



# **Strategic English Writing for Academic Purposes**

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## Chapter One: Communicative Writing

### Communication by Writing

Writing is one of the four abilities in English Learning. Many students need to write their **theses** and **dissertations** in English in order to achieve their academic degrees. English writing is in fact an access of international and intercultural communication with native-speakers and **non-native speakers**, in academic fields. After reading abundant books, articles, theses, or papers in English, the writers can try to produce their own writings to prove their understandings, ask their questions and waiting for answers from readers.

“With writing, especially writing for publication, obtaining the feedback of a **native speaker** on what you have written is essential, not only for producing text that will be understood and appreciated but also for learning how better to organize, develop, and express your ideas in the foreign language.” (Leaver, p. 97)

### Professional Writing Supported by Peers

Writings in professional fields can be stronger supported by **peers** in the same professional fields. Because the field works and contents can be more fluently and understandably discussed, and guided by specialized knowledge, some English theses or dissertations can be created in a more practical and specified ways. While anticipating graduation by an English writing, the students should keep good relationships with classmates who take the same courses.

They should from time to time meet in a study seminar and discuss their progress of learning and writing theses or dissertations. They should not only focus on their teachers who guide their dissertation meetings or final defense preparation, but also they need to make friends who are in the same field, in order to realize what they are doing is in a right direction.

Finding a co-author contributes to English writing for specific purposes, focusing in a narrow field. If you need to graduate from master or PhD programs, by a specific field thesis or a dissertation focusing on a very narrow field, a co-author in the same academic field should be invited to read and even edit yours. Before doing this, the writer should discuss with the peers about the knowledge and contents for further researching.

The peers do not really have to be native speakers since the knowledge in the precise field, is the point. More details related to understandable **contexts** and specifically professional topics, can be carry out by the peers, no matter they are native or non-native speakers.

“Peer instruction, especially at high levels where peers are themselves quite competent, can be very helpful if used for narrow, specific goals. Perhaps one of your peers understands a specific grammar feature, seemingly like a native speaker, but you do not. Peers can sometimes instruct you in these kinds of things better than a non-teacher native speaker can.” (Leaver, p. 124)

### Experiences and Expressions by English Language

Wilce in his book mentions that language learners should have different feelings toward different languages. Hence, we have to pay sufficient attention that getting accustomed into a new **format** of communication. It takes some times to read a variety of writing styles with similar contents. Especially, English writings are different from writings in other language. The complexities could be more, so reading English writings also is a significant subject, for deeper and efficient understandings.

The formats of English Writings, can be very various. It is effective for the speed of readers' understanding and writers' options when selecting for the specific format for different academic purposes. Different from other languages, the English types of writing have more choices for diverse purposes. There are: **Chronological Patterns**, **Sequential Patterns** like **Step by Step** or **Procedures**, **Spatial Patterns**, **Compare-Contrast Patterns**, **Advantages- Disadvantages Patterns**, **Cause-Effect Patterns**, **Problem-Solution Patterns**, or **Topical Patterns**.

Therefore, the emotions of English writing learners can be feeling fresh and new, when performing their new-fangled learned patterns of English literatures. Getting accustomed into new patterns of English writing needs lots of time. After the English styles being learned, the writers also become effective readers.

“Beyond the diverse grammatical framings of emotion, discursive practice surrounding emotion differ in various speech communities. Language socialization routines are an important example; they reflect diverse ideologies, and help form emerging subjectivities, as children develop into social actors whose competence extends to the realms of experience and expression.” (Wilce, 2009, p. 80)

So, in a community the guild can form a style for communication, which contribute to commonly neutral understanding in a specifically professional fashion. For example, the organizations of different products or different occupations may speak in diverse patterns of speeches.

### **Significant Function of Language: Connections between Feelings and Languages**

For expressing newly discovered things or personal emotions, writing is an access. It links human feelings and language, displaying a person's thinking and perceptions by language writing. Wilce (2009) believes Language is a means we use to **communicate feelings**; we also reflect emotionally on the language we and others use.

James M. Wilce analyzes the signals people use to express emotion, looking at the social, cultural, and political functions of emotional language around the world. The book demonstrates that speaking, feeling, reflecting, and identifying are interrelated processes and shows how desire or shame are attached to language.

Drawing on nearly 100 ethnographic case studies, it demonstrates the cultural diversity, historical emergence, and political significance of emotional language. Wilce brings together insights from linguistics and anthropology to survey an extremely broad range of **genres**, cultural concepts, and social functions of emotional expression.

### **Reflecting Ourselves and Eliciting Readers' Feedback**

Writing is a method that reflect a person's self-image by words. Some people feel their own personality might not be very obvious and unique. Through writing, a person's unique characteristics can be established. By writing the person's characteristics, knowledge, expertise and unique **personalities** can be exposed. Some feedback from readers can create an access to know the author's ME.

“Later in the developmental trajectory, and I-self emergences. According to Mead, the emerging adult quite normally experiences **psycodevelopmental** crises during which the resources of the internalized, socially conventional self are inadequate to overcome certain problems of existence and identification. In attempting to creatively resolve such personal crises, “the person” (the I) emerges in fuller, more defined form. On sort of reflexivity defines the me-self, the experience of self as reflected by others' responses. The I, by contrast, learns to reflect on her own behavior, and that sort of reflexivity enters the persons' own range of competence” (p. 59)

## **Authentic Writings by Teachers' Free Topics, and Teachers' Responding to Students**

About what to teach for writing, the teachers should be allowed to teach by their own methods without interruptions by anyone. This is the meaning of authentic writing teaching. No one can teach a teacher how s/he should teach, based on the authentic idea.

“The schoolmaster’s prestige is based on knowing what the others do not know. He is not just a proponent of common sense. None of the village parents here, not even the parson himself, would venture to tell this teacher what to teach, or how to teach. This is not to say that teachers need to stun people into wonderment by words of learned length, and baffle them into reverence. There should be no need for such ostentation: their authority should surely be acknowledged without it. But if you do not have specialist knowledge or expertise of some kind, you cannot claim the authority.” (p. 2)

Responding to students biased ways of writing is needed in English writing class. Because some students believe their own abilities in thinking and even specifically various types of writings, some students might not be bravely and smart enough to face their wrong ways of writings, if the teachers’ authentic attitude is too noticeable. However, the teachers of writing have their responsibilities to make their students find out their biased ways of the new writing **formats**. By demonstrating a model writing or showing a wrongly unique pattern in all a students’ writing, the diverse types of English writing could be displayed to the students more perceptibly. Then, the goal of teaching and learning can be realized in an English writing class. Changing students’ original concepts of writing in their own languages might be a mission that needs lots of effort by English writing teachers.

“The traditional assumption in language teaching, or in the teaching of anything else if it comes to that, is that learning is essentially a matter of **conformity**, with teachers directing affairs and students deferring to their authority. When students showed signs of deviation, voluntarily or not, they were brought back into line, and made to see the error of their ways. This assumption has now, at least in many quarters, been rejected in favour of one diametrically opposed to it, namely that teaching should not proactively direct the learning process but should reactively respond to it.”(p. 143)

## **Writing as a Way to Exchange Knowledge by the Already Known and Unknown**

Through writing, the readers and the writers can exchange their knowledge that is already known or unknown. The writing is for reacting the status of the author’s known. Moreover, the author can ask questions to elicit the response from readers, honestly displaying his/her unknown parts. That is to say, the further study recommendations can be also written to invite readers to response, and furtherly, might cause a paradigm shift in a specific field. “...information about the target language supplied in this manner has several potential advantages from a **psycholinguistic** perspective over the same information in non-contingent utterances, (i.e., as positive evidence, or models), Reacts convey needed information about the target language in context, when interlocutors share a joint attentional focus, and when the learner already has prior comprehension of at least part of the message, thereby facilitating **form-function mapping**.”

Learners are vested in the exchange, as it is their message that is at (p.77-78, Long, 2007) stake, and so will probably be motivated and attending, conditions likely to facilitate noticing of any new linguistic information in the input.” For raising the input for turning into intake and output, the new linguistics information from the teacher as well as the learning **resource of textbooks** and the teacher’s words should be related to fact and some significant information related to students’ need. For example, knowledge related to the subject they are learning. Some important things and common realities or news that are significant for students’ daily life. The

practicality of the input contents need to be elevated in order to make students feel worthy and valuable when listening to the teachers.

Hence, **groundbreaking knowledge** or revealed facts can be something that the readers would like to pursue and the writer enjoy to find. The new message should be precious and valuable for the specifically professional field. Usually, the updated information displayed on journal writing with high impact might be rewarded by some credits or prize to the scholars as well as the writers.

### **Identifying Students' Correct and Incorrect Interpretations of Writing Concepts**

The fact that learners will already understand all or part of the interlocutor's response (because it is a reformulation of the learner's own) also means that they have additional freed-up attentional resources that can be allocated to the form of the response and, again, to form-function mapping. Finally the contingency of recasts on deviant learner output means that the incorrect and correct utterances are juxtaposed. (p. 78, Long, 2007).

Hence, if the teachers do not pay sufficient attention to carefully listen and correct the students by the contradistinctive formats by the newly standard and wrong **traditionally non-native likeness**, the students could sound right even though lots of comprehensions are not accurate, but funny. A good writing teacher should enjoy their humble attitudes and gently corrects by hints or soft speaking, for students' biased way in writing, in order to make students' knowledge conveying in their articles sounds more reasonable and stylish.

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## Chapter Two : Input, Intake and Output of Writing

Not all **input** can be turned into **intake** and **output** in language learning and teaching of English and also the other languages. For non-native speakers, they do not realize 100 percent in the author's English writings, especially under the situation that the professional knowledge might not be mature and accumulated adequately.

Field workers have long known that there is not a one-to-one correspondence between the input to which second language learners are exposed and their interlanguage, their second language linguistic system. Hence, some delay of fluently nativelikeness that language learners would like to pursue, can be demonstrated and displayed by the learners' **non-native-like communication** filled with doubts to native speakers. At this time, the patience from the native-speakers and the courage of the non-native speakers, to use interlanguage to further communicate can contribute the learning progress. Scholars in language field tend to support the acceptance of fluent non-native likeness.

Mostly, fluency and comprehension is more important than the accurate native-likeness. That is to say, with very **short native-likeness sound** without much significant meanings, the longer and meaningful communication in fluent and understandable non-native likeness is more important.

The communication by non-native speakers in class might sometimes sounds funny but fill with learning atmosphere of collaborating and interacting. As long as the input from the teachers can be turned into input and intake, the learners can achieve their goals of language learning. Usually, the output can be only 30 percent of the intake and the intake could be only 60 percent from the input. The **real language acquisition** can be achieved if the teaching and learning is efficient and effective. That is to say, the input and intake do not equal to output.

In order to gain more intake and turn it into output, the necessary background knowledge by reading big quantity of writings by non-native readers, need to be accumulated every day. The non-native learners can achieve comprehensions by doing more researches with the **accumulated knowledge** and books, using translators and dictionaries to find opportunities and discuss with native speakers or professional peers. If a students in PhD program, s/he must do the above to achieve deeper understanding toward the field works in a specific field.

Discrepancies between input and learners' output led researchers to investigate how learners process input and what elements of the input become intake. Scholars not only introduce the instruments like google translators or Wikipedia for **deeper understanding** for the knowledge, the interaction by practically experiences such as company visiting, factory working or travelling could make the learners realize their learned knowledge from input and intake. That is to say the output can be displayed after learning and delay for some time.

The research on input processing by researchers notices that not all input becomes intake, not all intake matches the input, and not all intake is delivered to the developing system. Also, in different individuals, the percentages are diverse and differentiated. Especially, if the students are only taking the course for **graduation criteria**, they might learn nothing but only know to attend the class. The motivation of learning, turns to be very important, when considering transfer the input into intake and output.

### Obviously Understandable Input for Readers

Schmidt's (1990) asserts that learners perceiving form in the input is the fundamental prerequisite for learning. Learning should not happen unconsciously and language learners have to first notice a form of the input. About this notion, Sharwood Smith (1991, 1993) proposed that there might be diverse ways to productively make

forms in the input more salient and noticeable and when forms are more significant, then learners might notice and absorb them more.

In learning processes, it is important for the person who give input with some skills in order to raise the percent of intake and output for learners. One enhancement strategy is to make the significant part more obvious and noticeable. To emphasize that is the key point.

The firstly important strategy is operating the input itself in some methods to be understood by the learners. Maybe by film watching or practically training. By making the input more salient, scholars like to aim to accomplish the **chore** of drawing learners' attention to the **target form**. A learner's learning experience could comprise the techniques of input flood, focusing on standard form of reasonably understandable contents, and textual enhancements. From time to time, the learners can combine the accumulated knowledge into real life and realize knowledge had been learned in a classroom long time ago.

### **Native and Positive Enhancement by Good and Bad Models of Writings**

Sharwood (1991, 1993) differentiates the writings between negative and positive enhancement strategies. Negative enhancement can be involved offering language learners with information that a given form is incorrect. It is serious if a teacher gives the wrong information and waste students lots of time. Hence, teacher qualification in specifically related fields is important.

Teachers overtly draw attention to an error, make **funny faces** or offer **quizzical looks** to signal that an error had been made by the students. That is to say, although not all errors need to be corrected based on the theories of affective filter, concerning students' **face** problems and issues, some hints are still needed if the students make serious errors.

Contrastingly, positive enhancement for the input can be completed and accomplished by typographical or acoustic enhancements, rule explanations. Some films and website information should be suggested and appreciated by students, due to most students own mobile phone that can search for information to double check the knowledge they had learned. Nowadays, the learning process can be different from previous steps, which can be due to the computer science technology rising. Positive enhancement can be raised by doing research by **Wikipedia** or using **Google Translator** to comprehend the English writings.

The methods of English writing could be travelling to different nations for immersing in the diverse cultures. Or, interacting in English with native speakers for raising abilities of native-likeness. It is also worthy, if the writers can find some important questions in their own works to ask the professionals questions, related to their occupational contents. Watching films or doing researches on the websites focusing on a doubtful information is also applicable. Experiencing the knowledge in **real daily life** is necessary. Some theoretical statements for how the input can be turned into intake and output can be found in lots of previous studies, which had been researched by lots of field workers. Numerous studies have investigated issues about textual input enhancement and learners' comprehension and input process during learning (Lee, 2000; Leow, 2001; Leow et al, 2003, Lesser, 2004; Overstreet1998; Trahey and White, 1993 Wong, 2003, 2005)



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## Chapter 3 Alternative Types of Writings

### Game Writings

Nowadays, writing can be descriptions of **playing games** or how to use **entertainment equipment**. Based on the innovative idea of computer science, the writings can be updated and different from previously traditional formats. The procedures and functions by types of “describing”, “step-narrative” or “processes by chronological orders” can be applied in the updated game-based writings for a greater deal.

Casanave (2002) in the book *Writing Games* considers the complex struggles ESL writers undergo in order to successfully proceed their writing assignments. Learning the rules and conventions of the game are just a part of the story. Learners are assumed to be benefited by the game and they should have desire to play. During playing, they can develop a strategy and react to the complex contingencies of the unfolding situation with apposite strategic decisions, so that they practice writing patterns through playing the game.

### Collaborating for Comprehensible English Writing

Searching for a good co-author for more understandable context is an effective ways of writing, from perspectives of language and professional concerns. A thesis with multiple authors can increase its authenticity, eliciting more readers to pay sufficient attentions. Because the co-authors can double check if the statements are also reasonable and understandable for them, the readers could have less doubts while reading for learning.

“Learning Communicates serve to forge relations between students who are engaged in similar studies so that they can learn collaboratively, provide mutual support, and increase each other’s engagement in the learning process. (p. 113, Baserman, Little, Bethel, Chavkin, Fouquette, & Garufis, 2005) Peer studies and discussions turn to be significant in learning English professional writing for academic purposes. However, if the negative competition doubts exist in peers’ discussion and seminars, the **writing center** counselors might be even more needed than the peer discussion. Since the students less feel threatened or frustrated while being taught by the outstanding peers for most of the time. Especially, for senior learners of English language, the **consultant** with gentle auxiliary attitude might contribute to release the peer pressure during learning English communication. Based on more collaborating attitude instead of keeping silence and abandon to communication, the writing center mentors could be more obliging and contributed then the students’ peers of the **realm**.

“The notion of peer response is widely promoted within L1 writing center literature. It is often discussed as being preferable to teacher-writer conferencing, because it is thought to facilitate a less hierarchical, less threatening, more collaborative ethos between writer and tutor.” (Xiao, 2001, p. 13) It is encouraged that peers can collaborated in a writing center assisted by the mentors.

### Reasons for Why Collaborating is Good

Using cooperative learning methodologies can be very effective in promoting language and literacy development in ELLs (Kagan, 1995) for the following reasons:

1. Greater Comprehensible Input: Students receive more comprehensible input because they are working together with a partner.
2. Natural Context. Language is used in real-life, functional interactions where students are attempting to gain meaning from print or express meaning in writing.
3. Negotiation of Meaning. Students have the opportunity to adjust their understandings of text or their written production by working with each other.

4. Lowered Affective Filter. Students are not as intimidated when they work with one other person as when they work alone or perform in front of the class. Hence they may take more risks or receive input more effectively because they are not as anxious.
5. Peer Support. Students encourage and support each other as they talk, read, or write.
6. Enhanced Motivation. Because students need to understand each other, there is high motivation to listen and read to speak and write for understanding.
7. Greater Language Use. Using a pair structures such as Pair Share, Partner Reads, or Partner Writes, every student receives active language-learning opportunities.

### **Brown (1980) Presents the Four Stages of Culture Shock**

How culture shock can be perceived and then apparently noticed, Brown (1980) has his ideas separated by four stages, clarifying the experiences, for the language learners to identify. Language learners could experience the ambiguity and then find out this is caused by culture difference as well as the culture shock. The students can be alerted by the four stages to learn how to deal with the international communication, that from time to time, containing some culture differences. The culture shock can be handled appropriately and turn to be friendship with international friends. Culture shock is not definitely and necessarily negative or positive, but they should be recognized.

The following four stages are how native speakers can recognize about the cultural differences.

Stage 1 ‘the period of excitement and euphoria over the newness of the surroundings’

Stage 2 ‘culture shock emerges as the individual feels the intrusion of more and more cultural differences into his image of self and security’

Stage 3 ‘the person begins to accept the differences in thinking and feeling that surround him, slowly becoming more empathetic with persons in the second culture’

Stage 4 ‘near or full recovery, either assimilation or adaptation, acceptance of the new culture and self-confidence in the “new” person that has developed in this culture’ (Brown, 1980, p. 132)

Mostly, the language learners can adapt the new cultures, but not all of them if the difference contains a gap. No matter the attitude of the learners are, respecting each other in a positively supportive way, turns to be a new course in a culture shock experience. In order to maintain peaceful relationships, the culture shock should be released and the friendship needs to be established in a non-stressed way.

### **Avoiding Culture Shock in Writing**

Training courses to avoid **culture shock** is not only necessary but also very important. The idea of practice as creating new identities and becoming new members of real and imagined communities of practice comes from sociocultural theory, which views learning largely as a matter of apprenticeship (Edelsky, Smith, & Wolfe, 2002; Gee, 2004). If culture courses are not taught to students, some serious health problems might even be elicited and caused. They could be some anxiety from cultural doubts or how to decide which side of culture should be followed. If they should conservatively maintain and more respect their own cultures or just go ahead and do a revolutionary change and follow the new culture in life, instead of caring all people around the original culture of the learners? This can be a process of struggling, deciding, and learning.

“Culture shock can involve some or all of these symptoms: Emotional regression, physical illness, panic, anger, hopelessness, self-pity, lack of confidence, indecision, sadness, alienation, a sense of deception, a perception of ‘reduced personality’, and glorification of one’s own native culture.” (Oxford, 1999, p. 64-65)

Intercultural competence is said to rely on two pre-conditions: the ability to relativize one's own culture, consisting of beliefs, value systems and behaviours (*savoir etre*) and an acquired knowledge about cultures other than one's own.

Three skills which arise from these two pre-conditions may be glossed as follows: 1. *Savoir comprendre* - knowing how to read culture via various media; 2. *Savoir apprendre* - knowing how to learn from contacts with new behaviours, belief systems, values and so on; 3. *Savoir faire* - knowing how to interact in an inter-culturally appropriate manner.

For reading writings in English more correctly, travelling to the native-speaking nations, like America or England could be a more effective way to understand the cultures and formats in English writing. Some readers might misunderstand the meanings or just cannot realize the writings, due to some idioms related to cultures are applied. In English learning, culture shock can be caused by the non-native insisting their own culture, which native speakers might not regard as equally important. All in all, respecting all cultures became a significant factor to peacefully exit with all people around the world, and work well in a non-threatening fashion.

“Schoolchildren have no particular contact with the foreign culture and no particular interest in it, nor do their job prospects depend on it; their attitudes to L2 users may depend more on the **stereotypes** from their cultural situations than on any real contact.” (p. 138-139) To avoid stereotyping and be mature, some culture courses should be opened by the schools and some overseas travelling program should be provided to students to learn international cultures, particularly English cultures in native-speaking nations, such as America, England, Canada, South Africa, or Australia.

Persuading students to learn another form of thinking is a way to motivate students in learning different types of western writing structures. Besides travelling to native-speaking nations, watching films (movies) could be another effective way, but not as efficient. Most films contain **exaggerating climax** and might not be real in the students' daily life.

In learning English writing, the concepts of writing articles could be altered for non-native speakers, by some strategies. Cook's (2008) way of thinking is a good example that teachers can apply to stimulate students' motivation of learning **English patterns** of writing.

“For many students, the second language has no real role within their own society; English is not learnt in China because of its usefulness inside China. Instead, the second language is taught in the educational system, because of the benefits it brings from outside the home country. Any language may be taught with the aim of promoting relationships with other countries that use it. So a particular country, or indeed a particular individual, may decide to learn a second language for a purpose outside their own society, whether to do business with other countries, to gain access to a **scientific literature** or to a **cultural heritage**, or to be able to work in other countries. In Israel, English is seen as ‘the customary language for international communication and for overcoming barriers to the flow of information, goods and people across national boundaries.’ (Cook, 2008 p. 199)

In fact, learning English and English writing can contribute to **international and intercontinental peace** of the whole world and the benefit of international business. The interactive language learning involving cultural issues, and the above benefit proves that learning English writing is not only necessary but also obligatory for language learners. In truth, the writing should be the most difficult **proficiency** in the four English abilities of Listening, Speaking, Reading and Writing.

Nowadays, almost every nation regards communicating in English is important, which is not due to being requested by the outsiders and non-native speakers of the other nations, or native-speakers, but for convenience

in the globalized world (Crystal, 1997, 2003). It is applied as a major language in countries like, Singapore (Singlish) in Southern Asia. Also, almost all Hong Kongnese can speak fluent English with England Accents before 1997. Since Taiwan is a colony of Japan, they are not as fluent in English, but it is an obligatory subject from kindergarten.

In Crystal's book (Crystal, 1997, 2003, p. 4-5), English as a global language, he mentions the following. To achieve such a status, a language has to be taken up by other counties around the world. They must decide to give it as a special place within their **communities**, even though they may have few (or no) mother-tongue speakers. There are two main ways in which this can be done. Firstly, a language can be made the official language of a country, to be used as a medium of communication in such domains as government, the law courts, the media and the educational system. To get on in these societies, it is essential to master the official language as early in life as possible. Such a language is often described as a 'second language', because it is seen as a complement to a person's 'mother tongue', or 'first language'.

The role of an **official language** is today best illustrated by English, which now has some kind of special status in over seventy counties such as Ghana, Nigeria, India, Singapore and Vanuatu... This is far more than the status achieved by any other language-though French, German, Spanish, Russian, and Arabic are among those which have also developed a considerable official use. New political decisions on the matter continue to be made: for example, Rwanda gave English official status in 1996.

A language can be made a priority in a county's foreign-language teaching, even though this language has no official status. It becomes the language which children are most likely to be taught when arrive in school, and the one most available to adults who-**for whatever reason**-never learned it or learned it badly, in their early educational years. Russian, for example, held privileged status for many years among the counties of the former Soviet Union. Mandarin Chinese continues to play an important role in South-east Asia.

English is now the language most widely taught as a foreign language- in over 100 counties, such as China, Russia, Germany, Spain, Egypt and Brazil- and in most of these counties it is emerging as the chief foreign language to be encountered in schools, often displacing another language in the process. (Crystal, 1997, 2003, p. 5)

"...in many cases English is not so much imposed from outside as requested by the locals themselves, as a way of communicating with the world at large, not just with the centre of an empire-a network with many connections rather than a spider's web leading only to the centre." (Cook, 2008, p. 201)

## **Intercultural Learning**

Intercultural learning and teaching raise some fundamental challenges to previous models of language education. First of all, they challenge the conventional goal of language education as 'native-like **proficiency**'. For many learners, this is a distant, even unattainable goal. However, lots of non-native speakers attempt to pursue native-likeness. Mostly, they finally realize it is not easy, as long as they do not go overseas study for several years, which might be very expensive and time-consuming. Based on the professional reason, doing the above might be still not only necessary but also very important, even though it is very difficult to do for some middle class from perspectives of economics.

In a world where English is increasingly used as a '**lingua franca**', it seems sensible to accept that it is more important for a language learner to communicate effectively in a range of more or less familiar contexts, than to be able to mimic the linguistic conventions found in, say, the USA, Australia or Great Britain. Even so, the displacement of '**native-like proficiency**' as the main goal of a language curriculum is not a trivial matter.

Something of substance must occupy the vacuum. Intercultural language learning substitutes for ‘native-like proficiency’ the more immediately **achievable goals** of ‘cultural exploration and mediation’. Intercultural learners use language to explore different cultures, and to mediate in those situations where cultural misconceptions occur. They do this with increasing sophistication, drawing on their accumulating cultural knowledge and developing skill in using. (Corbett, P. 1, 2010)

Pragmatics is a field that resolves the problem of misunderstanding and miscommunication. Culture differences need to be notified by the teachers to both native and non-native speakers in order to melt the misunderstanding from languages. For example, responding to a gift providing in the west is saying thank you, but in the east is to pretend to reject, then, accept finally. The different behaviors in the east and west might cause doubts, so it takes times to be familiar with each other.

With reference to Byram’s work, we can summaries these **intercultural issues** as follows: (a) knowing the self and the other; (b) knowing how to relate and interpret meaning; (c) developing critical awareness; (d) knowing how to and value the attitudes and beliefs of others. Let us consider how this book addresses these five aspects of intercultural communicative competence. (John Corbett 2010, cited Byram, Michael’s words in p. 2)

Ways of inter-cultural courses are designed by John Corbett (examples in the book) E.g., Setting up an online community; Setting up an intercultural exchange and Appreciating intercultural film or participating international clubs.

### **Mediations and Conciliations**

“One of the key roles played by intercultural speakers of different languages is that of mediator between people from different social and cultural backgrounds. The effective intercultural speaker is someone who can identify and explain cultural differences that might make others uncertain, or even uncomfortable. The activities of intercultural studies help develop learners’ mediating skills. They fall generally into the categories of critical incidents and **strategies** for conflict resolution.” (Corbett, 2010 p. 31)

That is, a teacher has a responsibility to play the role of a mediator and conciliator that can explain the differences of several cultures to students. The qualifications can be from the teachers’ experiences of **experiencing** different cultures and adequate course of cultural programs been taken, or the sufficient countries they had ever travelled. Being a persuading mediator is not easy, since international cultures are diverse and some people cannot accustomed into it in a short time, and some students cannot believe what the teacher had mentioned, if the culture is to different.

The problem of culture shock can be resolve by **inter-cultural class** with students from different countries. They can explain multi-situations in their own countries and compare the difference with the classmates. For example, how a wedding can be proceeded in the east and the west, and how people along with each other differently in different nations. Students can establish their feelings of **reception** and **appropriateness** when being with international friends.

“Cross-cultural classes encourage students to be open to the multiple points of view of their classmates. In discussing issues from an international perspective, students learn to tolerate ambiguity and avoid overgeneralizations. In one typical assignment, students in cross-cultural groups interview each other about aspects of culture.” (Vann et al, 2001, p. 78)

Learning native-speaking national culture is not only necessary by important for students who are writing English theses, dissertation or books. By going to native-speaking nations, the ways of communication can be more standard and English like, contributing to learning diverse format of English writings.

## **Identities by Culture, Language and Society**

According to Norton and Toohey (2002) Language learning engages the identities of learners because language itself is not only a linguistic system of signs and symbols; it is also a complex social practice system of signs and symbols; it is also a complex social practice in which the value and meaning ascribed to an utterance are determined in part by the value and meaning ascribed to the person who speaks.

For example, if a **Chinese born in America** (ABC) or a student studying in America for a long time for Master and PhD, when s/he speaks in a more Standard English than local language learners in China and Taiwan. This might represent the person's western education backgrounds and his/her admitting native-likeness values for integrating to the main stream western world. That is after immigrating to the United States or achieving PhD in America, the local society of their own nations, might regard this group of overseas students to be elites being able to communicate with the international conferences, that can contribute to diplomatic issues. Usually, when overseas Chinese return back to Taiwan for participating political voting, they have their impact toward the candidates for a great deal.

“Likewise, how a language learner interprets or constructs a written text requires an ongoing negotiation among historical understandings, contemporary realities, and future desires.” (Norton and Toohey, 2002:115) How the status of the English can be regarded can be also influence by the language learners. Some non-native speakers could regard it to be the most important and hope the whole national to use it as an official language and even replace their mother tongue, for example, **Singaporeans** would agree with this idea, for diplomatic convenience. However, some other nations in expanding circles like Japan or France, insist that their own language and cultures are much more valuable than English.

Thus, language learners are not only learning a linguistic system; they are learning a diverse set of socio-cultural practices, often best understood in the context of wider relations of power.( Norton and Toohey, 2002) For example, scholars can travel to different nations in Africa or in Asia, and find out the differences from their neutral views of native-likeness standard. The traveler can learn the varieties of thinking and living in difference races. Some positive or enjoyable culture can be absorbed into the scholars' mind, integrating into the certain culture s/he likes. However, be careful, do not really sacrifice their time and days to experience the cultures that might be too different from all cultures.

“In this, we defend this bold set of claims with reference to a growing body of research that seeks to develop a textured understanding of the relationship between the language learner and the socio cultural world. Such as research is interested in the multiple identities of learners as, for example, gendered/ raced/ classed persons with diverse histories and identifications. (Norton and Toohey, 2002)

The multiple identity of the learners and the scholars is a significant issue to research. For some who live in a conservative format of like, will never understand the significance of the flexibility, being friendly with all people around the world. Since a person who had experience to many types of variety spending only one life, s/he has to make some decisions which types of life living is more suitable and healthy for him/her. Accommodating the new globalized concept with **a variety of cultures**, dealing with different types of races and people are not really simple, but complex at this early stage.

However, some post-modern scholars would face this challenge and experience the **diversity** without insisting the others' to collaborate with him/her from perspectives of peacefully interactive relations. This is an effective way how the world can be peaceful without arguing with ideology from which nation is better. However, most

people can not live under this dreaming like peaceful living, due to their own society would limited and request them to follow national orders that might be very different from the other countries.

In search of insight, researchers have, in recent years, shifted their attention from the field of social psychology to those of anthropology, cultural studies, feminist theory, and sociology.” (Norton & Toohey, 2002)

The author believes the intercultural identity and the acceptance of the foreign cultures are no more only a political issue, but a complex issue related to different individual’s needs in the post-contemporary era. Based on the needs of spending a peacefully appropriate life, everybody can select their patters and ideologies of living and spending lives under the concepts of freedom and liberty. As long as the intercultural identity is based on legal laws, any individual following their own believes in life, needs to be respected. Besides, some traditional and conservative people only follow their own nations concepts and law, might be regarded to be stubborn and they might need to learn to be more reflective to the modern globalized world.

“Further, in shifting from psychological to sociocultural conceptions of identity, researchers have sought to distance themselves from what Kubota calls “fixed, apolitical and essentialized cultural representations”. The intercultural identity nowadays is no more just related to political powers, but it is more focused on individual needs and preferences. For handling multi-cultures and the varieties of cultures, the post-modern scholars should select their preferences and follow their believes in life under their personal situations. Most importantly, the respect each other is an issue that always needs to be paid attention.

### **Norms of International English**

Some non-native speakers do not regard cultural gap a problem, as long as they can pass the basic standard of English tests for their official tests or school education. This mostly happen in nations that do not speak English as an official language, such as Japan, Korea or China. Based on Timmis (2002) “The majority of EFL learners may manage not to fail in local tests, but they seem to feel that their English is not ‘native-speaker like’”

However, the English is becoming a most significant language for all the global villagers to communicate, the learners and expanding circles need to be accustomed to the international order and further integrate themselves into the practical usages in their daily life. That is, English study is not only for the tests or examinations for qualifications, but also for daily life.

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## Chapter 4 Writing Anxiety

English writing learning could cause apprehension, since the formats are diverse. Some scholars regard the anxiety caused by culture shock could be a positive stimulant to language learning. However, some scholars contrastingly believe they are just obstacles that can interrupt language learning. "Identification with a language group or target culture implies that the learner is an insider, a member of the 'club' of French, Spanish, German or Chinese speakers." (Oxford, 1999, p. 64)

It is important that teachers should concentrate on real and applicable language acquisition rather than learning and that the role of the language teacher should be to provide the right kind of language exposure, namely comprehensible input. (Krashen, 1983, Harmer, 2007) for practical usages. Provide that students experience such language in an anxiety-free atmosphere, the augment goes, language learners will acquire it just as learners do, and more importantly they want to say something, they will be able to retrieve the language they need from their acquired-language store.

In fact, beside culture shock, some researchers relate language anxiety to instructor-learner interactions (Koch & Terrell, 1991; Oxford, 1999; Scarcella & Oxford 1992). If the teacher is professional or not, in teaching could be a major factor, if the students can be successful in writing or not. "Harsh error correction, ridicule and the uncomfortable handling of mistakes in front of a class are among the most important instructor- learner interaction issues related to language anxiety." (Oxford, 1999, p. 65-66) All teachers should raise their awareness that corrections only can be through hints and clues and cannot be given too directly.

"An important aspect of instructor-learner interaction has frequently been overlooked: Style conflicts between teachers and students." (Oxford, 1999, p. 66) Any word from a teacher to a certain student could be interpreted by the students in a class, many times. Probably, the students would improve and vice versa, would feel frustrated, due to facing their errors.

Teacher-student learning style conflicts have been shown to relate to lower grades for students and to contribute to stress in the classroom (Oxford, Ehrman & Lavine, 1991). Hence, the seminar in a group of three or a pair of two need to be arranged by the teacher to make students make more progress.

### Good or Bad?

"Through some language researchers assert that a positive mode of anxiety exists, most language research shows a negative relationship between anxiety and performance. The negative kind of anxiety is sometimes called 'debilitating anxiety', because it harms learners' performance in many ways, both indirectly through worry and self-doubt and directly by reducing participation and creating overt avoidance of the language. Harmful anxiety can be related to plummeting motivation, negative attitudes and beliefs, and language performance difficulties." (Arnold, p. 60) Therefore, some interesting games or activities need to be planned and students can release their nervous emotion to gain more language acquisitions.

"Language researchers hold different views about the existence or significance of helpful anxiety." (Arnold, p. 61) Horwitz (1990) stated that anxiety is only helpful for very simple learning tasks, but not with more complicated learning such as language learning. In this ESL/EFL field, most colleagues think the anxiety should be avoided by pair or group activities.

## **Debating for the Anxiety**

In Oxford's (1999) article: Young (1992) interviewed language learning experts Rardin, Omaggio Hadley, Terrell and Krashen about their views on the helpfulness of language anxiety. Rardin had responded that a positive aspect of anxiety operates all the time, but we only notice when a negative imbalance occurs.

Omaggio Hardley had suggested that a certain amount of tension might be useful for language learning, but she refused to term this tension 'anxiety.' Likewise, Terrell preferred to call such tension 'attention' rather than 'anxiety.' Krashen contended that there is no helpful aspect to anxiety in language acquisition, which almost by definition requires that anxiety be zero, but that helpful anxiety might exist for language tasks in formal language learning situations. Clearly, the jury is still out concerning the existence of helpful anxiety. (Arnold, p. 62) It needs to be shunt and ignored if there is any happen in anyone of the writing classroom.

## **Never Give Up English Writing**

Supporting the negative anxiety, the scholars believe that the apprehension could cause delay in language learning and even give the learning up. Some scholars encourage non-native speakers to conquer and overcome the uncertainty and ambiguities from English writing.

In Oxford's (1999) article: Student who are highly anxious about the frequent ambiguities of language learning often suffer reduced risk-taking ability. It is more useful for language learners to take moderate but intelligent risks, such as guessing meanings based on background knowledge and speaking up despite the possibility of making occasional mistakes, rather than taking no risks at all or taking extreme, uninformed risks (Oxford, 1990a, 1990b; H.D. Brown, 1994). Language students who fear ambiguity or whose self-esteem is low, frequently 'freeze up', allowing their inhibitions to take over completely (Beebe, 1983).

## **Do not Focusing on Commentaries, Causing Anxiety**

Face issues may be interpreted as "...the public self-image of a person, that emotional and social sense of self that everyone has and expects everyone else to recognize" (Yule, 1996, p. 60) or "...the negotiated public image, mutually granted each other by participants in a communicative event" (Scollon and Scollon, 1995, p. 35) The factors related to face issues can be writing needs for publications or group discussions with peers with the equal abilities and language proficiencies. Especially, when students need to be grouped into different levels, some students who care face problems might pay more efforts than their peers in order to pass the high standard and be distinguished from the negative attitudes.

People who suffer from communication apprehension are more reluctant and unwilling to do and to converse or interact with others: therefore, they tend to avoid communication or withdraw from it as soon as possible. (Oxford, 1999, p. 64) Social anxiety occurs along with the prospect or actual presence of interpersonal evaluation. This might directly related to not only face problem, but also what more courses the students might need to take, being requested after the grading.

People who are highly concerned about others' evaluations of them- and we might assume these to be people with shaky self-esteem and/or strong external locus of control people with shaky self-esteem and/or strong external locus of control (the learner's belief that his or won performance is controlled by external factors)-tend to act in ways that minimize the likelihood of negative assessments." (Oxford, 1999, p. 63, 64) Tests could make students skip class, due to their do not want to lose face.

Caring the other's commentaries on the writing could be an obstacle in language learning, if they are too severe and sour. Students should go ahead to express their meanings by their poor and even limited English in order to achieve progress in English writing. Hence, some language learners would evoke some of their English teachers in high schools, who should have responsibility on their limited amount of language acquisitions when they were young.

“Students who avoid risks are stalled by actual or anticipated criticism from others or by self-criticism that they themselves supply. When they do not have enough practice, their language development becomes seriously stunted.” (Oxford, 1999 p. 63) Hence, sufficient motivations to face the challenging situations and risks in language learning might be a successful factor for language learners. How to handle the emotion and intelligent to be a perfect balance, and realize harsh or strict comments is important. It is an art that lots of scholars are learning to overcome.

People with anxiety are more likely to avoid or withdraw from social situations in which others might view them negatively. When they relate to others, they often fail to take the initiative or participate only minimally in conversations (Aida, 1994). The personality of the language learners are also significant. Usually, if the learners have outgoing characteristics, they can chat with a more positive attitudes and less apprehension showing up in their talking or writing. The syndrome of writing anxiety could include, sweating or worrying.

In the language classroom, this is observable in behaviors such as keeping silent, responding only when necessary, being passive, and avoiding class entirely. Communication apprehension is defined as a person's level of anxiety associated with either real or anticipated communication with another person or persons (McCroskey, 1984).

### **Do Not Compare to Peers**

Caring peer's attention is a factor how anxiety could be raised. Young (1992) suggested that anxiety is lower (that is, the **affective filter** is reduced) if a student feels such identification. The anxiety is higher if the student does not identify with the language group. The learners need to be accepted in order to learn well. However, paradoxically, for other learners anxiety can arise because of over-identification with the language group and the concurrent feeling of loss of personal identity.

Aggressive competitiveness can lead to language anxiety. Anxiety from race happens when language learners compare themselves to others or to an idealized self-image, which they can rarely accomplish. Competitiveness and nervousness in adult second language learning are both factors.

Scarcella and Oxford (1992) agreed that competitiveness can relate to language anxiety, but suggested that this link does not occur in all students. Some students only focus on friendship while being assigned to do group or pair studies. Normal students do not evaluate their peers into differentiated levels, thinking this is only their teachers' business.

Some students, particularly those in competitiveness cultures, thrive on competition. They like to win over their peers and feel satisfied by beating with higher scores. The aggressive attitude can be graded as positive by some teachers. The emotional import of competitiveness for a given individual depends on the learning style preferences of the student, the precise nature of the competition, and the demands a rewards of the environment.

## Don't be Afraid of Tests

“Test anxiety can be part of social anxiety, particularly in an evaluative situation where the student is asked to communicate in the target language. However, test anxiety can occur in non-communicative situations, too.” (Oxford, 1999, p. 64) A teacher should not test students all the time, especially during the **lectures and speeches** given to students, the questions can not be repeated too many times. In fact, the teachers need to have answers before they ask. As long as there is a test, the apprehension could be raised to students. The students might not like to attend the class very often, due to stressful **quizzes**. A good English course needs to be interesting and motivation-stirring, it does not need to any types of format of testing. Maybe **online testing** individually or interactively communications with the examiners and examinees.

**Evaluation in Alternative Methods: Formative Versus Summative Assessment** (Diaz-Rico & Weed, 2006, p. 181)

Before discussing types of tests, it is important to make one distinction. Not all assessment is end measurement (summative), used for final ‘sum-up’ of student performance. Formative assessment is increasingly important as a way of providing an early measure of student performance so that corrective adjustment can be applied. Because the instructional activities are observable (such as guided, shared, and interactive reading), they can provide information about how well the student is doing. The teacher who monitors these activities and offers feedback can improve the quality of student work during the process of learning. Formative assessment should not be confused with dynamic assessment, a modified testing procedure that measures not only achievement on a test, but also how the test taker responds to teaching during the test (Lidz, 1991).

Formative assessment takes place through means such as, teacher questioning, offering feedback through grading, peer assessment, self-assessment, and the formative use (Diaz-Rico & Weed, 2006, p. 181-182) of summative tests (Black, Harrison, Lee, Marshall, & William, 2004). “A variety of approaches has been used to assign grades to English learners. Trying to fit nontraditional students into a traditional evaluation system can be frustrating for teachers.” (Diaz-Rico & Weed, 2006, p. 192) The following Table summarizes key points for using these types of formative assessment.

### Key Points of Five Types of Formative Assessments

Types of formative assessment are teacher questioning, feedback through grading, peer assessment, self-assessment, formative use of summative assessment

1. Teacher questioning: \* framing questions worth asking pinpoints essential understandings. \* Increasing wait time after a question allows students time to create more thoughtful answers. \* brainstorming with a peer before answering increases a student's oral participation.
2. Feedback through grading: \*key written tasks focus on essential understandings. \*teacher feedback identifies what has been done well, what still needs improvement, and how to make that improvement. \*students need opportunities to respond to written feedback.
3. Peer Assessment: \*teach students the habits and skills of collaborative assessment. \*students learn by teaching one another. \*peers are usually more willing to ask for help from one another than from the teacher. \*peer marking can isolate problems everyone is having \*peer tutoring can help with specific individual problems.
4. Self- assessment: \*self-assessment helps students attain clarity about an assignment's goals and criteria. \*students benefit from concrete examples and scoring rubrics.
5. Formative use of summative assessment: \*students can generate sample test questions or \*take a sample examination.

## Using Formative Assessment

In order for formative assessment (Anderson, 2004, p. 55) to be done by way of peer assessment, students need to practice giving feedback, as demonstrated by this account:

Anderson (2004) suggested to begin by having the class participate in several mock peer review sessions, in which students look at early drafts of student writing from previous semesters to discuss how they could be improved....They pose questions to help clarify their understanding of the reading as they jot their commentary on the paper. Then the class critiques this commentary, or feedback, by discussing how it could help writers improve their texts.

## Peer Review

The commentaries do not really have to be from the teachers, but the peers might help. Based on Anderson's project (2004), the peers could be helpful if they read their classmates draft. Initially, most students struggle to produce comments that are specific-and thus useful to the writer....Eventually, students are able to tell the writer specifically what kind of information is needed, where it is necessary, and why it is important to the text as a whole. When students begin to pose these key questions to the writer, they are truly interacting with the text and will ultimately help shape it. (Anderson, 2004, P.55)

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## Chapter 5 Scales of Writing Apprehensions

### FLCAS, Abbreviation for Foreign Language Classroom Anxiety Scale

In Oxford's (1999) article, a scale can be applied to measure level of writing anxiety. About instruments for evaluating levels of anxiety, the best known of which is the 'foreign language classroom anxiety scale' (FLCAS) by Horwitz (1986). It integrates three related anxieties-communication apprehension, text anxiety, and fear of negative evaluation, but is more than these three factors.

Oxford (1999) deems that without an instrument like the FLCAS, signs of language anxiety can be recognized by the following signs.

- General avoidance: Forgetting the answer, showing carelessness, cutting class, coming late, arriving unprepared, low levels of verbal production, lack of volunteering in class, seeming inability to answer even the simplest questions.
- Physical actions: Squirming, fidgeting, playing with hair or clothing, nervously touch objects, stuttering or stammering, displaying jittery behavior, being unable to reproduce the sounds or intonation of the target language even after repeated practice.
- Physical symptoms: Complaining about a headache, experiencing tight muscles, feeling unexplained pain or tension in any part of the body.
- Other signs which might reflect language anxiety, depending on the culture; over studying, perfectionism, **social avoidance**, conversational withdrawal, lack of eye contact, hostility, monosyllabic or noncommittal responses, image protection or masking behaviors (exaggerated smiling, laughing, nodding, joking), failing to interrupt when it would be natural to do so, excessive competitiveness, excessive **self-effacement** and **self-criticism** ( e.g., I am so stupid).

According to Oxford (1999), language teacher can release students' anxiety with several ways. "...teachers can enable students to deal more effectively with language anxiety" "After diagnosing anxious behavior, language teachers can act to reduce anxiety, depending on students' needs and cultural background. Teachers can use any or all of the following suggestions for diminishing language anxiety." (Oxford, 1999, p. 67) Most scholars regard the apprehension to be negative, although some serious errors need to be corrected.

- Help students understand that language anxiety episodes can be transient and do not inevitably develop into a lasting problem.
- Boost the self-esteem and self-confidence of students for whom language anxiety has already become a long-term trait by providing multiple opportunities for classroom success in the language.
- Encourage moderate risk-taking and tolerance of ambiguity in a comfortable, non-threatening environment.
- Reduce the competition present in the classroom.
- Be very clear about classroom goals and help students develop strategies to meet those goals.
- Give students permission to use the language with less than perfect performance.
- Encourage students to relax through music, laughter or games.
- Use fair tests with unambiguous, familiar item types.
- Help students realistically assess their performance.



- Give rewards that are meaningful to students and that help support language use.
- Enable students to recognize symptoms of anxiety and identify anxiety-maintaining beliefs.
- Help students practice positive self-talk (self-encouragement) and cognitive ‘reframing’ of negative or irrational ideas.

### **Cooperative Learning for English Writing**

According to Kagan (1994), if people are anxious, but allowed to affiliate, their anxiety level is reduced. Oxford and Ehrman (1993) include cooperative learning as a classroom procedure, which can lower anxiety in the language classroom. Cooperative learning places students in roles that are usually filled by researchers in traditional, teacher-centered classrooms (Holt, 1994). Students can be divided into pairs or three member studies. The students who are more outstanding can be appointed as a little teacher or group leader, affiliating with students who have less concepts about English writing.

Cooperative learning, like other group work, creates a more positive affective climate in the classroom, while it also individualizes instruction and raises student motivation (Long & Porter, 1985) However, anxiety still can occur in cooperative learning behaviors, if the students feel some peers are not as qualified to study together or the levels are too different. Hence, the teacher should base on their quality of learners’ English writings to do placement tests before the students are grouped.

“Fear of failing or appearing foolish is a constant threat to interaction in the language classroom, especially when the possibility of providing a correct or acceptable answer is increased and when learners have had an opportunity to try out their contributions with each other before being asked to offer them to the entire class. Time to think, opportunities to rehearse and receive feedback, and the greater likelihood of success reduce anxiety and can result in increased participation and language learning.” (Oxford, 1999, p. 233) Being a moral teachers, the grades or scores cannot be mentioned too frequently during the class, especially, they cannot say, “You might be failed if you make mistakes.”

“In doing so, it also supports students who are not usually willing to take risks or suffer the frustration of not having adequate language to express their ideas or emotions. In cooperative classrooms, students learn to rely on each other and also have the security of knowing that they will have several opportunities to rehearse a contribution before they are asked to share it with the larger class.” (Oxford, 1999, p. 233)

It is also interesting to note that low-achieving students are liked more in cooperative than in competitive classrooms, even though they may provide limited contributions to the group (Johnson, Johnson and Scott, 1978).“Perhaps because individuals in cooperative groups are perceived more multidimensionality, rather than valued only in terms of their academic abilities or achievements.” (Oxford, 1999, p. 238)

Cooperative learning offers many positive, affective features which encourage learning, while also supporting development of prosocial, academic and higher order thinking skills. While it may be difficult for learners with a history of more competitive and individualistic language learning activities, it is worth the effort to introduce cooperative learning, and gradually, over time, to support learners as they work interdependently in groups and move to greater independence as language learns. (Oxford, 1999, p. 244) Positively collaborating with teachers and peers can continuously make the English writing improved. By an optimistic attitudes, the learners have more willing to do and learn.

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## **Chapter 6 How to Reduce the Anxiety?**

### **Authentic Assessment**

“Authentic assessment refers to the procedures for evaluating learner progress using activities and tasks that integrate classroom goals, curricula and instruction and real-life performance. It emphasizes the communicative meaningfulness of evaluation. It uses the diverse forms of assessment that reflect student learning, achievement, motivation and attitudes on instructionally-relevant classroom activities.” (Kohonen, 1999, p. 284) Meaningless test without real knowledge related to daily life should be avoided for students, because students could feel time wasting and skip classes.

### **Positive Attitudes and Scores are both Important for Evaluations**

Being teachers, students learning attitudes and attendance are also very important. “Evaluation thus affects the quality and quantity of learning. Therefore, it needs to be examined in terms of both the learning processes and the outcomes of learning.” (p. 279) Tell students to attend the class each time on time, with positive mood. They need to learn with more respecting capacities, the learning process and contents can more effectively and efficiently, raise students writing proficiency.

“...the selective system with its product-oriented testing should not be the main intend of educational language assessment. Process evaluation can exercise a powerful effect on affective language learning outcomes by enhancing the learner’s competence and confidence as a person.” (p. 280) If students can be informed about the results of learning are not as important as their attitude, their anxiety can be reduced.

### **Connecting Peoples from Different Nations**

“A natural task for language learning is to connect people from various cultural backgrounds and thus increase the tolerance for human diversity. Intercultural communication aims at bridging the diverse cultural values and beliefs that each person brings to the communicative process. The emerging goal of intercultural competence thus provides new challenges that underscore the importance of affective language learning.”(p. 282)

People from different cultures have greater differences between them; and these give rise to dissimilar interpretations and expectations about communication behaviors, resulting more easily in breakdowns and failures in communicative transactions. Establishing shared meanings in intercultural communications is consequently a matter of negotiating and tolerance of ambiguity in the process. It is a question of respecting human dignity and otherness in intercultural encounters, assuming the ethical responsibility for attempting to understand the other person (Kaikkonen, 1997, Kohonen, 1999)

Lustig and Koester (1993) provide the following summary of the components of intercultural competence: (p. 66-73)

1. Respect: ability to express respect and positive regard for another person
2. Orientation to knowledge: terms people use to explain themselves and their world (e.g. explaining oneself in personal ways, avoiding generalizations)
3. Empathy: capacity to behave as though one understands the world as others do
4. Interaction management: skill in regulating conversations
5. Task role behavior: facilitating interpersonal harmony and mediation
6. Tolerance for ambiguity: ability to react to new and ambiguous situations with little visible discomfort
7. Interaction posture: ability to respond to others in descriptive, non-evaluative and non-judgmental ways.

“The components suggest that intercultural competence goes beyond communicative competence in language learning. It manifests the importance of affective foreign and second language education, with an emphasis on personal growth.” (Oxford, 1999, p. 283)

### **Being a Good Teacher**

A good teacher need to be trained to know about anxiety from language learning. Students’ success or failure is closely related to if s/he had been taught by a good teacher.

A good teacher should establish positive atmosphere for the classroom of English writing. It can be set up like a community.

Faltis and Coulter (2008) mention the significance of democratic way of teaching and learning. “...no one in the classroom becomes an authoritarian learner, usurping the rights of fellow members. Matters of discipline must be handled in a democratic fashion. Rules are devised by and for the community and deviations from those rules must be handled by the community. The teacher’s job, then, is to create a forum for dealing with issues that are affecting the community’s ability to run smoothly. Class meetings can be used for dealing with issues that are disruptive to the community. The community must then problem solve in a manner in which no member is degraded.” (Faltis & Coulter, 2008, p. 84)

“In a community of practice, the teacher’s role is immense, and it is paramount to students’ growth as reader, writers, listeners, and speakers, as well as citizens of the world.” (Faltis & Coulter, 2008, p. 86)

“ I stressed the importance of viewing learning as relational and suggested the need to incorporate psychoanalytic understandings into the current framework on identity and second language learning.” (Day p.107) “Teachers need to put human relationships at the center of learning and consider both affective and political dimensions of classroom life as central and not peripheral.” (Day p. 113)

Gregg (1986) states that he finds the positive reception of Krashen’s theory ‘disturbing’ and then goes on to make the case that Krashen has been better received among American teachers working in ‘elementary and adult education’ than European teachers working in the same sectors and university teachers in general. In support of this argument, Gregg claims that university teachers ‘are better educated in the relevant areas and also have a good deal more leisure to study Krashen’s writing critically’ (Gregg, 1986, p. 121) and that there is a stronger tradition of anti-intellectualism in the US than in Europe. In addition, Gregg states that Krashen has been popular among teachers because ‘the fundamental message of Krashen’s theory is that you do not have to know much to be a good teacher’.

### **No Competition**

Day (2002) suggests some solution for competition.

“Building interpersonal bonds and fostering a sense of community in classroom should be a prime consideration for teachers.” (Day, 2002, p. 113) Collaborative learning arrangements, peer tutoring and buddy systems, are all potentially helpful, as well as genres of talk such as word play, storytelling, interpersonal repartee and song (e.g., Hall & Verpaetse, 2000). Cooperation can be achieved if the peers can have less gossips and natters, regarding to more or less contributions to the planed common goals.

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## **Chapter 7 Accumulations of Writing Proficiency**

### **Cultural and Linguistics Knowledge**

A student's ability to understand a speaker depends largely on shared sociocultural knowledge. Students come to the classroom already equipped with sociocultural knowledge obtained from their past learning, their home life, and their country of origin. This background knowledge or prior knowledge is often referred to as content and cultural schemas." (Grassi & Baker, p. 217) Reading newspaper and watching TV to notice recent events might be not only important but also necessary for English writing learners who want to improve.

We know that many teachers and schools are becoming aware of the importance of incorporating varied cultural perspectives, but unless they do this on a regular basis, in a systematic fashion (not as an "add on"), then multicultural perspectives can be easily overlooked while teachers rely solely on the curriculum-which is vastly monocultural. We have noted that teachers who consciously and systematically include the perspectives and voices of all students create comfortable environments where students feel valued and are comfortable taking risks. (Grassi & Baker, p. 235)

### **Variation in Reading Approaches**

Reading can contribute to writing proficiencies. A good writer cannot be created in one day. "The role of L2 educators is to strive to set learning situations conducive to higher quality learning. This must take into account students' perceptions of the learning situation, their awareness of the object of learning, in this case literary texts, and awareness of the difference in students' reading. At the same time, students' prior experience and approaches to learning, in this case reading L2 literary texts, must emerge in classroom discussion and provide a valuable catalyst for change." (Carroli, p. 168) The English writing teachers should distribute sufficient materials, such as textbooks, free handouts made by the teachers, and the magazines related to the students' fields. More important, some SSCI/SCI ( SOCIAL SCIENCE CITATION INDEX. ) journal articles of students' majors should be provided.

### **Applied Learned Theories into Real Writing**

Most good language learners are those who can freely and reflectively apply what they had learnt in a short term into long term presentations. For who are not able to transit the theories into practical writings, would not do well in diverse English formats, such as Comparing and Contrast or Argumentation writings. If the students can accept the theoretically grammatical rules, they can write a book correctly. According to Tomlinson, (1998) Language acquisition is facilitated and accelerated if the learner is positive about their learning environment, achieves self-esteem and is emotionally engaged in the learning activities.

That is to say, the language could be trained with a shorter time, and their production can be in a very large quantity in a correct way. Normally, a good English writer does not related to the learning length of a long time or short time. As long as the writers have sufficient motivations and have good attitudes in class, usually, their writings can be completed in a nice manner. In truth, the teachers should score the students with their attitudes, instead of not including their positive or negative attitudes, but only the contexts of writings. "The majority of language learners gain very little from being given information about a language and how it is used" (Tomlinson, 2008, p.5) The language learning is basically a reflections toward the rules and lexical items learned. The language learners can produce good writings, by arranging what had been learned.

## Grammar Abilities and Cultural Accumulations

“Upon examining writing samples produced by these students, it quickly becomes apparent that their writing contains a variety of problems. These include many of the features we often associate with developmental writers, from global problems of focus, organization, and development to more local issues, such as sentence boundaries. At the same time, they clearly include what are usually perceived as ESL errors; indeed, it is these sorts of errors on the students’ placement essays that have landed them in ESL composition classes. Again, the errors range from global issues, such as what constitutes an argument or an appropriate introduction (ironically often attributed to contrasting rhetorical conventions in their L1), to numerous sentence-level problems involving basic syntax and word order, tense choice and formation, and word form, to name but a few. In short these students face double challenge of developmental and ESL writers.” (Williams, 2001, p. 112) That is, the students need to learn global issues and also their English must be good in order to write well. Both high level lexical items and advance level grammars need to be applied in English writings.

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## Chapter 9 Peer Feedback Instructions

According to Hirose, some instructions can be applied in writing class for students to give feedback for their peers' writing. (Keiko Hirose, 2001, p. 43) Mostly, teachers at universities can receive lots of sample copies of textbooks from book market sales, which some teachers would consider to use it. Sometimes, they can receive like six to eight similar textbooks from the sales and feeling struggle to select one as the required textbook for the whole class of maybe 20-50 students. Textbooks are very important for a new learner to accept the new formats of English writing. It is a tool that the peer can discuss the learned contents and held a seminar after learning from the teacher. Whenever they have doubts the peers should gather to clarify questions from each other referring to the textbooks.

Also, information in the writing centers is also valuable. The center usually organize the bookshelf with lots of writing references, especially some books related to academic writing formats. Students can register a time to meet the counselors and consultants in the center, in order to make their writing corrected or even edited. The center can be for the students who feel not really fulfilled from their peers, who might have similar level of proficiencies. When peers are not enough for the writers to clarify all the doubts, they can turn on the faculty in the writing center.

For peers and writing center consultant the following questions can be applied to the seminar for encouraging each to write better and make progress in English writing. Hirose (2001), suggests the following ideas for the field workers to apply.

For research paper writing, I give students the following instructions (for peer feedback) initially as prompts:

Explain what you like best about the draft.

Give positive comments such as 'a good point' or 'I agree' when you are impressed with the writer's point or argument.

Underline the part that is unclear to you in terms of content or grammatical accuracy.

Put a question mark where you do not understand, where you cannot see the connection between clauses or sentences.

Put a question mark where you do not understand, where you cannot see the connection between clauses or sentences.

Give suggestions to improve the draft, such as, "Examples might help here" or "Elaborate this point."

Confirm your understanding if you are not sure.

Above strategies by Hirose (2001) make students' to help each other in achieving a good writing with less pressure, without listening to their teachers' corrections frequently. They should reduce face problems, paying too much attentions to teachers' corrections. Sometimes the teachers might have to teach lots of hours such as 12-16 hours as a full-time university teacher, they do not really have energy and spirit to take care all of the writer students they had taught before. Hence, resorting to peers and consultants in writing centers should be a flexible solution.



## **Counseling for English Writings, Counselors in Writing Centers**

“Counselors...play an important role in facilitating students’ adjustment to the college and in familiarizing them with all aspects of college life. They see students in their block for 2 hours each week in the SD classes and often meet with them outside the classroom as well. Students’ problems, of course, can affect their performance in school, and counselors can sometimes assist students in ways that other instructors cannot. Often counselors and teachers on the same team work together to resolve issues that students face (Babbitt, 2001, p. 53) Usually, writing centers in university employ several counselors, who can correct students’ resume or writings assigned by the teachers in class.

“Some university have systems of mentors and tutors that involve academic staff or students in helping the students to be less socially isolated to offer guidance and advice. This may involve an informal relationship where the student is free guidance and advice. This may involve an informal relationship where the student is free to drop in and chat with the mentor/tutor or may involve a more formal relationship where small group meetings are involved. “(Brandt, 2009, p. 60)

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