. At the same time, we have reconfirmed the necessity of combining cognitive and social perspectives in order to understand how we as teachers can help our students become more competent writers.

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APPENDIX 1

Writing Prompts

STAGE 1

日本語 (JF)

ある教育出版社が「早期外国語教育の是非」について小論文を募集しています。このテーマを巡っては、「外国語教育は小学生から始めた方がいい」という意見がある一方、「外国語教育は小学生から始めない方がいい」という意見もあります。今回、この出版社ではこのテーマについて特集を組み、「早期外国語教育」に賛成または反対の意見を広く一般から募集することになりました。

このテーマについてご自分の意見（賛成または反対）を明確にして小論文を書いてください。長さは1200字程度（400字原稿用紙3枚ほど）、時間の制限は特にありませんが、できれば60分以内で書き上げてください。辞書は必要なら使用しても構いません。

日本語 (JO)

ある教育出版社が「老人の暮らし方」について小論文を募集しています。このテーマを巡っては、「老人は家族と同居した方がいい」という意見がある一方、「老人は家族と同居しない方がいい」という意見もあります。今回、この出版社ではこのテーマについて特集を組み、「家族との同居」に賛成または反対の立場の人の意見を広く一般から募集することになりました。

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English Translation

Topic 1

A Japanese/Canadian educational publisher is soliciting essays on early foreign language education. There is controversy over this issue; some assert that it should begin at the elementary level, while some others argue against this idea. The publisher will feature this topic and is looking for essays from both points of view.

Please write about this issue, making your position clear, for or against, within about 60 minutes (though there is no fixed time limit). The length is about 12,000 Japanese characters/500 English words. Use of a dictionary is allowed.

Topic 2

A Japanese/Canadian educational publisher is soliciting essays on how elderly people should live. There is controversy over this issue; some assert that they should live with family, while some others argue against this idea. The publisher will feature this topic and is looking for essays from both points of view.

Please write about this issue, making your position clear, for or against, within about 60 minutes (though there is no fixed time limit). The length is about 12,000 Japanese characters/500 English words. Use of a dictionary is allowed.

STAGE 2

日本語 (JF)

ある教育出版社が「早期外国語教育の是非」について小論文を募集しています。このテーマを巡っては、「外国語教育は小学生から始めた方がいい」という意見がある一方、「外国語教育は小学生から始めない方がいい」という意見もあります。今回、この出版社ではこのテーマについて特集を組み、「早期外国語教育」に賛成または反対の意見を広く一般から募集することになりました。

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Topic 2

A Japanese/Canadian educational publisher is soliciting essays on how elderly people should live. There is controversy over this issue; some assert that they should live with family, while some others argue against this idea. The publisher will feature this topic and is looking for essays from both points of view.

Please write about this issue, making your position clear, for or against, within about 60 minutes (though there is no fixed time limit). The length is about 12,000 Japanese characters/500 English words. Use of a dictionary is allowed.

APPENDIX 2

Complete Sets of Essays

STAGE 1

Japanese Essays

Group 1

S1-1JO

今日の高齢化社会において、お年寄は家族と同居した方がいいか、しない方がいいかという話題はよく議論される。お年寄と家族が別居した方がお互いに気楽で良いといった、同居に反対の意見も良く聞くが、私は自分の経験等から同居に賛成である。家族と同居した方が、お年寄は幸福を感じられる、と私は確信している。というのも、同居することによって、お年寄は家族に対して家事を手伝うなどの物理的貢献や孫を心配するなどの精神的貢献をすることができ、生活に“張り”が生まれるからである。この小論文では、この点にしばって、私の考えを説明したい。

私の家族は父方の祖母と同居している。祖母は 80 代半ばを越えているが、共働きの両親にかわってよく家事をする。炊事や洗濯の他に、畑で野菜を作って食卓に並べたりもする。こういった仕事を家族への物理的な貢献と呼ぶとすれば、遠くで一人暮らしをする孫を心配して電話をかける、といったことは精神的な貢献と呼べるだろう。祖母はこれらの両方の面で家族に貢献しており、また同時に家族からそれらの貢献を期待されてもいる。そして長年祖母と一緒に暮らしてきて分かることは、この期待と貢献が間違いなく祖母の生活に張りを与えているということである。祖母は家族の役に立てること、またそれを期待されることに生きがいを感じているのである。お年寄に限らずとも、人の幸福と、社会からの期待、社会への貢献というのは深い関係があるように思われてならない。中学生や高校生が将来の職業について、「人の役に立つ仕事がしたい。」と口をそろえて言うのはそのことをよく表している。そしてお年寄が家族に期待され貢献できるのは、同居していればこそその話である。

この社会（家族）への貢献→生きがいと生活への張り→幸福という図式を確証するために、あと 2 つほど事例を挙げてみたい。一つは私のいとこの例である。彼はお年寄が入居し、生活している施設、つまり老人ホームで働いている。お年寄と接していて気付くのは、お年寄が彼の身の上話（結婚など）について聞き、相談に乗ろうとする傾向なのだという。これは彼に対して貢献を図ろうとしているととれる。もう一つは、ナショナル・ジオグラフィックの「長寿」の特集からである。世界各地の長寿地域を分析したその記事では、長寿の条件として野菜中心の食生活や適度な運動とともに家族を大切にすること（家族に大切にされるという受身ではなく）が入っていた。あわせて、家族を大切にすること（貢献をするという意味でとってよいだろう）が生

きがいにつながっていると分析していた。

以上で見てきたように、社会に貢献し、期待されることはお年寄りにとって大きな生きがいであり、家族との同居はそれを生み出している。人が社会で生きるというのは、人の役に立ち、同時に何かを与えてもらうという関係性を生きるということである。父や母が年を取ったとき、「好きなように生きてくれ」と言ってその関係性からはずすのは、“うば捨て山”の昔話とどこが違うのだろうかと思う。私の祖母の話に戻れば、一人暮らしをして大学に通っている私に今朝電話をかけてきて、風邪を引いていないかなどと心配をしていた。お正月にはおせち料理をつくって、孫の帰省を楽しみにしているから、と。

S1-2JO

私は、「老人は家族と同居しないほうがいい」という意見に賛成だ。確かに、両者が快適に暮らしていけるならば、同居することに大賛成である。しかし、高齢社会となり、家族のあり方も大きく変化した日本においては、同居よりも、よりよい生活様式を提案していくことの方が大事であると考えます。

まず、同居することの問題点として2つ挙げることができる。一つ目は、介護の問題である。介護を要する老人の場合、家族には介護のための専門知識が求められたり、仕事で長期休暇をとらなければならなかったりと負担が大きい。また、介護はかなり体力を求められる仕事でもある。二つ目は、コミュニケーションの問題である。高齢社会となった今、結婚した子供たちが共に一人っ子であるために、三世帯同居と言うことも起こってくる。この場合、世帯間のコミュニケーションや、住む場所などの様々な問題が起こって来ることが考えられる。介護を要する場合には、お互いに嫌な思いをすることもあるだろうし、二世帯間であっても、同様の問題が起こることが想定される。

以上の様な問題点から老人と家族の同居は条件が揃わなければ難しいことが分かる。そこで、最近ある会社で取り組まれている「老人のためのマンション」が新しい「老人の暮らし方」として良いのではないかと思う。この会社では、高齢者は入院が3ヶ月を越えると病院を追い出されること、家族との同居が難しいことなどの理由から、この事業に着手している。事業の概要は、病院周辺に二十五個ほどのマンションを建て、さらにその周りにいくつかの介護センターを建てるものである。マンションには、介護室があり、各部屋に行き届いた介護サービスが出来るように配慮している。さらに、下宿であるため、三食の食事も付いており、各部屋というプライベートが管理できる一方、食事仲間と触れ合うこともできる。また、介護センターを拠点に周囲の在宅者にもサービスを提供できる。両者とも、病院が近いので緊急の時はいつでも医師が駆けつけることができる。この会社が提供している食事が有機栽培や、季節感を

重視していることも重要である。高齢者にとって、食事というのは最大の楽しみだと聞くからだ。

高齢社会に入って、老人向けのサービスや事業が格段に増えた。それらを堅く利用することは、家族と同居するよりも有益である場合が多いと考える。介護を要する老人の場合、家族に迷惑をかけたくないと思っている人も多いであろうし、一方で何かと手厚い気配りも欲しいものである。先ほど紹介したマンションは要介護の方々向けだが、私は元気な老人たちが集まるマンションがあっても良いと考える。元気であれば、なおさらプライベートの充実と人と触れ合う時間の両方が欲しいものであるからだ。同年代の仲間たちと気軽に集まる場が近くにあることは、精神的健康にとっても良い。以上の理由から、私は、家族と老人の同居に反対である。

S1-3JO

私は老人は家族と同居しないほうが良いと思います。一番の理由は同居しないほうが互いにストレスがかからず良好な関係が維持できると思うからです。

成人している者同士が同居するとたとえ夫婦間であってもぶつかり合いが起きるものです。これが年老いた親、ましてや義理の親だったら尚更だと思います。憎悪の念を生む一番の原因となりうるのは、日常の些細な事のみかさねではいでしょうか。最近でもまわりからは仲の良さそうに見えていた家族間で信じられないような殺人事件が起こっています。そして事件の動機は日常生活からくるものがほとんどです。こういった事件は同居していなければ避けられるのです。恋人同士でもずっと一緒にいすぎると相手の欠点が見えてきて気持ちがさめてしまうように、家族も一緒にいすぎない方がよいと思うのです。一緒に住むのではなく週末や行事の際にだけ会う方がお互いを思いやる気持ちが高めると思います。

二番目の理由は老人の自立の為には家族と一緒に住まない方がよいと思うからです。子供が実家にいるとつい親に甘えて家事や身の回りの世話をやってもらってしまうように、老人も家族と同居する事により自分でできる事もついやってもらってしまいがちです。そして自分でやらないことにより老人の能力は落ち、しまいにはできたはずのこともできなくなってしまいます。また精神的な依存も生まれます。自分で考え行動し、自分の事はしっかりと自分で管理しなければいけないというある意味でのプレッシャーが老人の心にはりをあたえ、脳の老化やボケを防ぎます。老人本人がより充実した人生を送る為にも、老人と家族は別々に住んだ方がよいと思います。

夫婦だけや一人で住む老人たちが増えていくのは今の少子化を考えると仕方のない事です。子供のいない老人はそもそも家族と住むという選択肢はないのだし、一人っ子同士が結婚して両方の親と同居するというのも現実的ではありません。はっきり言ってこのような社会でいくら老人は家族と同居した方がよいと言っても無意味です。

それよりもいかに老人が一人でより良く住めるかを考えるべきであると思います。今から老人はできるかぎり家族とは同居せず、これから先どんどん増えていく老人のみの世帯をサポートする体制を今から作っておくべきであると考えます。そのほうが社会全体、さらには各個人の為にもなると思います。

以上の理由、考えから私は老人は家族と同居しない方がいいと考えます。

S1-4JF

昨今、日本の英語教育制度は変わりつつある。大学受験にリスニングのセクションが設けられたり、又、ALTを招いた授業形式をとったり、以前と比べて、明らかに英語に対して開かれてきている様である。当然、小学校においても例外ではなく、その波が及んでいる。近年中に、英語が必修科目としてカリキュラムに組み入れられるというのだ。日本では、従来中学校から英語は教えられるのだが、その開始期が早まることに対して、賛否両論である。日本語も未だ完全ではないうちに外国語は学ぶべきではないとか、漢字や計算の方が重要だとか、否定的な意見も少なくない。しかしながら、英語下手で有名な日本が変わるためにも、小学校への英語教育導入には賛成であるが、その理由は以下の3つである。

第一に、英語習得において大きな障害となるものの一つに、発音やイントネーションがある。これらは、年齢を重ねるにつれて習得が困難になると言われている。柔軟性のある若い頃の方が、ネイティブの発音を吸収しやすいのである。この点において、英語に小学校から触れることは大変有益と言えるであろう。

次に、日本の英語教育の抱える問題の1つに、実際に外国人又は日本人と英語でコミュニケーションを取る機会が少ないという事がある。教師が延々と文法について解説し、生徒は板書をただ写す、といった一方通行的な授業スタイルが、どの学校でも主流となっている。そこで、小学校での英語の授業を想い浮かべて頂きたい。ネイティブの先生を混じえ、教師と生徒、又生徒同士がゲームなどを通して実際に英語を話すスタイルがとられている。幼いうちから、実際に英語を話す機会を持つことで、外国人に対する苦手意識や内気さを軽減させられるのである。

最後に、英語に限らずどんな分野においても、それを経験する回数と能力は、大抵の場合比例する。つまり、場数をできる限り多くふむことで、英語力も上達するという事である。小学校に英語が導入されると、最高で従来よりも6年間分多く経験を増やすことができるのだ。理論的にも、このことは証明されている。

このように、早期外国語教育の導入には、多くの利点があり、日本人の英語力の向上に役に立つことが期待される。グローバル化が進む今日、世界を舞台に日本人が活躍する機会も増々多くなるに違いない。そのような場においては、外国語を話す必要性も格段に高くなる。残念ながら、今の日本には、英語を自由に操る人はほんの一握

りしかいない。このような状況を打破し、新しい開かれた日本を築くためにも、早期外国語教育を推し進めていくべきだ。

S1-5JF

現在、早期外国語教育に関する論議が世間を賑わしているが、私はこの早期外国語教育に対して賛成の立場である。

早期外国語教育に対して賛成する最大の理由は、子供の脳の柔軟性にある。脳の専門家ではないので子どもの脳の柔軟性に関する詳細はわからない。しかし、例えば小学校の時期などの子どものもの覚えが大人と比べて異常に良いことは、多くの人が認めるところではないだろうか。この脳が若くて柔軟な時期に、私たちは日常生活で必用となる計算や漢字、それに社会的常識の基礎などを習得する。そこで習得したものがその後の学習における基礎となり、また日常生活を支える基盤となってくるのである。例えば、買い物するとき、家計を考えるとときには当然のように四則算が用いられるが、これらを習得するのは脳が柔軟な小学校の時期である。また、公文書作成に欠かせない漢字についても、私たちは常用漢字を小学校の時期に習得する。このように、日常生活で重要となる事項について小学校で教育することに対する議論は、そうないだろう。同様に、英語教育に関しても、小学校で実施し、子どもたちに英語の基礎を植え付けておくことの意義は大きいと思われる。脳が若いので覚えも早いし、中・高校と英語を学んでいく際に、より効果的に、スムーズに英語を学習できるようになるのではないか。

次に、賛成の第二の理由として挙げられるのが、英語という言語自体の重要性、ニーズの高まりである。小学校期の子どもの脳がいくら若くて柔軟であるといっても、生活していくうえであまり重要ではないことを習得する必要はないだろう。しかし、英語の重要性が社会的に高いことは周知の事実であり、職場における英語のニーズも確実に存在している。英語の重要性という点に関しては、英語を学ぶこと自体が異文化を学ぶことであり、それ自体、貴重な異文化体験・理解となっている。その異文化理解を深めていくことで、日本語だけではコミュニケーションできない人たちとの触れ合いが、可能となるのである。職場でのニーズという点に関しては、ボーダレス化していく世界の中で、人材の交流がますます盛んになっていく現状を考えれば、職業において交流の際の必需品である英語のニーズが必然的に高まることは、十分に納得できよう。

早期外国語教育の導入に対する反論として、「日本語が完全に習得できていない段階で、他言語を学ばせるのはおかしい」という声をよく耳にする。しかし、日本語と英語の両方に幼い時から親しみ、その比較を通してより両言語に対する理解が深まっていく、ということも十分考えられると思う。成長の過程で、2つの言語を習得して

いくことは、むしろ両言語に対するより深い理解という大きな可能性すら秘めているように思うのだ。

子どもの脳がまだ柔軟なうちに、重要な言語である英語を教えていくことの意義は、非常に大きく、これからその導入についての議論・検討を進めていくべきではないだろうか。

S1-6JF

私は、外国語教育は小学生から始めた方が良く考える。外国語とは主に英語のことを指すが、英語に小さい頃から親しんでいたら勉強としてではなく、コミュニケーション方法の1つとして英語をとらえられると思うからだ。現在、日本の英語教育の問題点は、文法中心に行われている為、子供の興味がわきにくい点が挙げられる。英語を小学生の授業に取り入れるとしたら、子供が英語に興味を持ち、自らもっと学びたいと思えるようにするべきだろう。そのためには、文法を教えるのではなく、遊びながら楽しめるような仕組みを取らなければならない。また、金銭的に余裕のある家庭では子供を英会話教室に通わせているが、余裕のない家庭の子供は英語にふれる機会がないという現状もある。小学校に英語教育を取り入れることは、この現状を改善し、全ての子供に平等な機会を与えることにもなるだろう。

しかし、問題点として、以前に比べ授業数が減り、ゆとりの時間が増やされている中で英語の時間をどのようにして確保するのかということが挙げられる。算数と国語といった他の科目の授業数も減っているのに、新たに英語という科目が加わる余地はあるのだろうか。また子供の負担も増えるのだろうか。こういった懸念があるのも事実だろう。しかし、増加されたというゆとりの時間を週に一、二時間、英語の時間に当てることはできないだろうか。あるいは、授業の全体数を一、二時間増やすなど、解決策はあるだろう。子供の負担になるかもしれないという懸念については、子供が放課後に友達と遊ぶような感覚の楽しい授業なら特に負担にはならないだろう。例えば、ネイティブの日本語を話さない先生が授業中だけでなく、休み時間にも一緒に遊んでくれるとしたら、より英語に興味を持つだろう。子供の負担になるという考えは、授業＝疲れるという発想から出てきたのだろうが、子供も大人も、好きなこと、楽しいことをしている時は疲れないのだから、楽しめる授業にすれば、逆に息抜きになると考える。それは、音楽や体育や図工の時間が好きな子供が多いように、英語も好きな授業の1つにしてしまえば良いのである。

このように、英語教育を小学校の授業に取り入れていけば、小学生のころから英語に親しむことができる。全ての子供が英語を好きになることはないだろうが、外国人＝自分たちとは違うと感じている日本人が多い中で、小学生のころから英語を身近に感じることで、そのような意識が少しでも軽減されるのではないだろうか。グローバ

ル化の進む中で、日本人は英語を話せることで可能性が広がっていくし、英語に触れずに生活する日はないといっても良い程である。したがって、私は、英語教育を小学校に導入することで、もっと英語を身近に感じ、興味を持つ子供が増えれば、と思う。

S1-7JF

私は外国語教育は小学生から始めない方がいいと思う。私がこう思う理由は二つある。一つは現在の日本の公立学校は週五日制なので、外国語の授業を確保するのは困難だからだ。二つめは、学校で外国語の授業をするとすると、恐らく特定の一言語を学習することになるが、何の言語の教育をするか、ということも問題になるからだ。

まず、約十年前から日本の公立学校では土曜日の授業を廃止し、週五日制となった。加えて最近では「ゆとり教育」と称して、算数などの学習要綱を大幅に削減した教育を制度化した。何年かの「ゆとり教育」を経て、国が調査した結果、小学生の学力が低下したことがわかったので、現在では「ゆとり教育」を廃止し、元の教育制度に戻す動きが広まっている。このように、現在の教育制度では、新しい教科を採用する時間的な余裕がないのだ。また、小学生は、低学年で簡単な漢字を習い、基本的な文法を徐々に学んでいく。母国語を習い始めた小学生が、他の言語を習うのは困難である。

次に、二つめの「何の言語を教育するのか」という問題だ。外国語といっても、世界には数えきれない程の言語が存在する。言語には話者の多数・少数はあるが、言語自体の優劣はないので、国は何語を教育すればよいのか、決定することは困難である。

確かに、「授業数の確保が困難であるのなら、週六日制にすればいい。」と主張する人や、「世界共通語は英語なのだから、外国語教育とは英語教育である。」という人もいるだろう。

しかし、週六日制にしてしまえば、小学生は学習する量や宿題が増えるので、どの教科も中途半端に習得し、消化不良になってしまう。また、小学生の時期には、自分の興味のあることを探したり、興味を持っていることに熱中したり、友達と遊んだりすることが大切である。そういう意味でも、土曜日・日曜日を休日にするということは、重要である。

また、大多数の人は「外国語教育は英語教育だ」と認識しているだろうが、小学生は色々な事に興味を持っている年頃なので、他の言語を学びたいと思っている子供はたくさんいるだろう。だから特定の言語を国や教育者が一方的に決めてしまうのはよくない。英語は確かに世界共通語と言われているが、小学生にその認識を植えつけてしまうのは危険である。彼らの中には、英語を話す国、つまりアメリカが世界の基準である、と勘違いする者もいるかもしれない。

このような理由から、私は外国語教育は小学生から始めるべきではないと主張する。だがもちろん、小学生が他の言語に興味を持つのは良いことだ。そういう場合に、土

曜日・日曜日の休日を利用して、個人で学べばよいと思う。

S1-8JO

もう何年も前から、日本の現代社会では核家族化が進んでいる。親と子、そしてその孫が三世代に渡って一つ屋根の下に暮らすという光景は、一昔前ではありふれたものであったが、今その光景は、特に大都市においては非常に貴重なものとなった。この核家族化という現象はいまや現代社会の大きな特徴の一つと言え、日本中で当然のものとなってはいるが、これは実は日本人にとって悲しい現状で、見直さなければいけないものなのではないだろうか。こう考える理由を三つ挙げる。

一つ目は、老人の安全性が高くなるということだ。年を重ね体のあらゆる機能が低下した老人にとっては、単純な日常生活を送ることにさえ時に困難を伴う。高いところに手が届かない、重い荷物を持ってないということがその主な例だが、こうした困難も、子供や孫が日常的に傍らにいただけですべて解決されうるのだ。家族の役割はそういったささいな手助けにとどまらず、例えば老人が怪我をしたり体調不良になった際に病院に連れて行くということや、老人を狙った詐欺などの犯罪から守るなどということにまで及ぶ。若いころと比べ機能や能力が心身ともに衰えた老人にとって、こうした恩恵が容易に受けられることはなにもものにも変えがたい。

二つ目は、老人の身体的、精神的健康を長く保つことができるということだ。老人は、家族と離れて暮らすのなら、老人ホームに入居するなどの対策を練らない限り、配偶者と二人きりか、独身であれば一人で暮らすことになる。そうすると恐らく、誰かと話をしたり外出したりする機会は家族と暮らす老人と比べると少ないだろう。年を重ね、体の器官にある程度衰えが見られるようになった老人の健康維持に、他人とのコミュニケーションや屋外での活動は極めて大切な行為であり、特に子供や孫といった自分よりも若い人々と会話をすることは、痴呆、うつなど老人によく見られる病気の予防策には最適である。更には、外出のことにに関して述べるにしても家族に自動車を所有しているものがあるならば、老人の「外出しよう」という気持ちも高ぶるだろうが、目的地に着くまでに大きな困難を伴うことを恐れ外出をあきらめている老人も家族と同居していない人の中には多く存在するだろう。

三つ目は、老人と家族が同居することが、その老人の孫にも良い影響を及ぼすということだ。核家族化が進み、近所に住む人々との交流も少なくなってきたと言われる現代社会を生きる子供たちや青年にとって自分たちの全く知らない時代を生きてきた老人がごく身近にいるということは、非常に大きな財産なのではないだろうか。何かのトラブルや悲しい出来事に遭遇したときに自分の何倍も長く生きてきたいわば、「人生先輩」に容易に話を聞いてもらえるのである。殺伐とした現代社会の中で希薄になりがちな近親者とのコミュニケーションも同居という一つの手段で解決されう

るのだ。

この様に、老人と家族の同居は、老人だけではなく家族にとっても有益であることがわかる。よって、老人は家族と同居すべきである、という意志をもって、この案件を結論づける。

S1-9JF

「早期外国語教育」について世の中でさまざまな議論がなされていますが、ここでは反対という立場から議論を進めていきたいと思います。私が反対の立場をとったのは、大きく分けて3つの理由からです。

一つはその必要性という観点です。現在の日本の社会において日本語以外の言語が使えることの重要性はあまり強く感じられません。日本という国においては日本語だけで事足りてしまうのが現状です。確かに、外国語が読めたり話せたりするとより多くの情報源を得ることができ、コミュニケーションの可能性が広がります。しかし、日本語のみで生活ができてしまうのも現実で、ともすれば、外国語が使えることのアドバンテージは個人の嗜好品の域を脱していないといえます。そもそも、このような議論がなされていること自体、日本人が切羽詰って外国語に必要性を感じてはいないことの裏返しでも考えられます。

二つ目は、小学校での外国語教育の効果という点です。日本の小学校でどのような外国語教育が展開されようとしていて、それによりどれほどの語学力がつくのか、私は知りません。はっきりとした根拠がないのに安易に賛成の側に回ることはできないということです。早期外国語教育の目的を語学力の中のどこにおくのか（例えば文法力なのか会話能力なのか、スピーキング力なのかリスニング力なのか）、その目的を満たすためのメソッドは確立されていてそれは日本の小学生にも適応されるのかどうか、というように、早期外国語教育が実際に行われていない以上、未知な点はたくさんあります。外国語なしで生活できる日本の中で明確な根拠がないまま早期外国語教育を急ぐ必要はないと思います。

最後は、小学生の外国語教育の適正という点です。これについては認知心理学の視点からの考察も重要になってくるとと思いますが、まだまだ日本語の基礎を学習している段階の小学生が外国語を学習することにどれほどの効果があるのかわかりません。抽象的な考え方や理論を操る能力が備わりきっていない小学生に外国語を学習させる事の有効性を考えなければならないでしょう。

以上、三つの理由に分けて早期外国語学習反対の理由を述べてきましたが、もちろん早期外国語学習のメリットもたくさんあると思います。実際に広く行われていない以上、ブラックボックスの要素も多く早期外国語教育についてはまだまだ議論を続けていく必要があるでしょう。

S1-10JO

現在日本では、寿命の伸長、出生率の低下などにより、六十歳以上の高齢者の数が増大しており、高齢化社会が確実に進行している。そのようななかで、「高齢者とその家族は同居するべきか否か」という問題が出てくるのは自然なことであろう。私は、この「家族との同居」について反対の立場で意見を述べてみたい。

高齢者とその家族が同居することへの賛成の意見には、例えば次のようなものがある。「家族と一緒に過ごせること」あるいは「一緒に過ごすことで安心感が得られる」というものである。確かに、家族と同居する場合、「もしも」のときに素早い対処が可能であり、一般的にみて病気にかかりやすい高齢者に対して対応がきくというのは大きな安心感が得られる。また、例えば子どものいる家庭ならば、三世代にまたがった一家団欒を過ごすことができるのも、大きなメリットであろう。

しかしながら、「家族との同居」は決して利点ばかりがあるのではない。先に高齢者が病に倒れた場合に対応がきくことについて述べたが、もしも高齢者がそのまま寝たきりになった場合どうするか。おそらく介護という負担が家族に重くのしかかるのではないだろうか。ホームヘルパーを雇ったり、デイ・サービス等を利用することで、負担をある程度軽減することは可能であろうが、介護を数年続けていくとなると、相当な負担となるだろう。高齢者が元気で活動的な場合はよいが、健康を損ねたときの場合、老人ホーム等について検討しておくことも必要である。

また、高齢者とそれより若い世代と、生活スタイルが合わないということも考えられる。夜型で不規則な世代と比較的朝型の生活を過ごすと考えられる高齢者とでは、両者の生活にずれが起こることも想定されるのだ。起床・就寝時間の違い、外出先の相違など、合わないことも起こるだろう。

さらに食事に関しても、高齢者と家族の間では好みに違いがある。この場合、メニューを別々にすることで対応できるが、一度に二種類の料理を毎日毎日するのは、かなりの負担がかかるであろう。

このように様々な違いがある高齢者とその家族が生活するには、努力すべきことも多々あり、困難なことも多い。それならば、それぞれの生活スタイルに合った過ごし方ができるように、別居という方法を取った方がよりよいのではないだろうか。高齢者には高齢者の生き方があり、家族には家族の生き方がある。その両者の生き方を尊重することが大切なのだと私は考える。

Group 2

S2-1JO

家族の助け合い、支え合いの大切さ

私は、家族の同居に賛成です。核家族が増加している現状がありますが、古くから

伝わる三世代の同居にはたくさんの利点があり、今の日本が抱える問題を解決する糸口になると考えます。

現在、高齢化や少子化が進んでいます。また、犯罪の増加、凶悪化が目立っているように思います。これらの事柄は、それぞれ個別のもののように見えますが、関連のある社会問題であり、家族の同居によって改善することができると考えます。女性の社会進出が目覚ましいことは、共働きの家庭の増加から明らかなことです。両親が働きながら子育てをするのは時間的な制約があり、とても大変なことです。その為、子づくりと仕事の選択にせまられた時、仕事をとる夫婦も増えてきました。それが現在の少子化、そして高齢化をもたらしていると考えます。この現状を家族の同居によって緩和できるのではないかと思います。同居をすることによって子供の世話をする人が増え、その分一人一人の負担も減らすことができます。高齢化は、年金など経済的な面においても大きな負担となり、この状況はさらに進行すると見られています。少子化に歯止めをかけることは高齢化、そして経済的にも重要なことであり、老人の家族との同居はこの悪循環を止める手助けになると考えます。

凶悪犯罪の多数も大きな問題となっていますが、この根底にはモラルの欠如、精神異常があります。社会の中で人との関わり方や常識を認識する機会が失われている部分があることがこのような事態を招いているのではないのでしょうか。老人との同居によって世代を越えた人間関係をもつこと、人と触れあう機会を多くつくることができ、道徳のある人を増やすことができるのではないかと考えます。これは社会環境の改善に繋がる点です。

老人が家族と同居したほうが良いと考える最後の理由として、伝統の継承があります。日本には歴史があり、文化があります。それらを教科書やテレビなどで知ることはできますが、年輩者から直接学ぶという方法もあります。実際に肌で感じながら知識をつけることにより、単なる伝統などの紹介ではない深みが生まれ、その後の人生に深みをもたらすと思います。年輩者も自分の歩んだ道を伝えることができ、自分の存在意義を更に強く感じることもできると思います。互いに支えあっていることを感じることができ、伝統継承に深みを増す機会を多くつくるのが家族の同居によって可能になると考えます。

このように、老人が家族と同居することによって、三つの大きな利点があると私は考えます。社会情勢が刻々と変化する中で支え合い、助け合いは不可欠な要素であり、家族の同居は支え合う為には非常によい家族形態であると思います。

S2-2JO

老人が家族と同居すべきかどうかという問いは、言い換えれば、「老人は同世代の人々と過ごすべきか、それとも若い世代とともに暮らすべきか」ということであると

思う。そして、それぞれのメリット・デメリットを考えたとき、私は老人は家族とは同居せず、単独、あるいは老人ホームなどで暮らすべきだと考える。同世代の人々と過ごすことで、老人は「自分中心」の生活を送ることができるからだ。

例えば、最近の老人ホームはアパートのようになっており、自炊など自立的な生活が送れると同時に「アパートの他の住人」とも交流ができるようになっている。しかも、必要などときには世話をしてくれる人もいるので安心だ。家族と同居しているとどちらかが妥協したり、我慢したりすることがでてくる可能性もあるが、ここでは老人は自由だ。このような場所での生活は、家族と同居した場合の若い世代中心、つまり「社会中心」の生活に対し、「自分中心」の生活なのだ。

なぜ私が老人が「自分中心」の生活を送るべきだと考えるのかというと、老人と呼ばれる人が医療の発達により以前よりも元気で過ごせる時期が長くなったからである。彼らには、いわゆる「老後の楽しみ」に費やすことのできる時間が山ほどあるのだ。

確かに、老人ホームなどの施設で過ごしたり、趣味などに興じたりするにはお金が必要だ。年金暮らしの老人にまかなえる金額ではないかもしれない。また、若い世代から隔たれた世界で生活することによって老人が世の中から取り残されてしまうのではないかという危惧もあるかもしれない。しかしながら、高齢化社会の今、日本では遅ればせながら、老人施設整備や年金問題に取り組み始めている。ローカル規模では、老人と子どもたちの交流も盛んに行なわれている。以前は老人になると家の片隅で片身の狭い思いをして過ごすイメージの方が先行していたが、今は違う。家庭ではともかく、地域においては老人はむしろ重宝されているのだ。

老人は変化するこの社会の仕組みをもっとうまく利用することができれば有意義な老後生活が送れるだろう。もちろん「社会中心」ではなく「自分中心」である。自分の人生なのだから、一生自分のために生きなければ意味がない。現代の老人にはそのパワーも気力も備わっていると私は感じる。しかしそのパワーを最大限に引き出すためにはやはり支援が必要だ。それは家族ではなく、国のである。国の抱える老人問題を解決することは一見、家族の問題よりも難しく感じられるかもしれない。しかし、私はむしろ逆だと思う。国が今抱えている老人問題は、今、あるいは近い将来必ず解決されなければならない問題であるが、家庭での問題はしばしば誰かが犠牲となり、解決されないままのことが多いからだ。国の抱える老人問題さえ解決されれば将来の「老人大国」日本では、家族が老人と暮らすかどうかを決めるのではなく、老人自身がそれを決めることになるだろう。そしてそのとき彼らは自分で生活することを選ぶべきだ。

S2-3JO

日本は高齢化社会化しています。しかし、お年寄りをとり巻く環境は決して整っているとは言えません。彼らをサポートする体制が充分でない今の現状では、老人は介護のプロの助けを上手に借りながら家族と同居するのが望ましいと思います。

家族と同居していない老人は老人ホームで生活するか一人(二人)暮らしをします。

日本の老人ホーム設備は充分とは言えません。まず、老人の数に対して施設の数が圧倒的に不足していて、そのため施設入居費は高く、本当に必要としている人々の需要を満たすことができません。さらに、未だに老人ホームは姥捨山としてのイメージが強く、施設も住処というよりは病院のようで、老人本人たちもホーム入居に関して肯定的なイメージを持っていないようです。よって、老人ホームが老人の需要を満たしていない現状では、在宅介護の重要性は大きいと思います。

最近、お年寄りの一人(二人)暮らしが増えていますが、老人の一人暮らしが増えるのに比例して、老人の孤独死の問題は深刻化します。以前に比べて、密な近所づきあいもなくなってきた今、老人が一人で暮らすと、何かあっても迅速な対応ができず、助かるはずだった人が手遅れになる可能性があります。よって、老人は家族と同居して、常に周りに誰かがいる状態にいる方がいいと思います。

また、老人の立場から考えると、老後の一人暮らしとは大変心細く、自分が生まれた、又は住み慣れた家で、家族に囲まれて暮らしたいと望むと思います。よって、家族は可能な限り、その彼らの希望をくむべきだと思います。

しかし、老人介護に対する家族の負担がだんだんと重くなってきている中で、介護に疲れて老人を虐待、殺害してしまうなど、問題は尽きません。よって、家族は老人と同居するにあたって、できないことを介護のプロに上手に助けてもらうことが必要であり、老人と同居する家族を上手くサポートする体制を整えていくことが今課題とされていることだと思います。

よって、老人は、介護のプロの助けを十分にそして上手に借りながら、同居している家族の精神的、肉体的負担を軽減させた上で、家族と同居するのが望ましいと思います。(おわり)

S2-4JF

最近では、国際化の波に伴い、テレビをつけると、地元の小中学生がインターネットやEメールを通じて主にアメリカやヨーロッパ等の国々と絵や手紙の交換を行っている場面や、簡単な外国語を扱う教育番組に出くわすなど、外国語教育への関心が高まってきている。特に、小学校から外国語を扱うか否かについては議論が活発である。現在は総合的な学習の時間の一環として外国語を取り入れている小学校が増えてきている。

子供達は外国語を通して、興味・関心を新しく広げることができる。私が外国語教育は小学校から始めた方がいいとする一つの理由である。学校へ通い始め、社会科を学んでいく中で、外国、外国語に対する関心も徐々に養っていくべきであると考えられる。新聞やニュース、又自分の身の周りで起こる出来事を、全く関係のない別世界のこととしてではなく、少しでも興味をもち、自分と関係づけてとらえてほしい。言葉を通してではあるが、小学校では言語的ではなく、もっと社会的な方面からの教育が必要とされるだろう。

さらに二つ目の理由として、思春期のはじまる中学生よりも前の段階で外国語を学ぶ方が授業へのより積極的な態度が期待できる。言葉は本来、自分の体験や活動を経て習得するものである。そのため、生徒が主体的に学ぶことのできる歌やゲームは有効であると考えられる。中学生は羞恥心が芽生えてきてしまう。その点小学生はより楽しく、のびのびと活動できるであろう。

三つ目として、小学生の方がより自然な習得をすることができると考えられる。一般的に、年齢の低い方が言語習得、特に発音については有利であると言われている。小学校から外国語を学び始めることによって、より高いレベルに到達することができる。

もちろん、小学校からの外国語教育には難しい点もいくつかある。

まず、外国語教師のニーズである。現在、教育現場にいる教師は英語を教えられる人ばかりではない。さらに、一教員の負担もかなり大きくなる。これは教員免許にも関わってくる重要な問題である。

次に、受験に対する懸念がある。小学校で外国語を教えることになると、その後の中・高・大学受験で扱う外国語の高度化も考えられる。小学校の外国語の授業が受験対策にならないともいえない。

このように、小学校で外国語教育を始めるにあたっては様々な課題がある。一言でよし・あしといえないから難しいのである。しかしながら、始めの一步として踏み出していくべきではないだろうか。教師を一斉に英語ができる人に変える必要はない。母語話者や、中学教師を招いて行えばよい。現在の中学校での外国語授業をそのまま小学校にもってくる必要はない。もっと社会的に、音楽や体育のように体験的に、児童のレベルに合う様にすればよい。週一・二回程度でもよいだろう。課題はたくさんあるが、それらに気を配りながら、少しずつ、始めていくことに対しては大いに賛成である。

S2-5JF

今度の議論、「外国語教育は小学生から始めた方が良い」かどうかについて、著者の個人的意見としては早期外国語教育に賛成である。現在の日本社会を念頭に入れて

の議論となればその外国語は英語である可能性が高いのでこの小論文においては外国語＝英語と考え述べる。

まず、なぜ賛成するか理由をいくつか述べたい。一つ目として、一般的に第二言語習得には子供の早い時期から学習をはじめるのが望ましいと言われる。例えば一年間外国で暮らすならば大人よりも子供の方が断然第二言語をより効率よく習得するのはよく知られている。

次に、早期に学習を開始することによって第二言語を習得すれば、第三言語の学習に取り組むこともできるであろう。第二言語を習得した者は、第三言語の習得に有利であるとも言われている。なぜなら二つの言語知識、両方面から第三言語にアプローチできるからである。

今まで述べたように早期に英語学習を始めたならば学習者の能力が高くなるであろうと想定しているわけであるが、しかしそれはどのような指導方法をするかによって変わってくるであろう。例えば今まで日本の中学、高校で続けられてきた文法重視の英語教育を少し早めて行うというような考えは望ましくないだろう。きっと今と変わらず How are you? と聞かれて、 I'm fine, thank you. とロボット式に応える人しか出てこないかもしれない。しかし、ここではどのような教育方法が有効なのかという議論は別の問題になるのでこれ以上の言及は避けたいと思う。

早期英語教育には賛同しないという人々の中には、母国語つまり日本語の学習がおろそかになる、又は、日本語の使用がきちんと成される前に外国語の学習を始めても意味がない、という人が多くいるだろう。そのことについて、母国語であろうが外国語であろうが言語の学習においてどちらかが完全にできるまで次に進めないというのは理不尽であると著者は考える。誰も完ぺきになることは言語使用においては無いだろう。例えば子供は子供らしく話す方が子供らしいとも言えるし、大学生が社会に出て働き出してからより社会人らしい話し方を学ぶのは当然の成り行きである。よってまず母国語使用が確立してから、というよりも外国語を同時に学習し始めることによって言語に対する考え方により敏感になる事が出来るのではないだろうか。それによって教育される子供たちだけでなく、教育する側の大人たちがより良い言語教育、母国語、外国語、両方に目を向け改革していくことが必要となるだろう。

最後に、著者は早期外国語教育を導入するにあたっては、賛成であるが、そこに日本語教育の改革とよりよい質の外国語教育がなされるように望んで止まない。

S2-6JF

私は、早期外国語教育に賛成である。それは、次の三つの点からである。

まず最初に、早期外国語教育は子どもの外国語力を向上させる。多くの研究者によって立証されているように、言語習得は小さな時から始めた方が伸びやすい。例えば、小学生の時期に臨界期をむかえる発音は顕著な面である。ジャパニーズイングリッシュといわれる日本人の英語発音の悪さへの対策になりうる。また、早くから外国語に触れておくと、外国語を話すことへのはじらいが無くなり、スピーキング力の向上にもなる。

次に、早期外国語教育は、子どもの国際交流につながる。子どもの外国への興味を促進し、国際理解になり、そして世界の平和維持につながる。それは子どもの健全な成長への一因となりうる。また、旅行に行った時などに、現地の人と交流ができ楽しい旅行をできることにもなる。アメリカの何人かの人々は、アメリカが世界のナンバー1だと思っておりそれは、第二言語教育をうけていない教育制度に問題がある、というのを聞いたことがある。外国語への興味は、異文化理解にも発展するのだ。

最後に、早期外国語教育は、日本の経済発展につながる。今や世界はグローバル化が急速に進み、ビジネスにおいても英語が使えるのはあたり前、また中国とのビジネスが多い今は、中国語力も欲されている。これからの子どもたちが就職する頃にはますますビジネスはボーダーレス化するので、世界でやりあっていくために外国語は必須である。現に隣の韓国や多くのアジアの国ではすでに小学校から英語が教えられている。また、外国語というスキルを身につけた子どもがふえると、日本のフリーターの数が減り、経済活性化につながる。フリーターの多くは、自分にスキルがないためにバイトできるウェイトレスで食べつないでいくのだ。

以上のような利点が早期外国語教育にはあるが、ある人は「早期外国語教育は日本語力の低下につながる」と言うかもしれない。確かに、他の言語に時間を費やすことで子どもの日本語を勉強する時間は減り、また日本語への興味をそいでしまうことになるかもしれない。しかし、それによって必要最低限の日本語力が獲得できないことは考えられない。そして今は、日本語と同じくらいこれからは外国語が必要となってきたので学校側はその流れに対応した教育をほどこしていかなければ、子どもは将来必要なスキルがないため困ることになる。中学校からの英語教育で中途半端になっているのをカバーするには小学校から始めるべきであろう。

以上の点から、私は早期外国語教育は実施されるべきだと考える。

S2-7JO

高齢化社会の到来により多くの家族が高齢者をかかえ、同居の問題や老人ホームの問題に悩まされている。しかし家庭はすべての人にとって安息の場であり、特に体や

暮らしに不安をかかえる老人には必要な安心できる居場所であると同時に保護機関でもある。老人にとって現代は多くの危険があるので、それから彼らを守ることができるのは家庭だけであるということを再認識する必要がある。

今日家族と別居する多くの老人は様々な問題に直面している。例えば強盗や詐偽などの犯罪のターゲットになることが多いこと、また病状の急変による孤独死も多い。また老人ホームに入居した場合も同様に、介護者から人格や人権をもつ一人の人間として扱われず虐待を受けたという報告は後をたたない。このような場で老人が安心した生活を送ることは不可能であり、この問題を解決しようとするれば警察や自治体の老人保護強化や地域社会の厚い協力を必要とし、大きなコストがかかる割に問題予防にすぎず具体的解決が見こめない。老人介護者の行動に関しては彼らの心のケアまで必要とするなど対策が広範囲に無限的に広がってしまう。つまり犯罪等の外的危険から老人を守り、彼らを一人の人間としてコミュニケーションをとることができるのは家庭の中においてのみである。家族達は老人の生活や死を真近で共にすることによって命の重みを受けとめることも必要だろう。

ではこのような家族との同居を可能にするために必要なサポートは何だろうか。それは家族の負担を軽減する環境づくりであり、以下の2点である。第一に老人ケアを家族だけでなくデイケアセンターやヘルパー等が有効的に分担することである。これは家族が常に居なくても老人との同居を可能にするだけでなく老人が多くの人とコミュニケーションをとれ活気のある生活を支援する。デイケアセンターへの車の送迎サービスや老人用のおふろやマッサージなど自宅でまかなえない機能を充実させる等で自宅介護者を支援するとりくみが求められる。また、現在ヘルパー制は、主に一人暮らしの老人に適用されているが、これからは、ますます家族同居の老人宅へもサービスが拡大する必要があるだろう。第二に一般家庭へ老人介護技術を取り入れやすくすることだ。老人用のトイレ、おふろやベッドなどが安価で一般家庭に導入できれば家族の負担はとて軽くなるだろう。今日の技術革新の中で政府からの補助金に助けられればそれは決して不可能な目標ではない。このように一般家庭の介護者が自らの生活を崩壊させることなく老人と共に暮らせるための支援を介護サービス業的側面と技術的側面から行うことが必要だ。

これらのような支援の充実が必要不可欠だが、今日の老人との別居を促進する風潮は非常に危険である。老人を孤独で危険な生活へ陥れるばかりでなく人の死を誰も直面からうけとめない社会を築いてしまいかねないのだ。元来家庭がもつ、安心して暮らせる人々のぬくもりの場を大切に、外的危険から老人を保護していくことが高齢化社会に何より求められる姿勢である。

早期外国語教育について、ここ数年、さまざまな議論がかわされている。英語教育においても、文法項目重視の授業かコミュニケーション重視の授業をすべきかという議論とともに、小学校で英語を教えるべきかという議論があがり、話題となった。実際、私立の小学校や一部地域の公立小学校でも英語が取り入れられている。私は、早期外国語教育には賛成で、外国語教育は小学校でも行われるべきだと考える。理由は以下の三点だ。

まず第一に、人の言語習得能力は幼いころの方が高く、年齢が上がるにつれて低くなる点だ。早い年齢から外国語を学び始めれば、その分言語の習得が容易になる。特に発音に関しては、生後数年の間に聞かなかった音は、後から練習しても完璧な発音は習得できないといわれている。今まで一般的だった用に、中学校から外国語を導入したのでは、人の言語習得能力から見て遅すぎるのでせめて小学校から外国語にふれる機会を作る必要がある。

第二に、間違いを恐れずに積極的に発言する姿勢も外国語の習得においてとても重要で、小学生の方が活発な発言、生徒の積極的な授業への参加が期待できる。私は、小学校の授業では、クラスみんなが発言するように、いつもさまざまな取り組みを行っていた。その為、いつもクラスのたくさんの人が手を挙げて発表のチャンスを待つ、積極的な授業の雰囲気があった。しかし、中学校に入ると、発言を促される機会も少なくなり、先生の説明を聞く、受身の授業が多くなった。外国語を習得するには、習ったことを練習して使ってみるものの繰り返しが大切なので小学校で外国語を始めた方が積極的な学習の環境を作りやすい。

最後に、外国語を学ぶことは、異文化について学ぶことでもあり、異文化への抵抗の少ない小学生のうちに外国語を学ぶことは、その後の正しい異文化理解や国際的視野を育てることにつながる。幼いころの方が、新しいものや、自分と異なる物に興味を持ち、抵抗なく受け入れる傾向がある。外国語や外国人の先生、外国の文化に触れるうちに、自然と異文化と共生することを身に付け易い年齢のうちに、そのような機会を持つことが重要だ。

早期外国語教育に反対する意見には、母国語の習得にとって重要な時期である。小学校で外国語教育を行うと、母国語の習得に支障が出る可能性を主張するものがある。しかし、週に数時間の外国語の授業を行い、残りの授業時間、学校生活、また家庭やその他の社会生活は日本語で行われるので小学校での外国語教育が母国語の習得の支障となるとは考えにくい。

多くの日本人が、英語を六年以上学びながら、苦手意識を持っている。早期外国語教育は、外国語や異文化に親しむきっかけとなると私は考える。

S2-9JO

老人は家族と同居した方が良いという意見に賛成である。その理由をいくつかあげたい。

まず第一に、老人が家族と同居することで、老人の生活における安全面の強化につながるということが挙げられる。老人だけの生活には不自由・危険が付きまとうが、同居することによって、常に他の家族が見守り、サポートできる環境を作ることができるのである。例えば、老人の多くは日々の通院を日課にしている場合が多い。しかし、その通院も老人にとっては一苦勞である。車で通院する場合、病院まで運転しなければならない訳だが、年をとり判断力がにぶってきた老人の運転には事故の危険が非常に多くつきまとう。公共交通機関を使う場合でも、そこへ向かう道中でつまずいて骨折したりどこに危険が潜んでいるかわからない。そこで、家族がサポートし、病院まで送り迎えしてあげるだけでその危険を大いに減らすことができるのである。

第二に、子供のいる家庭の場合、老人である祖父母と同居することで家庭内のコミュニケーションが増えるという理由が挙げられる。近年では共働きの家庭が増え、幼いころから保育園へ通い、小学生では“鍵っこ”といわれる、学校から帰っても両親は仕事で不在、自分で鍵を開け、両親が帰宅するまで子供だけで留守番というケースもますます増加傾向にある。しかし、老人と同居家庭の場合は家に帰ると必ずおじいちゃん、おばあちゃんが「おかえり」と笑顔で迎えてくれるのである。帰宅して話す相手もなくテレビゲームや宿代をして寂しく時間を過ごすのと、その日学校であった出来事、友達のことなどおやつを食べながらおじいちゃんおばあちゃんに話しながら楽しく時間を過ごすのではその子供の成長に与える影響も大きく異なるであろう。家庭内で会話、コミュニケーションの不足が叫ばれる今日において、老人との同居はその問題を解決する1つの突破口になりえるのではないだろうか。

第3の理由として、老人と同居することで、若い人たちが老人の気持ち、苦勞を知り、社会一般のお年寄りに対する思いやり、気遣いができるということが挙げられる。人生において一度も老人と身近に生活した経験のない人と、ずっと同居してきた人では、老人に対する接し方、考え方に差が出るのは当然ともいえる。しかし、一緒に暮らしたことがないから気遣えないのかもしれないというものではない。日本社会の高齢化が進む現在、若い世代が老人のことを理解し気遣い、老人にとって暮らしやすい環境を整えようとするのはもはや必須である。よく電車で見かける、老人が目の前に立っているのにまったく気にせず座り続ける若者優先座席ですらそのような光景をたまに目にするのは悲しいことである。そこで、老人と同居し、老人のことを理解し、自然に思いやれる若い世代が増えることはすばらしいことである。

ここまで、老人が家族と同居することに賛成する理由を三つ挙げたように、老人が家族と同居することは、老人にとってもその家族にとっても多くのメリットをもたら

す。したがって、老人は家族と互いにいろいろな面で助け合いながら同居することに賛成である。

S2-10JO

「老人の暮らし方」について、私は、「老人は家族と同居した方がいい」という意見に賛成である。同居する、しないに関してはメリット・デメリットの両方があることは言うまでもない。そこで以下に私が同居に賛成した理由を挙げる。

まず、同居におけるメリットであるが、これには大きく三点が挙げられる。それは、「孤独死の回避」「セキュリティー・安心感」、「子供への情操教育」である。昨今核家族化の進行に伴って独居老人の数も増加の傾向にある。付随してたびたび耳にするようになったのは「老人の孤独死」のニュースだ。老人が一人で暮らし、万が一何か起きても周囲の人がすぐには気付かず、死後何日も経過してから発見されるという悲しい事件が多発している。もし家族がいて同居していたなら死までは至らなかったかも知れないケースもあるだろう。また、共働きの夫婦にとっても家庭に大人がいて子供の面倒を見てくれれば保育所等にかかる費用負担も軽くなるし、安心もできる。小中学生の子供がいる家庭でも、幼いうちから老人と暮らし、彼らに接して昔ながらの伝統や知恵を学ぶことはすばらしい情操教育につながる。自分たちよりも自分たちの親よりもさらに上の世代と暮らすことで得ることは多いはずだ。

以上、同居におけるメリットを挙げてきたが、最初に述べたように同居にはデメリットもある。それはテレビ番組等でもよく取り上げられる、姑・しゅうととの確執問題である。共働きの夫婦が増え、女性の社会進出が進み夫婦や家族のあり方も変わってきた。世代の違う人からは学ぶことも多いが、こういった変化に対する不満や反発も同じ様に多いはずだ。周囲の人の声には「同居のメリットは確かに多いがライフスタイルや子育てに対していろいろ口出しされるデメリットを考えれば同居はしたくない」というものもある。つまり、ストレスがメリットを上回るほどの強さということだ。先に述べたように同居におけるメリットは確かなものである。ただ、そこに生じるフラストレーションをどのように処理するかが結果を大きく左右する。そこで私が導き出したのは、同居するに当たってお互いの妥協点や、「違って当たり前」という認識をきちんともつことが同居におけるキーポイントになるということである。それさえふまえれば、老人が家族と同居することのデメリットが弱まり、メリットをより一層際立たせることができるはずだ。

以上述べてきたように、メリット、デメリットを考え、またデメリットに対する対策を提示することを含めてすべてを考慮したうえで、私は老人は家族と同居した方がいいという意見に賛成である。

Group 3

S3-1JF

早期外国語学習の是非については、条件付きで賛成である。以下、賛成の理由と条件、課題の順に論じることとする。議論を具体的にするため、テーマを絞り込む必要があると思われるので、我国における英語教育という前提で展開したい。

まず、賛成の理由であるが、これは著者の経験によるところが大きい。小学校入学以来、週数回の英語の授業があり、日本人教師とネイティブ教師の授業が大体同じ割合であった。他教科と同時に、同割合で英語学習が始まったため、英語を特別視したことはなく、外国語に自然に親しむために効果的だったと思う。もちろん導入の仕方という点では教師やカリキュラムの工夫があったことは確かであるが、負担や抵抗なく外国語に親しむことは、外国人や外国の文化を自然に受け要れる姿勢の獲得にも役立った。また、一般的に言われるように、子供の柔軟性、集中力、新しいことを習得することへの執着などが大人よりも優れているとすれば、子供時代に外国語を学習することは、利点であろう。ただし、学習の効果を上げ、学習者の負担を軽減するため、いくつかの点において慎重に考慮する必要がある。それらの点について、「条件」として次に述べる。

まず、日本語による高度なコミュニケーション能力の獲得をおざなりにしない、ということ強調したい。言語習得期にある子供にとって、母語の読み・書き・話す・聴く（理解する）といった基本的スキルを学習する時間を削ってまで、日常的に使用する頻度の低い英語の学習に充てることは、基本的コミュニケーション能力の発達の妨げになると考えられる。次に、良い教師・教材・カリキュラムが必要不可欠である。例えば英語母語話者であれば誰でも教えることができるわけではなく、かといって、ESL 圏の英語教師や教育法をそのまま導入することも、EFL 圏という日本の環境を考慮すると妥当ではない。さらに大切なことは、短期的・長期的なゴール設定である。年齢や環境に応じた具体的で現実的な教育目標をたて、他の学習とのバランスを長期的に見すえることが重要であろう。

我国ではちょうど小学校教育に英語を導入することが論議されているので、さいごに今後の課題を数点述べたい。まず、早期とは具体的にどの年齢を指すのか。0歳児をテレビの英語番組の前に座らせておくとか、幼児を英語塾に通わせるなどは効果があるのか。問題はないのか。また、著者は言語はそれが使用される文化を反映し、マインド・セットを構築する働きが大きいと考えるが、どのような英語教育をすれば、学習者が和文化や母語のマインド・セットと英語のそれをバランスよく確立できるのか。相乗効果はあるのか、相反効果はどうか、など、他方向からのアプローチが大切である。

このような理由から、単純に早期外国語教育に賛成することはできないが、専門家

や現場の教育者の議論と研究を重ね、多面的なアプローチをするのであれば、英語学習者にとっての利益は大きなものになるであろう。

S3-2JO

「老人の暮らし方」

シンガポールに住んでいた時期、勤務していた教育機関の構内を清掃する老人を多く見かけた。シンガポールでは、日本などと比較すると多くの老人が一人暮らしをしている。構内で見かけた方々の多くの層で、生活手段として作業に携わっているらしかった。日本の田舎で老人と同居するのが当たり前の環境に育った人間としては、複雑な気持ちを禁じえなかった。

老人が家族と同居した方が良いか、という質問について考える時、掘って立つべき観点は2つに分けられる。同居が、老人にとって良いことか、同居する家族にとって良いことか、という2点である。

まず老人の視点にたつて考えるとき、同居あるいは一人暮らしが本人の希望であるか、によって答えは変わってくるであろう。イギリスにも一人暮らしの老人は多く、在住中よく見かけたが多くは尊厳をもってそうしている様子が見受けられ、又、実際本人達も望んで独立している事が多いと聞いた。家族も孫をつれて訪問することが習慣となっている。シンガポールで見かけた老人も、もしかするとこの老人たちと同じ状況なのかも知れない。この場合、老人本人の希望を尊重することのできる社会のしくみが必要とされるであろう。

では老人本人が同居を望む場合、それが家族にとって良いことか、という質問が次に生じるであろう。これを自分にとって最も身近な自分や友達の家族との経験を通して考えてみると、私は積極的に「良いことだ」と言わざるおえない。家族、特に子供の成長にとって得るものの方がはるかの大きいからである。

当然、家族にとって負担は生じる。老人専用のスペースが入用となるし、食事の準備が別に必要であったり気軽に旅行、といっても事前の手はずがいる。世代間の生活習慣や意見の違いは日常的に対立の元となるであろう。老人の世話で健康を損ねる女性の話も耳にする。しかしこの様な「不都合」は人間の社会生活において免れない性質のものではないだろうか。例えば、世話による負担が家族の一員のみ不公平に分配されないように家族のあり方を考え直したり、異なる世代の意見に耳を傾ける習慣を養ったりすることによって社会に適合するために必要な柔軟性が身に付くであろう。何よりも老いた世代の「結晶化した知識」や、共働きの家庭で子供を安心して任せられる存在による利益は、何者にも代えがたい。

老人が家族と同居すべきかを議論する際には、まず老人本人の希望に耳を傾ける姿勢が望まれる。しかし本人がそう希望するなら同居は家族にとって大きな利益となり、

家族の幸せに貢献するであろう。

S3-3 JO

老年に達した親と同居すべきか否かという問題は、現代の日本においては極めて論争的なテーマである。その老人が第三者による介護を要するのか、要しないのか、要するとしたらどの程度深刻なのかに等の諸要因によって、議論の内容は大きく変わってくるであろう。また、老人の健康状態如何にかかわらず、老人とその家族との双方に同居したいという強い希望があれば、その同居を阻む理由は何もないし、同居の必要性や有用性について検討する余地はそもそも少ないであろう。しかし、仮に介護する側、される側のどちらか一方でも同居を心から望まない場合には、同居はせず、老人介護施設や老人向け介護機能つきマンションへの入居を含めた別居の措置を積極的に検討することが望ましいのではないか。

この根拠は3点ある。第1点目として、同居した場合の介護する側の物理的・精神的負担が挙げられる。世話を要する老人に対する愛情の念が極めて強い場合でも、(とりわけ風呂や下の世話までもを含めた世話が必要となってくるような局面においては)愛するものの弱った姿を目の当たりにし、介護を行う者は辛い思いを味わうことになる。また、世話や介護が予想外に重労働である場合、これまでその老人に対して有していた好意的な感情が、介護の辛さゆえに悪感情に転じかねない。ましてや、もともと家族間の軋轢があったようなケースでは、介護を行う側の負担は計り知れないであろう。

第2点目として、同居した場合、介護する側だけではなく、介護される側にも精神的苦痛を与えるケースがままあるということである。とくに、若いころ元気であった人であればあるほど、「家族の負担になっている」「面倒を見られている」という意識が芽生えがちである。そうした意識は老人側に屈折した感情を生み、思いもよらない軋轢を生み出す可能性もある。

第3点目として、介護や世話が必要な老人と同居する場合、介護を行う側の家族が必要最低限の介護技術や医学的知識を有しているという保証はどこにもない。一生懸命世話をし、食事を作るものの、そのケアの内容が医学的にふさわしくないのであれば意味がないであろう。そうであれば、より確実に、それぞれの老人にあったケアを受けられる道を模索するほうが理にかなっているであろう。

こういった指摘に対し、「老人との同居は家族の絆を固める」であるとか、「老人を施設に追いやるなど心無い」などといった反論が当然予測できる。しかし、あくまでも個人的印象にすぎないのだが、同居をして家族の絆が深まるという例よりも、同居により軋轢が生まれ、同居をしていなければそれなりに円満な関係を保っていたかもしれない家族の間に亀裂が生じるという例のほうが多いのではないか。またとり

わけ日本では、老人を施設に入れることを過度に悲観的観点から捉え、時として必要のない良心の呵責を覚えることが多いようである。しかし、介護する側にも、される側にも不要な物理的・精神的負担を与えず、プロフェッショナルの手によるケアを受けられることのメリットを、もう少し社会全体で自覚すべきであろう。

しかし当然、現在の日本にそもそもそうした老人用マンションや介護施設の絶対数が不足していること、そうした施設を使うにあたって多くの資金が必要であること、それまでまったくの赤の他人だった老人達がひとつの施設で暮らすことに困難が伴う場合があること、など、クリアしなければならない問題も多くある。こうした問題を棚上げにして別居推進論を唱えることは出来ないが、これら制度面での問題が一定の解決を見ることが出来るのであれば、同居をしないかたちでの老人の世話・介護の可能性をより積極的に検討してもよいのではないか。

なお、本稿では主に介護の必要がある老人との同居の問題に絞って論じたが、世話や介護の必要がない健康な老人との同居は、さらに必要がないと考える。健康な成人であれば、基本的には夫婦と未成年の子を中心とした家庭生活を営めばよいであろう。

S3-4 JF

早期外国語教育の是非について

現在、小学校教育に英語を導入することの是非が検討されているらしいが、私は詳しい議論についてよく知らない。それが英語だけなのか、または複数の外国語なのか、というあたりも定かではない。このような少ない情報で、議論することには限界があるが、推測を交えながら、考えたことを書いてみることにする。

私個人としては、現代社会を生きるものとして、語学力があることにこしたことはないと考えている。それは単純に、今私がまったく英語を読み書きできなかったことを想像してみた結論である。日本語の本と日本の新聞だけを読み、日本人と日本語を話す少数の外国人とだけとのコミュニケーションで成り立つ生活は、退屈であり、それ以上に、私の人生をもっと生きにくい、窮屈なものとしていたように思える。私の個人的な経験から離れても、母国語以外の言語を習得することにより、より多くの人とのコミュニケーションが可能になり、情報収集量は画期的に増加し、多元的価値観や多様性を認識することが可能になるなどのいくつかの利点をあげることができるように思える。

このようなメリットを考え、語学教育の重要性について異論はない。しかし、議論となるのは「小学生において」ということになるだろう。

小学生から外国語を始めることを主張する人は、早く始めれば始めるほど、外国語能力は高まることを前提としていることが考えられる。確かに、記憶力は30代より20代のほうが良く、沢山の単語を覚えることができたのではないかと思う。しかし、

だからといって、小学校の授業カリキュラムに、機械的に英語の授業数を何時間か入れるだけで、日本人全体の英語力がどれだけ高まるかは疑問である。まず、誰が教えるのか。ほとんどの小学校の先生は英語が使えないし、教えた経験もない。そして、教育法のノウハウの蓄積もない。このような状況で、即座にすばらしいプログラムと有能な教員が日本全土にいつせいにもたらされるとは思えない。下手な授業は、子どもの大切な時間を奪うだけで、義務化することによりむしろ、小学生から外国語嫌いを生んでしまう可能性はないのか。

また、英語に時間をとられることにより、他の科目にしわ寄せが来ることで予想される。特に、同じ言語ということで国語を今以上に軽んじる教育にならないかと心配である。現在の教員数と授業時間では、家での学習をきちんと親が見てやらないと、子どもは日本語すらも十分に勉強できずに小学校を卒業することになる。日本語の豊かな表現方法、漢字など、我が家の息子の様子を見ていても、小学生が十分に学んでいるようには思えない。幼稚園児が読むような簡単なお話を教科書として、それでも、落ちこぼれを作らないために先生がたには残業代もないなか、多大な努力と時間を子どもたちに割いていただいている。このような国語教育で、子どもたちが言葉の不思議や面白さ、そして表現の美しさに感動するといった、本来勉強することの根底にあるはずの喜びがあるのかどうなのか、常日ごろ疑問に思ってきた。しかし、それは国語だけにかぎったことではない。表層的な表現と限られた語彙では、抽象的な思考も育たない。そのような子どもに、英語を教えたところで、どのような英語力を期待できようか。

義務教育は近代国家の中で、国民アイデンティティを形成し、「国益」に奉仕する国民像を国民に強制してきた。私たちは義務教育を通して、私たちはいかにあるべきか意識的にまた無意識的に叩き込まれ、そのような国民となることを自ら望み、なれない自分を自らの努力不足と責め、なれなかった罰を受けることを了解するように教えられてきた。そして今、その国民である条件に「外国語に堪能である」ことがつけ加えられようとしているのではないか。しかし、現状のシステムの中で、このような新たな目標が追加されても、それをすべての子どもたちが十分に学べるような制度構築を国が責任をもって公費を用いて完備してくれるとは思えない。英語が小学校で義務化されることにより、更なる格差が生まれるように思える。そして、その格差を英語の義務教育化が正当化することとならないだろうか。英語を教えることのできる親が少ないため、子どもの教育は、学校以外では買わなければならないであろう。金銭的ゆとりのある親が子どもたちを海外に送り、家庭教師をつけ、小学校教育では不十分な英語力をつけるのに対して、そのような余裕のない家庭の子どもたちは、不十分な学校教育に頼らざるをえない。そうすると、中学の時点で大きく差がついているといことになるだろうか。

以上のことから、この日本の現状において、小学校で外国語教育を義務化することに、私は賛成できない。

S3-5 JF

最近では特に、日本の小学校での英語教育の導入について話題になっている。私も英語教育者の立場から、そして個人的な経験からしても早期外国語教育の必要性を否定できない。まずその理由の一つとしてあげられるのが、臨時期を迎える前の子供（13歳ぐらいまで）は語学を習得する能力が非常に優れており、それ以降は残念ながらその能力はだんだんと衰えてしまうということである。例えばよく見られるのが、大人がいくら一生懸命、外国語を学習しても四苦八苦しているのに対し、幼児は問題なくすらすらと外国語を流暢に話しネイティブスピーカーといとも容易く交流しているのである。又、個人的な経験を言うと、自分の学生が大学でいくら頑張ってもなかなか会話、リスニングが上達しないのに対し、私が英語を教えた3、4歳児は一年後には会話・リスニングにおいては著しい成果を出した。

ある研究者の研究と説論によれば、臨時期（思春期）を過ぎた外国語学習者はその母国語が外国語学習に影響を及ぼし、アクセントも臨時期以前から学習したものと比べて強い傾向にあり、リスニングや他の面においても外国語学習が不利になっていることを証明している。学習者の母国語とターゲットの外国語が文法や音（周波数）が近いものであればまだしも、離れていればいるほど特に臨時期を越えた学習者にとってはますます不利になるということである。

このようなことを考慮した際、なぜ臨時期をまだ迎えていない小学生に外国語教育を勧めるかということは必然とわかるはずである。ただ、ここで気をつけなければならないことというのが、どのような形でまだ臨時期を迎えていない小学生に外国語教育を進めていくかということである。確かに子供は語学能力が優れているが、脳も身体と同じようにまだ成長期にあり中学生や高校生のような論理的な思考能力は備わっていない。よって、読み書きを中心とするような今までの日本の英語教育のようなものでは効果は得られないどころか、逆効果となってしまう。

母国語を習得する幼児の場合、学習環境はとても自然であり他者との交流を通して自然と習得をしていく。子供たちは興味深く、真似も上手で褒められるとどんどん練習を繰り返し物事を習得していく。これと同じで、子供たちに外国語を紹介する場合も、できるだけ子供たちの興味をそそる話題で、できるだけ自然な環境の中で外国語を教育・導入することが重要になってくるのである。その際、教育者がたくさん褒めてあげることも大切であり又、意味を持つコミュニケーション形式で会話・リスニングを中心とする授業の進め方が望ましい。又、臨時期をまだ迎えていない子供たちには特に、正しい英語の音やアクセントを紹介するためネイティブスピーカー、も

しくはそれレベルを持つ講師が理想である。

これまで述べたように、臨時期を迎える前の小学生たちになぜ外国語教育を導入すべきかということは必然と重要性を認識できると思う。

3-6 (JO) 老人は家族と住むべきであるかそうでないか

老人という言葉ですべての高齢者をひとくくりにしてしまうことはできない。明らかにこの問題は、一人一人の老人がどんな希望をもち、それがどこまで叶えられる環境にあるかということが深くかかわってくる。老人といっても、夫婦の場合もあるだろうし、連れ合いを失って一人になっていたという場合もあるだろう。もちろん、子どもも配偶者もなく、家族といえば遠くに住む兄弟姉妹か遠い親戚しかいない場合もあるだろう。こういった状況では、家族と住むという選択肢はもともとない。したがって、私としては「住むべきか」について反対か賛成の立場をとることは厳密にはできないが、無理をして「住むべき」ではないという立場で特に老人の一人暮らしについて私見を述べたい。

今年亡くなったひとりの著名な女性詩人の例を挙げよう。彼女は早くから夫と死別し、老人といえる年齢になっても一人暮らしを続けた。彼女が自宅で急死を遂げたときにはちょうど、そばには誰もいなかった。その死が子どもたちの知るところになったのは、すでに死から数日間が経過した後だったという。

この女性はいくつかの幸せな状況に恵まれていた。最も重要なのは、死の直前まではわりあい健康であったことである。ひとりで生活を営むことができ、経済的にもそれが可能な状態にあった。友人、知人もあり、活発に社交活動を行なうことができた。彼女に詩を書くという生きがいがあり、生を志向する強い意志があったことも大きい。彼女の最も知られた詩のタイトル「倚りかからず」そのものの生き方であった。独居老人が一人で誰にも気づかれぬまま生涯を終えたといえれば哀れを誘うが、彼女の死が不幸だったとはだれも思わないだろう。

この例からも判るように、独立心を保つことによって充実した生活を送ることができるときに、敢えて「老人は家族と住むべきである」という意見を強いることはできないだろう。

別のケースでは、都会暮らしの息子たちと住むことにどうしても気が進まず、過疎の村に住み続けたいと老人が望むということもある。この場合、一人暮らしの老人を周囲がサポートするシステムが特に重要になってくる。離れて暮らす老父母の異変を、その家族ができるだけ早くキャッチできるように、最近では携帯電話会社などがさまざまな工夫を凝らした住居システムなどを考案しつつある。もちろんそういった高度な通信技術をすべての人が享受するわけにはいかない。一人暮らしでなければ防げた死というものは、必ずあるだろう。しかしだからといって、老人が家族と住まねばな

らないという理由にはならないのである。一番大切なのは死を防ぐことでも、死の瞬間に誰かがいることでもない。老人が、自分なりの生きがいを持ち、健康管理に心を配り、充実した生活を送ろうとする限り、老人が無理をして家族と住む必要はない。

結論としては、老人が一人で住みたいと望む限り、それを精神的、肉体的に支援する環境を整えることを重視したい。望まなくとも、一人で暮らさなければならないという場合はいくらでも出てくる。同居によって老人が無理する、あるいは家族が無理をすることによって起こる悲劇は、老人の独立心とそれを支える社会によって防げるのである。

English Essays

Group 1

S1-1EF

Yesterday, I talked with one of my friends on campus. He is from Indonesia and he cannot speak Japanese well, so we always talk in English. These days English is coming more and more important. If you can use English, you can communicate with people from all over the world. However, it is said that Japanese people are not good at speaking English, so many professors and school teachers are trying to teach English with elementary school children. There are many criticism of this current of early English education, but I strongly agree to this idea, because it can help children to get not only skills of speaking English, but also skills of communicating with people from other countries of cultures.

I believe that if we teach children English from they are in elementary school, they can speak English better than people who start learning English in junior high school. Some people claims that there are not so much differences between the scores of English examinations of people who started learning English on elementary school and on junior high school. However, there is no direct relation between scores of English exams and actual skills of speaking English. Japanese people have a trend that they hesitate to speak English even if they have enough knowledge of English. If early English education start, more people should be able to speak English without hesitating, because they can meet opportunities to communicating with foreign people in childhood.

The other reason of I recommend early English education is that it will help children to get skills of communicating with foreign people and understanding other cultures. I think it is important for us to knowing and understanding foreign people and foreign cultures to get along with them in this internationalized world. A famous professor of education said that the most effective point of starting early English education is that children meet foreign people or foreign culture and come to know its backgrounds. To prove this idea, I want to take an

example of one of my friends. She lived in France for three months in her childhood. She could not speak French at that time but she met the culture of French and found it interesting. She studied English and French in a university in Japan, and she is working for an office of United Nations now. It is very important for people to have experiences to meet another culture and I think early English education can make it possible.

To summarize, it is important for children to meet foreign language, people, and culture. I believe that we should start early English education as soon as possible.

S1-2EF

I agree with the statement that early foreign language education should start with elementary school children. In Japan we can learn English from junior high school to University, but most students cannot use English practically. Therefore, I believe students learn foreign language earlier and more practical. I have two reasons to indicate why elementary school children need to start foreign language education.

First of all, younger children can absorb some knowledge easily. For me, I have learned English since junior high school, but actually I have learned it seriously since University. It is hard for me to acquire spoken and written English practically. It takes too much time and needs more effort than early foreign language education. In fact, I sometimes can see a lot of children who speaks English more fluently than me at the English language school. They can get English enjoyably and practically. Thus, learning foreign language earlier is easy to acquire.

Next, when learning foreign language earlier, we can have more opportunities than learning later. If we can learn foreign language at elementary school, we can use it in traveling to other country or playing with foreigners. For example, I went to Canada last year and did home stay, but I cannot get along with my host family. This is because I was not used to speaking English, so I cannot communicate with them well. If I started to learn earlier, and have learned more practically, I can get more friends and knowledge while staying. Therefore, by learning earlier we should get more opportunities to use language practically.

On the other hand, it is true that early foreign language education should not start with elementary school children. The opponents will say if children learn foreign language so early, they may not speak their national language. Also, the national language can be destroyed. However, I believe we never forget our national language and it cannot be broken. At the elementary school, we learn the national language the same as before. Foreign language is just one of the subject that we are required to learn.

In conclusion, I strongly think that early foreign language education should start with

elementary school children. This is because younger children can learn easily and can have a lot of opportunities. Furthermore, I think which language required to take should discuss in any country.

S1-3EF

Many Japanese have complex about their English abilities. Since society today requires high English abilities to work internationally, most people is longing for it. However, it is difficult to study English after you have grown. Therefore, I think English should be taught from the early point of the education.

Today in Japan, English is taught from junior high school, and most teachers start from teaching the grammar. It is complicated, and not fun. There is a data that many students start to hate English after learning it for one or two years, because it gets more and more difficult. Once they gain dislike feeling against English, it's likely to stay the same for rest of their lives. To solve such problem, teaching English more earlier is the best solution. If English is started to be taught from elementary school, there is no point teaching English from the grammar, because six years old doesn't even know much about Japanese grammar. Teachers can start from teaching them how to express their feelings, or teach phrases they often use in their daily lives, without giving them long and boring lectures about grammar. By starting to teach English from early point of the education, teachers can have the time to teach children the pleasure of learning foreign language. Also, it is natural to learn grammar afterwards because when we master our native language, we learn grammar after being able to speak. Therefore to make people like English and motivate many people to study English through their lives, it is efficient to start teaching English from elementary school.

Next big reason that I think English should be taught from younger ages is that listening and speaking ability is very hard to obtain after getting older. Many Japanese say that they have hard time listening and ashamed of their bad pronunciation of English. Younger children have higher abilities against acquiring to listen and to speak new languages, so it is better for us to start learning English from younger ages.

It is so important for Japanese people to obtain higher English abilities in order to keep developing in this world of globalization. To make Japanese people earn high English abilities, I strongly support teaching English from elementary school.

S1-4EO

Nowadays, aging is spreading more and more in the world, especially in advanced countries. Therefore, the number of old people is much bigger than ever before. Thus, many

countries are facing problems related to aging. One of them is old people's lonely life. There is the opinion that they should live by themselves. However, I agree with the opinion that they should live with their family members.

First of all, it is very important for old people to live with family in order to keep their conditions and lives. There are a lot of case that lonely old people die alone because of attacks. These kinds of death can be prevented if old people live with their family members.

Secondly, most old people have enough money for their daily life. They receive their pension monthly, however, it is usually not enough. That is, they should be helped by their family economically.

In addition, living in family is convenient not only for old people but also for the rest of family member. For example, old people know a lot of things and have much more wisdom than young people. Therefore, the family can lead a life comfortably. Another advantage is that children in a family can bring up their tender mind to old people. Conversely, children living without their grandmother or grandfather tend to be indifferent to old people. Of course, there are a lot of tender children even if they don't live with old people. It is, however, much more practical to really live with them.

In conclusion, there are several advantages for old people and the rest of a family. That is, they should live with each others to lead a happy and comfortable life. In this society, which hold the problem of declining birth rate as well as aging, it is no exaggeration to say treatment for old people will decide a society's future.

S1-5EO

I think that old people should live with their family members. Actually, I have experienced life with my grandmother. Based on this fact, I want to write this thesis.

Living with old people has two important advantages. First, when old people get serious sick, their family members can support and help them. If old people are alone, they will not be able to have a care when they get serious sick. This is very important fact, and this is a matter of life and death. For example, my family live with my grandmother now, and the other day my grandmother fell down suddenly. If she was alone, she may lost her life. However, my father noticed this accident immediately, he helped her. Thus, my grandmother narrowly escape death. Moreover, when old people get a sick, their family member can support them mentally. Mental support is rather important, and if old people are alone, they can't feel their relief. Now, my grandmother is bed ridden, but our conversation seems to play a important role in her health.

Secondly, if the family has a child, the child can have various experiences through

living with old people who are different generation people. Old people have experienced various accidents and events, they can tell their grandchild it. The child can learn from grandparents' story. For example, I have heard various interesting stories from my grandmother. I can imagine the old days from it. When I was a child, I looked forward to hearing these stories. Furthermore, old people have different sense of values from the grandchild. Living with people who have different sense of values is valuable experience for each, that is, grandchild and grandparents. Through living with my grandmother, I can learn kindness for different generation.

It is true that living with old people have some difficulties. For example, my acquaintance often complain about living with his grandparent. He says that they young generation people can't understand old people any more. However, I think that they can understand each other someday. Living with old people is a big chance that we can understand people who have different sense of values.

Through living old people, their family members can grow up in many aspect. I hope that many families accept their grandparents, and they lead a full life.

S1-6EO

In most of developed countries including Japan, the population of old people is rising now because medical care has become higher level. One of the modern society's problems is that old people live alone and die alone. My family lives with my grandmother. We have some good points about living with my grand mother. Therefore, I think that old people should live with their families.

First, if old couple lives by themselves and the husband or wife dies, the rest of them will live alone. My grandmother and grand father lived with my family. My grandmother told me that she triumphed over grieve of her husband's death when my grand father died because she lived with her son, her daughter-in-law and her grandchildren.

Second, if children live with their grandmother or grandfather, they can learn many things from old people. I live with my grandmother for long time. I have learned many things from my grandmother. For example, I got learned Japanese traditional cooking and play. Moreover, living with old people may make children kind. My younger brother has lived with our grandmother for long time, too. He is kind to his grandmother because our grandmother is kind to us. I think that he got kindness from our grandmother.

Finally, in modern society, especially in Japan, many couples work in double harness. Therefore, their children often feel alone. If they live with their grandmother or grandfather, they will not feel alone. Couples may be helped from their father and mother. My grandmother

cooks dinner, washes dishes and cleans our house when my mother is busy and goes out. My mother are helped a lot by my grandmother.

These are the reasons why I think that old people should live with their families. Living with their family is sometimes hard. However, there are more good points than bad points. For children, couples and old people, living together is helpful and good way.

S1-7EO

I think old people should live with their family members. The reason why I think is that it seems to be better for both old people and family members. If we live with old people, we can enjoy talking with them, and can learn a lot of things from them. And old people can enjoy living with us, too.

First, I would like to look at positive faces for young people. We can have fun with old people, and we can learn about something from them. I don't live with any grand parents. But when I visit grandparents, I can have fun time with my grandparents. They always tell about something fun to me what I don't know. For example, when I was a child, my grandmother told me how to fold origami. I didn't know how to fold a piece of paper into the figure of a box, so I was glad to know. My grandfather teach me about birds. He had been kept one bird called *mejiro*, so I asked him some questions about birds. He was kind to answer my questions. So I became to know a little about birds. He also told me his experiences of the World War II. He said that he had been worked at a telephone office, so he had been worked as a communication soldier when the World War II had happened. I could have an idea that we shouldn't do any wars in the future. If I live with old people, I might learn about such important things.

Second, I would like to positive faces for old people. As people got old, it become difficult for them to do all the things themselves. They need someone to help. Actually, I worry about grandparents because my grandparents live far from our family. So if there was something happened, it would take for long time to get to them. If we live with old people, we don't have to worry about that.

Although, I know there are people who insist old people should not live with their family members. They might say that it is exiting for young people not when old people live with them, but only when they meet old people sometimes. I agree that old people are not always kind to young people, and we may get angry with old people. But I think we have to be kind for old people and take care of them. They also might say that it's not necessary for young people to live with old people because there were a lot of homes for the aged. I know some old people want to go such kinds of homes, but many old people want to live with their family

members. And I heard that people who want to go to a home for the aged don't want to bother their family members, so they hope to go to such a special home. They actually want to live with their family members.

From these reasons, I insist that old people should live with their family members.

S1-8EF

These days more and more people go abroad often and we are required to speak foreign languages in lots of place. However, there are much fewer people in Japan who can speak foreign languages fluently compared to in other countries. Therefore many Japanese often get in troubles they cannot tell foreigners what they really want to tell directly.

Why are there much more people who cannot master foreign languages in Japan compared to other countries? I am sure the curriculum in Japan is not effective for children so much. The worst point in it is it is too late for children to start learning foreign languages. Japanese children start studying English earnest from junior high schools, but I'm sure it is too late to master it. People can get high-level skills if we start studying something from early childhood. That is to say, this curriculum makes us so hard to master English. Therefore, I agree with the idea that early foreign language education should start with elementary school children.

I have two reasons to support this idea. The first reason is that since we can spend much longer time to study English, children can get a variable skills not only reading and writing knowledge but also listening and oral knowledge. We study reading and writing deeply, but he have few chances to talk in English. It may cause the increase of people in Japan who cannot speak English.

The second reason is there are too many children who do not like to study English. Although this reason seems to be inconsistent to my theme, they in fact have a big relationship. Children can develop their own sense to study foreign languages from when they are in elementary schools. Therefore they do not worry to get confused to meet a whole new subject. That is to say, it makes us easier to approach to English to start studying English from elementary schools. Also I am sure the number of children who do not like English will decrease dramatically.

Thus, it brings us some thing good and makes us easy to master languages to start studying foreign language from elementary schools. It is very important to spend longer time than now and study languages from a variable aspects to get high-level language still.

S1-9EO

I agree to the idea that old people should live with their family members for one big reason. It is a mental problem rather than a physical one. When old people is compelled to live in the nursing home, they may feel lonely for being separated form their family members. In addition, if my parents worried about this choice, I would accept their living with us and take care of them. Old people are also the family member to the death. But the most precious is the said person's own mind and follow it.

S1-10EO

I agree with early foreign language education for elementary school children. Canada is a multiracial nation. A lot of immigrants come from various countries. So people in Canada need to speak English, French, Spanish, etc. In Canada, it is necessity to learn multilanguage. People daily use foreign language or have to use it.

It is good that early foreign language education start with elementary school children. Children can learn foreign language very well. They can begin to listen, speak, write very soon. If children can speak some foreign language, they might have a lot of friends, understand foreign culture, custom, social. To educate foreign language for children is first step of bringing up international people.

There is opposite idea, of course. It is idea that we should learn foreign language after learning the our native language and culture. However, it is essential to learn foreign language at present. So, I think it should be that early education of foreign language start with elementary school children.

Group 2

S2-1EF

I think early foreign language education should start with elementary school children. I would like to point out two reasons to agree this suggestion. As well as there are objections to early age foreign language education. Though of my opinion, I think the objections people have for this issue are not strong enough to band the foreign language education to young students.

The first reason is related to the learning abilities. Generally, it is said that the critical point of language acquisition is about the age of 12. From this point of view, start learning languages early is a very effective way to acquire languages. Giving opportunities for children to know things they do not know. Children have lots of things they do not know and they are eager to know them. It is easy to feel and learn the things happening around them, but they do

not have attention to thing that is not close enough for them. Foreign languages are not things that they use in every day life, but by giving them chances to learn and know about them, children will open their eyes to the new languages and to the world that uses the languages.

There are some points that are worried about by adopting foreign language as a subject for children. First point is the decrease of the other subjects class hours. To this opinion, I would like to say that there will be solution. The curriculum is not a stable thing and it changes in several years or even in a shorter term. Using new types of textbooks and by changing the activities, there are ways to keep the teaching contents and levels of other subjects. The other issue that we come up with is the neglect of the mother tongue. People who disagree the early age foreign language acquisition say that children should concentrate on learning their mother tongue otherwise their level of mother tongue will be low. I would like to ask if they think the bilingual people are not fluent in using languages. From my experiences I think that is not true. Learning foreign language we give them the opportunities to think about their mother tongue and compare with other languages and culture. Children can think objectively about their mother tongue and their culture from learning foreign languages.

Having foreign language classes with elementary school children will be a great opportunity for the children. They can easily learn new languages and have chances to think global. The lack of other subjects class hours and the importance of the mother tongue are the things people who disagree worry about, but we cannot say that the education levels of other subjects will get down. This might be the charge to look over the curriculum of the subject. Foreign language classes will be a good material for children to make progress for their knowledge and their heart.

S2-2EF

As the globalization has become more popular, people from all over the world move from one place to another regardless their nationality. As a result, some people suggest children should learn a foreign language, especially English at their early age. In fact, in many countries in Europe where the first language is not English, English has been taught at early age. This is because children at early age have advantage in acquiring a foreign language phonologically and learning fast. These factors seem very important to learn a language, therefore I think early foreign language education should start with elementary school children.

As mentioned before, in many countries in Europe, elementary school children learn English as their second language and many college-level students can speak and write in English in terms of academic field. In other countries, like in Japan, English education at elementary school has just started a while ago without using a textbook, rather focusing on

English conversation or communication. It helps school kids not worry about grammar mistakes and enjoy learning English. It is also the good opportunity for them to learn the culture as well as the language. Teaching a foreign language at elementary school seems effective way for children to learn it, considering its advantage.

On the other hand, however, some researchers are concerned with the influence of a foreign language on a children's first language. Some children might get confused and get two languages mixed when they are speaking. Furthermore, they might feel what language is their mother tongue or what country they belong to. There are the problems to solve when you teach a foreign language at early age.

Having concerned with the advantages and the disadvantages on early foreign language education at elementary school, children would seem to receive more benefits by learning a foreign language at their early age. Therefore, I approve it.

S2-3EF

We learn foreign languages for jobs, intercultural communication, mutual understanding, and so on. Early foreign language education should start with elementary school children to acquire them efficiently. However, education on the first language should be emphasized as much as that on foreign language.

As for foreign language education, it is said that sooner is better. The older we get, the harder it gets to acquire languages other than the mother tongue. When we are young, it is easier to acquire something, and once we acquire it, it is easy to remember it. Compared children who immigrate to another country when they are little with those who left their home country when they are middle school students, we can find differences in their second language, taking the example of English, English the former speak in conversation is same as English the native speakers use. On the other hand, we can sometimes point out mistakes on English the latter speak in conversation.

However, early foreign language education might have a negative influence on children, when it is emphasized too much when looking at Japanese students, we can find the negative effect on their mother tongue. In Japan, acquiring English is still regarded as important, so that parents make their children go to language schools when the kids are even 0 years old. The more people emphasize English education, the less they pay attention on Japanese. As a result, more children are getting unable to use proper Japanese. The most significant example is incapability of using Japanese in polite form (*Keigo*). Moreover, they have less vocabulary to express their feelings. Japanese young people do almost everything with “*Sugoi!* (スゴイ)” or “*Kawaii!* (カワイイ)” to show what they feel.

Thus, early foreign language education should start with elementary school children as long as they can have as good education on their mother tongue as on the foreign languages.

S2-4EO

Today, thanks to the development of medical treatment and nursing, more and more people can live longer than many decades ago, in spite of their diseases. In these current, it is generally said that many countries entered an era of an aging population especially in developed countries. Along with this, some families live with their senior members and others do not. I think old people should live with their family members because of the following reasons.

First of all, old people need to be cared by someone who live with because they may be in trouble when they live by themselves. For example, they never noticed they got a phone call or a guest at the porch pushing an intercom since many of them have difficulty with hearing. These trouble will easily solved if they live their family members.

Secondly, to leave old people live by themselves is not safe. Because of their physical weakness. Robbers often break into their houses and even killed them for getting money which is not unusual, unfortunately. To be worse, these cases were often found few days later than the incident because no one came to their house. So do their accident by themselves such as a fracture when they slip in the bathroom or heart attack at night.

Thirdly, old people can teach their knowledge and experiences to their family members, especially, story of wars need to be talked to younger generations who know wars only through media like TV, newspapers and movies. Oppositely, old people can be taught about new thing such as cell-phone and PCs by young members.

At last but not least, family members, especially younger generations can be thoughtful to a old people other than their family since they know what difficulty old people have. For example, on the train, a young people have no hesitation to give up his/her seat to a senior.

As I stated above old people can live safe without many troubles while talk about valuable stories for young generations. Family members enable to be kind to other old people through supporting their senior members. That is, not only old people but also other family members have benefit by live together. Therefore, I think family need to be live together including old peoples.

S2-5EO

Here in Japan, the numbers of older generation has been swelling and those of younger

generation has been getting smaller in the last decades, moreover, the tendency will appear to be more outstanding in the next few years. Therefore, the question, whether old people should live with their families, is one of the most controversial contemporary social issues in Japan as well as in Canada.

Regarding this issue if I have to decide either opinion, agree or disagree, probably I would not state a clear position. In other words, I have to be neutral. There are several ideas that I say this. First of all, the choices people make would be completely different individually. Some people may be happier to live with their old parents, the other may not. For example, a person would say that he/she does not want to make his/her sons and daughters in trouble with taking care of him/herself. On the other hand, he/she says that he/she does not want to be taken care of by people who he/she does not know well. There should be many other factors we can consider.

Recently, a family is getting smaller, that is, nuclear families. Personally, I have not lived with my grandparents, even have not met either of grandfathers. People like me, would feel difficulties to some extent to live with the older people. This is not because I do not want to communicate with them, but I do not know how to communicate with them. This is my personal opinion but some other people might agree with it.

As stated above, people should have a variety of ideas in terms of living with the old family members or not. I now cannot be judgmental in this issue, however, I would like to insist that people can make their own choices that they, including both older and younger generations, feel happier and more comfortable to live together or separately.

S2-6EO

I think that old people should live with their family members in terms of four points, old people's loneliness, preventing senility immediate help by family members and good effects for grand children's growth. Now I will explain each of the points.

At first, old people don't feel lonely if live with their family members. They can talk with their grand children and eat dinner with their family. If they live by themselves, they don't have much chance to communicate other people and feel lonely everyday. Old people can enjoy everyday-life with their family.

Next, living with family members can prevent old people from growing senile. Senility can be happened easily to old people who stay at home by themselves and do not get much stimulation everyday. If old people speak and do things with their family more than by themselves. Therefore, we can say that living with family members is the prevention of senility of old people.

Third, family members can help old people immediately if they are together, when old people feel bad and fall down family members can call a doctor and prevent the matter from getting worse. If old people are alone in this situation, nobody might find them for long. They might be found dead after many days for the worst. In order to prepare the worst, they should have someone help them.

Lastly it has good effects also on grandchildren's growth that old people and family members live together. For example, old people can teach their grand children many things such as history, old saying, life in the past. Grandchildren can learn a lot from old people's talk at home. Also, it can develop grandchildren's communication skill with old people. Nowadays it has been said that young people can not communicate with older people as the number of nuclear families is increasing and they do not have much chance to talk to old people. In order to set good environment for young people's growth, old people and their family members should live together.

In these four points above, I think that old people should live with their family members. It can give many advantages to both old people and family members.

S2-7EF

Early foreign language education for elementary school children has a lot of advantages especially for their listening and speaking skills. Elementary school children, who are actively developing abilities to listen and imitate sounds in their developing process can be trained their listening and speaking skills of foreign language effectively by native speakers.

In elementary school class, students don't need to learn grammar or writing sentences, but should learn and use greetings or some simple phrases with classmates or teachers in order to be familiar with the sound of the foreign language. Elementary school children are pleased to imitate sounds more than junior high school students who are embarrassed to imitate the sound of foreign language and have accent of their own mother tongue. The younger they are, the more they like to imitate sounds. They tend to try to speak foreign language as if they are native speakers. The nature of children causes them to listen the foreign language with concentration and also enables them to develop listening skills. Therefore, such learning realizes development of tongue and ears of elementary school children for the foreign language.

Moreover, such listening and speaking trainings lead children's interest in the language, because this training is not so much the kind of knowledge learnings with text book and exercise drill book as enjoyable play with friends and teachers. Many children would be interested in study of the language and even culture of the people who speak the language. It makes easier to study the language in following study stage, such as grammar, reading or

writing.

Therefore, people who arrange education programs should realize the great advantages to start early foreign language education for elementary school children. It is important to learn and familiar with the sound of the foreign language while their abilities to listen and imitate are actively developed, besides enjoyable speaking of the language and broadened interest in the language study is helpful to study the language in following study in junior high school.

S2-8EO

Although a lot of the elderly live by themselves or live at nursing homes in Japan today, I think that there are merits for both the elderly and their families if they live together. There are mainly three reasons why the elderly should live with their families.

First of all, living with their family obviously can help to assure the elderly lives in health and safe. Their family members see the elderly many times a day. They can cook healthy meals for the elderly and can know if the elderly is in a good health. If the elderly lives with their family, they also don't need to worry of fire or thieves.

Second, if they live together, the elderly can have some people around them to talk with and that can help them from Alzheimer's disease. If the elderly don't work or don't join any social activities and stay at their house alone, they tend to stay on a bed and do nothing all day. This definitely accelerate getting some diseases including Alzheimer's disease. Therefore, they need many interactions with their family.

Thirdly, the family can learn a lot from the elderly by living together. This is a big merit for the family members. The elderly surely have more life experiences, know tradition and custom more, and have more wisdom than their younger family members. The family can get some advices and learn many things from them.

Those who insist that the elderly should not live with their family argue of huge burden of taking care of the elderly at their house, therefore insist that it's better for both the elderly and their family if the elderly stay at nursing homes. Some nursing home, however, have so many residents that they fail to give enough care to each residents. Moreover, it could be a strong mental task for the elderly to move to a new place and start to live with strangers. If the family can't take care of the elderly all time, they can use day care service or short stay for the elderly to get a break from care. Making good use of these welfare facilities can decrease the burden of nursing the elderly at their house.

In conclusion, living with their family can offer the elderly health and safety as well as a mental relief and the family life lessons through living with the elderly. For these reasons, it's better not only for the elderly but also for their family to live together.

S2-9EF

Early foreign language education should not start with elementary school children.

As a reason, it can be said that starting foreign language education so early might lead to lack of insight into their home land. It has often been said that the purpose of early foreign language education is to create more internationalized people. The world has been getting more and more globalized, so many people think that people should be more internationalized to survive in the globalized world. In addition, foreign language, especially English has been seemed as the most important tool for them. However, is foreign language the most important thing for sure? I say “no”. The most significant thing for people now to come thorough in this globalized world is to know about their own country.

I am a Japanese and when I stayed in Australia, many of my friends from various country told me about their own countries, culture, history and so on. Then they also asked me many questions about Japan. I could answer some questions, but sometimes I didn't know how to answer those questions because I haven't studied about my own country Japan much. When I couldn't answer the questions even though it is about Japan, they asked me “why don't you know about your own country?” with surprise. From this experience, I recognized that only speaking English is not enough and knowledge about my own countries much more important to communicate with foreign people.

To succeed in international relationship, the nation should be respected by other countries in some sense. However no one respect people who don't know even about their own country. So if the purpose of early foreign language is to create people who can get along with foreign people in the globalized world, children should learn about their own country first, not foreign language. In conclusion, government should not let the time to study about their own language, culture and history be less for foreign language education. If they think starting foreign language with junior high school students, they should try to improve on change the way they teach foreign language. It is necessary to start teaching earlier.

For these reasons, early foreign language should not start with elementary school children.

S2-10EF

Recently, English has established its significance more and more as an international language. Following that stream, discussion about early foreign language education, especially English education, has emerged in Japan as well. In my point of view, early foreign language education with elementary school children is good way to acquire foreign language better.

First of all, language ability is greatly influenced by education under 12 years old.

Elementary school children have a brain like a sponge. It means that they are very easy to absorb anything. Therefore if we start English education earlier, more children will get better English skill.

However, we should remained that Japanese language education should not forget, too. English is just a foreign language in the international society following our native tongue, Japanese. Some TV programme broadcast that children's Japanese ability has been declined than before. Although I certainly agree with the opinion that early foreign language education should start with elementary school children, native language education should be set first as a premise. Then, I would love to suppose some style of introduction for English education with elementary school children in Japan. As I mentioned above, English educations should not disturb Japanese education. During elementary school days, it is important to make an opportunity to use English without any worry. From my experience, Japanese people generally have unconfidence to use English in conversation. If you speak English since you are little you get used to use English with no hesitance. I recommend especially communication class such as oral conversation and will get rid of unconfidence for English speaking of them.

Considering all the above, early language education with elementary school should be definitely efficient if we keep some points in mind and practice them.

Group 3

S3-1EO

To begin with, it sounds awkward to discuss whether or not old people SHOULD live with their family members, for it somewhat lacks crucial point: old people's right and freedom to choose. Therefore, I would rather say old people should take an active role in choosing to live with their family members. Furthermore, it is a quite personal, complex issue that has to take lots of things into consideration. A should - or- shouldn't debate is, thus unrealistic. Based on this point of view, I will discuss some major possible pros and cons for old people to live with their family members. In this essay, "old people" refers to single old people and "family member(s)" to sons or daughter's family member(s).

First, the pro for living with family members are (1) solitude and loneliness are avoided, and (2) mutual help with family members provides a sense of being important. If an old person has been retired, it is especially important to have a source of social interaction in order to maintain one's health both physically and mentally. In this vain, living with one's family members is beneficial. For example, if the family has young children the grand parent can have a lot of conversation, reasonable exercise playing with them, some amount of shared work to take care of them, and in return, a sense of being useful and important.

Next, the possible cons are (1) lack of privacy and independence, and (2) conflicts with family members. Unfortunately, generation gaps in terms of values, food preferences, and the like can lead to family conflicts and, subsequently everyone can be distressed and frustrated.

However, the pros and cons are not two sides of the same coin. One can get rid of the cons successfully by limiting the shared part(s) of house and making basic rules to keep healthy boundaries. Living in a bachelor basement in the house is one solution; building two houses within the same property is another. Of course, it depends on the person and family for different reasons such as financial, health, or geographical conditions. Nevertheless, if an old person wishes to live with her/his family members, there should be a positive, open discussion taking into consideration that pros are joyful and cons are avoidable.

S3-2EF

It seems a general belief that foreign language education should start as early as possible. Considering the ever-growing pressure to acquire a second language, or more precisely, English, it is by no means surprising. However, is the belief founded on the sound facts and reasoning, or is it merely the urge to act upon the situation? The Japanese, or at least our generations, are supposed to be notorious in our inability to speak any other language than our own. We tend to blame it on own not starting early enough. Also, look at the children seemingly picking up new words effortlessly.

It is true enough that many of those growing up in multilingual environment are equipped with more than our language. Many of my Singaporean friends speak Cantonese, Mandarin, and maybe English. Turn to my Japanese, British or American friends. Their response to a question 'Do you speak a second language' usually comes with an embarrassed apology. 'Yes, we did it at school, but it didn't stick to me'.

Recent advancement in brain research shows us that after a few months into life we lose the ability to recognize subtle differences in speech sound no more than we need for our mother tongue. There is also what the researchers term as a 'sensitive period' for language learning. Unlike the previously held myth of the critical period, the sensitive period theory indicates that there exists a period of life where we are better equipped to acquire grammar and speech sound, but it is not impossible to learn these aspects of language after this period, although somewhat not as effectively as can be done otherwise. However, another contribution from brain research is that the flexibility of the brain -- adults can continue to increase vocabulary throughout their life with no problem as well as pronunciation and grammar to a certain degree given appropriate learning environment.

Let's turn our eyes to the real examples. An educator who has been engaged in teaching Japanese children living in an English speaking country, commented on early foreign language education. He was against it for several reasons, but the most striking was that, in his observation through many years of experience, these children had not benefited in their Japanese nor English. They very often return to Japan with inadequate Japanese topped with poor English! This reminds me of an conversation I had with an airline attendant. He was immersed in and as result spoke several languages, fluently, but he was not happy with the standard of any one of these languages, because it never reached the fullness to appreciate literary art, and therefore left a sense of void in his life. Is this what we want for our children?

Brain researchers suggest that rich environment certainly nourishes children intelligently; but it does not mean that babies should be crammed with early and untimely learning. They need stimulations but just those that are needed at their particular state of life. The same can be said for foreign language education, Children need learning environment, they need to be equipped with language but not at the cost of lowering the standard of their native language, which again will inevitably lead to poor ability of learning a foreign language.

S3-3 EF

I am not enthusiastic about starting to learn foreign languages from the stage of elementary school, in particular in Japan at this moment. This is not to argue that early language education has no merit for young children, or that any private educational activities (including going to private language seminars and classes etc.) should be avoided for small children, but I do feel that there is little rationale for introducing English-learning classes as a formal part of school curriculum of elementary school.

There are at least two reasons for this opposition. First, I strongly believe that, at the stage of elementary school, children are already overwhelmed by their workloads, and adding something extra might sacrifice the overall level of the whole education at elementary school. In particular for Japanese children, it is already very challenging to memorise thousands of *Kanji*, or Chinese characters and to learn to express themselves in the form of *Sakubun* (short essays). These skills and knowledge of Japanese language are really essential, and have to be securely acquired at the stage of elementary school. Furthermore, learning curriculum is already quite heavy, having to learn maths, science, geography, history and so on. Therefore, adding foreign language learning can well lead to put further burdens for school children, and this might risk decreasing the overall educational level (which, I have to say, is already decreasing rapidly).

Second, needless to say, in order to introduce foreign language education as a part of

formal curriculum of elementary schools in Japan, quality and quantity of teachers in charge of English education have to be ensured. At this stage at least, however, this seems quite unrealistic. It has to be extremely difficult to ensure that all the elementary schools in Japan constantly employ native or near-native English teachers. In other words, it is easy to imagine that in the rural part of Japan in particular there can be a serious shortage of such qualified teachers. This might well mean that, in the worst case, some students in Japan might be taught English by badly qualified English teachers with heavy Japanese accents, which can turn out to be even harmful for children's language developments.

Early foreign language education may of course have potentials to have some positive effects on Japanese young children. However, from the reasons that I stated so far, starting it now is rather unrealistic. This is by no means to argue that nothing is needed to be done. Among others, school curriculum has to be wholly reviewed, and there has to be a system to securely provide English teachers. There also seems to be much room for improvement for English education for junior high school and high school in Japan. Almost all the classes are dedicated to grammars and vocabulary, with very poor effort to acquire communicative skills. Therefore, rather than introducing something new from earlier stages, I strongly consider that we need to start from improving what we have at this moment.

S3-4 EO

There is a discussion about whether old people should or should not live with their family. If I was asked my opinion about the issue, I would like to argue that this type of discussion itself might cause problems for both, old people and their family members. It is firstly because there is no answer which fits to everyone: people live in different families in different social conditions. Secondly this type of discussion tends to moralize the issue: moral often stop people from looking at their reality and thinking by their head. Thirdly this type of question possibly undermines people's opportunities to make decisions. Decision making is important because people can commit themselves and take responsibility to the decision which they made. However, I think, this type of discussion will help both the old and their family members, if it can indicate various factors which influence the success or failure of living together. Also it could provide a guide for making decisions, encouraging discussion among people involved.

There are at least six important factors which influence the success or failure of living alone for the old. They are 1) their health condition, 2) available official support system for the old people living alone, 3) their financial situation, 4) housing condition, 5) relation with neighbors and most importantly 6) their will to live alone. If these factors seem to negatively

work for someone, the person is recommended to think other options. Living with her/his children might be an option. But in this case, the old people have to know at least 1) opinions of their family members about living together, 2) children's financial situation. It is recommended to discuss the issue openly among the people concerned. However, it might be difficult for some because it requires trust relation among the members. It could be a good idea to set one-month experiment period and discuss it again. Ideally other options should be given for the members, such as using elderly group home or moving to nearer to the family member, etc. However, this argument can work only the old person is able to judge things.

It is difficult to even imagine a typical 'old people'. Old people were once regarded the weak. But there are so many powerful old people nowadays. It makes me hesitate to comment generally on 'old people'. However, there are still so many old people who are vulnerable. The weaker people become, the less their voice are heard. Family is often the place where the powerful dominates the powerless, far a way from democratic relation. In this regard, social welfares and certain official intervention should be required for the old people live humanly with self-respect. Public support system is required for giving old people various choices about their way of life. Family is not always a paradise for all. But we can still expect a good family life if we try hard, of course.

3-5 EO

Old people should not live with their family members.

As more and more families have become nuclear families, the concept of living with the elderly at home has become rare and unusual in our society. While there are a few advantages living with the elderly at home, I believe that the system has lost its function in our modern life style and does not work as it did in the past.

I believe that old people should not live with their family members for several reasons. First, one of reasons why the elderly should not live with their family members is that it causes great psychological stress on both themselves and their family members. For example, due to the significant generation gap between the elderly and their grandchildren (or even their children) their values are very different. They don't want to watch the same TV programs, or listen to the same kind of music or eat the same kinds of food. As everyone knows, living with someone who has very different values from you can be a stressful thing. Additionally, if the elder is sick, taking care of him/her can be another great stress factor on other family members. I've heard so many people being burned out from taking care of the elderly at home.

Secondly, I believe that having a healthy distance among family members can often bring a positive family relationship. Although this does not necessarily apply to only living

with the elderly, but it is the case since living with the elderly can create a great difficulty in our busy, modern society. For instance, if we are taking care of our elder family member at home, we might be exhausted and stressed at lot of times. When we are in the situation, it is difficult to be appreciative and kind to the family member, whom we think is being a burden to us. On the other hand, if they are living apart from us, and we get to see them once in a while, it is naturally easier as a human to feel more appreciative and enjoy their company. It is unfortunate that many of us can't appreciate each other when we are too close, however, it is natural that having a healthy distance can bring a positive human relationship.

Lastly, because of the high quality nursing homes and other social services offered for the elderly, I feel that the elderly can benefit greatly from them and enjoy their productive lives. Nowadays, there are excellent social/private welfare services including daycare services, residential homes, independent living homes and so on. If the elder is healthy enough, they get to enjoy their hobbies such as knitting, singing songs, making crafts, playing music with other people of their generation at daycare center in their neighborhood. Furthermore, if they need help around the house, the elder can get a helper, who comes to their house for cleaning, cooking, doing laundry and so on. Utilizing these services, I feel that the elderly can still enjoy their lives productively without feeling lonely, and more importantly, without feeling being "burden" to other family members.

Finally, although there are a few disadvantages of not living with elderly at home, for the advantages I mentioned, I strongly believe that old people should live apart from their family members and enjoy their independent and productive lives.

3-6 (EF)

Early foreign language education should start with elementary school children?

I think it depends on how many hours are to be spent for foreign language classes. If it is longer than or the same as the time spent for national language classes, it is just too much. It also depends on whether foreign language education is compulsory or optional. If it is meant for all elementary school children, I do not agree with it.

I must say that claim that "early foreign language should start with elementary school children" can invite both situations: too many hours to be spent for foreign language and compulsory foreign language classes for all children. In this case, I must disagree with the idea of early foreign language education in elementary school. In the following part of this essay I will elaborate my point by giving two reasons.

First of all, I think that all children must be fluent in their own language first. Foreign language education can give some harm to mastering mother language. Of course, it is good for

small children to sing a couple of foreign language songs or to learn some basic words for fun. It is true that correct pronunciation can be acquired only when we learn it at the early stage of our life. However, “early language education for elementary school children” can lead to a more serious teaching. As it is a part of school curriculum, teachers must give marks for children’s achievement. Education can never end in fun, and children must work hard to make good achievement. This in turn will give them less time for using their own language. This is a great harm for those who have just started thinking in their mother tongue.

Secondly, I am strongly against the idea that all elementary children are forced to learn foreign language. Some children may like it, but never all. The same thing happens even when foreign language education starts with junior high school children. Even teenagers do not have enough motivation to learn foreign language. Some students give up mastering the language very soon because of a sense of failure. We can easily imagine that once small children get frustrated in learning foreign language, it is hard for them to recover the frustration. Every compulsory education creates those who cannot reach a certain level of achievement. No one can say that all children become interested in another language when they are very young. The lack of interest can easily lead to serious failure. Once children get a sense of inferiority, they are less likely to get some confidence in the near future. This means that compulsory foreign language education can deprive some children of the chance of taking any interest in another language. We can never forget the risk of this sort.

I can understand the advantage of early foreign language education only when it is meant for children who have genuine interest in foreign language and know the risk of spending too much time for the language. Of course, children are too small to decide. Their parents must make a wise judgment for them, but even for them, it can never be easy. We cannot be too careful.

STAGE 2

Japanese Essays

Group 1

Essay J1-1

僕がまず思う事は、この二つの事柄はそれぞれ良い面と悪い面があると思う。一人で旅行する事は、自分で考えた事を好きなようにして実行する事ができる、という点では、気楽に旅行したい人には最適だと思う。もしも急に予定を変更したとしても、誰にも迷惑がかからないし、また、急に予定を変更する事も、一人旅ならではの楽しみだと思う。しかし、一人旅の場合は、道に迷ったりなどしても自分一人で考え、決めなければならぬし、誰かを頼るという事が非常にしにくいので、この点では一人旅というものは常に緊張感から逃れることができないと思う。旅行先が外国である場合

は、その国の言葉を話す事ができなければ、途方にくれてしまうということも良くあるだろうと思う。

一方、何人かのグループで旅行をする、という場合、全ての事柄が予定通り進まなければならないし、また、進めるように努めなければならないと思う。自分勝手な行動をとるなどという事は、まず許されない。時には自分の思い通りにならずに、苛立つような場面にも出くわすかもしれないが、そのような時は自分の意見を押し殺してでも周りのメンバーに合わせなければならない。この点では、何人かのグループで旅行をするという事は、楽しむことを目的とした旅行が、結果として不愉快なものに終わってしまうかもしれない。しかし、何人かのグループで旅行をする事の最大の強みは、一人旅よりも心強いという事だろうと思う。何か困った事に遭遇しても、一緒に旅行をしているメンバーと協力して対処する事ができるし、数人いれば、それぞれの人が何かしら得意なものを持っているであろうから、一人の時と比べて、確段に能率が上がると思う。

この様にして考えてみると、両者はやはり一長一短という感じがする。一概に、どちらの方が良いということは難しいと思われる。個人個人で自分の性格等を考慮して、最適なものを選ぶことが一番だと思う。自分に合った方法を取るという事が最も重要な事ではないだろうか。

Essay J1-2

大学入学にあたって、一人暮らしを始める若者は多い。私もその一人である。今まで家族と住んでいた私にとって、家族から離れて住むということは、不安と期待が渦巻く未知なる世界だった。

さて、ここで一人暮らしと家族と住むことの両方について、利点と欠点をそれぞれ述べてみたい。まず一人暮らしの利点は、自分のペースで生活ができる、すべてを自分一人でやらなければならないので責任感がつく、などが挙げられる。逆に欠点は、家の中に迷惑をかける人がいないことから墮らけた生活をしがちになることや、病気やけがなど緊急を要する事態になったとき、特に一人では対処しきれない場いには非常に困ることである。

一方、家族と住む場合の利点は、すべてを自分でやる必要がないので自分の時間をより多く持てる。緊急の事態に陥っても支えてくれる人がすぐそばにいて安心、などが挙げられる。逆に欠点は、一人暮らしと比べて、すべてを自分でやることを強制されてはいないので、親に頼りがちになり易い、また複数の人々と住む場合は自分勝手には生活できない、などが挙げられる。

ここで、広島大学について考えてみたい。広島大学の学生は90%以上が一人暮らし、というかなり特殊な環境に置かれている。そのため、一人暮らしの少ない他大学と比べると、学生同士が支え合って生活をする傾向が強い。私はここに新しい家族の形態を見た。

近年、一人になった高齢者同士と一緒に暮らす新しい家族の形態が増えているというニュースを見たが、広島大学の一人暮らしはこれに近いものかもしれない。誰かがけがや病気をすると、自分も一人暮らしだからこそその人の不安な気持ちもよく分かるのですぐに駆けつけてあげられる。一人で食事することに寂しさを覚えるのなら、皆で食事が出来る。これらは、たいていの学生が一人暮らしだからこそ出来る特権である。

離れてみて初めて家族の有り難さやぬくもりを実感した、と多くの一人暮らしの若者が言う

ように、一人暮らしを始めて、改めて気付かされることは多い。また、自分が困っている時にすぐに駆けつけてくれる友人の存在は何者にも代え難く、ここに友情の大切さを再度実感することだろう。大学という新しい環境での生活を、一人暮らしという方法で送ってみるのは良いことだと思う。それは一つの自己成長の機会でもあり、また、今まで気付かなかった新しい自分を発見できるチャンスでもあり、そして周囲の人達の有難さを実感できる良い機会であると、私は考える。

Essay J1-3

私は現在家族と一緒に暮らしている。大学までは家からもそう遠くはないので一人暮らしをする必要がないと思ったからだ。大学生活の中で多々、家族と暮らしていて良かったと感じることがある。これは家に帰ったら御飯があるとか洗濯をしてもらえるというようなメリットだけではない。私が一番家族と暮らしていていいなと感じることは、コミュニケーションがとれるということだ。母や父と今日何があったかなどのお話をするだけで、私自身今日はこんなことをしたなと思い出すことができる。そうやってコミュニケーションをとる中で自分を振り返る時間が生まれるということだ。では一人暮らしのメリットは何だろう？簡単に言えば自立できるということである。自立したらどうなるか、それは自由を手に入れるということである。何時に起きても何時に寝てもよい。しかし自由を手に入れるということは同時に自己に責任をもつ、管理するということを忘れてはならない。一人暮らしをする中でこうしたことを実践を通して理解することができるであろう。もしも私が一人暮らしでも両親との同居でもどちらでも良いと言われたらどちらを選択するだろう。きっと両親と暮らす方を選ぶと思う。なぜなら私にとって日々のコミュニケーションはとても重要なものだからだ。大学生活を通して私はとても視野が広がった。いろんな人に出会いいろんな考え方を知った。そしてその新しい考えを単に納得するだけでは自分の成長にはつながらない。一步成長するためには、納得してどうしたいのか、それを考えるヒントになるのが私の場合親とのコミュニケーションを通してなのだ。自分や自分の家族が当然だと思っていたことの全く逆の考えがあった時、納得するだけでなくより深い理解をしようと会話を通してコミュニケーションを日常生活の中ですることは、私自身を成長させるためにとても必要であると思う。

Essay J1-4

大学生になると、アルバイト活動なども活発になり、自分で使えるお金が増えてくる。私自身もそうであるが、その貯めたお金で旅行をしてみたいと思うようになってくる。そこでこの旅行について考えてみたい。

旅行といっても、1人旅もあればグループの旅行もある。

まずは、1人旅について考えてみたい。この最大の特徴が、自分の思うままに自由に気ままに旅することができる点である。グループ旅行以上に冒険的であり、ある程度の積極性も求められる。ただし、危険性が高かったり、感情的な面では個独感やさびしさを感じやすいということも言えるだ

ろう。旅行を楽しむことが一番ではあるが、この1人旅は自己判断がすべてであるので、人間的に大きく成長できる経験であると考えてる。

次に、グループ旅行について考えてみたい。グループ旅行では1人旅とは異なり、友達と、普段とは違う旅行先で、一緒に行動・生活し、楽しめることが最大の特徴である。集団で行動するので、何をするにも自信が付きやすい。しかし、グループ旅行であるからには、自分勝手な行動は友達への迷惑となる。ここでは協調性が必要とされる。楽しさだけをとって考えれば、1人旅以上の楽しさが得られるだろう。

このように考えてみて、旅行することは、普段の生活から離れて、その旅行を満喫することが最も大切なことであると思うが、私自身、1人旅もグループ旅行もどちらもしてみたい。どちらにもメリットがあり、大学生活を通していい経験にもなり、いい思い出にもなる。ただ、どちらにしても、その旅行を楽しむためには、それに見合った行動をとっていくことが大切なことであると考えてる。

Essay J1-5

私は、大学生になったら、家族と一緒に住んで大学に通うよりも、大学の近くにアパートを借りて一人暮らしをする方がいいと考える。家族から離れて一人暮らしをすることで、社会に出る際に必要な自立心を育てることができると思うからだ。

一人暮らしには様々な問題があるという人もいるだろう。確かに、家族から離れることで自由になり、生活がだらけてしまう可能性がある。それだけでなく、一人で暮らすことには様々な危険もあるのである。例えば、悪徳業者にとって、一人暮らしの大学生が一番の標的だ。しかし、逆に一人暮らしをするからこそ、自分の生活を自分で管理することの重要性を身を持って知ることができる。また、万が一、悪徳業者に引っかかっても、学生時代ならば家族の支援の下で問題を解決でき、後に同じ失敗を繰り返すことはないだろう。つまり、大学生の一人暮らしは、社会に出ていくための予行練習となるのである。家族と一緒に住んでいると、一人暮らしで起こる様々な問題が無い代わりにそれらから身を守る術も身に付けることができず、また自己管理の能力も育ちにくい。

私自身、現在一人暮らしをしており、その中で学んだ事は数多くあった。一人暮らしをしていると自由にはなるが、勉強の他に様々な家事を一人でこなす必要があり、時間の使い方を真剣に考えるようになった。また、以前よりも自分の生活を自分で管理することができるようになったと思う。家族から離れて家族の有難さを身にしみて感じることも一人暮らしのいい点である。

したがって、私は大学生になったら家族と一緒に暮らすよりも、大学の近くにアパートを借りて一人暮らしをする方がいいと考える。

Essay J1-6

旅行一知らない場所へ行くということは、様々な発見を私たちにもたらしてくれる。知識欲が多かれ少なかれ備わっているヒトにとって、旅行とはその欲を満たす快感を与えてくれるものだ。

旅行には一人旅とグループでの旅がある。一人旅の長所は、自由気ままに行きたいと思う場所に行けるということだ。また知らない場で困ったことがあった折、自力で解決しなければならないので、それを経ることで精神的成長をすることができるという点も長所になるだろう。逆に短所は、未知の場に対する不安を分担する仲間がないことが挙げられる。グループの場合、皆で楽しみが共有できるという点が長所である。修学旅行のように枕投げをしたり、暴露大会ができるのもグループならではの楽しみだ。また、皆でいることの安心感や安全性はグループでないと得られない。短所は、自分の意見が全て反影されるわけではないということだ。行きたい場所が違えば、誰かが折れるしかない状況になる。

これらの点を考慮して、どちらが私に合っているかを考えてみると、一人旅の方が私向きだという結論に至る。私は冒険好きであるし、度胸も座っている。一方、他人がいるとその人に気を使い過ぎる癖もあるため、疲れてしまうことが多々ある。だから一人旅の方が自分に合っていると思ったのだ。

しかし、もし私自身の楽しみと完全に同じ楽しみを持っている人物がいればどうであろうか。おそらく、その人との旅は、楽しみを相乗的に高める効果があり、一人旅よりより素敵な旅となる。かと言って、そういう人物を見つけるのは至難の技である。十人十色と言うがごとく、各々の楽しみは少しではあっても、どこかずれているだろう。

やはり、私には一人旅が合っている。これから先、旅行する機会が増えてくると思うがまだ経験したことのない「一人旅」にも挑戦してみたいものだ。

Essay J1-7

いずれは社会人として一人で何でもなくてはいけない。だから私は大学生の段階から少しずつ自立した方が良いので、もし両親が許可してくれるのなら一人暮らしをした方がよいと思う。

もちろん生活費の管理、家事等やるべき仕事が増えるだけでなく、苦しいこともあるだろう。しかし、一人暮らしをする利点の方が多くはずだ。例えば大学生にもなれば家族に干渉されず、一人になりたい時間が増える。そんな時一人暮らしなら、周りを気にする必要はない。また部活やサークルの仲間、友人との付き合いにも参加しやすくなる。実家だと他の家族の事も考えなくてはならないので、帰宅時間が制限されてしまうが、一人暮らしなら制限などないからだ。

一番の利点としては、大学生の本分である学業に専念できることだ。大学は中学、高校と異なり、暗記するだけの勉強ではなく考える勉強がほとんどだ。レポートを書くにも一人暮らしの方が周囲に邪魔されにくく、考えをまとめやすい。加えてアパートが大学の近くなれば、調べ物をしていて遅くなっても帰宅が容易である。

このように私が一人暮らしをする方がよいと考える理由はたくさんある。しかし、一人暮らしをする上で注意しなくてはならないことがある。それは、両親に感謝の気持ちを忘れないこと、きちんと計画を立てて生活費を使い、自分の健康管理をすることだ。

両者の理由としては、一人暮らしの為のあらゆる資金は両親が出してくれているものである

こと、後者の理由としては、これを怠ると生活ができなくなることが挙げられる。一人暮らしをすることは、自分で全て管理することだ。やりたいことだけやって、気付けばお金もないし体も壊したという状態になっては一人暮らしをする意味がない。また、親に養ってもらっていることを忘れ、一人で生きている気分になってはいけない。全ては親のおかげなのだから。

最低限このことに注意すれば、楽しい大学生活を送れるし、将来自立するための確実なステップとなるだろう。

Essay J1-8

大学生が空いた時間を利用して旅行をすることについて、何人かのグループであっても一人であってもそれは良い経験になると思う。集団にしる個人にしる、いつもとは違う場所で日常とは異なった体験をすることができる。

しかし、私は一人で旅行をする方が、より得るものが多いと思う。まず一つ目に、計画は全て自分で立てなければならない。見知らぬ土地に行く上に他人に頼ることができないので、かなりの自立心が得られるはずだ。これは集団旅行では得にくい経験である。

二つ目は、集団で旅行をしていると騒ぎ、楽しむことができるが、個人で旅行をしていると、もちろん静かな中で、いわゆる単なる観光ではない旅行がし易いと思うからである。一人で旅の途中にしみじみと回想することもできる。落ち着いて旅の途中の景色や人々を眺めることもできる。このような眺め方は、単に対象を眺めることとは、違う眺め方であると思うのだ。

そして最後に、個人のみで旅行することが好ましいと思う最大の理由は、伝統的な日本人の性質である“集団性”から脱け出して欲しいと、私は若者に望むからである。日本人は協調性を重んじ、周囲を気づかうのは良い。しかし、実は個人の意見がなく、集団の雰囲気流されて集団の意見を自分の意志であるかのように振る舞ってしまったたり、個人では不安で、“失敗しないだろうか”とおそれて一人で行動できない日本人は多くないだろうか。外国人に日本人は引込み思案が多いと言われてたり、一人では大人しくしているのに集団になると存在感を示し、街を暴走する暴走族など、そのような日本人の“個人で行動する自信のなさ”の表れている行動は他にも沢山見受けられる。

計画を一人で立て一人で動ける自立性、一人で物事をじっと深く考える事ができるようになること、集団に慣れてしまわないこと、以上のことを望むゆえに、私は一人で旅行をする方が望ましいと考える。

Essay J1-9

私は一人で旅行する方を選びたいと思う。何人かのグループで旅行するのも確かに魅力的である。何か事故が生じた際にはお互いに助けあえるし、旅先で感じたことなどその場で意見を言いあえる。一緒に旅行したということで、友達との一体感も生まれるだろう。しかし、私は大学生になって身につけるべきものは自主性なのではないかと思う。この点で、一人で旅行する方を選びたいのだ。問題が生じた際に頼りになるのは他の誰でもない自分自身であるし、パックスツアーなどでの旅行でな

い限りは宿も現地の言葉で自分で予約をとらなければならない。こういった行動が自主性を少しずつ育んでいくのではないだろうか。もちろん一人で旅行することのメリットはこれだけではない。旅での一番の醍醐味は人との出会いであろう。同じ地球に住むが、違う言語を話す人々と友達になるのはとても素晴らしいことだと思う。

以前私の高校の先生から聞いた話だが、彼は大学生の時に思いついてタイを一人旅したそうだ。貧乏旅行なのできれいな宿には泊まれず、その時々で自分で宿を探した。大変だったと彼は言っていたが、その旅で得たものはたくさんあったという。まず自分がいかに裕福に暮らしていたか。それに現地でたくさんの人々と友達になり、うる覚えの言葉で話していく中で、さまざまな考えがあることを知ったという。彼の人生観が百八〇度変わったそうだ。こういった話を聞いたからというものもあるが、私は一人旅にやはり魅力を感じるのである。

自主性を育むことが求められる大学生活において、仲間との友情を育むグループ旅行も確かに価値があるし、楽しいものであるが、私はさまざまな人々と友達になる機会が多く、自分というものを一人で見つめ直す機会も作ることでできる一人旅の方をしてみたいと思うのである。

Group 2

Essay R S -1

大学生になるということは、今まで以上に自由が与えられ、その一方で責任も取らなくてはならないことだと考える。その上で一人暮らしをするか自宅から通うかの二つの選択肢がある。今まで家族と一緒に暮らしていたのだから、一人暮らしをしてみた方がよいと考える。その理由を述べていこうと思う。

まず第一に、時間の拘束がないという点である。一人暮らしでは、大学までの道が近く、自分の判断で時間を決められるため、時間を有効に使うことが出来る。例えば、大学祭の準備で時間がかかりそうでも、自分の納得のいくまで取り組むことが可能である。

次に、独自の空間作りが出来るという点である。自分一人で住むため自分の好きな物を好きに配置し、居心地のよい自分だけの場所に出来る。例えば、暖色系の小物で統一して部屋全体を暖かく見せる工夫することも可能である。

最後に、家族が側にいることの素晴らしさを感じるという点である。一人暮らしをする上で、家事が一番大変であり欠かすことが出来ないが、実際に自分でやることで、母親のありがたさを実感すると私は考える。また同様に、体調不良の時や精神的に不安定になった時は、父親や兄弟姉妹の存在の大きさを気づき、人として少し成長することが出来ると思う。

確かに一人暮らしは、親の立場から見れば心配であり、金銭的な負担もある。しかし、社会人になる前の予行演習になり、自分自身のためになると考える。また、それ

が自立へと繋がると思うので、一人暮らしをした方がよいと考える。

Essay R S - 2

現在の大学生は旅行する機会が明らかに増えてきています。一人で旅行する者や、何人かのグループで旅行する者も居ます。私は一人で旅行する方が充実したものになると考えています。なぜなら全て一人で決断することが可能であり、より自由であると言えるからです。

何人かのグループで旅行へ行くというのもその人達と時間を共有し、良い思い出になります。また人と一緒に別の場所へ自ら行き生活するので社会的経験にもなります。しかし、複数名と行くので、確実に行動は制限されてしまいます。その点一人で旅行する場合は、そのグループ間での制限というものが一切ありません。旅行にも関わらず、やりたいことが出来ないというのは極めて不快です。旅行の目的は、気分転換、楽しみ、その地にあるものを見に行く等様々ありますが、そんな中、行動が制限される、つまり自由が減ってしまうというのは、旅行という本来の意味や価値を喪失してしまうのではないかと考えています。旅行が終わった後にそういった後悔が生じるのは誠に遺憾です。過去に私は家族又は友人と旅行したことがありますが、互いに気を使い、十分に旅行を楽しむことが出来ませんでした。

旅行本来の目的を明確にし、一人であろうと複数であろうと、大学生になると増える旅行を満足するということが肝要です。そしてその旅行を満足のゆくものにする為には、私は先に述べた理由から一人で旅行する方がよいと考えています。

Essay R S - 3

私は家族と一緒に住んだ事も、アパートで一人暮らしをした事もある。はたして、大学生にとって一人暮らしと家族と一緒に住みながら大学へ通うのとではどちらを選ぶのが好ましいだろうか。

私は自分の経験上、家族と住みながら大学へ通う方が好ましいと考える。一つ目に、料理や家事をほとんどしなくても良いからだ。一人暮らしを始めてから、アパートの掃除や食事などは全て一人でこなさないといけない。それは案外、多くの労働力を必要とする。二つ目は、お金の面でも安いという点である。私の今借りているアパートは月に五万円かかる。またそれにガス・水道・インターネット代がかかると月六万円は超えてしまう。しかし、家族と一緒に住んだ場合には、これら全てを払わなくて良い。かかるといえば、通学費位である。私の実家の吉浦から広島大学までの交通費は、六ヶ月で六万円程度である。そう考えると、一人で暮らすという事はとてもお金がかかる事である。三つ目に、話し相手がいる事と、また何かあった時に頼れる存在が側に居るという事だ。一人暮らしは、その名の通り一人で暮らすという事で、一人で居

る事は孤独である。特に入学したての頃は仲の良い友達が居ないし、友達が出来ても、毎日友達と過ごすという事は難しい。そうすると悩みを抱えた時にすぐに話せる相手は近くに居ないのだ。私の友達にも、一人暮らしに慣れる事が出来ず地元に戻った人が居る。頼れる存在が近くに居ないという事はとても辛く悲しい事である。

もちろん、アパートでの一人暮らしは、自立も出来るし、パーティーがある時、遅くまで居ることが出来る。しかし、一人暮らしを楽しむためには、精神的余裕が必要なのである。一人ぼっちで、また頼れる人が周りに居ない苦痛に耐えてまで一人暮らしを続ける必要はない。結婚をすれば、その相手と一緒に住み、家族と過ごす時間も減る。よって、今はゆっくり自分のペースで大人になり、家族と共に楽しく生活しながら勉強に励めば良いのである。

この事から、私は家族と一緒に住む方が好ましいと考える。

Essay R S -4

同じ場所を訪れるにしても、一人で行くか、団体で行くかによって得られる経験も感想も異なる。更に、一人旅をする者と団体旅行をする者達では始めからその旅行の目的が異なると思う。では、一人旅を好む学生と集団で行くことを好む学生の間にはどのような差があるのか、考えてみたい。

今年の夏、私は大学の夏休みを理由して一人で中国へ語学留学に行った。実は著者が通う大学からもこの夏、約 30 人の学生が中国へ短期留学をしに行ったのだが、私はわざと一人で行くことを選んだ。理由はいくつかあるが、まず第一に語学力を伸ばすことが今回の最大の目標であったこと。又、私自身が自由気ままに行動することができる一人旅を好むということが主な理由である。確かに団体旅行では常に話し相手がいったり、特に女性にとっては安全であったりと、得点もたくさんある。しかし、他人に気兼ねすることなく己の時間を好きなように使える一人旅の方に私は魅力を感じてしまうのである。

日本では一人旅をする女子学生はめったに見られない。大きなリュックサックを背負ったバッグパッカーズ達が多く存在するオーストラリア等とは非常に対照的である。何故、日本の女子学生は一人旅を好まないのであろうか。これには彼女達が送った小、中、高校での学生生活が関係していると考えられる。日本では常に集団行動が重視され、とりわけ女子学生の間では、自分の所属するグループのメンバーとどう上手くつき合うかに学生生活の全てがかかっていると言っても過言ではない。一人になると何をすれば良いのか分からなくなると言う、多くの女子大生の背景には、こうした過去の学生生活で身についた習慣が見えると思う。

一人旅をする学生は、自分の為全てに全ての時間を使い、食欲に何かを吸収しようとする。代わって、団体旅行を好む者は、回りと時間を共有することによって、経験を分

かち合っている。どちらが良いとは言えないが、こうした異なった行動をする者達には、異なった過去の経験があると考ええる。

Essay R S -5

大学生の「住」 佐師智郁子

大学生という、大人の分類に入る年齢になると、多くの人が住む場所を自ら選ぶことになる。一人暮らしをするか、実家から通うか、その「住」の違いは大学生活の全体に大きく影響する。

私自身はアパートでの一人暮らしだが、自宅から通学している友人は口をそろえて「自由なのが羨ましい」と言う。また、家事を覚えることや、家族のありがたみが分かるなどのポジティブ面がある。しかし一方で、一人で生活する淋しさや、自由の度が過ぎて生活がルーズになる、金銭面で負担が大きいといった難点もある。

私から見ると、自宅生は門限や通学にかかる時間によって制約があり大変そうだが、家に帰ったら食事が用意されている事が羨ましい。家事にかかる時間と労力を勉強やアルバイトに費やすことができるのは、良いと思う。

また、日本ではまだ少ないが、ルームシェアをするという選択肢もある。実はこれが私が一番憧れている「住」のスタイルで、一人暮らしと実家（＝誰かと共同）で生活することの両方の利点を兼ね合わせている。人間関係面での負担はあるだろうが、そこから学ぶことも多いと思う。

一人暮らし、通い、その他のオプションともに、それぞれ一長一短だと思う。大切なのは、自分が大学生活において何に重点を置きたいのかを見極めて、それに合う「住」を選ぶことだ。例えば、勉強に専念したく家が通学できる範囲にあれば自宅から通い、時間をサークルや社交にあてたければ一人暮らしが良いのではないだろうか。

大人として社会に出ていくための第一歩として、自分の「住」について決断をするというのは、意義のあることだと思う。

Essay R S -6

大学生になると、多くの人々は国内・海外問わず旅行へでかける。旅行にでかける人は、一人で気ままに旅行する人、或いは、数人のグループで旅行する人の二つのタイプに分けられる。何故多くの大学生は旅行へでかけるのか。又、何故先ほど述べたようなタイプに分類できるのだろうか。

まず、何故旅行へでかけるのか、ということだが、原因は「金銭的・時間的余裕」という概念を超えた所にあると思う。金銭に余裕があるなら貯蓄すれば良い。時間に余裕があるなら体を休めれば良い。そうであってもわざわざでかけるからだ。大学生というと、例えば広島大学では八割の学生が親のもとを離れ一人暮らしを始める、と

いう区切りでもある。様々な面で、縛られることはなくなる。この「自由」を、「何をしようが口出しされない」という感覚を味わう為に旅行へでかける、というのが、当人が自覚しているかどうかは別として理由とすることができる。

次に、一人で行くか否か、ということについてだ。一人で行く理由としては主に二つ挙げることができる。一つ目は前述でも記したように、自由を味わう為である。多くの場合において、人は親と暮らしている間は、旅行などを家族と共にしなければならない。その「縛り」という物から脱却し、自分は物理的には自立した一個人である、という感覚を求めたのが一人旅だと考える。二つ目は現実逃避、というものだ。普段、学校で友達とつるんで騒いでいる状態からの逃避だ。若者社会、特に現代の若者社会では本当の自分（意見など）がお互い出し辛い、という現状がある。その中での日々には正直心労が伴う。仲間の手の届かない「どこか」へ行くことで、真の心の癒しが得られるのだ。

最後に、グループで旅行にでかける理由だが、これは一言で言うと、共有できる思い出作り、というものである。サークルや、同学科の仲間のように、比較的最近できた仲間と共有できる何かを求め、それが旅行という形で表れた、とすることができる。実はこれには、心の安堵を得る為という理由も隠れていると私は考える。私の友人に、今年の夏に同学科の人たち十人で旅行へでかけたという人がいる。十人と聞いて最初に浮かんだのが、「無駄に多いな」ということだ。しかし、このような大人数で行く人にとって、共にする仲間は少々仲が良ければ十分なのだと思う。何故なら前述の「心の安堵」というのは、「団体に属している」という安心感のことだからだ。身近な人と共有できる何かを持つことには、思いのほか大きな安心感が存在するものだ。例えば二十年前には、このような大人数での旅行というのは、あまり無かったという。すなわちこれには、現代の「孤立なき孤独」の現状が明らかに表れている、とすることができる。

このように、大学生の旅というものには、単なる思い出作りや、観光地巡りという要素を含むものより、むしろ、現実逃避、安堵感—共有できる「何か」を求めたものが多いことが分かる。

Essay R S-7

この作文課題で私は、「一人暮らしをすることについて」というトピックに対して意見を述べたいと思う。

確かに、大学生になれば皆、自宅生は除き大学近くのアパートや学生寮を借りて高校生の時とは異なった生活場所で生活することになる。私はオーストラリアへの単身留学を経験しているため、一人暮らしをすることに対して特に抵抗は無かったが、私が留学を始めた当初は、海外ということもあり一人寂しい思いをしたこともある。確

かに大学生になり一人暮らしを始めるということは、今までとは違い朝、自分自身で身支度をし、料理を作るなど今まであたり前のように両親にしてもらえた事を全て自分でしなければいけなく不便なことばかりである。事実、私も留学した際に食事は作ってもらえたのだが、日本人の私の口にはオーストラリアの食事が口に合わず、料理の面でのいわゆるホームシックになったこともあった。このようなケースのホームシックになった日本人の友人も私は数多く知っている。しかし本当に一人暮らしを始めるという事はこのように不便で悪いことのみなのであるか。一人暮らしから私達が得られる事は無いのであるか。検証したいと思う。

一人暮らし、私はそれは自立への第一歩であると考え。大学に通い部活をしたり、バイトを始めて自分で遊ぶためのお金を自ら稼ぐなども自立への一歩ではないか。近年の日本の家族構成は核家族が主だ。このことから見ても、独立、自立している人が多くなっているということだ。私は一人暮らしを始めるということは、いずれは出ていく社会での生活の予行練習であると考え。

以上に述べたように、私は一人暮らしを始めるという事を悪いことだとは思わない。むしろ独立、自立のために、そして親のありがたみを思うためにもするべきだとさえ思う。

Essay R S - 8

大学生になると住む場所が選べる。大学の近くのアパートを借りて一人暮らしをするか、家族と一緒に住むかのどちらかだ。私の場合実家から大学に通うのは不可能なのでアパートを借りて一人暮らしをしている。だけれども実家と大学が通える範囲中であるなら、私は家族と一緒に住んで大学に通いたい。

私が春から一人暮らしをはじめて感じたことはやはり自由だということ。家族と一緒に暮らしている時は決まり事があったり、自分のやりたい事も規制されたりしていた。だが一人暮らしの場合自分のやりたい事をやりたい時にできる。変に干渉してきたりうるさく言われたりする心配もない。そしてもちろん通学が便利である。朝早くから授業があっても、夜遅くまでサークルがあってもアパートが近いので始電や終電などとバタバタしないですむ。後は大学の友達も近くに住んでいるので、お互いのアパートに行ったり来たりでき楽しく過ごせる。

家族と一緒に住んで大学に通っていたならたぶんいつでも賑やかで寂しい時間も少なかっただろう。栄養バランスを考えられた美味しい食事を用意してあり、いつでもきれいな家で気持ちよく過ごせるだろう。

社会人になったら家を出ていくのだから、考えてみると家族と一緒に過ごせるのは学生である今だけである。時が経ってまた家族と一緒に住める日がくるかもしれないが、その時には立場が入れ替わっているかもしれない。以前は早く一人暮らししたいと

思っていたが、今は実家から大学に通えたら良かったなと感じている。一人暮らしをすることで少し自立した気がするけれど、まだまだ子供で家族と一緒に暮らすことが一番の幸せだと思う。

Essay R S - 9

大学生になると、高校生の時と比べ一人暮らしをしている人の人数は大変多くなる。その理由の一つに、大学は高校を選ぶ時と違って自分のやりたい事や将来の夢の為に通う場所だという事が上げられる。その為、自分の住んでいる地区に、自分に合った学校がなければ他都道府県に皆それぞれ受験をしに行く。その為、一人暮らしをする学生達が全国には多勢いるのだろう。たとえ家から通える距離だとしても、アパートを借りて一人暮らしをする学生はたくさんいる。私は、一人暮らしをすることにとっても賛成である。

たしかに、家で守られながら身の回りの事は親に任せきりだった高校生活とは違い、一人暮らしはすべての事を自分でやらなければならないのでとても大変である。慣れない授業や生活のサイクルも変わってくるので、ストレスも溜まりやすく、支えが必要だ。なので家族と一緒に住み家から通うほうが自分の為にも良いと思うかもしれない。

しかし、私達学生にはいずれ社会に出て一人で暮らさなければならない時が必ずくる。いつまでも親に頼ることは出来ないのだ。そのための準備としてまず大学生の間は一人暮らしをしてみて、自立心を育てたほうが良いと思う。一人暮らしをするとあらためて家族の大切さに気づくこともできる。家から通えない距離ではない場合は更に好条件だ。何かあればすぐに来てもらうことができる。しかし、そこであえて親に頼りすぎないでいようとする姿勢を保とうとすると、より自分自身を成長させることができるのではないだろうか。また、大学の近くに住むという事は、通学など無駄な時間を減すこともできる。用するに、時間をとても有効に効率よく使えるので、自分の為の時間が持てやすい。サークル活動やアルバイト、時には良い人間関係作りもありこれらは生きていく内で大切な糧となるだろう。金銭的な面などのデメリットもあるが、一番輝ける学生時代最後に一人暮らしは最も手助けしてくれるものだと考える。

したがって私は、大学生の間は一人暮らしを少しでも経験することを強く勧める。

Essay R S - 10

「大学生が旅行する意味と目的」

大学生が旅行する際に一人か大人数で行うのは彼らの旅の目的が違うからだと私は考える。一人で旅行する時の目的とは自身の内面のためであったり、成長のため、もしくはその両方であると言えるが、大人数の場合、目的は旅行を仲間と行う事によって得る楽しみしかない。

大人数で旅行する際に目的地やコースはあらかじめ決まっている場合が多い。大勢では少なすぎる一日にどれだけの事柄を盛り込むのか工夫する。予定はかなり細かく決めて、昼食から休息まで考慮している。この場合、旅行は呉楽であり海水浴やスキーと変わりが無い。

一方、一人での旅行は本人の内面にとって重要な経験であると私は考える。大抵、一人で旅行する場合、目的地、又は観光する場所は一つか二つの事が多い。あとは宿泊先や交通手段を決めておく程度である。時には泊まる所すらも決めずに先発する事もある。一人なので行く先で自分の興味を引いた物があれば一時間でも二時間でもそれに見入る事が出来る。一人での旅行が重要な経験であると私が思うのは、一人で移動する間に費いやす時間の多くが思索に使われるからである。忘れ物をしたら戻ってこず、荷物も自分一人で抱えなくてはいけない一人旅に余計な物はない。又、見知らぬ土地で彼の興味を少しでも引かない物もありえない。からして、旅の時間の多くは自身の頭の中で費やされる。時にカメラやスケッチブックを持って歩く人もいる。それらの品は思い出を反芻する手段以外に、自身の思考を反映する手段でもあり得る。大抵、彼らが趣味のために行う旅行でなければ、旅の時に得た写真や絵は第三者には何の価値も見られない事がある。私の知っている人にも外国で松ぼっくりを拾ったり、きれいな葉を持ち帰る人がいるが、それは記念と言うよりも彼らが経験したすばらしい体験に対して、その外に表現する方法がなかったから、と言えるのではないだろうか。実際、それらの品物は旅行の後では捨ててしまったりする事が多い。所で、若者が対象の小説、マンガ、歌などでは旅が一つのテーマになっている事がある。「旅」の名がついた小説、マンガ、歌をそれぞれ2つ以上挙げる事を私は出来る。そして、その多くが一人旅をテーマにしている。それは、一人旅と言う物が自身の成長や自身の内面と向き合う物であるのと関係があるのだろう。現代の日本には一人旅が足りないで、小説などに扱われているのかもしれない。

私は一人旅と複数で行う旅行は全っく違う物だと思っている。そして、もしするのならば一人旅の方が良いと思っている。友達との旅行はその数が多ければ多いほどカラオケに行くのと変わらなくなるからだ。

English Essays

Group 1

Essay E1-1

I think that these things have a strong point and a weak point each other. If we live with our family, we don't have to make our meals and don't have to wash our clothes. And if we catch a cold, our parents can nurse. These things are a strong point. But if we live with our

family, we cannot do a thing that we feel like doing. And we cannot drink alcohol late at night. These things are a weak point.

On the other hand, if we live alone, we can do a thing that we want to do. Anyone cannot complain our behavior. This is a very strong point.

But as is often the case with living alone, living alone is apt to catch a cold. We are apt to take less nutrition. This is because lots of students have no time to make their meals. Some people regard dinner as foods of convenience store. This lead to shortage of nutrition.

But living alone have an easygoing aspect. I expressed in advance this thing is the greatest point.

The shortage of nutrition is an important thing that should solve, but this thing loses if we have much care. So as far as I am concerned I like living alone.

Essay E1-2

There are many chances that we travel when we are university student. Which one is more beneficial traveling alone or group travel?

First, I'd like to observe on strong point of traveling alone. First of all, it is good for us not to bother about anyone. So, we can travel freely. Besides, we can get a sense of responsibility, because we have to do everything by oneself. In addition to that, if we are in group, we are apt to satisfy without meeting something new, but if we are alone, we tend to seek meeting more positively.

In the contrary, sometimes traveling alone is danger, especially women.

Second, I'd like to observe on strong point of group travel. Above all, it is more safety than traveling alone. And, we can share pleasure or happiness of travel with someone of group.

However, group travel has some bad point. We tend to ease too much, because we can enjoy the travel without meeting something new. Besides, it is little difficult to go to somewhere we want to go freely.

I think the most attractive point of travel is meeting something new. In addition to that, travel makes us more rich psychically, especially traveling alone.

So, I come to the conclusion that traveling alone is better than group travel if we are student particularly. I'm sure that we can develop through traveling alone.

Essay E1-3

Now a days, because I started to drive a car, I had more chance to travel than before: Last month, I went to Okayama with my two friends. Last week, I went to Sho-bara with many

friends. I love traveling very much, because for me, traveling means to touch new, unknown culture. But, I rarely travel alone. I almost travel with some members. Because, I can share new discovery or good feeling with members. Also, it is more secure than travel alone, especially when I go abroad. When I was a high school student; I went to England with friends. In England, I had a big culture shock and I had many small problems. But when I felt nervous, my friends helped me, and I could spend good day in England. This is why, I had thought that it is better to travel as group than alone.

But my feeling has changed. At this summer, one of my sister's seniors came to Hiroshima from Tokyo alone by his bicycle. I asked him "why did you come alone?" And he answered "Traveling alone is freedom. I can go wherever I like, I can sleep whenever I like. Also, I can meet many new people, and sometimes I can make friends with them. I think it is very important experience for me. And I believe this travel will give me big confidence." I was very interested in his talk. And I'd like to challenge traveling alone. I think it is difficult to travel alone, because, I have to have big responsibility. But I will try.

Essay E1-4

I started to live alone last spring. Because it takes a lot of time to go to my university from my home. Some students go to university from their home, but some students go to there from apartment which they live alone for different reasons. In my opinion, I think we should live alone if possible.

To live alone is very busy. We must cook, wash, clean and so on ourselves. Besides, if we have trouble, we can't ask our parents to help us. But thanks to living alone, we can live our own life and grow to care ourselves more and more.

Contrastively, to live with our family is ease in the view of mental and physical phase. We can depend on our family at the point of housework and be helped by them as soon as some trouble happen.

That's why I think students should live alone if their parents permit us to live alone.

In conclusion, however, living alone makes us live our own life, and we can spend our time freely.

Essay E1-5

I'd like to travel by myself. Because if I traveled alone, I can go anywhere I want. For example, I've been Tokyo with my friends. When we planned the travel, one of my friends wanted to go Aruta and Mitsukoshi, but I didn't want to go there. I wanted to go Asakusa and Ameyoko. Each other friends had different idea, too. So we had to discuss and all the members

had to give up a part of idea. Of course the travel was fun but I couldn't visit entire place where I wanted to. Travel is fun but I think, travel is the way to learn something, too. When I traveled Australia alone, I could go anywhere I want and also I could learn a lot of thing. When I got a problem, I had to solve by myself but that became good experience.

That's why I like to travel alone.

Essay E1-6

I live by myself now, because it is difficult to go to the university from my home.

Now, I'm realizing that living by oneself has a lot of troublesome problems. When I come home, don't prepare a meal and I have to do cleaning, washing, and so on. If I live with my family, I'm not must to do these. My family, especially my mother does it.

But there are not only troublesome problems. Living alone gives me free. Feel free to join clubs, have some part-times and play with my friends! It's a fascinating point of living alone.

Besides, there is another good point of living alone. It's that we can morally independent of our parents. Now, there are many single young people live with their family. They are called "Parasite single", and then, the characteristic is that depend on their parents of morally and economically too. I think, making "Parasite single" cause of that they don't have an experience of living alone.

I think it's good that we have a chance to have an experience of living alone. The chance fits we to go on to university.

Essay E 1-7

I prefer traveling with my close friend, one or two to traveling alone or in a big group (5~10). There are some reasons.

First, In a big group, we can not visit places I want to go, because many people travel together and we have to think where to visit, considering members' opinion. On the other hand, In a small group, (me and one or two close friends) we can go anywhere without planning where to visit. The places we visit depends on weather and mood of that day. In short, we can travel freely.

Secondly, there are many dangers to us in traveling alone. Especially women tend to be harmed by strangers. For example, snatch, rape, and luggage lifting. It is very difficult to avoid these cases by oneself. However in a small group, they can be avoided. If one person have his or her bag snatched away, another person can run after the snatcher or call the police. At worst, we can help together. Like this, in a small group, we expose ourselves to lesser danger.

Lastly, in the case of suffering from illness, members nurse us. So, we don't have to worry about health problem seriously.

I mentioned three reasons. That's why I prefer traveling in a small group to traveling alone or in a big group.

Essay E1-8

It is necessary for University students to live with their families, because they don't have to spend their money for a house rent and they can save money. So they can spend money for another things, for buying textbooks and so on.

Besides, they have less need to do household works; they can live without washing their clothes. And they don't have to do part time job.

Most importantly, it help students spending their time for only studying. They can concentrate studying only, because they don't have to earn money or do household things, like I above-mentioned.

Therefore I think collage or University students should live with their families.

Essay E1-9

I think to live by yourself is good for you. To live with family is very convenient for you. Because you mustn't cook, clean your room, and so son. But I think it is important to develop your independence after you enter university. If you live with your family, the independence doesn't develop. To live by yourself is very difficult but there are many things that you notice. For example, the importance of your parents. You can notice that you are too dependent on your parents. And the importance of money. You must manage thanks to careful housekeeping. If you have a part time job, you can know the difficulty of making money, too. Above all I think it is very important to notice how you depend on your parents.

There are a lot of advantages to live by yourself and a lot of things that you must notice. This is why I think to live by yourself is good for you.

Group 2

Essay Rs-1

We're going to visit some places when we go on the University. We can select two type of trip which are a solitary journey and group journey. Both of them has some advantages, however I recommend group journey. I would like to follow main three reasons below.

The first reason is that group is fun. We need to start gathering people who want to go to trip

and then we talk to make a plan each other again and again. We can imagine the outline of trip and search the place. Therefore, I think the plain is going better and more enjoyable.

The next reason is that we may go to many places. The more people joined the trip, the more ideas of site are came out. Accordingly, we may rearrange the plan if some sites are near and we are able to visit there too.

The last reason is that we also enjoy after the journey. It means that we share much wonderful memories of it and can talk about what we did during the trip.

Of course, there are some advantages of the solitary journey. Main reason is to be able to decide the plan by myself. Man also does not have to go any uninterested places, therefore man can go to trip when he want to go.

Other reason is to be able to rearrange the plan during the trip if man wants to. It is a little bits hard for man who likes to be alone to think about others, especially man has a illness.

In conclusion, I think we are improved by group trip because of having relationship with participants. We have to arrange many things such as date, place and cost in group journey. Therefore it is important to exchange the ideas and to put everyone's thoughts or desires together. Finally, these experiment gives us the power of thinking others.

Essay Rs-2

Today, the university students can choose where to live. They live with their families or they can live in each apartment by renting. I think that the university students should start to live by theirselves in each apartment. It is really good experience that they need these days.

In fact, most of the students around me rent and live alone. They have to cook what they eat, clean their rooms, wash their clothes, and do everything that they need by theirselves. They would not do such a things if they live with their families because their families would give them supports what they have to do. So it is obvious that the supports make them negligent and might be impossible for them to be independent. I know the students around me are very independent because most of them don't depend on their families and live without any problems.

It might cost them seriously, however, renting an apartment is a precious experience. Some university students could not rent apartments due to money. Some might hate to move because they feel weary, but money is not important than experience. The experience will lead them more money in the future.

Therefore, I think it is better to live by theirselves in rent apartments than to live with their families. In my opinion, to experience the difficulties to live alone and to be independent of their parents are the most important things during university student.

Essay Rs-3

These days we have got a chance to travel around Japan or even outside of Japan. And the style of travel is different by each person. Some people like to travel alone and the others like to travel in the group. When I think about which is actually better for us, to travel by yourself or to travel in the group I think I would prefer to travel in the group.

At first, It's much safer if they travel in the group. Especially in the night. If they walk alone around a city, you can get into a trouble. But if they go out in the group, there are less chance that you'll get into a trouble. I have experienced that when I was walking around city with my friends at night in Ireland, there were so many drinkers. Some of them were shouting or breaking the bins. I was so scared being there. Because I was with my friend, nothing happened. But if I was there by my own, I could be getting into the trouble.

Secondly, even if you travel in the group and you lose the way, you won't be upset as you travel alone. I think if I travel to new place, I won't know where is a shopping center or where is a restaurant. And the only thing that it will help me is a map. So if I lost the way or don't have a clue where I am, I'll be so upset. But if I know that there are someone who will help me finding the way, I'll feel much comfortable.

Thirdly, if you travel in a group of friends. You will know each other better and create new memory. Also you can share great time and experiences with your friends. If you travel alone, you'll be able to tell how your trip went but you can't share a time when you were there. Maybe some people say that if you travel by yourself you can go to wherever you want, and feel free to do anything. But even if you travel in the group, you can discuss where you want to visit. So there is no problem with this.

So in summary, I think there are more good point if you travel in the group.

Essay Rs-4

At the age of 18, I believe it is a good time for people to leave their home and start having a new life on their own, because when one lives a life of independence, they realize the importance of their families as well as the hardship of being on your own.

Most of young students tend to stay with their families until the age of 18, this is the time when they graduate from high school and start moving to their new lives. In my case, I was away from home for almost 3 years, so my parents suggested that it would be better for me to stay with the family, especially with my little brother who is going abroad next year to study art. Despite the fact that I am now living with my family, personally I strongly believe that for most of the students, living away from parents would be more appropriate decision to make.

The first recommendable reason is that people will have a life of independence which lets

the students make every single decision by themselves and not allow them to rely on their parents anymore. In the reality, unfortunately there are too many young people who try to be dependent on their parents. This is also said for those who are over 30 and is already in work field. People really should stand on their own two legs when they are over 20 years old.

The second reason is also similar to the first one, however a word of freedom has a slightly different meaning in the way that people can enjoy it and share their freedom with others. For a example, at university people have completely different friendship compared to the high school's. There is certainly more socialization between people and also "drinking" seems to be a new key world for associating with new people, however some parents may not be too impressed about this. Like this, sometimes, it is better to distance yourself from the parents so that one can avoid the conflicts and stay way from the parents' interferences.

Of course there are some negative viewpoints of a university student living on his/her own. Especially for boys the accompaniment of a little freedom/independence are irregular diets and insanity. However, once you get into the real world, no one will take care of you anyways, therefore I believe the earlier start living on your own, the more benefits you can get.

Essay Rs-5

Travelling is one of the things that you can only do while you are at university as it is difficult to get a long holiday once you start working. Because the years in uni is the time to figure out what you really want to do in your life, traveling would give you some good experiences.

There are 2 different ways of traveling. One is to travel by yourself and another is to go on a tour with your friends as a group they both have advantages and disadvantages.

Firstly, if you were traveling alone, you could do whatever you like. You don't have to worry about other people so you just concentrate on enjoying yourself. Such journey would be a good chance to get a better understanding about "yourself". Also you would gain confidence since you do everything by yourself. There is a possibility of getting lonely, but from that you could learn to appreciate friends and families, and it would give you an enthusiasm to get to know new people. On the other hand, you have to be extra careful not to put yourself in danger as there would be no familiar faces to help you. You have to take care of yourself. Travelling alone would be more of learning than having fun.

Secondly, if you were traveling in a group of friend, the journey would be full of fun. You have someone to talk to about what you think of the destination, and you can find out more about your friends' values and thoughts. Becoming closer friends would be an excellent experience. In addition, because you could help each other with your companion there will be

less worrying. Whereas a negative side of the group traveling is that the tour has to be organised well. Otherwise you could end up spending large amount of time on waiting other members or arguing to make decisions. Compared with traveling alone, there would be more fun and less serious philosophical thinking in a group trip.

Which type of travel to choose would depends on what you seek in the journey. If you are not sure about yourself and looking for some change, then it would be a good idea to throw yourself into unknown town. I personally would like to go to Auckland New Zealand, where I have been by myself, with my new uni friends. It would give me an opportunity to see the town from a new point of view.

Essay Rs-6

When people get in the college, one of the things they have to make decision on is whether they will continue living with their family or start living by themselves. If they go out of the state, of course they will not be able to live with the family, but if not, it is a big concern especially for the parents.

First, the biggest merit of living with the family is that the parents don't have to worry too much about the child. From my experience as being a "living-at-home-child," I am sure of this, because my parents would sometimes mumble, "We're glad that you're home." Letting go of a child seems like a really hard thing for parents. However, this is only a merit in the perspective of the parents. When this is looked at from a more wide perspective, such as criminal perspective, it is definitely better to live with the family. There are many crimes that have targeted students living by themselves. For example, burglar, fraud, and murder. In cases of burglar and fraud, a lot of times they say that they didn't know what to do or didn't have anyone to discuss and think about it with. And in cases of murder, of course they were alone when it happened. If there were someone...like family members, I think it could've been prevented. It is very important to have someone around to talk to, especially in younger days. Sometimes a "decision" can be too big to make by oneself. Except for these, there are merits financially, too. Then what are the de-merits? I think there might be some in the perspective of psychological development. When people live with their parents, there are less chances to make decisions. And if this is severe, they won't be able to choose for themselves when they go out in the society. Actually, this has been a big problem in the society. In Japan, there are massive number of young people who cannot go out in the society because they've been "spoiled" psychologically.

Second, the biggest merit of living by oneself is that there will be more chances to decide for yourself. As I said previously, I believe people who live with the parents don't get much

opportunity to make important decisions. However, people who live by themselves need to do this in many occasions. And this will surely make their ability to choose and decide grow. I can prove this factor, because I actually do suffer making decisions and I live with my parents. I've been like this my whole life because my parents always chose the "best" way for me. The de-merits for living alone are very realistic.

As I wrote previously, there are many crimes that target students on their own. It is possible to make the child's ability to choose grow, even at home, but it is impossible to get back the things parents lost, like the child's life. And it is also a big pressure on parents financially too.

To solve these de-merits for both cases, the parents have to be "there." Yes, even the child's living far away, the parents have to be near to the child in terms of connection between a child and parents. The parents need to make their child sometimes decide things, and parents need to be "available" for the child all the time. Adults need to realize this and be there for them.

These are the merits and de-merits, and the solution.

Essay Rs-7

My topic is "Is there any point that you travel alone or with you friends?" I made this topic because in recent year many people travel to place where you have never been ever oversea.

I believe that to travel to oversea countries have more good points than to travel to domestic country because if you travel to oversea countries, you may use other foreign languages to talk and to make conversation with other people. But if you travel to domestic country, you don't have to use any foreign languages and you can just use your domestic language that you know but even if you travel to inside your country, you won't be able to get any points because you don't use any different languages except your domestic language. So I think that you can't get any excitement to talk with other different countries' people.

Next I believe that to travel alone have more good points than to travel with other people that you know. Because if you travel alone, you won't be able to depend your friends or your mother and father so I think that you'll be able to get something but if you travel with people that you know well, you'll be able to depend on these people and actually you may enjoy this travel but you can't make yourself to strong and even improve yourself. So I recommend you to travel alone.

In my conclusion, I believe that there are many good points that to travel to oversea countries alone because you can learn other foreign languages which means that you'll be able to improve your language skills and by to travel alone, you'll be able to make yourself strong and even you'll be able to get experience.

From these things, I can conclude that I recommend you to travel to oversea countries

alone.

Essay Rs-8

There are two ways to travel. Traveling in a group or traveling by oneself. They both have their merits. If you travel in a group, you'll have friends to talk to and it'll be fun. If you travel by your self, you'll not be able to talk to your friends but you'll be able to mix with the locals and maybe make new friends.

I like traveling in groups. It's nice to go to a new place with your friends and explore around. You can enjoy your trip so much, day and night. But you won't be able to know the place, people and culture well because your friends are around you 24 hours. When you travel in a group you'll only communicate with your own group. It's a shame to not be able to communicate with the locals when your on a trip. Another thing's that your always under pressure. You'll have a fixed time to wake up, to eat, not free at all.

It'll be nice to be able to travel alone. If you travel alone, you'll really know the place. You can go places where you really have interest and try the food you want to. The best thing about traveling by yourself is that you'll be able to mix with the local people. You're enforced to do so because you don't have any friends beside you. You can ask the direction, the famous spot you must go. It's more accurate than a travel map guide. But you have to be independent to travel alone.

If it's my first overseas I would like to go in a group. And make myself used to the atmosphere. After a several trips in a group, I'd challenge myself and travel by myself. There are many ways to enjoy traveling, I think that it's important to find out which way suits you the best.

Essay Rs-9

To travel other countries or other cities where you never been to is quite good. When people travel to the place where they want to visit, people go there with group or by themselves. I love to travel but I do not travel by myself. I think that it is much better to travel with friends or family. Now, I would like to write about why I think it's better to travel with group. I have two reasons for this.

These days in this world, too many dangerous things are happening and we should protect us by ourselves. To travel the place where you never been to might has many unexpected things. Even though the place is known as quite safe place, nobody can imagine what will happen in the future. In addition to that when something happen and you are alone you might feel lonely and fear. But if you are with somebody those sad feelings will decrease or

can share it. Therefore your burden will decrease as well. And it is quite safe not to walk alone.

Next, if you travel with somebody you can share your happiness and memories. Of course, we sometimes want to have all goodness to ourselves. However, maybe you can notice things which you cannot find them if you travel alone. To travel with group is sometimes uncomfortable because of time schedules and so on. In order to have a good trip, you should patience with those. But I think those are kind of pleasure of trip.

From those two reasons, in my opinion, people had better to have a trip not by themselves but with group. You can share happy and real enjoyment. You are much safer than to travel alone. I think those are important things to travel.

Essay Rs-10

I think I would choose that live alone in the apartment located in near to the university. Because, I think there's a lot of advantage than live with family. I believe I can have responsibility, skills to live alone, and I can concentrated for study. Live alone is the first step of leaving from parents. So, we need practice by live alone.

First, we can get skills to live alone from the daily life. Because, we have to do everything by ourselves day and night. For example, we have to make our meals, clean our rooms, and wash our clothes. Most students have not experienced these things. Every things become a important study.

Second, we can have responsibility by ourselves. Because, parents do everything for the students who lives with their parents. But, students who live alone have to do a lot of things. For example, they has to pay tax, pay utility, and wake up by themselves. If they couldn't do these, they can't continue their college life.

Finally, live alone makes us concentrated for study. There's a lots of hard and interesting study in the university. So, sometimes, we must sacrifice our sleeping. Study needs concentration, and concentration needs silence. Live alone is the perfect environment for study. Because, we can do anything in anytime, and there's no noise in our room.

Live alone is difficult things for us. We never experienced pay utility. But, we can make best environment by ourselves for study. If I live with my family, I can't develop to the adult. That's why I think live alone is the first step of leaving from parents

APPENDIX 3

Most Common Elements of Introductions

Background (Bkgr)

Presenting background (general/specific) to the topic

Position (Pos)

Stating a position on one side of the argument

Preview

Prev (introducing specific content of points to be discussed)

Prev(G) (giving general overview of content, not specifics)

Prev(prc) (pointing to structure, not content, of essay)

Clarification (Clarif)

Limiting focus/topic, defining terms

Issue (Iss)

Setting up contrasting sides of argument, general controversy

Criticism (Crit)

Criticizing the writing prompt

APPENDIX 4

Most Common Elements of Conclusions

Position (Pos)

(Re)stating position taken in argument

Summary (condensing main points of essay)

Sum (specific content of points discussed)

Sum(G) (whole/partial content in general terms)

Sum(prc) (procedural: structure, not content)

Extension (Ext)

Analyzing/interpreting content more deeply

Future concern (Fut)

Going beyond content of the essay (e.g., future perspective or afterthought)

APPENDIX 5

Evaluation Scales and Explanation of Criteria

STAGE 1

Japanese Evaluation Form

作文番号：

(1) 内容（主張／説明の説得性）について

(a) 説明量(主張を支える根拠、理由および対立する主張への反論等についての説明)

不十分 1 2 3 4 5 6 7 大変よい

(b) 証拠の説得力（事実、具体例、観察、専門家の意見等）

不十分 1 2 3 4 5 6 7 大変よい

(c) 読み手への配慮（トピックに関する情報や背景知識の提供、争点または論点の明確化、対立する見方／主張の言及等）

不十分 1 2 3 4 5 6 7 大変よい

(2) 構成について

(a) 小論文構成（全体の構成の一貫性および序論、本論、結論、それぞれの構成における一貫性）

不十分 1 2 3 4 5 6 7 大変よい

(b) 段落のまとまり（段落の中の論点とそれを支える説明の一致）

不十分 1 2 3 4 5 6 7 大変よい

(3) 言語使用について（語彙の豊かさ、誤解を生じさせない明瞭な表現）

不十分 1 2 3 4 5 6 7 大変よい

(4) 総合評価について

不十分 1 2 3 4 5 6 7 大変よい

長所:

弱点:

English Evaluation Form

Evaluation of Essay # _____

(1) **Content** (Persuasiveness of argumentation/explanation)

(a) Amount of explanation (explanation of reasons or grounds supporting assertions, including support for or against any counter-argument)

Poor 1 2 3 4 5 6 7 Excellent

(b) Strength of evidence (facts, concrete examples, observations, professional opinions, etc.)

Poor 1 2 3 4 5 6 7 Excellent

(c) Consideration for the reader (e.g., clarifying issues/points, providing background information/knowledge about a topic, referring to opposing views/assertions)

Poor 1 2 3 4 5 6 7 Excellent

(2) **Structure**

(a) Essay organization (coherence in overall structure and coherence within each component: introduction, body, and conclusion)

Poor 1 2 3 4 5 6 7 Excellent

(b) Paragraph unity/coherence (agreement between the main point of the paragraph and supporting explanation)

Poor 1 2 3 4 5 6 7 Excellent

(3) **Language Use:** Richness of vocabulary, clarity of expression

Poor 1 2 3 4 5 6 7 Excellent

(4) **Overall Quality:** Overall evaluation of the essay

Poor 1 2 3 4 5 6 7 Excellent

Strengths

Weaknesses:

English Explanation of Criteria

Thank you for agreeing to help with our project. We are asking you to evaluate 26 English essays written by Japanese writers. The essays have been typed and the spelling has been corrected, but otherwise they remain as they were in the original papers.

Half of the essays were written in response to each of the following two prompts:

Topic 1

A Canadian educational publisher is soliciting essays on early foreign language education. There is controversy over this issue; some assert that it should begin at the elementary level, while some others argue against this idea. The publisher will feature this topic and is looking for essays from both points of view.

Please write about this issue, making your position clear, for or against, within about 60 minutes (though there is no fixed time limit). The length is about 500 English words. Use of a dictionary is allowed.

Topic 2

A Canadian educational publisher is soliciting essays on how elderly people should live. There is controversy over this issue; some assert that they should live with family, while some others argue against this idea. The publisher will feature this topic and is looking for essays from both points of view.

Please write about this issue, making your position clear, for or against, within about 60 minutes (though there is no fixed time limit). The length is about 500 English words. Use of a dictionary is allowed.

Along with the set of essays, we are sending an evaluation form for each essay. We would appreciate your adhering to the following instructions:

- (1) Please evaluate the papers in relation to the others in this set of essays, rather than in comparison to other Japanese student writing that you are familiar with.
- (2) Please fill out one evaluation form for each essay.
- (3) On the evaluation form, there are 7 evaluation criteria, listed and explained under (4) below. For each of the criteria, please choose a score from 1 to 7, with 1 representing the weakest, and 7 the strongest. If necessary, you may give a half-point score (e.g., 4.5).
- (4) Please consider the following bracketed explanations in applying the evaluation criteria.

Section 1: **CONTENT (Persuasiveness of argumentation/explanation)**

[The three sub-components of content are intended to guide the evaluation of the essay in terms of how well the ideas are developed]

- (a) *Amount of explanation (explanation of reasons or grounds supporting assertions, including support for or against any counter-argument)*

[This sub-component focuses on the quantity of relevant explanation throughout the essay]

- (b) *Strength of evidence (facts, concrete examples, observations, professional opinions, etc.)*

[This sub-component addresses the quality of the relevant explanation throughout the essay]

- (c) *Consideration for the reader (e.g., clarifying issues/points, providing background information/knowledge about a topic, referring to opposing views/assertions)*

[This sub-component is intended to distinguish evidence of audience awareness on the part of the writer. For example, if there is little or no evident attempt to address the reader's situation/knowledge/perspective, then the score should be relatively low, whereas a paper with such attempts throughout the essay would merit a relatively high score.]

Section 2: **STRUCTURE**

- (a) *Essay organization (coherence in overall structure and coherence within each component: introduction, body, and conclusion)*

[This sub-component is intended to judge the structure of the essay as a whole, including the connections between the parts of the essay, and the organizational effectiveness of the introduction, body, and conclusion of the essay. Thus, for example, a paper with a clear overall schema, but a weak introduction and conclusion, would probably not merit either a very high or a very low score.]

- (b) *Paragraph unity/coherence (agreement between the main point of the paragraph and supporting explanation)*

[This sub-component focuses on the internal structure of the body paragraphs in the essay, for example, the relation between an expressed or implied topic sentence and the other information in the paragraph.]

Section 3: **LANGUAGE USE: Richness of vocabulary, clarity of expression**

[In this study, we are not so concerned with minor grammatical inaccuracies, unless they interfere with comprehension.]

Section 4: **OVERALL QUALITY: Overall evaluation of the essay, including content, organization and language use**

[This should be the holistic assessment of the paper in relation to the writing prompts, and relative to the other papers in the set.]

- (5) At the end of the form, under *overall quality*, we have provided space for brief comments about strengths and weaknesses of the paper. We would appreciate your listing or explaining the most salient aspects of the writing that stood out in your mind and affected your evaluation of each essay.
- (6) If anything is unclear, please don't hesitate to contact us. Thank you again for your assistance.

STAGE 2

Guidelines for Evaluating Japanese Essays

日本語作文評価について

このリサーチでは、以下のトピックについて19名の大学1年生が800字程度で作文を書きました。(10名がトピック1を、9名がトピック2について)。評価ガイドラインを作成しましたのでそれに添って評価していただきますようお願い致します。

トピック1

あなたのクラスでは作文集をつくることになり、あなたも以下のトピックについて意見を寄せるように求められています。このトピックについて自分の意見を述べる文章を日本語で作成してください。

「大学生になると住む場所を選ぶことができます。大学の近くにアパートを借りて一人暮らしをすることも、家族と一緒に住んで大学に通うこともできます。このことについてあなたはどのように思いますか。」

トピック2

「旅の仕方」

あなたのクラスでは作文集をつくることになり、あなたも以下のトピックについて意見を寄せるように求められています。このトピックについて自分の意見を述べる文章を日本語で作成してください。(長さは800字程度が望ましいですが、特に規定はありません。時間は制限しませんが、できれば60分以内には書き上げてください。)

「大学生になると旅行する機会も増えますが、学生の中には一人で気ままに旅行している人もいれば、何人かのグループで旅行している人も見受けられます。このことについてあなたはどのように思いますか。」

日本語作文評価のガイドライン

4つの項目(「内容」、「構成」、「言語表現」、「総合評価」)について、項目ごとに1～5ポイントの尺度にて評価してください(「3.5」のように半点「0.5」を使用していただっても結構です)。スコアは以下の通りです。

1 = 不十分、 2 = あまり十分でない、 3 = ふつう、 4 = よい、 5 = 大変よい

各項目評価において観点がいくつかありますので、それを参考にして評価をお願いします(各観点を評価する必要はありません)。

(1) 内容

- 主題・主張が明確か。
- 主題・主張が十分かつ適切に説明されているか。
- 書き手の考えはオリジナルまたは深いか
- 具体例は効果的か

(2) 構成

- 「はじめに」、「本文」、「結論」があり、その構成は論理的な一貫性があるか
- 段落設定は適切か
- 段落は論理的につながっており、適切なつなぎ語や接続表現が使われているか
- 文は論理矛盾や飛躍がなくスムーズにつながっているか

(3) 言語表現

- 語句 (漢字、仮名遣い) や文法が正しく使われているか
- 語句や文が適切に使われているか／語彙が豊富か

(4) 総合評価

上記の項目評価を考慮し、全体の評価を行ってください。

Guidelines for Evaluating English Essays

The 19 essays to be evaluated were written by first-year Japanese university students in response to one of the following two prompts:

Topic 1: Place to live

Students at universities often have a chance to choose where to live. They may choose to live alone in an apartment near their school, or they may choose to live with their family and commute to their university. What do you think of this topic? Write an essay in English, explaining your opinion about it. Your written essay will be included in a compilation of class essays and your classmates will read it.

Topic 2: Travel

Many university students often have a chance to travel. They may choose to travel alone, or they may choose to travel in a group. What do you think of this topic? Write an essay in English, explaining your opinion about it. Your written essay will be included in a compilation of class essays and your classmates will read it.

The descriptions under each category below are characteristics you may want to think about when scoring the essays, but they are not intended as analytic traits that have to be considered for each paper; instead, please give a holistic rating for each category (Content,

Organization, Language, Overall Quality) in comparison with the other essays in the set.

Possible scores for each category: 1~5

(1 = very poor, 2 = poor, 3 = fair, 4 = good, 5 = very good)

[Note: Half-scores are acceptable, e.g., 2.5]

(1) Content

- The theme/main idea is clear.
- The theme/main idea is adequately explained or supported.
- The writer's idea shows originality and/or depth.
- Examples are effectively used.

(2) Organization

- Introduction, body and conclusion are distinguished from each other and are logically unified.
- Paragraphing is appropriate.
- All paragraphs/sentences are logically connected by means of appropriate discourse markers.
- All sentences follow each other smoothly without any logical leaps or inconsistencies.

(3) Language use

- Language (phrases, vocabulary, grammar) is accurate.
- Language is appropriate in terms of style (e.g., word choice, sentence variety, sentence complexity).

(4) Overall Quality

- Taking the whole essay into consideration, your assessment of its merit in comparison with the other essays in the set

APPENDIX 6

CASEC Test Scores for Stage 2

Table A6-1: Subsections of CASEC Test: Means (SDs) by Group and Subgroup

| | Section 1 | Section 2 | Section 3 | Section 4 |
|-------|---------------------------------|-------------------------|--------------------------|-------------------------|
| G1 * | 161.11 (21.03) ** | 147.00 (21.67) ** | 164.56 (22.95) ** | 148.00 (27.49) |
| G2 | <i>ns</i> 175.00 (31.85) | * 179.30 (29.14) | ** 203.00 (30.87) | * 179.00 (36.43) |
| G2H | 198.40 (18.27) | 202.40 (14.05) | 223.80 (28.36) | 208.00 (27.32) |
| G2L * | 151.60 (24.08) ** | 156.20 (19.49) * | 182.20 (16.08) ** | 150.00 (11.73) |

G1: Group 1 (non-returnees), G2: Group 2 (returnees)

G2H: high proficiency G2 subgroup, G2L: low proficiency G2 subgroup

* $p < .05$, ** $p < .01$, *ns* = non-significant; bold indicates G1-G2 comparison

APPENDIX 7

Sample L2 Essays Illustrating Each of the Three Main Discourse Types in Stage 2

(only spelling corrected)

Argumentation

Non-returnee (S1-7)

I prefer traveling with my close friend, one or two to traveling alone or in a big group (5~10). There are some reasons.

First, In a big group, we can not visit places I want to go, because many people travel together and we have to think where to visit, considering members' opinion. On the other hand, In a small group, (me and one or two close friends) we can go anywhere without planning where to visit. The places we visit depends on weather and mood of that day. In short, we can travel freely.

Secondly, there are many dangers to us in traveling alone. Especially women tend to be harmed by strangers. For example, snatch, rape, and luggage lifting. It is very difficult to avoid these cases by oneself. However in a small group, they can be avoided. If one person have his or her bag snatched away, another person can run after the snatcher or call the police. At worst, we can help together. Like this, in a small group, we expose ourselves to lesser danger.

Lastly, in the case of suffering from illness, members nurse us. So, we don't have to worry about health problem seriously.

I mentioned three reasons. That's why I prefer traveling in a small group to traveling alone or in a big group.

Returnee (RS2-9)

To travel other countries or other cities where you never been to is quite good. When people travel to the place where they want to visit, people go there with group or by themselves. I love to travel but I do not travel by myself. I think that it is much better to travel with friends or family. Now, I would like to write about why I think it's better to travel with group. I have two reasons for this.

These days in this world, too many dangerous things are happening and we should protect us by ourselves. To travel the place where you never been to might has many unexpected things. Even though the place is known as quite safe place, nobody can imagine what will happen in the future. In addition to that when something happen and you are alone

you might feel lonely and fear. But if you are with somebody those sad feelings will decrease or can share it. Therefore your burden will decrease as well. And it is quite safe not to walk alone.

Next, if you travel with somebody you can share your happiness and memories. Of course, we sometimes want to have all goodness to ourselves. However, maybe you can notice things which you cannot find them if you travel alone. To travel with group is sometimes uncomfortable because of time schedules and so on. In order to have a good trip, you should patience with those. But I think those are kind of pleasure of trip.

From those two reasons, in my opinion, people had better to have a trip not by themselves but with group. You can share happy and real enjoyment. You are much safer than to travel alone. I think those are important things to travel.

Exposition

Returnee (RS2-8)

There are two ways to travel. Traveling in a group or traveling by oneself. They both have their merits. If you travel in a group, you'll have friends to talk to and it'll be fun. If you travel by your self, you'll not be able to talk to your friends but you'll be able to mix with the locals and maybe make new friends.

I like traveling in groups. It's nice to go to a new place with your friends and explore around. You can enjoy your trip so much, day and night. But you won't be able to know the place, people and culture well because your friends are around you 24 hours. When you travel in a group you'll only communicate with your own group. It's a shame to not be able to communicate with the locals when you're on a trip. Another thing's that you're always under pressure. You'll have a fixed time to wake up, to eat, not free at all.

It'll be nice to be able to travel alone. If you travel alone, you'll really know the place. You can go places where you really have interest and try the food you want to. The best thing about traveling by yourself is that you'll be able to mix with the local people. You're enforced to do so because you don't have any friends beside you. You can ask the direction, the famous spot you must go. It's more accurate than a travel map guide. But you have to be independent to travel alone.

If it's my first overseas I would like to go in a group. And make myself used to the atmosphere. After a several trips in a group, I'd challenge myself and travel by myself. There are many ways to enjoy traveling, I think that it's important to find out which way suits you the best.

Mixed (Exposition → Argumentation)

Non-returnee (S1-2)

There are many chances that we travel when we are university student. Which one is more beneficial traveling alone or group travel?

First, I'd like to observe on strong point of traveling alone. First of all, it is good for us not to bother about anyone. So, we can travel freely. Besides, we can get a sense of responsibility, because we have to do everything by oneself. In addition to that, if we are in group, we are apt to satisfy without meeting something new, but if we are alone, we tend to seek meeting more positively.

In the contrary, sometimes traveling alone is danger, especially women.

Second, I'd like to observe on strong point of group travel. Above all, it is more safety than traveling alone. And, we can share pleasure or happiness of travel with someone of group.

However, group travel has some bad point. We tend to ease too much, because we can enjoy the travel without meeting something new. Besides, it is little difficult to go to somewhere we want to go freely.

I think the most attractive point of travel is meeting something new. In addition to that, travel makes us more rich psychically, especially traveling alone.

So, I come to the conclusion that traveling alone is better than group travel if we are student particularly. I'm sure that we can develop through traveling alone.