

# Writer Agency and Transfer from L2 to L1 Argumentative Essays

Hina NAGAHATA  
*Okayama University*

## Abstract

This is a case study which explores writer agency and writing transfer from second language (L2) to first language (L1) with two participants' writing data and interview results. The two participants taking general English classes at a university were asked to complete their argumentative essays in L1 Japanese and L2 English, and then interviewed after completing the two essays. As a result, it was revealed that a participant with poor experience in taking writing lectures in L1 and L2 but more than upper-intermediate English proficiency showed a strong transfer from L2 to L1, whilst the other participant who had experienced enough writing training and practice in both languages but intermediate proficiency level hardly exhibited transfer from L2 to L1. Subsequently, this paper proposes that balanced writing instructions are essential for writers to develop appropriate attitude depending on language.

## 1. Introduction

Writing transfer, which concerns writers' metacognitive awareness between first language (L1) and second language (L2), is affected by various factors such as writers' L2 proficiency and awareness of L2 rhetorical features (Wei, Zhang, & Zhang, 2020). Since the notion of contrastive rhetoric was introduced, L2 argumentative writing studies have been discussed from various perspectives including L2 writers' identity as well as linguistic differences between L1 and L2 (Hirose, 2003).

Rinnert et al. (2015) discusses writer agency from a perspective of writers as active agents. They claim that L2 learners have their own purposes or goals and evaluate audience expectations in deciding to what extent they should adjust themselves to or resist those perceived expectations in composing the texts. Namely, writer agency plays a central role in the process of composition of L2 argumentative writing and it decides the degree of writing transfer.

Rinnert et al. (2015) hypothesized a model that indicates the mechanism of writing transfer. In the model, they consider writer agency as a central component associated with interrelated writing processes, such as assessing the audience, the purpose of writing and the writing prompt.

Moreover, they encompass the text output, visualizing the degrees of transfer from L1 to L2 texts. As mentioned earlier, the writer is an active agent who can control their writing process when composing the texts. Considering the notion of writing transfer and writer agency, how can the mutual transfer between L1 and L2 argumentative writing be explained? If writers have gained L2 writing knowledge and experiences, it is hypothesized that they could transfer those abilities when composing their L1 texts. Under the current climate of global communication, writing transfer cannot be discussed only from the L1 to L2 direction. Therefore, it is necessary to analyze writing transfer from L2 to L1, taking into consideration the notion of writer agency.

There is little empirical research concerning the transfer from L2 to L1 in composition studies. Among the scarce studies, Shi and Buckett (2002) conducted a survey targeting twenty-three Japanese students who studied academic English in Canada for one year. They investigated how writers changed their attitude toward L2 writing after finishing the English program. According to the report from the interviews, while the participant students explicitly changed their writing style from the indirect Japanese style to the direct English one in composing English texts after the program, they did not apply it to their Japanese writing considering their perceived expectations of Japanese readers. This study is noteworthy to understand that the students' short academic English writing experiences made them realize the different rhetorical patterns between English and Japanese argumentative essays; however, they still chose a perceived preferable writing style in composing Japanese texts.

As a longitudinal case study conducted in a university in Japan, Kobayashi and Rinnert (2013) explored a multilingual writer, Natsu: her first language is Japanese, the second is English, and the third is Chinese. An in-depth analysis of Natsu's texts in the three languages and interview data show that Natsu had developed multicompetence in writing, integrating the three different languages all together. Natsu operated those three languages separately in a given context: Japan, Australia, and China. However, as she gradually developed her academic writing skills, knowledge, and experiences, the boundary of three languages in argumentative writing became more overlapped. She was able to use the same rhetorical features in composing argumentative essays regardless of the language. Though Natsu was a successful learner who attained a good command of writing in those three languages, there are questions as to how monolingual Japanese university students who have limited academic writing instructions compose Japanese argumentative essays by learning English argumentative writing.

## **2. Purpose of study**

This case study explores writer agency in composing L1 Japanese argumentative essays, with particular attention to their language transfer from their L2 English writing knowledge and experiences. It is worth investigating writer agency from the L2 to L1 perspective considering the following writers' individual factors which seem to impact their writer agency: L2 knowledge and

L2 learning experiences, as well as L2 proficiency. In addition, this case study is aiming to make a hypothesized model of writing transfer and writer agency referring to the model proposed by Rinnert et al. (2015). The following two questions are posed to guide the study.

RQ1: What rhetorical features can be identified in L1 Japanese and L2 English argumentative essays written by Japanese college students?

RQ2: How is the Japanese college students' writer agency affected by L2 English argumentative essays in constructing their L1 texts?

### 3. Study

This case study was conducted as a pilot project in the English education graduate course, *Issues, and Ideas in EFL Composition Studies* in the spring term of 2021. The author of this paper was interested in duplicating the study by Rinnert et al. (2015), and invited two Japanese college students to take part in her study. While the study by Rinnert et al. concerns how writing transfer from L1 to L2 takes place considering their writer agency through text analyses and a survey, the current study was designed to collect data for constructing a writing transfer model from L2 to L1 targeting the two Japanese college students.

#### 3.1 Participants

The two participants were invited by a professor in the graduate course because of their level of English proficiency and a cooperative attitude to the study. They were both second-year undergraduate students taking the professor's general English classes at a university in the western part of Japan. Both of them are Japanese students whose first language is Japanese and the second is English. They also took the Global Test of English Communication (GTEC<sup>®</sup>) at the end of their first year.

Student A is a female student who is majoring in education. According to the result of the GTEC, her English level was assessed as intermediate, which is equivalent to CEFR<sup>1</sup> A2 level, and she had never been abroad to study. However, she was relatively experienced in learning both English and Japanese writing when she was in high school. She had an intensive English writing practice for an essay contest and a Japanese writing practice for an entrance examination.

Student B is a male student majoring in economics. According to his GTEC score, his English level was assessed as upper-intermediate, which is equivalent to CEFR B2 level. He studied English writing outside of the regular classes to take a TOEFL iBT test for studying overseas which he had never experienced. Unlike Student A, he had hardly received any formal writing instructions either in Japanese or in English. Both of them began to study English from middle school, with the total of eight years of school education. Consent forms were signed and obtained from both students to participate in the current study.

### **3.2 Materials**

On behalf of the author of this paper, the professor in the graduate course instructed the two participants to write argumentative essays both in L1 Japanese and L2 English about the following topic, “Self-Control in Early Childhood and Future Development.” The participants were asked to start with the following sentence: Self-control is the ability to regulate oneself by suppressing desires and emotions.

The students were instructed to write about 400 words for the English essay, and about 1,000 characters for the Japanese essay. The professor made the prompt assuming that the two participants could discuss their ideas and experiences without relying on outside sources. While the first sentence was given to help the writers set out the discussion with the definition of self-control, they were told to discuss the topic freely with the hope of inducing various rhetorical features of argumentative writing. The professor did not specify to the two participants about the writing order of the two essays; however, she alerted them not to translate one essay to another.

### **3.3 Text Analysis**

The coding of the text rhetorical features followed the coding methodology used in the study by Rinnert et al. (2015) and further modified for the current study. The author initially wrote the same essays on self-control both in Japanese and in English, receiving the same instructions from the professor. Her essays were used to establish a coding system of the rhetorical features for the current study as presented in Table 1.

Text analysis of the students’ essays was conducted by the author and the professor based on the coding chart shown in Table 1. Coding the students’ text was initially conducted individually and they then compared the analysis with each other. When there was a disagreement in the coding, the author and the professor discussed their idea together while scrutinizing the target essay. The text analyses were repeated several times before reaching a final agreement of the coding.

**Table 1**  
*Category and Definition of Rhetorical Features*

	Category	Operational definitions
Argumentation styles	<b>Justification</b>	presents a clear position on a topic with some reasons and evidence.
	<b>Recommendation</b>	provides suggestions or solutions on a topic as well as writer's opinion.
	<b>Exploration-type1</b>	takes a quasi-inductive approach reserving a position until the end. Ki-Sho-Ten-Ketsu style.
	<b>Exploration-type2</b>	takes a quasi-deductive approach with an implicit position from the beginning, and explores the issue.
Introduction	<b>Focus</b> (already input in the text)	clarifies and defines a topic.
	<b>Context</b>	provides background information on a topic which will lead to a thesis statement.
	<b>Position</b>	provides a thesis statement or position.
	<b>Preview</b>	gives an overview or prior notice of the whole content.
	<b>Structure</b>	gives an overview of the organizational structure using specific numbers.
Conclusion	<b>Concession</b>	refers to the other side of a claim.
	<b>Counterargument</b>	makes a refutation against the other side of a claim.
	<b>Position</b>	provides a thesis to rephrase a thesis statement.
	<b>Suggestion</b>	offers a solution to a potential problem on a topic.
	<b>Summary</b>	summarizes the main points of the content.
	<b>Text-based Extension</b>	develops further ideas and challenges concerning the topic.
	<b>Writer-based Extension</b>	expresses writer's personal feelings toward the topic.

### 3.4 Interview

Semi-structured interviews with the two participants were conducted by the author after they composed the argumentative essays in the two languages. These interview questions include the possible factors that impacted their writer agency in terms of transfer from L2 to L1 such as L2 writing experiences and knowledge. The interviews lasted about forty minutes each and were conducted in a video conference format. The interviews were recorded and later transcribed by the author.

#### 4. Result

In this section, the rhetorical features of the two students' argumentative essays, both in L1 Japanese and L2 English, are reported respectively to respond to RQ1: What rhetorical features can be identified in L1 Japanese and L2 English argumentative essays written by Japanese college students?

##### 4.1 Student A

As Table 2 below indicates, while Student A used almost the same rhetorical features in L1 Japanese and L2 English essays, it was found that she composed each essay with different argumentative patterns.

**Table 2**

*Coding Chart of Student A's Argumentative Essays*

	Japanese	English
<b>Argumentation subtypes</b>		
Justification		
Recommendation		
Exploration type-1(Ki-Sho-Ten-Ketsu style)	●	
Exploration type-2(putting forward a position)		●
<b>Introduction components</b>		
Context		
Focus	●	●
Position(thesis statement)		●
Preview(overview of contents)		
Structure(overview of structure)		
<b>Conclusion components</b>		
Concession		
Counterargument / refutation		
Position (reinforcing thesis statement)	●	●
Suggestion		
Summary	●	●
Text-based extension	●	
Writer-based extension		

In Japanese essays, *Ki-Sho-Ten-Ketsu* writing pattern is frequently mentioned as a typical argumentative writing convention (e.g., Hinds, 1987). Although, as Kubota (1998) argued, this rhetorical pattern has not exclusively been taught in education in Japan, it is sometimes regarded as a contrast with the deductive and liner argumentation style in English. Student A's Japanese

argumentative essay is found to use this *Ki-Sho-Ten-Ketsu* pattern which is defined as *exploration type-1* in this study. As shown below, her Japanese introduction lacks a clear position or thesis statement: “*Jikoyokusei towa yokubo ya kanjo wo osaete jibun wo yokusei suru koto de aru. Jiga ga mebaete kuru yoshoki kara seikatsu no naka de jikoyokusei ga hitsuyo ni naru ga, kono jikoyokusei no umu wa shorai ni dono yo ni kankei shite iku no daro.*” (Self-control is regulating oneself by suppressing desires and emotions. This self-control is necessary from early childhood when children develop their own identity, then how will this self-control affect their future?) On the other hand, she described her thesis in the conclusion: “*...junan katsu junsui na shiko ga kano na yoshoki ni okeru jikoyokusei kino no ikusei ga juyo de aru to kangae rareru.*” (It can be considered that developing self-control skills is essential in early childhood when children think about everything flexibly and purely.)

In the conclusion, she explicitly proposed her idea, enabling the readers to understand what messages have been delivered throughout the essay. This is a typical inductive characteristic of *exploration type-1*. While there were no other rhetorical features except instructed *focus* in the introduction, her conclusion was more sophisticated by identifying *position*, *summary*, and *text based extension*. For instance, she summarizes what she discussed in the body section as follows: “*Ijo no koto kara, yoshoki ni jikoyokusei wo tekisetsu ni okonau koto wa mizukara no seikatsu oyobi noryoku no kojo, shakai seikatsu ni hitsuyo na chikara wo minitsukeru koto ni tsunagari, shorai wo yutaka na mono ni suru to ieru.*” (From the above, it can be said that controlling oneself properly in childhood will help children to improve their life and skills, acquire ability which is needed for social life, and enrich one’s future.) This part clarifies her attitude towards the topic regarding it as a thesis statement at the same time. Taking a closer look at the very last sentence: “*Ippo de yojiki no jikoyokusei ga fujubun na mama seicho shite shimau to shakai ni tekio suru koto ga muzukasiku naru tame, junan katsu junsui na shiko ga kano na yojiki ni okeru jikoyokusei kino no ikusei ga juyo de aru to kangae rareru.*” (On the other hand, social adjustment will be more difficult without sufficient self-control in childhood, so it can be considered that developing self-control skills is essential in early childhood when children think about everything flexibly and purely.) It is notable that she extends her position by referring to further challenges. This extension is identified as *text-based extension*: expanding further ideas and problems on the topic. This final thought seems to reflect her knowledge and philosophy concerning the topic deeply, making her argumentative essay bottom-heavy writing (Kubota, 1998).

Comparing her English essay with the Japanese one, she mentions her position implicitly in the introduction, then develops her argument with specific claims to support the thesis, which corresponds to her conclusion. Her argumentation style in English can be recognized as *exploration type-2*, which states an implicit position and explores the writer’s opinion in the introduction as follows: “*Self-control is the ability to regulate oneself by suppressing desires and emotions. Since early childhood when the ego awakes, self-control is necessary in daily life. Then how does it relate to the future?*”

In the conclusion, she proposes her position and summarizes what she has described so far but, unlike her Japanese essay, fails to provide further ideas on the topic. She concludes her English essay as follows: “*For these reasons, it is important to develop self-control in early childhood, when flexible and pure thinking is possible.*” Being able to expand on further considerations on a given topic requires a high level of language proficiency. Even if she could excel in those abilities when writing in Japanese, she might not be able to do it due to her limited English writing skills.

#### 4.2 Student B

As shown in Table 3 below, it is apparent that Student B develops his Japanese essay with fewer rhetorical features than his English essay.

**Table 3**

*Coding Chart of Student B’s Argumentative Essays*

	Japanese	English
<b>Argumentation subtypes</b>		
Justification	●	●
Recommendation		
Exploration type-1(Ki-Sho-Ten-Ketsu style)		
Exploration type-2(putting forward a position)		
<b>Introduction components</b>		
Context		●
Focus	●	●
Position(thesis statement)	●	●
Preview(overview of contents)		●
Structure(overview of structure)	●	●
<b>Conclusion components</b>		
Concession		●
Counterargument / refutation		●
Position (reinforcing thesis statement)	●	●
Suggestion		●
Summary		
Text-based extension		
Writer-based extension		

In his Japanese essay, it is found that Student B justifies his position in the introduction from the following sentence: “...*yojiki ni okeru jikoyokusei wa sono kodomo no shorai no seicho ni oite akueikyo wo oyobosu no dewa naika to watashi wa kangaeru.*” (... *I think self-control in childhood may damage children’s future development.*) The above sentence is his thesis statement which clarifies whether self-control is good or bad in early childhood. Although the prompt does



not require the writer to clarify the position regarding self-control in early childhood, Student B explicitly states his position in the introduction, which categorized his argumentation style as *justification*. Moreover, his Japanese essay includes *position* and *structure*, as well as *focus*. Regarding *structure*, he writes as follows: “*Kono koto wo ijo no 3tsu no kanten kara kangaete mitai to omou.*” (*I will consider this from the following 3 points of views.*) This is an exact characteristic of *structure* that uses a number to give an overview of the whole essay. With this rhetorical feature, he guides the readers to the body section; the readers can learn that there are three claims discussed in the body.

While he composed several sentences using three features in the introduction, he concluded his idea with only one feature, *position*, to reinforce his claim in the conclusion: “*Kono yo na kanten kara, watashi wa yojiki no jikoyokusei wa yoji no shorai no seicho ni tsuite akueikyo wo oyobosu to kanngaeru.*” (*From these points of views, I think that self-control in childhood will damage children’s future development.*) His Japanese argumentative essay is not bottom-heavy, but rather he concludes his essay with the reinforcement of his position without extending further ideas or personal thoughts on the topic.

In contrast with Student B’s Japanese essay, his English argumentative essay has more rhetorical features both in the introduction and conclusion; his argumentation style is *justification* in English, too. In the introduction, he indicates his claim as follows: “*I think that self-control in early childhood has bad effects on future development,*” which corresponds well with his Japanese argument, clarifying the position. In addition, he uses all rhetorical features in the English introduction. For instance, he provides background information on the topic exemplifying a related issue to self-control, categorized into *context*. Moreover, he also presents the structure of the essay using a specific number and previews his argument to let readers know what he will explain in the following section: “*In this paper, I want to discuss this topic in terms of the following three aspects: your personality, relationship with your friends, and skills.*”

In the same way as the introduction, he uses a variety of features in the conclusion. Before he states his opinion in the last sentence, he mentions the other side’s opinion on the topic recognized as *concession*. Furthermore, he seems to reinforce his standpoint by showing his opinion in the form of *counterargument* to the other side of his idea: “*Some people believe self-control might be a necessary ability to survive in a society because you have to coexist with others there. However, in conclusion, I personally think that self-control in early childhood does harm to future development for above reasons ...*” These sentences are considered sophisticated enough to have complex rhetorical features such as counterargument. In addition, his English essay provides his thesis statement with a *suggestion* at the end: “*However, in conclusion, I personally think that self-control in early childhood does harm to future development for above reasons and you should avoid suppressing desires and emotions.*” Those features were not detected in the Japanese conclusion, but identified in the English argumentative essay only.

## 5. Discussion

In this section, writer agency of the two participants will be discussed, considering the interview data to examine the factors that influence writing transfer from L2 to L1. The overall structure of Student A's essays is different between L1 and L2: she uses *extension type-1* in L1 Japanese and *exploration type-2* in L2 English. For this difference, she explains that she purposefully differentiated the argumentative styles taking into account the particular argumentative styles in each language. It is assumed that this way of writing comes from her intensive writing practices in Japanese and English, which she learned in high school. Such institutionalized L1 and L2 writing practices seem to have given her the ability to use different rhetorical styles according to the language mode.

In contrast to Student A, Student B did not have enough opportunity to receive writing instructions in either L1 Japanese or L2 English in high school. However, he has been studying for the TOEFL iBT test both in university courses and on his own. The TOEFL iBT independent writing task requires the writers to justify their claim on whether they agree or disagree with the statement. In the interview, Student B mentioned that he composed both Japanese and English essays with the strategies and knowledge obtained through what he learned in test preparation. For this reason, he was able to write both essays using the same argumentative style, *justification*. It is likely that his L1 Japanese writing was affected largely by his L2 English writing knowledge and experiences.

From these findings, it is deemed that writing experience and knowledge are major factors affecting writer agency. As shown in the case of Student A, when writers receive both L1 and L2 writing practices in school education, they can obtain a command of writing skills depending on the languages.

Regarding English proficiency, it is notable that the number of rhetorical features used in the two essays are different between the two students: Student A used four features in Japanese and three features in English, and Student B used three features in Japanese and eight features in English. As introduced earlier, Student B, with a CEFR B2 level, is more proficient in English than Student A. He composed his English essay using more features than Student A whose English proficiency level is CEFR A2. However, while Student A used similar rhetorical features in both essays, Student B used more varieties of features in the English essay. Although his English proficiency affected his L2 English writing, it did not seem to transfer to L1 Japanese argumentative essay.

Lastly, the text analyses and the interview data reveal that they perceive audience very differently, affecting their argumentative styles and rhetorical features. That is, Student A expected Japanese readers as the audience for her Japanese essay, and English-speaking readers for the English essay. This explains why she chose the *Ki-Sho-Ten-Ketsu* pattern (*exploration type-1*) in L1; she thought that this style was preferred by Japanese people. On the other hand, she uses a more linear pattern in considering the preference by English-speaking readers. More specifically,

according to her, her argumentative essay was addressed to educators and parents who have young children both in Japanese and English. As such, it is considered that she had a message to deliver targeting a concrete audience on this topic of the essays.

Contrary to Student A, Student B wrote the two essays in *justification* pattern, while keeping a rater in mind. Through the writing practice for the TOEFL independent task, he was well aware of specific characteristics of TOEFL writing such as a linear structure or *justification* pattern. In other words, Student B gave his opinion explicitly so that he would get a higher score on the TOEFL writing test, even when writing in Japanese. In this regard, it can be said that Student B's audience-setting is affected by his L2 writing experiences considerably. To sum up, as seen from Student B's example, L2 awareness of audience is considered to be a factor impacting writer agency and transfer to the L1, in this case Japanese, if the writing practice is unbalanced.

Based on the analyses above, the author proposed a hypothesized writing transfer model (see Figure 1), which shows how writer agency affects the students' text output. As indicated in the middle box, writer agency includes four components: L2 knowledge, L2 experience, L2 proficiency, and L2 awareness of audience. The thickness of arrows indicates the transfer level of each component from L2 to L1.

Student A had experienced specific English writing practice in high school, so she was considered to have enough knowledge of and experience with English writing. Despite that, as shown in the narrow arrows from writer agency, her output text in L1 is not affected by these factors. She composed the Japanese argumentative essay activating her thoughts in Japanese without making enough use of her L2 knowledge. In addition, her English proficiency does not transfer to her Japanese essay, either.

As for the notion of awareness of audience, Student A's L2 awareness does not seem to influence her L1 Japanese essay largely as indicated by a narrow arrow. From the interview, it was found that she was composing the essays considering the rhetorical patterns in each language. This is because she had experienced intensive writing practices both in L1 and L2 and had different attitudes, depending on the language.

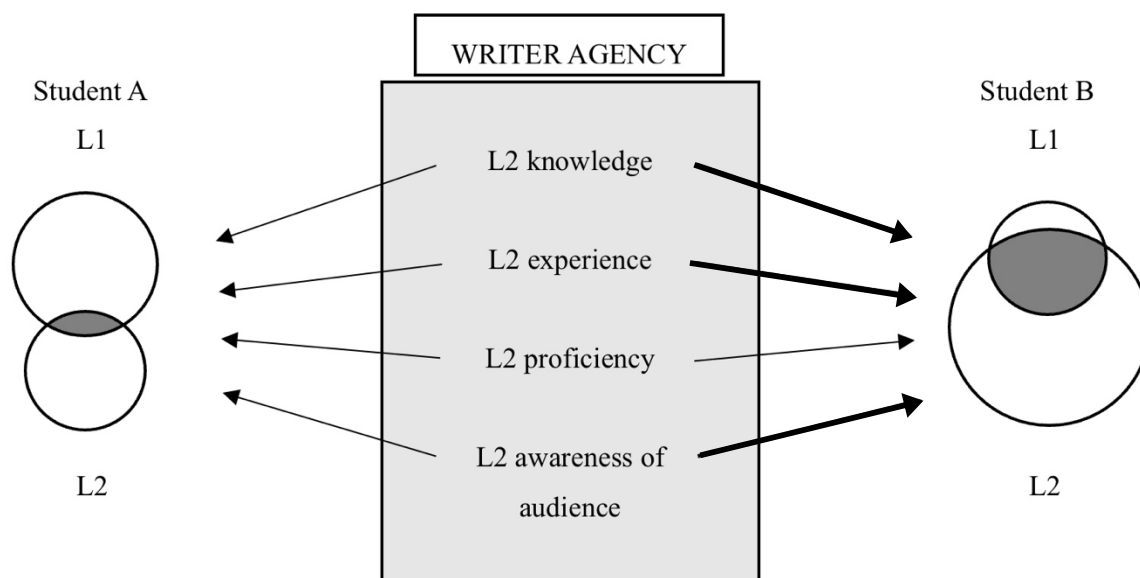
In contrast to Student A, Student B had few Japanese writing experiences even in university. However, he studied English writing in preparation for the TOEFL iBT test and gained practical writing knowledge and skills in this way. Both his Japanese and English essays show the argumentative patterns and rhetorical features which he had learned through studying for the TOEFL iBT test. The thick arrows of L2 knowledge and L2 experience reflect this point as shown in the figure.

However, his English proficiency, which corresponds to upper-intermediate level, or CEFR B2, does not transfer to his L1 writing. He could hardly apply the rhetorical features to his Japanese essay, unlike his English essay, in which he used a variety of complicated rhetorical sentences. Specifically, he wrote only one sentence which signals *position* in his Japanese essay.

Regarding awareness of audience, he seemed to apply his L2 English audience awareness to his L1 Japanese argumentative essay. He regarded the readers as raters of the TOEFL iBT test for both Japanese and English writing. It is not clear why he did not show more rhetorical features in his Japanese essay to impress the raters as he did in his English writing. However, it is concluded that Student B's argumentative texts are affected by his L2 writer agency, largely influencing his L1 writing. As a result, his L2 writing and knowledge predominates over his L1 writing competences.

**Figure 1**

*Writer Agency and Transfer of Student A and Student B's Argumentative Essays*



## 6. Conclusion and Implications

This paper explored writer agency and transfer from L2 to L1 with two students' writing data and interviews. As a result, it was revealed that Student A, who has intermediate English level but has much opportunity to receive writing training and practice both in L1 and L2, does not show much transfer from L2 to L1. She composed each argumentative essay without mixing knowledge and learning experiences between two languages, keeping in mind the target audience in each case. On the other hand, Student B relied on his knowledge of and experiences with English writing even when writing in Japanese. He had few chances to learn either Japanese or English writing in high school. His L1 Japanese argumentative essay, as a result, showed a strong transfer from his L2 English argumentative essay.

This case study revealed that the university student who had an official writing instruction

for Japanese and English essays in high school did not show the mutual transfer between L1 and L2 argumentative essays. On the other hand, the one who focused on L2 timed-writing tasks was more likely to transfer his knowledge, experience, and perceived audience expectation of L2 writing to his L1 writing. Unlike the case of multilingual student Natsu (Kobayashi & Rinnert, 2013), the two subjects in the current study did not have a bilingual command of English because all of their school education was in Japan. L2 proficiency, which was considered one of the predicting writer agency factors, did not affect their Japanese argumentative essays in contrast with L2 writing knowledge and learning experiences.

However, the findings of this study should be taken with caution. Since the current study was not designed to analyze the quality of the subjects' argumentative essays, the sentences with the argumentative rhetorical features were not examined for their accuracy and complexity. Future study should incorporate the writing quality of Japanese and English essays, analyzing it based on students' English proficiency.

Additionally, a single prompt was also problematic. Even though the participant students were instructed not to translate one to the other, they could write the discussions with the same ideas. Also, the prompt might not have been completely fair to the two students. One of the reasons why Student A could develop her thoughts in the conclusion might be relevant to her major: Education. Therefore, for the future studies, it is necessary to collect data from more diverse students having them write using different prompts in L1 and L2 to obtain reliable results.

Despite these possible weaknesses, this study can provide some pedagogical implications for writing instruction in Japan. Teachers should acknowledge the importance of L1 writing as well as L2 writing. As shown in the Japanese essay by Student A, further thoughts in the conclusion are valuable to deliver the writer's message to the audience regardless of the argumentative styles. The way she delivers her opinion is more familiar with Japanese people so that they can comfortably read and understand her essay. Writing instruction in the first stage should prioritize idea generation to argumentative styles and rhetorical features regardless of the language mode. A lack of balanced academic writing instruction between languages has a possibility for the learners to overgeneralize the writing features in one language to another. As found from the current study, Japanese students seem to have more chances to learn a various types of English writing than those of Japanese especially in high school. As Rinnert et al. (2015) argues, writer agency is active and dynamic. Teachers should foster students' writer agency to help them analyze the audience's expectations as well as build awareness of the purpose of their essay through both L1 and L2 writing instructions in a balanced manner. In order to teach Japanese and English writing in a balanced manner in higher education, it is important to reconsider the curriculum of both subjects and to have Japanese and English teachers collaborate with each other.

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### Notes

<sup>1</sup> The Common European Framework of Reference for Languages (CEFR) is an international standard for describing language ability on a six-point-scale, from A1 for beginners, to C2 for those who have mastered a language. (Cambridge Assessment English. (2021). <https://www.cambridgeenglish.org/exams-and-tests/cefr/>)

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