Content-Based Process Writing for Oral Presentation

——A Communicative Writing Program at the Tertiary Level in Japan——

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1 INTRODUCTION

This paper is an empirical study of Content-Based Process Writing for Oral Presentation in the communicative classroom, and it explores the need for proper assessment in the teaching of English as a Foreign Language at the tertiary level in Japan. "Content-Based Process Writing for Oral Presentation" is an integrated program that takes into account the goals of self-expression on issue-oriented topics, both in written and oral form, and favors a content-based process approach. This program covers such topics as human rights, war, hunger in Africa, the plight of the world's children, child labor, marriage, feminist studies, education and other social and global issues, with the aim of motivating students' desire to express their own ideas with broader global and social perspectives in an increasingly complex world. Namely cultural sensitivity and the skill to express one's idea in written and oral form will be of enormous importance for the cross-cultural century we are on the verge of.

To meet Japan's goals for internationalization and to be able to live in a cross-cultural context, the *Monbusho* (The Ministry of Education) presented new guidelines on English as a Foreign Language which emphasize the necessity of oral communication for cross-cultural understanding and paragraph reading/writing in senior high schools. As a result, the communicative language education at the tertiary level, specifically, productive competence in a communicative classroom with the aim of fostering in the students a broader cultural outlook and greater self-confidence in self-expression in the target language, has been an urgent common concern for EFL educators in Japan.

A challenge to EFL education in Japanese universities is to address the students' need to acquire the skills for writing coherent, connected paragraphs and presenting them orally in public — skills often lacking in what has been called "Japan's verbally impoverished culture" (Said, 1994). To encourage students to participate in this program, one of the requirements has been that each oral presentation should be evaluated by the students and the teacher,

which helps to create cooperative language learning in an atmosphere of mutual trust.

This study, completed after the program had been taught for three years at the tertiary level, revealed that a majority of the students exposed to content-based process writing felt that they had developed greater freedom and joy of self-expression compared with the more traditional method of direct translation from Japanese into English. Also another positive outcome found in the study is that most students in this program had developed social and global awareness as well as greater sensitivity toward other cultures and people. They were willing to recognize other cultures on their own terms and view what is really happening in other countries as being equally important as events in their own. This attitude is rooted in "global village concern" based on transcultural transnational and polycentric perspectives which foster better cross-cultural human communication.

Consequently, there is little doubt that clear articulation of the complexities of the world in the classroom certainly helped students engender their strong urge to communicate in the target language, consequently leading to an improvement in their communicative competence for self-expression.

2 PROCESS WRITING

Process writing is a productive and interactive writing strategy between students and teachers, or among students. White (1991) states that writing is far from being a simple matter of transcribing language into written symbols. Therefore writing in this way can be an interactive and creative means of communication and is evidently far from translating one's native language into a target language. Unlike process writing, *Wabun Eisaku*, a teacher-directed translation from Japanese into English, which has been the main approach to English composition for nearly half a century in Japan, has been discouraging learner's motivation for self-expression.

Process Writing is an enabling strategy which involves students in a series of coherent stages such as discussion, brainstorming, interviewing, gathering information, clustering ideas, sharing/peer evaluation, outlining, rough drafting, first drafting, and peer editing, rewriting, having supervision by the instructor, writing the second drafting, final drafting, teacher evaluation and marking, and publication. Through these coherent writing processes students go through a variety of communicative experiences. White (1991) defines process writing as a form of problem-solving which involves such processes as generating ideas,

discovering a 'voice' with which to write, planning, goal-setting, monitoring and evaluating what is going to be written as well as what has been written, and searching for language with which to express exact meanings. In order words, process writing is a process of thinking, sharing and creating through a series of collaborative and communicative tasks in a learner-centered classroom.

Feedback is also a prerequisite of process writing. Keh (1990) discusses three types of feedback: peer evaluation, conferences (i.e. teacher-student interaction) and written comments (by the teacher). As an effective approach to academic writing, process writing has the advantage of drawing attention to the constant need to draft and revise ; in other words this approach encourages students to be responsible for making improvements themselves (Jordan, 1997) for the purpose of self-expression and self-representation.

3 A NEW PROGRAM : INTEGRATION OF CONTENT-BASED PROCESS WRITING WITH ORAL PRESENTATION

Based on the above definition and the proven effectiveness of process writing, this study undertakes an empirical investigation of integration of the philosophy of process writing with oral presentations in a content-based approach that focuses on several controversial issues in our lives. The assumption is that the integration of process writing with the process of making a coherent and persuasive oral presentation on the same topic can give students significant motivation to write relevant essays and can give them confidence and enjoyment in self-expression in the target language. Such an approach is a significant point of departure for EFL education in a monolingual speech community like Japan.

This program places special emphasis on critical thinking and problem-solving for the purpose of writing persuasive essays and making oral presentations that are logically developed and contain enough supporting arguments. In short, students are given the opportunity to explore and expand their thinking on a particular subject and to present their thoughts in compositions (Frank : 1990) and in persuasive oral presentations that should be clear, logical, and convincing to their audience.

The first aim of this program is to develop students' writing skills for self-expression by encouraging students to explore steps in the expository writing process such as the formulation and organization of information and the editing of information with full use of interactive and cooperative tasks. The second aim is to use interactive process writing on issue-oriented topics to cultivate the

students' spontaneous urge to express themselves orally with greater cultural sensitivity and global awareness, so that they no longer see the world as a fragmented and unconnected entity — an attitude which leads to ignorance and isolation in the midst of global interaction. Difficult as such a program may appear, with initiative and resourcefulness it is possible to find an enormous wealth of untapped informative material for classroom use.

The ultimate goal of this program is to nurture the academic writing skills which allow students to work out their own solutions to controversial issues they have set for themselves, after having collected information into coherent and connected paragraphs and presented their opinions persuasively in written and oral form in order to communicate with people of the world.

In implementing the program, teaching materials were compiled from up-to-date satellite-based TV programs as well as intensive and extensive reading materials on contemporary human problems in the attempt to foster students' awareness of "the reader-writer connection" (Reid, 1994) for process writing. Watching videos exposes students to facts on the main subject that encourages an increase in awareness and the motivation to study the topic they have focused on. Also, by reading appropriate materials on the same subject students can develop an appropriate writing style through critical imitation of models and the collection of technical terms and phrases.

4   RATIONALE

Influenced by the educational and cultural innovations connected with the internationalization of Japan in the late 20th Century, many English teachers in Japan have taken upon themselves the task of examining their traditional role, which has inevitably had an impact on their work as educators in the modern era, promoting them to become aware of the full educational value of foreign language learning for the purpose of self-expression.

Reflecting on the time and energy spent on nation-wide efforts to learn English as a foreign language in Japan for nearly a half century, one of the main causes preventing students from developing communicative competence seems to be the separation of writing class from speaking class in a traditional classroom settings. Making matters worse, learning English in Japan has meant learning grammatical rules and applying linguistic or rhetorical rules in a teacher-directed grammar-translation context. Without using the target language in the classroom, without having students read and produce in meaningful and coherent paragraphs, and without giving them chances to bring up their own opinions in

class, who could communicate with people from different cultures with appropriate cross-cultural literacy and sensitivity ?

With communicative competence and cross-cultural understanding as the central goals of the course of study in the upper secondary school level laid down by the Ministry of Education, what is needed at the tertiary level is an innovative program that will address the challenge of providing a target language community context in a communicative classroom involved in communicative and interactive writing tasks as a coherent process. Littlewood (1990) states that we must look not only at language forms, but also at what people do with these forms when they want to communicate with each other, developing strategies for relating these structures to their communicative function in real situations and real time. The traditional teacher-directed writing class in Japan can be transformed into a more productive and interactive classroom with the use of the communicative approach. Therefore it can be safely said that this program can be ultimately concerned with developing the learners' macroskills of writing and speaking to take part in the process of communicating through writing and oral presentation rather than with their partial mastery of individual structures. What is urgently required in English education in Japan is to enable learners to express and explain what they are and what they are thinking about to people from different cultures.

The rationale for Content-Based Process Writing for Oral Presentation derives from the following assumptions :

1. *Content-based instruction can enhance students' motivation for language learning*

When learners are involved with engaging content in which they have a stake, they will become intrinsically motivated (Stevick, 1996). McIntyre (1996) emphasizes the relevance and motivation in global issues in EFL as follows : "Focusing on contemporary problems and controversies acknowledged to have consequences at both the individual and social level answers the need for relevance in course design and is likely to arouse motivation and sustain interest in learners. Further more, introducing global issues as content in EFL program at Japanese universities is timely." Also the advantages and possibilities of content-based intensive English instruction have been proven and well-documented (see Snow & Brinton, 1988). Brinton et al. (1989, p. 3) list rationales for content-based approach as follows :

1. The language syllabus must take into account the eventual uses the learner will make of the target language.

2. Informational content which is perceived as relevant by the learner and increases motivation must be present.

3. Teaching should build on the previous experience of the learner and take into account existing knowledge of the subject matter and the academic environment as well as knowledge of the second language.

4. Instruction should focus on contextualized language use rather than sentence-level grammatical usage to reveal discourse features and social interaction patterns.

5. Finally, the learner must be able to understand what is presented through the interaction of existing imperfect language knowledge with cues from the situational and verbal contexts. (Krashen, 1985)

2. *Content-based process writing is the process of problem-solving*

Process writing, especially content-based process writing, can be defined as a form of problem-solving based on John Dewey's five steps of reflective thinking. The process consists of (1) defining problem, (2) analyzing the problem, (3) suggesting possible solutions, (4) selecting the best solution, and (5) suggesting ways of carrying out the best solution. As students are encouraged to write multiple paragraphs on personal, social and global issues, the process of writing itself becomes a process of problem-solving, which can foster students' awareness and desire for self-expression.

3. *Process Writing through content-based instruction can help students develop their oral presentation skills*

Organizing the gist of written work for presentations has parallels with constructing coherent multiple paragraphs. Also, such presentation intrinsically motivate students to write relevant academic essays. Johnson & Yamashiro (1997) emphasize that students appreciate speech communication for its practical, real world applications and the opportunities it provides for expressing personal ideas. The content and the flow of public speech have obvious parallels with those in an academic essay.

4. *Process writing is an active and interactive means of communication*

Writing coherent connected paragraphs on issue-oriented social and global topics, sharing ideas in pairs and orally presenting them in class can be an active and interactive process of communication (Nakamura, 1995).

5. *A good writer is a good reader : the writer-reader connection*

Recent research has demonstrated the cognitive links between writing and reading (Blanton, 1992 ; Carrell, 1987). Carrell (1987) also states that ESL reading has shown some correlation between ESL reading comprehension and familiarity with the formal or content schema of English text. Reading provides students with stimuli for topics, activates the schema (that is, the background knowledge) of the students about a topic, and shows them the value of the audience in writing. The writing-reading connection is, therefore, essential to a successful writing classroom (Reid, 1994). Both writing and reading are active, complex skills, and the more writers know about their readers, the more successful their writing will be (Reid, 1994).

6. *Writing a coherent essay is the end result of a "process" in which students think, discuss with others, write, get feedback on the writing, and rewrite.*

Sequencing assignments so that students gather information, write, discuss their writing, return to that writing, and improve that writing, allows students to improve their skills by spiraling increasingly difficult concepts (Leki, 1991-1992 ; Reid, 1989, 1993). Also in terms of language acquisition, Krashen (1982) stated that the chance to express ideas and opinion provides the focus on content and meaning.

7. *Sharing in a communicative experience lowers the affective filter in the classroom.*

Students learn from classmates (and from the writing of classmates) as much as they learn from the teacher. To that end, collaboration, in the forms of pair and group work, peer feedback and review, and collaborative writing, is the foundation of Process Writing (Christison, 1990 ; Scarcella and Oxford, 1992).

8. *The teacher should act as facilitator, supervisor, cultural informant, helper, participant, observer and learner in a learner-centered communicative process writing class.*

EFL/ESL writing teachers serve as facilitators, mediators, and cultural informants. They are an integral part of the classroom community whose primary responsibility is to serve as resources for the students. In that capacity, teachers prepare students for writing, establish the community of the classroom, and intervene in student writing through class discussion, conferencing, and responding to writing (Nunan, 1989, Goldstein and Conrad, 1990 ; Reid, 1993). Also, Kimball (1996) emphasizes that the teacher's function is to externalize processes which will enable the writer to

compose meaningfully and, in time, masterfully.

Based on the eight assumptions above, a content-based process writing class should consist of a series of communicative tasks for the purpose of self-expression. Nunan (1989, p11) states that a communicative task is "a piece of meaning-focused work involving learners in comprehending, producing and/or interacting in the target language." A prerequisite for effective EFL writing classes in Japan is that students should be involved in integrated and interactive communicative tasks in a simulated real world context in order to become successful interlocutors for self-expression. There are three basic reasons why Content-based Process Writing for Oral Presentation should be considered as a point of departure for an effective writing program for EFL students at the tertiary level.

1. The program has meaningful and comprehensible input and communicative tasks based on the humanities, which reflects global and universal concerns of human issues and human rights. This motivates learners' desire to study the subject matter and can be an excellent aid in acquiring communicative proficiency for self-expression both in written and oral form.

2. Since language is a major symbolic system of culture, students' awareness of human culture and the realization of the need for cultural sensitivity can be truly enhanced and fostered by this program, thereby leading the learners towards responsible cultural/self-identity with cross-cultural literacy.

3. A Process Writing Course for Oral Presentation for advanced students, which requires students to use English in class and complete a certain number of units over a full semester, can be a simulated target-language speech community for communicative interaction and self-expression.

Finally there is a great deal of empirical support for the importance of the process-focused approach, which can basically be applied to a content-based process writing course. Jordan (1997) reports on research that has been conducted on the composing processes that students actually use or prefer while writing dissertations or research articles, and she also conducted her own survey of the composing techniques of overseas post-graduate research scientists at Newcastle University. Among the results reported, the following are of particular interest :

— the students 'would have benefited from practice in co-authoring' and 'from getting feedback from fellow members of the same discourse community' ;

— they would also have benefited from 'writing on their subject rather than more general topics'.

Supported by the above rationales and assumptions it can be expected that communicative competence in both written and oral form will develop through the process-focused approach with integrated communicative tasks. As White (1991) points out, since academic writing involves the manipulation of ideas, the process of a communicative and interactive writing process for oral presentation can be one effective and reciprocal way to organize and express each student's perspective on the topic they have developed.

5 CONTENT-BASED PROCESS WRITING FOR ORAL PRESENTATION AT KONAN UNIVERSITY IN KOBE, JAPAN (1996-1998)

1. Objectives

(1) To develop students' communicative competence for self-expression through the content-based process of paragraph writing for oral presentation.

(2) To encourage students to explore the processes of expository writing, such as the formulation and organization of information, the editing of information and constructing multiple paragraphs through academic writing strategies.

(3) To foster students' social and global awareness through topic-based reading and writing with visual materials for the purpose of self-expression.

2. Classroom Procedures

The following is a series of process-based communicative tasks for writing. Most lectures and communicative tasks should be conducted in English to create a target language speech community in a communicative classroom.

(1) **A brief lecture on the significance of Content-based Process Writing.**

A clear explanation of the objectives and significance of Content-based Process Writing in any academic setting is given while showing examples of successful coherent essays written by international students or graduates. Students can conceptualize and visualize what process writing is like, as well as the end-product of this approach. (Controlled)

(2) **A brief explanation and introduction of the new topic.**

A brief lecture on the new topic is given in English at the beginning of the class, and includes a brief explanation of the new social or global topics and its significance. (Controlled)

(3) **Paragraph reading on the topic (the Writer-Reader Connection)**

Students are encouraged to summarize each paragraph in English

through skimming, focusing on the topic sentence, supporting details, and the concluding sentence or clincher. General knowledge of paragraph components and transition devices should be effectively applied to paragraph writing. Through reading coherent, connected paragraphs, students can gain an awareness of the "writer-reader" connection, while activating and expanding on their schema concerning the topic.   (Semi-controlled)

(4) Watching VTRs on the topic.

Students are given opportunities to watch relevant documentaries from CNN International, the BBC and other visual materials on the topics selected to foster their understanding and visualization of the topic. Critical listening should be encouraged in order to present students' comments on the topic. While watching the video, students are requested to take notes to familiarize themselves with technical terms and related background knowledge of the topic.

(5) Essay Writing on the Topic :

The integration of Top-down and Bottom-up skills is a basic requirement in expository writing. Under process-based instruction, the students must be able to structure and integrate information into cohesive, connected paragraphs. Teachers have to facilitate students' top-down skills related to content, organization and discourse. Then students' bottom-up skills of syntax and grammatical structure should be focused on, with the correction of global errors. Students should be responsible for a topic sentence, thesis statement in the beginning paragraph, supporting details (specific and authoritative evidence), pro/con structures or 'although-because' structures in the middle paragraph, the restatement of thesis, and the concluding sentence and clincher in the end paragraph. Controversial and humanities-oriented topics that may arise in issue-oriented discussions often stimulate the expression of ideas and personal opinion and challenge students to express themselves.   (Free/Semi-controlled)

The main flow of process writing is as follows ;
1) Identifying and analyzing audiences
2) Choosing and focusing on a topic (Narrowing the subject into your own topic)
3) Brainstorming in pairs and interviewing classmates
4) Generating ideas through clustering
5) Organizing available material into appropriate formats for academic and expository writing

6) Sharing and peer editing

7) Supervision by instructors

8) Revising and Rewriting

9) Final drafting

10) Evaluation

(6) Presentation Practice for Oral Presentation.

Students are also encouraged to summarize the gist of their essays orally, while other students evaluate each presentation on a evaluation form. As students are encouraged to ask questions on the contents of each presentation, there is interaction and transaction between the teacher and students and among students. (Free/Semi-controlled)

3. Paragraph Planning Guidelines (Reid, 1994)

1. Choose a subject you know about and are interested in.

2. Choose a specific audience ; analyze what audience probably already knows about your subject and what else they might like to know about it.

3. Narrow the subject to a topic that you can write a paragraph about for your specific audience.

4. Gather information about the topic ; use pre-writing strategies to develop the topic.

5. Construct a topic sentence that contains controlling ideas that need to be answered in the paragraph.

6. Ask questions about the controlling ideas that need to be answered in the paragraph.

7. Answer those questions with facts, examples, physical description, and/or personal experience.

8. Write a rough draft of the paragraph.

9. Reread the paragraph ; make sure the topic sentence gives a clear idea of the paragraph that follows. Modify the topic sentence if necessary.

10. Ask classmates or friends to read the draft and give you specific feedback.

11. Using that feedback, revise your paragraph.

12. Write the final draft of the paragraph.

4. Academic Writing Strategies for Multiple Paragraphs

The basic principle of paragraph writing is that paragraphs must be focused, supported and unified with coherent and relevant flow. The following are some of the academic writing strategies for multiple paragraphs :

(1) **Definition/Clarification Paragraphs**

In academic writing, definition/clarification paragraphs are frequently required in course writing tasks to explain concepts, synthesize reading, or demonstrate knowledge of the course (Raid, 1994). These paragraphs make concepts and ideas clearer for a reader with enough facts, examples, personal experience and physical description.

(2) **Comparison/Contrast Paragraphs**

Comparison identifies and analyzes similarities between two person, places, things, or ideas. Contrast identifies and analyzes differences between two persons, places, things or ideas. Comparison/contrast paragraphs are sometimes used to explain a topic. Writers whose purpose is to compare or contrast in order to evaluate and select one of the persons, places, events or ideas develop criteria (factors by which they can judge their topic) to make the comparison (or contrast) (Raid, 1994).

(3) **Cause-Effect Paragraphs**

There are cause paragraphs, effect paragraphs, or cause-effect paragraphs. Cause paragraphs discuss the causes or reasons for effects or consequences. Effect paragraphs discuss the effects or consequences of an action, result, or occurrence. A cause paragraph usually answers the question "Why" and an effect paragraph often answers the question "What". Generally, causes-effect paragraphs are organized in the same way as most explanatory paragraphs : with the basic point paragraph outline (or the expanded point paragraph outline). Many cause or effect paragraphs are organized from most-to-least important, or from least-to-most important causes or effects (Raid, 1994).

(4) **'Although/Because' Structure and Pro-Con Structure**

Although-Because structure is an effective strategy to make the writer's assertion persuasive. Conversely, Pro-Con structure usually makes the writer's assertion objective, logical and analytical. These structures are very useful in developing the middle paragraph.

(5) **Multiple Paragraphs**

The ultimate goal of the academic writing is to develop students ability to write coherent and connected multiple paragraphs with enough evidence to support ideas or opinion. To write coherent multiple paragraphs students have to be familiar with *controlling ideas* in the topic sentence. Controlling ideas are words or phrases in a topic sentence that need to be defined, explained, described and supported in the paragraph that follows. Raid (1994) suggested that the expansion of single paragraph ideas to

multiple paragraphs involves :
* A topic sentence with *controlling ideas* for each of the paragraphs.
* The addition of one or more points that further explain the *controlling ideas* in the topic sentence.
* The addition of more specific detail to the points in the paragraph

Multiple paragraphs can be spiced up with the application of several academic writing strategies.

5. Teacher's Roles

Playing flexible roles as lecturer, supervisor cultural informant, facilitator, co-communicator, diagnostician, guide, helper, participant and observer according to each task to create a learner-centered environment. Sokolik (1993) states that the empowerment of learners creates refreshing new roles for teachers.

6. Language Used

Encouraging students to use the target language, as well as to share their inter-language at a level acceptable for communication.

7. Teaching Materials

EFL /ESL textbooks : *The Process of Writing* (Raid, 1994), The Time Magazine and other English newspapers for reading ; CNN International, BBC programs and other video materials on social/global issues.

8. Grading
a. The students' reading comprehension skills are evaluated by the analyzer test.
b. Essays and oral presentations are evaluated in terms of content, organization, structure, discourse, coherence, originality and cultural sensitivity.
c. Level of attendance and participation are also evaluated.

9. Essay topics cover social and global issues.
Descriptive Writing through Music (Imagination),
Self-Introduction, Self-Realization (Future Career),
Hunger in Africa (Plight of Hungry Children), Human Rights,
Current Events, Mother Teresa, Gender Issues and Feminist Theory,
Marriage and Divorce, Education, Japan and the Japanese

10. Syllabus Design

The following is the syllabus for the Content-Based Process Writing for Oral Presentation for EFL college students in a full semester course implemented (1996-1998) at Konan University, Kobe Japan.

Week 1 : Introduction of Process Writing and Descriptive Writing through Music

After a brief lecture on the significance and objectives of Content-based Process Writing for Oral Presentation, students are encouraged to describe their inner world through peaceful music in order to give them the joy of expressing their feeling in the target language. The effectiveness of writing clusters to reflect a variety of emotional worlds is introduced. Students are encouraged to work in pairs, sharing and revising their descriptive writing with their partners. After revising and correcting global errors, students are requested to make oral presentations based on their writings. The focus should be on the imagination and creativity found in their work, not on any local errors. Students are required to turn in their final drafts made up of at least three paragraphs and to practice for an oral summary of their essay in the next class. Rewriting, revising and spaced rehearsal (rehearsing the presentation repeatedly in a certain interval everyday outside of classroom), really work in their assignments and preparation for the oral presentation.

Week 2 : Self-Introduction through Interviewing.

Students are encouraged to express who they are through peer interviewing and sharing. Students are supposed to express their personal profiles, unique personality, positive characteristics and personal experiences to impress the audience. Basic components of the paragraph such as the topic sentence, thesis statement, and concluding sentence are strongly emphasized when building their outlines. Students are required to finish their final drafts and give an oral self-introduction in class based on their final drafts. Each self-introduction is to meet with questions from classmates.

Week 3 — 4 : Self-Realization (Your Future Career)

Students are encouraged to write about their own future dreams, analyzing their personality, professional potential and the status of the current job market. For most junior and senior students, how to develop their future career is a very motivating topic. Students can visualize and conceptualize their future career by interviewing and sharing in pairs. Students write definition-clarification paragraphs defining what a career means and why people work. Reading materials regarding professional challenges and autobiographies are very useful to establish the "reader-writer connection."

Week 5 — 7 : Hunger in Africa (Plight of Hungry Children)

Students are encouraged to define and analyze the central problems of hunger. Extensive reading and research are required to analyze the causes and effects of the hunger problems in developing countries, especially in Africa. This is an appropriate topic to study what hunger, starvation and famine are while practicing cause-effect paragraphs. Also John Dewey's reflective thinking for problem-solving is introduced to the students so that they can learn the process of defining the problem, analyzing the problem, suggesting workable solutions, selecting the best solutions, and finally implementing the best practical solution. This process can dramatically develop students' problem solving competence and can be applied to different issues, too. The latest reports from CNN and BBC are very effective in motivating students' awareness while encouraging them to make a specific humanitarian commitment to this important issue.

Week 8 — 10 : Human Rights

Students are encouraged to study what human rights mean, learning the essence of the Declaration of independence, which emphasizes,"life, liberty and the pursuit of happiness". These three factors can be a kind of yardstick for students when they analyze the infringements of human rights and the exploitation of child labor involved in wars and poverty. Such an analysis will foster the students' cultural sensitivity, sense of human solidarity and spirit of humanitarian activities as they read a variety of news articles and other texts. Watching documentary videos related to war and human rights will stimulate the students' motivation to organize their own ideas on the issues. "*UNICEF : The First Forty Years*" and compilations of world news reports (CNN and BBC) on hunger and poverty in the midst of cultural conflicts are useful materials. Studying "Minorities" in human history is also relevant to human rights. Students are encouraged to study minorities and human relations both in terms of negative patterns such as stereotypes, prejudice, discrimination and cultural extinction, as well as the positive behavior patterns associated with integration, amalgamation and assimilation through the history of European, African, Asian and Hispanic immigrants. Discrimination against minorities in Japan should also be discussed. Students define, analyze and compare the concept of human rights in a global and social context which will require the use of both definition-clarification paragraphs and comparison-contrast paragraphs. In cases of the infringement of human rights, students can apply cause/effect paragraphs with workable solutions. Students can challenge more extended multiple paragraphs with rhetorical tools and John Dewey's five steps of reflective thinking for problem-solving.

Week 11 — 12 : Current Events from English Newspaper

Students are encouraged to write critical essays from a variety of many perspectives on the sudden tragedy of Princess Diana After reading some English newspapers from London, New York and Tokyo, students are requested to sharpen their critical views on the issues related to the event. Cause-effect paragraphs and comparison-contrast paragraphs are quite effective on this issue.

Week 13 — 14 : Mother Teresa : "Love is Action"

As this was also a crucial current topic which covers human rights, religion, faith, spiritual and physical hunger, students are encouraged to narrow down the subject into their own topic. By reading articles on Mother Teresa from "The Times" and other English language newspapers and watching documentaries on Mother Teresa, students can write their own opinions on the significance of Mother Teresa's life and humanitarian activities.

Week 15 — Week 17 : Gender Issues and Feminist Studies

These sessions encourage students to study the history of discrimination against women and also consider such issues as how homemakers can balance their careers and household duties with the help of an understanding husband/wife. Students are encouraged to study the history of women's liberation and the importance of feminist theory which supports women's human rights, equal opportunities in social life, overcoming problems of sexual, racial, class, and power-based conflicts.

Week 18 — 19 : Marriage and Divorce

Students are encouraged to analyze factors leading to successful marriages as well as the causes of divorce. Students learn about the place of marriage in human culture and how to become a successful marriage builder. Monogamy and polygamy in different cultures are discussed in terms of the anatomy of love. Students are required to make a wide range of research from resource centers to write and present their own ideas on marriage.

Week 20 — 21 : Education

Students are encouraged to analyze some educational problems which are controversial today. Students narrow down the subject into their specific topic, such as bullying, school refusal, examination hell, diploma disease and juvenile delinquency. These topics are good for writing cause-effect paragraphs, and definition/clarification paragraphs when discussing the meaning of education.

Week 23 — 24 : Japan and the Japanese

These sessions help students study the question, "What has made Japan

become what it is today." Potential topics include the Japanese hierarchical system, the conformist national character, the Japanese work ethic conditioned by Japanese culture, and the "diploma disease" in Japan. A research paper on the issue from cultural perspectives and an oral presentation are assigned to all participants as one of the evaluation criteria of this course.

6 ASSESSMENT

EFL instructors should be highly relevant to language testing and proper assessment in communicability in the real world context. As Skehan (1995) states, since the conditions of language elicitation have a major role in what language is actually acquired, communicative language testing should be related to real world situations and assess the test-taker's overall written and oral proficiency.

The objectives of both process writing and oral presentations, which should be closely relevant to the criteria of each assessment, should be clearly presented at the beginning of the course. Thus the learners can visualize and conceptualize the significance of the assessment to the real target language world. Consequently, such assessment should foster the learners' potential motivation to acquire the target language rather than simply gaining the knowledge and learning the rules of a foreign language.

In order to avoid the continued criticism of the traditional translation tests of grammatical knowledge, teachers must integrate the rational assessment of students' development in process writing on a certain meaningful topic with the relevant assessment of oral presentation skills based on the same topic. Writing an original essay with coherent paragraphs and giving an oral presentation based on one's own essay clearly cover both written and oral forms of communication. Proper communicative tasks for self-expression in both written and oral form and its proper assessment should go hand in hand in a real world context of the communicative classroom. Thus, the proper assessment of students' development in productive competence will be arrived at.

(1) **Essays (Holistic Assessment)**

Students' essays should be evaluated according to the structure, organization, and coherence of each paragraph while focusing on transitional devices, critical analysis (pro-con-structure) of the subject matter and global errors. Students' ideas should be evaluated in terms of the development of their creativity and originality. Essays are always assigned to the students for each

topic and those evaluations are a significant component of the grading.

(2) Presentation Assessment

Oral presentations are one of the best ways to practice self-expression in the communicative classroom. This is why students' presentations based on their own essays should be evaluated as their participation in communicative tasks for self-expression. The criteria for evaluation should be clarity of the topic sentence and main idea, coherent organization, the use of evidence or examples, informativeness, articulation, pronunciation, memorization and engaging delivery.

As oral presentations are requested of everybody, instructors and students find one major practical advantage of 'spaced rehearsal' in the course of the students' preparation and practice outside of the classroom. Spaced rehearsal, which requires students to rehearse their presentations repeatedly in spaced intervals every day and every week outside of the classroom, really works for the preparation of the oral presentation. Spaced rehearsal of students' presentations outside of the classroom leads to a dramatic gains in motivation and the development of in their communicative competence.

(3) Significance of Presentation and Evaluation for Self-Expression

One of the challenges of the course is that students and the teacher must evaluate each presentation. While one student is giving a presentation, the other students in class are required to evaluate it on an evaluation form. This kind of task greatly encourages students to participate more actively in class and simultaneously engenders a critical analysis and sense of responsibility. Developing the students' critical thinking and objective analysis through mutual evaluation is another integral aim of communicative writing tasks. Furthermore, it can only be educational for both the language educator and students if students are given a chance to evaluate the teacher's presentation as well as their own in the trusting and humanistic context of cooperative language learning.

Acquiring presentation skills is one way to develop productive competence for self-expression. Language educators are responsible partners in the tasks of helping the future generation become capable of presenting themselves better when communicating with people of the world.
The following form is a presentation judging form which keeps students critical of their oral presentations.

PRESENTATION JUDGING FORM

Presenter's name (   )   Judge's name (   )

TITLE (   )

Key to Grading : | 1=Poor,   2=Fair,   3=Good,   4=Very Good,   5=Excellent |

* **Content :**   Clear Topic Sentence   (/ 5)

Clear Thesis Statement   (/ 5)

Sufficient Support/Clear Examples   (/ 5)

Graceful Conclusion   (/ 5)

Originality and Creativity   (/ 5)

* **Organization :** Paragraph Coherence/From Subject to Thesis   (/ 5)

Transition Tags   (/ 5)

* **Presentation :** Memorization   (/ 5)

Eye Contact and Volume of Voice   (/ 5)

English Structure and Expression   (/ 5)

Total Score (/50)

* **Judge's Comment**

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7 SURVEY OF THE PROCESS WRITING CLASS KONAN UNIVERSITY, in 1996 — 1998

Questionnaires on the program were given to junior and senior students taking the advanced writing class at Konan University in 1996, 1997 and 1998 at the end of the full semester. The number of participants in the Process Writing class over these two years comprised 120 students, who came from the departments of English and American literature, sociology, psychology, economics, law, and management.

Questions   (n=the number of the students)

1. **Have you enjoyed writing English essays through the Process Approach ?**

Very much (47%)   Yes (39%)   Don't know (3%)   A little (11%)

No (0%)

2. **Which do you like better, Process Writing or *Wabun Eisaku***

(Translation from Japanese into English) ?

Process Writing (99%)   Wabun Eisaku (1%)

Why ?

* I can develop my own ideas.   (n=69) (58%)
* I can express my own real feelings and ideas more freely. (n=62) (51.7%)
* I can improve my English ability.   (n=60) (50%)
* I can write my own ideas in my own words.   (n=59) (49.2%)
* I like watching videos on the topic to motivate my interest in the subject
  matter.   (n=51) (42.5%)
* I like reading my teacher's comments and encouragement. (n=48) (40.4%)
* Process writing is exciting and interesting.   (n=36) (30%)
* I feel more relaxed in process writing than translation.   (n=15) (12.5%)
* Wabun Eisaku is more useful in writing essay.   (n=1) (1%)

3. When writing an essay in English which do you think is more effective,

   Process writing or *Wabun Eisaku* ?

   Process Writing (99%)   Wabun Eisaku (1%)

   Why is it effective ?

* I can organize my own thoughts and ideas in English.   (n=68) (57%)
* We can learn many new ideas, words, expressions and idioms
  concerning each topic.   (n=49) (40%)
* We can make use of many active vocabulary in our essays. (n=49) (41.1%)
* In the future writing essay will be more important in my life.
                                                                    (n=45) (37.5%)
* I can share my essay with my classmate and my teacher.   (n=40) (33.3%)
* I will have to write essays again and again in the future.   (n=40) (33.3%)
* I feel I am growing and educating myself while I am writing essay.
                                                                    (n=39) (32.5%)
* There are a variety of answers in problem-solving essays, and the answers
  are limitless.   (n=35) (29.1%)
* I feel I can speak English more often and better in process writing.
                                                                    (n=28) (23%)
* I have to search out new knowledge and information in the library
  and internet.   (n=26) (21.7%)

4. Do you want to learn academic writing through process writing again next year ?

   Very much (45%)   Yes (39%)   Don't know (9%)   A little (7%)
   No (0%)

5. Which topic did you like best in writing essay ?

   Gender Issues and Feminist Studies   (n=30) (25%)

   Human Rights   (n=22) (18.3%)

   Marriage and Divorce   (n=20) (16.6%)

   Hunger in Africa   (n=10) (8.3%)

Mother Teresa (n=8) (6.6%)

Education (n=6) (5%)

Description through music (n=6) (5%)

Self-Introduction (n=6) (5%)

Self-Realization (Your future career) (n=6) (5%)

Japan and the Japanese (n=3) (2.5%)

Current Events (n=3) (2.5%)

6. Do you think writing coherent English paragraphs through process writing will be helpful when you write a Japanese essay ?

Very much (55%)   Yes (41%)   Don't know (4%)   A little (0%)
No (0%)

7. Do you think it is necessary to summarize the essence of your essay and make an oral presentation before the class as a part of your college education ?

Very much(50%)   Yes (41%)   Don't know(5%)   Little(4%)
No (0%)

8. Do you think orally presenting the gist of your essay clarifies your ideas ?

Very much(65%)   Yes (30%)   Don't know(5%)   Little(0%)
No (0%)

9. What is the most useful thing that you have learned in process writing ?

Topic Sentence and Conclusion (n=76) (63%)

Coherence of each paragraph (n=41) (34%)

Awareness of the topics (n=35) (29%)

Thesis Statement (n=35) (29%)

Peer sharing (n=30) (25%)

Cause/Effect Paragraph (n=27) (23%)

Clincher (n=25) (21%)

Organization with connected paragraphs (n=19) (16%)

Comparison/Contrast Paragraph (n=18) (15%)

Sentence Structure (n=13) (11%)

'Although'-'Because' structure (n=8) (7%)

Reader-Writer connection (n=6) (5%)

Transition Bridge (n=5) (4%)

Clustering (n=5) (4%)

10. Do you want to learn academic writing from a native speaker of English ?

Very much(13%)   Yes (41%)   Don't know(18%)   A little(11%)
No (17%)

Findings

A majority of students generally have a positive outlook regarding the

content-based process writing for oral presentation. The results from the student responses reveal that considerable students enjoyed essay writing through process approach (Q1 : 86%) and most students felt Process Writing is more effective than Wabun Eisaku (translation) in writing an essay in English (Q3 : 99%).

As for the necessity of summarizing the gist of each essay and making an oral presentation, the students' replies argue strongly in favor of the integration of process writing with oral presentations (Q7 : 91%). The first reason that many students support such an integrated program is that they can enjoy expressing their own ideas freely while acquiring basic academic writing strategies and learning about the relevance of the content and flow in their essays and speeches. The second reason is that the students' motivation to write an essay is significantly raised by the selection of content-based topics involved with human issues, and the inclusion of the teacher's encouraging comments with corrections of structure and organization. The third reason is the dramatic impact of learner-centered peer editing in pairs and sharing with classmates in a trusting classroom atmosphere.

As for the topics, a majority of the students (Q5 : 75%) took an interest in issues related to human rights and humanism, such as Gender Issues and Feminist Studies (25%), Human Rights (22%), Marriage and Divorce (20%), Hunger in Africa (8.3%) and The Life of Mother Teresa (6.6%). As for what students learned most through process writing, basic paragraph components such as the function of topic sentence, thesis statement, graceful concluding sentence, paragraph organization and coherence, as well as several other effective paragraph writing strategies are cited.

Also it should be noted that an overwhelming number of students (Q2 : 99%) supported spending more classroom time on the new approach of process writing compared to the traditional translation of Japanese into English.

As for students opinions and comments on this writing class, see Appendix 2. For a student's essay, see Appendix 2 and Appendix 3.

The results from the students responses, opinions and comments regarding the content-based process approach itself reveal considerable satisfaction with a learner-centered communicative context. The remarkable development of student's writing skills in writing coherent, connected paragraphs and their communicative competence in orally presenting the gist of the essays gave students confidence in self-expression and self-representation in the target language. Consequently, as the result of Content-Based Process Writing for Oral Presentation, students could cultivate their global and social awareness,

creating a warm classroom atmosphere, closer in atmosphere to a home than a typical language classroom.

8 DISCUSSION

The aim of EFL writing is not to monitor students' grammatical accuracy but to help them to create and explore multiple paragraphs in an interactive and communicative classroom. Kimball (1996) states that when teachers demand accuracy, students work hard to achieve it, but given the constraints on working memory, their ability to do so is typically limited to small-scale units such as the phrase or sentence. Although most instructors are involved in the accuracy vs. meaning-making dilemma in EFL writing, writing is not a simple matter of mastering grammatical rules and translation skills. Writing is an art of self-expression. It must meet the communicative demands of extended discourse and multiple paragraphs in which students discuss personal, cultural and social issues with a global audience in the target language. Focussing on contextualized language use, McIntyre (1996) states that the recent emphasis on communicative competence has shifted the focus of inquiry about language and language learning from the sentence level to the discourse level.

However, Yamada (1993) reports that most students' EFL writing in high school centers on spelling and grammar while they translate from Japanese at the sentence level, and that "discourse and rhetorical organization are totally ignored". Therefore, the traditional teacher-directed translation method, which has a long history in Japan, does not seem to contribute much to the ends of EFL writing as they are conceived of today.

For this reason, there is a compelling argument for doubting the validity of *Wabun Eisaku*, which has long dominated most writing classes in the upper secondary and tertiary level in Japan. That is, *Wabun Eisaku*, the traditional method of translating Japanese into English, must be transformed into a more process-based interactive and communicative writing in order to develop learners' communicative performance while satisfying the genuine human desire for self-expression.

Metaphorically speaking, it might be said that *Wabun Eisaku* is a kind of dark "prison" for some Japanese students, who feel as if they are prisoners of strict grammatical rules, always under the pressure of fearing to commit local and global errors. In any form of EFL education, acquiring basic grammatical competence through translation skills should not be taken as an end in itself. Very few students, after all, become professional translators.

Unfortunately, most Japanese EFL students have been obliged to follow this tradition for nearly one century after the Meiji Restoration, without being able to share the joy of the "reader-writer connection" that can help them organize and express their own ideas. Krashen (1987) has noted the importance of extensive reading for pleasure as a means of language acquisition, as well as its connection with fostering writing skills. He recommends using texts and activities that are not grammar or drill-based, but instead are interesting and authentic, dealing with real-world ideas, problems and activities.

The point is how English teachers can coordinate and integrate process-centered and product-oriented writing tasks in real world contexts by developing potential "schema" through "the reader-writer connection." Kimball (1996) emphasizes that the process approach conceives of the learner's task as an interaction in which a writer creates multiple drafts, each draft providing a chance to "discover" what kinds of meaning might be desirable or necessary to communicate. In content-based communicative tasks involving sharing and group editing in a collaborative classroom, most learners can share their common concerns on the subject matter. Learners thus become more concerned about conveying their intended meaning rather than the form and rules of the target language. By creating a non-threatening classroom atmosphere through interactive and collaborative tasks, the fear or anxiety accompanying the process of foreign language learning will be reduced (Nakamura, 1994). Consequently, the class becomes "a communicative experience" (White and Arndt, 1991).

Hearing repeated criticism of the traditional grammar translation method in Japan, language educators should be modest enough to listen to the social and global need for communication both in written and oral form in the target language. Within the framework of cross-cultural communication Japanese language educators are responsible for addressing the critical remark that "Japan's contemporary verbal culture is austere, even impoverished" (Said, 1993).

Allowing students to immerse themselves in social/global issue-oriented topics through the macroskills of reading, writing and speaking along with visual media, results in the deepening of the cultural background knowledge of content areas and the strengthening of the urge to express their own ideas in a target language. Working with academic process writing strategies and rhetorical tools for definition/clarification, comparison/contrast and cause/effect paragraphs, and structuring potential schema of the content of the course topics consequently increases communicative proficiency in academic writing for self-expression. The process approach for academic writing and oral presentation, using language

as a vehicle to focus on global and human issues is an effective way of creating natural exposure to the target lanugage. This approach can be viewed as a new challenge to EFL writing instructors in Japan.

9   CONCLUSION

In this study, we have empirically examined the validity of a Content-Based Process Writing for Oral Presentation course for advanced students, discussing the integration of process writing with oral presentations and comparing this approach with the traditional translation of Japanese sentences into English. Through this study, we have found out two things.

The first is that a significant number of students (99%) supported an approach emphasizing process writing rather than *Wabun-Eisaku*, translation. The second one is that 91% of the students view the main significance of the integration of process writing and oral presentations to be its value as a highly motivating language program. It should be noted that students' oral presentations for their summaries of their own essays dramatically increased their motivation to write coherent connected paragraphs with relevant support. Through the favorable responses of the participants with positive motivation, we have verified the positive aspects of a Content-Based Process Writing for Oral Presentation course. Although this program undoubtedly has much room for improvement in terms of theoretical support and pedagogy, it can safely be said that the students involved in this program have developed their communicative competence in essay writing as well as their oral presentation skills, especially in terms of basic paragraph components which can be applied to both written and oral presentation.

In conclusion, studying and experimenting with Content-based Process Writing for Oral Presentation is an invitation to be challenged and to be enlightened for the purpose of self-expression in a communicative classroom, and every EFL instructor and student are invited.

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Appendix 1

STUDENTS' OPINIONS AND COMMENTS ON THIS CLASS :

(Note : Opinions and Comments are presented as written by each student)

1 What I Learned From Process Writing Class.

Asahi, Junior, Psychology major

What I learned from this class is so much that it is difficult to pick them up. I can recognize my progress in vocabularies, skills of paragraph writing, and an attitude towards language learning

and studying.

In terms of (I learned this phrase in this class, too) vocabularies, many beautiful expressions you showed us contributed to the enrichment of our language learning. Spaced rehearsal, which is your pet theory, surely seems to be one of the best way to master English.

In terms of skills for writing coherent paragraphs, the basic organization for the essay, for example, the topic sentence, the thesis statement, graceful conclusion and clincher were very useful not only for writing essays in English, but also for many kinds of research papers. As for other skills, especially, pro-con structure helped me to write logical passages.

Lastly, in terms of an idea of studying in university, 'being interdisciplinary' has become the most important concept for me. Economics, science, sociology, and psychology etc, they are all connected with English education. In this class, a field of English has spread infinitely. I understood that the class that assign only translation to students is behind the times. In order to keep up with multi-cultural societies, we need to have a wider vision and clear opinions on many issues.

Above all, I enjoyed this class very much. It seems the most precious one. I really appreciate your active and communicative teaching, providing many chances for students to present our own opinions in your class.

2   What I Learned From Process Writing Class.

Atsushi, Junior, English and American Literature major

I learned many academic writing strategies through this class. Process writing in this course gave me many chances to think about, write about and speak about what is happening in the world. There are three reasons why I enjoyed our process writing class this year.

First of all, most topics we studied are important in our lives. The most impressive topic I have studied was human rights. Through this study I began to think about the concept of human rights and infringement of human rights in human history. I have come to realize that we have to transcend the limits of individual cultures and nationalities with a deep respect for human rights to stop global and regional conflicts on this earth.

Second of all, the process of creating our essays is a very useful and thrilling experience. The process is very logical and I developed my ability to solve several problems, using John Dewey's reflective thinking for problem-solving. This process is so practical that we can define and analyze the problems, suggesting every possible and workable solutions, and consequently we can select the best solution to implement it. I am now applying this problem-solving strategy to many kinds of essays, speeches and research papers.

Finally, presenting the summary of our essay before the class as a public speech is really exciting. As this is mainly writing course, at first I felt strange when we were requested to present the summary of our essay in front of the class. However, gradually I found making speeches is closely related with writing coherent essays. Because expressing our thoughts with clear examples in a clear voice helps to arrange and organize our ideas again. That is, we cannot make a good speech unless we don't have a logical organization with clear supports. The idea is the same. As our professor used to say, a good writer is a good reader and can be a good speaker, too. I am going to take an active part in many advanced English classes next year again.

STUDENTS' COMMENTS

At first I had a difficulty to catch up with your class as I had been familiar with translation. However, I found that writing is an active means of communication. I was very impressed with the

process writing and I was excited about what I was going to write. Above all, I really liked the teacher's attitude that teachers would grow together with students through writing.

For me, Tuesday is the synonym of Koji's advanced writing class. I think this class is very different from many other classes. Maybe, it is not the most pleasant class for the university students who come to school only to meet other friends but certainly it is the perfect class for those who want to improve their English ability. Through this class I learned many things : how to express our feelings about social issues, how to write a good academic essay in good English, and how to speak up our opinion in front of many people. In Brazil I already learned essay writing in Portuguese and in French, but not in English, so it was a new exciting experience for me in Japan.

I came to enjoy writing English essay little by little. I think writing essay is like a endless game or battle to rewrite again and again. This game encourages us to become a good writer. I want to study more about the reader and writer connection to become a better writer. I honestly feel that the process writing class seems to be the real communicative language class at college. Although I had a strong dream to study abroad in America, most essays I turned in turned out to be B level. Some classmates developed their writing ability remarkably. I will challenge to myself and study much harder to get A in your class after summer vacation.

I think I can express my own ideas gradually through process writing and public speech before my classmates. Through process writing I could logically build up my own opinion on the topic and express myself freely. In near future I will have to express myself in front of people. I think your class is quite useful and practical for me.

For the first time I learned the connections between the topic sentence, thesis statement and concluding sentence in your writing class. Most current news from CNN and videos related with the topic were exciting and realistic. I learned what is really happening in the world like starvation in Africa and the plight and poverty of children in Asia. I feel strong desire to express my emotion about what I saw. After I learned this I feel more free and comfortable to summarize what I want to write. I also learned a lot from your videos and reading materials concerning the topic we are supposed to write. Presentation concerning our essays is very good practice for us.

Appendix 2

A Student's Essay

The following is an essay on "Hunger in Africa" written by a junior student. This essay is printed in the form in which it was submitted after the second revision as a class assignment in this writing course.

Hunger in Africa

Waka (junior), majoring in English, *Konan University*

A civil war is a man-made disaster which threatens the lives of innocent people. Although a drought has aggravated the tragic situation in Sudan, the primary cause for the famine is the ongoing civil war. Much of the recent chaos has resulted from the actions of one man, Kerubino Kwanying Bol, a founding member of the rebel movement. This power struggle between the government and the rebels has increased the effect of the famine and has hindered relief efforts. To eliminate the spreading famine in Sudan, the developed countries should put pressure upon

the rebels and the government so that they will accept a cease-fire.

The civil war between the Islamic government troops from the North and the rebel troops from the South has continued for 15 years. Though Kerubino aided rebel forces in sieges of three government-held towns, which sent people fleeing into the countryside, he denies he is responsible for the famine, saying "It was not me who could prevent the rain." The effect of this is that the famine has become more tragic, threatening 1.5 million lives, and consequently the former family structure and the local community have been destroyed. About ten thousand refugees are living in the camps now. The U. N. issued an appeal for emergency food aid, saying it needed to purchase 60,000 tons of food to help the starving people. So far, only Japan has responded, offering enough money to buy 25,000 tons of food. In Southern Sudan relief workers estimate that more than 250,000 people may be starving. However, the rebels use food aid to feed their troops and rebel offensives often follow food deliveries. At this point, they have got less than 5 percent of the contributions they need.

If the both parties agreed upon a cease-fire, then the planes could land to distribute food to those starving people and they wouldn't have to leave their homes for safer places ; refugee camps. With continued aid, people in Sudan will be more self-sufficient little by little in the future. In February the government suspended all aid flights into the area, saying it was too dangerous for aircraft to land. They recently started allowing some flights again, but they must allow more planes to fly relief missions to make up for the time and the food lost. However the Sudanese government says that if the international community is really interested in ending the famine, it must pressure the rebels into a cease-fire.

Now it is right time for us to face the deplorable reality. The death toll from hunger and disease is spiraling out of control as millions of people wait for a rescue that may or may not reach them in time. Whatever the relief will be, it will be too late for the hundreds of hungry children dying day after day. We have no time to stop to think about a possible solution. The top priority is to save more lives of dying people as soon as possible. It is clear that the civil war not only aggravates the famine but blocks the relief efforts. We have to get rid of this inhuman movement by all means. The ideal for the future is that people should have a place to live safety at least.

The future of those starving people depends on our efforts as citizens of international community. One of the effective ways to pressure the government into negotiation with the rebels is to convince our own government and the international community to become involved in relief efforts and to prompt peace talks. As this issue has been largely ignored by the international community, we should promote more social recognition, spreading information concerning this serious famine through media like BBC World and CNN International News. We can not ignore people dying by understanding this tragedy completely. It will surely bring a change of heart, inciting humane instincts. As we live in the same global village, we can not stand to see 'our friends' suffering. The blood being shed in Sudan is the same color as our own.

Appendix 3

The following is an essay on "Bullying and Japanese Modern Society" written by a senior student. She narrowed down the subject "Education" into her own topic, focusing the bullying and Japanese society today. This essay is printed in the form in which it was submitted after the second revision as a class assignment.

Bullying and Japanese Society Today
Iyo, majoring sociology, Konan University

Anybody may have experienced or witnessed bullying in his or her school days. However, bullying is getting more serious in elementary schools and junior high schools today. This is becoming a major social problem. Children's society is a miniature of adult society as a whole and represents the evil, which comes from the society ruled by adults. Japanese society today, which has experienced drastic changes, has to be reexamined and transformed.

Modern Japanese educational system was established in the end of 19th century as a part of modernization. Before that the place of education was mainly private elementary schools generally supervised by one teacher. It was called "Terakoya". The Terakoya's curriculum was more flexible than it is today. A class accepted various ages of children. Teacher didn't have to have the qualifications, but he must teach many subjects including moral, work ethic, and good manners.

After the modernization, Western educational system and the new way of teaching were introduced, and new teaching methods were created. The principle of it is the mixture of two ideas that the relationship between a teacher and students should be based on Confucianism, and Western knowledge is top priority over ours. Children are divided into classes by their ages regardless of their abilities. They are taught exactly the same contents and required high achievement and good results. In the Japanese traditional way of education, children learned from the repeated imitation of the models given by a teacher and they have to thoroughly understand by themselves. Children must have a positive attitude to acquire knowledge. However, it takes much time. This detour takes various ways for each child. On the other hand in the Western way of teaching, theory and logic are highly valued. Teachers teach through a question and answer process. This way is actually efficient in terms of individual creativeness, but sometimes prevents children from cultivating their group harmony and strength as a group. Well-balanced human character should come from by-product on the process of learning as an individual and as a group.

The newly adopted Japanese educational system was successful to become homogeneous in conformity, but failed to foster students' individuality and originality. Children feel frustrated about it and try to change it into negative power. Most children obey this system that forces them to be homogeneous, but some of them want to express their individual characteristics beyond peer pressure as a human nature. Children are afraid of those who try to stand out and express themselves, because these unique children stir up jealousy and threaten the existence of other children who can't express their individuality. As a negative reaction children try to defend themselves and show off their superiority and power by bullying others who have strong individual characteristics.

Recent increased bullying show the strain of the westernization of Japanese modern society. Many evidences such as bullying prove that the adoption of Western educational philosophy and methods to Japanese educational system seems to be ineffective. Japan's modernization should not be westernization. Western culture and education are not always the best in Japan and new educational challenge and approaches are expected without losing our traditional educational values.

Japan has abandoned many traditional values and systems for the name of modernization, but it is time to reconsider their universal benefits. Japan is now in transition, transforming

herself from a country which has followed the West to a country which can work together with the rest of the world. A country where children are suffering from bullying can not be a good modern nation.

Bullying is a product of negative reaction of modern education symbolized by the anguish of Japanese children today. Bullying is no longer a problem of classroom but a threatening and painful social issue. Bullying leads to prejudice and discrimination which go against human rights and multicultural education. Problems like bullying sometimes must be the iceberg of the serious social sickness. Therefore, multicultural and compound eyes to accept different people are really required to solve the problem of bullying in Japanese society, which should be transformed into an open society for the 21st Century.