A Case Study on Instruction of Paragraph Writing in Junior High School:
Focusing on Self-expression in One Paragraph
A Case Study on Instruction of Paragraph Writing in Junior High School: Focusing on Self-expression in One Paragraph

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by
Makoto Tanaka
(Student Number: M96456F)
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Abstract

Writing is a "thinking process," and it is a "purposeful selection and organization of experience" (Arapoff 1967). We use our own thinking ability to select and to organize information and to express our ideas properly when we write. This ability should be practiced and learned through communication activities. However, there is no guarantee that any person will acquire this writing ability without some assistance. Brown H. D. (1994) describes this well, saying "human beings universally learn to walk and to talk but swimming and writing are culturally specific, learned behaviors" (319). Therefore, we should realize that school education plays an important role in developing this ability.

Writing is a difficult skill compared with the three other skills of listening, speaking, and reading. We have to keep a close relationship with these three other skills when we teach writing. At the same time, writing should be taught as a means of communicating ideas or thoughts. To do that, students have to be much experienced in writing a series of sentences in an actual discourse and in expressing themselves in written words.

However, in the field of teaching writing English as a foreign language in junior high schools, we notice some problems which we have to tackle. Firstly, up to today, in general, we have not spared enough time for students to express their own ideas or thoughts in English. Secondly, we often find students' incoherent passages or repetitions of
short sentences against their true intentions. These facts tell us that we have not taught students how to write an English paragraph practically.

Learning to write a paragraph is a useful skill. To make other people understand our opinions or ideas effectively in English, we are required to write a suitable organized paragraph. Paragraph writing will be a great help for junior high school students to express themselves. Also, if junior high school students learn this writing skill, they will be able to see how all the four skills are related to one another. Consequently, we assume that paragraph writing will contribute to overcoming the problems of writing instruction in junior high schools. To explain this in detail and to propose how we take paragraph writing into our daily lessons, we set up 5 chapters as follows.

In Chapter 1, we discuss the necessity of teaching paragraph writing in junior high schools. Firstly, we overview two aspects of writing by reflecting on writing instruction in junior high schools. And then we reconfirm the significance of dealing with students' self-expression in one paragraph.

In Chapter 2, we examine to what extent we can expect junior high school students to express themselves in writing. We examine the following points: criteria of writing skills, number of words and sentences in one paragraph, time allotted for one written paragraph, topics for one written paragraph, and how to evaluate students' self-expression in writing. Then we set a goal for our case study on instruction of paragraph writing in junior high school.
In Chapter 3, we examine instructional contents and materials for our case study in junior high school. We also present teaching materials created for this case study. It is said that an English paragraph has three fundamental features: elements in a paragraph, unity of the paragraph, and coherence of the paragraph. Based on these features, we consider how to teach students paragraph organization by using seven teaching materials created for this case study.

In Chapter 4, we examine the results of our case study on instruction of paragraph writing in junior high school. This case study was conducted based on the guideline and on the contents which were decided in Chapters 2 and 3. It had the following two objectives: (1) to observe the results of the students' self-expression (a series of sentences which allow students to express themselves on topics which are familiar to them) through giving instruction on the basis of paragraph writing, (2) to examine the efficacy and adaptability of paragraph writing in junior high school. Thus, we observed the following three results: (1) Our students wrote longer passages and sentences after learning about paragraph organization. (2) Our students wrote more qualitative passages than before. (3) Our students needed more practice on writing topic sentences effectively and supporting details properly. From these results, we confirm the efficacy and adaptability of teaching paragraph writing in junior high school. Consequently, we conclude that paragraph writing needs to be taught in daily English lessons as often as possible even in junior high school level.
In Chapter 5, we consider how we should apply the significant points obtained from our case study to classroom activities. On the basis of our case study, we propose three stages of teaching paragraph writing: an introductory to paragraph writing, a paragraph analysis and practice of paragraph writing, and an independent paragraph writing. At the same time, we propose some practical activities according to these stages. We also refer to our attitude toward students' compositions. We would like to observe carefully the change of students' ideas and skills through their compositions, comparing the first draft to the second draft.

In conclusion, we stress again that in order to promote the students' self-expressive ability in writing, we need to take paragraph writing into our daily lessons in junior high school as well. Also, we should teach students the basis of paragraph writing according to the three stages which we have suggested.
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Introduction

"We learned to speak our first language at home without systematic instruction, whereas most of us had to be taught in school how to write that same language" (Raimes 1983b, 4-5). It means that writing should be taught systematically and also we should realize that school education plays an important role in that. Then what should be taught and how should it be taught effectively to students, especially at a junior high school level?

Writing seems to have mainly two aspects when we see our daily lessons. One is an extrinsic aspect which reinforces what students have learned and which promotes their understanding more concretely. The other is an intrinsic one which helps students to convey meanings as communicative activities. As the basic concept of "The Course of Study for Junior High School" states, writing as communication activities, what we call the intrinsic aspect of writing, should be stressed.

It is true that we have made a great deal of effort in English education in junior high schools and created various teaching materials in order to teach students effectively. However, when we reflect upon our daily lessons in writing, we notice some problems. Firstly, we have not provided students with opportunities to express their ideas or thoughts in writing a series of sentences and we have focused only on the extrinsic aspect of writing. Secondly, we often find incoherent passages or repetitions of short sentences against students' true intentions when we let students express their ideas or thoughts. We may not have dealt with
how to write effectively or creatively. In other words, in general, we have not taught students how a paragraph is organized nor taught them how to write in a paragraph.

A paragraph is a unit of one's thought and it is organized like a mini essay. If students learn how to construct a paragraph or how it is organized, it will be a great help for them to express their ideas or thoughts. We assume that paragraph writing will contribute to overcoming the problems of writing instruction in junior high schools. For this reason, we would like to begin our study on instruction of paragraph writing in junior high school focusing on self-expression in one paragraph.

The aims of this paper are: to observe the students' self-expression (a series of sentences which allow students to express themselves on topics which are familiar to them) through giving instruction on the basic paragraph writing; to examine the efficacy and adaptability of paragraph writing in junior high school. In order to examine these points, we asked fifteen third year junior high school students to take part in this case study. Some conclusions will be obtained from the results of our case study. Moreover, some proposals for paragraph writing in junior high schools will be presented by analyzing and examining the results of our case study.
Chapter 1

Necessity of Teaching Paragraph Writing in Junior High Schools

1.1 Introduction

In this chapter, we would like to discuss the necessity of teaching paragraph writing in junior high schools. Firstly, we shall overview two aspects of writing. Then, we shall reflect on our daily writing lessons in junior high schools. Three students' compositions are presented here as examples. Next, we shall consider the control of composition and paragraph writing. Finally, we shall reconfirm the significance of self-expression in one paragraph.

1.2 Two Aspects of Writing and Its Goal

Writing has mainly two aspects according to its function. Many researchers recognize these two aspects of writing: "skill-getting" and "skill-using" (Rivers 1983), "usage" and "use" (Widdowson 1978), "to write things down" and "to express oneself in writing" (Rivers and Temperley 1978), "reinforcement of language learned orally" and "writing as a goal in itself" (Byrne 1979). Accordingly, we may summarize these two aspects in the following way.

One is an extrinsic aspect which helps learners to reinforce what they have learned by writing and to promote their understanding more concretely. Paulston (1972) called this aspect "service activity", because writing serves or assists other skills, such as listening, reading and
speaking. For example, teachers can utilize writing to let students summarize what they have said orally, or to let them write down or summarize what they have heard and read. When we ask students to write about the topic, "My Future" for the purpose of practicing the future tense, it will have the character of "service activity". It is necessary for students to reinforce what they have learned and also it is useful for us, teachers, to measure the students' level of achievement in the language.

The other is an intrinsic aspect which helps learners to convey messages using written words as communication. In our normal linguistic behavior, we are concerned with "the use of sentences for the creation of discourse" (Widdowson 1978, 22). In this aspect, the focal point of writing is a creative activity in discourse by which students convey their meaning in written words.

Which, therefore, should be stressed in school education? Raimes (1983b) shows the goal of writing "clear, fluent, and effective communication of ideas" (6). As she states, "communication of ideas" should be a goal of writing. To attain this goal, we should concern ourselves not with the extrinsic aspect of writing but with the intrinsic one. Rivers and Temperley (1978) suggest this well in the following passage.

"Cognitive exercises of the types described, despite their usefulness in clarifying grammatical concepts, do not require students to construct their own sentences to express their personal meaning, nor to develop their ideas in logical and coherent paragraphs within a large discourse. "Knowing about" is not "Knowing how."

Practice is needed in actual sequential writing. (A Practical Guide to the Teaching of English as a Second or Foreign Language 297)
It is true that writing as a "service activity" plays an important role in language learning. However, students need to have experience in expressing themselves in actual writing and these opportunities for writing should be provided as often as possible.

1.3 Reflective View of Writing Instruction in Junior High Schools

We notice some crucial problems when we reflect on our daily lessons in junior high schools. Here, we would like to present some typical passages that junior high school students tend to produce when they want to express themselves.

Figure 1 Examples of Students' Writing

<table>
<thead>
<tr>
<th>Example 1</th>
</tr>
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<tbody>
<tr>
<td>My dream is to be rich. Many money ★で play. Many want to have many people. Money have ★たら I buy my like ★もの. ★そして I play that ★好きなこと. I become ★幸せ money ★で.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Example 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>My dream to be rich. Because I like shopping. I buy ★洋服, something a eat, big house, many animals and ★家具. And I want to traveling with my family.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Example 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>My dream is to marry with a rich man. My dream is to be rich money. My dream is to be a boss. My dream is to live in the foreign country. My dream is to job. My dream is to marry. My dream is to travel in other country. My dream is to become a teacher. My dream is to the best tennis player in Japan. My dream is to play the piano well. My dream is to become a ★高校生.</td>
</tr>
</tbody>
</table>

*We encourage to use Japanese words when students can not think of English words in order to let students write expressively.

Figure 1 demonstrates three typical examples of students' compositions taken from the pre-test in our case study. (About the
procedure of the case study, see Chapter 4. About all the samples of students' compositions, see Appendix E.) Example 1 shows an arrangement of words and flat sentences. The passage has no connecting words and it sounds like a poem. Example 2 shows a choppy passage with unsupported details. There are few relationships between the sentences. Example 3 shows repetitions of the same sentence patterns. It seems like a structural exercise. All three passages have few relationships between the sentences and they are not organized into a paragraph.

It is obvious that these students have few experiences to realize their ideas or thoughts in a series of sentences. Moreover, we notice two crucial points. One is that students do not write expressively because they are afraid of making errors. They write only what they can write without errors. The other is that all three passages have few relationships between the sentences, which are not also organized into a paragraph.

From these points, we should provide students with much more opportunities to express their ideas or thoughts. At the same time we should teach students about paragraph organization.

1.4 Control of Composition and Paragraph Writing

Writing should be practiced systematically and be somehow controlled in school education. Here, we shall define the terms: controlled composition, guided composition, and free composition. Then, we shall consider what control would be appropriate for junior high school students in Japan.
Let us clarify the terms first by using the definitions given by Richards, Platt and Platt (1992). They define controlled composition and free composition as follows:

*Controlled composition*, in which the student's writing is controlled by various means, such as by providing questions to be answered, sentences to be completed, or words or pictures to describe.

*Free composition*, in which the student's writing is not controlled or limited in any way, such as essay questions, or writing about a particular topic.

*(Dictionary of Language Teaching & Applied Linguistics 71)*

From their definitions, we can notice free composition is without any control. Also, all compositions are controlled except for free composition.

Some researchers use the expression "guided" and explain the differences between controlled composition and guided composition (e.g. Byrne 1979; Finocchiaro and Brumfit 1983). It is widely accepted that controlled composition mainly controls grammatical forms in the sentence level and guided composition mainly controls contents in the passage level.

Here, we summarize and illustrate the relationships among controlled composition, guided composition and free composition as follows:

**Figure 2  Control of Composition and Paragraph Writing**

![Diagram](image)

As Figure 2 indicates, free composition is at the end of the prolongation
from controlled composition and it is the ultimate goal of writing. Guided composition takes a position somewhere between controlled composition and free composition. We can say that our case study (self-expression on topics which are familiar to students) belongs to that of guided composition.

Then, what control will be appropriate for junior high school students to express themselves? Taylor (1976) suggests as follows:

..., there is no theoretically sound reason to wait for a student to acquire advanced English proficiency before starting composition training. In fact, because learning to write takes practice, the sooner we start teaching free composition, the sooner our students will be writing well. (TESOL Quarterly 309)

She provides us with a suggestion about the early starting of free composition. Rivers and Temperley (1978) also stress that "...it must be emphasized that opportunities for expressive writing should be provided as soon as possible" (297). As they suggest, it is important that those opportunities to express themselves freely should be given to the students as early as possible.

However, for junior high school students in Japan in an EFL situation it is difficult to jump into free composition as we have demonstrated by the three examples in the former section 1.3. Free composition does not mean letting students write their ideas or thoughts freely. Students need to know first how to make other people (readers) understand their ideas or thoughts in a suitable paragraph organized and developed through English logic.

The best way to control students' compositions is to teach them paragraph organization when we want to let them express themselves.
Therefore, we may say that paragraph writing plays a role as a kind of bridge between guided composition and free composition. (See Figure 2.) Also, it gives us a good solution to the writing problems which we have in junior high schools.

1.5 Significance of Self-expression in One Paragraph

So far we have considered that the students' expressing their ideas or thoughts in writing should be much more stressed in junior high schools. We also considered paragraph organization should be taught in order to accomplish this. In this section, we would like to consider the significance of self-expression in one paragraph.

First of all, we shall examine what self-expression is. Komura (1991) defines self-expression as: "to express one's personal intentions, thoughts, or feelings to others through a certain media. In English education, the media is the target language, i.e. English" (206-209). From his perspective, we notice that expressing one's ideas or thoughts is the main concept of self-expression. Here in this study, we shall use self-expression as "a series of sentences which allow students to express themselves on topics which are familiar to them". We can say these self-expression activities tend to promote the students' motivation and this motivation will lead students to write expressively.

Next, we would like to consider the significance of dealing with one written paragraph from a practical viewpoint. It seems that there are two reasons why we have not spared enough time for students to express themselves in daily lessons. One reason is that lessons in writing take a
lot of time. The other reason is that students do not quickly improve their writing even though they are given much time. We may say that these are the two big dilemmas we face in our daily lessons in junior high schools. The best way to solve these problems is to deal with self-expression in one paragraph because it is not a burden for both the teachers and the students and it does not take so much time.

Finally, we shall consider the significance of learning how to construct a paragraph. It is necessary for us to understand English logic in order to communicate without misunderstanding by using English. It is said that an English paragraph represents English logic. Then, what relationship is there between English logic and paragraph organization?

Ebbitt and Ebbitt (1978) define a paragraph as follows:

A paragraph is a group of related statements that a writer presents as a unit in the development of his subject. It strikes the eye as a unit because it is physically set off by indentation or spacing. It should also strike the mind as a unit because the statements in it are closely related, representing a stage in the flow of the writer's thought. (Writer's Guide and Index to English 579)

As they repeat the word "a unit", a paragraph is made up of a unit of the writer's thought and represents the flow of his ideas. From this point we can say that a paragraph represents the logic of English. Consequently, it is important for students to study paragraph logic so that they will become aware of cultural differences.

1.6 Conclusion

In this chapter, we considered the two aspects of writing and reflected upon the teaching of writing in junior high schools. We have
discussed that we should provide students with opportunities to express themselves. Also, we have reconfirmed the necessity of teaching paragraph writing in junior high schools. In the next chapter, we would like to consider to what extent we can expect junior high school students to write a paragraph and to set the goals for our case study.
Chapter 2

Setting the Goal of Paragraph Writing for our Case Study

2.1 Introduction

In this chapter, we would like to set a goal of our case study. To set a goal, we have to know to what extent we can expect junior high school students to express themselves in writing. Here, we would like to examine the criteria of writing skills, the number of words or sentences required in one written paragraph, the time allotted for one written paragraph, the topics for one written paragraph. We shall also consider how to evaluate students' self-expression in the target language, English.

2.2 Criteria of Writing Skills

Firstly, let us examine the writing objectives in "The Course of Study for Junior High School". We extracted the main points which concern self-expression as follows:

- to write about simple and familiar topics in plain English (1st year)
- to express their ideas etc. in simple written English sentences or passages (2nd year)
- to express their ideas etc. in simple written English passages (3rd year)

(The Course of Study for Junior High School 1989)

Considering each year's objective, we can immediately notice that the "expression of self idea" is stressed. We also notice that the number of sentences is gradually increasing according to the year to which the students belong. Teachers are required to make a sequential syllabus for
writing according to these objectives.

Because our concern is to examine to what extent students can express themselves in writing, we need a specific criteria indicating concrete activities.

Nunan (1989) designs sets of activities for the four macro skills, which are divided into seven levels of difficulty. This guideline gives us a clear picture that indicates graded activities for self-expressive writing.

Level 1 -write letters for the alphabet in upper and lower case
- write numbers 1-60
- write own name and names of other students and family members
- copy legibly words in core vocabulary list
- copy legibly short messages and lists (e.g. shopping lists)
- complete short contextualized description of person or object

Level 2 - write figures 1-100
- use capital letters and periods appropriately
- write legibly and accurately words in core vocabulary list
- write short, familiar sentences when dictated.

Level 3 - complete short contextualized description of person or object
- write short, familiar sentences when dictated
- write words and clauses in legible cursive script
- rewrite scrambled sentences as coherent paragraph

Level 4 - write short, personal note on familiar topic to a friend (e.g. on post card)
- write short (one sentence) answer to comprehension questions
- take short (single paragraph) dictation from familiar text
- create paragraph from individual sentences using cohesion to link sentences

Level 5 - write a short description of a familiar object or scene
- write short (two to three sentence) answers to comprehension questions
- write single paragraph conclusion to a narrative
- take short (single paragraph) dictation from an unfamiliar text
- develop fluency through free writing activities

Level 6 - write summary in point form/precis of a short aural or written text
- produce a text from data provided in non-text form (e.g. as table, graph, or chart)
- write a single paragraph conclusion to a passage presenting an argument
- take a three to five paragraph dictation from a familiar text
Level 7 - use appropriate punctuation conventions
- write a short essay using paragraphs to indicate main information units
- write quickly without pausing, erasing or correcting as part of the process of
drafting or composing
- use pre-writing strategies as a preparation for writing
- use revision strategies to polish one's initial efforts

(Designing Tasks for the Communicative Classroom 201-202)

As Nunan mentions "single paragraph" writing here, we are sure
that it is appropriate for junior high school students to write a single
paragraph. We may expect junior high school students to perform these
writing activities up to level 5 in Nunan's model.

2.3 Number of Words and Sentences in One Paragraph

For junior high school students to write one paragraph, the number
of words and sentences are crucial to the assignment. We need to ask
how many words and sentences junior high school students can write in
one paragraph and we have to consider their limitation.

Firstly, we shall examine the number of words junior high school
students can write in one paragraph. Toyota (1992) points out the
standard number of words in which junior high school students can write
about themselves. He claims that "junior high school students can write
a series of meaningful sentences with about fifty words although the
number of words shows just a standard" (56). From this perspective, we
can notice the writing limitation of junior high school students.

Next, we shall examine the number of sentences that a student can
write in one paragraph. It is said that there is no limitation of sentences
in one paragraph. It depends upon the writers' purpose. For example, Lannon (1986) claims that "a clump of short paragraphs can make some writing seem choppy and poorly organized, but a stretch of long ones is tiring" (87). We can not apply this idea to junior high school students in Japan because we have noticed the limitation of words that junior high school students are capable of producing. Reid (1994) gives us concrete suggestions. She explains that "a paragraph usually consists of four to eight sentences about a single topic" (29). From her explanation, we can anticipate the number of sentences in one paragraph.

Moreover, according to Ootagaki (1983), the average number of words in one sentence that junior high school students in the third year can write is about 8.76 words (256). This report also gives us a good suggestion about the standard of quantity in writing.

Accordingly, based on their perspectives (Toyota 1992; Reid 1994), we would like to set our goal of one written paragraph for junior high school students at about fifty words with four to eight sentences in one paragraph.

2.4 Time Allotted for One Written Paragraph

As we want to take one paragraph writing into our daily lessons, how we allot the time for one written paragraph is important. It seems that there are two things for us to consider in determining the time for one written paragraph. One is an actual time limit for the daily lessons. The other is the influence on the students' writing given by limiting the time. We shall consider both and determine the appropriate time.
Firstly, we shall examine the issue from the actual viewpoint of our daily lessons in junior high schools. It is said that the writing process is a recursive one (e.g. White and Arndt 1991). If we could allow students enough time to write, they might write more and revise their writing. We all recognize the importance of the writing process. However, in regular lessons in junior high schools, under a time limit of forty-five or fifty minute classes, we can not allot much time for writing. Therefore, we can not help limiting the time. Fifteen minutes may be the maximum time that we can spare.

Secondly, we shall examine the influence on the students' writing by limiting the time. It might be true that their compositions would be improved according to the time. However, when we think of writing as communication, junior high school students need to experience writing a series of sentences under some extent of time limit. Then, we ask the question "Can students write one paragraph which we have set in section 2.3 in fifteen minutes?" "What is the merit of limiting the time?"

Kresovich (1990) at Ryukyu University reports that timed-writing exercises cause an increase of both students' ability and confidence in their compositions. He also states that after the semester he noticed the students' improvement in writing speed and organization. From his reports, we can confirm the significance and merits of limiting the time. We may say that it is significant for students even in the junior high school level to practice writing under such limited conditions.

Therefore, for these two reasons, we are going to determine to limit the time of composition to 15 minutes and we are sure it is an
appropriate time limit for junior high school students.

2.5 Topics for One Written Paragraph

For junior high school students to write one paragraph, the topic assigned to them is a crucial problem because it is concerned with their motivation.

Firstly, let us consider the relationship between paragraph writing and the different kinds of writing. Mainly, there are four basic kinds of writing: expository, descriptive, narrative, and persuasive. Forlini et al. (1990) explain this as follows:

- **expository**, which informs, explains, or instructs;
- **persuasive**, which attempts to convince others to agree or act;
- **descriptive**, which paints pictures of people, places, or things;
- **narrative**, which relates sequence of events. *(Grammar and Composition 518)*

A paragraph is a unit of logic. Therefore, it might be more suitable to take up expository or persuasive writing as paragraph writing. However, when we examine Nunan's grading skill, both expository and persuasive writing belong to levels 6 or 7. As we set the goal of one written paragraph at up to level 5, these kinds of writing (expository or persuasive) seem to be a bit difficult for junior high school students.

Actually, students learn expository and persuasive writing in their textbooks and it is also necessary for them to practice both kinds of writing. Accordingly, we will deal not only with descriptive and narrative writing but also with expository and persuasive writing.

Next, we shall examine the conditions of selecting topics for one written paragraph assignments in junior high school. The writing
objectives of "The course of Study for Junior High school" (1989) refer to the topics as "simple and familiar". However, this is not clear for us to imagine what topics we should assign to students. We need a concrete explanation for the term, "simple and familiar".

Aoki (1979) points out three aspects of learner familiarity in topics used in language activities and suggests as follows:

1. those things which occur in the student's immediate surroundings
2. those things with which the student is familiar and in which he is interested
3. those things with which the student deals tactfully within the confines of his known vocabulary and structure (Eigo Kyouiku 3 9-11)

As he suggests, we should know what topics are familiar and interesting to junior high school students when we ask them to write. At the same time, those topics should be examined to see if they are manageable or not for students.

Masakiyo (1985) gives us good examples about these points. He lists up to 11 categories of topics that junior high school students consider to be familiar and interesting. They are as follows:


These topics are also manageable for junior high school students. We may say that these topics fulfill the three conditions that Aoki (1979) points out.

We would like to make our own topic list to fit self-expression in
one paragraph writing for junior high school students based on Masakiyo's list (1985). (See Appendix A.) From this topic list, we are going to pick up four topics for our case study: My Dream, My Favorite Food, My Friend, and My School Life. Also, we are going to use "My Dream" as a key topic for comparison of a pre-test and a post-test.

2.6 How to Evaluate Students' Self-expression

Generally, there are two basic principles to consider when we evaluate students' final compositions. One is the quantity of writing focusing on fluency. The other is the quality of writing focusing on accuracy. It might be true that we should take both aspects into consideration while evaluating students' compositions. However, the more students write and express what they want to say, the more errors they would tend to make and the accuracy of their writing would be reduced. Also, if we stress too much accuracy concerning students' self-expression, we are afraid that they will not express their own ideas or they will lose interest in writing. Therefore, we have to consider our basic stance to evaluate students' self-expression.

Kurihara (1994) gives us a good suggestion. He divides holistic evaluation items into two categories such as "grammatical evaluation" and "contextual evaluation" as follows:

Grammatical Evaluation
- accuracy (punctuation, grammar, semantics, etc.)

Contextual Evaluation
- fluency (words number, cohesion, etc.) • intelligibility • construction (coherence, etc.)
- quantity (length) • form (ex. Letter, Diary, Explanatory paragraph, etc.)

(Gendai Eigo Kyouiku 8 23)
From his perspective, we may say that it is possible to teach writing in two ways, that is, lessons focusing on "grammatical evaluation" and lessons focusing on "contextual evaluation".

In order for students to express their own ideas or thoughts, we should focus on "contextual evaluation" without stressing accuracy. Accordingly, based on his "contextual evaluation", we would like to make our own evaluation scheme as follows.

(1) The quantity of writing

The quantity of writing is concerned with fluency. Accordingly, we define this as: the number of words in a passage, and the average number of words in one sentence.

(2) The quality of writing

In a context, organization, content, and communicative ability are crucial points. We define these three items as follows:

Organization, the structuring of a paragraph, based on how the sentences are arranged logically and coherently

Content, the content of writing, based on an effort to make compositions significant, interesting, and appropriate

Communicative ability, based on the extent to what readers are made to understand intelligibly

2.7 Conclusion

In this chapter, we set the goal for our case study of paragraph writing in junior high school. We examined the criteria of writing skills, the number of words or sentences in one written paragraph, the time
allotted for one written paragraph and the topics for one written paragraph. We also considered how to evaluate students' self-expression and made an evaluation scheme for our case study. In the next chapter, we shall consider the instructional contents and teaching materials for our case study of paragraph writing in junior high school.
Chapter 3

Instructional Contents and Materials of our Case Study

3.1 Introduction

In this chapter, we shall explain how we select the contents and materials and then consider how to teach the concept of a paragraph to junior high school students by using those materials.

It is said that there are mainly three fundamental features of paragraph organization when we think of an English paragraph. They are the elements of paragraph organization, the unity of the paragraph and the coherence of the paragraph. According to these features, we select four basic instructional contents of paragraph writing for junior high school. They are (1) the three parts of a paragraph, (2) unity of the paragraph, (3) connecting words, and (4) paragraph development. We also present seven teaching materials attached to these instructional contents.

3.2 Elements of Paragraph Organization

Most of the junior high school students have little knowledge of a paragraph. Therefore, they have to know what a paragraph is. Averbach and Snyder (1983) suggest how we can explain this concept to students as follows:

A paragraph is a group of related sentences that develops one dominating idea. A paragraph is complete alone, but it can also be part of an essay or a chapter in a book. ... All paragraphs begin with an empty space known as indentation. (Paragraph Patterns 1-2)
As they suggest, we need to start by explaining that a paragraph is the basis of an essay or a chapter in a book. The best way to let students imagine this is to show them a diagram. The following Teaching Material 1 is a diagram to make students understand the relationship between a paragraph and an essay.

<Teaching Material 1> (5 minutes for explanation)

Next, students need to know the elements of paragraph organization. There are three parts in a paragraph: the topic sentence, the supporting details, and the concluding sentence. Many researchers explain these three parts in their own way. (e.g. Averbach and Snyder 1983; Reid 1994; Ostrom and Cook 1993). Therefore, we unify these terms and summarize these three parts as follows:

The **topic sentence** is usually the first sentence in a paragraph. It introduces the main idea of the paragraph.

The **supporting details** are sentences that come after the topic sentence and make up the body of a paragraph. They give details to develop and support the main idea of the paragraph.

The **concluding sentence** is the last sentence in a paragraph. It restates the main idea of the paragraph.

In order to explain these parts to junior high school students, the explanation should be clear and easy to understand. Reid (1994) gives
us good suggestions about how to explain these three parts as follows:

   Elementary school children in the U.S. learn that the paragraph has three parts: the introduction (tell your audience what you're going to tell them); the body (show your audience what you have to tell them); and conclusion (tell your audience what you have told them). Secondary school students are taught the "hamburger" paragraph: the top bun (the topic sentence/introduction); the meat (the body / middle of the paragraph); and the bottom bun (the concluding sentence).  

   (The Process of Paragraph Writing 81-82)

According to her suggestion, we divide a paragraph into three parts: top, middle and bottom. For junior high school students to understand these more easily and clearly, a model of the structure in a diagram is needed. The following Teaching Material 2 is a diagram to make students understand the three parts of a paragraph.

   <Teaching Material 2>  (5 minutes for explanation)

Then, students have to practice the three parts of a paragraph. The orthodox way is to let students find out where these three parts are in the passages. The following Teaching Material 3 is an exercise for finding the three parts of a paragraph.
<Teaching Material 3> (5 minutes for practice)

Underline the topic sentence, the supporting details, and the concluding sentence.

My dream is to keep a long friendship with my Japanese friends. I've lived in Japan now for about three years. I love Japan and I've made many nice friends. Soon, I will go back to England. When I think about that, I feel sad. I will really miss my friends. So I hope that my Japanese friends will come to England to visit me.

(Source: ALT's original)

My favorite food is shabu-shabu. In Japan it's cold in winter so I like to sit under kotatsu and relax with my friends. Shabu-shabu is really great because everyone can eat it together. It also tastes delicious and it's fun to eat. So I like shabu-shabu.

(Source: ALT's original)

3.3 Unity of the Paragraph

First of all, we have to define the unity of the paragraph. Averbach and Snyder (1983) mention that "unity refers to the connection every sentence in the paragraph has to the main idea in the topic sentence" (45). From this, we can say that if all supporting details are related to the main idea in the topic sentence, the unity of the paragraph will occur. However, it is difficult for junior high school students to understand this abstract concept. A more concrete explanation is needed.

Ostrom and Cook (1993) state that "each paragraph must focus attention on a single topic, or on one related part of a large topic" (2). Reid (1994) explains in detail as follows:

If all the sentences in the paragraph are about a single idea, and if the sentences are closely related, the paragraph will probably be unified. Any sentence that does not support the topic sentence is irrelevant; that is, it does not relate. That sentence should be modified or removed from the paragraph.

(The Process of Paragraph Writing 75)

From their suggestions, we can explain that unity of the paragraph means "a single topic (idea) in one paragraph". We think this is a clear explanation for junior high school students.
Teaching Material 4 is an exercise of making the students aware of "a single topic (idea) in one paragraph" by making a comparison between the two passages.

<Teaching Material 4> (10 minutes for explanation and practice)

Compare the two passages and point out the difference between (1) and (2).

(1) My father is 46 years old. But I think he looks very young. He likes his job very much. He always says, "My hobby is doing my job." But he has a problem. He is so fat a man, and he wants to become thin. I think he won't be thin, because he eats too much.

(2) My father likes his job very much. As his office is far from our house, he has to get up early in the morning and sometimes comes home after I go to bed when he has a lot of work to do. But he doesn't mind it at all. He always says, "My hobby is doing my job."

(Based on Torii Kaku Ronouki no Shidou 1970, 103-104)

With this practice, students will realize that they have written many topics in a paragraph and understand the basis of the unity in a paragraph.

Next, students should practice finding the relationship between the topic sentence and the supporting details. The topic sentence needs to be supported by the sentences following it. Jinbo and Murto (1995) describe this as "the topic sentence sums up the specific details" and suggests some exercises (12-13). The following Teaching Material 5 is an exercise of making students understand the role of the topic sentence and the supporting details.

<Teaching Material 5> (5 minutes for practice)

What is the topic sentence? Fill the words after my family.

My family ____________________________
1) My dad likes apples very much.
2) My mother likes strawberries.
3) My brother often eats bananas for breakfast.
4) I like peaches the best. (Based on Paragraphs That Communicate 12)
With this practice, students will understand the basis of structuring a paragraph.

3.4 Coherence of the Paragraph

Here, we shall define the coherence of the paragraph and select the most crucial contents for paragraph writing in junior high school.

Richards (1990) refers to the notion of coherence as "the overall semantic structure and unity of a text" and also explains "a component of coherence is the text structure, or schema" (104). From this, we can say that coherence of the paragraph means paragraph organization and the order of sentences. Richards (1990) also explains that "appropriate uses of cohesive devices support the overall coherence of writing" (105). Moreover, Richards, Platt and Platt (1992) state that "a paragraph has coherence if it is a series of sentences that develop a main idea" (61).

We may conclude that a paragraph has coherence if cohesive devices are used appropriately and sentences are developed in a logical sequence. Accordingly, this concept, coherence of the paragraph, can be summarized in Figure 3 below.

Figure 3 Coherence of the Paragraph
Then, what is the important point for junior high school students and how should we teach this fuzzy concept? Reid (1994) suggests that "one way to achieve coherence is with the use of connectors: words or phrases that link one sentence to another. Connectors are often called transitions" (82). Ostrom and Cook (1993) claim that "coherence in a paragraph depends on the correct sequence of sentences, but it also depends on properly connecting them" (60). From their suggestions, we may say that connectors or transitions and correct sequence of sentences are the most influential in the coherence of the paragraph.

Here, we shall unify the terms. As for conjunctions, transitions, and connectors, we shall call them "connecting words" according to Raimes (1983b). As for the ways of ordering sentences in a paragraph and the ways of organizing a paragraph, we shall call them "paragraph development" based on Ostrom and Cook (1993). Then, let us consider how we can teach these two concepts to junior high school students.

First of all, we shall consider connecting words. Raimes (1983b) divides connecting words into four categories according to their functions and indicates 16 connecting words that ESL students need to be aware of. They are as follows:

Connecting words, in particular, cause problems. .... These are the words and phrases that we use to add an idea (such as also, in addition, furthermore), to show sequence (first, then, after that, next, finally), to show result (so, therefore, as a result, consequently), and to show contrast (but, however, nevertheless, on the other hand).

(Techniques in Teaching Writing 53)

We would like to pick up nine connecting words which are manageable
in the junior high school level from her list and add five more connecting words which are useful for junior high school students to write one paragraph. The following Teaching Material 6 is a connecting word list based on her classification.

<Teaching Material 6> (10 minutes for explanation)

<table>
<thead>
<tr>
<th>To add an idea</th>
<th>also, or, for example, and,</th>
</tr>
</thead>
<tbody>
<tr>
<td>To show sequence</td>
<td>first ∼(second ∼), next, then, finally, after that, so, because, for this reason,</td>
</tr>
<tr>
<td>To show cause &amp; result</td>
<td>but, however,</td>
</tr>
<tr>
<td>To show contrast</td>
<td></td>
</tr>
</tbody>
</table>

Next, we shall consider paragraph development. Ostrom and Cook (1993) divide paragraph development into two types: "simple types of development" and "complex types of development". They enumerate seven "simple types of development": detail, reason, illustration or example, time order, space order, general-to-specific order (vice versa), and order importance. As for "complex types of development", they list five: definition, comparison, contrast, combined comparison and contrast, and analogy.

We may say that "simple types of development" are the basis of paragraph development. We think that teaching these types of development is enough for one written paragraph in the junior high school level. We would like to select the five most useful developments for junior high school students as: reason, example, time order, space order, and order importance.

It is a very effective way to teach students paragraph development
with connecting words. Connecting words have their own functions to create paragraph development. After the explanation of the development, we can let students consider the relationship between paragraph development and connecting words. The diagram Hattori (1989) suggests below will be helpful at this time. The following Teaching Material 7 is a model paragraph to explain these simple types of development and the diagram.

Teaching Material 7 (15 minutes for explanation and practice)

**Reason** I think there's one really good reason to study English. English is spoken by more people than any other language. (New Horizon English Course 3 1996, 66)

**Example** People in Canada mainly speak English and French. In my family, for example, we usually speak English, but my grandmother often speaks French. I teach both English and French in Canada, but in Japan I teach English. (Columbus English Course 2 1996, 47)

**Time Order** Cooking "Sukiyaki" is very easy. First, put some beef in the pan. Next, add sugar and soy sauce. Then, add vegetables, "tofu", "Shirataki" and cook them together. Finally, dip them in raw egg and eat. (Based on Sunshine English Course 3 1992, 7)

**Space Order** You can get to my house easily. You'll see the main street from the south gate of the station. At the end of the main street, there is an art museum. To the right of the museum is a large parking. My house is next to that parking. (Source: original)

**Order Importance** There are many ways to learn English around us. Many things help your study. You can study English on the radio or TV. You can also study English in a book. But don't forget. The important thing is to communicate in English. (Source: original)

(Based on Hattori "A Programmed Approach to English Logical Writing" 1989, 37)
3.5 Conclusion

In this chapter, we examined the contents and materials of teaching one paragraph writing to junior high school students. We have selected four basic instructional contents as: ① the three parts of a paragraph, ② unity of the paragraph, ③ connecting words, ④ paragraph development. We have also considered seven teaching materials (Teaching Materials 1-7) attached to these four instructional contents.

In order to inquire into the efficacy and adaptability of these instructional contents of paragraph writing, we shall conduct a case study on the instruction of paragraph writing focusing on students' self-expression in one paragraph.
4.1 Objectives

Our case study is designed to examine the efficacy and adaptability on the instruction of basic paragraph writing through self-expression (i.e. a series of sentences which allow students to express themselves on topics which are familiar to them) in junior high school.

If junior high school students study the basis of paragraph organization, they will improve their writing skills in both the quantity and the quality of writing.

We shall examine their efficacy by illustrating how the students' writing ability will improve, and examine the adaptability by analyzing instructional contents which we have made for this case study.

4.2 Subjects

The subjects of this study were fifteen junior high school students (all belonging to the third year). These fifteen students took part in this study on their own initiative in answer to our request for their cooperation. Therefore, it might be true that the proficiency bias was not eliminated. However, according to the results of the students' proficiency in the second year by a five stage academic evaluation, there was much variety among them. After school or on holidays, they got together in a classroom and received instructions on paragraph writing and then
practiced what they learned. In addition, no formal instruction of paragraph writing was given to these students before.

4.3 Procedures of the Case Study

We have already set our guidelines in Chapter 2 and we have selected the instructional contents and also made the Teaching Materials for this case study in Chapter 3. Here, we would like to explain the procedures we followed, as shown in Table 1 below.

Table 1 Schedule of Instruction

<table>
<thead>
<tr>
<th>Schdl</th>
<th>Tm</th>
<th>Procedures</th>
<th>Contents and Teaching Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>5</td>
<td>Brainstorming</td>
<td>*Teaching Material Number No.1</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>Pre-test &quot;My Dream&quot;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>Instruction 1 The three parts of a paragraph</td>
<td></td>
</tr>
<tr>
<td>4/29</td>
<td>15</td>
<td>Instruction 2 Unity of the paragraph</td>
<td></td>
</tr>
<tr>
<td>2nd</td>
<td>10</td>
<td>Instruction 3 Connecting words</td>
<td></td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>Instruction 4 Paragraph development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Brainstorming</td>
<td></td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>Practice writing one paragraph &quot;My Favorite Food&quot;</td>
<td></td>
</tr>
<tr>
<td>5/3</td>
<td>10</td>
<td>Review</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Brainstorming</td>
<td></td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>Practice writing one paragraph &quot;My Friend&quot;</td>
<td></td>
</tr>
<tr>
<td>3rd</td>
<td>10</td>
<td>Review</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Brainstorming</td>
<td></td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>Practice writing one paragraph &quot;My Friend&quot;</td>
<td></td>
</tr>
<tr>
<td>5/7</td>
<td>10</td>
<td>Review</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Brainstorming</td>
<td></td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>Practice writing one paragraph &quot;My School Life&quot;</td>
<td></td>
</tr>
<tr>
<td>4th</td>
<td>10</td>
<td>Review</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Brainstorming</td>
<td></td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>Practice writing one paragraph &quot;My School Life&quot;</td>
<td></td>
</tr>
<tr>
<td>5th</td>
<td>10</td>
<td>Review</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Brainstorming</td>
<td></td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>Post-test &quot;My Dream&quot;</td>
<td></td>
</tr>
<tr>
<td>5/11</td>
<td>10</td>
<td>Review</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Brainstorming</td>
<td></td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>Review by using a student's composition revised as a model</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review by using a student's composition revised as a model</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review by using a student's composition revised as a model</td>
<td></td>
</tr>
</tbody>
</table>

We had five lessons from the end of April to the beginning of May in 1997. We had an intensive instruction on paragraph organization on the first and second day in five day lessons. Concerning instructional contents and materials, we followed all that we have set forth in Chapter.
3. (See also Appendix B.) After the instruction of paragraph organization, we allowed students 15 minutes to practice writing one paragraph on a topic which we had selected. These practices were done in the second, third, and fourth lessons.

Each time, before they were assigned to write one paragraph, students brainstormed the topic for five minutes. While listening to their associations, we wrote key words or phrases which students associated with the topic on the blackboard by using a semantic map. (See Appendix C.) We set the time of the pre-test and the post-test for 15 minutes. We also drew the same semantic map on the blackboard which we had written at the pre-test in order to make both tests equal condition.

In addition, during five lessons we encouraged students to use Japanese words with a ★ sign if they could not write the word in English. This was because we did not want to stop the flow of their ideas when they had difficulty with the words they could not express.

4.4 Evaluation Standards and Scoring in Quantity and Quality

We have already referred to our basic stance toward evaluating the students' self-expression and made an evaluation scheme in Chapter 2. Here, we shall explain the evaluation standards and how to get the score from each evaluation in both the quantity and the quality of their writing.

(1) The quantity of writing

In this study, we define the quantity of writing as both the number of words in the passage and the average number of words in one sentence. For our convenience, we call the former 'quantity 1' and the
latter 'quantity 2.' To get the score of quantity 1, we counted the number of words in each student's passage. To get the score of quantity 2, we divided the number of words by the number of sentences.

(2) The quality of writing

In this case study, we define the quality of writing as the sum of three evaluations: those in organization, content, and communicative ability. We used a five (from A to E) stage evaluation to evaluate these three items and used " + " or "−" for a more specific evaluation.

To evaluate these three items fairly and reliably, we used multiple scoring: a JTE (a Japanese Teacher of English) and two ALTs (Assistant Language Teachers) became the scorers. We also used a "benchmark script" which typifies the key levels of the students' ability in a five stage evaluation. (See Appendix D.) We made this script based on Gaudiani's "Composition Scoring Scheme and Sample Grades" (1981, in Omaggio 1993, 344) and The British Council's "New Profile Scale and Profile Method 2" (in Hughes 1989, 95-96). Table 2 below shows how to evaluate the quality of writing and how to get the score.

**Table 2 Evaluation and Scoring in Quality**

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Organization</th>
<th>Content</th>
<th>Communicative Ability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scorer</td>
<td>A ~ E (+/−)</td>
<td>A ~ E (+/−)</td>
<td>A ~ E (+/−)</td>
</tr>
<tr>
<td>JET</td>
<td>ALT</td>
<td>JET</td>
<td>ALT 1</td>
</tr>
<tr>
<td>ALT</td>
<td>ALT</td>
<td>ALT 2</td>
<td></td>
</tr>
</tbody>
</table>

How to convert into score

| E− | 1  | E  | 2  | E+ | 3  |
| D− | 4  | D  | 5  | D+ | 6  |
| C− | 7  | C  | 8  | C+ | 9  |
| B− | 10 | B  | 11 | B+ | 12 |
| A− | 13 | A  | 14 | A+ | 15 |

Each item: 15 points  Total: 45 points
4.5 Results

After we finished our case study, we analyzed the results under the same conditions and standards as those of the pre-test. Here, we shall examine the results of the differences between the pre-test and the post-test in both the quantity and the quality of writing.

(1) The Differences in Quantity

According to our evaluation standard of the quantity of writing, we examined both Quantity 1 and Quantity 2.

Table 3 below indicates the result of Quantity 1. The total number of words increased greatly from the pre-test to the post-test. The average increase of words was about 20 points. There was a significant difference in the average numbers of words between the two tests.

Table 3 Differences in 'Quantity 1' (Number of Words in One Paragraph)

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Mean</th>
<th>S.D.</th>
<th>df</th>
<th>T-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>pre-test</td>
<td>690</td>
<td>46.00</td>
<td>25.29</td>
<td>14</td>
<td>3.095</td>
</tr>
<tr>
<td>post-test</td>
<td>991</td>
<td>66.07</td>
<td>18.37</td>
<td></td>
<td><strong>P &lt; 0.01</strong></td>
</tr>
</tbody>
</table>

Table 4 below shows the result of Quantity 2. The number of words in one sentence also increased considerably. The average increase of words in one sentence was about 2.01 points. The difference between the two tests was significant.

Table 4 Differences in 'Quantity 2' (Average Number of Words in One Sentence)

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Mean</th>
<th>S.D.</th>
<th>df</th>
<th>T-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>pre-test</td>
<td>93.71</td>
<td>6.25</td>
<td>1.30</td>
<td>14</td>
<td>3.866</td>
</tr>
<tr>
<td>post-test</td>
<td>123.85</td>
<td>8.26</td>
<td>1.42</td>
<td></td>
<td><strong>P &lt; 0.01</strong></td>
</tr>
</tbody>
</table>

From the two results which we examined here, we can say that our
students wrote longer passages and sentences in the post-test than in the pre-test. We may conclude that our students advanced greatly in what we defined as quantity.

(2) The Differences in Quality

According to our evaluation standard of the quality of writing, we made an inquiry into the total evaluation of organization, content, and communicative ability. Table 5 below indicates what were the exact differences in quality. The average total scores increased 8.1 points. The analysis indicates that there was a significant difference between the two tests in quality.

<table>
<thead>
<tr>
<th>Quality</th>
<th>Total</th>
<th>Mean</th>
<th>S.D.</th>
<th>df</th>
<th>T-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>pre-test</td>
<td>360.5</td>
<td>24.03</td>
<td>7.37</td>
<td>14</td>
<td>7.505</td>
</tr>
<tr>
<td>post-test</td>
<td>482</td>
<td>32.13</td>
<td>6.68</td>
<td></td>
<td><strong>P&lt;0.01</strong> (two-tails)</td>
</tr>
</tbody>
</table>

We also scrutinized the three items: organization, content, and communicative ability. Table 6 on the next page indicates the differences of each item between the two tests. In organization, the average total scores increased 3.4 points. As for the content, the average total scores increased 2.3 points. Concerning the communicative ability, the average total scores increased 2.4 points. There was a significant difference in each item of quality between the pre-test and the post-test. We can say our students also improved in each item which belongs to the quality of writing.
Table 6 Differences in Three Items Relating to Quality

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Mean</th>
<th>S.D.</th>
<th>df</th>
<th>T-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pre-test</td>
<td>109.5</td>
<td>7.30</td>
<td>2.90</td>
<td>14</td>
<td>7.685</td>
</tr>
<tr>
<td>post-test</td>
<td>160.5</td>
<td>10.70</td>
<td>2.72</td>
<td></td>
<td><strong>P&lt;0.01 (two-tails)</strong></td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pre-test</td>
<td>134.5</td>
<td>8.97</td>
<td>2.42</td>
<td>14</td>
<td>5.642</td>
</tr>
<tr>
<td>post-test</td>
<td>169</td>
<td>11.27</td>
<td>2.24</td>
<td></td>
<td><strong>P&lt;0.01 (two-tails)</strong></td>
</tr>
<tr>
<td><strong>Communicative ability</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pre-test</td>
<td>116.5</td>
<td>7.77</td>
<td>2.96</td>
<td>14</td>
<td>3.792</td>
</tr>
<tr>
<td>post-test</td>
<td>152.5</td>
<td>10.17</td>
<td>2.19</td>
<td></td>
<td><strong>P&lt;0.01 (two-tails)</strong></td>
</tr>
</tbody>
</table>

From the results which we examined here, we may say that our students wrote more qualitative passages in the post-test than in the pre-test. We may conclude that our students improved in what we defined as the quality of writing.

4.6 Discussion
4.6.1 Summary of the Results

Before we progress into discussions based on the results, we would like to say that the instruction of paragraph writing caused the following results.

(1) Our students wrote longer passages and sentences than before. Based on our evaluation scheme, we can say that they began to write more fluently and expressively.

(2) Our students wrote more qualitative passages than before. Based on our evaluation scheme, we can say that they began to write better organized paragraphs. Also, we can say that they tried to make the content of their passages more elaborate and that they wrote more intelligible passages.
Between the pre-test and the post-test, we gave lessons to our students (i.e. instruction of paragraph organization and the practice of writing one paragraph). As the results show, they improved in what we define as the quantity and the quality of writing. Therefore, we may say that these results were the efficacy caused by the instruction of paragraph writing.

In the following two subsections, we shall illustrate our students' improvement in both quantity and quality and also analyze the instructional contents.

4.6.2 Improvement in Quantity and Quality

To illustrate the students' improvement in detail, we would like to consider the rate of using Japanese in their passages first and then present two representative examples.

Table 7 indicates the percentage of Japanese words used in our students' passages in the pre-test and the post-test. The average rate of using Japanese with the ★ sign decreased 3.53%. From this, we may say that they began to think in English and improved the fluency of their writing. At the same time, we can say this decrease in using Japanese contributed to an increase in their communicative ability.

Table 7 Percentage of Japanese Words Used

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6.96%</td>
<td>3.43%</td>
</tr>
</tbody>
</table>

Next, we shall demonstrate how the students' writing skills have
developed. Both Figure 4 and Figure 5 are representative examples comparing the compositions between the pre-test and the post-test.

Figure 4  S 8's Composition (Comparison of Pre-test and Post-test)

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Ws</th>
<th>W/S</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>30</td>
<td>5.00</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ws</th>
<th>W/S</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>101</td>
<td>9.18</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Ws</th>
<th>W/S</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>23</td>
<td>5.75</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ws</th>
<th>W/S</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>52</td>
<td>8.66</td>
<td></td>
</tr>
</tbody>
</table>

Let us examine S 8's composition in Figure 4 focusing on the
improvement in quantity. In the pre-test this student did not express herself very well and she used many Japanese words. In the post-test, she wrote expressively with a large number of words. Consequently, her ideas were elaborate and also her flow of ideas could be followed easily. We can say that she began to write fluently and expressively. Moreover, she did not use any Japanese and this contributed to developing her communicative ability in the quality of her writing.

We shall examine S 13' composition in Figure 5 focusing on organization in the quality of writing. In the pre-test, she did not express her ideas well and there were few sequential relationships among the sentences. In the post-test, she summarized her ideas and set in order sequentially by the effective use of the paragraph developmental technique and connecting words such as first, second, and third. Her passage can be followed with clarity. We can say that the change of organization has an effect on the quantity and the quality of writing. (About all samples, see Appendix E.)

In addition, we expect that students can write these kinds of paragraphs in the junior high school level.

4.6.3 Instructional Contents

We selected four instructional contents as: ① the three parts of a paragraph, ② unity of the paragraph, ③ connecting words, and ④ paragraph development. According to these four contents, we shall examine the effect of our instruction.
① The Three Parts of a Paragraph

Our students understood easily the three parts of a paragraph. This is because we used a visual diagram and we explained these three parts with some easily imaginable words: top, middle, and bottom. As for the topic sentence, we think that our students need more practice on how to write it effectively with controlling ideas. On the contrary, they understood the concluding sentence more easily than we expected. This is because "So, ~ ." is familiar and easy for them to use and also because they recognized that the concluding sentence was similar to the topic sentence or a repetition of it.

② Unity of the Paragraph

Generally, junior high school students' writings tend to include many ideas in one paragraph. Through our case study, we explained "a single topic (idea) in one paragraph" and gave our students a chance to reflect upon their compositions. Comparing the pre-test with the post-test, we confirmed that they tried to unify their topics and improved on this point. However, we found that they need more practice concerning how to write supporting details properly.

③ Connecting Words

Table 8  Number of Connecting Words

<table>
<thead>
<tr>
<th></th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>39</td>
<td>101</td>
</tr>
<tr>
<td>Average</td>
<td>2.6</td>
<td>6.7</td>
</tr>
</tbody>
</table>

We counted only 14 connecting words in Teaching Materials 6 which we created for our case study in junior high school.

As Table 8 indicates, the number of connecting words increased, especially, "to show sequence" (first, second...etc.), and "to add an idea"
(for example etc.) were found in the post-test. (Our students did not use these in the pre-test.) They increased the number of words in a sentence according to the increase of connecting words. We found that it was effective to divide connecting words into four categories (to add an idea, to show sequence, to show cause & result, to show contrast) and to explain these with their functions.

④ Paragraph Development

We picked up five kinds of paragraph development: reason, example, time order, space order, and order importance. Our students understood the meaning of these five kinds of development. However, as we mentioned before, they first should practice writing details which appropriately support a topic sentence by using facts, examples, and reasons and then practice ordering these details more properly.

To conclude this subsection, we can say that there was efficacy in the instructional contents in our case study. At the same time, we have observed two crucial facts that junior high school students need more practice. One is how to write a topic sentence more effectively and the other is how to arrange supporting details more properly. These are concerned with the unity and the coherence of the paragraph. We need to teach junior high school students these two concepts more successfully through long-term instruction. To make students understand these, we have to let them analyze many paragraphs by using models. Also, we should give students enough time to plan a paragraph.
4.7 Conclusion

In this chapter, we examined the efficacy and adaptability on the instruction of paragraph writing in junior high school. Through our case study, we have confirmed that the instruction of paragraph writing serves to increase the quantity and the quality of the students' compositions. Also, we have observed some weak points of junior high school students which should be strengthened through a long-term instruction. Based on the results and findings in this study, we would like to propose some implications for daily English lessons in junior high schools.
Chapter 5

Some Implications for Classroom Activities

5.1. Introduction

We are not completely satisfied with the results of our case study, but it was the beginning of our reflections on writing lessons in junior high schools. Writing seems to be such a difficult skill and has a recursive process. In this chapter, we would like to propose some implications for classroom activities based on our case study with a practical point of view.

5.2. A Plan for Paragraph Writing in Junior High Schools

From our case study, we have noticed two crucial points that junior high school students find difficult and need to practice: writing a topic sentence effectively, and ordering supporting details properly. Both are concerned with unity and coherence of the paragraph. Practices which reinforce this point should be stressed. Regarding this, we would like to propose three stages of paragraph writing in junior high schools. Figure 6 illustrates these three stages.

Figure 6 Three Stages of Paragraph Writing

<table>
<thead>
<tr>
<th>Stage 1</th>
<th>Stage 2</th>
<th>Stage 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory</td>
<td>Analysis and Practice</td>
<td>Independent</td>
</tr>
</tbody>
</table>
Stage 1: An Introductory to Paragraph Writing

We would like to define this stage as the basic understanding of paragraph organization. In this stage, students have to know how an English paragraph is organized, being aware of the differences between a Japanese paragraph and an English one. Therefore, students should be taught the basic knowledge of the three fundamental features, such as the elements of paragraph organization, unity of the paragraph and coherence of the paragraph. We put our case study on this stage.

Stage 2: A Paragraph Analysis and Practice of Paragraph Writing

We shall define this stage as "analysis and practice". In this stage, practices on analyzing paragraphs by using models should be reinforced through reading and writing. After analyzing these models, students will write a paragraph imitating those model patterns. At the same time, practices on both unity of the paragraph and coherence of the paragraph should be reinforced in this stage. Here, we shall propose some implications by the following three points.

Firstly, for the students' analysis of paragraphs, many good paragraph models are necessary. We can create our original models, extract those models from many kinds of textbooks, or revise them according to the students' ability. The important point in making one's own models or using extracted passages is whether or not those paragraphs take the form of paragraph patterns as good models. Teachers should examine if those paragraphs have "three parts" such as a topic sentence, proper details, and a concluding sentence. Reid (1988) offers
a standard format of paragraph organization, in which she calls it "a balanced, detailed paragraph" as follows:

Topic sentence (Controlling ideas)
A Point Number One
   1 Specific Details
   2
B Point Number Two
   1 Specific Details
   2
C Point Number Three
   1 Specific Details
   2
Concluding Sentence
(The Process of Composition 12)

We may say that this format fulfills the condition of one paragraph model in general. However, we need to revise this format to fit the one paragraph model for junior high schools. The following diagram (Figure 7) is our original format of paragraph organization based on that of Reid's.

Figure 7 A Format of Paragraph Organization

We would like to propose that teachers should find or make an appropriate model paragraph according to this format. Also, teachers can use this format as an outline of a paragraph.
Secondly, practice on unity of the paragraph should be reinforced in this stage. Students have to know the word "support" concretely through reading and writing. Raimes (1983b) points out the problems as follows:

One of the main problems students have with organizing writing in English is in sorting out the differences between generalizations and specific details or between a topic and support. Sometimes they will write a series of unsupported generalizations, while at other times they will write a list of details and not make any kind of unifying statement about those details.

(Techniques in Teaching Writing 123)

As she states, students have to understand that most paragraphs are organized in the following way:

- general (topic sentence) → more specific → most specific →
- → general (concluding sentence)

Here, we shall offer two activities through reading and writing to make students understand this concept.

We can give an example activity which requires students to delete the sentences which do not support topic sentences. Activity 1 is aimed at making a unified paragraph by eliminating the irrelevant sentences.

(ACTIVITY 1) In the paragraph below, some sentences are irrelevant.

Draw a line through those sentences.

Harry didn't eat much dinner last night. He went with some friends to eat at a Japanese restaurant. There are many Japanese restaurants in San Francisco. All his friends used chopsticks and he did, too. Chinese people also use chopsticks. He had a very difficult time, because he couldn't use chopsticks. He had a lot of trouble with the chopsticks. Finally he gave up eating.

(Based on Williams The Logic of the English Paragraph 1969, 39)

Another possible activity can be used for understanding the unity of
the paragraph. Since we think the use of an outline has a wide range of applications, we can devise the use of the format of Figure 7 as an outline. Then, it is possible to explain the concept of the unity of the paragraph. We can use the format in two ways: as a clue for paragraph analyzing practice or as an outline for writing paragraphs. Then, we can make a series of effective activities which integrate analyzing (reading) and imitating (writing). Activity 2 is our original model paragraph and its outline for analyzing and writing practice.

(Activity 2) Read the following paragraph and fill the blank of the outline below. After it, write your own paragraph which introduce your hometown.

Kobe is one of the best cities in Japan and there are three reasons for it. First, Kobe has many beautiful places to visit. For example, people enjoy sightseeing, climbing, and shopping. Second, Kobe is very convenient. Buses, trains, taxis are well connected and managed. Finally, Kobe has lots of good shops. People can buy many good things at a cheap price. For this reason, Kobe is a popular city to live in.

<table>
<thead>
<tr>
<th>Topic sentence</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting details</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>1</td>
</tr>
<tr>
<td>B</td>
<td>1</td>
</tr>
<tr>
<td>C</td>
<td>1</td>
</tr>
<tr>
<td>Concluding sentence</td>
<td></td>
</tr>
</tbody>
</table>

(Source: original)

Thirdly, we need to reinforce the coherence of the paragraph in this stage. In stage one, connecting words and simple types of paragraph development are taught. Here in stage two, we propose to teach cohesive devices, especially references, because it is one of the trouble spots for students. The best way to practice references is to use scrambled
paragraphs. Reid (1994) points out that "if a paragraph is unified, coherent, and well supported, the sentences in the paragraph could be mixed up (that is, "scrambled"),..." (85). As she suggests, we can use this technique to make students aware of not only the coherence of the paragraph but also the unity of the paragraph. Also, we can use this technique to practice all cohesive devices. Activity 3 below is an example to let students understand pronouns through reading practice.

Activity 3  
Re-order following sentences and make a correct paragraph.  
(Be sure pronouns and they will be your clues.)

(a) It will give her more time to wash all the dishes so she's very happy now.
(b) John and Mary have six children.
(c) They live in a large flat.
(d) It takes Mary three hours to clean it.
(e) Luckily she was given a vacuum cleaner for her birthday this morning.

(Based on Harmer The Practice of English Language Teaching 1991, 115)

We can also let students notice coherence through writing practice. Activity 4 is another example of scrambled paragraphs.

Activity 4

1. Give students small cards (4 to 8 pieces) and have them write one paragraph.  
   (Any topics will be all right but the activity will be easier if the topic concerns with time order.)
2. Tell students that they should write one sentence in a piece of card.
3. After students finish writing a paragraph, have them copy it in their notebooks.
4. Have students make pairs and exchange cards with each other.
5. When students find the right order, have them copy it in their notebooks.
6. Have students exchange their notebooks and discuss the reason why they have ordered it the way they did.  
   (Source: Original)

Stage 3: An Independent Paragraph Writing

We define this stage as "independent", because we expect students to write paragraphs by themselves. Some guidelines are useful and
helpful to promote the students' independent writing. Therefore, we propose that a self-planning guideline and a self-revision guideline should be introduced in this stage.

Yanatori (1985) suggests twelve steps in paragraph writing. He clearly explains his paragraph writing strategy as follows:

1) Choose a topic. 2) Narrow the topic. 3) State your purpose. 4) Write a topic sentence. 5) List all the details you can think of. 6) Select the details supporting the central idea. 7) Make a sentence outline. 8) Test the outline. 9) Write a first draft. 10) Leave your first draft untouched for a while. 11) Revise and edit your first draft. 12) Recopy, proofread and hand in your final copy. (*Eigo Kyouiku 8* 36-39)

The following is our self-planning guideline created on the basis of Yanatori's steps in paragraph writing, suggested for junior high school students in this stage.

<Self-planning Guideline>

Write a paragraph according to the following instruction by yourself.

1. Write a topic sentence.
   (a) Choose a topic and narrow it.
   (b) Write a topic sentence.
      (Read the topic sentence aloud after you write it.)
   (c) Prepare a concluding sentence at the same time.

2. Write supporting details.
   (a) List all the details you can think of.
   (b) Select the details that support the topic sentence.

3. Organize three parts of a paragraph.
   (a) Order sentences.
   (b) Think of connecting words
   (c) Test the flow of idea. (development)

4. Write a first draft.

5. Leave your first draft untouched for a while.
   (Sometimes you have different ideas later.)

6. Revise and edit your first draft and complete the final one.
   (Refer to "Self-revision guideline").

As for a self-revision guideline, Reid (1994, back cover page) gives
us practical suggestions in detail. However, it is difficult for junior high school students to understand and the guideline needs to be revised. The following is our self-revision guideline which we reconstructed from the basic points of Reid's (1994, back cover page), suggested for junior high school students in this stage.

**<Self-revision Guideline>**

<table>
<thead>
<tr>
<th>Topic Sentence</th>
<th>Modify your topic sentence, if you need to.</th>
<th>Check</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Does your topic sentence introduce clearly what you are going to tell your readers in one sentence?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) Does your topic sentence effectively give your readers an interest in your paragraph?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supporting Details</th>
<th>Delete unsupporting details, if you find any. Add details, if needed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Are all your details concerned with your topic?</td>
<td></td>
</tr>
<tr>
<td>(b) Are all your details supporting your topic sentence appropriately?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paragraph development</th>
<th>Revise, if needed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Do you order sentences properly and develop your ideas sequentially? (Reason, Example, Time order, Space order, Order importance)</td>
<td></td>
</tr>
<tr>
<td>(b) Do you use connecting words to give the readers appropriate signals?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Concluding Sentence</th>
<th>Modify, if needed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Do you effectively summarize what you have told the readers?</td>
<td></td>
</tr>
<tr>
<td>(b) Is there a discrepancy between your topic sentence and your concluding sentence?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grammar and Mechanics</th>
<th>Correct errors, if you find any.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Subject-verb agreement, Correct verb tense, Correct sentence structure</td>
<td></td>
</tr>
<tr>
<td>(b) Correct spelling; Appropriate vocabulary; Correct word order</td>
<td></td>
</tr>
<tr>
<td>(c) Period; Comma; Question mark</td>
<td></td>
</tr>
</tbody>
</table>
We are sure that students will make good use of both the self-planning guideline and the self-revision guideline when they write paragraphs by themselves.

5.3 How We should Deal with Students' Compositions

Based on the idea of "writing as a thinking process" (Arapoff 1967), we should change our stance where we focus only on the final written compositions. We would like to propose a basic attitude on how to deal with our students' compositions. Firstly, we should have a sympathetic attitude toward students' compositions in order to support the students' mental growth. To do that, we have to treat not only the first draft but also the second and the third. Secondly, we should evaluate the change of the students' ideas and skills. To do that, we need to compare the first draft with the second one. Thirdly, we should not stress accuracy too much when we deal with the students' compositions. Especially in dealing with paragraph writing, we should give them advice on the content and the organization of passages rather than accuracy.
Conclusion

Students have a lot of ideas or thoughts and wish they could convey these messages by writing. In fact, they show a great interest in writing letters to foreign countries or communication by E-mail through the Internet. To realize the students' hope, we need to give them much more opportunities to express their ideas or thoughts.

However, when we see their self-expression with a series of sentences, we often find incoherent passages or repetitions of short sentences against students' true intentions. One of the reasons for this is that we have not spared enough time for students' self-expression nor taught them how to organize a paragraph. We should provide students with opportunities to express themselves by means of a series of sentences as often as possible. At this time, it is effective to teach students how a paragraph is organized. If students are aware of what an English paragraph means and how it is organized, it will be a great help in their following English studies.

For the reason given above, we have started to study how to teach paragraph writing in junior high school focusing on self-expression in one paragraph. We first set the goal for it and then selected four basic instructional contents such as: the three parts of a paragraph, unity of the paragraph, connecting words, and paragraph development. Based on these plans, we conducted a case study and examined the efficacy and adaptability.

After finishing this case study, we found that our students' ability
to express themselves in one written paragraph improved in both quantity and quality. In spite of short term instruction, our students wrote more fluently and expressively and they also wrote more qualitative passages than before. We confirmed that these were the efficacy of teaching paragraph writing and it is possible to teach paragraph writing even in the junior high school level. We also observed that more practice is needed for our students to write the topic sentences effectively and the supporting details appropriately. It takes a long time for junior high school students to understand this concept of paragraph writing. Therefore, we proposed three stages of paragraph writing instruction, by putting our case study on the first stage.

To conclude this paper, we would like to stress again that in order to promote the students' self-expressive ability in writing, we need to take paragraph writing into our daily lessons in junior high school as well. Also, we should teach students the basis of paragraph writing according to the three stages which we have suggested.
Bibliography


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**Ootagaki, Masayoshi.** "Eigo Kyouiku to Eibunpou: Jiyuu Sakubun no Dounyu."


Silva, Tony. "Second Language Composition Instruction: Developments, Issues, and


# Appendix A  Topic List for One Paragraph Writing

<table>
<thead>
<tr>
<th>Category</th>
<th>Specification</th>
<th>Topics for one written paragraph (Examples)</th>
</tr>
</thead>
<tbody>
<tr>
<td>About myself</td>
<td>Self-Introduction</td>
<td>Self-introduction,  Origin of my name, My childhood (when I was 〜,), My room, My hobby, My treasure, My dream, etc.</td>
</tr>
<tr>
<td></td>
<td>Favorites</td>
<td>My favorite sports, My favorite food, My favorite TV program, My favorite songs, My favorite color, My favorite stars/singers, My favorite country (place), My favorite books, My favorite season, My favorite game, etc.</td>
</tr>
<tr>
<td></td>
<td>Family</td>
<td>My parents (my father, my mother), My pets, My grandmother (grandfather), My sister (brother), My uncle (aunt), My cousin, etc.</td>
</tr>
<tr>
<td>Daily life</td>
<td>Daily routine</td>
<td>My daily life (from morning to night), On my way home (to school), Homework, etc.</td>
</tr>
<tr>
<td></td>
<td>Vacation</td>
<td>My summer (spring, winter) vacation, My life in golden week (on a holiday, a weekend), About Christmas days, About New Year’s days, etc.</td>
</tr>
<tr>
<td></td>
<td>&amp; holidays</td>
<td></td>
</tr>
<tr>
<td>School life</td>
<td>Friends</td>
<td>My (best) friend, My classmates, To my classmates (friends), etc.</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>My homeroom teacher, Our teacher, Mr. (Ms.)〜, Teachers in our school, etc.</td>
</tr>
<tr>
<td></td>
<td>Subjects</td>
<td>My favorite subject, English (Music etc.)and I, My time table, How to study〜, etc.</td>
</tr>
<tr>
<td></td>
<td>Activities</td>
<td>Club activities, Volunteer activities, etc.</td>
</tr>
<tr>
<td></td>
<td>School events</td>
<td>School foundation day, History of our school, Field trip, School trip, Sports day, Entrance ceremony (Graduation ceremony), etc.</td>
</tr>
<tr>
<td>Social life</td>
<td>Local</td>
<td>This is my hometown (My hometown is famous for〜), The main events in our town, etc.</td>
</tr>
<tr>
<td></td>
<td>Nature</td>
<td>Four seasons, Forest and river, Animals, etc.</td>
</tr>
<tr>
<td></td>
<td>Culture</td>
<td>Sumo, judo, Japanese food, language, etc.</td>
</tr>
<tr>
<td></td>
<td>Tradition</td>
<td>Traditional events (in Japan, in our town), etc.</td>
</tr>
<tr>
<td></td>
<td>Current topics</td>
<td>Environment problems (Save 〜, pollution problems), Traffic problems, Peace message, etc.</td>
</tr>
</tbody>
</table>
Appendix B Examples of Teaching Materials for Students

Sheet 1 英語の文章構成 ＊（すべての文章はパラグラフが単位）

<table>
<thead>
<tr>
<th>話題の紹介</th>
<th>1パラグラフ</th>
</tr>
</thead>
<tbody>
<tr>
<td>トピックセッション</td>
<td>読み手に話題を紹介する</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>話題の発展</th>
<th>パラグラフの集まり</th>
</tr>
</thead>
<tbody>
<tr>
<td>トピックセッション</td>
<td>読み手に伝えた内容をまとめ、再確認する</td>
</tr>
</tbody>
</table>

(3〜5文字以下)

Sheet 2-1 英語のパラグラフ構成

| 頭 | トピックセッション
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>話題を紹介する文</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ディテイル1</th>
<th>話題を詳しく説明する文</th>
</tr>
</thead>
<tbody>
<tr>
<td>ディテイル2</td>
<td></td>
</tr>
<tr>
<td>ディテイル3</td>
<td></td>
</tr>
<tr>
<td>ディテイル4</td>
<td></td>
</tr>
</tbody>
</table>

| おわり | まとめ | 話題を再確認する文 |
|---|---|

1) 理由
自分の主張したいことの理由を説明していく。

2) 例示
具体例をあげて説明する。

3) 時間的
話や説明の手順を時間の順を追って続ける。

4) 空間的
遠近、時計回りなど、一定の方向性で続ける。

5) 重要さの順
重要なもののから順に、あるいはその逆に続ける。

Sheet 2-2 パラグラフの構成要素

My dream is to keep a long friendship with my Japanese friends. I’ve lived in Japan now for about three years. I love Japan and I’ve made many nice friends. Soon, I will go back to England. When I think about that, I feel sad. I will really miss my friends. So I hope that my Japanese friends will come to England to visit me.

My favorite food is shabu-shabu. In Japan it’s cold in winter so I like to sit under kotatsu and relax with my friends. Shabu-shabu is really great because everyone can eat it together. It also tastes delicious and it’s fun to eat. So I like shabu-shabu.
My father is 46 years old. But I think he looks very young. He likes his job very much. He always says, "My hobby is doing my job." But he has a problem. He is so fat a man, and he wants to become thin. I think he won't be thin, because he eats too much.

My father likes his job very much. As his office is far from our house, he has to get up early in the morning and sometimes comes home after I go to bed when he has a lot of work to do. But he doesn't mind it at all. He always says, "My hobby is doing my job."

My family
1) My dad likes apples very much.
2) My mother likes strawberries.
3) My brother often eats bananas for breakfast.
4) I like peaches the best.
I think there's one really good reason to study English. English is spoken by more people than any other language.

People in Canada mainly speak English and French. In my family, for example, we usually speak English, but my grandmother often speaks French. I teach both English and French in Canada, but in Japan I teach English.

Cooking "Sukiyaki" is very easy. First, put some beef in the pan. Next, add sugar and soy sauce. Then, add vegetables, "tofu", "Shirataki" and cook them together. Finally, dip them in raw egg and eat.

You can get to my house easily. You’ll see the main street from the south gate of the station. At the end of the main street, there is an art museum. To the right of the museum is a large parking. My house is next to that parking.

There are many ways to learn English around us. Many things help your study. You can study English on the radio or TV. You can also study English in a book. But don't forget. The important thing is to communicate in English.
My Dream

- to work
- to be a kindergarten teacher
- to have a good job
- to be a boss
- with much money
- to travel
- foreign country
- to be rich
- to be happy
- to marry
- a rich man
- to live
- with animals
- in a big house
- in a foreign country
Appendix D "Benchmark Script" for Five Stage Evaluation

Organization

A Excellent  A well-organized paragraph, use of clear topic and a summary sentence, convincing, easy to follow
B Good  Good evidence of structuring of a paragraph (perhaps an unwieldy use of patterns of organization)
C Average  Some attempts at organization, but few topic, development, summary sequence
D Poor  Hard to follow, organization undermines intelligibility
E Very poor  No evidence of planning in structure of a paragraph

Content

A Excellent  Significant, interesting, appropriate, well thought out, appropriate to assignment
B Good  Generally good work, but facts may be unsupported, or repetitions or cliches may be apparent
C Average  Careless development of data relevant to content
D Poor  No effort to make content significant to composition
E Very poor  Incoherent or wildly inappropriate content

Based on Gaudiani's "Composition Scoring Scheme and Sample Grades"
(1981, in Omaggio 1993, 344)

Communicative Ability

A Excellent  The writing displays an ability to communicate without causing the reader any difficulties.
B Good  The writing displays an ability to communicate with few difficulties for the reader.
C Average  The writing displays an ability to communicate although there is often strain for the reader.
D Poor  The writing displays a limited ability to communicate which puts strain on the reader throughout.
E Very poor  The writing does not display an ability to communicate although meaning comes through spasmodically.

Based on The British Council's "New Profile Scale and Profile Method 2"
(in Hughes 1989, 95-96) *We used Level 8, 7, 5, 4, 3
Appendix E  The Comparison of Students' Compositions in Pre-test and Post-test

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ws</td>
<td>27</td>
<td>69</td>
</tr>
<tr>
<td>Ws/S</td>
<td>6.75</td>
<td>7.66</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quality</th>
<th>Ogz</th>
<th>Cnt.</th>
<th>Cmctv. A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>JTE : ALT</td>
<td>C</td>
<td>C</td>
<td>C -</td>
</tr>
<tr>
<td>JTE : ALT</td>
<td>C</td>
<td>C</td>
<td>C -</td>
</tr>
<tr>
<td>ALT1 : ALT2</td>
<td>B</td>
<td>B</td>
<td>D</td>
</tr>
<tr>
<td>ALT1 : ALT2</td>
<td>B</td>
<td>B</td>
<td>C +</td>
</tr>
</tbody>
</table>

* She wrote a choppy and short passage in the pre-test, however, she tried to convey her ideas with a great number of words in the post-test. Although she used many Japanese compared with the pre-test, we can recognize her great improvement both in quantity and quality.

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ws</td>
<td>51</td>
<td>66</td>
</tr>
<tr>
<td>Ws/S</td>
<td>6.37</td>
<td>9.42</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quality</th>
<th>Ogz</th>
<th>Cnt.</th>
<th>Cmctv. A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>JTE : ALT</td>
<td>B+</td>
<td>B</td>
<td>B</td>
</tr>
<tr>
<td>JTE : ALT</td>
<td>B</td>
<td>B</td>
<td>A</td>
</tr>
<tr>
<td>ALT1 : ALT2</td>
<td>A</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>ALT1 : ALT2</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
</tbody>
</table>

* She improved both in quantity and quality. The number of words in one sentence was greatly increased. Organization changed a lot and communicative ability also increased because of the effective use of connecting words ("for example", "because" and "so"). In addition, the ALT reported that the content in the pre-test and the post-test was well organized and original.
**Pre-test**

My dream is travel in the world. I want to meet a lot of people. I want to talk with them in English. My father traveled in the world, when he was a high school student. When he talks to look happy. I want to travel in the world. I don't speak English very well. I want to travel in the world, but I don't speak English. I think that I must study English hard. I study English a little time every night. I want to travel in the world.

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Ws</th>
<th>Ws / S</th>
<th>Quality</th>
<th>Ogz.</th>
<th>Cnt.</th>
<th>Cmnctv. A.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>JTE</td>
<td>ALT</td>
<td>ALTI</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>B</td>
<td>B</td>
<td>A</td>
</tr>
</tbody>
</table>

**Post-test**

My dream is travel in the world. When I to be a boss, if I to be rich I want to travel in the world. Because I want to meet a lot of people, I talk with them in English. But I don't speak English, and I don't know the other countries, because I these things study hard. When I travel in the world, I want to eat many kinds of food. Because I try to many kinds food. So I want to travel in the world.

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Ws</th>
<th>Ws / S</th>
<th>Quality</th>
<th>Ogz.</th>
<th>Cnt.</th>
<th>Cmnctv. A.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>JTE</td>
<td>ALT</td>
<td>ALTI</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>B</td>
<td>B</td>
<td>B</td>
</tr>
</tbody>
</table>

* In the post-test the number of words and communicative ability decreased. The ALT reported that it was difficult to follow her ideas because it leaped so much. In the pre-test, the repetition of some sentences might have caused an increase in the number of words and helped us understand her ideas. However, we recognize her improvement in organization and in the number of words in one sentence in the post-test.

**Pre-test**

My dream is to be a boss. Because I like watching TV and speaking. But it is very difficult. Because it is very very beautiful and smart. But never give up. If it dream doesn't when I am to a boss. If it dream doesn't when I want to marry.

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Ws</th>
<th>Ws / S</th>
<th>Quality</th>
<th>Ogz.</th>
<th>Cnt.</th>
<th>Cmnctv. A.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>JTE</td>
<td>ALT</td>
<td>ALTI</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>C</td>
<td>C</td>
<td>D</td>
</tr>
</tbody>
</table>

**Post-test**

My dream is to be a. Because it is to be a rich and to be a famous. But it hope difficult. There are two reasons. One is that they are beautiful and smart but I am not beautiful ant smart. The other is that it need a Japanese and . Second, I can write and speak. But first is very very difficult. But I am never give up. If it dream don't hope, I am to be a marry and I am to be happy. But I will hope my dream to be a .

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Ws</th>
<th>Ws / S</th>
<th>Quality</th>
<th>Ogz.</th>
<th>Cnt.</th>
<th>Cmnctv. A.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>JTE</td>
<td>ALT</td>
<td>ALTI</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>B</td>
<td>B</td>
<td>B</td>
</tr>
</tbody>
</table>

* She improved both in quality and quantity, especially in the number of words. She also used "one～, the other" and controlled her flow of ideas which were exemplified sequentially. Therefore, this caused her organization and communicative ability to improve.
**<Pre-test>**

I have a little brother. I like little brother, and I like child. So I want to be kindergarten teacher. If I want to be a kindergarten teacher, I'll enjoy. And I want to ★楽しく過ごす every day. ★もう一つは I want to live in the foreign country. Because when I went to Hawaii, USA, I enjoyed everyday and ★外国人 is very kind. When I came back to Japan, I hope I go to Hawaii again. I like★夜景. I went to Hawaii first night I see★夜景 and I think such a beautiful sight.

<table>
<thead>
<tr>
<th>Quantity</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ws 90</td>
<td>Ws / S 9.00</td>
<td></td>
</tr>
<tr>
<td>Ogz.</td>
<td>Cnt.</td>
<td>Cmnctv. A.</td>
</tr>
<tr>
<td>JTE : ALT</td>
<td>JTE : ALT</td>
<td>ALT1 : ALT2</td>
</tr>
<tr>
<td>C+</td>
<td>C</td>
<td>B</td>
</tr>
</tbody>
</table>

**<Post-test>**

I want to be a kindergarten teacher. Because I have a little brother. When he was little, I played with him. It's very interesting. But I don't play with him. Because I am very busy club activity and study. He also don't play with me. But I like little girls and little boys. Because they are pretty. I want to play together again. So I want to be kindergarten teacher.

<table>
<thead>
<tr>
<th>Quantity</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ws 70</td>
<td>Ws / S 6.36</td>
<td></td>
</tr>
<tr>
<td>Ogz.</td>
<td>Cnt.</td>
<td>Cmnctv. A.</td>
</tr>
<tr>
<td>JTE : ALT</td>
<td>JTE : ALT</td>
<td>ALT1 : ALT2</td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>A</td>
</tr>
</tbody>
</table>

* We can recognize a great change in organization although quantity decreased. She followed instruction on "Single idea in one paragraph" and united her topic with supporting sentences. According to this, content and communicative ability were also highly evaluated.

**<Pre-test>**

My dream is to be rich. Then I want to ★暮らす very happy. My dream is more much. My like jib is very hard. But I don't think like jib now. Then, my father and mother become to want to very very happy. I have no brother and sister. So, I must ★面白いたく. But, they have ★育てる ever very hard me. I love my farther and mother.

<table>
<thead>
<tr>
<th>Quantity</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ws 64</td>
<td>Ws / S 6.4</td>
<td></td>
</tr>
<tr>
<td>Ogz.</td>
<td>Cnt.</td>
<td>Cmnctv. A.</td>
</tr>
<tr>
<td>JTE : ALT</td>
<td>JTE : ALT</td>
<td>ALT1 : ALT2</td>
</tr>
<tr>
<td>D+</td>
<td>D</td>
<td>C</td>
</tr>
</tbody>
</table>

**<Post-test>**

My dream is to be happy. Because I think it is very important. I am very happy now, but I want to happy better than now. For example, I become to be rich and I to live in a big house. But happy can't buy money. So my body is ★大切にする and my friend is may kind. ★そうしたら, happy is will for me someday. So my dream is to be happy.

<table>
<thead>
<tr>
<th>Quantity</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ws 69</td>
<td>Ws / S 8.62</td>
<td></td>
</tr>
<tr>
<td>Ogz.</td>
<td>Cnt.</td>
<td>Cmnctv. A.</td>
</tr>
<tr>
<td>JTE : ALT</td>
<td>JTE : ALT</td>
<td>ALT1 : ALT2</td>
</tr>
<tr>
<td>B</td>
<td>B</td>
<td>B</td>
</tr>
</tbody>
</table>

* In the post-test, she used connecting words ("for example" and "so") effectively and increased the number of words in one sentence. Because of this, organization changed and we can follow her ideas more easily although some local errors can be seen. Also, the rate of using Japanese decreased a little.
**S7**

**Pre-test**

My dream to marry. I find kind boy and I want to happy. If I became marry, I enjoy my hobby. I like child. Because child is pretty.

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ws</td>
<td>Ws / S</td>
</tr>
<tr>
<td>28</td>
<td>5.60</td>
</tr>
</tbody>
</table>

**Post-test**

My dream is to marry and I hope I want to become happy. When I am marry, I will be happy. ★もう一つ, there is my dream. It's to kindergarten teacher. Because I like children and other's people have not cute smill. So, I want to become kindergarten teacher.

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ws</td>
<td>Ws / S</td>
</tr>
<tr>
<td>47</td>
<td>7.83</td>
</tr>
</tbody>
</table>

* She improved in quantity and in the content of quality. Although organization and communicative ability did not change so much, she tried to express herself and to convey her ideas with many words. According to this, the content of her composition was elaborate and interesting.

**S8**

**Pre-test**

My dream is to be happy. I love my family. My family is very good. ★だから, I hope that I have ★あったかい family. And I ★つくりたい many friend. And I ★過ごしたい happy every day.

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ws</td>
<td>Ws / S</td>
</tr>
<tr>
<td>30</td>
<td>5.00</td>
</tr>
</tbody>
</table>

**Post-test**

My dream is to be happy. I have five people in my family. I love them. So, I want to have a good family. I like children so I want to have child, too. And I want to have many friends because I like talking very much. And my little dream is to be a tennis player. I am a member of tennis club. I like tennis very much, so I want to play tennis with friends and my family. So my dream is to be happy and have a good family. I hope we want to say "We are happy."

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ws</td>
<td>Ws / S</td>
</tr>
<tr>
<td>101</td>
<td>9.18</td>
</tr>
</tbody>
</table>

* She improved greatly both in quality and quantity. She began to express herself with fluency and elaborated on her ideas. Her flow of ideas can be followed easily. Accordingly, her composition was highly evaluated in organization, content and communicative ability.
### Pre-test
My dream is to marry with a rich man. My dream is to be rich money. My dream is to be a boss. My dream is to live in the foreign country. My dream is to job. My dream is to marry. My dream is to travel in other country. My dream is to become a teacher. My dream is to be the best tennis player in Japan. My dream is to play the piano well. My dream is to become a high school student.

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Ws</th>
<th>Ws / S</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>81</td>
<td>7.36</td>
<td></td>
</tr>
</tbody>
</table>

### Post-test
My dream is a happy. If I am a rich, I go to travel every day and I live foreign countries with a big house. I am nice life. But I am to be happy. My happy don't a money. A happy don't buy in shop. When I am happy, but I am poor. I don't life. I am jobbing every day. I am very tired. So my dream is happy with a little money.

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Ws</th>
<th>Ws / S</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>75</td>
<td>6.81</td>
<td></td>
</tr>
</tbody>
</table>

* She repeatedly wrote a similar pattern of sentences in the pre-test. In the post-test, she changed the previous way and tried to convey her ideas. There were some difficult parts to follow in her ideas. However, we recognize the improvement in her organization and content.

### Pre-test
My dream to be a kindergarten teacher. But I wont to my children. I wont to peopul is two or three. But I wont to girl better than boy. Another one there is my dream. I become a high school student. I think that man is very kind. ★ 好好, & rich many.

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Ws</th>
<th>Ws / S</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>48</td>
<td>6.85</td>
<td></td>
</tr>
</tbody>
</table>

### Post-test
My dream to be a kindergarten teacher. Because I have a lot of children. When I see children, I'm be fine and happy. But I don't like cry children. ★ でもやっぱり children is very very like. So my dream is to be a kindergarten teacher.

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Ws</th>
<th>Ws / S</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>44</td>
<td>7.33</td>
<td></td>
</tr>
</tbody>
</table>

* It seems that there was not so much of a change in quantity, however, we recognize her improvement in quality. She unified her ideas and tried to elaborate on them. Therefore, we could follow her ideas clearly and were able to recognize an improvement in all elements of quality.
### Pre-test

My dream is to be rich. Many money ★で play. Mony want to have many people. Money have ★たら I buy my like ★もの. ★そして I play that ★好きなこと. I become ★幸せ money ★で.

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Ws</th>
<th>Ws / S</th>
<th>Quality</th>
<th>Ogz.</th>
<th>Cnt.</th>
<th>Cmncvt. A.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>JTE</td>
<td>ALT</td>
<td>ALT1 : ALT2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>C−</td>
<td>C</td>
<td>D</td>
</tr>
</tbody>
</table>

### Post-test

My dream is to be happy. I don’t have many money but I have good family and happy. For example, I don’t have many money. But one people don’t happy, because one people is ★寂しい. Many family is happy in a house. So my dream is to be happy.

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Ws</th>
<th>Ws / S</th>
<th>Quality</th>
<th>Ogz.</th>
<th>Cnt.</th>
<th>Cmncvt. A.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>JTE</td>
<td>ALT</td>
<td>ALT1 : ALT2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>B−</td>
<td>B</td>
<td>C+</td>
</tr>
</tbody>
</table>

* She improved both in quantity and quality. In the pre-test, she wrote in a poem style without connecting words and used lots of Japanese. In the post-test, however, she changed these points and developed her ideas. Although she tried to express herself, some parts needed to be interpreted.

### Pre-test

My dream is world travel. I like to travel. But I’ve never been to world countries. I don’t have much money. When I am rich, I want to go to world countries. I think world is very interesting.

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Ws</th>
<th>Ws / S</th>
<th>Quality</th>
<th>Ogz.</th>
<th>Cnt.</th>
<th>Cmncvt. A.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>JTE</td>
<td>ALT</td>
<td>ALT1 : ALT2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>B−</td>
<td>B</td>
<td>B+</td>
</tr>
</tbody>
</table>

### Post-test

My dream is to be rich. There are some reasons. First, I like to travel but I’m not rich. So I can’t travel now. But I want to travel all over the world. Second, if I am rich, I can everything. For example, I can buy my favorite foods etc. So, I want to be rich. I will be very happy.

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Ws</th>
<th>Ws / S</th>
<th>Quality</th>
<th>Ogz.</th>
<th>Cnt.</th>
<th>Cmncvt. A.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>JTE</td>
<td>ALT</td>
<td>ALT1 : ALT2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A</td>
<td>A</td>
<td>A+</td>
</tr>
</tbody>
</table>

* She improved both in quantity and quality. Especially, she changed the organization of her composition with using a developmental paragraph technique called "reason". Because of this change in organization, we can follow her ideas more clearly.
### Pre-test

My dream is to live in the foreign country. Because man is very kind. I have never been to 国. I want to visit ディスモール.".

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Ws</th>
<th>Ws / S</th>
<th>Quality</th>
<th>Oggz.</th>
<th>Cnt.</th>
<th>Cmncntv. A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>23</td>
<td>5.75</td>
<td></td>
<td>C -</td>
<td>C</td>
<td>C</td>
</tr>
</tbody>
</table>

### Post-test

My dream is to live in foreign countries. There three reasons. First, man is very kind and they give me happy. Second, I want baby blue eyes because baby is very very cute. Third, I think food is very nice. So, I am to be happy and to live in foreign countries.

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Ws</th>
<th>Ws / S</th>
<th>Quality</th>
<th>Oggz.</th>
<th>Cnt.</th>
<th>Cmncntv. A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>52</td>
<td>8.66</td>
<td></td>
<td>A</td>
<td>A -</td>
<td>A</td>
</tr>
</tbody>
</table>

* She improved greatly both in quantity and quality. She was accustomed to use one of the developmental paragraph techniques, "reason". We evaluated her composition highly because it was arranged sequentially with clarity.

### Pre-test

My dream isn't still 国. But there are something. It's 通訳 etc. The other very very many. さきわは 夢 かなえたい．

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Ws</th>
<th>Ws / S</th>
<th>Quality</th>
<th>Oggz.</th>
<th>Cnt.</th>
<th>Cmncntv. A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>17</td>
<td>4.25</td>
<td></td>
<td>D</td>
<td>D</td>
<td>C -</td>
</tr>
</tbody>
</table>

### Post-test

My dream is to live in happy family. Because I hope I will be become a very happier. And I live happy 国. Though I have my dream one. It is I can speak English 日常ベラベラと. For example, I want to say in English than in Japanese. But I like English and Japanese. Because Japanese is my country language and I think these are very important and I think important them.

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Ws</th>
<th>Ws / S</th>
<th>Quality</th>
<th>Oggz.</th>
<th>Cnt.</th>
<th>Cmncntv. A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>71</td>
<td>8.87</td>
<td></td>
<td>C -</td>
<td>C -</td>
<td>B +</td>
</tr>
</tbody>
</table>

* She especially improved in quantity. As an increase in the number of words shows, she began to enjoy expressing herself by writing freely and elaborated more on her ideas. According to this, we can follow her ideas more clearly and understand her dream.
<Pre-test>
My dream to marry, to be a mater and cat, to be a chry ★〜の様に and butefuy. to be rich looks many. I like many!!

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Ws</th>
<th>Ws / S</th>
<th>Quality</th>
<th>Ogz</th>
<th>Cnt</th>
<th>Cmntv. A.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>24</td>
<td>4.80</td>
<td></td>
<td>E</td>
<td>E</td>
<td>D</td>
</tr>
</tbody>
</table>

S
I like money and animals a dream. I like money ★で★世界じゅうの人と go to the cantrry. My animals and ★いつもに go to the Ameryker. So I like to happy ★な生活に なりたいと思う. And I thike the tennis ★の選手になって cauntrry ★に  go to.

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Ws</th>
<th>Ws / S</th>
<th>Quality</th>
<th>Ogz</th>
<th>Cnt</th>
<th>Cmntv. A.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>38</td>
<td>7.60</td>
<td></td>
<td>D</td>
<td>D</td>
<td>D</td>
</tr>
</tbody>
</table>

* She demonstrated a minimum level of English vocabulary and a difficulty in writing sentences. In the pre-test she copied some of the key phrases written on the board. We found difficulty in following her flow of ideas. However, we can recognize that she made an effort to make some sentences in the post-test.

<Note>

* Ws ------ Words    * Ws / S------ Words / Sentences
* Ogz.----- Organization    * Cnt.---- Content    * Cmntv. A.---- Communicative Ability