

論文

Tutorials in Writing

A Case Study of How a Japanese University Student Gained the Ownership of English

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Introduction

This paper investigates how Japanese university students are able to improve their English ability in writing by analyzing one student's revising process of a free paper article. This revising process includes one-to-one tutorials, which can be a possible instruction method to let students understand the procedure of writing in English.

In order to identify the effective factors in the revising process through the tutorials, we will analyze both written and spoken data: (1) all the drafts Student A wrote for a free paper, and (2) an interview with her. The data from both sources will be analyzed synchronically and diachronically. Finally, this paper will explore the effective steps of tutorials for Japanese university students as well as the way for them to become the owners of English in logically expressing ideas and opinions in written English.

1. 'Studying is Memorizing': Influence of College Entrance Examination

In Japanese society, it is generally said that people are evaluated by the names of universities they graduated from. The senior high school students, therefore, must prepare for the college entrance examination throughout their whole high school days. Because of this social value on educational background, the college entrance examination has great influence over Japanese education.

Teaching and learning styles in Japanese pedagogy have been significantly influenced by the college entrance examination. Its preparation is somehow unique: because the questions in the exams concern applicants' knowledge of facts in each subject, they must prepare by memorizing the patterns of the tests in the past (Tsukada, 1991). Therefore, they usually use not only high school textbooks but also the ones for exercising the past tests. Applicants are expected to acquire strategies of how to answer the patterned questions as efficiently as possible since the time allowed in the examination is limited. In other words, the entrance examination only measures students' ability of answering questions

within a certain limited time.

Through this preparation, Japanese students tend not to think about the topics or themes of questions in tests, but merely memorize what will be questioned in those patterns. Due to such significant influence of the college entrance examination over the Japanese students' studying attitudes, thus, teacher-centered teaching style and knowledge-memorizing learning style became dominant modes of Japanese pedagogy.

2. The Japanese-Style of Writing in English

In addition to the influence of the college entrance examination over Japanese students' learning behavior, there is also an argument that there is a difference between Japanese writing style and the writing style in English-speaking countries such as UK and US. According to Watanabe (2004: 4-11), Japanese students tend to write about an event chronologically and describe it continuously without any conclusion (i.e. inductive), whereas American students are likely to start writing a brief summary of the subject and discuss it casually with some conclusion (i.e. deductive).

Sawada (1984) points out the difference between Japanese and Western rhetoric: whilst the former is 'subject-description' style, the latter is 'subject-discussion' style. This means that Japanese people tend not to consider a topic as a 'question' for them to answer it with supporting ideas and opinions. Rather, they regard it as a theme to describe with its peripheral events, which can be irrelevant to the topic itself.

This Japanese-style thinking and writing seem to affect students' writings in English. Almost all the first drafts Japanese university students submitted for a free paper followed the similar pattern. Subjects they chose were not explained coherently but the students merely put information relating to the topics without any further thought on discussion.

3. Exploring the New Style of Instruction to Foster Critical Thinking : Tutorials

In this study, we explore the 'way-out' of teacher-centred teaching style and memorizing learning attitude by applying the British style one-to-one tutorials. According to Turner (2011: 118), 'the small seminar or tutorial has been prevalent in the English-speaking world. The one-to-one tutorial in particular is seen as the traditional preserve of the humanities at the universities of Oxford and Cambridge (Palfreyman, 2001; Tapper & Palfreyman, 2000), and is not very prevalent elsewhere'. The principle of the one-to-one tutorial is 'independent thinking and critical dialogue, which furthers that thinking, continue as basic assumptions for the larger-scale seminar' (ibid).

Although one-to-one tutorials are widely used in the UK tertiary education (Turner and Hiraga, 1996; Hiraga and Turner, 1996), Japanese students studying in the UK sometimes fail to understand what their tutors expect them to do. According to Turner and Hiraga (1996), critical appraisal is the essential motivation for elaborating British academic tutorials but is not expected in the Japanese pedagogical context. Because of these different cultural assumptions between the two cultures, Japanese students are able to neither respond to the tutors' questions properly nor elaborate the discussion. Furthermore, another research shows that Japanese students living and studying in the UK tend to care about the positive face of their tutors in their tutorials (Hiraga and Turner, 1996). This shows that there should be a major difference between British and Japanese styles of academic tutorials.

Turner (2011: 11-12) has recently elaborated her argument of UK higher education by identifying 'points of transformativity, whereby the normative performance of the British institutional context is re-shaped in some way by the intercultural dynamic'. This means that because UK tertiary education has become globalized due to many international students from all over the world, it is unavoidable for British universities and teachers to hybridize their way of educating students. This also shows the fact that the UK-style tutorials are changing according to the students' socio-cultural conventions.

This 'transformativity' will be applied to Japanese academy. Two authors of this paper have experienced either British or American style of tutorials in their graduate-level studies. Especially, the first author extensively experienced the British style of tutorials and found that the British instruction at university is quite different from that of Japanese university. In Japanese university, most of the tutorials are teacher-centred in general, but recently professors who have studied in the Western academy have been applying the ways in which they were taught. In other words, the first author has tried to 'transform' the Japanese-style tutorials by applying the British-style ones to suit Japanese students, who have no experience of tutorials in their schooling.

In this research, we conducted one-to-one tutorials with Student A to expound the mistakes and problems in her free paper articles written in English. We will try to explore the useful style of tutorials which can elicit English potential writing from Japanese university students. In order to elaborate the tutorials, Japanese was used as the language for instruction because it was easy for Student A to understand tutor's questions and for the tutors to explain the reasons why they asked certain questions in detail. Furthermore, we considered the characteristic of Japanese students who care about the positive face of a tutor (Hiraga and Turner, 1996): therefore, the tutors tried to make a tutoring atmosphere friendly so that Student A would be able to express her thoughts smoothly.

4. Data Collection

There were sixteen students who contributed articles to a free paper published by our university. It is a women's university, consequently all the participants were female aged between 18-22. Their educational background varies, but most of them have studied abroad for at least two months. The level of their spoken English is good enough to explain their opinions. At the same time, however, it was surprising that most of them did not reach a certain level of English in writing: their first drafts were not clear enough to understand as free paper articles.

We chose an informant from these sixteen students for this research: Student A. She is a third-year university student who has been abroad for one year. The reasons why she was chosen were as follows: (1) she submitted an article every time a free paper was published and (2) she had one-to-one tutorials for revisions of all the drafts. The former enables us to compare the first and the second articles in order to see whether her writing ability in English has improved. The latter point, on the other hand, allows us to analyze the whole process of revision in order to find out the significance of one-to-one tutorials as a form of instruction for writing in English.

We employed an active interview (Holstein and Gubrium, 1995) to explore what our students think about the revising process of their writings. In a traditional interview, an interviewer regards his or her informant as 'a passive subject', who has varieties of answers or information. All the utterances of the interviewee in this traditional way are regarded as his or her knowledge: i. e. objective facts in the interviewee. By contrast, in the active interview method we regard the interview as an interaction between the interviewer and the interviewee so that the interview data is considered as the product through this interaction between the two. In this sense, all the utterances during the interview are subjectively constructed by both the interviewer and interviewee. Thus in the interview we tried to understand what Student A thought about concerning what she did through the interaction with the tutor as an interviewer. By doing so, we tried to investigate how Student A has creatively learned in the revising process of writing a free paper article through their tutorial sessions and the active interview.

The interview aimed (1) to identify the meaning of one-to-one tutorials for Student A; (2) to clarify what she was aware of, particularly the initial errors and progress in her writings (grammatical mistakes, vocabulary and rhetoric) and (3) to investigate the reasons why she was motivated to write articles for a free paper. The questions asked to the students in the interviews were as follows:

Writing Process

1. How did you write an article? Describe the procedure of completing it.
2. After writing articles for a free paper, what was a new experience for you?
3. What was interesting and difficult for you in the process of writing?
4. How did the writing process help your writing? Why?

One-to-one Tutorials

5. Have you ever had one-to-one tutorials with an English teacher for writing something in English? Do you think they could be useful for your learning English? Why?
6. What can you learn through one-to-one tutorials?
7. Do you think that your writing skills have improved? Why? How?

Errors and Progress in Writing

8. Look at the first draft. Could you please explain the parts discussed with the tutor in the tutorials? (The same question was asked for the second draft and the third draft.)
9. Which one do you think better, the first or the second article? Why?
10. Is there any difference in the process of writing between the first and the second articles?

Motivation to Write

11. Do you like writing something in English?
12. Why do you carry on writing an article for a free paper?
13. What motivates you to write these articles?
14. Which step interests you the most in the process of writing?

5. Research Findings

In this section, Student A's drafts of the first article will be analyzed along with her comments of each stage in the interview synchronically and diachronically. We will focus on (1) what have changed and developed in the revising process of drafts and (2) whether the one-to-one tutorials turned out to be a useful method to encourage her to complete writing an article in English. In the first article, she introduced a suitcase of Globe-Trotter, a fashionable luggage brand. Before writing the first draft, she explained how she chose this topic: 'because she just liked it'.

Extract 1

Before writing this draft, I was wondering how to write. At that time, I just thought it important to write something in English by following the format, so I did not care the content. I never wrote a free paper article before, so I was not serious about what to write. Then I chose Globe-Trotter because I liked it. The content was not important for me. To begin with, well, I just paid attention to the format I

learned in the writing class: introduction, body and conclusion.

Furthermore, in her comment, it is seen that she was not interested in what to write: the content; rather, she was concerned with how to write: the format. This lack of interest towards the content and choosing the subject according to her preference show us the fact that her way of selecting a subject was subjective, not considering reader's attention.

5.1. First Draft: Grammar Correction Stage

Student A submitted this article to a Japanese professor. He pointed out grammatical mistakes and inappropriate words and expressions in the draft. The underlined parts were what he suggested her to revise.

The Charm of GLOBE-TROTTER

GLOBE-TROTTER is one of the historical and artistic travel luggage in the world. It was built in 1897 by David Nelkin, and moved the stronghold to United Kingdom. ⁽¹⁾“The person stalking in all of the world” is the meaning of the name. It's very known that each product is made by craftsman, so fixed small amount is manufactured. The popularity was getting larger and running on still now in U. K. The royal family, celebrities and adventurers have been loving it, like former prime-minister Winston Leonard Spencer Churchill and Elizabeth II. Moreover, GLOBE-TROTTER came over to Japan in later 90's and expanded it legitimately. Why does GLOBE-TROTTER keep its popularity over 100 years?

⁽²⁾The two reasons are a key of its interrogatory solution. At first, the product is made by a particular paper material called “Vulcan Fiber”. ⁽³⁾It draws out lightweight, elasticity, and strength. You don't have to worry and feel fear about the quality, the material may sound weak though. Furthermore, when you travel to somewhere with this suit case for a long term, the material will disappear the color little by little. It must be great your color as a result of many trips with your best friend. Secondary, GLOBE-TROTTER has become a part of a fashion. The suit case is especially required its function. Therefore, many customers fix the standard of advantage more than fashion. However, GLOBE-TROTTER has expanded a lot of lines, and made a point of visual. There are various size and color, and each line has a concept of the luggage.

⁽⁴⁾These things are the point GROBE-TRROTTER hasn't changed its identity over 100 years and has been loved from many generations past and present. Do you feel like stalking to all of the world with GLOBE-TRROTTER? You must fall a victim to its charm that combining aesthetic and adventure. It will be run on since now.

As you can see, there are many grammatical mistakes as well as words and phrases from which the Japanese professor was unable to understand what she wanted to say. At this stage, thus, he only highlighted the grammatical mistakes and did not discuss the content of this draft.

5.2. First Tutorial and the Second Draft: Receptive and Passive

After receiving this feedback, Student A had the first one-to-one tutorial with a tutor who was in charge of editing free paper articles. At the tutorial, the tutor asked the meanings of sentences which were not clear. Particularly, she asked the implications of four sentences :

- (1) ‘“The person stalking in all of the world” is the meaning of the name’ (the third sentence in the first paragraph)
- (2) ‘The two reasons are a key of its interrogatory solution’ (the first sentence in the second paragraph)
- (3) ‘the material may sound weak though’ (the second sentence in the second paragraph)
- (4) ‘These things are the point GROBE-TRROTTER hasn’t changed its identity over 100 years and has been loved from many generations past and present’ (the first sentence in the third paragraph)

Student A was asked to consider the structure of a sentence in sentence (1), the usage of an adjective ‘interrogatory’ in sentence (2), the form of a sentence (formal/informal) in sentence (3) and grammar in sentence (4).

In this tutorial, like the feedback from the Japanese professor, the tutor did not discuss the content of an article with Student A because of too many mistakes so that she could not quite understand what Student A wanted to describe. The tutorial style was linear : the tutor asked Student A to reconsider the draft for revision. At this stage, Student A was still passive to merely listen to what the tutor asked. This was partly because of student A not getting used to have one-to-one tutorials, whereby she was expected to critically analyze her writing ; and partly because of the tutor who failed to make a tutorial interactive.

After the tutorial, she revised this draft as follows :

The Charm of GLOBE-TROTTER

Globe-Trotter is one of the historical and artistic travel brand in the world. It was founded in 1897 by David Nelkin, and moved its headquarters to United Kingdom. ^(a)In late 90’s, Globe-Trotter came over to Japan and expanded it gradually. ^(b)The meaning of the brand name is “A person stalking in all of the

world". It's well known that each product is uniquely made by craftsmen, so fixed a small amount are manufactured every year. Moreover, the popularity has been getting larger and running on still now in the U. K. The royal family, celebrities, adventurers, and flight crews have been using it, like former prime-minister Winston Leonard Spencer Churchill and Elizabeth II. Why does Globe-Trotter keep its popularity over 100 years?

⁽²⁾ There are two reasons to solve its interrogatory. At first, the product is made by a particular paper material called "Vulcan Fiber". ⁽³⁾ Although the material looks fragile, it draws out lightweight, elasticity, and strength. You don't have to worry and feel fear about the quality. Furthermore, when you travel somewhere with this suit case for a long term, the material will disappear its original color little by little. It must be great to change your color as a result of many trips with your best partner. Secondary, Globe-Trotter has become a part of a fashion. The suit case is especially required its function. Therefore, many customers set a standard of advantage more than fashion. However, Globe-Trotter has expanded a lot of lines, and placed a special emphasis on appearance. There are various sizes and colors, and each line has a concept of the luggage.

⁽⁴⁾ These things are the points that Globe-Trotter hasn't changed its identity over 100 years and has been loved from all generations. ^(b) As you can see the brand name, this suit case will bring out your enterprise and follow you wherever you want to go. Do you feel like stalking to all of the world with Globe-Trotter? Its charm that combining aesthetic and adventure must fascinate you. It will be run on since now.

In comparison with the first draft, the second draft has improved but it seems that Student A merely corrected it as the teachers suggested. Some grammatical mistakes (e. g. It was founded in 1897 by David Nelkin, and moved its headquarters to United Kingdom), orthography of a word (e.g. 'suit case' and 'Secondary') and word usages (e.g. You don't have to worry and feel fear about the quality) were not fixed because there were no suggestions given on them, but they were underlined for her to reconsider. This may show that Student A was still receptive and passive in listening what the teachers taught her to do, not active to develop the draft by herself at this stage. Moreover, the four sentences particularly questioned by the tutor at the tutorials were not so different from the previous ones. She merely changed the order of the phrases in sentence (1). In sentence (2), she still used an adjective 'interrogatory' without considering whether the meaning of this word matched the content of the sentence. In sentence (3), she omitted the part, 'the material may sound weak though' because this informal form did not fit in the article. She also corrected the singular/plural mistake in sentence (4) but did not realize the preposition 'from' as a mistake. This preposition seems to derive from her direct translation, '*subete no sedai kara* (from all generations)'. This passive attitude can be seen in her comment about

the revision of the first draft. She told that it was troublesome for her to change words and phrases with a dictionary.

Extract 2

I did not think about the importance of words such as 'the' and 'it', nor the connection between words. I just focused on each sentence and did not think about the whole passage. Even when I chose a word, I didn't realize the fact that my interpretation of the word and the definition in a dictionary were sometimes different. Therefore, when I was revising the first draft, rewording process was the most troublesome task for me.

Furthermore, Student A explained the different feelings towards her English ability in writing before and after the first tutorial:

Extract 3

I realized that I tended to use the same sentence structures and words. My vocabulary was limited. Well, I realized these things after the first tutorial, though. I felt that my writing was too childish and a typical 'student writing'. When I was writing the first draft, however, I was very much confident with it.

Before the tutorial, Student A was confident with her own writing ability whereas she felt that her writing was childish after the tutorial. She also evaluated her grammatical knowledge and vocabulary as limited because she realized that she tended to use the same sentence structures, words and phrases in her writing.

Although it seemed that Student A merely corrected the parts suggested by the teachers in the first revision process, two sentences were added by herself in the second draft: (a) 'In late 90's, Globe-Trotter came over to Japan and expanded it gradually' (the third sentence in the first paragraph) and (b) 'As you can see the brand name, this suit case will bring out your enterprise and follow you wherever you want to go' (the second sentence in the third paragraph). Sentence (a) equates to a sentence at the end of the first paragraph in the first draft: 'Moreover, GLOBE-TROTTER came over to Japan in later 90's and expanded it legitimately'. She seemed to have considered the content and thought that it would be better to move this sentence to the earlier part of the paragraph. Sentence (b) was a new piece of information. By putting this sentence as liaison, there emerged coherence between introduction and conclusion.

5.3. *The Second Tutorial and the Third Draft: Verbalising the Content*

In the second one-to-one tutorial, the tutor focused on the content of the article, not grammatical mistakes. For example, she asked, 'Who is David Nelkin?' and 'What is "Vulcan Fiber"?' because there were no descriptions of them in the draft. She also asked what a pronoun 'it' meant: for instance, 'it' in the third sentence in the first paragraph, 'In late 90's, Globe-Trotter came over to Japan and expanded it gradually' was not clear what it meant, whether it was 'its business' or 'its sales'.

The tutor also changed the tutorial style: from teacher-centred 'instructing' style to student-centred 'verbalising' style. She tried to elicit Student A's utterance by asking her to explain the reasons why she chose certain words and phrases that failed to explain the situations or reasons properly. For example, the tutor asked whether a verb 'stalk' in the expression, 'A person stalking all over the world', was appropriate in this context by looking up an English-English dictionary to show its definition. Another word pointed out was 'fear' in the sentence, 'You don't have to worry and fear about the quality'. She asked Student A why the owner of a suitcase had to be afraid of its quality.

Student A also explained the meanings of sentences such as 'It's well known that each product is uniquely made by craftsmen, so fixed a small amount are manufactured every year' (the fifth sentence in the first paragraph), 'Moreover, the popularity has been getting larger and running on still now in the U. K.' (the sixth sentence in the first paragraph) and 'As you can see the brand name, this suit case will bring out your enterprise and follow you wherever you want to go'.

The tutor also asked for verbalising what Student A meant in a set of sentences such as the following:

'Furthermore, when you travel somewhere with this suitcase for a long term, the material will disappear the color little by little. It must be great to change your color as a result of many trips with your best friend' (fifth and sixth sentences in the second paragraph, see the second draft).

In this part Student A tried to describe the characteristic of a Globe-Trotter suitcase: as the time goes by, the suitcase loses its original color so that it will look antique and unique for the owner to be proud of it as the only suitcase in the world. It also symbolizes the owner's memory of journey. However, these sentences failed to convey such a connotation because of the expression, 'the material will disappear the color little by little'. In addition, readers may wonder what 'your color' and 'your best friend' signify. The tutor and Student

A discussed this expression and replaced a verb 'disappear' with 'change' to describe the alteration of the suitcase's color. Another point they discussed in this part was the subjectivity of her description. The expression was subjective and emotional to explain how good this suitcase was by using the expression, 'It must be great'. After the discussion, however, she rewrote this in an objective way by using her position as an analyst to explain what an owner of a suitcase may feel: 'your suitcase will be valuable to represent your memorable journey'. Furthermore, she broadened the target from an individual, 'you', to others, 'many customers', to generalize the attractiveness of Globe-Trotter suitcases because of its characteristic of color change.

After the second tutorial, Student A revised the draft as follows:

Globe-Trotter is one of the historical and artistic travel luggage brands in the world. It was founded in 1897 by David Nelkin. He established his headquarters in Germany first and later on moved its headquarters to United Kingdom. The meaning of the brand's name is "A person wandering all over the world". The luggage is well known that each product is uniquely made by a craftsman, so they cannot release the products a lot every year. Moreover, the popularity has been getting larger in U. K. The Royal Family and celebrities such as Queen Elizabeth II and former prime-minister Winston Leonard Spencer Churchill have been using Globe-Trotter suitcases. In addition, adventurers and flight crews have been relied on the luggage quality. In the late 90's, Globe-Trotter came to Japan and expanded its sale's gradually.

Why does Globe-Trotter keep its popularity over 100 years? The first reason is that a product of Globe-Trotter is made by a particular paper material called "Vulcan Fiber". It looks fragile, but it is light, elastic, and strong. Because of these characteristics, it is guaranteed its durability even though you are in a long-term journey and a dangerous situation. Furthermore, the material color will change to the unique color travel by travel and could indicate your journey achievements. The luggage becomes your valuable suitcase which knows your memorable journey. Many customers must be strongly attached to its characteristics. The second reason is Globe-Trotter is a part of a fashion. Normally, we tend to choose the suitcase according to its function. Therefore, many customers do not intensely care the appearance. However, Globe-Trotter does not emphasize only its function, but also its appearance. Globe-Trotter has expanded its types and each kind of product has an independent concept by color and shape. The size which can be selected from small to large by each customer's pleasure is also a fascination for all travellers. These things show you Globe-Trotter could be one significant item which constitutes "fashion".

In this way, Globe-Trotter has not changed its identity over 100 years and has been loved by all generations. As you can see that its brand name, this suitcase will bring out your curiosity and guide you wherever you want. Do you feel like wandering all over the world with Globe-Trotter's luggage?

Its charm combining its functionality with beauty must fascinate you.

The third draft has drastically improved from the second draft. For example, Student A tried to describe who David Nelkin was and what he had done in detail. She also explained the reasons why the Globe-Trotter suitcase was popular more thoroughly than in the first two drafts. Especially, she added the sentence, 'The luggage becomes your valuable suitcase which knows your memorable journey' (the sixth sentence in the second paragraph) as implicit significance of a suitcase which lost its original color after travelling with it for a long time. This sentence succeeds in combining the suitcase with the owner's memory so that the change of its color is not the negative phenomenon but symbolises the owner's unforgettable journey.

5.4. The Third Tutorial and the Fourth Draft: Co-operating with the Tutor

In the third one-to-one tutorial, Student A and the tutor tried to enhance the draft by rewording and rephrasing in co-operation. They discussed the nuances and implicit meanings of the sentences in order to find out the best expressions to describe. For example, Student A explained what the fifth and sixth sentences in the second draft meant: 'Furthermore, the material color will change to the unique color travel by travel and could indicate your journey achievements. The luggage becomes your valuable suitcase which knows your memorable journey'. After she did, she realized that the later part of the former sentence was repetitive. She, then, decided to shorten it: 'Furthermore, the color of the suitcase gradually changes as you travel with it: therefore, your suitcase will be valuable to represent your memorable journey'. This sentence was composed in the discussion during the tutorial.

Another part they discussed was the last sentence in the second paragraph: 'These things show you Globe-Trotter could be one significant item which constitutes "fashion"'. Student A wanted to highlight the fact that Globe-Trotter is not only functional but also fashionable so that it has become an element of its owner's fashion. After discussing, they rewrote the sentence such as this: 'Such characteristics may prove the fact that Globe-Trotter truly constitutes a part of fashion.'

In the interview, Student A talked about the difficulty she felt when writing and revising the draft: how to be relieved from the original sentences and structure written in Japanese. Interestingly, after revising several times, Student A became aware of the fact that there are various ways of expressing one thing and started being interested in rewording and rephrasing, which used to be 'troublesome' for her.

Extract 4

(What was difficult for you when revising the draft?)

When there are sources of information written in Japanese, I tended to translate the original passages into English by merely following the order and structure of them. I could not think about making my own structure. I just directly translated the original passages into English. But, as I revised the draft 3-4 times, I realized that there were different expressions. It was hard to reword and rephrase, but it was a new experience and what I learned through the revision process was important. Now I think it interesting.

Student A submitted the fourth draft after the tutorial. There were many differences from the first three drafts. Firstly, the title was changed to 'Attractive Suitcase for All Generations'. This title clearly explained the main theme of this article. Secondly, the length of the draft became almost double compared with the first one. The reason why it happened was because she put supporting statements of the topic in each paragraph. Thirdly, the structure became clearer. In the first three drafts, sometimes more than one topic were included in one paragraph. In this draft, however, only one topic was specified in each paragraph. Therefore, the number of paragraphs became five (there used to be only three). Here is her fourth draft:

Attractive Suitcase for All Generations

Globe-Trotter is one of the historical and artistic travel luggage brands in the world. It was founded in 1897 by an Englishman, David Nelkin. He established his company in Germany first and later on moved its headquarters to the United Kingdom.

The meaning of the brand's name is "A person wandering all over the world". I guess that the founder of this company hopes that the customers travel with Globe-Trotter suitcases. His hope is shown in a product's making process, for example, that each product is uniquely made by craftsmen instead of mass production.

Its popularity has been getting larger in the U. K. For example, the Royal Family and celebrities such as Queen Elizabeth II and former prime-minister Winston Leonard Spencer Churchill have been using Globe-Trotter suitcases. In addition, adventurers and flight crews have been relied on its luggage quality. In the late 90's, Globe-Trotter even came to Japan and expanded its sales gradually.

Why does Globe-Trotter keep its popularity over 100 years? The first reason is that its product is made by a particular paper material called "Vulcan Fiber". It looks fragile, but it is light, elastic, and strong. These characteristics guarantee its durability even though you are in a long-term journey and a dangerous situation. Furthermore, the color of a suitcase gradually changes as you travel with it; therefore, your suitcase will be valuable to represent your memorable journey. Many customers must

be strongly attracted by its characteristics.

The second reason is that Globe-Trotter pursues not only the function of the luggage, but also its design. Normally, we tend to choose a suitcase according to its function. Therefore, many customers do not care too much about the appearance. However, Globe-Trotter has various types and colors, each of which shows an independent concept. Multiple sizes of its products from small to large will satisfy customers to choose the best suitcase according to their use. Such characteristics may prove the fact that Globe-Trotter truly constitutes a part of fashion.

In this way, Globe-Trotter has not changed its identity over 100 years and has been loved by all generations. As you can see its brand name, this suitcase will bring out your curiosity and guide you wherever you want. Do you feel like wandering all over the world with Globe-Trotter's luggage? Its charm combining its functionality with beauty must fascinate you.

After receiving this draft, the tutor did not ask for major changes but some minor corrections such as the format of the title and grammatical mistakes. There was no tutorial afterwards because there were not any serious mistakes in the draft. Student A corrected minor mistakes and the article was published.

6. Salient Improvement

In this section, we will examine how the revising process including one-to-one tutorials affects Student A's writing skills. After completing the first article about Globe-Trotter, Student A started writing a new one about '*Asa-katsu* (Morning Activity)'. This is a new social phenomenon in the Japanese society, particularly among Japanese businessmen to spend time in the morning by doing their hobbies or studying. Interestingly, the quality of her first draft was improved compared with the first draft of Globe-Trotter. Here is the first draft:

Control "Morning" and Control "Yourself"

What time do you wake up in the morning? Do you feel sluggish to get up from your bed? Don't you prepare for a school or a work in haste? Think of a day off. Do you sleep until over noon or idle away at home Sunday morning? If you say "yes" for these questions, — that's terrible! When you change your opinions toward "its morning hours" and exploit it for yourself, your life must be full of massiveness and successes. Every morning can bring "a valuable time" by your action.

Have you ever heard "*ASA-KATU* (朝活)"? It is a word which abbreviate "an action which exploits a morning time". In brief, to use a time from rising to going to work for your hobby, health, and progress in your knowledge. Its activity is getting expanded in especially a member of society. That's

really easy ; you don't have to work hard meantime. Just wake up earlier than usual, and add somewhat enjoyment in your morning. This light activity makes you brisk and work with great efficiency. Then, these are some examples for morning activities. Listening to music and reading a book are easy to begin for anybody ; it can be expected "an effects of relax". How about gardening or having a breakfast in café ; doing your hobby can be take you working office with joy. On the other hand, doing health activities such as stretching, yoga, walking or cycling may take off your stress, and be expected to be a healthy body. In addition, to study for an acquisition of qualification or improve foreign language skills should utilize the morning time. Even though entering a company, many workers need an academic or particular knowledge for a business, or are considered some skills for self-improvement. In either way, these actions will maintain your advancement eagerness and your efforts bear fruit. Anyway, you can spend a massive time and get a sense of fulfillment everyday if you make a time for yourself.

Macromill, Inc. surveyed the morning activity of workers from 20 years old to 59 years old in June 2009. According to the study, 42% of people answered "a morning person" and 58% was "a night owl". Then, 66% of "a night owl" had a desire to start "ASA-KATU". The reasons were that they wanted to keep regular cycle, and seemed good for beauty and health. It showed that over half concerned "ASA-KATU" or tried to act in the morning, but we can readily guess that it's not easy to change their life-style for full-time workers. On the other hand, according to status-quo of a person which doing activities in the morning, 37% of them check news in the morning, 24% of them are individual studies for self-improvement, and in a similar proportion, reading and spending a time for hobbies. It mentioned that workers 40s and 50s are doing some activities more than by workers 20s and 30s. They might have an afford more than 20s and 30s because of a difference of job experience. However, a will which begins "ASA-KATU" sooner or later is that 20s and 30s' opinion are largest. On the whole, it was considered that people do "ASA-KATU" have a good impression and are effective in business. "ASA-KATU" is necessity to work with full energy and achieve considerable success.

In any case, actions in the morning put an important part as a worker. To make an enough time in the morning can elevate skills, efficiency, and concentration. It may lead to a decrease the number of overtime work. In "ASA NO SEIKATU" 2010 new survey report by ASAHI drink corp, it was mentioned that what is less ability freshman from a view of seniors businessman. 78% of seniors consider that a latecomer is worst. A person who cannot greet for coworkers also checked a high proportion. These days, we are suffering from depression, and declining bonuses and salaries. However, we cannot withstand the tide and change a society. To take off these a lot of stress, many workers tend to spend a time for themselves and fill enjoyment, or improve their value. Just replace usually what you do after work with before work! I make sure your life will be better than before by "ASA-KATU".

Although there were still grammatical mistakes and unclear expressions, it is noticeable

that her writing skill has improved. Firstly, the structure was clear enough to talk about what is *Asa-Katsu*. Each paragraph had only one topic and there was cohesion between paragraphs. The story was coherent and had a flow. Secondly, sentence structures, words and phrases were various. In other words, Student A paid attention to using a variety of expressions. Thirdly, the length of the draft was much longer than the first draft of Globe-Trotter because she tried to put supporting statements to make each paragraph persuasive. Finally, the subject was interesting and new to the readers. What surprised the tutor was the title, 'Control "Morning" and Control "Yourself"': it not only summarized this article clearly, but also had a rhythm.

In the interview, Student A explained the process how this first draft was written. Firstly, she told the reason why she chose this topic, '*Asa-Katsu*':

Extract 5

(Why did you choose this topic?)

I wanted to write an article about something no one knows. I thought the article about Globe-Trotter was boring for readers. Nobody wanted to read something like this. So, I tried to write something interesting to draw people's attention. I paid attention to choosing a topic. So, I searched a lot by looking at magazines, Internet and survey results released by companies. Then I found '*Asa-Katsu*' interesting. So, I collected interesting information of it and wrote an article.

What is different from the Globe-Trotter article was the focus of writing: Student A concentrated not on the format but on the content, whereas the priority was opposite at the time of writing a Globe-Trotter article. This time, she took readers' curiosity into account and chose the subject attractive to the readers.

Student A also explained the difference of the writing procedure between Globe-Trotter and *Asa-Katsu*. Her remarks show the influence of the previous tutorials on her writing process:

Extract 6

When I wrote an article about Globe-Trotter, I just followed the original structure and order of passages in its homepages. I didn't think about making my own structure at all. But, in the case of *Asa-Katsu*, I picked up the information from many different sources and selected some interesting information. So, this time, I constructed my own structure and wrote the draft by following it. Because there was no original script, I was able to think how to write in my own way. Especially, I paid attention to the usages of words and phrases because of the previous tutorials. The tutor asked me 'Do you really think it right to use this word?' so many times! Now I use an English-English dictionary to check the

meaning of a word as well as examples to make sure its usage. Thanks to all the revising process of the Globe-Trotter article, I am now able to be careful about all of these things.

In this way, Student A has improved her writing skills through the revising process of the first article including one-to-one tutorials. She became more interested in the content of her writing and paid more attention to choosing an interesting subject for a free paper article. Moreover, she has developed skills on how to make a draft coherent, how to write a persuasive paragraph, how to choose words and phrases in contexts, and how to grab a reader's curiosity with the title of the article (see Figure 1).

Figure 1 : The Steps of Student A's draft revision

Steps	Student A	Tutor
First Draft	Focused on the format Subjective way of choosing a topic Confident with her writing ability in English	
Feedback	Lost confidence	Grammar correction
First Tutorial	Evaluating her writing as childish Agony to reword and rephrase	Teacher-centred tutorial Failed to elicit Student A's utterance
Second Draft	Receptive and passive Corrected as the tutor suggested (not autonomously finding out mistakes) Focused on each sentence, not the whole passage	
Second Tutorial	Awareness of the importance of actual meanings of words and phrases	Student-centred tutorial Verbalizing Content development
Third Draft	More supporting statements Detailed explanation Enriched content	
Third Tutorial	Experiencing the pleasure to reword and rephrase	Rewording and rephrasing Co-operative style tutorial Discussing Autonomous 'realizing'
Fourth Draft	Corrected minor mistakes Formatting Grammatical mistakes (minor)	
Feedback from the tutor via e-mail No need to elicit questioning from student's side		
Final Draft Title and length changed/clear structure		
First Draft of <i>Asa-Katsu</i> Paid attention to choosing an interesting subject and the title Structure of the draft (coherent, clear) Persuasive passage with supporting statements and clear expressions		

7. Growing the Consciousness of Ownership of English in Writing

According to Y. Kachru (2009), '[c]ompetence in writing is acquired with deliberate effort in institutional settings such as the family, the school, the monastery, or wherever. It involves instruction and, usually, practice over a long period of time, and the rate of success in achieving writing competence varies considerably within any given population' (p. 111). This paper clearly identifies what Kachru has pointed out. Student A made effort and practised how to write an article in English through a long process of revision including one-to-one tutorials. Kachru also says, 'rhetoric or how thoughts are organized in words, sentences and paragraphs is a matter of socio-cultural convention' (ibid : 113). This case study showed the fact that Student A became more aware of the socio-cultural differences between Japanese and English, between comprehensible rhetoric and her writing level and habits, and between writings in and outside the classroom.

Furthermore, there are two key elements to have motivated Student A to write an article for a free paper : (1) attention from the readers and (2) consciousness of authorship.

7.1. Readers' Attention

Student A commented in the interview that she felt difficulty in writing the first draft. She explained the reason why she felt so :

Extract 7

(You told that it was the first experience for you to write an article for a free paper. How did you feel ?)

Because I was not serious about the content of an article, I was surprised that I could not write it easily. Well, when I started writing, I thought, "This will be read by someone". Then, I realized that I could not lie. Well, I sometimes cheated or exaggerated the information in writings because only English teachers were reading my essays. But, after realizing that I could not do such things this time, I could not write anything.

Here, Student A faced difficulty in writing an article because of the consideration of the readers. She said, 'When I started writing, I thought, "this will be read by someone" '. An imagined reader's eyes caused her to become more cautious about writing accurate information. Therefore, she was unable to write an article, which was the first experience for her.

She also made the similar comment when she was asked about the difference between article writing and essay writing in the classroom :

Extract 8

What is the most different from what I have written in the classroom is the fact that someone I don't know is reading this free paper. For example, some native speaker teachers and my academic supervisor are reading it. I am so happy that someone reads my articles! If the paper had not been released to the whole Department but merely within the seminar, I would not have continued writing.

When the first free paper was released, Student A realized the fact that people in general were reading her article. She found that her academic supervisor read it as well. This was also a new experience for her: people outside English classes read her articles. This awareness of readers' eyes motivated her to write more interesting articles. She also felt more responsible for information put in the article: it should be accurate and there should be no exaggeration. At the same time, she has experienced pleasure in expressing her opinions and sharing what she knows with others through writing free paper articles.

7.2. Confidence to Become an Author

Student A has considerably improved the content of *Asa-Katsu*. The reason why she was conscious of how to describe the content by choosing appropriate words and expressions was that she was more attached to it than she was to the Globe-Trotter article. In the draft for *Asa-Katsu*, thus, she was careful to choose words and expressions enough to properly explain what she wanted to say. This seems to show the possibility that if students have strong desire to explain something, they will be more careful with the way of describing it: i. e. words and expressions to use. This may be based on the consciousness of the owners of both English and their writings in English.

Student A also explained why she was motivated to write articles for free paper: 'because they were what she wanted to share'.

Extract 9

This (*Asa-Katsu*) was what I wanted to write. In the classroom, I tended to consider not the content but the grade and the format required as important. This time, I felt my writing became a tool of communication because it had content.

This extract seems to clarify the fact that the out-class activity apart from grading and formatting may have a possibility to encourage students to express their opinions and ideas freely. Being separated from the classroom may help students feel more attached to their own work so that they may well spend more time on developing their drafts.

Realizing and considering readers and feeling confident with their own works should be the key elements for Japanese university students to awaken the ownership of English in writing. It is necessary, therefore, to create more opportunities for them to publicize their ideas and opinions outside the classroom, not merely concentrating on the grammatical mistakes and the format of writing all the time.

One-to-one tutorials, as we have found it as 'useful' for writing instruction, will be the 'way-out' for Japanese university students, who are stuck in the passive and receptive attitudes to learn everything from English teachers. Rather, it will be possible for them to become more autonomous in writing by passing through the steps of the tutorials and understanding the process of writing in English. It should also be possible for them to be more critical towards their own writings to elaborate their works with responsibility and confidence as 'authors'.

Conclusion

This paper examined how a Japanese student has improved her writing by analyzing the revising process of a free paper article along with her interview regarding how she felt about the revising process including one-to-one tutorials. We also tried to find out the effective tutorial style for Japanese university students on instructing the procedure of writing in English.

We have found the important elements of the tutorial style which will suit Japanese students. Firstly, there should be certain steps to make them more autonomous learners. Student A and the tutor went through three steps in tutorials: (1) teacher-centred instruction style in which the tutor pointed out grammatical mistakes and unclear sentences; (2) student-centred verbalising style that the tutor elicited the student's utterance to make her realize what she wanted to describe and (3) co-operative discussion style where both the tutor and the student shared opinions and elaborated the draft. Following this process, Student A became more autonomous in her writing, which can be seen in the first draft of her second article.

Secondly, consciousness of reader's position and authorship is important for Japanese university students' motivation to write. After realizing the fact that someone was reading her article, Student A became more careful in choosing an interesting topic as well as putting accurate information in her writing. Moreover, she became motivated to write more articles: i. e. she experienced pleasure to communicate with readers through free paper articles. The awareness of readers and the pleasure to be known to others led her to establishing the self-consciousness as an author of her articles. While writing the first

article, Student A was not much interested in what to write, but was concentrated on how to write. In the second article, however, she focused on the subject itself for readers to enjoy her article. She searched a lot to attempt to make her next article more interesting. Through this process, she became the 'author' of it and 'owned' its right to opionate for revising. It is essential to give students more opportunities to express themselves outside the classrooms by publicizing their works to awaken their authorship of their own works.

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