to deal with your own and other people’s expectations, values, and
to understand and respect others’ beliefs, you need to understand and accept
shades of grey. Understanding cultural differences is important, even necessary, for both
students and teachers. To begin understanding and respecting
Shades of grey is one form of social interaction. Teachers’ knowledge

Cross-Cultural Communication

philosophy at the end of this book.

overview of the issue. For further work in each area, see the annotated
classroom. None of the sections below is definitive; each gives an
directly focused on writing and some are applicable to any ESL
differences. Some of these differences arise from cultural differences, some are
teaching and writing. The classroom pedagogical, which focuses

Pedagogical Issues in ESL Writing

CHAPTER 3
Pedagogical Issues in ESL Writing

For teachers of English, teaching and developing a classroom community is essential—especially for ESL teachers, and especially ESL writing. Cultural differences are important in all ESL classes, and we must recognize some universal principles that apply to different cultures. In addition, the importance of providing cultural context to assist the learner in understanding and appreciating something of other cultures is essential.

strategies:

1. Recognition: when people know what aspects of their learning are effective and how they improve, these aspects of learning can be improved.
2. Strategies: when people learn new strategies, they can learn new language.

1968, p. 43

when they know what aspects of their learning are effective

when people learn new strategies

when they improve these aspects of learning
Pedagogical Issues in ESL Writing

The Cross-Cultural ESL Writing Classroom

Several general areas of cross-cultural study are available for ESL teachers to explore. These areas may include the following:

1. The role of the ESL teacher: How does the teacher's role differ in the ESL classroom compared to the native language classroom?

2. Communication styles: How do native and non-native speakers communicate, and how do these differences impact the ESL classroom?

3. Cultural differences: How do cultural differences impact the ESL classroom, and what strategies can be used to address these differences?

4. Language and culture: How do language and culture interact in the ESL classroom, and how can teachers help students understand these relationships?

5. Assessment: How do assessment methods in ESL differ from those in native language classrooms, and how can teachers adapt their assessment strategies to better meet the needs of ESL students?
Japanese students (Honig et al., 1986)

- A teacher sitting on his/her desk may be seen as insulting by a
  hostile stance by an instructor.
- An instructor's standing with hands on hips can be interpreted as
  negative.
- Other cultural influences such as "considerate behavior" is
  seen completely misunderstood.

In many Asian and African cultures, the role of friend and

Institutional point and sensitivity to classroom behavior and

Formal (1995):

- The question "Do you understand, if I ask you?" is often used in
  ESL-Writing classes. In the case of social context, "comparing and
  contrast" is often used in ESL-Writing classes.

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Pedagogical Issues in ESL Writing

Expectations concerning reading, writing, and expression of ideas, and the role of the teacher in the learning process, form the basis of this chapter. The focus is on the role of the ESL teacher in the classroom, and the challenges and opportunities that arise from teaching in a multicultural environment.

The ESL Writing Teacher as Cultural Interpreter

Effective communication in the classroom requires the teacher to be knowledgeable about the students' cultural background and the values, beliefs, and attitudes that influence their language use. Teachers must be able to communicate effectively with students from diverse cultural backgrounds and create a learning environment that respects and values cultural diversity.

In addition to learning about the cultures of their students, teachers must become culturally literate in order to provide appropriate support and guidance. This includes being aware of cultural differences in communication, language use, and learning styles.

For example, teachers must be able to understand that cultural differences in the way students express their ideas can influence their writing. Teachers must be able to recognize and respect these differences and provide appropriate feedback and support.

One valuable area of inquiry, particularly for students new to a new culture, may seem incredibly rude to some English speakers, but is perfectly appropriate in another culture. Passing our papers with the left hand, rather than the right, may seem incredibly rude to some English speakers, but is perfectly appropriate in some cultures.
Pedagogical Issues in ESL Writing

(1988) p. 58

a prolonged face may indicate threat or aggression. The
interlocutor’s surprise, or lack of confidence, in some Americans’
shorter period of eye contact or lack of eye contact will indicate
and audience for several seconds each, noting the gaze around the room.

One of the most important social signals is eye contact. Americans
should be welcomed when making eye contact. But Americans will
often show their attitude by either smiling or speaking.

In common for Americans is also to use the expressions to emphasize and
Teachers

describe some of the nonverbal communication aspects of L2.

Features that I have noticed when teaching ESL to non-native
speakers is the importance of eye contact. In one case, the student
was talking to another student and the other student was not
looking at the speaker. It seems that non-native speakers
are not as comfortable making eye contact as native speakers.

Observing one's culture through the eyes of non-native speakers can
help them understand cultural differences. However, it is important
to be aware of cultural differences and to respect them.

There are several feelings of the third world which may not even
be expressed in words. Some of these feelings may include:

- Fear
- Uncertainty
- Anger
- Sadness
- Happiness

These feelings are not always conveyed in words, but through body
language and facial expressions.
Pedagogical Issues in ESL Writing

(1982, p. 164)

...circumstances, the skill is not measurable, or the skill is used in inappropriate ways. Implied in the instruction are the assumptions that the language is universal, that native speakers have access to all knowledge, and that the learner's goal is to acquire the language of the native speaker. These assumptions are often built into the curriculum, making it difficult to address the unique needs of second language learners.

A key aspect of ESL instruction is helping students develop the skills necessary for success in English-speaking environments. This includes not only language proficiency but also cultural awareness and adaptation. Teachers must be prepared to address these issues in their classrooms to ensure that all students have the opportunity to succeed.

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Learning styles.

Many studies have shown that teachers usually reach the ends of the continuum: kinesthetic, auditory, or visual. To accommodate all students, teachers need to know how students learn and then adapt their teaching styles to better suit their learners. Researchers have reported teaching styles, and educators have preferred teaching styles. Ideally, educators should use multiple teaching styles and ESL-Writing classrooms. Students have different learning styles and preferences for learning. In addition to the diverse cultural values and expectations in the classroom, teachers must also consider the students' learning styles.
Pedagogical Issues in ESL Writing

...view, field-independent—significantly enhances to success.

Teaching an auditory preference (Chiu, 1989). Moreover, second language instruction in the United States is conducted via lecture, reading, and oral presentation, which are all associated with visual processing (Chiu, 1989). However, in the same study, students preferred kinesthetic-visual and auditory processing (as opposed to visual-auditory learning: see Table 1-1, Field-Dependent Learning is Experiential, Whole-Body Learning) and graphic presentation in the United States strongly preferred kinesthetic and graphic presentation in the United States. Research is currently focused on the individual learning styles of ESL students. (Kotow, 1984; Mours, 1983; McFarland, 1988; Ryan, 1989).

Regarding the learning styles of ESL students, it is important to note that critical evaluation preferences for core learning problems solving, creative thinking, and personal management for different educational approaches have been observed in this regard. Students from different educational backgrounds have shown that the outcomes of their learning processes are directly affected by their learning preferences. Students who are more field-dependent tend to rely on their teachers and prefer less independent learning. On the other hand, those who are field-independent are more inclined to follow directions and to be creative.

In a recent study, researchers examined the individual learning styles of ESL students. (Kotow, 1984; Mours, 1983; McFarland, 1988; Ryan, 1989).
Table 3.1: Major, Minor, and Negative Learning Style Preferences by Language Background

<table>
<thead>
<tr>
<th>Language</th>
<th>Group</th>
<th>Visual</th>
<th>Auditory</th>
<th>Tactile</th>
<th>Kinesthetic</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Group</td>
<td>Auditory Tactile Individual</td>
<td>Visual</td>
<td>Kinesthetic</td>
<td>Table (153)</td>
</tr>
<tr>
<td>Indonesian</td>
<td>Group</td>
<td>Auditory Tactile Individual</td>
<td>Visual</td>
<td>Kinesthetic</td>
<td>Table (99)</td>
</tr>
<tr>
<td>Thai</td>
<td>Group</td>
<td>Auditory Individual</td>
<td>Visual</td>
<td>Kinesthetic</td>
<td>Table (47)</td>
</tr>
<tr>
<td>Korean</td>
<td>Group</td>
<td>Auditory Individual</td>
<td>Visual</td>
<td>Kinesthetic</td>
<td>Table (118)</td>
</tr>
<tr>
<td>Chinese</td>
<td>Group</td>
<td>Auditory Tactile Individual</td>
<td>Visual</td>
<td>Kinesthetic</td>
<td>Table (90)</td>
</tr>
<tr>
<td>Malay</td>
<td>Group</td>
<td>Auditory Tactile Individual</td>
<td>Visual</td>
<td>Kinesthetic</td>
<td>Table (113)</td>
</tr>
<tr>
<td>Japanese</td>
<td>Group</td>
<td>Auditory Tactile Individual</td>
<td>Visual</td>
<td>Kinesthetic</td>
<td>Table (130)</td>
</tr>
<tr>
<td>Spanish</td>
<td>Group</td>
<td>Auditory Individual</td>
<td>Visual</td>
<td>Kinesthetic</td>
<td>Table (209)</td>
</tr>
<tr>
<td>Arabic</td>
<td>Group</td>
<td>Auditory Individual</td>
<td>Visual</td>
<td>Kinesthetic</td>
<td>Table (193)</td>
</tr>
</tbody>
</table>

Preference by Language Background
Major, Minor, and Negative Learning Style

Preference for Students Prefers: Sky Air Learning Learning and Numbers Sky Air Language Learning Learning Learning
Preference for Students Prefers: Sky Air Learning Learning and Numbers Sky Air Language Learning Learning Learning
Pedagogical Issues in ESL Writing

...
Kaplan himself has modeled his original stance somewhat, what he
refers to as a "contrasting rhetoric," which he initially described in his 1980s' work on second language learning. He argued that the contrastive approach
is more effective than the traditional content-based approach.

Since the appearance of Kaplan's article, the notion of contrastive
rhetoric has become more popular among educators.

**Figure 3-1: Kaplan's Contrastive Rhetoric Paradigms**

1986, p. 12.

before any meaningful contrastive system can be elaborated (Kaplan's
model), the need for a more detailed and accurate description of
the contrasts in oral and written forms of English has become
increasingly apparent. The contrastive approach, developed by
Kaplan and others, offers a way of looking at the differences
between the two languages in terms of their structural, cultural,
and social implications. This approach allows educators to
identify the specific features of each language that are critical to
the learning process. The contrastive approach has been
widely adopted in second language teaching, and it has led to
the development of new teaching materials and methods.

Contrastive Rhetoric

Wedgwood and Bangert (1985).

communication, and provides instruction. (Ellis, 1989; Sherry, 1989;
student preferences for certain instructional and organizational patterns.
ESL teachers need to know how culture affects their

makes learning more enjoyable, improves teacher-student
Initially explained as cultural patterns, they now identify as "preferential tendencies" (1982, 1983, 1988, 1989). Furthermore, they have become increasingly interested in the influences of oral culture and social types of written discourse. Kaplan has, however, remained committed to the pedagogical impact of written rhetoric. Kaplan's primary focus has been to describe rhetorical differences for the purpose of applying that knowledge to the ESL writing classroom.

During the last fifteen years, teachers and researchers have expanded the notion of written rhetoric. According to this theory, two factors influence written rhetoric: first, the influence of oral culture and social types of written discourse; second, the influence of written language. Kaplan suggests that written rhetoric is a reflection of the preferences of each culture. Apreskin and his colleagues (1988) have studied the influence of written language on the rhetoric of Arab-Israeli War (Glenn et al., 1977). They identified three types of written rhetoric: formal, informal, and affective. The formal type is used to express ideas and arguments, the informal type is used to express personal feelings and emotions, and the affective type is used to express both ideas and personal feelings. Kaplan (1991) and his colleagues have expanded the notion of written rhetoric to include other factors such as written language, written culture, and written communication. Kaplan's (1991) and his colleagues' studies have expanded the notion of written rhetoric to include other factors such as written language, written culture, and written communication.
Pedagogical Issues in ESL Writing

Research continues to link between reading and writing (1969, 1970). Cazden, a more recent work echoes the increasing NES and ESL challenges in reading comprehension. That teaching ESL readers the text structure(s) of academic prose exceed meaningful in ways that are different from NES. Cazden suggests that differences can be gained through those in English. Since ESL readers read English, they are more sensitive to the patterns that have been used in writing and reading processes in their own academic cultures. This research echoes the commitment, when non-native speakers of Academic Language Theory, that non-normal speakers of English read a second language, the pattern by which written text is read. Furthermore, students, from knowledge will influence what and how they write. The writing of a text is an exercise, not an exercise in writing (p. 260). Students' previous knowledge will influence what and how they write. The writing of a text is an exercise, not an exercise in writing (p. 260).

Research into schema theory has helped many ESL teachers understand how their students interpret, cultural, and social experiences. This research has implications for education, cultural, and social experiences. This research has implications for education, cultural, and social experiences. This research has implications for education, cultural, and social experiences. This research has implications for education, cultural, and social experiences. This research has implications for education, cultural, and social experiences. This research has implications for education, cultural, and social experiences. This research has implications for education, cultural, and social experiences. This research has implications for education, cultural, and social experiences. This research has implications for education, cultural, and social experiences. This research has implications for education, cultural, and social experiences. This research has implications for education, cultural, and social experiences. This research has implications for education, cultural, and social experiences. This research has implications for education, cultural, and social experiences. This research has implications for education, cultural, and social experiences. This research has implications for education, cultural, and social experiences. This research has implications for education, cultural, and social experiences. This research has implications for education, cultural, and social experiences. This research has implications for education, cultural, and social experiences. This research has implications for education, cultural, and social experiences. This research has implications for education, cultural, and social experiences. This research has implications for education, cultural, and social experiences. This research has implications for education, cultural, and social experiences. This research has implications for education, cultural, and social experiences. This research has implications for education, cultural, and social experiences. This research has implications for education, cultural, and social experiences. This research has implications for education, cultural, and social experiences. This research has implications for education, cultural, and social experiences. This research has implications for education, cultural, and social experiences. This research has implications for education, cultural, and social experiences. This research has implications for education, cultural, and social experiences. This research has implications for education, cultural, and social experiences.
Pedagogical Issues in ESL Writing

Recent developments in the field of ESL writing have highlighted the importance of understanding the role of cultural background and its influence on writing development. Teachers need to be aware of the cultural differences and their impact on the writing process. The following are some key points to consider:

1. **Cultural Background:** Students from different cultural backgrounds may have varying experiences that shape their writing styles. Teachers should be sensitive to these differences and adapt their teaching strategies accordingly.

2. **Language Issues:** Students may have difficulties in understanding and producing academic language. Teachers need to provide clear, explicit instruction on academic language, including vocabulary, sentence structure, and coherence.

3. **Writing Strategies:** Students from different cultural backgrounds may have different writing strategies. Teachers should encourage students to develop their own writing strategies while also providing guidance on effective academic writing.

4. **Peer Support:** Peer review and discussion can be effective tools for students to learn from each other. Teachers should facilitate opportunities for peer interaction and feedback.

5. **Feedback:** Teachers should provide constructive feedback on students' writing, focusing on both strengths and areas for improvement. Feedback should be culturally sensitive and respectful.

By incorporating these strategies, teachers can help students from diverse cultural backgrounds develop effective academic writing skills.

References:
Pedagogical Issues in EFL Writing

The Writing-Reading Connection

Closely linked to schema theory is the idea that reading and writing are interrelated. EFL students who read texts closely and practice writing can improve their reading skills. The reading process can be enhanced by integrating writing activities into the classroom. Conversely, writing practice can be improved by providing students with opportunities to read extensively. This interplay between reading and writing is crucial in developing effective EFL learners. The following sections discuss various techniques to promote the writing-reading connection in the EFL classroom.
Reading and analyzing texts for successful communication

background and additional outside sources

and are supported by the students as well as from individual students.

The Writing: 1961 (p. 96). "The Writing test was one of the four tests that is most critical to the students' performance in the classroom. The test assesses the students' ability to write from a clear, well-organized, and detailed outline. The test is designed to encourage students to think critically and express their ideas more effectively."

The research on reading in English as a second language (ESL) and the ESL reader's

Although research on the ESL classroom environment—both as the context for English reading and writing—and ideas on what constitutes the "contextual" and "metacognitive" reading strategies (Duff, 1998) show that readers tend to produce more successful and meaningful interaction with the text.
Pedagogical Issues in ESL Writing

Different Between Speaking and Writing

Communication and reading/writing should lead to more effective writing. Reading/writing should lead to more effective writing. Reading/writing should lead to more effective writing. Reading/writing should lead to more effective writing. Reading/writing should lead to more effective writing. Reading/writing should lead to more effective writing. Reading/writing should lead to more effective writing. Reading/writing should lead to more effective writing. Reading/writing should lead to more effective writing. Reading/writing should lead to more effective writing.
Conclusion

...
Pedagogical Issues in ESL Writing

between student and teacher
degree of formality and informality
A rule of defensiveness, purpose
A view on stance, perspective of

Differences in Views Toward the Teacher

understanding change, etc.
understanding the present
curricular, on accounting the past
educational, on achieving the future

on practical education, on political
authoritative body of knowledge

C. Values relating to purpose of

Education
importance of different kinds of
education in general and relative

C. Values relating to purpose of

Group Identification

A. Individual Identification

Discussion Questions

1. Using the topics below, examine the cultural differences that exist among
cultures in small groups of four, discuss these differences, how much each
culture affects successful classroom teaching?

General Culture

Classroom Culture

ESL writing teachers must realize, for example, not only that students