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The Effect of Process Writing on the Development of University Students' Academic Writing Skills and their Understanding of the Content

1. Introduction

A good essay makes people think about its thesis statement long after it is read. English messages can globally affect people's mind via internet. However, research on EFL writers has not overcome their disadvantages in learning and writing in English to express their ideas because, in addition to their proficiency levels, they often face difficulty in the differences in writing and thinking between their L1 and English (Silva, 1993). Process writing have been examined widely to support overcoming this difficulty for L2 students (Brown & Lee, 2015). Combined with Content Based Instruction (CBI), research shows both success and failure on developing students' writing skills (Richards, 2017). CBI is reported suitable for academic writing for EFL students because it helps them to acquire both the content knowledge and the writing skills (Snow, 2014, p. 438). Nevertheless, classroom research on the content of writing for L2 students have much room to be examined (McKinley, 2015). In order to find efficient topics for L2 academic writing in CBI, research should consider the contexts including English proficiency levels, cultural backgrounds, and educational backgrounds (Willis & Willis, 2007; Zhu, 2010). In summary, research on the content and on the activities in CBI is essential for EFL students in academic writing in different contexts, in order to develop and convey the ideas globally. In Japan, the participants in this study and in other classes that the researcher has instructed in universities mention the lack of opportunity to have opinions, discuss, or express them. In this context, conditions of writing academic essays are analyzed, including what topics and related activities would develop EFL students' academic writing skills and the understanding of the content.

2.   Literature Review

Communicative Language Teaching

Communicative Language Teaching (CLT) is currently a widely accepted approach to teach English effectively in L2 context (Savignon, 2013). Communicative

approach when combined with thinking creatively in using the language help students to become proficient in the language (Kabilan, 2000). Academic writing course in universities is regarded one of the toughest courses since the area requires specific language for academic settings different from the language students had learned before entering an university (Snow, 2014). Thus, in this study, process writing in CBI was adopted to academic writing course in order to have students communicate in creating essays.

Process Writing

Regarding EFL academic writing, a process writing approach is currently considered effective since instruction is personalized and collaborative in the process (Ferris & Hedgcock, 2014, p. 65). Brown and Lee (2015) suggest that teachers should provide learners with satisfactory amount of interactive and learner-centered activities to focus on the purpose in writing (p. 445). When the process writing approach was introduced in L1 writing, Elbow (1973) encouraged novice writers to find their own voices during the process (p. 15). In the 1970s, it was applied to L2 writers, but research proved significant differences in the process between L1 and L2 writing (Hedge, 2014, p. 303). In the 1980s, Zamel (1982) observed the "recursive nature" in university students' writing, which meant going back and forth the process (p. 196).

Mainly five stages are stated in process writing: (1) prewriting, (2) drafting, (3) revising, (4) editing, and (5) publishing (Graves 1983, as cited in Laksmi, 2006, pp. 145-146). However, as mentioned above, the stages that writers go through are non-linear and repetitive. Scaffolding is a "process of supporting learners' progression toward goals by providing hints, clues, reminders, examples, [and] steps to solving a problem" (Brown & Lee, 2015, p. 637). Lyster (2007) describes that scaffolding is a social interaction between students and teachers, and teachers mentor the students and gradually lessen the support (pp. 20-21). In this study, effective scaffolding in process writing was investigated.

Assessing Writing

The purpose of the assessment has moved from grading to monitoring students' progress in language teaching pedagogy (Katz, 2014, p. 321). According to Lee and VanPatten (2003), assessment of writing is continuously discussed regarding what, how

and when to respond (p. 268). In order to be formative, visualizing what the assessment requires by scoring writing rubrics can show students areas of their strength and weaknesses (Earl, 2007, p. 87). Moreover, assessing during the process can tell where they need further help (Gibbons, 2015, p. 126). Score ratio in the rubrics tells the priority and it can indicate that the content is prior to grammar mistakes in process writing (Lee & VanPatten, 2003, p. 272). Black and Wiliam (1998) identified five key strategies for effective formative assessment: (1) Clarify criteria for success, (2) Engineer classroom discussion for understanding, (3) Provide feedback that push learners forward, (4) Activate students for one another as instructional resources, and (5) Empower students to be responsible of their learning (p. 4, as cited in Katz, 2014, p. 325). Teachers do not solely offer feedback. Research describes that peer clarification may generate shared insights during the process (Donnelly, 2011), and peer revision can find vague parts and negotiate the meanings (Hyland, 2013, p. 96). Thus, peer activities are an "integral component" (Hansen & Liu, 2005, p. 38) as feedback in process writing. However, Katz (2014) and Zhu (2010) report that students may have confusion in peer revision depending on the cultural and educational contexts. Research on the effectiveness of peer response on the development of writing in each context is necessary (p. 223). Similarly, suitable topics to argue in academic writing can be diverse based on the culture and the real-life context. Hence, topics in CBI is discussed in the next section.

Content-based Instruction

CBI integrates the content of subject matters with language (Snow, 2014); students subsequently learn deeply about the topics (Gibbons, 2015, p. 125). The major advantage of the approach is to encourage "a meaningful focus" (Nation, 2013, p. 188). Sixty years of research on immersion showed CBI a success (Lyster, 2007, p. 125). CBI gained popularity in universities in the 1990s (Crandall & Kaufman, 2002). It can be a promoter for the learners to exchange useful information which they search for, convey, and enjoy for real writing opportunity (Brown, 2007, p. 402). Donelly (2011) mentions that a communicative writing process includes the activities of peer discussion to share the insights during the process. By writing a draft, writers help themselves to find a way

toward good ideas (Barnet & Bedau, 2014). As for future issues, first, Lyster (2007) claims to integrate form-focused and CBI (p. 126). What content to learn for writing and thinking according to the proficiency level is another future issue, as well as what activities can develop both writing and thinking skills. Topics also play a significant role as the content. Raimes (1985) states that personal topics are easier for L2 students, but academic writing requires objective reporting. In this study, four social topics were compared for contribution to essay quality as well as to the understanding of the content.

3. Research Issues and Research Questions

Research issues come from diverse L2 settings, where the content of CBI such as personalized topics and collaborative strategies are less researched (Ferris & Hedgcock, 2014,P. 65). Specifically, academic writing in CBI is "a major thrust of research in recent years" (Snow, 2014, p. 444). However, high concern and difficulty in argumentative writing is reported (He, 2019). In the aim of finding ways to support academic writing for L2 students, three research questions (RQs) were investigated.

RQ1: How do students engage in process writing?

RQ2: How does process writing improve students' academic writing skills?

RQ3: How do students develop their understanding of the content?

4. Method

In order to explore the RQs, four methods were administered to gather both qualitative and quantitative data: (1) pre-survey, (2) essay assessment by rubrics, (3) post-survey, (4) interviews with three focus students.

The research was conducted at Nagoya University of Foreign Studies in a second-year academic writing course for a semester. Lessons were once a week for 90 minutes. Fourteen students participated in this study, whose TOEFL scores ranged from 427 to 490. Four topics in Table 1 were administered, and four cycles of process writing were conducted. Rubrics were repeatedly used in each stage and at the essay submission. Two sets of rubrics were used: first set for Essay 1 to Essay 3, second set for Essay 4. In Essay 4, additional scores were given for the third body paragraph with refutation (see

Appendix). Assessment of writing was provided in both formative and summative ways using the rubrics which were modified by the researcher from Lee and VanPatten (2003, p. 272). In other words, peer discussions and gradings were done using the same rubrics.

Table 1

Essay topics to argue

Topics	No. of paragraphs	No. of words	Rubrics
Electronic Voting	4	300	First
Smoking Ban in All Public Spaces	4	400	First
Smart Phone Use for School Children	4	400	First
Nuclear Power Generation in Japan	5	500	Second

A cycle of process writing had five stages: (1) peer discussion, (2) Peer revision on Draft 1, (3) Peer Revision on Draft 2, (4) Peer Check teacher's feedback, (5) Draft 3 Submission. Peer discussions and revisions were held in class, while writing drafts were done individually at home. Interviews with three focus students gave qualitative data. All data were analyzed separately and then triangulated to answer the RQs.

5. Results

Pre-survey. The results showed that the English proficiency level, writing history and their goals were similar among the students.

Essay grades. The length or the word counts showed a shift from 471 words to 603 words in median values through the course (data not shown). Students mentioned that they became fluent in writing longer essays. Change in the scores of the essays are displayed in Table 2. Median was used because the mean value with wide standard deviation do not represent the sample group. Further analysis was conducted using median values. From Table 2, the changes between Draft 2 and Draft 3 indicates that students improved their revising skills. Hence, the score differences within each essay is also displayed in Table 3.

Table 2

Change in the quality of the essays in 15 weeks

Essay	E1D2	E1D3	E2D2	E2D3	E3D2	E3D3	E4D2	E4D3
Median	10	10	15	18	13	20	15	23
Mean	10.4	13.9	13.9	16.8	13.9	20.3	17.2	23.3
SD	4.9	8.4	5.8	4.7	8.8	7.3	9.4	8.0

Note. Total scores were 32 points per essay for E1 to E3, and 41 points for E4.

Table 3

Score improvement from Draft 2 to Draft 3 in each essay

Essays	E1	E2	E3	E4
Median of D3	10	18	20	23
△D2 & D3 (points)	0	3	7	8

Note. △ is the difference in median values of the rubric scores of D2 and D3.

Thus, the result showed the development of the essay quality as well as the revision skills.

Post-Survey Quantitative Data. Six-point Likert scale was used for the post-survey.
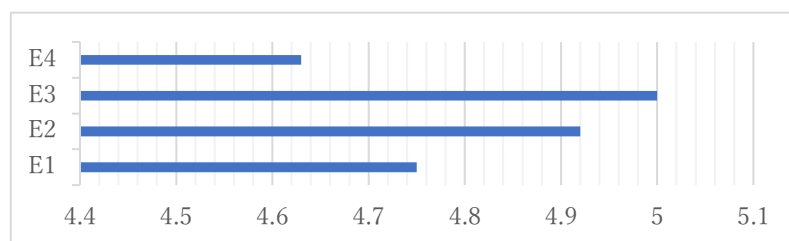
(1)   Topic choice

Figure 1. Students' answers of how fun the topic is in 6-point Likert scale.

Students found Essay 3: children's smartphone usage the most interesting, but other topics were also chosen, which indicated the topic preference was varied between the students. Students chose E1 and E4 as the hardest topics. Although five of them chose E3, but it was also chosen the most interesting topic (Figure 1). Students were also asked if they could use relevant reasons for their statement in each essay, and the top answer was in Essay 3

(5.5 in the scale, results not shown). The essays with relevant proofs that students mentioned was in Essay 3, as well as the essay that they reconsidered about the topic after the writing (5.4 in the scale).
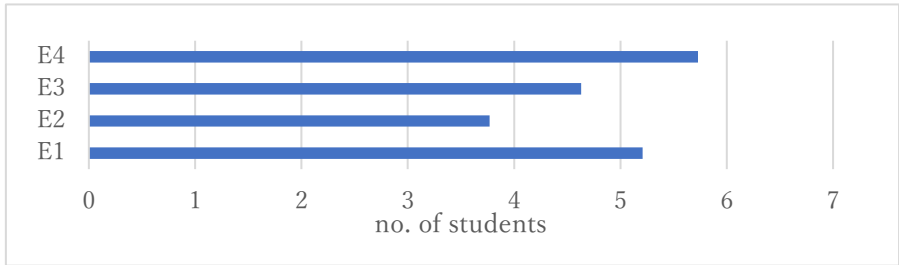

Figure 2. Students' answers of how hard the topic was in 6-point Likert scale.

In order to discuss, the effectiveness of each argumentative topic, the researcher went through the essays and counted the number of each position in each essay. The results are shown in Figure 3.
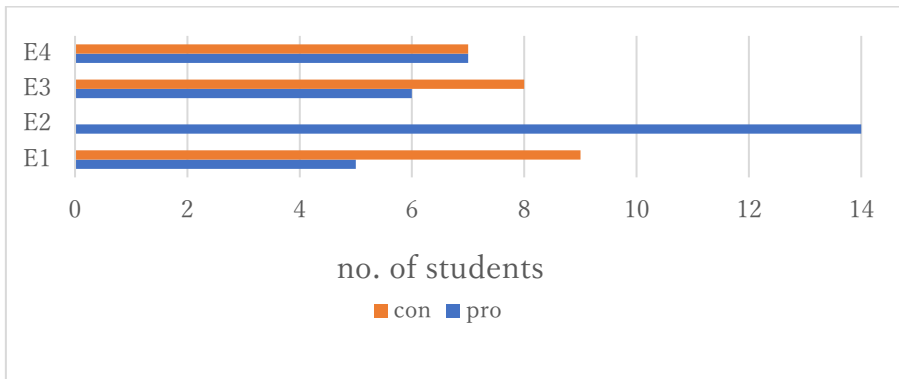

Figure 3. Number of essays which took pros or cons in each essay topic.

The results proved that Essay 2 was not effective to have the students discuss between the positions. Next, the results of the influence of peer discussions are displayed in Table 4.

Table 4

How much students listened to peers in peer discussions

	E1	E2	E3	E4
I listened to peers & changed my position	3	1	3	3
I listened & convinced my position	7	8	7	5
I listened & had a second thought	4	1	4	6
I did not listen well to peers	0	0	0	0

The results showed that in Essay 2: Smoking Ban, students did not think of changing their position, whereas in Essay 4, six students has a second thought, which indicated that Essay 2 was less effective in supporting students' active discussion compared with other topics.

(2)   Process Writing Activities

The two most useful activities were chosen to be peer revision and discussion.

(3)   Statement

How well they could state in the essays were asked. The result in Figure 4 showed positive increase in the strength in the statement from Essay 1 to Essay 4.
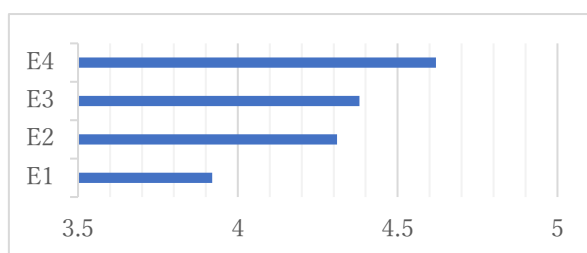

Figure4. Students' answer on the strength of their statement in 6-point Likert scale.

Post-Survey Qualitative Data. From the comments on process writing, five main features were found in students' engagement in the process writing: (1) Feeling of accomplishment, (2) Appreciation on peer activities, (3) Awareness of the reaction from the audience, (4) New knowledge about the topics gained, and (5) Reflection of the improvement. Regarding the aspects they gained confidence, the comments were categorized in four areas: (19 Outline and structure, (2) Knowledge on academic expressions, (3) Restating and paraphrasing, (4) Finding proofs. Two students mentioned that they applied the skills to the assignment in the other courses. They proposed five main strategies to improve writing: (1)

Searching for multiple proofs, (2) Following the outline and rubrics, (3) Making clear to the audience. (4) Reading and listening to peers, and (5) Self-revision. Many students became aware of the audience and they appreciated their feedback. Three features were listed to make a preferred topic to argue in the essays: (1) Abundant proofs for both positions, (2) Topic familiarity, (3) Feeling of accomplishment. Topic familiarity played a significant role in elaborating the thoughts to the real life. They had hard time deciding the position when they had families in the opposite position such as the smokers. From the comments on the four topics, majority of students showed multiple perspectives and had a hard time defending their position. In process writing, revision is the core activity to improve the content of the essays. Students listed up three activities that supported their revision: (1) Peer revision, (2) Peer discussion, and (3) feedback from the instructor. As a result, students mentioned that mainly three aspects were improved: (1) Statement, (2) Proofs, and (3) Content. In the comments, addition of proofs during the revision was highly appreciated. Finally, students proposed four strategies they may use in the future writing. (1) Repeated check of the outline, (2) Post-writing activity, (3) Peer assessment with rubrics, and (4) Time management. They could reflect on their process writing activities and had suggestions which revealed that they developed their thoughts on process writing.

Qualitative results from the interviews. Three focused students were voluntarily chosen to answer the interview in the last week. Their essay grades were assessed by two native expert instructors individually using a holistic rubric different from those the researcher used. The mean values of essay scores of the focus students are displayed in Table 5.

Table 5

Mean values of essay grades assessed by individual raters

Focused students	E1 Score	E2 Score	E3 Score	E4 Score
Niko	19	18	20	20
Eita	18	19	19	15
Kumi	14	12	20	15

Note. Full score is 25 points per essay using a holistic rubric.

Niko showed a stable performance, whereas Eita and Kumi's scores dropped in Essay 4 after progress in three essays. In E4, refutation was applied, so Eita and Kumi seemed to have struggled with refuting. Since Niko was a heavy user of outline sheets and rubrics, the habit can be a cause for her success in Essay 4. In Essay 3, Kumi mentioned that she thought about the topic while she was doing a part time job observing the children playing with mothers' smartphone. Comments from three students, were mixed and analyzed according to grounded theory (Kasper, 2015), and highlights and commonalities were listed up.

(1) They all emphasized the importance of peer activities for essay improvement.

(2) They were all aware of the audience.

(3) They appreciated revision since it helped the improvement step by step.

(4) The hardest aspect of process writing was pro-con discussion.

(5) They all noticed improvement in their writing skills as well as content knowledge.

(6) They all mentioned that they need more relevant proofs.

Thus, it appeared that although peer discussion and peer revision were useful to gain more proofs and for more hints to revise, they also felt challenging and stressful to stay in their positions. Going back to the post-survey results, two students also mentioned similar aspects that they had hard time defending their positions.

Different comments among the focus students are explained next.

(1) Their proposed strategies for essay improvement: Niko: rubrics, Eita: feedback and citation from English sites, Kumi: news, feedback, and revision. Thus, the listed strategies were all in a common area, which were related to revision.

(2) Topic preference. Favorite topics differed in three students, but Essay 3 was chosen by two of them. This result was parallel to the post-survey topic preference among all participants. Diversity of choice was similar as well. In the cases of focus students, being familiar with the topic negatively affected since they had deeper thinking and it was hard to decide their positions. Kumi

and Niko both had smokers in their family and E2 scores were not high. Eita lived close to the nuclear power plant but his E4 showed low score (Table 5). They mentioned that they still occasionally think of the issue in their real life.

6.   Discussion

Attempt to answer the three RQs from triangulation of the above data is discussed.

RQ1: How do students engage in process writing?

Zamel (1982) found the recursive nature of process writing. This study could replicate such engagement such as students repeatedly used rubrics, continuously searched for proofs and added them during revision. From the interviews, two supportive activities in process writing were chosen: peer activities and self-revision (by the rubrics).

In the post-survey, students wrote various benefits of peer discussion and peer revision: (1) input, (2) share, (3) encourage, and (4) test. Regarding input, five aspects of formative assessment by Black and Wiliam (1998) including clarifying the ways to write were observed. Proof sharing exchanged praise which encouraged the students to look for better proofs. However, the interview revealed that discussions were also stressful because they were tested of their persuasiveness.

In individual revision, rubrics were always available to the students on Moodle 2.5. As Brown and Lee (2015) suggest, the rubrics were aimed to clearly show the goal of the essay: focus on the content and then the structure. In this study, the revision skills improved sequentially, which indicates the development in using the rubrics. In the final survey, a student showed confidence in the structure of academic essays: plan sentence and restating. Repeated use of the rubric told the student what structure should be taken as indicated in the rubrics. Two future study suggestions in the post-survey answers are additional usage of the rubrics in the process writing: to use them after receiving the final draft, and for peer revision. Hence, repeated use of the rubrics showed six functions: (1) for revising, (2) for overall checking, (3) for assessment, (4) for reminding key aspects, (5) for structuring, (6) for reflection on revision. In conclusion, the rubrics scaffolded writing as is described in Brown & Lee (2015): "process of supporting learners' progression toward goals by providing hints, clues, reminders, examples, [and] steps to solving a problem"

(p. 637). Caution is required in the testing aspects in peer discussion as well as time constraints in individual writing. Then, how does process writing improve students' academic writing skills?

RQ2: How does process writing improve students' academic writing skills?

   Snow (2014) points out that CBI can provide both content and language learning. In this study, three aspects are featured: the usage of the rubrics, essay topics, and the usage of proofs as academic writing skills. Repeated usage of the rubrics showed strong effect on revision skills improvement (see Table 3) and understanding of academic essay structure. However, the issue on writing a thesis statement remained difficult as the post-survey results and the essays revealed. Writing an argument on social topics are the norm in academic writing. However, Zhu (2010) claims that students from diverse backgrounds need careful choice of the content to engage in writing, and systematic research is necessary to find effective contents. In this study, familiarity was not necessarily the factor to make the writing easy as students who had family members with the topic issue struggles to write. The most popular topic was "Children's Smartphone Usage", but other topics had fans, which meant that individual difference existed even in a small class of 14 students in similar levels and backgrounds. In addition to content knowledge, students showed remarkable interest in finding relevant proofs to support their argument. Both in the post-survey and in the interviews, the future target for the students were finding a proper proof. As the Likert-scale scores in the post-survey in finding relevant reasons, proofs, and the strength of the statement all increased linearly toward the end of the course, students felt gaining the skills to argue and they noticed their improvement. In the interviews, though, all three mentioned that they need stronger proofs. Such eagerness of learning could be a positive answer to the second question.

RQ3: How do students develop their understanding of the content?

   The results from the post-survey and the interviews: both quantitative and qualitative data sets were triangulated to find ways to develop students' understanding of the content. Even in the last week, majority of students could reflect in detail on both positions in all four topics. They wrote how they developed their statement during

discussions and revisions. They remembered whose comments gave them strong impact on their content as well as how to write. After writing the essays, they mentioned that they still consider whether their position was right for them. They appreciated peer discussion as it motivated them to search for better proof and they expected the praise from the audience. Their future target was also to search for better proofs. Since Nunan (2014) claims that a task has a sense of accomplishment (p. 35), the comments indicated that the topics were successful as the tasks to understand the content in this study.

In summary, students engaged in process writing with peers and as an individual. It resulted in improving their academic essays through multiple revision assisted by peer discussion, peer revision, and the rubric usage. Topics offered joy of searching for and gaining knowledge, chance to enhance thinking in real life, and functioned as a task to result in a sense of accomplishment.

7.   Conclusion

Aiming to investigate approaches for the practitioners to lessen time and labor of teaching academic writing efficiently, this study revealed two main effective content in process writing: the rubrics and peer revision. First, usage of the rubrics was mastered by students after repetitive use and concrete instruction just before submission to show the way to use them. Student reflected that once they realized the functions, they learned their strength and weak points from the feedback by the rubrics. In this study, students found and used six functions of the rubrics: (1) for revising, (2) for overall checking, (3) for assessment, (4) for reminding key aspects, (5) for structuring, (6) for reflection on revision. Repetition of usage made them find these functions. Revising skills improved sequentially as shown in Table 3. Peer revision and discussion were highly appreciated by the students resulting in gaining multiple perspectives and proofs. Awareness of the audience of their essays encouraged them to search for a better proof. However, peer discussions caused stress on argument as well, thus the activities should be dealt in caution.

A finding about social topics for argumentative writing was that students enjoyed gaining new information and developing their opinions on the social issues which they had no background knowledge on. The essential aspect of proper topics was the availability of

proofs for both positions, typically shown in Essay 4 on nuclear power generation in Japan. Despite the first impression of the topic being difficult, they could choose proofs from abundant information and mentioned that they can write on both positions in the end. Finishing the essays resulted in a sense of accomplishment.

For further study, discrepancy between the essay scores and the depth and width of thoughts which was evidenced in the qualitative results suggests the need of different assessment tool on thoughts such as Tsutada's (2019) rubric for critical writing. Future research can be conducted to follow the students' development of thinking by such rubric, and to monitor reflection of their thoughts on the quality of essays in order to investigate critical thinking skills for writing. In Japan, reform on National Test for University Admissions was postponed last December (Tokyo Shimbun, 2019). Although MEXT has had discussion since 2014 for evaluating thinking skills through the writing tasks in math and language, they decided not to administer the tasks, as more time and labor for finding fair evaluation appeared necessary (Asahi Shimbun, 2019). Accordingly, assessing thinking skills requires time, labor and proper assessment tools for fairness. Hence, further study is aimed in finding functional writing rubrics and efficient approaches which save time and labor to fit in the framework of university courses. The results of this study suggest that students will have a clear goal and support to improve their academic writing skills if the quality of thinking is properly assessed by a rubric, and if the rubric will be used repeatedly and communicatively in process writing.

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Appendix: Rubrics

Rubric for Body Paragraphs   Essay 4 Draft (   )

Thesis Statement（主題）is _____

Class. _____   Name _____

Body	Rubric	Body 1	Body 2	Body 3
Subtopics (main points =reasons) 主張 (6)	2: position stated clearly and relevant to thesis statement 主題についての主張がわかりやすく説明してある 1: position stated without clarification, not relevant, egocentric 主題と関連せず、何が言いたいのか説明不足 0: start without showing the reason 　 主張がない			
Proof (Background =references) 根拠 (6)	2: evaluation with enough proof 主張の根拠があり、信頼できる情報に基づく,自分の解釈あり 1: evaluation is without proper proof 主張の根拠、情報が足りない、自分の解釈がない 0: no proof 　 根拠がない			
Refutation 反対の意見と 反駁 (3)	3: counterargument stated and refuted accordingly 　 反対意見をつかいながら、主張の正しさを 示している 2: counterargument without enough refuting 　 反対意見に応じた反駁になっていない 1: counterargument irrelevant 　 反対意見が主題に関連していない 0: no counterargument 　 反対意見を述べていない			
Concluding sentence for body (3)	1: logically reflected the evaluation of proof and perspectives 　 筋が通り、根拠のある立場に立つ結論 0: not tied to the proof, oversimplified 　 根拠と関連せず、安易すぎる結論			
Revision (3) 加筆修正	1: content revised after peer discussion & feedback クラスでの話し合いに基づいて内容を書きなおした 0: content not revised after feedback 内容が改善されていない			
Revised parts	B1 B2:(B3:(	)))		
Synonyms (1)	Body(　　　　　　= 　　　　　　) Body2(　　　　　　= 　　　　　　) Body3(　　　　　　= 　　　　　　)			
Outline sheet (2)	2: three body paragraphs well organized 1: one to two parts are missing 0: several parts are missing			
Transition words	Body1 (　　　　　　) (　　　　　　) Body2 (　　　　　　) (　　　　　　) Body3 (　　　　　　) (　　　　　　)			
*Editing Check list	TAB References p.113 Complete sentence? Fragment?			

ミスをなくそう O:ok, X: failed	Spell check	
Academic language & grammar (1)	Refer to p.41, p.21, p.33, p.47, p.59, p.89 p.136, p.146, p.159	Total　　　　/

(　　)内はすべて自分で記入して提出しましょう。

Comments

Writing Rubric for Introduction and Conclusion 2019 Essay 4 Draft（　　）

Class　　　　　　　Name

Introduction	Rubric	Points
Opening; Hook 読んで！(2)	2: interesting sentence to grab the attention　わあ、読んでみたい 1: can be more interesting　読み手を想像して、もう少し面白くしよう 0: not tied to the topic　主張と関係がない、いきなり主題または詳細	
Topic Sentences こんなことを述べます(2)	2: introducing the general topic and narrowed topic with brief proof　大まかな主張、その根拠、一番言いたい主張、その根拠がある 1: two of the above are included 上の要素が欠けている 0: the general topic not narrowed down 一番言いたい主張に焦点を絞ろう	
Thesis Statement 主題 (3)	3: narrowed topic 一番言いたい主張に絞られている 　main idea to show your position 立場を明確にする主張を述べている 　main points (subtopics 1,2,3)　その考えを説明する三つの理由を述べている 2: two of the above are included 1: one is included 0: none is included	
Plan Sentence (1)	1: explaining the main points (subtopics 1, 2, 3) and the order (1,2,3) with three transition words　テキスト p.72 の書き方 0: missing a point or using the same verb and transition words or without mentioning main points	
Conclusion	Rubric	Points
Restate 主題を再提示(1)	1: restate the thesis statement in different sentences　第一文で表現をかえて主題を再提示 0: not mentioning the thesis statement 主題を述べていない	
Summary 主張を要約 (1)	1: summarizing the main points of 3 body paragraphs 主張３点の結論を要約 0: not summarizing all subtopics すべての主張が要約されていない	
Ending 最終結論 (3)	3: summarized and developed conclusion using **persuasion, proverb, story, quote, sacred text, analogy, call for action** などテキスト P.93-94good ending を用いた 2: summarized conclusion without developed overall conclusion	

	サブトピック 3 点を要約し結論だが、発展した good ending がない	
	1: summarized but not including three body conclusions サブトピックの. 結論が一つ以上欠けている	
	0: oversimplified, overgeneralized, not summarized, or new ideas added 主題に関連しない結論、結論がない、または次の項目のミス	
*Conclusion Check list	Avoid overgeneralized conclusion (ex. People should…Nobody can. .) 当り前で極端すぎる結論になっていないか、テキスト p. 97 Avoid new ideas? 結論なのに、別の話が始まっていないか	
Revision (1)加筆修正	1: content revised after peer discussion & feedback クラスでの話し合いに基づいて内容を書きなおした 0: content not revised after feedback 内容が改善されていない	
Revised parts	Intro: ( ) Conc: （)	
Length of five paragraphs (2)	Word count ( )/ 500 on Due Date しめきりを守って必要語数書けた	Total

（　　）内はすべて自分で記入して提出しましょう。

Comments

Appendix: Post-survey (8 pages) is in another file named YoshiedaAppendixAR3-2020

Appendix Post-survey 2019 in Japanese

4月の調査でライティング力をつけるには「ひたすら書く」と答えた人が何人もいました。今学期は、たくさんエッセイを書きましたね。授業活動とエッセイを振り返って、復習しましょう。どのくらい自信がついたか、なにが今後の課題かを自分で把握し、後期に備えましょう。

このアセスメントは評価に入ります。全ての項目をよく考えて、もれなく答えてください。特に記述型の質問にしっかりと答えましょう。

ライティングについて

1．書いていて楽しかったことは何でしょう。

2．4月に比べて自信がついたことは何でしょう。

3．エッセイは何語書けるでしょう。〇で囲みましょう。

4月	600	400	300	200 語
7月	600	400	300	200 語

4．質の高いエッセイにするためにどのようなことに努めましたか。

5．今の TOEFL, TOEIC の点を記入しましょう。

TOEFL（　　　　　） TOEIC（　　　　　）

トピックについて

1．E-Voting：Essay 1

Your TS を英文で書きましょう。 _____

左の項目について〇を付けてください。

トピックは面白かった	すごく	わりと	少し	少しそうでない	わりとそうでない	すごくそうでない
むずかしかった	すごく	わりと	少し	少しそうでない	わりとそうでない	すごくそうでない
主張の理由を述べた Body 1 Body 2	主張に関連する2つ別の理由をしっかり述べた	主張になんとか関連する2つの理由を述べた	主張に関連する1つの理由はしっかり述べた	2つが同じような理由になった/逆に2つの理由が食い違った	2つとも理由がはっきり述べられなかった	理由が根拠にもとづかなかった
関連する文献を引用できた Body 1 citation 1 Body 2 citation 2	2つの理由にそれぞれ二つ以上根拠を引用できた	2つの理由にそれぞれ一つ引用できた	1つの理由には二つ以上引用できた	1つの理由にだけ一つ引用できた	試みたが主張と関連しなかった	ちょうどいい文献が見つからなかった
書いた後でさらに考えた	考えて、自分の意見がまとまった	わりと考えた	少し考えた	あまり考えない	ほとんど考えない	もう関心がない
ディスカッションで人の意見を聞いた	人の意見をよく聞いて、主張がかわった	人の意見を聞いて自分の主張に自信を持った	人の意見を少し聞いて迷った	人の意見はあまり参考にしなかった	人の意見はほとんど参考にしなかった	人の意見は関心がない
主張が変わった場合どのようにかわりましたか。						

２．Smoking Ban： Essay 2

Your TS を英文で書きましょう: _____

左の項目について〇を付けてください。

トピックは面白かった	すごく	わりと	少し	少しそうでない	わりとそうでない	すごくそうでない
むずかしかった	すごく	わりと	少し	少しそうでない	わりとそうでない	すごくそうでない
主張の理由を述べた Body 1 Body 2	主張に関連する２つ別の理由をしっかり述べた	主張になんとか関連する２つの理由を述べた	主張に関連する１つの理由はしっかり述べた	２つが同じような理由になった/逆に２つの理由が食い違った	２つとも理由がはっきり述べられなかった	理由が根拠にもとづかなかった
関連する文献を引用できた Body 1 citation 1 Body 2 citation 2	２つの理由にそれぞれ二つ以上根拠を引用できた	２つの理由にそれぞれ一つ引用できた	１つの理由には二つ以上引用できた	１つの理由にだけ一つ引用できた	試みたが主張と関連しなかった	ちょうどいい文献が見つからなかった
書いた後でさらに考えた	考えて、自分の意見がまとまった	わりと考えた	少し考えた	あまり考えない	ほとんど考えない	もう関心がない
ディスカッションで人の意見を聞いた	人の意見をよく聞いて、主張がかわった	人の意見を聞いて自分の主張に自信を持った	人の意見を少し聞いて迷った	人の意見はあまり参考にしなかった	人の意見はほとんど参考にしなかった	人の意見は関心がない
主張が変わった場合どのようにかわりましたか。						

3．Cell phone Use for School Children: Essay 3

Your TS:＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

左の項目について〇を付けてください。

| トピックは面白かった	すごく	わりと	少し	少しそうでない	わりとそうでない	すごくそうでない
むずかしかった	すごく	わりと	少し	少しそうでない	わりとそうでない	すごくそうでない
主張の理由を述べた Body 1 Body 2	主張に関連する２つ別の理由をしっかり述べた	主張になんとか関連する２つの理由を述べた	主張に関連する１つの理由はしっかり述べた	２つが同じような理由になった/逆に２つの理由が食い違った	２つとも理由がはっきり述べられなかった	理由が根拠にもとづかなかった
関連する文献を引用できた Body 1 citation 1 Body 2 citation 2	２つの理由にそれぞれ二つ以上根拠を引用できた	２つの理由にそれぞれ一つ引用できた	１つの理由には二つ以上引用できた	１つの理由にだけ一つ引用できた	試みたが主張と関連しなかった	ちょうどいい文献が見つからなかった
書いた後でさらに考えた	考えて、自分の意見がまとまった	わりと考えた	少し考えた	あまり考えない	ほとんど考えない	もう関心がない
ディスカッションで人の意見を聞いた	人の意見をよく聞いて、主張がかわった	人の意見を聞いて自分の主張に自信を持った	人の意見を少し聞いて迷った	人の意見はあまり参考にしなかった	人の意見はほとんど参考にしなかった	人の意見は関心がない
主張が変わった場合どのようにかわりましたか。						

4．Nuclear Powerplant in Japan: Essay 4

Your TS: _____

トピックは面白かった	すごく	わりと	少し	少しそうでない	わりとそうでない	すごくそうでない
むずかしかった	すごく	わりと	少し	少しそうでない	わりとそうでない	すごくそうでない
主張の理由を述べた Body 1 Body 2 Body 3	３つ別の理由をしっかり主張と関連させた	３つのうち２つの理由をしっかり関連させた	３つのうち１つの理由はしっかり関連させた	３つの理由はたがいにくい違った	３つとも主張の理由にあまりならなかった	主張にふさわしい理由がみつからなかった
関連する文献を引用できた Proof1-1, Proof1-2 Proof2-1, Proof 2-2 Proof3-1 Proof 3-2	３つの理由にそれぞれ二つ以上根拠を引用できた	２つの理由にはそれぞれ二つ以上根拠を引用できた	１つの理由には二つ以上引用できた	１つの理由に一つ引用できた	試みたが引用が主張と関連しなかった	関連文献が見つからなかった
反対意見と反駁	ちょうどよい反対意見が見つかり、根拠をもとに反駁できた	反対意見が見つかり、なんとか根拠をみつけて反駁した	反対意見が見つかり、少し反駁した	反対意見の方が自分の意見より少あし強くなった	反対意見と反駁がかみ合わない	ちょうどいい反対意見が見つからなかった
書いた後でさらに考えた	よく考え、自分の意見がまとまった	わりと考えた	少し考えた	あまり考えなかった	ほとんど考えなかった	関心がない
ディスカッションで人の意見を聞いた	人の意見をよく聞いて、主張がかわった、または確信を持った	人の意見をよく聞いて確信に変わった	人の意見を聞いて迷った	人の意見はあまり参考にしなかった	人の意見はほとんど参考にしなかった	人の意見は関心がない
主張が変わった場合どのようにかわりましたか。						

5.書いてみて楽しかったエッセイはありますか。どのトピックでしょう。

6．その理由は何ですか。
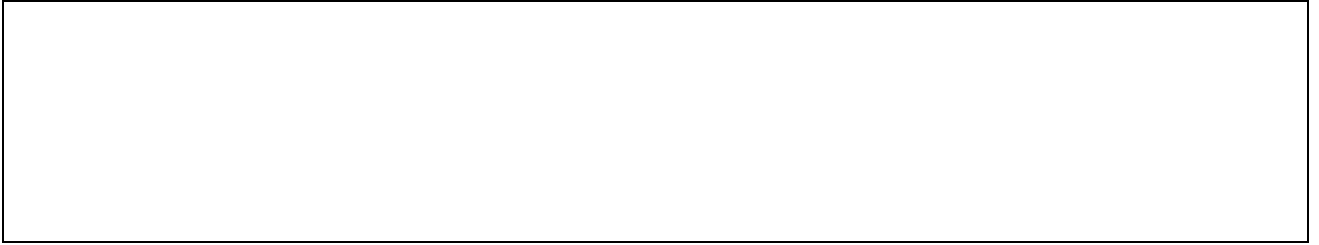
反駁 refutation について

Essay 4：Nuclear Power Plant in Japan ではじめて refutation に挑戦しました。反対意見とその根拠も述べながら、自分の主張の正しさを書く作業はどうだったでしょう。〇をつけてください。

	とても	かなり	少し	あまりそうではない	ほとんどそうではない	全然
難しかった						
面白かった						
説得力がました						
混乱した						
反対意見の根拠を探せた						

１．どんな活動が役立ったでしょう。

２．まだわからない点は何でしょう。

Process Writing について

１．５週間かけてひとつのエッセイを書く過程で、以下の活動はどのくらい役だったでしょう。〇を付けましょう。

	すごく役立った	わりと	少し役立った	あまり役立たない	ほとんど役立たない	全然役立たない
News sharing						
Freewriting						
Pro-con discussion						
Outline sheet						
Peer revision						
Peer comments						
Teacher's conference　2 minutes						
Teacher's feedback 添削						
Rubrics 記入 （synonyms など）						

２．特にエッセイの向上、書き直しに役立った活動は何でしょう。

３．その活動で、どのように書く力が向上しましたか。

４．各エッセイは、２回書き直しをしました。Draft1→Draft2→ Draft3 書き直して内容はよくなりましたか。〇を付けましょう。

はい　　いいえ

５．はいの場合、書き直しでどのような点がよくなったでしょう。

６．どうすればもっとよくなるでしょう。

パラグラフについて

１．段落をしっかり構成できますか。〇をつけましょう。

Introduction, Body,	Introduction, Body, Conclusion が明確	Introduction, Body, Conclusion がある	Introduction, Body, Conclusion がある	Introduction, Body, Conclusion がある	Introduction, Body, Conclusion がわかりにくい

Conclusion が明確 各段落のトピックセンテンス、サポート、結論が明確に構成されている	各段落のトピックセンテンス、サポート、結論がわりと明確に構成されている	各段落のトピックセンテンス、サポート、結論がいちおう書かれている	各段落のトピックセンテンス、サポート、結論があまり明確でない	各段落のトピックセンテンス、サポート、結論が明確ではない	各段落のトピックセンテンス、サポート、結論が明確ではない

２．パラグラフの構成のための Outline sheet は役立ちましたか。〇をつけましょう。

はい　　いいえ

３．Outline sheet をどのように使いましたか。

４．今学期に十分訓練したので、来学期からアウトラインシートは確認しません。自分でできますね☺

はい　　　　いいえ

Statement 主張について

important

TS: 主張(考え)はどのエッセイでどのくらい表現できたでしょう。

4月 E-Voting	3つ以上の根拠 Proof をみつけて、しっかり関連させて主張ができた	3つ以上の根拠 Proof をみつけて、関連させて主張ができた	2つの根拠をみつけてなんとか関連させて主張した	2つの根拠の1つは関連がうすく、弱い主張になった	2つの根拠とも主張との関連がうすく、弱い主張になった	根拠がみつからず自分の主張が書けなかった
5月 Smoking Ban	3つ以上の根拠 Proof をみつけて、しっかり関連させて主張ができた	3つ以上の根拠 Proof をみつけて、関連させて主張ができた	2つの根拠をみつけてなんとか関連させて主張した	2つの根拠の1つは関連がうすく、弱い主張になった	2つの根拠とも主張との関連がうすく、弱い主張になった	根拠がみつからず自分の主張が書けなかった
6月 Cellphone Use	3つ以上の根拠 Proof をみつけて、しっかり関連させて主張ができた	3つ以上の根拠 Proof をみつけて、関連させて主張ができた	2つの根拠をみつけてなんとか関連させて主張した	2つの根拠の1つは関連がうすく、弱い主張になった	2つの根拠とも主張との関連がうすく、弱い主張になった	根拠がみつからず自分の主張が書けなかった
7月 Nuclear powerplant	3つ以上の根拠 Proof をみつけて、しっかり関連させ	3つ以上の根拠 Proof をみつけて、関連さ	2つの根拠をみつけてなんとか関連させて主張した	2つの根拠の1つは関連がうすく、弱い主張になった	2つの根拠とも主張との関連がうすく、	根拠がみつからず自分の主張が書けなかった

	て主張ができた	せて主張ができた			弱い主張になった	

みんな！おつかれさまでした☺　後期も書く力と考える力をつけましょう。一生の宝となることでしょう。

☀☀Thank you and enjoy your summer☀☀

Appendix
Semi-Structured Interview Core Questions

0. Opening

    Since April, you have finished four academic essays. What is the change you noticed from the 1st year in your essay writing?

1. Process writing: 5 weeks process
    (1) What activity plays a significant role?
    (2) What comment had strong impact on your writing?
    (3) What good comment could you offer to your peers?
    (4) After revising twice, did your essays improve?
    (5) How hard was it to follow the 5 weeks stages?
    (6) How did you improve your draft?

2. Changes in writing and thinking
    (1) Content
    (2) Confidence

3. Topics
    (1) What is your reflection on the topics?
    (2) Do you still think of the topics?

4. Plans for future learning
    (1) What is your next target?