Three Characteristics of Japanese College Students' E-mail Writing*

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Abstract

This paper discusses three characteristics of college students' writing strategies observed in their e-mail messages; 1) direct quotations from Japanese-English dictionaries, 2) Romanized transliterations of Japanese words, and 3) direct quotations from reference books. A corpus compiled from students' e-mail writing was analyzed with the concordancer program. Results showed that students with lower English proficiency used a wider variety of vocabulary including less frequently used words. This contradicted the authors' expectations that they would write shorter sentences with frequently used words. In order to probe into the causes of such a contradiction, a retrospective survey was conducted to investigate the students' writing strategies utilized in their e-mail postings. The corpus analysis and the retrospective survey results supported three characteristics in the students' e-mail writing. Based on those findings the following teaching implications were proposed: Students should be taught 1) the effective use of dictionaries, 2) how to paraphrase when they use ramanized Japanese words, and 3) how to use sources appropriately when quoting.

1. Introduction

With the flourishing of information technology, there has been a considerable number of studies introducing practical uses of the

Internet and e-mail in ESL/EFL classes (Warschauer, 1995, 2000; Dudeney, 2000). However, few studies focus on teaching e-mail writing itself or on providing EFL teachers with useful guiding principles to utilize in their EFL classrooms in Japan. In order to find successful ways to improve students' e-mail writing skills, students' e-mail postings were observed. What kind of vocabulary did they actually use? How many sentences did they write per posting? To find answers to these questions, college students' e-mail postings exchanged as class activities were collected, and a corpus of their writings was analyzed, thus obtaining demographic data including both qualitative and quantitative evidence (Ueno et. al, 2000).

After the corpus-based analyses, one result contradicted the authors' expectations that students with a higher English proficiency wrote longer messages with words less frequently used than those with a lower English proficiency. In order to examine this contradiction, a retrospective survey which asked the students' attitudes toward e-mail postings was conducted. The results supported the authors' interpretation, revealing three features which dominated the students' writing attitudes: 1) direct quotations from Japanese-English dictionaries, 2) romanized transliterations of Japanese words, and 3) direct quotations from reference books. With these characteristics in mind, the authors looked back again at the postings in the compiled e-mail corpus and found a significant number of typical examples of each characteristic.

Based on an analysis of these characteristics, the present study suggests several implications for teaching writing and communication skills through e-mail to Japanese EFL students. It is the authors' hopes that the results obtained from this study will provide some useful suggestions for EFL instructors in Japan and help them improve their students' writing and communication abilities through e-mail correspondence.

2. Procedures
2.1. E-mail Writing Corpus
The subjects were 118 students of both sexes between the age of 18 and 21 who were enrolled at one junior college and five universities in Hokkaido, Japan in 1998. They were non-English majors and were divided into two groups according to a placement

test administered by the authors: Group A (GA) students scored higher on the placement test than those of Group B (GB).

The students were assigned to send at least one e-mail message per week for 10 weeks. They wrote both in and out of the classrooms to key pals all over the world on topics they chose. The instructor in each class allowed them to use dictionaries when necessary and encouraged them to write as much as possible in the limited time, 30 - 60 minutes. The instructors encouraged the students' autonomy in their writing and did not correct their messages. They gave English translations only when the students asked for help.

After the e-mail exchange project, an e-mail corpus of 102,869 words was complied. The total number of sentences was 14,321[1]. The authors analyzed this corpus according to the students' English proficiency level. When the TTR (Type-Token-Ratio)[2] or Lexical Density was analyzed, the result contradicted the authors' expectations, because GB exceeded GA in terms of Type-Token Ratio. The TTR of GB was 8.73, which shows they used more separate word-forms and suggests they wrote more complex sentences. On the other hand, the TTR of GA was 6.34, which implies GA students tended to write with limited vocabulary and use the same words repeatedly.

2.2. A Retrospective Survey

The authors presumed that this contradiction was derived from the students' writing strategies such as using Japanese-English dictionaries and/or reference books. Computational analyses of the corpus data cannot provide evidence that the students actually used dictionaries or reference books in their writing. In these analyses only counting the number of Romanized transliterated Japanese words was possible. In order to determine the factors which heightened the TTR in GB and to know whether they used Japanese-English dictionaries and/or reference books or not, a retrospective survey[3] was conducted. 44 students (37%) responded. Five out of 41 items contributed to the authors' interpretation. The following items of the survey were responded on a one-to-five point Likert-type scale, with one point as the least applicable and five as the most. Each item is discussed respectively in Part 3.

Q 1: Did you often use a Japanese-English dictionary?

Q 2: Did you use a J-E dictionary more often than an E-J one?

Q 3: Did you use only romanized translations of Japanese words?

Q 4: Did you use romanization plus paraphrased explanations for Japanese words in your postings?

Q 5: Did you often rely on reference books (e.g. books on Japan in English) in your writing?

3. Results and Discussions

In this chapter, some examples which show the typical characteristics of the students' writing found in the present corpus are cited. Those features are classified into three categories: 1) direct quotations from Japanese-English dictionaries, 2) romanized transliterations of Japanese words, and 3) direct quotations from reference books. Each characteristic is discussed respectively in the following sections.

3.1. Direct Quotations from Japanese-English Dictionaries

In EFL or ESL learning, bilingual dictionaries are more generally employed in the initial stage of language learning. As proficiency develops, greater use is made of a monolingual dictionary (Carter, 1998: 151). However, students in Japan spend six years using mostly bilingual dictionaries when they learn English in middle and high schools. Furthermore, it is fairly rare for those students to be exposed to situations where everything must be thought and done in English. Therefore, in their writing classes, Japanese college students are most likely to depend on Japanese-English dictionaries[4] (J-E dictionaries).

It should be noted that there was a significant difference in reliance on J-E dictionaries between the students in GA and GB. According to the results of the survey, GB depended more on J-E dictionaries. The questions and their responses are as follows:

	GA	GB
Q1: Did you often use a Japanese-English dictionary?	3.3	4.1
Q2: Did you use a J-E dictionary more often than an E-J one?	2.7	3.6

When writing messages, the students, especially those with less proficiency in English, first constructed their ideas in L1 and then looked for and picked up individual lexical counterparts in the target language from a J-E dictionary. After that, they did one-to-one word translations following the structure of their first language. Summers (1988: 112) addresses the issues of attitudes toward the dictionary use of EFL students as follows:

> Students do indeed work on an individual word basis, in the worst sense, expecting a one-to-one correlation between the words of their own language and English. If they do not get help over the collocations, typical context, and grammatical possibilities of the word, they may make errors.

The current learner corpus offers quite a number of examples of such errors which seem to be caused by the "slavish use" of bilingual dictionaries. These instances of errors can be categorized into three groups: errors of lexical collocations, errors of grammatical collocations, and other errors.

3.1.1. Errors of Lexical Collocations

The students in this study tended to simply cite one-to-one word translation from J-E dictionaries. They picked up an English counterpart and threw it in a sentence without paying attention to the lexical collocations. Following are some examples:

> **Example 1:** It is negatively well spoken by adult, that recent youngster <u>containing</u> me are satisfied by only consuming.
> **Example 2:** TV company's employees's [employees'] salary is more <u>expensive</u> that parent company's.

In the Japanese language, "fukumu" has several meanings: "contain," "include," "hold," "have," "keep," "imply," and so forth. What the student did in the first example above was to pick up one English word and use it in his/her English sentence without much consideration of its lexical collocation. In the same way, instead of saying "salary is high," the student translated the L1 lexicon "takai" meaning "high," "tall," "expensive," "lofty," with the word "expensive." Usually this type of error was found in the GB students' writing.

3.1.2. Errors of Grammatical Collocations

The following examples show that some students picked up a one-to-one word translation from a J-E dictionary without considering grammatical collocations.

> **Example 1:** Today, Japan's car market is troubled about depression in <u>inland</u>.
> **Example 2:** When I used to feel like <u>isolation</u>, I was suffering from <u>alcoholic</u>.
> **Example 3:** Japan is a <u>depression,</u> and a wage is <u>cheap</u>.

In example 1, the student's lack of grammatical knowledge lead to using the adverb "inland" as a noun. The student regarded "inland" as a noun, due to direct translation from Japanese, and made an adverbial phrase by using the preposition "in." Similarly in the second example, the student picked up the English translations, "isolation" and "alcoholic," and inserted them into the sentence without paying any attention to their grammatical collocations. He/She was not aware that the preposition "from" requires a noun or a noun phrase. The last example, "Japan is a depression," is a typical case of direct translation from L1 into L2, paying no attention to the grammar that the be-verb is just a linking or function word in English.

The GB students did not have enough linguistic competence to think of the lexical and syntactic collocations. If they thought about collocations, grammar, or usage as they wrote, their writing process would be interrupted and their writing would take much time. In order to write e-mail messages in a short time, they needed to pick up an English word at hand quickly from a J-E dictionary.

3.1.3. Other Errors

In addition to the students' lack of knowledge of lexical and grammatical collocations in writing discussed in the previous sections, the students tended to apply L1 syntax to their L2 writing. They simply replaced a Japanese phrase with English words following the Japanese syntactical order. They also neglected formality and informality of words, which should also be considered in order not to make their messages sound abrupt. Here is an example in which the L1 phrasal structure was left intact.

> Example: Japanese government haven't can carry out
> <u>concrete depression measure</u> even if many bank and big
> corporation have gone bankrupt.

The student picked up the words "concrete measure" and "depression" from his/her dictionary and did a direct translation from L1. However, to make the phrase intelligible, he/she also needed to add "against" or "to combat/overcome/go through" to make such phrases as "concrete measures against depression," or "concrete measures to overcome the depression."

Infelicities of formality are found frequently in students' writing when they picked up words from J-E dictionaries. The next example sentences show lack of consideration of formality in context. The words the students picked up are understandable, but "frugal" and "deify" are inappropriate in terms of formality level.

> Example 1: I think the Japanese food is <u>frugal</u>.
> Example 2: Japanese <u>deify</u> sprits [spirits] of their ancestor.

It should be noted that word-to-word direct translation problems come from L1 interference and occurred in the writing of both groups.

3.2. Romanized Transliterations of Japanese Words

Romanized transliteration of Japanese words was another prominent characteristic of the students' e-mail writing. The students' choice of topics and the use of romanized Japanese words are closely related. The students preferred to write about the topic "My Life" most of all, followed by Japanese "Culture and Tradition" (Ueno et al. 2000: 144). Referring to these topics, the students used romanized transliterations of Japanese words. It is possible that the students thought traditional Japanese culture and customs were unique to Japan and thus did not have English equivalents.

According to Tarone[5], when communicating in the target language, if a learner lacks a lexical item, he or she may use other terms or syntactic structures or mime to get across the intended notion or to achieve the communicative goal (Tarone 1980: 418). In the present study, it is also possible to assume that, when the students could not think of how to express things Japanese in English, they used their mother tongue, which Tarone defines as a "language switch" strategy where the learner uses the native

language term without bothering to translate (Tarone 1981: 286).

Asao's study[6] on communication strategies of Japanese EFL students (2000), based on Tarone's classifications of communication strategies, concludes as follows:

> When EFL learners are faced with the task of expressing a meaning for which they do not possess a lexical knowledge, they first look for another word that is wider in meaning. When they find the semantic gap moderate enough, they opt for this choice. If they don't, they will look for possibilities of circumlocution. If both of these efforts prove unfruitful, they turn to their mother tongue.

Ellis (1997) also describes the same phenomenon.

Although a variety of romanized Japanese words were observed in the students' postings, the ten most frequently romanized Japanese words used by GA and GB will be discussed (Ueno et al. 2000: 143). Most of them represent traditional Japanese culture and customs and real life happenings familiar to the students. Although some of these romanized Japanese words are included in English dictionaries, the students are still required to explain to their foreign key pals what the words mean since not all the key pals are from English-speaking environments.

3.2.1 Use of Rephrasing with Romanized Japanese Words

Overall, the students' responses to the survey questions on their use of romanized transliterations of Japanese words are as follows:

	GA	GB
Q3: Did you use only romanized translations of Japanese words?	3.4	3.7
Q4: Did you use romanization plus paraphrased explanations for Japanese words in your postings?	3.3	2.8

The above responses show that GA used romanized Japanese words with interpretation more frequently than GB.

The following chart indicates the number of cases where the top ten romanized Japanese words in each group were used both with and without interpretation. These words are listed according to their frequency of use from the highest to the lowest (Ueno et al. 2000: 143):

Romanized Japanese in GA	Cases with Interpretation	Cases without Interpretation	Romanized Japanese in GB	Cases with Interpretation	Cases without Interpretation
karaoke	4	6	karaoke	3	12
kimono	6	0	Sushi	4	2
osechi	8	0	Sumo	4	1
otoshidama	4	2	Miso	3	2
Nabe	0	2	kabuki	1	0
Bon	1	0	Judo	0	2
Kendo	0	2	Karate	2	0
Soba	6	0	Kyudo	1	1
Ryori	5	0	Noh	1	0
Sado	1	0	sukiyaki	3	1
Total Number of Cases with / without Interpretation in GA	35	12	Total Number of Cases with / without Interpretation in GB	22	21
Total Number of Both Cases in GA	47		Total Number of Both Cases in GB	43	

In GA, 35 out of 47 cases of romanized Japanese were used with interpretation: approximately three fourth, while in GB, 22 out of 43 cases: approximately half. This roughly corresponds to the results of survey questions Q3 and Q4. That is, the mean scores of Q3 : GA 3.4; GB 3.7 and those of Q4: GA 3.3: GB 2.8, respectively, show a difference in attitude toward dealing with romanized Japanese words between the two groups. Obviously, GA, the upper level, used strategies of rephrasing more often than GB.

3.2.2 How to Rephrase Romanized Japanese Words

Among the cases of romanized Japanese words with rephrasing, quantitative differences in the students' use of grammatical components between GA and GB were found. The statistics are shown as follows:

	G A	GB
Clause (sentences, relative clauses)	27	17
Phrase (nominal, adverbial)	3	4
Gerund	1	1
Infinitive	0	1
Past Participle	1	8

Two findings can be noticed in the students' use of grammatical

components in interpreting romanized Japanese words. One marked difference is that GA added explanations with sentences or clauses more than GB. This tendency to use sentences or clauses reflects the fact that GA students had high enough English ability to rephrase or paraphrase. Here is an example from GA with the interpretation underlined by the authors.

> It was very pretty a pair of pierced earrings. I was very pleased about my friends presents. In Japan, <u>20 year-old is specially age</u>. January 15 is "Adult Day (<u>Coming-of-Age Day</u>)", <u>one of the national holidays</u>. <u>People celebrate this day to welcome the young men and women, who turned 20 during the past year, as new members of society</u>. Most of woman wore a "kimono". <u>"Kimonos" are a traditional Japanese costume with a broad sash</u>. I wore "kimono", too on that day. I was very tired. Because "kimono" is tight and heavy. How about your country?

The other noticeable fact was the students' use of the past participle which, placed after nominal phrases, functions as a modifier. In production or writing, such use of the past participle can be a hurdle for Japanese students, and therefore, it was an unexpected result to see the past participle more often in the writing of GB students than that of GA students. The following are some example sentences from GB explaining "sushi."

> **Example 1:** We eat thin slices of raw fish after dipping them in soy sauce <u>flavored with grated "wasabi"</u> (Japanese horseradish).
> **Example 2:** The rice <u>used for sushi</u> has to be seasoned with vinegar, salt and sugar.
> **Example 3:** The ingredients<u> used</u> are not always raw fish. Not only fish that is steamed or cured with vinegar, but also "tamagoyaki" (a type of Japanese omelette) or even cucumbers are used.

The student who chose the topic of popular Japanese dishes began his message with "I am Taro. I introduce Japanese 'Sashimi' and 'Sushi' to you today." and closed it with "I wait for your comments." Comparing the body of his message explaining "sushi"

with the past participle, which requires more knowledge of grammatical complexity, with his opening and closing which have no auxiliary expressions (or modal auxiliary), the authors find a considerable gap in English proficiency levels between the two parts: the student's original sentences and apparent quotations from a reference book. This will be further discussed in 3.3.

3.2.3 Omission of Rephrasing: A Case of "karaoke"

Among the cases without rephrasing, differences between GA and GB were also found. "Karaoke" is a word which both groups often used in their writings. In GA six out of ten cases are without rephrasing, and in GB twelve out of fifteen. Here are typical examples of omission of rephrasing observed in mentioning their hobby "karaoke":

> **Example from GA:**
> My hobbies are listening to music and watching movies. And, I like singing a song. I often go to the karaoke box with my friend. Do you go to the karaoke box? I like Japanese pops.
> **Example from GB:**
> For example, I like playing basketball and soccer and baseball. Of course I watch their game on TV, NBA, SERIE A. Also I like Karaoke. I often sing GLAY. Do you know?

Each example implies from the context that "karaoke" has something to do with singing songs, but the focus of the topic in GB is a question about Japanese pop singers or pop groups, not "karaoke." This makes the word "karaoke" vaguer than in the example from GA. For those who do not know "karaoke" or GLAY (a Japanese pops group), it would be difficult to understand what the student is talking about. If the word "karaoke" holds cohesion in context, readers can figure out what "karaoke" means without rephrasing.

3.3 Direct Quotations from Reference Books

The third characteristic observed in the students' e-mail writing was direct quotations from reference books. Although this was used less frequently than the other two characteristics, it should not be disregarded because it points to the necessity of raising awareness of plagiarism in writing.

Before analyzing the students' responses to the questions of reference book use in the retrospective survey, cultural attitudes

toward plagiarism in the Japanese educational system will be discussed. First, Japan has a long history of using "imitation" in learning. Imitating models before acquiring one's own ideas and skills is a part of the learning process that has been adapted widely and positively in Japanese society (Honna 1999). Second, Japanese students rarely receive formal training in academic writing in either Japanese or English. The *Monbusho*[7] (Ministry of Education, Science and Culture) has been emphasizing the importance of L1 writing practice in public junior and senior high schools since the curriculum reform in 1988. As Ochi and Davies observed, however, *Monbusho* guidelines for L1 writing and the suggestions for writing practice are not followed by most teachers (Ochi & Davies 1999:40). In addition, although teaching writing for communication is the main goal in English writing instruction at junior and high school levels in Japan, teachers are mainly following the traditional translation approach, where given Japanese is translated into English sentence by sentence. As Koike (1994) pointed out, this is caused by the college entrance examination system, large class size, lack of appropriate textbooks, and insufficient time for teachers to check students' writing. Furthermore, there is no clear description of plagiarism in *Monbusho* guidelines (1999) for writing instruction. Therefore, students have little sense of guilt in plagiarism, nor are they trained well how to use appropriate quotations, paraphrases, and summaries in either Japanese or English.

3.3.1 Use of Resources from Reference Books

The students' responses to the survey questions on their use of reference books are shown as follows:

	GA	GB
Q5: Did you often rely on reference books (e.g. books on Japan in English) in your writing?	1.7	2.5

Although the scores of GA and GB on Question 5 are relatively low compared with the scores on the other four questions, there is a significant difference between the two groups. Students in GB relied on reference books more often than students in GA. It could be interpreted that GA students tried to express their original ideas in writing, whereas GB students needed to rely on reference books as they wrote. Campbell (1990: 224) mentions that language

proficiency affects the use of information from background reading texts in writing. Although her research was conducted in academic writing classes, the lower English proficiency students in the present project also needed to depend on information from reference books to write, especially longer messages in English.

Moreover, direct quotations from reference books were often observed in GB students. The following two examples of GB student's writing clearly show the difference between direct quotation and the student's original writing.

Example 1:
Sumo is Japanese national sport with a long tradition, and people from every walk of life enjoy it.... Two wrestlers compete in an earthen-floored ring called dohyou, grappling and shoving. The wrestler who is forced out of the ring, or who touches the ground with any part of the body, except the soles of his feet, loses....

Example 2:
AKEBONO is one of my favorite sumo wrestlers, because he is American and a yokozuna. I wanted to be sumo wrestler. But I gave up, because my body is too small for a sumo wrestler. I am taking Karate. Please tell me about traditional sports of your country.

Both texts were written by the same writer; however, it is obvious that Example 1 comes directly from a reference book in terms of the words, expressions, and sentence structures used. Words such as "grappling" and "shoving" are not familiar to most EFL learners. A literary expression like "people from every walk of life" and grammatically complex structures such as a relative clause are observed in Example 1. On the other hand, in Example 2, the student used familiar vocabulary and grammatically simple sentences to express his own ideas.

3.3.2 How to Deal with Plagiarism in the Teaching of Writing

Plagiarism has been a controversial issue in ESL writing classrooms, and many teachers have had to face students' intentional and unintentional copying from reference sources. Although plagiarism is mainly discussed in academic writing classrooms, students' direct quoting from reference books in this e-mail exchange program should not be neglected. Since the "copy

and paste" function is easy on computers, copying might cause more problems in the future. Farquharson (2000) introduced web sites which analyze if students copy part of their essay from the Internet or not. He also emphasized providing instruction about plagiarism. Thompson (2000) suggested that teachers should spend more time teaching how to choose, use, and acknowledge sources in their writing classes.

In the present e-mail project, some students consulted bilingual books which explain Japan and its culture. These reference books are well written in both Japanese and English and contain useful information. These books explain a variety of topics for the students and enriched the content of their writing. However, the students' directly quoting from reference books caused the authors a dilemma between encouraging students to use references in order to make their messages more interesting, and avoiding inappropriate use of references.

4. Conclusions and Teaching Implications

Analyzing the e-mail postings in the corpus, it can be concluded that 1) GB relied more on J-E dictionaries than GA, which often lead to inappropriate word choice, 2) GB used more romanized Japanese without paraphrasing than GA, and 3) GB used more direct quotations from reference books without indicating sources.

These results lead to several teaching implications for e-mail writing activities. 1) Students should be taught the effective use of dictionaries in order to decrease the use of verbatim translations from Japanese into English without considering contexts and collocations. The use of monolingual dictionaries should also be encouraged. 2) Students should be taught how to paraphrase, rephrase, or add interpretation when they use romanized Japanese words. 3) Students should be taught to use sources appropriately when quoting. If needed, teachers can require students to submit copies of any appropriate writing to avoid copying from references and to reinforce the concept of plagiarism[8].

Notes
* This is a revised version of the paper presented at the FLEAT IV (The Fourth Conference on Foreign Language Education and Technology) in Kobe, Japan on July 30, 2000.
1. The statistical data of this e-mail corpus was published in the

2. TTR (Type-Token Ratio) is an index used to measure the degree of difficulty of a text or a passage. A higher TTR means that the specific writing is more mature and sophisticated, making use of diversified lexical forms.

3. A retrospective survey was conducted in fall, 1999 in order to collect the students' responses to this e-mail project. The questionnaire for the survey was developed by the authors and sent to all the students either by e-mail or regular mail. The questionnaire originally consisted of 41 questions asking students' previous e-mail exchange experience, their writing attitudes, and their key pals.

4. In the learning environment for Japanese EFL students, the interference of L1 has much effect on the learners. In a nearly mono-cultural and monolingual society such as Japan, EFL learners in general have few occasions to use L2 (English) outside EFL classrooms. Even in most EFL classes, those with non-native teachers in particular, the language mainly used to teach and explain is not English but Japanese, with grammar-translation method still predominant in reading classes. Under circumstances like this, it is quite natural that English-Japanese dictionaries maintain dominance among students in reading classes even at the college level. Relatively few students of ours are used to or have gained practical experience in consulting a monolingual dictionary.

5. Tarone (1980) investigated communication strategies in conversation.

6. Asao (2000) investigated communication strategies through writing, where dictionaries were not allowed and the time for writing was controlled. The students in the present study, however, were permitted to take time and use any kind of dictionary.

7. It was restructured in 2000 and is now called Monbu-Kagakusyo.

8. Suenaga (1994) made this suggestion to avoid plagiarism.

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APPENDIX
1. Other Examples of Direct Quotations from a J-E Dictionary

Example 1: I anxiety economy condition and an economic policy in Europe at after a monetary reform.

Example 2: The children are given the money; we call "Otoshidama." Sometimes we are given the present on behalf of it.

Example 3: So that I have contemplation into winter that makes it feasible that I play skiing.

2. Other Examples of Romanized Japanese

Example 1: Because, in this year, "fuan" is very high.

Example 2: Affair happen in high level of "fuan" frequently. (fuan = anxiety)

Examples of rephrasing between GA and GB

STUDENT (GA/GB)	SENTENCES	KEYWORD
GA1	January 15 is "Adult Day (Coming-of-Age Day)", one of the national holidays. People celebrate this day to welcome the young men and women, who turned 20 during the past year, as new members of society. Most of woman wore a "kimono".	coming-of-age
GA2	In Japan, we have "Coming-of-age Day" in January 15. It is the day that we celebrate 20 years old people. I am 20 years old, so I attended the ceremony of my hometown. Many old friends attended the ceremony, and I met many friends. Most of the woman (20 years old) wear "KIMONO" (This is Japan's ethnic clothes).	coming-of-age
GA3	15 Jan. is "Coming-of-age Day" in Japan. I became 20 last year, so I attended the ceremony in my home town. I met many old friends in my high school days and junior high school days. That night, my friends and I went to drink.	coming-of-age
GB1	I wore "Furisode" -kind of "Kimono"- for a coming-of-age ceremony. we wear "Hakama" when we play kyudo.	coming-of-age
GB2	A Happy New Year! How are you? I'm Ken Sato. Do you celebrate coming of age? I didn't celebrate coming of age.	coming-of-age

| GB3 | January 15 is a <u>coming-of-age</u> ceremony in Japan, and I will go back my home. The time has come at last for get an adult. But I don't change at all. | coming-of-age |

3. Examples of Direct Quotation from a Reference Book in One E-mail Message
(Direct Quotations are in italics)

Hello. I am Taro. I introduce Japanese "<u>Kabuki</u>" and "<u>Noh</u>" to you today.

"Kabuki" and "Noh" is a traditional theatrical art which represents the popular culture of old Japan. Drama, music and dance are unified to create a remarkable artistic synthesis. Acting in "Noh" is typically subdued and movement is restrained; in "Kabuki", however, the performance is flamboyant and the acting exaggerated. Also in costumes, make-up and other aspects of direction, "Kabuki" is more flamboyant than "Noh". But there are some common points; the acting tends to be formalized and the cast is all-male. Certain actors, known as "oyama", specialize in female parts. These actors perform in a way that could be described as more feminine than a real actress would be, and unless one knew one would never guess that they were actors....
"Kuroko" serve as assistants to the actors. They are dressed all in black. They are clearly visible to the audience, they function as if they were invisible.

I wait for your comments.
Taro Sato See You Later