Report

Contrastive Rhetoric in Second Language (L2) Writing Instruction: The Context of Korean Students

Mi Nam JUNG
Pusan National University, South Korea

Contrastive rhetoric (CR) has been one of the most influential and most controversial areas in second or foreign language (L2) writing. The purpose of this paper is to discuss CR in terms of theory, research, and pedagogical applications for L2 writing instruction. The first part of the paper will examine contributions, strengths, and weaknesses of CR with regard to ESL (English as a second language) writing instruction in general. The second part of the paper will review previous research on Korean rhetoric, and then analyze samples written by both Koreans and Americans as an illustration of CR. For pedagogical implications, the role of CR in bridging the rhetorical differences in a specific EFL (English as a foreign language) writing instruction in the context of Korean students will be discussed.

Introduction

Over the past three decades, contrastive rhetoric (CR) has been one of the most influential and controversial areas in the theory and practice of second language (L2) writing. The study of contrastive rhetoric was initiated by Robert Kaplan who, in his famous article “Cultural Thought Patterns in Intercultural Education” published in 1966, argued that cultural factors influence rhetorical patterns in writing. Since then, there has been a considerable amount of research (e.g., Connor, 1996; Hinds, 1990; Kubota, 1997; Liebman, 1992; Mauranen, 1993; Mohan & Lo, 1985;