

# Computer Assisted English Composition with Counseling-Learning

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*The purpose of this article is to show how CL can be used to help students acquire the cognitive and motor skills necessary for writing English compositions. Given the interpersonal interaction of CL, the article demonstrates how the computer can be effectively integrated into a humanistic approach to education. CL defined in part two as a supportive learning contract that consists of group experience and group reflection. Six parts of this definition explained in part two. Learning to write an English composition is described in five cycles during part three. Each cycle include a CL group-learning experience together with its reflection period, and the presentation of a cognitive and motor skill. The cognitive skills are ways of organizing an English composition. The motor skills are those necessary for the effective operation of the computer. The feedback from the teacher is part of each cycle. The first three cycles are: Entry, which consists of mastering the basic composition form, keyboarding on the computer, and organization by time order; Organization of an English composition by Space Order, which includes the mastery of basic computer commands and reflection; Organization of Knowledge, which includes organizing a composition by Rank Ordering, Process, and Comparison-Contrast. Eight ways of writing an English composition are organized into a single directory called Corg92. There are eight files under this directory. Cycle 4 sees an integration of skills around two software programs: Chit-Chat and Conference. The computers are connected together and students are allowed to exchange messages in English. During Cycle 5, the students are allowed to play with computer graphics. Finally, the results of a CL approach are summarized in part four.*

## 1. Introduction: Problem, Students, Division

### 1.1 *Problem.*

English writing demands the integration of at least three skills: cognitive, motor, and motivational skills. Other important skills, such as grammatical skills are also necessary, but are not the focus here. Cognitive skills are required for organizing ideas into an integral composition. Sources of ideas for the organization of writing abound in the many textbooks now on the market, for example, Blanton (1989), Frydenberg and Boardman (1990), and Kelly and Shortreed (1985). Motor skills have greatly changed over the past, from pencil and pen handwriting, to typewriting, and now to the use of the computer. How do students master a complex machine, such as a computer, in service of integral English composition?

Motivational skills necessary for successful English writing depend on the educational context. Traditionally, education is the imparting of skills in a single direction from a teacher to a group of students. Education in this sense is a one way street. I am proposing a two-way street alternative called "Counseling-Learning (hereafter, CL). By way of contrast to the one way street, counseling occurs in a cyclic direction; the problem is presented by the client, clarified by the counselor, and returned to the client for a solution. The counselor is responsible for setting the conditions of the relationship, for example, the time and purpose of the session. The client is responsible for solving his/her problems, that is, the reestablishment of his/her integral human functioning.

CL is “Task-Oriented Counseling “ (Curran, 1972: 112). In task-oriented counseling, not only is the supportive counseling atmosphere invoked, but two additional facets of the learning relationship are also present. The first is that the relationship is focused on a given task. The task may be the learning of history, mathematics, French, or any other academic subject, even English composition. The second is that the task is achieved in and through the teacher-knower. In our example, English composition, the students seek to integrate the three skills necessary to write a theme in English, namely, cognitive, motor, and motivational skills. This is accomplished in a person-to-person relationship with the teacher.

The purpose of this article is to illustrate how students progress in acquiring English writing ability through CL. Cognitive, motor, and motivational skills are usually conceived separately. That is to say, the organizational skills exist in the texts; the motor skills are treated in the manuals; and the motivational skills in the journals of professional psychology. Given the interpersonal interaction of CL, this article demonstrates the effective integration of cognitive, motor, and motivational skills in service of English writing. Many studies with CL in the past have dealt with conversational skills; here I focus on English writing.

### 1.2 *Students*

The students with whom I worked were non-English majors in their first year of the International Business Management Program of Nanzan University. Besides their general education and business courses, they were given intensive English conversation and composition courses during their first two years. English majors in Japan are usually required to take one 90-minute period of English composition per week. At Nanzan, this is divided into two forty-five-minute periods: one held in the classroom: the other in the computer room. My students are required to take two 90-minute composition periods per week: one in the classroom, the other in the computer room.

At the beginning of the program, the students were divided into four groups of approximately 25 students each, A,B,C, and D. The members of the A and B groups consisted of those who had some schooling outside of Japan and those who were accepted into the program at the recommendation of designated high

schools. The latter were required to submit a score of at least 460 on the TOEFL test. The C and D classes consisted of those who entered the school of business through the regular entrance examination of Nanzan University. Applicants to the international program were selected according to their performance on the Michigan Test of English Proficiency. The students of this study were members of C class. They had a wide range of ability, some of them being proficient speakers of English, but they lacked the grammatical and organizational skills necessary for English writing.

After two years of intensive English training, the students are expected to spend one year in an American university. This period of study outside of Japan extends from the beginning of the second semester of the third year until the beginning of the second semester of their fourth year. The prospect and possibility of foreign study during third year colors the motivation of the students from the time they enter the university in first year.

### 1.3 Division

This study with CL has three characteristics. First, the relationship between the teacher and students is governed by an educational contract. The computer work is subordinate to this relationship. In part one, CL will be explained as a “discipline” based on an educational contract. English composition is a difficult task for teachers and students, so both teachers and students need discipline. Teachers need to read and correct many student compositions. Students need discipline to complete their work on time. The notion of discipline here is far removed from the regimental drill connoted by its present meaning (Curran, 1972: 22). *Discipline* implies a value investment, a giving of self like that of a *disciple*. In its Latin context, *disciplina* was not only what was learned, but the whole *personal learning experience* itself. It implied an *internalizing* of what was learned and the self-control necessary to bring about fruition in the person himself/herself. This is quite different from an external conformity to the teacher’s ideas, or an ability to reproduce knowledge when demanded by competition and testing. As in counseling, the person of the learner (client) is the source and center of the learning. His/Her commitment to the learning process is the manner by which he/she learns. The *manner* itself carries with it its own

*disciplina*, that is, its own necessary conditions of submission and self-control. The discipline carries a process of internalization that is of itself a motivating force. The learner makes the knowledge his/her own. It is not simply external learning. The result is a new growth in the person; a new self develops as the person learns. Curran (1972: 11) has called this “Whole Person Learning.”

Second, a cyclic communication process is characteristic of CL. The teacher assigns a theme in English. The student writes the composition in English and presents it back to the teacher. The teacher corrects, clarifies, and reacts to the message of the students. The students receive the emended message from the teacher. They are allowed to discuss the results during small-group activities. The teacher then receives feedback from the students before proceeding to the next step or cycle. With each turn in the cycle, the teacher explains a new organizational (cognitive) skill together with a motor skill, a step in computer operation. The student gradually achieves greater accuracy and ability to organize thought in English on the computer. I will describe these cycles in part two.

Third, every fresh approach is accompanied by problems and results. The difficulties and results of working with a CL approach will be discussed in part three.

## 2. A Definition of CL

### 2.1 Definition

*CL is a supportive learning contract that consists of group experience and group reflection.* There are five elements in this definition that merit further explanation. First, CL is a learning *contract* between the teacher and the students. Second, CL is a *supportive* contract. Third, CL consists of *group experience*. Fourth, CL consists of *group reflection*. Fifth, CL is a contract for the purpose of *learning*. The remainder of part one will be occupied with an explanation of each of these five elements.

### 2.2 Contract.

First, CL is a learning *contract*. The relationship between the teacher

and students in CL is governed by a contract (Egan, 1970: 26-27). The contract is a series of social rules that governs the interaction between the teacher and students. The contract makes the group operative and gives it direction. The members either explicitly or implicitly agree to follow the rules in order to achieve the purpose of the group. For example, the participants agree to be present at each session; they agree to participate in specific exercises in order to achieve greater understanding of the themes presented. The conditions for the composition class are explained at the beginning of the course. Contract groups are run according to a set of rules. The rules might well change as the group moves forward, but at any stage of the development of the group, a set of rules is operative.

Implicit in the contract are the goals of the group, the means the group uses to achieve the goals, and an evaluation of group progress toward its goals. The goals of the group must be explained and clarified for the group as part of the life of the group. Contract, therefore, also includes the ideas of role and dedication. The CL contract provides a flexible role for both the teacher and the students. The teacher is able to adopt an active role in planning group activities. The students perform a less active role as listeners. The contract allows the teacher to adopt a more silent role as observer and monitor of individual, pair, and small-group activities. The role of the students changes from that of silent listeners to active participants. In the case of a contract group, the flexibility of the contract allows the participants to change roles quickly. Thus, as will be shown later, it is possible to move from individual activities to small-group or pair activities or learning exercises with the whole group.

### *2.3 Support*

Second, CL is a *supportive* contract. In the classroom as we know it, the teacher supplies support mainly through verbal instruction. In CL, support is derived from the teacher's use of "learner space" (Curran, 1972: 91-96). Because of the teacher's greater knowledge and other differences such as age, experience, nationality, personality characteristics, and so on, there exists a space between the teacher and the learners. This space is necessary if one person is to learn

from another (Curran, 1972: 91). But if the knower projects himself/herself into that space, allowing no room in it for the learner, he/she destroys any opportunity for the learner to expand into it. If the knower uses the space of the learner only to meet his/her own needs, he/she will cause resistance and hostility among the learners. The learner makes space available to the knower, but only that he/she, the learner, can grow more and more to fill that space. The task of the CL teacher is to build a number of communication bridges across the learner space. This is possible with the following three dimensions: first, between the teacher and the whole group; second, among the students themselves; third, between the teacher and each individual member of the group.

Learner space is used in two other supportive ways. The CL experience is limited by a definite time span. The effect is a reduction in the anxiety of the interpersonal relationships of the group. For example, participants usually find a taxing experience of ten minutes' duration easier to bear than one of twenty or thirty minutes; the hardest is one without any time limit at all. Because students can face up to a time-limited strain with less anxiety, the learning activity is made more attractive to them.

Next, the CL teacher recognizes that the very process of presenting an idea may produce an "affective bind" for some of the students (Curran, 1972: 112). These affective binds create a hindrance to learning. If the students show anxiety, anger, resistance, objection, or any other problem during the course of learning, these can all be dealt with in a supportive way during the reflection period. Since the focus of the composition course is on cognitive and motor skills, the serious affect binds connected with other foreign-language skills, such as speaking, do not occupy a prominent place. If and when they occur, they are not major problems. Because students are using supportive machinery such as a word processor, the affective binds have less influence on the learning process.

#### 2.4 *Group Experience*

Third, CL consists of *group experience*. In a CL class, students learn by participating in supportive group learning experiences. There are three basic types of group experience. A Type I experience is designed to fill the need for whole-group learning. This learning occurs within the first dimension, that of the interpersonal

relationship between the teacher and the whole. A Type II experience affords an opportunity for students to bridge differences in comprehension, rate of learning, and other variations in the behavior of the students among themselves. The teacher does not ordinarily participate in a Type II experience, but remains on silent standby, ready to render assistance if it is requested by the small groups. A Type III experience fills the need for contact between the teacher and each participant. The whole group, including the teacher, is divided into pair groups for brief - three to five minute - interviews. The learning occurs on the third dimension of the interpersonal relationship of the teacher with each member of the group. A Type III experience allows the teacher to have contact with individuals, which in large classroom groups is otherwise extremely difficult.

Type I, II, and III experiences take on the form of “short-term counseling interviews” (Curran, 1972: 5). No contract is made for a longer series of interviews or even for a half-hour or hour interview. The short-term counseling interview usually lasts from about ten to twenty minutes. It can be held right in the classroom. The purpose and time limit are announced before it begins. After the time limit has ended, the interview is followed by a period of reflection or evaluation. The overall contract for the semester can be divided into a series of subcontracts. This opens the way for using many different kinds of content, such as individual or small-group reading sessions. Students can read their compositions to each other in small groups. They can help one another to find and enlarge their understanding of topics. Large-group lecture sessions were also held in the short-term counseling format.

Within the context of a Type II or Type III experience, I was able to conduct interviews with individuals. English compositions were returned to individuals with comments, suggestions, and even with reference to explanatory passages in the textbook. This occurred while the other students were engaged in small-group and pair-group projects.

A short-term counseling interview also took on the form of “pyramiding.” The students were given time to work on a project by themselves. After the time limit had passed, they entered small groups in order to compare their project with others. Individuals were asked to contribute to a single small-group project.

Reports from each group were given to the whole. A reflection period was held at the end of the class. Students reported that it was easy to find and develop a composition topic as a result of the “pyramiding” activity.

### 2.5 Reflection

Fourth, CL consists of group reflection. A reflection period is an essential element of the CL contract, since dedication is part of the CL commitment. Therefore a reflection period follows after each group learning experience is completed. The students and the teacher are given a chance to evaluate the learning experience and decide how it contributed to the achievement of the group goal - for instance, progress in English writing. The reflection period consists of two parts. During the first part, the students are given time to write a theme about the experience of the day. This gives them a chance to compose an extemporaneous evaluation of the day's learning task. The second part of the reflection period consists in sharing the evaluation with other students. This can be done by individuals or in small groups. The small groups can be asked to summarize their reflections in order to share them with the whole class. If difficulties arise, they can be handled by the teacher immediately or in subsequent classes. In either case, the teacher receives immediate feedback on the effect of the learning activity of the day, and is able to evaluate progress and plan for subsequent activities.

### 2.6 Learning

Lastly, CL is a contract for the purpose of *learning*. As has become apparent during the explanation of the reflection period, in CL one learning activity flows from another. Once the contract is established, a group experience is followed by a reflection period, which thus becomes another learning experience. On the basis of previous reflection, reaction, and evaluation by the students, the teacher repeats, corrects, amends, or clarifies earlier lessons before introducing a new skill. There is continual monitoring of the students' progress. Thus, evaluation is an ongoing process engaged in by both student and teacher, rather than a one-shot evaluation at the end of the semester, when little can be done to improve learning progress.

The function of reflection cannot be underestimated for its effect on learning, especially in the case of writing, composition, and word processing skills. The process of composing is in itself a reflection task because the student must learn how to summarize and express his experience in a foreign language. Cognitive and motor skills must be integrated if students are to learn the difficult task of writing and typing English compositions. In the second part of this article, I would like to show how this occurs in a series of five circles. Each circle is divided into a cognitive and motor task. Besides the introduction of a new skill, each repetition includes practice of skills learned previously.

### 3. Computer Assisted English Writing

#### 3.1 Five Cycles

I will describe the activity of learning to write English themes as a series of circles. Each repetition of the circle includes the repetition of a CL contract - a group learning experience together with its reflection period, and the presentation of a cognitive and motor skill. With each repetition, the previous skills are practiced and new skills are acquired. Since so many skills are involved, I prefer to cite five distinct cycles rather than simple cyclic repetitions. The cycles represent a series of five spirals beginning with individuals and culminating in the integration of the group in cycle five. Cycle one is the Entry. The basic English composition format is introduced first, following Blanton (1989). The motor skill is basic keyboarding, taught by a software program called "Type Quick." At this time, the students are still writing their compositions by hand. Cycle two begins when the students are able to handle typing. Then they begin to practice basic computer commands such as editing text - deleting, transposing, copying, centering, underlining, and printing. The software program is called "Quick Start." They learn to reorganize a number of sentences into a complete story. Lessons from *Significant Scribbles: Writing for Fluency* (Kelly and Shortreed, 1985) are very useful for this purpose. Cycle three consists of the organization of knowledge. The students learn to organize English compositions by "Rank Order," "Process," and "Comparison-Contrast." These more complex

rhetorical patterns are found in a textbook called *You're in Charge: Writing to Communicate* by Frydenberg and Boardman (1990). During cycle three, the students practice all that they learned previously during cycles one and two. Therefore, there is a pause for reflection here. Cycle Four is the integration cycle. Here the learners begin to produce creative texts. The computers are joined together for "Chit-Chat" or "Conference." During "Chit-Chat," students are able to send English messages to one another, an activity that is very highly motivating. "Conference" is a program in which all the members communicate with one another through a public "Bulletin Board." The group again becomes a unity as a result of this activity. Another software program called "Word Perfect" was introduced here. During the last cycle, the students are allowed to play with the computers. Computer graphics or calculating skills can be introduced at this time. I will now explain the five cycles in more detail.

### 3.2 A. *Cycle 1: Entry*

At the Entry, students have neither the cognitive nor motor skills necessary for organizing an English composition. They must be given the cognitive tools, that is, the composition format, the title, introduction, body and conclusion of an English composition. Paragraphing is difficult to teach and, for students, difficult to understand. Organization in "blocks" of time seems the easiest way to begin (Frydenberg and Boardman, 1990: 27). The title of the assignment is something as follows: "My Day Yesterday." "Pyramiding" is very helpful at this time. The students are asked to work individually. They are asked what happened the previous day, for instance, in the morning, in the afternoon, and in the evening. They are asked to note down two or three events that occurred at each time of the day. Then they are divided into small groups and given a chance to compare and discuss their experiences with others. There is a question-and-answer period held with the whole group at the end. The students are told to write an English composition on the theme "My Day Yesterday."

### 3.3 B. *Keyboarding*

The motor skill in the Entry is Keyboarding. Typing as an academic subject

is not in the high-school curricula. Therefore, when our students arrive, they are not yet able to type their compositions. They must be introduced to the computer and allowed time to work through a typing program called "Type Quick." The class becomes difficult to manage at this point because students progress at different rates of speed. I like to return the compositions I have corrected on "computer day." While other students are practicing on the keyboard, an individual can be interviewed and given help where needed. Two difficulties arise here for the teacher. First, the composition form itself is foreign to the Japanese student. Paragraphing is difficult to teach except in a time-oriented social context, for instance, a daily schedule of events. The second difficulty is computer fatigue. If typing practice lasts more than twenty minutes, students are likely to become bored. As a remedy, I have encouraged those more adept at handling machinery to assist those who can not manage to operate a computer efficiently.

### *3.3 A. Cycle 2: Organization by Space*

The next cognitive skill is organization by space (Frydenberg and Boardman, 1990: 28). Students who have trouble composing paragraphs according to time order, may be able to organize according to space or place. First-year students know surprisingly little about the layout of the university. So individuals are asked to draw a map of the university grounds. Next, they move into small groups to compare their maps. Each group is given the task of drawing a map of the university. Naturally, the group map is more complete than that of each individual. Making sure that each individual has a copy of the group map, I next assign them a composition entitled "About Nanzan University."

### *3.3 B. Basic Commands*

In the second spiral, the students are still practicing key-boarding skills. At this point, they begin to enter an English software program such as "Quick Start." They learn the basic computer commands for editing text: deleting, transposing, centering, copying, underlining, and so on. They are also taught how to save, copy, and make a printout. (Expect a riot of delight when the students succeed in making their first printout on the computer). Those

more adept are encouraged to type their composition “My Day Yesterday” and save it in a file. Other students are given assignments from the *Significant Scribbles: Writing for Fluency* textbook. These exercises consist of a number of sentences that must be organized into a story. The student types the sentences from the textbook into the computer. The sentences are numbered but out of sequence. After they have been entered into the computer, a step that entails the exercise of typing skills, the sentences must be reorganized in sequence as a narrative. Editing skills are necessary to accomplish the task.

### 3.3 C. Reflection

The next skill is classification (Frydenberg and Boardman, 1990: 97-111). When asked what kind of activities we were doing in our class, practically everyone gave the same answer: “We use the red book for English writing, the black book for reading, and the computer room for word processing.” My reply is as follows: “Please describe each activity and evaluate its usefulness.” When the students begin to organize by classification, it becomes possible to make suggestions about an introduction, a topic sentence for each paragraph, and a conclusion. The class as a whole becomes involved in reflecting on progress. When the compositions are corrected and returned, the class is organized into small groups for reading and discussion. Each student reads his or her composition to others. Some students who have difficulty with cognitive organization find supportive assistance during this activity. The compositions are summarized by each group. The teacher receives valuable feedback when these summaries are read to the whole class.

### 3.4 A. Cycle 3: Organization of Knowledge

The following three cognitive skills were learned in rapid succession: Rank Ordering, Process, and Comparison-Contrast. Rank Ordering was taught around the theme “Five things I Like to Do.” The students were given time to think and then asked to put a number 1 on the most favorite activity, a number 2 on the next, and so on. They were allowed to compare and discuss their choices with

others. It became possible to point out that they could begin to write about their most favorite activity first, and then continue with their other activities afterward. They could also build up a rank by working upward from some activities they liked to a very strong emphasis on the thing they liked to do the most.

By this time, summer vacation intervened. Perhaps the most important way of organizing an English composition is by comparison and contrast. Frydenberg and Boardman (1990: 116-118) explain three ways of organizing a composition by comparison and contrast: Block style #1, Block Style #2, and Point by Point Comparison. So the students were asked to compare the summer vacation of 1991 with that of 1992. We began with individual activity. The students were asked to remember five events from the summer of 1991 when they were still senior high school students. This was extremely unpleasant and difficult because at this time students in Japan are preparing to take their university entrance examinations. They can think of only one activity, study. Discussion in the small groups helped them to recall other events. By way of contrast, their first vacation as university students is filled with many pleasant events. One by one, therefore, the students wrote about the same theme, but each time their topics were organized in a different way.

### *3.4 B. Directory*

There were two important motor skills acquired during cycle 3. The first was the organization of their files into a single directory, "Corg92" (Composition Organization 1992). The students were advised to date their directories for future reference. Corg92 contained the following eight files: 1. Chro (Chronological Order), 2. clas (Classification), 3. Spor (Spacial Order), 4. Shift (Shift and Focus), 5. Rank (Rank Order), 6. Cont (Balance of Contrasts), 7. Pro (Process), and 8. Exem (Exemplification). The Balance of Contrasts file (Cont) contained the following three subfiles: block 1, block 2, and P by P (Point by Point). The students inserted one example of their corrected compositions into each file. They also included some basic explanation from the textbook for each way of organizing an English composition.

The second important motor skill was acquired when the computers were connected together. The assignment was to describe, in a single paragraph, a

chemical process that was depicted in the textbook of Frydenberg and Boardman (1990: 93). The cognitive skill here was the organization of a paragraph by describing process, that is, “How to do something.” The student had to learn the motor skill of sending the completed paragraph from his computer to the teacher’s computer. The teacher corrected the paragraph and then sent it back to the student. The student inserted the corrected paragraph into his or her file “Pro” (Process) for storage on a floppy disk.

### 3.5 A. Cycle 4: *Integration of Skills*

In the previous three cycles, the cognitive skill preceded the motor skill. Once the computers are hooked together on a software program called “Chit-Chat,” the students start to communicate freely with one another in written English. This was a highly creative and motivating experience for the students. The flow of messages among the students, to and from the teacher, needed no encouragement. The students were producing creative texts full of examples. Therefore, it was not necessary to “teach” organization by exemplification. The students were already exercising this skill.

Another software program called “Conference” unified the class. The computers were hooked together with a single “Bulletin Board” on which messages could be pasted. Questions could be asked that each member of the class had to answer. The ensuing lively conversation took place on two levels. First, there were the cognitive messages in English, and these appeared on the computer screens; this was one form of communication. The other was the affective atmosphere among the students, and this took place outside the machines. One would expect cognitive messages in Japanese to be passed among the students, but instead it consisted of screams of delight, laughter, and surprise when messages were understood. While the students were creatively engaged in the cognitive task of composing messages in English, they were communicating effective messages of encouragement to each other outside of the machines. The computers had, seemingly, taken over the burden of learning and left the students to enjoy themselves.

## **4. Problems and results**

### *4.1 Problems*

The purpose of part three is to outline some problems and summarize the results of a CL approach to teaching English composition. During Cycle 1, a problem that arises, both for the students and the teacher, is that of computer fatigue. Introducing a variety of activities besides computer work can relieve the fatigue. As a rule of thumb, I would suggest a pause after about twenty minutes of computer work. The efficiency of the students drops quickly after this time. Even something as elementary as allowing the students time to stand up, stretch, and yawn has proven helpful.

In my experience in dealing with beginners, I have found that Quick Start is better for beginners than Word Perfect. Quick Start works with the keyboard. Once the students are used to working on the keyboard, they find it easier to operate the mouse. Some students find great difficulty in using the mouse. If it is not moved to the precise spot and clicked exactly at the same time, the computers may get fouled up. If the group consists of 25 students, much time is wasted in getting the computers back into proper working order.

Teachers are also subject to computer fatigue. The concentration necessary to correct the students' writing and return them by computer uses up much time and energy. The teacher must be all over the classroom at once when the students get fouled up in the process of operating the machines. An assistant is very helpful in sharing this activity.

During Cycle 2, the teacher has to deal with students who are more, less, or not at all mechanically inclined. Learning progress differs widely at this time. Small-group activity bridged the gaps among the students. With the CL interaction running smoothly, the "poorer" students who were more mechanically inclined gave valuable assistance in operating the computers to the "better" students. In return, the "poorer" received help with cognitive organization from the "better" students.

Cultural patterns hinder the acquisition of thought organization during Cycle 3. Luckily, the mastery of computer skills operates something like thought rules in foreign language learning. If you don't follow the rules, you can't make the

computer work. Infractions of the rule result in computer malfunction. So when the computer breaks down, the rules are reestablished and the computer works again. This “mechanical” process seems to transfer and apply to thought processes as well. Therefore, the mechanics of the machine contributed to the acquisition of English cognitive thought patterns.

During Cycle 4, the teacher has to be aware that Chit-Chat and Conference consume much classroom time. The programs take much time to put into operation. Because of time limitations, students can send only brief messages. The teacher, in my experience, can only handle brief paragraphs. A 90-minute class period does not allow for the receiving, correcting, and returning of a full-length English composition.

#### 4.2 Results

The purpose of this section is to summarize some results of a CL approach to the teaching of English writing. During Cycle 1, the computer keeps the students occupied and releases the teacher for personal interviews with each student. As a result, the teacher is able to establish a personal relationship with each student. Students appreciate the individual attention and contrast it with experience in other classes. The personal interview is very effective for showing the student how to set up the English composition form during Cycle 1.

The learning relationship among the students is extremely effective during Cycle 2. They are greatly assisted in creating and organizing topics for compositions during small-group activities. Those who still have difficulty with the English paragraph form receive help and advice from their peers.

Small-group reading of their compositions to others provides assistance to those who have difficulty in acquiring the thought patterns of English composition. The students summarize their evaluation of the writing class and share their reflections with others. This process unifies the class and gives further incentive for learning.

An even more important result occurs during Cycle 3, when the previous ways of organizing an English composition are recorded on the floppy disk. The content of three textbooks organized into a single directory and inserted in eight files on a single floppy disk is a singular example of how complex

knowledge can be stored for future use. Since the students go overseas in their third year to pursue one year of studies in American universities, where the composition of themes and term papers plays a major role in determining their grades, they are told that the only thing they absolutely need to take with them is their floppy disk. With this disk to back up the skills acquired in the course, they would have good prospects for success in their overseas studies.

The use of the computer for communication among the students was a strong motivating force for the students during Cycle 4. A deep sense of social awareness arose among the students at this time. Everybody was engaged in sending and receiving messages through the computer.

Cycle 5 witnessed the growth of interpersonal trust among the students. During junior and senior high school, students are graded on a curve that determines which university they have the best chance to get into. They learn alone, as individuals pitted against each other for a higher place on the curve. With the group unity restored, the students were busy learning through the messages received from others as well as by sending messages to others. Students felt and enjoyed this mutuality. The computer supplied the underlying physical condition making this mutuality possible. As a result, everybody had a good time in the class. (By this time the students had mastered three software programs: Type Quick, Quick Start, and Word Perfect).

The final result can be described by what Curran (1972: 11) called "Whole Person Learning." He wrote as follows:

Learning is viewed as a unified, personal and social experience that bestows special worth on the learner. The whole person is involved in learning - not simply his understanding and memory - while he is engaged in a concomitantly deep social experience that is filled with worth and meaning for him. He is no longer seen as learning in isolation and in competition with others. He learns in and through them.

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