

The Effectiveness of Instructing L1 and L2 Rhetorical Difference in the NEAT Writing Section

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This study examines the effectiveness of teaching Korean EFL learners L1 and L2 rhetorical difference for the National English Ability Test (NEAT) writing section. The participants of this study were 181 freshmen high school students in YongIn, Korea, who had been learning English essay writing from a bilingual teacher of English for six months. 110 students were assigned to the experimental group where they received instruction of rhetorical difference between English and Korean. 71 students were assigned to the control group where writing instruction was provided without instructing L1 and L2 rhetorical difference. Each participant composed a five-paragraph persuasive essay given by NEAT before and after the instruction. Data was analyzed by the given criteria composed of the following four domains in NEAT writing task: (1) task completion, (2) content, (3) organization, and (4) language use. Findings portray that learning rhetorical difference enhanced students' ability of L2 writing. This study suggests that EFL learners' understanding of L1 and L2 rhetorical difference provides a rich foundation to the overall quality of L2 writing.

[National English Ability Test/L2 writing/writing assessment/transfer/contrastive rhetoric/
국가영어능력평가/영어쓰기/영어쓰기평가/전이/대조 수사학]

I. INTRODUCTION

In a country where English is taught as a foreign language such as Korea, the interests and concerns about teaching L2 writing increased through the introduction of new nationwide assessment. The Korea Institute for Curriculum and Education (KICE, 2011a) proclaimed that the implementation of a new English assessment, entitled as the National English Ability Test (NEAT) may replace the traditional assessment from the year 2016. New measurement was designed to evaluate four domains of students' ability in reading,

listening, speaking, and writing, as opposed to the traditional nation-wide assessment: the College Scholastic Ability Test (CSAT) assessed two domains of secondary school students' English ability in both listening and reading. While the conventional test assessed two domains, the changes of assessing four domains are expected to trigger a lot of interests and concerns about the field of L2 writing. The focus may include: who is going to teach L2 writing and what role L1 would actually play in L2 writing.

In other words, as many scholars have claimed that the rhetorical conventions of students' L1 interfere with their L2 writing (Grabe & Kaplan, 1989; Kaplan, 1966, 1972, 1983, 1988; Kaplan & Grabe 2002), the necessity to understand the role of L1 in L2 writing will be also increasing in L2 writing research in Korea. Traditionally, the theory of Contrastive Rhetoric (CR), less cared about the effectiveness of teaching L2 writing in the support of L1, since L2 writings are believed to be the product of interference caused by L2 users' native languages and thoughts and pattern of writing (Kaplan, 1966). CR supporters believed that L2 writings were interfered by the first language (L1), and had a critical role in prevailing the negative aspect of L1 in L2 writing. The view on impeding role of L1 in L2 writing has reduced the opportunities to understand the positive role of L1 in L2 writing in the context of teaching English both as a Second Language (ESL) and as a Foreign Language (EFL). Recently, however, the trends and issues about CR studies (Connor, 1996, 2002, 2003; Connor & McCagg, 1987) have extended to various research areas (e.g., composition and rhetoric studies, discourse analysis, sociocultural studies, and translation studies). As a result, the focus on the CR study has been gearing toward highlighting the theories and methods of CR, which emphasizes the positive role of L1 (i.e., valuing the conducive role of L1 in L2 writing). This triggers the necessity of developing new directions of L2 writing research about CR, in view of going beyond the traditional aspects no matter how the traditional CR research had put emphasis on negative aspects (e.g., interference) of L1 in L2 writing.

Unfortunately, however, while the implementation of NEAT nation-wide triggered the concerns about instructing L2 writing at secondary school settings in Korea, few studies have investigated who is going to teach and how L2 writing should be instructed. The discussion about whether teaching L2 writing in English-only or English with the support of Korean is conducive to L2 writing has rarely been conducted. Unfortunately, even if KICE (2011a) proclaimed that NEAT was appropriately designed for helping bilingual teachers of English whose native language is Korean (hereafter: BTE), the question regarding whether instructing L1 and L2 rhetorical difference instructed by BTE is conducive to enhancing the quality of L2 writing has still remained unanswered. For this reason, this present study aims to examine: (1) whether BTE's instruction of L1 and L2 rhetorical difference is conducive to the achievement of L2 writing, especially for a five-paragraph persuasive essay given in NEAT writing section, and (2) if so, in what domain

out of four, (e.g., Task Completion, Content, Organization, and Language Use) L2 learners revealed the highest achievement. Based on these purposes, the research questions are as follows:

1. Does instruction of rhetorical difference between English and Korean enhance Korean EFL learners' achievement in the composition of a five-paragraph persuasive essay?
2. How does instruction on rhetorical difference between English and Korean affect Korean EFL learners' composition of a five-paragraph persuasive essay?

II. LITERATURE REVIEW

1. The Trends and Issues in Contrastive Rhetoric: Dynamic Model of L2 Writing

From the traditional view point of CR, L2 writing would be the product of interference of L1 as Connor (1996, p.5) pointed out:

Language and writing are cultural phenomena. As a direct consequence, each language has rhetorical conventions unique to it. Furthermore, the linguistic and rhetorical conventions of the first language interfere with writing in the second language.

Leki (1991) claimed that the common belief of Contrastive Rhetoric (CR): “English speakers think in a straight line while Asians think in circles and others think in zigzags” (p. 124), prevailed in the field of teaching L2 writing. According to Jiazu (2008), the rhetorical difference between English and Asian languages can be explained by the cultural difference of perceiving “argument”(as a means of persuasion) in each context. While argument serves as the essential constituent of communication in Western rhetoric, “the heritage of Chinese rhetoric is heavily indebted to the strands of Buddhism, Confucianism, and Taoism” (p. 44) in Asian languages such as Chinese and Korean rhetoric. As a result, argument in Asian languages has been equated with contentiousness and is heavily deprecated, and the rhetorical skills of argumentation might be regarded as exaggerating differences, decreasing mutual understanding, and undermining harmony especially in Chinese culture (Jensen, 1987). Similarly, Korean language has also been influenced by Buddhism, Confucianism, and Taoism as Chinese has, and such religious and cultural habits lasting for centuries have had a crucial impact on the foundation of Korean rhetoric.

In Korean rhetoric, bringing out argument from the introduction of communication or dialogue has also been looked upon as not being “at ease and in harmony with the world” (Lin, 1955, p. 655), and hence, communicative participants in Korea have become hesitant and overcautious in making suggestions and presenting their arguments. When Koreans find themselves possessing different opinions from others, they habitually keep quiet and take time to think of whether their points of view are correct and similar to those of majorities. Thus, in the rhetorical tradition, Korean people usually explain the reasons, specify details, and report background information about the issues before presenting their opinions and positions, as opposed to English users who speak theses, topics, and main points first. In brief, such rhetorical conventions in Korean language have generally produced the rhetorical habit of inductive reasoning skills or induction in oral as well as written communication (S. Hong, 2007).

On the other hand, from the organizational point of view, an English essay prefers to construct valid and broad arguments, which attempt to present premises or assertion of the author, at the beginning of an essay, and generate the specific facts based on these general premises (S. Hong, 2007; Kobayashi & Rinnert, 2008). This means that authors’ hypothesis or premise should be first revealed in the introductory paragraph with the format of a thesis statement. As far as the premise is valid, the logic and conclusion followed by the premise are necessarily true, and this logical organization is called deductive reasoning. However, a Korean essay prefers inductive reasoning or induction, which creates general theories and propositions based on individual as well as specific facts. This implies that Koreans are in favor of illustrating details, reasons, and minor facts in the anterior part of an essay as opposed to the revelation of premises or theories in the introductory paragraph. As a result, the logical processes of English and Korean are in the opposite direction no matter how much they have similarities and a mutually organic nature (S. Hong, 2007). As Kaplan (1966) pioneered, therefore, we hypothesized that L2 users’ writing is predominantly influenced by the L1 (although CR put too much emphasis on the negative effect of L1).

Actually, CR studies have provided significant pedagogical implications for L2 writing researchers to think about broad education in different cultures (Leki, 1991). Connor (2002) showed that CR examined differences and similarities in both ESL and EFL writing (e.g., L2 writing in different contexts) across languages, cultures, and contexts. Additionally, while comparing and contrasting various (e.g., Kaplan’s, Ying’s, and Matsuda’s) studies, she summarized that the “major findings of CR of the past 30 years focused on four domains: text linguistics, the analysis of writing as cultural and educational activity, classroom-based studies of writing, and contrastive genre-specific studies” (p. 497). According to Leki (1991), L2 writers’ different writing styles were not negatively influenced by the L1 writing strategies but were influenced by both their lack of experience

in their education about L2 writing and previously learned schemata. She believed that from the political as well as historical context, L2 writers' "purpose, task, topic, and audience are culturally informed" (p. 133) and are influenced by the "multiple resources" as Connor (2002) posited. She suggested that the opponents of CR played an important role in helping understand the diversities of L2 writing since they reported the essential role of "multiple sources including L1, national culture, L1 educational background, disciplinary culture, genre characteristics, and mismatched expectations between readers and writers" (p. 504) in L2 writing. Her argumentation about the necessity of explicitly teaching cultural differences in order for the L2 writers to acculturate the target discourse community manifestly addressed the direction of CR.

From the broader point of view, in fact, CR has been criticized by its static characteristics as an L2 writing model. Matsuda (1997) claimed that the static model theory was limited in that this: (1) "denies writer's agency" (p. 50), (2) "assumes L2 writers are more or less 'programmed' to write in a certain way" (p. 50), and (3) "equates textual features with the personal background of the ESL writer" (p. 51). He continually argued that plenty of CR research could not have been applied for the "practice of teaching organizational structures" (p. 45) to the actual L2 writing classroom. Kaplan's observation regarding the transfer of culture-specific rhetorical patterns was not obvious or clearly occurred when L2 writers tried to reorganize an English writing sample (Connor & McCagg, 1987). Rather, as Kobayashi and Rinnert (2008) claimed, "transfer of writing knowledge did not take place in only one direction, from L1 to L2, but occurred in both directions" (p. 18), and cultural connections between L1 and L2 writing are not straightforward but complicated as Uysal (2008) reported. This implies that providing proper context and maintaining objective instruction about L2 writing could help L2 writers acquire more successful L2 writing skills.

Likewise, the CR L2 writing model has focused less on the positive role of L1 in L2 writing while the dynamic model (Matsuda, 1997; 2001) emphasized the positive aspects of L1 and L1 educational background, and L1 culture. As a result, this model posited that BTE should be believed to be the very alternatives to teach L2 writing, especially for: task completion, content, and organization. As Schultz (2009) insisted the importance of teaching a bilingual identity in L2 writing in the era of Globalization (as cited in Cimasko, Reichelt, Im, & Arik, 2009, p. 209), the fact that BTE share L1 with target language learners means BTE are able to teach rhetorical difference between Korean and English as well as a bilingual identity on the basis of understanding the differences between the two languages. BTE also share a common language learning experience, culture, and language identity with target language learners, they can efficiently anticipate learners' difficulties and solve the situations (Medgyes, 1992). Therefore, these traits may be the strengths of BTE, and help develop L2 learners' conceptual, content, and organizational knowledge

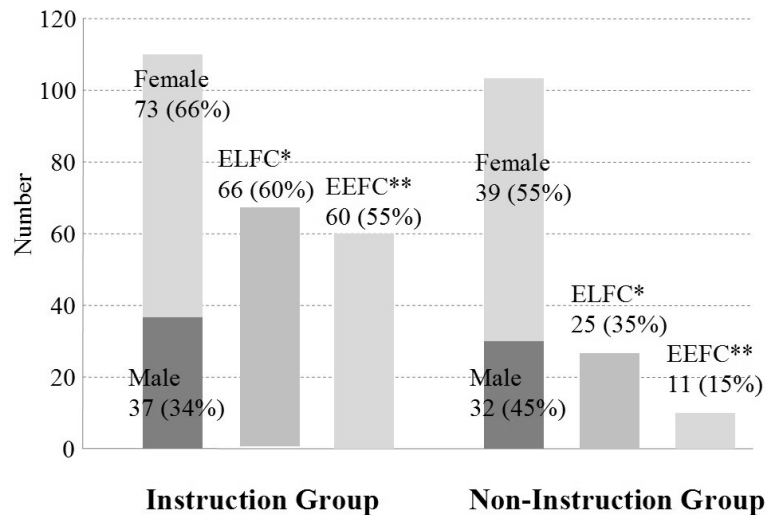
about L2 writing. Furthermore, sharing L1 with L2 learners also has the advantage of teaching L1 and L2 rhetorical difference as well as provides L2 learners with contextually, attitudinally, and pragmatically useful experience of L2 learning (Kachru, 1986). To sum up, these attributes of BTE may play a key role in shifting the paradigm of CR from highlighting the negative role of L1 to valuing the positive role of L1.

III. METHODS

1. Participants and Context

The participants of 181 in this study were 10th graders of Korean high school, aged from 16 to 17, who were enrolled in an Independent High School for Gifted Education in Gyeonggi Do during the 2011 school year. This school is one of the most prestigious high schools in Korea since every student was recruited by the severe admission process. The number of students in each class ranges from 35 to 37, and the school runs three different programs for freshmen: International, Humanities, and Science Program respectively. Considering the school environment, the participants of this study were selected from the two different programs: International Program (IP) and Science Program (SP). The original composition of each group was intact, and no random selection or random assignment was implemented due to the school curriculum given to the students in this research context. They were assigned to each program upon request by their self-selection of their major, which was stated in their study plan submitted with admission documents. IP students composed of 110 participants, and were enrolled in the following three classes: class #1, class#2, and class#3.

Out of 110 IP students, 37 (34%) of the participants were male and 73 (66%) were female. 66 (60 %) participants had lived in foreign countries and 60 (55%) students have had an experience of being educated in English-speaking countries for average of 16 months as FIGURE 1 shows below. Among the respondents who have received education in foreign countries, only twelve (10%) students responded that they had received official writing education in school settings. According to their study plans, they were likely to study abroad for college education because their academic needs necessitated them to enter prestigious universities in foreign countries. Their needs were reflected on the school curriculum, and an English composition course was given to them as a requirement course for spring semester 2011. In the regular course lecture, the IP participants were provided with L1 and L2 rhetorical difference instruction. Therefore, the participants enrolled in the IP, were identified as an Instruction Group (or experimental group).



*Experience of Living in Foreign Countries

**Experience of Education in Foreign Countries

FIGURE 1 Demographic Information about Instruction Group and Non-instruction Group

On the other hand, 71 participants, who were enrolled in another two classes (class#9 and class#10) at the SP, were identified as a Non-instruction Group (control group). Out of 71 SP students, 32 (45%) of the participants were male and 39 (55%) were female. The 25 (35 %) participants had lived in foreign countries and 11 (15%) students have had an experience of being educated in English-speaking countries. This group expressed their hopes for entering domestic medical schools, engineering departments, or natural science programs in their study plans, and hence, was assigned to SP. The school curriculum provided them with an English course; however, their needs to learn English writing were not as strong as that of students in the IP. Therefore, English curriculum for this program aimed to enhance English ability in three domains (e.g., reading, speaking, and listening) for the sake of enhancing the score of domestic college entrance exam. Owing to the students' lesser needs of learning English writing, participants were not provided with writing instruction that emphasized the rhetorical difference between English and Korean.

Instead, the control group was simply given the activities of free-writing such as self-reflection about in-class activities, group discussion, and peer-presentations during the speaking and listening classes at least once a week as a part of their course work. In brief, this group was asked to write a half-page English reflection paper per week without the instruction of L1 and L2 rhetorical difference. They were provided with the instruction of reading, speaking, and listening in English (without a support of Korean) for the preparation of CSAT, and hence, they were identified as a control group. Both the

experimental and control groups had studied English for at least six years in school settings ever since their third year of elementary school. However, the different number of students, who had an experience of living in foreign countries, led to the comparison of two group differences. The overall mean averages of the pretest for the two groups indicated that they had no significant difference ($p=0.59>0.05$, $p=0.84>0.05$, see data analysis). This result verified that the instruction and the non-instruction group were homogeneous, and had no difference existed at the beginning of this study.

The instructor (BTE), who taught the students for a semester, received a bachelor's degree in the department of English education in Korea and obtained a master and a doctoral degree in the Department of Teaching English as a Second Language at a mid-western University in the United States, 2007. After earning a bachelor's degree, she taught in secondary school for about two years, and her majoring in speaking and writing of the L2 literacy at the American University provided her with more than five years of L2 writing teaching experience. While teaching L2 writing in Korea, she attained the certificate of NEAT writing evaluator in 2010, which verified the expertise in a NEAT writing section. The instructor also played a role of an evaluator A, who collected and graded all essay samples at the end of the course. The evaluator B, who speaks Korean as a native language, also majored in literacy in a mid-western University in the U.S.A, and currently teaches writing and literacy for college-level students in America. Her expertise is in written narratives and language socialization, and she possesses a profound understanding of L2 learners. However, since she did not possess a certificate of official evaluator for NEAT, she received a 2-hour individual training session on NEAT writing rating scale from the evaluator A and actually rated 10 samples of essays holistically. For ensuring reliability and validity of the data, the evaluator B was not involved in the instruction process but participated in the evaluating process; however, the analysis of sample data showed the higher points of Cronbach's Alpha (.94) and ensured inter-rater reliability. Completing the course, all essay samples for this study were collected and scored by these two trained evaluators.

2. Procedures

The experimental group took two hours of five-paragraph persuasive essay writing classes per week during the spring semester from March to July 2011, which was offered in both English and Korean. More than 90% of instruction was offered in English, purported to enhance students' ability to express in L2. However, for the specific purpose of helping students comprehension about L1 and L2 rhetorical difference, Korean explanation in a written language was also provided. The explanation was written on the board in Korean and the participants were asked to take these notes onto their portfolio

notes. On the basis of their understanding, the participants were required to develop their essay from a sentence level to a paragraph level. Such instruction was designed for this study since most participants were the beginners, who possessed insufficient experience of learning L2 writing in formal school settings. Therefore, the focus of instructing L1 and L2 rhetoric difference included: (1) how to develop a thesis statement, which was a unique feature in English essay writing, (2) how to develop an antithesis statement, which was a distinctive feature in English persuasive writing, (3) how to develop body paragraphs with specific details and personal experience, and (4) how to write a concluding paragraph with an appropriate concluding sentence. These categories were determined to reveal the basic rhetorical and organizational difference between Korean and English since the concept of thesis statement, antithesis statement, supporting details, and concluding paragraph in English are controlled by deduction or deductive reasoning, as opposed to Korean that is reasoned by induction or inductive reasoning.

Likewise, instructing L1 and L2 rhetorical and organizational differences was the focus of the half-year L2 writing instruction, and the participants were persistently asked to develop the thesis statement, antithesis statement, and topic sentences before constructing a paragraph. In order to comprehend the L1 and L2 rhetorical difference and help them apply into L2 writing, the participants were encouraged to think deductively and write deductively followed by English rhetoric. The participants' in-class activities were composed of: (1) listening to the BTE's lecture and note-taking about the lecture, (2) self-developing a thesis statement, an antithesis statement, and topic sentences, which distinctively reveal the L1 and L2 difference, and (3) teachers' feedback to examine whether their thesis statement and topic sentences appropriately demonstrated the unique feature of L2 writing.

3. Measures and Writing Samples

At the beginning of the spring semester 2011, at the time of starting the coursework, every participant composed a five-paragraph persuasive essay for 25 minutes, which was published on the KICE webpage (2011b) as an example question of NEAT. Actually, in NEAT, the time limit of 20 minutes is given to the test takers; however, for the beginners who had never written such type of essay, 20 minutes seemed to be too short for the participants to complete the essay. Therefore, the researcher administered to give 5 more minutes including preparation time. Upon this task, the participants were not taught anything about L2 writing, since this test was given to the participants from the time when the instructor first met them. The completed essay through this procedure was identified as a pretest, and 110 essay samples were collected by this process. The essay samples were promptly scored by the two researchers within two weeks of collecting data. The essay

prompt given to the participants was as follows.

TABLE 1¹
Essay Prompt Given by NEAT Writing Section

Advantages	Disadvantages
Introduction	Introduction
1. new experience	1. too much money
2. knowledge	2. too much time
3. -----	3. -----
Conclusion	Conclusion

Note: Retrieved from: <http://webfs1.kice.re.kr/ke/write-2.pdf>

After completing the coursework, the same task and prompt were given to both instruction group and non-instruction group without providing any prior notice of them. A structured five-paragraph persuasive essay was obtained in June from all participants in this study. During the regular class time from the third to the fourth week of June, the researcher proctored the writing process, and all data collection procedure was administered with the same time-limit, same question, and same process as they did for the pretest. She required the participants to complete their essay for 25 minutes in response to the same prompt that they were given as a pretest in March, and this was identified as a posttest. Writing samples were scored using the NEAT scoring rubric of five-point scale (see Appendix A). This rubric had been developed and validated by KICE, through examining secondary level students' writing samples in mock tests conducted in prior years. Completing the course, all essay samples for this study were scored by two trained evaluators, A and B.

4. Data Analysis

Evaluator A and B photocopied every writing sample and scored it without revealing the writers' name. In order to ensure inter-rater-reliability, two evaluators thoroughly read the evaluating rubric and analyzed ten sample essays before scoring other essays. The four domains that NEAT enacted: task completion, content, organization, and language were separately graded and each score was noted on the writing samples. This result of inter-

¹ Choose one position on whether you prefer to go to college or not to go to college, and write about your position on with a clear introduction and conclusion and the two reasons provided in the chart and one additional reason, by following the chart below (80-120 words).

rater-reliability check (Cronbach's Alpha= .94) verified the qualification of each evaluator. The scored data was analyzed by the T-test, which aimed to identify two purposes: (1) whether instructing L1 and L2 rhetorical difference affected participants' overall achievement on the composition of a five-paragraph persuasive essay, and (2) if so, to what extent and in what domain the participants demonstrated improvement.

IV. RESULTS AND FINDINGS

Regarding the data analysis results for both the instruction group and the non-instruction group graded by the evaluator A and B, Table 2 shows the comparisons for means and p-value in the four domains for the pretest. For the pretest results of the instruction group graded by the evaluator A, the average of task completion, content, organization, and language use were: 3.55, 3.48, 3.48, and 3.33 respectively. The grading results for the non-instruction group in four domains were: 3.61, 3.61, 3.65, and 3.32. The overall averages for the two groups were 3.46 and 3.55. The data analyses results graded by the evaluator B also demonstrated the similar results that were scored by the evaluator A as the Table 2 shows below. Regarding the instruction group, 3.57, 3.53, 3.51, and 3.33 were the results of the pretest average. The non-instruction group earned the score of 3.65, 3.32, 3.56, and 3.30. The overall averages for the two groups were 3.49 and 3.45. According to the analyses results about group difference assessed by evaluator A, the p-value of task completion ($p=0.75>0.05$), content ($p=0.46>0.05$), organization ($p=0.37>0.05$), language use ($p=0.94>0.05$), and overall achievement ($p=0.59>0.05$) verified that there was no difference between the instruction and the non-instruction group at the beginning of this study. The analyses of evaluator B also support these findings with the following p-value of each domain: task completion ($p=0.68>0.05$), content ($p=0.18>0.05$), organization ($p=0.76>0.05$), language use ($p=0.79>0.05$), and overall achievement ($p=0.84>0.05$). Even if the two groups were not randomly selected or assigned, the comparison between the instruction group and the non-instruction group at the initial stage of this study validated the group homogeneity.

TABLE 2
Comparison between Instruction Group (IG) and Non-instruction Group (NG): Pretest

Variable	Evaluator A				Evaluator B			
	IG	NG	MD	p	IG	NG	MD	p
Task Completion	3.55	3.61	-0.06	0.75	3.57	3.65	-0.07	0.68
Content	3.48	3.61	-0.12	0.46	3.53	3.32	0.20	0.18
Organization	3.48	3.65	-0.17	0.37	3.51	3.56	-0.05	0.76
Language Use	3.33	3.32	0.01	0.94	3.33	3.30	0.04	0.79
Overall Achievement.	3.46	3.55	-0.09	0.59	3.49	3.45	0.03	0.84

Note: IG= Instruction group; NG=Non-instruction group; MD: Mean difference (IG-NG); The number of participants: 110(IG) vs. 71 (NG); P(T<=t) two-tail; Degree of freedom: 107

Means and p-value in the four domains for the pretest and posttest results about the instruction group graded by the evaluator A are presented in Table 3. For the pretest results of the instruction group, the average of task completion, content, organization, and language use graded by the evaluator A was: 3.55, 3.48, 3.48, and 3.33 respectively. The results of the posttest performed by the same group were: 4.44, 4.06, 4.19, and 3.69, respectively. As the Table 3 shows below, each of the four domains demonstrated the improvement of the average score followed by 0.90($p=0.00<0.05$), 0.57($p=0.00<0.05$), 0.70($p=0.00<0.05$), and 0.36($p=0.00<0.05$). Means and p-value in the overall achievement in the pretest and posttest results about instruction group graded by evaluator A are also presented in Table 3 as follows. The average of pretest was 3.46 and the mean of posttest was 4.09, and their total improvement in the posttest was 0.63 and showed significant improvement ($p=0.00<0.05$). This result reveals that teaching L1 and L2 rhetorical difference played a significant role in enhancing the quality of L2 writing ($p=0.00<0.05$). Additionally, the order of domain which demonstrated the highest improvement was: task completion, organization, content, and language use. In short, the improvement in every domain was influenced by the instruction of L1 and L2 as Table 3 shows.

TABLE 3

Means and Four-domain-improvement for NEAT Writing by Instruction Group: Evaluator A

Variable	MD	Pretest	Posttest	p
Task Completion	0.90	3.55	4.44	0.00
Content	0.57	3.48	4.06	0.00
Organization	0.70	3.48	4.19	0.00
Language Use	0.36	3.33	3.69	0.00
Overall Achievement	0.63	3.46	4.09	0.00

Note: MD =Mean difference; The number of participants: 110; P(T<=t) two-tail; Degree of freedom: 107

The data analyses results graded by the evaluator B also support the ones that were scored by the evaluator A, as the Table 4 shows below. Regarding instruction group, 3.57, 3.53, 3.51, and 3.33 were the results of pretest average grade by the evaluator B. In the posttest, the instruction group earned the score of 4.41, 4.06, 3.95, and 3.59. This result demonstrates that the instruction group performed better in the posttest with the improvement of 0.83($p=0.00<0.05$), 0.54($p=0.00<0.05$), 0.44($p=0.00<0.05$), and 0.26 ($p=0.00<0.05$), respectively. The earned scores in the posttest implied that instruction of L1 and L2 difference played a significant role in enhancing L2 writers' achievement in each of four domains($p=0.00<0.05$). As Table 4 shows below, the data for the overall achievement in the pretest and posttest results analyzed by the evaluator B revealed similar results that were presented by the evaluator A. The average of pretest was 3.49 and the mean of posttest was 4.00, and their total improvement in the posttest was 0.52. This result reveals that instructing L1 and L2 rhetorical difference plays a significant role in enhancing the quality of L2 writing ($p=0.00<0.05$). However, the order of domain, which demonstrated the highest improvement, was as follows: task completion, content, organization, and language use, and this was the only different result from that which was assessed by the evaluator A.

TABLE 4

Means and Four-domain-improvement for NEAT Writing by Instruction Group: Evaluator B

Variable	MD	Pretest	Posttest	p-value
Task Completion	0.83	3.57	4.41	0.00
Content	0.54	3.53	4.06	0.00
Organization	0.44	3.51	3.95	0.00
Language Use	0.26	3.33	3.59	0.00
Overall Achievement	0.52	3.49	4.00	0.00

Note: MD =Mean difference; The number of participants: 110; P(T<=t) two-tail

On the other hand, in regards to the data analyses results for the non-instruction group, the pretest score in the three domains (e.g., content, organization, and language use), graded by the evaluator A was: 3.61, 3.65, 3.32 while the posttest results were: 3.68, 3.69, 3.37, respectively as the Table 5 shows below. According to the data analyses results of evaluator A, the p-value of content ($p=0.24>0.05$), organization ($p=0.25>0.05$), language use ($p=0.70>0.05$) showed that three domains did not demonstrate any improvement as opposed to the domain of task completion ($p=0.00<0.05$). However, the overall average of pretest and posttest scores graded by the evaluator A was: 3.55 and 3.70 and the p-value ($p=0.15>0.05$) indicated that the results of pretest and posttest in the non-instruction group had no difference. The analyses of evaluator B showed similar results with the p-value of each domain as follows: task completion ($p=0.00<0.05$), content ($p=0.80>0.05$), organization ($p=0.39>0.05$), language use ($p=0.78>0.05$), and overall achievement ($p=0.47>0.05$). In regards to the domain of task completion graded by both evaluator A and B, the p-value ($p=0.00<0.05$) indicated that the domain of task completion improved in the posttest. However, except the domain of task completion, the overall achievements analyzed by evaluator A and B about the non-instruction group demonstrated that no improvement occurred in the overall achievement in NEAT writing section ($p=0.15>0.05$; $p=0.47>0.05$). These analyses results imply that whether the participants received the instruction or not (non-instruction) about L1 and L2 difference plays a significant role in the achievement of L2 writing as Table 5 shows below.

TABLE 5
Comparison between Pretest and Posttest Results: Non-instruction Group

Variable	Evaluator A			Evaluator B		
	Pretest	Posttest	p	Pretest	Posttest	p
Task Completion	3.61	4.08	0.00	3.65	3.96	0.00
Content	3.61	3.68	0.24	3.32	3.37	0.80
Organization	3.65	3.69	0.25	3.56	3.73	0.39
Language Use	3.32	3.37	0.70	3.30	3.25	0.78
Overall Achievement	3.55	3.79	0.15	3.45	3.58	0.47

Note: The number of participants: 71; P(T<=t) two-tail: 0.00

To sum up, in regards to the research question #1, the results of this study demonstrated that the instruction of rhetorical difference between English and Korean enhanced Korean EFL learners' achievement in the composition of a five-paragraph persuasive essay. Specifically, as the research question #2 purported, such rhetorical difference instruction had a positive impact on the improvement of specific domains that consist of a five-paragraph persuasive essay. The assessment result graded by the evaluator A revealed that teaching L1 and L2 rhetorical difference played a significant role in enhancing the domain of task completion, organization, content, and language use respectively. However, the assessment result graded by the evaluator B presented that the improvement was followed by the order of: task completion, content, organization, and language use, and the order of improvement was different from that of evaluator A.

V. DISCUSSION

Writing is basically performed by "sufficient cognitive resources to meet various writing demands" (Singer & Bashir, 2004, p. 559), and hence, L2 learners would also struggle with achieving the criteria of L2 writing. For the same reason, L2 writing requires multiple resources such as background knowledge, including linguistic, cognitive, and cultural knowledge, in order to complete writing tasks (Kobayashi & Rinnert, 2008; Uysal, 2008). The 181 students in this study were the L2 learners who had learned English as a foreign language. This means that the context of this study does not provide sufficient opportunities for the L2 learners to learn L2 writing in the target language context. Even if they want to learn L2 writing from native English teachers, the number of well-trained native English teachers are limited, and the formal school educational settings, which ensure high-quality-L2 writing-instruction were also insufficient. In spite of the relatively

limited environment of learning L2 writing, the success of the students, who achieved higher score in NEAT through a longitudinal effort of instructing L1 and L2 rhetorical difference, supports the three findings obtained through this study.

First, the domain of task completion is the most important factor that can be improved by instructing L1 and L2 rhetorical difference. According to KICE (2012), the section of task completion requires the test takers to “address the assigned writing task completely” (see Appendix A). This rubric implies that L2 writers need to thoroughly understand the questions, analyze the tasks, and comprehensively include all the components and requirements that the essay prompt provides for the L2 writers. Before receiving L1 and L2 rhetorical instruction, the instruction group and non-instruction group did not seem to understand the tasks that the English essay demands. They might be struggling with developing three reasons and have a hard time comprehending how to complete the tasks of supporting details that would be necessary for achieving criteria of this domain. Nonetheless, a half-year instruction helped instruction group to comprehend the basic components of L2 writing, and learning outcomes were likely to transfer from the course to the given tasks as James (2009) examined. However, in regards to the improvement of non-instruction group, doing the same task seemed to help them to work on the posttest easily. Even though the participants did not learn the way to synthetically answer the prompt given for this study, the experience of doing similar task seemed to enhance the basic understanding about L2 writing tasks. These familiarities appeared to result in a significant improvement in the domain of task completion, and the follow-up studies are necessary to answer the other causes.

Second, the two domains of content and organization demonstrated a relative improvement and the results about the order of improvement analyzed by the evaluator A and B were different from each other. Evaluator A’s grades show that the domain of organization improved more than for that of content, as opposed to the evaluator B’s scores which show that the domain of content improved more than for that of organization. KICE rubric (2012) reports that the domain of content needs to develop “relevant content that is complete” (see Appendix A). In regards to organization, the rubric presents: “writers develop complete organizational structure” and the last domain of language use addresses that “writers demonstrate linguistic appropriacy and accuracy with adequate vocabulary usage” (see Appendix A). On the basis of this rubric, even though the two evaluators had discussed enough about implementing these criteria with each other, the grading results showed differences. Such differences may be caused by some vague criteria about the domain of content such as “relevant content”, which might result in the individual differences about understanding the concept of “relevant” between the evaluator A and B. The other causes might be further answered by the follow-up studies or careful comparisons about these two domains.

The third findings posit that the domain of language use was the most difficult section for the L2 learners to develop. Compared to the other three domains, the results of language use graded by the evaluator A and B demonstrated the least improvement, and this implies that L2 writing research needs to consider language use as one of the factors contributing to the achievement of L2 writing, not as a whole that decides the overall quality of L2 writing. So far, the CR research has much focused on the language use in L2 writing, and the interference and negative features of L1 and L2 writing have been overemphasized. As the three domains of task completion, content, and organization improved, language use is one of the factors that showed least improvement. This result supports that the CR research needs to change the direction and focus from the language to a wide variety of area in L2 writing as well as to include the positive aspects of revealing the L1 and L2 difference.

More than anything else, Korea, which may implement a nation-wide writing assessment within a few years, needs to embrace the changing trends in CR research. Actually, the traditional view about CR has been predominant in L2 writing instruction, and the traditional CR studies have had an impact on the fact that L2 writing teachers and practitioners have a negative view on the role of L1 in L2 writing. The proponents of CR have had placed too much emphasis on the interference of native language on the L2 learners' thoughts and patterns of L2 writing. They cared less about the effectiveness of teaching L1 and L2 organizational difference since they believed that the L2 learners' achievements about the target language production were solely related to the instruction about L2. However, this study thoroughly demonstrates that teaching L1 and L2 rhetorical difference played a conducive role in understanding L2. In so doing, the findings of this study may contribute to understanding the positive role of L1 in L2 writing and extending the CR research as well as improving L2 learners' achievement in NEAT writing section.

First and foremost, therefore, L2 writing research needs to explore and rethink various aspects of CR, which is called the new direction of CR research, and to change the focus from the simplified negative role of L1 (e.g., L1 interference) to that of various and positive roles of L1. As Bakhtin argued, (2001/1986, p. 119-20), "something created is always created out of something given". This implies that L2 learners' writings (something created) are the products of thoughts and patterns of L1(something given), and their understanding about L1 and L2 rhetorical difference may enrich their thoughts and patterns of L2 because L1 may be the rich foundation of L2 writing. Through comparing and contrasting with L1 and L2 rhetorical difference, these two languages would play a role of extending the comprehension about L2 writing as L1 and L2 transfer occur in both directions: in a bidirectional way (Kobayashi & Rinnert, 2008; Uysal, 2008). By doing so, when the attention to various aspects of CR is enriched, examining the effectiveness of instructing L1 and L2 rhetorical difference may go beyond the traditional linguistic

parameters of analysis, and will play a positive role in the new direction of L2 writing research.

VI. CONCLUSION

Even assuming that many variables and demands are intertwined to the overall achievement of L2 writing, this study presented that the results of instructing L1 and L2 rhetorical difference had a significant impact on the overall achievements of the NEAT writing section. The results produced by the instruction group based on the two essay samples in the pretest and posttest support that teaching L1 and L2 rhetorical difference played a crucial role in enhancing the achievement in L2 writing. Among the four domains (e.g., Task completion, Content, Organization, and Language Use), the domain of task completion represented the drastic improvement as opposed to the domain of language use which still needs to develop. Content and organization were also major domains that made a reasonable improvement in NEAT writing. By the same token, the instruction of reading, listening, speaking, and free-writing without teaching L1 and L2 rhetorical difference had no significant impact on the overall achievements of L2 writing, especially in the domain of language use. This result does not support the findings of Ong and Zhang (2010): “the enhanced fluency observed in the free-writing condition may have further contributed to improved lexical complexity in the texts produced” (p.228). In spite of the potential contribution of this study to CR research, the effects of free-writing instruction on the language use (e.g., fluency and lexical complexity) needs to be further examined in the further studies. In conclusion, the achievements of L2 writing were significantly influenced by instructing L1 and L2 rhetorical difference, and this implies that the L2 writing instructors, who can explain L1 and L2 rhetorical difference, may positively and profoundly contribute to L2 writing instruction for the L2 learners’ better achievements.

No matter how the current study contributes to NEAT studies, the three limitations of this study suggest that further studies are necessary to implement a new nationwide assessment with higher inter-rater reliability and validity. First, the number of NNEST evaluators in this study was too small to validate the fact that the evaluation results reported in this study are always applied to other evaluators’ assessment results. Due to the limited number of evaluator participants, it is hard to say that the order of domain, which demonstrated the highest improvement, was task completion, organization, content, and language use (or task completion, content, organization, and language use). The studies, which recruit a large number of evaluators, may figure out the limitations that the current study revealed and make productive suggestions for developing appropriate evaluator training programs. Second, although the evaluator B in this study received an individual

training from an official NEAT evaluator, she did not have an official certificate, and this may be also related to the perception about each domain of NEAT writing section. In regards to this limitation, the further studies, which include official NEAT evaluators, are suggested to enhance reliability and validity of NEAT studies. Finally, as the results of non-instruction group showed, the research regarding how and why the domain of task completion improved without having the instruction of L1 and L2 rhetorical difference should be further studied. Without transfer of learning outcomes, the non-instruction group demonstrated the improvement of task completion, but this study has a limitation to answer these findings. Whether or not this is caused by a familiarity, the follow-up studies are necessary to focus on the variables that enhance students' task completion, and these studies may contribute to a rich foundation to develop L2 writing instructors training programs for the new assessment.

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APPENDIX A

Scoring Rubric for NEAT Level 2 (KICE, 2012)

Grading Criteria		
Domains	Description	Score
Task Completion	The degree that the writers address the assigned writing task completely, mostly completely or incompletely.	5-0
Content	The degree that the writers provide relevant content that is complete, mostly complete, or incomplete.	5-0
Organization	The degree that the writers develop complete, mostly complete, or incomplete organizational structure.	5-0
Language Use	The degree that writers demonstrate linguistic appropriacy and accuracy with adequate vocabulary usage.	5-0

Note=Retrieved from http://kice.re.kr/ko/board/view.do?menu_id=10492

APPENDIX B

The Most Improved Writing Sample and Assessment Results (Sample A: #132)

Variable	Evaluator A		Evaluator B	
	Pretest	Posttest	Pretest	Posttest
Task Completion	2	4	2	4
Content	3	4	3	4
Organization	2	4	2	4
Language Use	2	3	3	3
Overall Achievement	2.25	3.75	2.5	3.75

Pretest (Sample A: #132)

I prefer to go to college in several reasons. Lots of people might have dreamed of their life in college. Listening to the lectures of professor, delving into what your major in, and walking around the campus with friends in the spring, imagining these things means that you want to go to the college. Now, I'm going to talk about why I prefer to go to the college.

First of all, think of the reason why you are studying. Everybody has a dream, and that dream doesn't just come true. Studying will pave you the way to the dream. Being in college won't get you to that dream faster, but will get you exactly what you want, or even better than what you want. Because, you can learn what you major in more deeply and professionally

Second, you can make many new experiences. In highschool, there are lots of restrictions about almost everything. However in college, when you keep just basic rules, you can liberate yourself from the "student-like" rules. Also, you may go through something so called "MT". Lots of people said, they make many new relationships in the MT and get more friendly with your peers even though MT is physically exhausting

Lastly,

Posttest (Sample A: #132)

College may seem fancy for the poor. Moreover, some might think earning money instead will be much productive. However, college has much more meaning than just acquiring knowledges from the professor. College is the place social interaction, and cerebral activities blossom and they outweigh the time and cost.

College is the place one person creates his social connection that will last forever. Many

campus couples are created and many of them last upto marriage. My parents are one of them. In specific, my father and mother went to some college, and they met each other accidentally. Despite of different courses they took, they loved so much and achieved the marriage. Until now, my parents and their colleagues have assemblages occasionally and last their friendship.

Professors in college are highly educated people and being taught by them may further develop our cerebral activities. Just acquiring knowledge is different from using our brain to think. In the long term, improving the way of thinking is much more beneficial than obtaining knowleges. For example, when I was in China, I went to International school. Compared to Korean school, where students are forced to memorize what teachers taught us, International school didn't give us knowledges freely. Rather we had to think first, discuss, and when we almost approached to the answer, then teachers gave us answers and feedbacks. In such a curriculum, I could develop my own way of thinking and it is still being developed and utilized in highschool. In college, learning even further way of thinking would be crucial for later social life.

Lastly, and economically, the cost of going to college is less than the benefit. Thus, we should go to college.

Examples in: English

Applicable Languages: English

Applicable Levels: Secondary

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