

# Developing Intercultural Communicative Competence through Expository and Non-expository Writings

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## アカデミック・ライティング指導による異文化トレーニング

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### Abstract

I oppose the proposal of the Prime Minister's Commission on Japan's Goals in the 21st Century that English should be another official language in Japan, since it ignores the fact that culture and language are inextricably interwoven. Language serves as tool for communication and reflects the values held by native-speakers of that language. Contrary to Japanese values, the English language tends toward reductive reasoning, mutual-confrontation, respect for both explicitness and the truth. The Commission based its proposal on the belief that ethnocentrism should be avoided, yet encourages both ethnocentrism and cultural relativism among the Japanese. Making English another official language will not help. Since language reflects culture, what is needed is the development of intercultural communicative competence. This in turn requires the development of critical thinking skills. This can be achieved through expository and non-expository writing assignments, as well as conference. Such writing assignments and conference can empower students to adapt to or integrate with other value systems.

**Key words:** intercultural communicative competence, critical thinking skill,  
another official language, expository writing, conference

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### 抄 録

「21世紀日本の構想」懇談会では、英語を第2の公用語にすることを提案している。筆者は、この提案に反対である。この提案によれば、英語を第2の公用語にするというのは、政府その他の公的機関等で英語を使用言語の1つにすることであり、そうすれば、日本人同士で、英語を母語にしている人々との文化的背景の違いを考慮にれないコミュニケーションが行われることになる。この懇談会提案の理由の1つとして、自国文化の優越性に固執する危険性をあげている。この提案を実行すると、かえってその目標に反する結果が予想される。何故なら、人々の文化、特に価値観や思考パターンが言語に反映されるという命題を、この提案は無視しているからである。この命題を無視しないためには、言語が価値観を反映していることを認知する能力、異文化スキルを高めることが必要であり、そのためには、non-expository writing と expository writing を通して、批判的思考力、物事を客観的に考える力を養うことが必要である。

**キーワード:** 異文化トレーニング、批判的思考力、解説的ライティング、第2公用語、アカデミック・ライティング

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## 1. Introduction

On January 18, 2000, members of the Prime Minister's Commission on Japan's Goals in the 21st Century submitted its final report. One of the Commission's proposals is to make English another official language in Japan to enhance global literacy. It presents concrete measures to make Japanese more proficient in English : ① organize English classes according to level of achievement, ② improve training and objective assessment of English teachers, and ③ expanding the number of foreign teachers of English (2000). It is based on the following problems that were identified in the Commission's report : (1) working knowledge of English among Japanese is not sufficient, and (2) it is wrong that Japanese don't need to learn a foreign language because they have the Japanese language as their national language and it is wrong that a foreign culture should not be learned because they have their own culture. According to the Commission's report, making English another official language refers to the central government, local governments and other public institutions producing publications in Japanese and in English.

In Asahi Shimbun on February 17, 2000, Kato pointed out two reasons why he was against the Commission's proposal. One is that the proposal will make Japanese lose their identity as Japanese more easily and the other is that it will widen the gap in terms of social status between the few Japanese who can "speak" English and quite a few others who can not. I am also against this proposal, but my reasoning differs from Kato's. The Commission's report takes only one function of language into account : being used as a tool of communication. Another function is that language reflects the values of people who use it. The Sapir-Whorf Hypothesis maintains that the structure of language conditions the way in which speakers communicate. This position is referred to as language determinism. Kim (2000) states that though this position and its opposite, that culture shapes language, are placed at both ends of the whole spectrum, it is recognized that there is a definite relationship between language and culture. The Commission's report was made, with the second function of language ignored. Two problems identified in this report, (1) the necessity of improving proficiency of English among Japanese and (2) how to avoid ethnocentrism could be good steps for Japanese becoming good communicators in English, but they should not be reasons for making English another official language here in Japan. By developing working knowledge of English, one can be proficient in English while not necessarily being a good communicator in English. In order to be a good communicator, one should not only understand the importance of realizing differences between host and target culture but also adapt to or integrate with the latter culture. This proposal does not adequately address the influence that culture exerts on one's language.

## 2. Refutation

### 2.1. Refutation of The First Problem Identified in the Commission's Report

It is inferred that the statement concerning working knowledge not being good enough comes from TOEFL scores of Japanese. According to Mainichi Daily News, data contained in the 1996 White Paper on National Livelihood mentions that Japanese scored lowest among Asian nations, and were ranked 180th among 189 member countries of the U.N. on the TOEFL test. However, Reedy (1999) presented an interesting inference, based on an inspection of the data. He states that one reasonable explanation is that a much larger range of Japanese students took the TOEFL test, compared to a small number of examinees in countries such as Holland, Austria, West Germany, China and South Korea. The TOEFL Test and Score Manuel, 1990–1991 tells us that Japan ranks 44th among 50 countries. The average scores and the number of examinees in the countries mentioned above are as follows :

A Comparison scores TOEFL in 1990–1991

	Average score	The number of Examinees		Average score	The number of Examinees
Japan	493	154,609	West Germany	588	11,912
Holland	607	2,322	China	521	78,894
Austria	594	1,051	South Korea	505	67,824

Reedy mentions that some inferences can be drawn. One is that students in the above-mentioned countries other than Japan represent academic elite, while those in Japan do not, because the gap of the examinees' number between the four countries and Japan is so great. The average score of Japanese academic elite would very likely be higher than the one shown in the diagram. In other words, the report is not based on convincing evidence.

Miyahara and other scholars (1997) compared the English ability of Japanese university students to that of Chinese and South Korean university students with the help of Chinese and South Korean professors. The scores were compared in terms of total score, and scores in each section of a TOEFL test and the number of examinees. The outcome of the survey conducted from 1993 to 1995 is as follows :

The average score in each section on TOEFL test among Chinese, South Koreans and Japanese

	The number of Examinees	Listening	Grammar	Reading	Total Score
China	118,459	53	57	56	553
South Korea	129,003	49	52	52	510
Japan	278,309	49	50	49	494

This outcome shows that Japanese students rank the lowest in every section, while the number of Japanese examinees was about twice as large as that of Chinese and South Koreans. In addition, the universities that Japanese examinees belong to are located only in the Kyushu Region. Therefore, I doubt that those examinees are a fair representation of Japanese university students and that reasonable evidence was presented for the research. What I would like to stress is that the credibility of data in these two studies should be assessed or confirmed.

According to the Commission's report, Japanese not having working knowledge of English is a reason why English should be another official language among Japanese. However, this reasoning could be an example of extrinsic motivation. According to Dickinson (1997), extrinsic motivation is defined as the incentive, encouragement and threats provided by both the teacher and educational context whereas intrinsic motivation is defined as the learner's continued willingness to put learning the target language at a high level of priority among all demands. Gardner and Lambert (1972) have used two other terms for those motivations: instrumental and integrative. The former corresponds to extrinsic motivation and the latter to intrinsic one.

Gardner and Lambert mentioned that instrumental motivation is wanting to learn a language for certain practical goals, such as getting a job and passing an exam, whereas integrative motivation is wanting to learn a language in order to integrate effectively in the society and take part in the culture. People say that now is the age of globalization when people in the world exchange information and opinions in face-to-face situations and on-line in English and that certain qualifications of English proficiency are highly esteemed in the business world of Japan and are often a prerequisite for securing good jobs. Therefore, a certain score on the TOEFL test is an extrinsic or instrumental motivation. However, Japanese learners of English need intrinsic or integrative motivation as well, because the score on the TOEFL test does not necessarily reflect their communication skill in English, just as Funahashi (2000), a member of the Commission, mentions in his book. The TOEFL test is composed of reading, vocabulary, listening, and grammar sections. Although writing section exists, the score for the section is not included as a part of an official assessment of an examinee. Therefore, critical thinking skills, which are needed to improve writing skill, can not be measured on this test.

## **2. 2. Refutation of the Second Problem Identified in the Commission's Report**

Sugimoto (1995) argues that ethnocentric persons are influenced by the idea that Japanese are unique. They consider themselves as those who value identity as Japanese. Ethnocentric persons and those who respect identity as Japanese are different. The former says that once foreigners are in Japan, they should speak Japanese, and that Japanese don't need to speak English in order to communicate with them. It is important for foreigners to learn the

target language and culture during their stay in a foreign country, but this argument mentioned above is wrong because it implies that no foreigners should come to Japan before becoming proficient in Japanese and also indicates that no Japanese should go abroad unless they have a good command of the target language. This argument reflects ethnocentrism. According to Sumner, ethnocentrism is defined as a syndrome characterized by three factors : loyalty among in-group members ; hostile relations between in-group and out-group and positive self-regard among in-group members in contrast to derogatory stereotyping of out-group characteristics.

One of the reasons why this proposal was made in the Commission's report is that a foreign culture should be learned and ethnocentrism should be avoided. However, by making English another official language, Japanese will become more ethnocentric and will not care about foreign cultures, because the proposal recommends more opportunities for Japanese to communicate with each other in English in public institutions and companies. Sakamoto and Naotsuka (1998) introduced an interesting story. A Japanese professor began to make a speech in English by saying, "Please forgive my poor English." Native-English speakers take it literally and thought, "Why is he making a speech, if his English is not so good?" Then he went on speaking and his English was found to be good. The native-English speaker wondered if the Japanese professor was fishing for a compliment." Native-English speakers respect telling the truth more than self-deprecation. This is their value or tacit assumption hidden below the surface. On the other hand, Japanese respect self-deprecation more than telling the truth. Both native-English speakers and Japanese value self-deprecation and telling the truth. However, the priority is different. The Japanese professor made a speech with Japanese value system in mind. He may have been proficient in English but may not have been a good communicator in English, because he spoke in English with tacit assumption of Japanese : self-deprecation should be considered more important than anything else. Making English another official language in Japan will produce a Japanese like the Japanese professor.

Condon (1980) mentions that intercultural communication can be grouped into four categories : (1) language behavior, (2) non-verbal behavior, (3) values and (4) reasoning, rhetoric, thinking patterns. Because of the lack of awareness of the difference in non-verbal behavior, value and reasoning between Japanese and native-English speakers, misunderstandings often occur. In this paper, I will focus on how value and reasoning are perceived differently between them and how this difference is reflected in language. How this should be solved will also be an important topic in this paper. The solution for this problem can not be implemented by making English another official language in Japan.

### **3. Critical Thinking Skills and Academic Writing**

#### **3.1. Adaptation and Integration stages in Developmental Model of Intercultural Sensitivity**

Bennett (1993) provides Developmental Model of Intercultural Sensitivity. According to his model, intercultural communication competence can be divided into the six stages: (1) denial, (2) defense, (3) minimization, (4) acceptance, (5) adaptation and (6) integration. He states as follows. At the stage of denial, a learner is unaware that cultural difference exists. At the defense stage, difference is recognized, but resisted. At the minimization stage, difference is recognized, but not seen as so important. Universalism is considered typical of this stage. At the acceptance stage, learners accept that other people have equally valid world views. At the adaptation stage, learners gain the ability not only to accept difference but also gain the skills to function within another cultural framework. The final stage implies that one can function in two or more cultural settings. Therefore, ethnocentrism can be placed at the defense and cultural relativist can be at the minimization or the acceptance stage. According to Wolferen, cultural relativism is defined as a perception that another culture should not be imposed as the only valid one. In order to be in the adaptation or integration stage, one should see the difference between two values and reasonings or thinking patterns important and should function in another cultural framework. The professor who said, "Please forgive my poor English" can be categorized in the minimization stage or as a cultural relativist. In order to avoid becoming an ethnocentrist or a cultural relativist, one should be intrinsically or integratively motivated.

Some people reject functioning in another cultural framework, because they consider that nothing Western should be imposed on Japanese and that everything Japanese should be respected. So long as English is used as a tool of communication between Westerners and Japanese, values and reasoning specific to the former should be adopted. In other words, one should develop to adaptation or integration stage. On the other hand, when Japanese is used, Japanese values should be respected in their communication. This is an objective view, not based on the prejudice that everything Western is good and that everything Japanese is not. Westerners value deductive reasoning, explicitness, mutual-confrontation, and self-assertion whereas Japanese value inductive reasoning, implicitness, mutual-apology, and self-deprecation. In Western countries, where mutual-confrontation is respected, refutation is considered important, whereas mutual-apology functions as a social catalyst in Japan. Deductive method of reasoning refers to reasoning in which a topic sentence should be mentioned at the beginning of the first paragraph, followed by supportive sentences which function as reasons and examples. Inductive method of reasoning is just the reverse. Self-deprecation in Japan is the perception in which people should neither be proud of themselves nor of their kin

in public, even though they have reasons for it, because humbleness is considered more important than anything else. Maintaining Japanese values, just because they are traditionally Japanese, is considered to be a sign of identifying themselves as Japanese to ethnocentrists and cultural relativists. In other words, to them, adapting or integrating another value and reasoning are taken as signs of losing identity as Japanese .

### **3. 2. Nurturing Critical Thinking Skill**

In order to be at the adaptation or integration stage, in other words, to wipe out ethnocentrism and cultural relativism, I would like to mention the importance of not making English another official language but nurturing critical thinking through non-expository and expository writings with the help of conference. According to Wade (1995), writing is an essential ingredient in critical thinking instruction, since it promotes greater self-reflection than does oral expression. Franke (1989) suggests that good writing is a process of thinking, writing, and revising until the idea is fully developed. Therefore, writing a paper needs the process to identify problems, analyze them, structure them, propose possible solutions, and revise for final paper.

What are critical thinking skills? Wade defines critical thinking as the ability and willingness to assess claims and make objective judgments on the basis of well-supported reasons. According to Norris and Ennis (1989), it is reasonable and reflective thinking that is focused on deciding what to believe and do. In addition, Davidson and Dunham (1997) mention that critical thinking involves rational judgment and discernment of the elements of reasoning. Based on these three definitions, the common denominator is an objective, reasonable and rational judgment.

### **3. 3. Non-Expository Writing Skill for Paraphrasing and Credibility of Warrant**

According to Suzuki and Perkins (1993), writing can be classified as non-expository and expository. They also state that skill in non-expository writing is subgrouped as narrative writing and descriptive writing. Expository writing skill can be subcategorized as controlled expository and free expository writing. What students have to write in Topic Studies II at Osaka Jyogakuin Junior College is categorized as free expository writing. In this class, reading, discussion on certain topics and writing a paper should be assigned. Students are to submit their outlines and first drafts in order to complete their papers. One of the goals for the these four developmental writing tools should be to develop critical thinking skills. For non-expository writing, summary of a certain story and objective description of something can be assigned. This is a way to develop paraphrasing. In order to achieve this goal in controlled expository writing, deductive reasoning and refutation skills are needed. Hirayanagi (2000) pointed out that in order to facilitate refutation skills, a controversial issue which helps students generate

pros and cons of a certain position should be used in class. The mistakes found in the following compositions reflect the students' lack of awareness of how much values influence language and of how this lack hinders intercultural communication. The errors in the following sample compositions remain unchanged.

[Sample 1] —— Narrative writing

*One American asked Japanese girl for a date. She had only smiled without to say, "Yes" or "No." He thought it was o.k. But in fact, her attitude was no sign. She did not want to hurt him, so she did not say direct. But it was cause of his misunderstanding. American want to communicate direct, but Japanese don't want.*

I had students read a story about an American boy who asked a Japanese girl for a date. She just smiled and he misunderstood her. This is a good story to have them notice how differently a smile is perceived between Americans and Japanese. I asked them to summarize this story, using deductive reasoning. The above-mentioned composition is a typical example of the lack of deductive reasoning skills. This reflects the inductive way of reasoning used when communication is made in Japanese. The last sentence is the main point of this story and should be the topic sentence. By placing it as the first sentence, this composition can follow deductive reasoning.

[Sample 2] —— Narrative writing

*Misunderstanding often happens between Americans and Japanese. Japanese use non-verbal communication, but Americans use language.*

This is a part of another student's composition after reading the above-mentioned story. The second sentence implies that in order to communicate with each other, Japanese use non-verbal behavior alone and that Americans use only language. This is not true. In other words, Japanese and Americans use both language and non-verbal behavior as a means of communication. The difference exists in terms of the degree to which Japanese and Americans depend on language and non-verbal communication. The Japanese translation of this composition does not cause misunderstanding, because Japanese are trained to interpret it by unconsciously supplementing what is omitted. To them, implicitness is more respected than explicitness but to Americans, the reverse is true. In other words, Japanese belong to high-context culture, while Americans belong to low-context culture. The former is a culture where the message conveyed through context is more important than the one through language while in the latter, the message is more instilled into language than into context. Because of the difference in values or tacit assumption, concerning implicitness vs explicitness,



a misunderstanding has occurred.

[Sample 3] — Descriptive writing

*My school is a protestant school. So school starts at 8 : 30. At 8 : 30, school service begins.*

I told my students to introduce their high school. This is a part of a student's descriptive writing. A warrant in this statement is that a protestant school has a school service almost every day and it starts before the first period in most mission schools. This warrant should be followed by the second sentence that functions as a claim. The first sentence functions as evidence. To those who go to a mission school, including this student, attending chapel is taken for granted. However, it is not for those who don't. What was taken for granted should be mentioned for the audience. This is an example of a lack of warrant. Syllogism or three-step logic, which is used by Westerners, is composed of three units : claim, data or evidence and warrant. According to *Oxford Advance Learner's Dictionary*, warrant means justification or authorization for an action. Japanese quite often delete the warrant in their compositions, because they belong to high-context culture : This sample reflects the difference in values : warrant should be explicitly mentioned in Western culture while it is permissible to skip in Japan.

### **3. 4. Controlled Expository Writing and Refutation**

[Sample 4] — Controlled Expository Writing

*Im woman but women should not step into the ring. Because I like sumo. I feel doryo is holy place. Men who engaged in sumo have kept the tradition. I think that tradition is wonderful and it should be kept. I don't think the tradition is sex discrimination.*

According to a news article published on February 20, 2000 in Mainichi Daily News, the newly-elected Osaka Gov. Ota proposed to the Japan Sumo Association that she step into the sumo ring to present a trophy to the winner of Grand Sumo Tourney in Osaka which is held every March. This proposal was rejected by the association, because the sumo's traditionally maintained idea that men are pure while women are impure should be preserved. The idea that tradition should at all costs be preserved symbolizes ethnocentrism. The words like "tradition" and "culture" are often used among Japanese as a pretext for justifying the idea that women should always obey men. I told my students to give their comments on the JSA's policy that women should not enter the doryo ring. Since this student states that doryo is a holy place and that women should not enter it, it is inferred that she admits that men are pure while women are impure. Her reason for men's presenting a trophy to a winner of a tourney is

that it is just a tradition. The proposition that something should be preserved because of “tradition” and “culture” symbolizes the lack of critical thinking skills, because objective, reasonable and rational judgments are not made on the basis of well-supported reasons. The point is not whether preserving tradition is good or bad but whether preserving the JSA's tradition is a discrimination against women or not. The lack of critical thinking skill is closely tied to group consciousness: I am doing this because everyone else is doing it or because people in the past did it.

[Sample 5] — Controlled expository writing

- ① *I am for the plan that English should be taught in elementary school in Japan.* ② *For, I think that the sooner, the better about education of language.*
- ③ *There is also the elementary school at school where I went to there in my junior and high school days.* ④ *And school children take lessons in English there.* ⑤ *I didn't go to this elementary school and wasn't taught English in elementary school.* ⑥ *But when at junior and high school I studied with the people who they were taught English in this elementary school.* ⑦ *I realized that there is no difference between them and me.*

I assigned a controlled expository writing on whether or not students are for or against English Education in Japanese primary school. As for this sample, I have two things to point out. One is that the underlined phrase “this elementary school” refers to nothing. By having it replaced by a sentence that I attended a senior high school which has an affiliated junior high and elementary school, what “this elementary school” in the fifth sentence refers to can be understood. This error of reference can be found among a lot of compositions written by Japanese students. This is because of the misconceived idea that a writer's implicit explanation can be supplemented by the audience. In other words, Japanese students are lacking in the skill of writing as objectively as possible. This comes from the value of Japanese respecting implicitness. The other point that I would like to make is the lack of logical relevance skill. The last sentence does not support her thesis statement, because the last sentence indicates there is no difference in English proficiency between those who attended the affiliated elementary school where English instruction is given and those who didn't. Her opinion written in the first sentence is contradictory to the statement written in the last sentence. All sentences in each paragraph and all the paragraphs should support the thesis statement.

[Sample 6] — Controlled expository writing

- ① *There is plan that English should be one of the official languages in Japan.* ② *I'm for this plan and I can divide the reason into four parts.*
- ③ *First is that many peoples in the world speak English.* ④ *When you go to other*

*countries, you might be able to communicate with people of other countries if you can speak English. ⑤ Second is that in major countries, for examples, America, British, English are spoken. ⑥ I think Japan is a major country in the world, but if Japanese can't speak English, I think Japan might be not follow the major countries in economic parts. ⑦ Third is that many people from other countries live in Japan. ⑧ I think more and more foreigners come to live in Japan.*

*⑨ These are the reasons why I'm for this plan. ⑩ I think English is the most important language and I predict English come to one of the official languages in Japan some day.*

This sample is a part of a student's composition written on the title, "Making English an official language in Japan." I would like to mention two things. One is the lack of logical relevance. The first reason for the thesis statement is the fact that many people speak in English around the world. Why should English be one of the official languages just because English is spoken by many people in the world? This question is not addressed by this student. It is reasonable to consider that English should be learned more because of the vast number of people speaking English in the world. There is no direct causal relationship between the necessity of English becoming another official language among Japanese and the vast number of people who speak English. The same thing is true of the second reason. Although what was mentioned in the third reason is true, she forgot to notice that all the foreigners staying in Japan do not speak English as their mother tongues. In Japan, some foreigners speak Chinese and other foreigners speak Portuguese as their mother tongues. What he mentioned as the third reason reflects an unconscious biased idea against foreigners : English-speaking non-Japanese are respected while other non-Japanese are not. The student mentioned in the sixth sentence that the U.S. and Great Britain are major and great countries, which Japan should follow. This statement lacks objectivity. The country is characterized by this student only in terms of how big economic powers in those countries are and in terms of what language is spoken as the national language.

### **3. 5. Free Expository Writing and Conference**

Since I began to teach Topic Studies II at Osaka Jogakuin Junior College, which requires students to write a paper, I have read a lot of outlines, first drafts and final papers. I have noticed some patterns among errors that students make. I told them to come to consult me voluntarily, after returning first drafts. Then about 95 percents of students enrolled had a consultation with me voluntarily. This consultation has provided some hints on how to teach expository writing in English. This consultation is called conference. Free expository writing helps students to improve critical thinking skills more than other types of writing. This writing also promotes process writing. According to Zamel (1982), writing is the record of an idea devel-

oping. This free expository writing provides students with opportunities to explore, develop and refine their ideas. Conference guides them toward complete process writing. According to Zamel (1985), conference refers to a face-to-face dialogue so that dynamic interchange and negotiation can take place. Brender (1998) points out that conference is more efficient for teachers and more effective for students. At Osaka Jogakuin Junior College, students have to submit outlines, first drafts and final papers. Teachers are supposed to give some written comments on student's drafts as feedback. Therefore, I recommend that one-on-one conference is most effective to students when they meet their teachers after their first drafts are returned with some comments. This is because with one-to-one conference, students can ask any questions they want to ask and because this conference functions as generating ideas, identifying and analyzing problems which are considered to be difficult tasks without someone's help. Another reason why it is effective for students is that some students are shy and others are group-oriented. At this stage, conference is required by students. With this conference for paper writing, critical thinking skills, which are the skills to judge objectively and reasonably can be developed and nurtured. The following sample is a part of the introduction of a students free expository writing.

[Sample 7] — Free Expository Writing

① *I will begin to work at a company after I graduate from this school.* ② *So I want to know what Japanese employment system is.* ③ *It is clear that Japanese employment system is the lifetime employment system.* ④ *The lifetime employment system had made high growth of the Japanese economy possible.* ⑤ *In fact, there are some merits in the lifetime employment.* ⑥ *However, recently, I often watch or read a news which say it is better to abolish the lifetime employment system when Japan has fallen into a state of depressed in a company.* ⑦ *However, if the lifetime employment system is abolished, does Japanese society really go smoothly?* ⑧ *The answer is maybe "No."* ⑨ *Because the lifetime employment system consists traditional value which is inherited from old time.* ⑩ *I am basically opposed to the lifetime employment system, but I don't say that it should be changed to the Western employment system as the countries do.* ⑪ *In my opinion, we need to know Japanese value and understand the value of different cultures, and adopt good points straighten our faults.* ⑫ *In this research paper, I would like to state how Japanese culture influence the lifetime employment, and how Japanese employment system should change.*

The first problem is that the first two sentences are not necessary. These sentences reflect that this student unconsciously followed inductive reasoning, because with the reasoning, the main point does not have to be mentioned first. The second problem is that the thesis statement is not mentioned at the last sentence in the introduction paragraph. The third problem

is that the student's basic position was not made clear of whether she is for or against lifetime employment. The fourth problem is that from the fifth through the seventh sentences, her opinion for this system changes with each sentence. This reflects the spiral way Japanese perceive, as Kaplan (1966) mentioned. The last problem is that there is no definition of lifetime employment. In order to make an objective analysis or assess credibility of a warrant, definition is needed.

There are two important things that can be trained through free expository writing, not through the other three. One is to document source, in other words, to list up works cited in order to assess validity or credibility of a warrant. The other one is revision. Typing a paper can help their teachers to understand the contents of students' papers more clearly than those of hand-written papers. It also helps students revise their writing as much as they want to, by adding or deleting or drastically changing. This is a very important part of the writing process. According to White and Arndt (1991), this process is composed of the following seven components: drafting, structuring, reviewing, focusing, generating ideas and evaluating. This process can be achieved with the help of conference.

### 3. 6. Developing Intercultural Communicative Competence through Writing

The following diagram shows which critical thinking skill can be improved in what developmental writing stages and what intercultural communicative competence it is related to.

	Critical Thinking Skill	Intercultural Communicative Competence
Non-expository Writing	1. Paraphrasing 2. Credibility of warrant	1. Deductive vs Inductive Reasoning 2. Respecting Explicitness
Controlled Expository Writing	1. Refutation	1. Mutual Confrontation (Adversary System)
Free Expository Writing	1. Paraphrasing 2. Credibility of warrant 3. Refutation 4. Outlining 5. Revising 6. Documenting	1. Deductive vs Inductive Reasoning 2. Respecting Explicitness 3. Mutual Confrontation 4. Respecting Explicitness 5. Respecting Explicitness 6. Respecting the Truth

Narrative and descriptive writings clarify for learners the importance of credibility of warrant, development of paraphrasing skill and awareness of deductive reasoning through summary practice. To Japanese, implicitness is considered more important than explicitness, because they belong to high-context culture. The next writing, controlled expository writing, enables learners to facilitate refutation. Controversial issues which can provoke supporting and opposing arguments should be chosen as material used in class. Students are asked to ex-

press their opinions, disproving opposing ideas. Although confirming the credibility of warrant is important, Japanese delete a warrant in their compositions, because they belong to high-context culture. At this stage, logical-relevance skill can be facilitated, by learning that some sentences are contradictory. Then, free expository writing provides students with outlining, revising and documenting skills, with two skills that are developed in other writings. Revising is needed for process writing, and outlining is needed for the better understanding of audience and for confirming whether their own opinions are well organized. Documenting is needed to confirm the credibility of a warrant, because Japanese take it for granted that what everyone else says is true. Free expository writing provides students with opportunities to explore, develop and refine their ideas, therefore, it helps their skills to judge objectively and reasonably.

#### **4. Conclusion**

I am against the Commission's report, since it ignores intercultural communication, especially values and reasoning which affect language. It is true that language functions as a means of communication and I understand that the Commission's report is based on a deep disappointment with the lack of English proficiency among Japanese, whether educated or not (Funahashi 2000). However, the important reality to notice is that the way one perceives is different, depending on culture. Not realizing and handling this difference hinders people from communicating with each other. The Commission's report did not mention the importance of noticing and accepting this difference. Furthermore, blindly following the Commission's direction includes the danger of falling into ethnocentrism and cultural relativism, which the report criticized, because it encourages Japanese to communicate with each other, using written and spoken English. A person like the above-mentioned professor who said, "Please forgive my poor English" could be produced by making English another official language in Japan. Without noticing the importance of learning intercultural communication and of developing critical thinking skills, fossilization of English used by Japanese, based on Japanese values and reasoning will occur. Then how can intercultural communication competence be improved? It can be implemented by developing critical thinking skills: the ability to make an objective, rational and reasonable judgment. The skills can be nurtured through non-expository and expository writings and does not require making English another official language. The sample compositions written by Japanese university students indicate that they are not aware of the fact that differences in values and reasoning between Westerners and Japanese reflect language, causing misunderstandings. One possible solution for this would be as follows: non-expository writing and expository writing should be used in the developmental order: non-expository, controlled expository and free expository writing. The final writing requires learners to implement process writing in which a writer reorganizes and

generates ideas, while revising their writing. In this process writing, conference is helpful. In order to be a good communicator in English, one should adapt or integrate another value and reasoning or thinking patterns. These writings will help learners to develop to the stage of adaptation or integration. In other words, through these writings, ethnocentrism and cultural relativism can be wiped out and with intrinsic motivation, Japanese learners can develop critical thinking skills and intercultural communicative competence.

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