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Some Suggestions on Teaching English Composition to Non-English Majors

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Some Suggestions on Teaching English Composition to Non-English Majors

Kiyoshi Yoshimura

In our university catalogue, Comprehensive English I and II are described as freshman courses which aim to help students improve their four basic language skills: speaking, listening, reading, and writing. I used *English at Your Fingertips* for Comprehensive English I and II last year. As far as writing is concerned in that textbook, students are asked to write the main idea of each of several specified paragraphs of the reading passages, and sentence-level translation from Japanese into English related to the topic of the lesson, or to make their own "interesting, amusing, or imaginative sentences," using key grammatical items or sentence patterns highlighted in the lesson to acquaint themselves more thoroughly with them. Comprehensive English I and II are the prerequisites for Practical English offered mainly for sophomores.

English Composition offered by the Division of General Education is listed with two other courses under the general title of Practical English:

- (1) English Conversation/Debate
- (2) Conference English/Speech
- (3) English Composition/Research Paper Writing

These courses aim to train students to establish the ability to communicate in English as an international language. The main purpose of English Composition is to give students extensive practice in writing as well as reading analytically. I have been using *Writing English Paragraphs* written by Kathleen Kitao and Kenji Kitao for my English

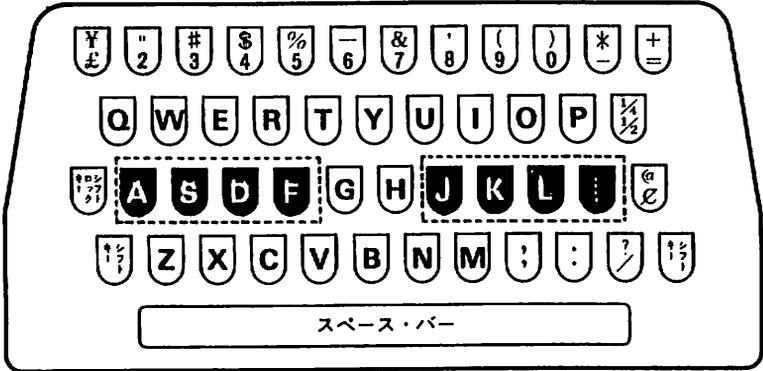
Composition course for non-English majors. I use this textbook because the emphasis is different from that of most Japanese English composition textbooks, many of which emphasize translating sentences, often unrelated sentences, from Japanese into English. Using this textbook, students learn how to put sentences together into paragraphs, how to identify types of paragraph organization, and how to write according to the principal organizational patterns of English.

In this preliminary report, I would like to propose some suggestions for teaching English composition to non-English majors, most of whom have little experience in writing English paragraphs: students should first learn some basic typing rules through various types of exercises; students should learn some basics of English paragraph structure as well as familiarizing themselves with writing problems which are common among Japanese students.

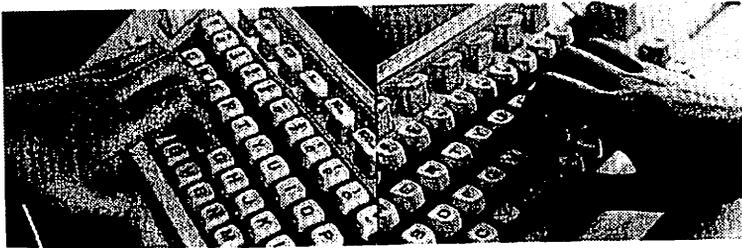
When it comes to writing, computers are a well-known indispensable tool on and off campus today. I strongly recommend my students to use a computer when they write their assignment because computers allow a writer to go over a manuscript and make necessary changes easily. There is no doubt that students will improve their composition skills in the process of revision. In my class, 12 of the 22 students write their assignment on a computer. However, they should first learn some basic typing rules because most of them never had any proper instruction in typing before.

I. Basic typing exercises

Exercise 1



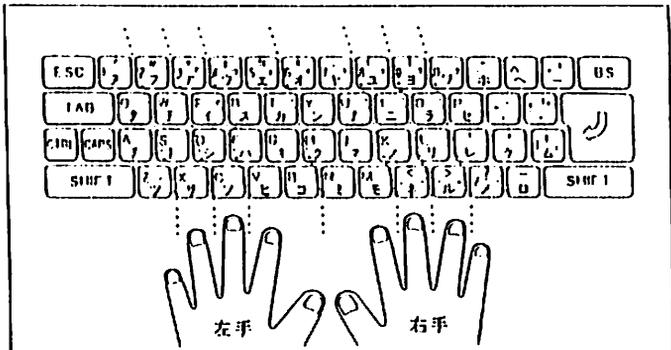
ホーム・ポジション



左手の位置

右手の位置

ホームポジションと各指の担当するキー



Exercise 2

aaaaa bbbbbb ccccc ddddd eeeee fffff ggggg
hhhhh iiiii jjjjj kkkkk lllll mmmmm nnnnn
ooooo ppppp qqqqq rrrrr sssss ttttt uuuuu
vvvvv wwwww xxxxx yyyyy zzzzz

Exercise 3

abcdefghijklmnopqrstuvwxyabcdefghijklmnopqrstvwxyz
abcdefghijklmnopqrstuvwxyabcdefghijklmnopqrstvwxyz

Exercise 4

- a. at an as am and are arm air ace ape art any age add
ask aim able away also axle acre after about acquit
- b. be bin bed buy ban bag bite brag ball baby blaze
- c. cat cup cry can cost come cell cord care city cede
- d. dad did dot dry die dye draw desk daze dish dawn
- e. evil each earn east every erode edges exile elite
- f. for fan few fit fox fuse fork find from fear fled
- g. get got gas gag gem give gang grab gone gnaw glue
- h. her him how hat had held help hope hate hash here
- i. if in it is ire ill irk ivy ice ilk imp idea into
inn idle iris items inde inches italic invited
- j. jam jet jug job jut jeer joys jerk jazz just jibe
- k. keg kind kite keys knew know knob knee king knife
- l. low lax law lip lied lazy live long lamp liquid
- m. met mop mud milk maze many make much moody major
- n. no nut now new next navy none noun nine need nice
- o. on of or oil off out our one own old odd oath obey
only oxen owes once over okays opens older oftener
- p. pen pay put pan pop pray part prim pole pace paths
- q. quit quake quota quick quiet gueens quest quart

r. rag red ran rib rob ramp rose real rave ripe raze
s. see sea sit sob sew sale suit such sort sell seen
t. two tie tap tea the tax try this talk tools truth
u. up use urn urge upon used untie upper under utter
v. vie vim vet van visa vote very vast verb voice
w. we was way why wit war with wall well white where
x. axe lax oxen boxer taxes exit extra except buxom
y. you yam yet yes year yard yoke yours yarns yearly
z. zoo zip zeal zing zones zonal zodiac zircon zigzag

Exercise 5: Proper spacing for marks of punctuation and character

I. Space twice after a period at the end of a sentence, a question mark, and an exclamation mark.

1. These safety matches you sold me won't strike at all. Well, you can't get matches much safer than that.
2. Why does my girlfriend always close her eyes when I kiss her? Look in the mirror, and you'll find out.
3. This soup isn't fit for a pig! I'll take it back, sir, and bring you some that is.

II. Space once after a period at the end of an abbreviation, a comma, a semicolon (;) and a colon (:)

1. Mr. C. L. Bradely and Dr. Anthony Jones were at the party.
2. a. Then she washed, brushed her hair carefully, put on her best dress and the prettiest stockings, painted her face, and waited for her husband.
b. I don't like bowling. Nonetheless, I often play it, because my boyfriend likes it.
c. They can visit the famous museums of New York, which are, I am sure, the best in the country, if not the world.

3. a. Take with you only indispensable things; leave behind all heavy and bulky items.
b. Tension rose rapidly during yesterday's meeting; nevertheless most of the Council members remained calm.
 4. a. A: Does she dress like a lady?
B: I don't know—I never saw her dress.
b. We bought the following: chairs, tables, desks, sofas, and others.
- III. Space once before and after quotation marks and parentheses.
1. She marked "paid" on the bill.
 2. a. Nancy asked Jim, "How long have you been working here?"
"Ever since the day my boss threatened to fire me," answered Jim.
b. In the sentence "I saw a beautiful, red flower," the words "beautiful" and "red" are adjectives.
 3. a. 'The book,' she said, 'is very interesting.'
b. "Do you know the origin of the saying 'A little learning is a dangerous thing'?"
 4. a. In the illustration given (see below) the purpose is made clear.
b. Mt. Robson (12,972 feet) is the highest mountain in the Canadian Rockies.
- IV. No space before, between, after a dash (—) and hyphen (-).
1. He came today-didn't you see him?
 2. a. I bought a second-hand car and a first-class PC.
b. Elizabeth's husband-to-be asked his mother not to wear black at the wedding.

Exercise 6 Correct any typographical mistakes in the following sentences, using the number of each of the following correction statements as in the example.

the next desk, just copied from her”

“But maybe she copied from him”, the coach said. “You can’t prove it was the other way.” “Look at this,” the dean said. “Susan didn’t know the answer to this question, so she wrote, ‘I don’t know.’ And your foot ball player wrote, ‘Neither do I.’”

Exercise 7: Proper capitalization of the titles of paragraphs.

The rules for capitalizing titles are strict. In both titles and subtitles, capitalize the first letter and all content words, including those that follow hyphens in compound terms. Therefore, capitalize nouns, pronouns, verbs, adjectives, and adverbs but not articles (a, an, the), prepositions introducing phrases (e.g. in, to, of, before), coordinating conjunctions (and, or, but, nor, for). (Gibaldi and Achart 42)

Examples:

1. My Hobbies: Playing TV Games and Surfing
2. Why Do I Have to Study English Again in College?
3. Chiru Yoshiya: Her Life and Poetry
4. American Residents in Okinawa
5. I Have a Dream to Be a Lawyer
6. My Part-Time Job
7. My Favorite Movie Star: Keanu Reeves
8. Scuba Diving in Okinawa
9. Camping with My Friends during “Golden Week”
10. What Should Japanese Students Do to Improve Their English?

Exercise 8: Correct any mistakes of the following titles.

1. My First love
2. the Value of Public opinion Polls
3. The Advantages and disadvantages of a City University
4. My Girlfriend’s Unpredictable Moods

5. Why Do Most Americans Like to SUE?
6. The Importance of Solar EnerGy
7. I Want to Talk to My American Friend in English
8. Coral Sporing
9. I Love Motorcycles
10. my Club Activity

Furthermore, while I teach English composition, I have noticed the following frequent students' errors: unusual typographical mistakes such as using all capital letters or unusual use of lowercase letters for proper nouns, careless use of Romanized Japanese words or phrases, and unconscious use of Japanese English. We should try to help our students recognize these mistakes, and then eliminate them.

1. Unusual typographical characteristics such as using only capital letters, or uncommon use of lower case letters for proper nouns:
 - a. When it comes to food, you should try CHANPON and KASUTERA. Since both "chanpon" and "kasutera" are unfamiliar to foreigners, the writer should have written as follows: *chanpon* [a thick pig-bone soup of mixed Chinese-style noodles, pork, *hanpen* (fish paste), and vegetables] and *kasutera*, a kind of sponge cake.
 - b. If you visit Nagasaki, you shouldn't miss DEJIMA ISLAND, Peace Park, and the Atomic Bomb museum. "DEJIMA ISLAND" should appear as "Dejima Island" or "the island of Dejima"; "the Atomic Bomb museum" as "the Atomic Bomb Museum."
 - c. Two years ago, I was a student at Kyoto university of education. "Kyoto university of education" should appear as "Kyoto University of Education."
 - d. We viewed the beautiful emerald green sea from cape Zanpa. Then we ate a picnic lunch in Sesoko island. On cape Hedo, we enjoyed

watching the wonderful sunset with excitement.

Both "cape Zanpa" and "cape Hedo" should appear as "Cape Zanpa" and "Cape Hedo;" "Sesoko island" as "Sesoko Island."

e. Before we reached our destination, we visited TODOROKI Waterfall, the Orion Beer Factory, and a pineapple farm in Nago.

"TODOROKI waterfall" should appear as "(the) Todoroki Waterfall."

2. Misuse of Romanized Japanese words or phrases which are not Japanese loan words or phrases in English. In case one has no choice but to use one, it should be italicized or underlined and then it should be explained in English as in examples 1 through 4.

Examples:

1. With several friends they lingered over a meal of *goya chanpuru*, a stir-fried dish which can also include other vegetables and *tofu*, and *miso* soup spiked with *nabera* (loofah). (Jenkins 147)
2. On the Doll Festival held on March 3, people enjoy eating *hishimochi* (a lozenge-shaped rice cake) and drinking *shirozake* (lightly fermented rice drink).
3. I like playing the *shakuhachi*, a Japanese vertical bamboo pipe with a notched mouthpiece and five finger holes.
4. An outsize *habu*, Okinawa's deadly snake, has been captured in Gushikawa... Live *habu* are in demand for medical research, and at certain tourist spots where they are made to fight with mongooses. (Jenkins 157)

The followings are some examples from students' compositions.

a. During the Golden Week, we went to Kaiyohaku.

"Kaiyohaku" should appear as "the Okinawa Ocean Exposition Memorial Park" or "the Okinawa Expo' Park."

b. I have to pass difficult Shihoshiken to be a lawyer.

"difficult Shihoshiken" should be rendered as a "difficult bar exami-

nation.”

To sum up, teaching students some basic typing rules is very important since they have not learned typing either in high school or in college. Although some composition teachers are skeptical because of the time factor, I strongly believe that this is the very first step in composition class.

II. Some problems in the English of Japanese EFL students

There are several kinds of errors in English committed by Japanese EFL students, which often confuse native-speakers of the language.

A. Unconscious Use of Japlish (Japanese English)

The Japanese are notorious for taking foreign words and twisting their pronunciations and original meanings for their own convenience: “sky parking” meaning “a multi-story parking lot”; “kitchen drinker,” “housewife addicted to drinking”; “moodmaker” of the team, an “athlete who inspires other players.” Many Japanese automatically assume that Japlish equals English, which inevitably causes communication problems when talking with a foreigner.

Exercise 1: Choose the proper English word or phrase for the underlined Japanese English.

1. My boyfriend is very smart. He only weighs 55 kilograms.
2. a. I drank a glass of pine juice.
b. We visited a pine farm in the north last month.
3. Mr. Kamiuntan is a paper driver, but his wife is a taxi driver.
4. I went to a live house in Shinjuku.
5. Next year I would like to challenge the Naha City Marathon.
6. My brother and I used to play catch ball in the park.
7. The teacher always gives us a lot of prints in class.
8. Because it is very hot in summer, I want to install a cooler in my apartment.

9. I prefer classic music to popular music.
10. Ichiro hit a running home run in the first game of the All Star Baseball Games this year.

CHOICES:

- a. inside-the-park home run b. air conditioner c. live music house
d. play catch e. slim f. pineapple g. Mr. Kamiunten has a driver's license but he seldom drives a car h. classical music i. try j. hand-outs

B. Japanese students' interlingual errors

Japanese students often make interlingual (i.e. mother-tongue) errors, the interference arising from an unconscious attempt to transfer certain native Japanese expressions or structures into English.

Examples from students' compositions:

1. I thought that because I was Japanese, didn't need to study English. The Japanese often omit the subject of their sentences so long as the omission doesn't hinder communication (e.g. "*Kino dokoe ikimashitaka?*" "*Nahae shoppinguni ikimashita*"). It is evident that this language habit has affected the writer. Students should always remember that verbs are preceded by subjects in English except in cases of inversion.

2. a. I want to study European history, especially British history. Because throughout history Britain has played an influential role in the world.

b. I like all the people working with me in the restaurant. Because they are very friendly, helpful, and lively.

"Why did you do it?" "Because Steve told me to." This dialogue is acceptable on a conversational level, but not in written English. But in Japanese, the fragment which begins with "Because. . . ." ("*. . . dakara.*" or "*. . . desukara.*") is acceptable both in conversation and writing.

This kind of sentence error frequently persists in the writing of our students, i.e., the writing of part of a sentence, that is, a fragment, as though it were a whole sentence, able to stand by itself with a capital letter at the beginning and a period at the end. A sentence fragment such as "Because throughout history Britain has played an influential role in the world." or "Because they are all friendly, helpful, and lively." is a subordinate clause, i.e., a group of words that does not express a complete thought. Since it is part of a sentence, it should not be allowed to stand by itself, but should be kept in the sentence as its constituent.

3. When I first came to Okinawa, I didn't know right or left.

Direct translation of a typical Japanese idiomatic expression ("*migimo hidarimo*") such as this sentence surely hinders proper communication. This confusing sentence should read: When I first came to Okinawa, everything was entirely new and unfamiliar to me.

4. In addition, I like listening to the music best, especially Japanese and American pop music. I always listen to the music and memorize the words to those songs to enjoy singing.

The student doesn't understand that we do not use "the" before an uncountable noun when it has a general meaning (I like listening to music. I prefer rice to bread.). We use "the" before an uncountable noun only when it has a specific meaning. (What's the music you were playing just now? Where did you get the fruit you served last night?) This type of mistake, as William H. Bryant says, is frequently encountered, especially among Asian and Slavic students, many of whom speak languages in which definite and indefinite articles do not exist (3).

III. Use of good and strong topic sentences

Paragraphs are usually made up of three parts: the introduction, the discussion, and the conclusion. In the introduction, the writer tells

the reader what the topic is going to be. A sentence that states the topic or the main idea of the paragraph is called a topic sentence. According to Joy M. Read, a topic sentence cannot be a simple statement of fact because there are no controlling ideas that need development by means of facts (12). Some Japanese students start their paragraph with a simple and uninteresting sentence like "My birthday is October 5." or "I am going to write about my mother." or "I visited Kadena Air Base the other day." Rather, they should start with specifying information such as "My good friends arranged a nice birthday party for me" and "My mother is a woman with warm and caring personality" and "I had an unusual experience at Kadena Air Base the other day." Also, weaker topic sentences are often simple personal opinions; the controlling idea in "I like" or "I think" is difficult to support.

Examples of simple statements of opinion that are weak topic sentences:

1. I can't help liking this book.
2. I like dogs better than cats.
3. It is my opinion that smoking causes cancer.
4. Among many hobbies I have, I love surfing best.
5. Staying overnight in an snow hut is great fun.
6. Using solar energy is important for our daily life.

A successful topic sentence usually contains an opinion that will be proved or supported in the paragraph, or a statement of intent that the writer will explain in detail in the paragraph. Examples of topic sentences that have an opinion or a statement of intent:

1. The Hot Zone is a very informative and stimulating book on viruses.
2. Snakes make better friends than dogs or cats.
3. Smoking can cause genetic defects in an unborn child.
4. Surfing is good for the soul as well as for the body.

5. Staying overnight in a snow hut is a hard but enjoyable experience in winter.
6. Building a room that utilizes passive solar energy can reduce heating costs.

Exercise 2: The following are some sample topic sentences. Choose the one that makes the best conclusion for each of the topic sentences.

Topic Sentences:

1. The *Encyclopedia Britannica*, although a valuable research tool, is difficult to read and hard to handle--hardly designed for the hasty reseacher.
2. Okinawa was the only battlefield in Japan during the Pacific War.
3. I belong to a local Ryukyuan performing arts club.
4. The residents of the Miyagi community in Chatan Town have difficulty sleeping at night because of the rowdy crowds of young people that roam the area.
5. There is a saying that "The squeaky wheel gets the grease."
6. The Japanese government should offer more opportunities to foreign students.
7. We must give priority to safe driving.
8. Though she is in a wheelchair, Mary is an active person.
9. *Tokokyohi*, a deep hatred of attending school, is one of the most serious problems which children, teachers, and parents face in Japan.
10. There are many kinds of coral reefs in Okinawa.

CHOICES:

- a. As you can see, the Battle of Okinawa was one of the most terrible battles during the Pacific War.
- b. Given these disadvantages to using the *Encyclopedia Britannica*, fly-

- by-night researchers should consider other general reference books.
- c. I am lucky to have joined my club in which we can enjoy learning the traditional performing arts of our prefecture in a relaxed way.
 - d. As it is the beginning of summer, the heat will be a problem, but it may be a minor worry for the Miyagi community residents.
 - e. Her life is evidence that a person in a wheelchair can lead a full and interesting life.
 - f. It is important for us to think about growing coral reefs because we must protect such natural growth from destruction.
 - g. Various ways are tried by teachers, parents, and classmates to get school haters to attend class again, but it is hard to solve this problem.
 - h. From this experience, I have learned that nothing is more important than safe driving when we sit behind the wheel.
 - i. If many of these students have good feelings about Japan, Japan will benefit from their positive feelings.
 - j. If I had not been the "squeaky wheel," my grade would not have been changed.

IV. Development and Coherence

Coherence requires that all the sentences in a paragraph be connected in an orderly, clear way so that the reader can easily see how each sentence follows from the previous one, and how all relate to the central idea. The most common breach of coherence is, unfortunately, the most difficult for the student to correct. This occurs in sentences which completely change the subject within a paragraph because the student is not fully aware of a fact that a paragraph should consist of closely related sentences which support the topic sentence.

In the following example, the student writer, who in a paragraph developing the idea of the Okinawan seas as one of the best oceans for

diving, makes an abrupt change in subject, that is, the problem of sea water pollution.

Diving in Okinawa

Okinawa is one of the best places for diving. The sea is so beautiful that it will catch the heart of every diver who visits Okinawa. The beautiful ocean makes people want to dive in it again and again. I am one of the people fascinated by the beauty of the Okinawan sea. But it is very regrettable that the washoff red-earth caused by some agricultural activities and development sites and the careless disposal of garbage have been polluting the marine environment. Moreover, some insensitive divers are damaging the coral reefs and the habitat of the fish. The sea is still beautiful, especially the reef off the main island of Okinawa. Diving in the Okinawan sea is such great fun, but we must not forget that the sea is for everyone, and we need tokeep the sea beautiful as it is now.

Again in the following example, the writer introduces two separate topics in his paragraph: the great fun of the Super Bowl and the famous FBI episode related to the game. Like him, some students often introduce a new topic, which has no connection with what came before, using an introductory phrase "By the way" which is not suitable for a formal writing.

The Super Bowl Really Excites American People

Football is a very popular sport in the United States. The

Super Bowl, the game that decides which team is the overall champion in the NFL (National Football League), becomes the center of public interest in January. It gathers a crowd of about 100 thousand in a stadium, and all Americans become wild with excitement by watching the game in the stadium or on TV. By the way, there is a famous story related to the game. Once the FBI wanted to arrest as many criminals as possible at a time and in one place. So, the FBI sent invitation tickets to the Super Bowl to these same criminals. Then the criminals happily came to the stadium. Of course they didn't know who sent them the tickets. They were excited to watch the game, until, eventually, they were all arrested. The Super Bowl is a really exciting game for all the people in the United States.

Adequate development requires that there be enough details, facts, examples, evidence, or reasons included in the paragraph to make the central idea clear and meaningful to the reader (Leggett 231). However, the following student writer fails to develop his paragraph adequately because he simply lacks enough detail to support his main idea "Learning Indonesian as a fascinating experience."

Learning Indonesian Language and Culture

When I read a book written about languages of the world, I learned some interesting aspects of Indonesian. The Indonesian language is different from English, Japanese and other European languages. Although I never studied any Asian languages before, I found learning Indonesian very interesting. Another reason why I study the language is that I am interested in learning

about Indonesian culture and history. The Indonesian language is closely related to the culture and history of Indonesia. Through studying the Indonesian language, I would like to learn more about the culture and history of Indonesia.

Again the following student writes a problematic paragraph which lacks coherence between the title, topic sentence, and other sentences.

My Hometown

My hometown is Higashimatsuyama in Saitama. My hometown has a sister city in Australia. The sister city offered some coalas to the zoo in our town. I hear that few zoos keep coalas in Japan. Thus, when coalas were first brought to the zoo, a lot of people came to my town to see coalas, which soon became an important attraction of our town. At first everyone thought the animals are pretty. However, because coalas sleep almost all day, people lost their interest in the animals. Eventually, the coala boom lasted only for a short period. But the zoo has other interesting animals and enjoyable attractions. We are very proud of the zoo.

When the reader first reads the title "My Hometown," he or she will certainly expect to learn something about the writer's hometown. However, the writer doesn't tell us about his hometown. Instead he mainly writes about the coalas in the zoo. Also, he informs us that there are some enjoyable attractions in the zoo, but he fails to discuss them in detail. Therefore, the conclusion, "We are proud of the zoo," is not convincing. The main problem of this paragraph is that the writer doesn't

support his own title by offering sentences closely related to the title. He makes an abrupt change in direction from "My Hometown" stated in the title to the "coals in the zoo" in the paragraph. This kind of development problem occurs because the writer doesn't quite understand the function of the title, topic sentence, and sentences that support the topic sentence.

V. Problem of students' classifying types of paragraph

Because most Japanese students lack experience of writing English paragraphs, they often cannot even identify the type of paragraph they are composing. Thus, they are not sure whether they are writing a descriptive paragraph or personal opinion paragraph or cause and effect paragraph or comparison and contrast paragraph. To help them identify paragraph type, they should be exposed to various types of paragraphs. Moreover, we should familiarize them with transitions which are common in specified paragraphs. Also we should encourage them to write specific types of paragraph following good models.

No one can learn to write well simply by following general prescriptions. One of the best ways to develop skill in writing is to develop skill in observing how others write. Reading is an integral part of the process of learning to write, not something entirely separate from it. Students need to have a full understanding of the principles of good paragraphs by a close study of various types of paragraphs. After this practice, they have an opportunity, using the models that they have read, to express their own thoughts and experiences in a paragraph.

Since Japanese students are not accustomed either to reading or to writing various types of paragraph, most of them usually have a difficulty when they are asked to identify their own composition by type. When I asked them to hand in a weekly paragraph assignment of between 100 and 150 words on whatever topic they chose, it was surprising to

find out that students on average needed 2 hours and 28 minutes to write a paragraph of 125 words. It is clear that to most EFL students, writing a paragraph in English is a laborious and time-consuming process. Moreover, three answered that they needed more than five hours to finish their assignment. In addition, most failed to classify their own compositions. Twelve of the 22 students answered that they wrote personal opinion paragraphs, but actually, only seven of them did so. Other five students didn't recognize that they had written descriptive paragraphs on topics such as "A One-Month Trip to Tanzania, Africa," "My Room," "Visual Age," "My Club Activity," or "Unrequited Love." Three of the 22 students classified their paragraph as narrative paragraphs, but one student actually wrote a descriptive paragraph: "The Battle of Okinawa," and other two, personal opinion paragraphs: "Classical Music for Me" and "Reading Books Is Great Fun." Seven of the 22 students categorized their paragraph as a descriptive paragraph, and five of them correctly identified theirs while other two students failed to classify their assignment as a personal opinion paragraph in which they expressed their opinion about the importance of "Safe Driving" and "My Favorite Things." To help our students identify various types of paragraphs, we should always encourage them to read and to do classification exercises with as many different kinds of model paragraphs as possible, particularly paying attention to transitions. Next, we should ask them to write those different types of paragraphs, using specific transitions suitable for each paragraph organization type.

In summary, in order to improve their composition ability, students should first learn basic typing rules before they begin to use a computer; they also should familiarize themselves with different types of paragraphs and transitions, and they should try their best to recognize and eliminate interlingual errors in writing.

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