



Journal of Liberal Arts and Humanities (JLAH)
Issue: Vol. 5; No. 1; January 2024 (pp. 1-22)
ISSN 2690-070X (Print) 2690-0718 (Online)
Website: www.jlahnet.com
E-mail: editor@jlahnet.com
Doi:10.48150/jlah.v5no1.2024.a1

Using Critical Thinking to Enable Chinese L2 English Writers to Produce Prose that Meets Assignment Requirements and Audience Expectations.

Randy Jones

Fort Hays State University
United States

Abstract:

The purpose of this presentation is to address the issue of L1 transference in English writing among Chinese English as a Foreign Language (EFL) college learners. A review of the literature will focus on rhetorical differences between Chinese writing and English writing and differences in audience expectations among both Chinese and English readers in college writing. Based on the findings presented the author will furnish best practices on how to hasten critical thinking among these learners to enable them to produce organized and well elaborated prose that meets the audience expectations in their written assignments. The author will also share his experience teaching College English writing to Chinese college learners enrolled in a U.S. university that has a cooperative educational agreement with a Chinese university. The author has taught onsite at the Chinese university for many years. He will share his experience in implementing the suggested best practices in English writing while considering the particular characteristics of his learners and the learning context where they are situated.

Keywords: L1 writing, L2 Writing, Transference, Critical Thinking, Constructivism, Contrastive Rhetoric, Writing Process

Critical thinking skills (CTS) are deemed necessary for learners and for members of the global workforce to utilize in their day-to-day. In the globalized business workplace, this skill is deemed even more necessary. Concerning learning of Business English in L2 settings in East Asia, however, English L2 learners in East Asia face challenges appropriating CTS in English language settings. Ji (2018) noted that “business English program graduates could not meet employers’ requirements in terms of ‘practical abilities, interpersonal relations, professional abilities, and language communication abilities.’” (as cited in Xie, 2020, p. 292) With the goal of addressing how to hasten critical thinking skills among Chinese college English writers in the writing domain, this author aims to produce a study that furnishes insights on challenges these learners face in composing academic prose and arguments in L2 academic writing.

The author is an instructor of English Composition and rhetoric. He lives and works in China and he teaches College English writing to Chinese business students that are enrolled in a collaborative education partnership between an American university and a Chinese business college. These students are earning an American college degree and they are learning how to compose English essays, how to argue in essay writing, how to engage in research for academic study, and how to integrate ideas from source articles following appropriate citation conventions and avoiding plagiarizing of the same.

The author will produce a study that addresses the issue of critical thinking in English Composition among Chinese L2 writers. He aims to provide initially a working definition of critical thinking (C.T.) and discuss how it is quantified. Along with this, he will address how C.T. is measured in academic disciplines where it has been measured in quantified. He will address how C.T. is measured in academic L2 writing, particularly among Chinese or East Asian learners.

Given that the author teaches students how to compose arguments that succeed in producing cogent propositions that satisfy the task requirements of the writing assignments, he wishes to focus on the issue of contrastive rhetoric and how learners can more effectively produce essays that address the rhetorical expectations of their target audience. He will demonstrate in his discussion how C.T. can best be leveraged to help learners produce essays that meet the task requirements.

He also will demonstrate how constructivist approaches toward teaching English Composition can help hasten C.T. among learners. By scaffolding activities, the instructor can make overt to learners the thought processes involved in achieving the described learning objectives they are expected to meet in the course curriculum. In turn, this will help learners develop the C.T.S. necessary to developing autonomy in learning.

Furthermore, the author will share his experience in teaching C.T.S. to learners and also he will also furnish best practices based on his experience in teaching the curriculum onsite as well as based on what he has gleaned from research and from practices furnished by his colleagues in the field.

Quantifying Critical Thinking

While critical thinking (C.T.) is a faculty that is encouraged in higher learning, it is not easy to quantify what it is or even reach a working definition of the term. Descriptions of the construct have been furnished but clear working definitions of the term have not always been presented in the literature. C.T. has been described as a generic skill (Ennis, 1987; Halpern, 1998; as cited in Tümkaya et al., 2009, p. 59), as inductive reasoning (Ennis, 1995, as cited in Tümkaya et al., 2009, p. 59), or as a problem-solving skill (Watson & Glaser, as cited in Tümkaya et al., 2009, p. 59). In 1956, the psychologist Benjamin Bloom formulated a construct used to measure CTS. He presented a taxonomy to measuring the construct that involves obtaining knowledge, comprehending the knowledge obtained, applying the knowledge learned, analyzing data or knowledge learned, synthesizing the newly learned knowledge, and making evaluations of knowledge learnt. (Overbaugh & Schultz, n.d.) Such a chart helps to identify and quantify the thought processes learners use in critical thinking.

Other experts have described critical thinking as including attitudes or dispositions that help solve problems effectively. (Facione & Giancarlo, 1998, as cited in Tümkaya et al., 2009, p. 59).

Tümkaya et al. (2009) defines critical thinking as “the process of purposeful, self-regulatory judgment, which drives problem solving and decision making” (p. 59). Tümkaya et al. posited that knowledge is necessary “to think critically to solve a problem” (p. 59). It also involves some of the higher order thinking skills catalogued in Bloom’s Taxonomy such as evaluation in solving problems. Thus, problem solving is very much implicated in critical thinking to make sound decisions.

Therefore, it is necessary to cultivate problem solving skills in learners to help them make reasoned decisions. Critical thinking is cultivated in the field of medicine. It is critical to cultivate that faculty given the complex nature of health care and the crucial health decisions that healthcare professionals often have to make in treating their patients. Hong and Yu (2016) discussed the effectiveness of case-based learning (CBL) in hastening critical thinking and problem solving skills among Chinese nursing students. Case based learning is defined as a “tool that involves matching clinical cases in healthcare-related fields to a body of knowledge in that field, in order to improve clinical performance, attitudes, or teamwork” (McLean, 2016, as cited in Hong & Yu, 2016, p. 17). Hong and Yu posited that CBL training can help hasten such critical thinking faculties among students participating in the nursing process, including assessing, diagnosing, planning, implementing, and evaluating (p. 18). Such training helped enhance problem solving skills among the participating nursing students who had to rely on their medical training and their analytical ability to diagnose and treat ailments affecting patients. The research they conducted included both a control and an experimental group that received the CBL training described. The experimental group fared better than the control group in hastening CTS to treat medical ailments. Those learners who utilized CBL were able to make inferences and evaluations of outcomes based on previous health cases they researched before. (Hong & Yu).

Constructivism and critical thinking

Research suggests that constructivist paradigms can aid learners to acquire concepts taught in the classroom. Constructivism is a concept that states that individuals create or construct their own knowledge and that the learning reality is determined by what a student learns. (*What is constructivism?*, 2020, para. 4) Learners use prior knowledge as a foundation for learning new ideas. (*What is constructivism?*, para. 4) In a constructivist context, learners not only learn concepts, but they learn how to learn. For instance, learners discover over time what kind of learning style is most appropriate to themselves. Other premises of constructivist teaching are that learning is active and that students should activate and leverage metacognitive thought processes to grasp new information. Along with this, learning is social. (*What is constructivism?*, para. 7) Learners can rely on other peers to help them to either solve key questions in learning or to provide insights or information to help solve problems.

Furthermore, motivation is key to learning. (*What is constructivism?*, para. 11) Desiring to learn enables learners to be engaged during the learning process and this enables learners to refer to prior knowledge to activate schema necessary for further learning and allows students to make connections with new knowledge obtained. The social component of this constructivist theory also enables learners to rely on qualified peers who can help hasten learners to acquire new concepts.

There are studies showing that the component of motivation in learning is instrumental to enabling East Asian learners to achieve their learning objectives. Moreover, constructivist premises can be applied in teaching L2 writing to help learners achieve learning goals. Xie (2020) conducted research on learning motivation among 66 English majors in a Chinese business school. He addressed the following three research questions (Xie, p. 296):

- What are the potential motivations for learning among Chinese university business learners? How do learners perceive the use of vocational education and training pedagogy as they study English-language business courses? What are the outcomes of using vocational training and training pedagogy in business English teaching?

Many participants displayed an integrative motivation in learning business English in order to more strongly equip them for their future business careers. More than half of the participants noted that they preferred flexible autonomous styles of teaching and workplace and practice-based modes of learning (Xie, p. 300). Nearly half of the participants stated that they found various writing tasks to be useful to enhance business communicative competence (Xie, p. 305). Developing soft skills such as negotiating in business and enhancing critical thinking to help enhance business practices or generate innovative products and services also generated high frequencies in this study (Xie, p. 299).

One can distill the constructivist learning premises by reviewing the results of Xie's research. The participants interviewed reported that they benefited from activities such as negotiating and engaging in critical thinking to resolve business questions presented in their class sessions. Students noted that watching training videos was helpful in developing skills such as negotiation. Ellis and Johnson (2002) mentioned that students should develop skills such as conducting business meetings, negotiating, and making professional presentations (as cited in Xie, 2020, p. 294). Engaging in such language and skill training would allow for authentic occasions for learners to use the target language they are learning in their courses and also simulate authentic activities they will need to master in when they move on to their professional careers.

It is evident that constructivist approaches toward learning L2 help motivate students to learn and help hasten critical thinking skills. Moreover, such skills are hastened in contexts where learners are collaborating to learn and where competent peers can help reify or recast ideas to learners. Critical thinking has been acknowledged as an objective to be developed in higher education in China. (Pei et al., 2017) However, how well are critical thinking skills both taught and learners in Chinese higher education? Pei et al. conducted research on this subject among Chinese undergraduates. The researchers aimed to address the following three research questions.:

- What is the level of CTS among English majors in Chinese universities? What is the relationship between English majors' CTS and their EFL argumentative writing performance? What differences do English majors at varying levels of CTS exhibit in their EFL writing performance? (Pei et al., p. 32).

In this study, five subscales were used to measure CT: inference, recognition of assumptions, deduction, interpretation of ideas, and evaluation of arguments (Pei et al., p. 33). The Chinese version of the Watson Glaser Critical Thinking Appraisal was used to ensure reliability, validity, and applicability of this study (Pei et al., p. 33).

It was learned that students with higher CTS were able to produce stronger and more compelling essays (Pei et al., p. 36). Those learners were able to make clearer inferences about propositions they made and to evaluate assumptions and to better evaluate arguments. Students who differed in L2 writing ability were rated according to the following rubrics in their writing. a) relevance; b) clarity; c) logic; d) profundity; and e) flexibility (Pei et al., p. 34). The students deemed to have higher CTS produced essays that had more relevant arguments, more evidence to support their thesis, stronger organization with sub-points organized in sub-thesis statements and evidence for their main argument, and they provided unique arguments that stemmed from varied standpoints.

The researchers also stated that nearly 90 % of students surveyed displayed weak CTS in their writing (Pei et al., p. 34). Much of this is attributed to the traditional mode of learning that focuses on learning through emulating what is being taught, rote memorization, and doing repetition skills (Pei et al., p. 35). The researchers stress the need to enhanced CTS by means of solving problems, evaluating and questioning propositions, summarizing texts in original sentences, and producing creative and original texts that are the product of integrating CTS.

The authors suggest that developing a learning curriculum that fosters metacognition in learning will help develop the CTS the learners need to match curricular objectives and to foster the foundational CTS necessary for the needs of the contemporary workplace (Pei et al., p. 34).

Metacognition can be described as making overt those thought processes that are covert, It can be defined as one's capacity to "understand, control, and manipulate [one's] own cognitive processes to maximize learning." (Flavell, 1979, as cited in Zhang & Wu, 2009, p. 38). Flavell (1979) described how metacognitive awareness can be marshalled by learners so they can ascertain how well they are achieving writing tasks. He described how metacognitive knowledge, metacognitive experience, goal setting, and language learning strategies interplay in achieving learning objectives. *Metacognitive knowledge* is the understanding learners have of their ability to achieve certain tasks. Flavell (1979) An example of this metacognitive knowledge is that a learner has an estimation that he or she or is a good reader. *Metacognitive experience* refers to emotional responses to a particular task in any language domain. (Flavell, 1979) For instance, this occurs when someone may feel that a writing task is cognitively overwhelming and they do not have the wherewithal to compose such a writing task. *Goal setting* was described as the objectives the learner aims to achieve within the writing task (Flavell), while *strategies* were referred to as the thought processes employed by the writer to achieving those goals.

Being aware of how metacognitive knowledge, metacognitive experience, goal setting, and language learning strategies inform the writing process, in turn, can inform on the mental processes learners go through to achieve learning objectives.

Contrastive rhetoric

Having language schema, in turn, can aid in composing essays that meet assignment requirements. Before we address that, however, it also is necessary to be aware of the key rhetorical issues that occur at the discourse level in writing. To address this, it thus is necessary to focus on contrastive rhetoric between Chinese L1 and L2 writing. Employing metacognitive awareness among learners will be effective in helping them to produce written tasks that meet the assignment requirements.

Chinese rhetoric follows an inductive pattern of thought, where a main idea may be implied in a text. In Western rhetoric, however, the main idea, or thesis statement, needs to be clearly stated and needs to furnish a clear stance on the essay topic so the audience member knows what is the author's viewpoint on the subject. Furthermore, the essay content is thematically connected to that thesis statement. (Xing et al., 2008, p. 79).

Along with this, Chinese writing is characterized of a four part pattern known as "Start-Sustain-Turn-Sum" (*qi-cheng-zhuan-he*), whereas the concluding concept may not be connected to the subject in the earlier part of the passage. (Xing et al., p. 80). This inductive pattern also appears in the rhetoric of other East Asian cultures. McKinley (2013) described the *ki-sho-ten-ketsu* pattern of Japanese writing that can be characterized by the absence of a thesis and also includes a shift away from the essay theme in the midst of the essay. However, in Western writing, the structure is characterized by "Introduction-Body-Conclusion". In the *Introduction*, the topic is presented, and a declarative statement on the topic in the form of a thesis statement is presented. In the *Body*, the body paragraphs furnish specific evidence to support the thesis statement. The content tends to be more detailed. Also, the content of these body paragraphs is thematically linked to the thesis and the attention is ensured that the essay content does not deviate from the main theme. In the *Conclusion*, the writer rephrases the essay's main theme and then often furnishes a final closing thought on the essay theme.

It should be emphasized in this essay pattern that the essay structure in Western essays pays stronger attention to the form of the essay. Writers, for instance, are always expected to furnish a clear, declarative thesis statement at the start of the essay. They need to include topic sentences in the body paragraphs which furnish a main theme to each body paragraph and which present sub-points that are thematically linked to the

thesis. There is an expectation that there will be at least three sub-points connected to the thesis statement and the writer is not expected to deviate from that theme.

Western essays are characterized by *theme-rheme* patterns of subordination and superordination. (Connor, 1996) In this relationship, the *theme* is a sentence that encompasses a main idea, while *rheme* refers to a string of sentences that have something to say about a theme sentence. This relationship is clearly noted in the relationship between topic sentences in body paragraphs of Western essays and the sentences within that paragraph that support that sentence, or in a sentence that furnishes a point within a paragraph with the example sentences following that sentence that support the same.

Furthermore, discourse markers in the form of transition words are expected in Western writing while such discourse markers are frowned upon in Chinese writing as interfering with the aesthetic form of the essays produced.

Such rules on discourse are also reflective of cultural differences in writing. For instance, the absence or de-emphasis of a thesis statement in Chinese writing is reflective of a *collectivistic* mindset where to express one's view is to be seen as either too arrogant or as drawing too much attention to oneself. The thesis statement, in turn, is a reflection of *individualism* in Western culture where one is expected to opine on a clearly stated subject and to dilate on that topic by furnishing evidence, facts, expert opinions, or logic to convince their audience of their view. Having a voice on an issue, therefore, is seen as valuable in writing and reinforces the credibility of the writer's argument.

Writing in Chinese culture can be viewed as *reader responsible*, where the reader needs to infer what the writer is saying. (Hinds, 1987) Such characteristics are also featured in Japanese rhetoric, which also is strongly influenced by Confucianism. (McKinley, 2013) Western prose, on the other hand, is *writer responsible*. In this writing, it is the responsibility of the writer to ensure that his thoughts in writing are clearly conveyed to the reader. The writer, in turn, should be cognizant that his essay has a clear main point, that his paragraphs are well organized according to his or her audience's expectations, and that the writer aims to provide clear evidence to convince his or her audience of his or her viewpoint. Attention to form concerning the purpose of the essay paragraphs needs to be minded along with the use of discourse markers.

Therefore, the curriculum can allow for occasions for students to exercise mindfulness in ensuring that their writing tasks meet the assignment expectations.

Writing Process

The Writing Process itself is the ideal context in which to allow students to exercise metacognitive awareness in writing. The writing process can be described as "a process [where] writing takes place in which the composer sets goals for his writing task, generates ideas in writing, transcribes these ideas into sentences, and then reviews his text for needed revisions" (Jones, 2010, p. 7).

Flower and Hayes (1981) presented a cognitive model of writing that illustrates how writing takes place. It encourages both the transcription of text and the strategic, informed, and purposeful revision of the same to meet assignment exigencies. It is characterized by a *task environment* which is characterized by the rhetorical problem and the text produced by the student. The task environment constitutes a writer's rendition of the topic of the writing assignment, his or her interpretation of audience expectations for the assignment, and their understanding of the assignment exigencies, or requirements. The text thus far produced represents what the writer composed thus far in addressing the assignment requirement.

The task environment, in turn, interfaces with the writing process itself. The writing process itself is comprised of three dimensions.: Planning, Transcribing, and Reviewing (Flower & Hayes, p. 372). *Planning* occurs before the writer initiates writing the text. Here, he or she aims to generate ideas for writing, sets out an initial plan for drafting an essay, and sets goals in writing. Many of the components described here are connected to *pre-writing* tasks in an integrated, process essay assignment. Ideas can be generated by using materials such as mind maps or engaging in free writing to jog the writer's mind into composing essay content. The organization of ideas can be facilitated by composing an outline that enables the author to produce main ideas and key supporting points to the inchoate concepts that may appear in the forthcoming essay. Setting goals in writing connects to how the writer will attempt to address the rhetorical problem.

Transcribing refers to the actual step of composing the essay content in real time.

Reviewing refers to the task of the writer reading his or her text once transcription, or drafting, is completed. He or she reads and evaluates the text with the aim of making revisions at the discourse level to enable the essay text to meet the exigencies of the writing task.

Another critical component that interfaces with the writing process is the writer's long-term memory (Flower & Hayes, p. 371). This is connected to the writer's knowledge of the topic and essay genre. It also is connected to long term memory. Here, the writer may tap into his or her knowledge of how to compose a particular kind of essay genre and, armed with that recollection, can reasonably expect to produce prose that matches the kind of genre of essay that he or she may have composed before. This memory tends to be stable and long term.

An implication of this writing model is that long term memory plays a key role in helping one to produce essays that meet assignment exigencies. Long term memory is the repository of prior knowledge of topics and also of schema that helps a writer compose an essay which meets an assignment requirement. Cognitively speaking, then, it is essential to try to help learners tap into their long-term memory of writing assignments to marshal the metacognitive resources necessary to meet writing task requirements.

Figure 1: The Writing Model, (Flower and Hayes, 1987, p. 370):

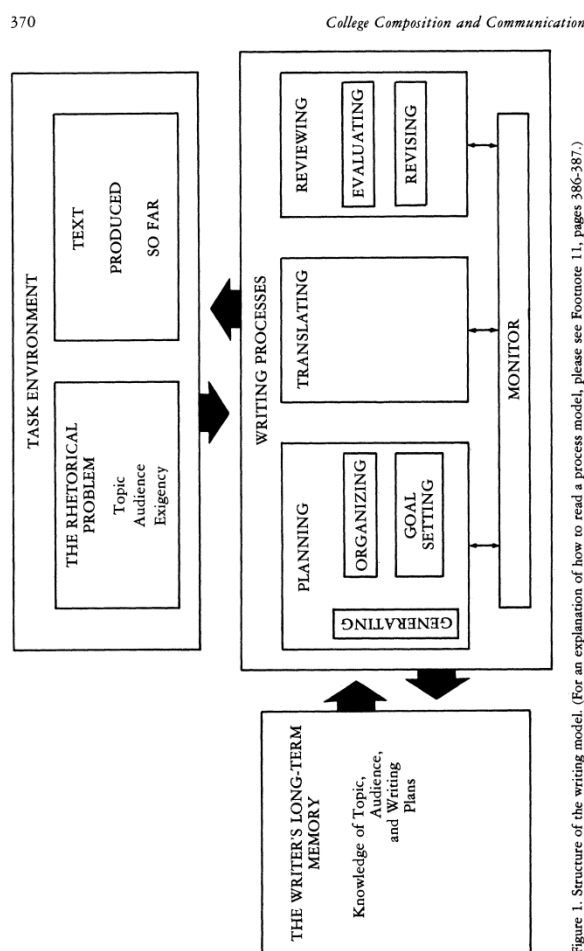


Figure 1. Structure of the writing model. (For an explanation of how to read a process model, please see Footnote 11, pages 386-387.)

Other key implications of this theory of writing are that writing is recursive in nature. A writer monitors how well his prose meets the rhetorical problem. If there is a disconnect between the text produced and the assignment exigencies or the audiences' perceived expectations, this will prompt the writer to have to revise his or her essay. Changes in essay structure or content, in turn, can change. For instance, if the writer changes his or her thesis statement, this may prompt the writer not only to rewrite his or her essay, but plan a new essay anew altogether to meet the assignment exigencies.

Along with this, this theory also argues for the benefits of peer review sessions, where learners can receive advice from instructors or from tutors and qualified peers during essay compositions. Learners who do not meet assignment exigencies during draft production can receive advice from learners, tutors, or their instructor on the state of their essay production and receive feedback on where their writing may be deficient in some aspect. During the planning stage, some learners may be unable to generate ideas or they may be unable to set clear goals if they do not understand the task assignment or the assignment expectation. These peer interventions have the effect of providing real-time needed feedback on issues they may face with planning for their writing tasks as well as on their essay composition. It also can inform them on any misunderstanding they may face regarding the task assignment.

The writing process also lends itself to the constructivist paradigm of learning. Given the authentic nature of writing tasks, learners are motivated to learn. Writing essays in drafts also means they can receive real-time advice either from their instructor or from their peers at every stage of the writing process. Students learn metalanguage concepts in writing, both through exemplars the instructor furnishes together with facing learning exercises where they may identify the rhetorical components of essays. They can critically engage with texts, aiming to critique whether or not such texts have clear propositions and clear and logical support for the propositions that are presented. The social nature of learning during activities such as peer review sessions provides learners with occasions where they can discuss their essays using the metalanguage taught in the curriculum to review and critique their peers essays. Over time, they can internalize the concepts being taught in the course and develop autonomy in their own writing.

Furthermore, the writing process buttresses critical thinking in writing. As problem solving is implicated in critical thinking, a clear instance of CTS occurs when learners can identify if they are successful in composing essays that meet the task requirements. Learners also make other evaluations in writing, such as whether or not they have a clear central proposition to their essay and if there is adequate evidence to support their propositions. In the event that learners are citing source material to buttress their arguments, they also need to ensure that they are citing source material according to the citation protocol they are using in their writing courses. Thus, evaluating whether one's peer is citing correctly using the citation protocol being learned is a valuable CTS skill being used.

The model presented here describes the writing process learners go through in the L1. How does this relate to Chinese L2 writers? Wang and Wen (2002) presented research that addresses how the writing process can be adapted to Chinese learners. Wang and Wen made an adaptation of the writing process previously made by Flower and Hayes (1981) and adapted it to Chinese learners. It consisted of 3 components: the task environment, the composing processor, and the writer's long-term memory. Wang and Wen (2002) speculated that, within the composition, processing, ideageneration and the organization of ideas in the essay writing were mainly expressed in the L1, whilst task examination and text generation occurred in the L2. It was found that the writers who were more proficient in L2 were able to generate ideas and organized these more easily. Text generation occurred more fluently compared to less proficient writers. Also, these more proficient learners were able to review their text with the aim of making necessary revisions to meet the assignment requirements more easily than the less proficient learners.

Hastening critical thinking among learners with an aim of focusing on contrastive rhetoric

As the review of the literature has emphasized, learners need to leverage critical thinking skills to ensure they are producing prose that meets assignment requirements. Focusing on contrastive rhetoric can help learners to better notice the task requirements of their writing assignments in the L2. Along with this, utilizing a constructivist paradigm of teaching L2 writing can help facilitate achieving these objectives more easily.

The author will share activities and materials he has used in the classroom to help the college-aged Chinese L2 learners he has taught meet their task requirements. He also will demonstrate how he uses heuristics and noticing to help scaffold the activities to ease learner comprehension of the concepts being taught.

Appendix A presents an essay that the instructor composed and delivers to his students for rhetorical analysis. It consists of an essay that meets the requirements of a Western essay, composed in the Introduction-Body-Conclusion format. The instructor prints out and delivers the essay handout to the students. The students, in turn, are to read the essay in class.

They are to identify rhetorical components such as the thesis statement, topic sentences, examples in the text to support the thesis, and also to identify discourse markers in the form of transition words. The exercise takes approximately 25 -30 minutes to carry out, between allowing students to read the text and to complete the fill-in questions.

In the weeks prior to this exercise, the students have been introduced to the Western Essay. They have seen examples of five-paragraph essays and they also have analyzed the essay structure for those essays. Furthermore, to help learners identify main points, the instructor presents a module on *parallelism* in writing. Parallelism can be defined as “The use of identical or equivalent syntactic constructions in corresponding clauses or phrases”(Wordnik, n.d.). In the course of my teaching, I present the concept of parallelism as this connects to thesis statements. Given the deductive nature of Western essay writing, it is good to include a main point in sentence form that furnishes a clearly stated opinion on the essay subject and which includes at least three supporting points for the writer’s proposition.

Before I present the exercise displayed in Appendix A, I present some exercises in which I have students identify parallel form. This includes a focus on form where learners may notice the use of conjunctions in the sentence connecting the main supporting points, ensuring there are parallel grammatical forms among the items listed in that particular sentence. Students receive handouts in the classroom where they identify these forms in the passages appearing in these handouts. This helps learners identify lists being furnished in the text of an essay.

It also brings learner attention to how propositions can be supported by specific points. The thesis of this essay states the following: “A self-confident person, Robert Powers has always displayed an ambition to succeed in the aspects of his life I am most familiar with—during his youth, in his daily life and; most importantly; in his professional career.” The first two body paragraphs in the essay support the first notion, that the essay subject displayed ambition in his youth, while the second point was supported in the 3rd body paragraph, and the third point was supported in the fourth body paragraph. The conclusion paragraph includes the thesis restatement. I ask for the students to read that paragraph and aim to derive which sentence in that last paragraph synthesizes the main point of the idea to the audience and reminds the audience what is that idea. Generally, they turn to that sentence since learners have learned that the thesis restatement generally appears at the beginning of the conclusion paragraph, followed by sentences or phrases that remind the audience of what the essay was about.

Reviewing the topic sentences also helps learners identify what are the main ideas within each body paragraph. The use of enumerations such as “firstly”, “secondly”, and “thirdly” can cue learners that the writer is producing a main idea. If the learner identifies the thesis, then he or she can see how these important sentences in the body paragraph are thematically connected to the thesis. Also, the learner can notice that this is a declarative sentence which provides the main idea of the paragraph and acts as a thesis for the body paragraph as well.

Along with this, the learners can identify transition words in body paragraphs. These discourse markers, in turn, can introduce a point that a writer makes and can also introduce an example of a point being furnished. In the classroom setting, I aim to use heuristics in the classroom to help learners note how the content of the body paragraphs connects to the topic sentences of their body paragraphs and, ultimately, to the essay’s thesis.

The first sentences of body paragraphs 1, 3, and 4 are topic sentences with clear propositions. The students can notice how the content of their body paragraphs connect to those propositions. So, I highlight the topic sentence on the projector of my computer. I use thinkalouds such as “What specific sentences in the body paragraphs support this topic sentence.” I also highlight the particular sentences that connect to that proposition. For example, the 8th sentence of body paragraph 3, [“Mr. Powers even wants to become an excellent cook.”] directly supports the topic sentence of that paragraph.: “Secondly, Mr. Powers displays his desire to better himself and others in the most unusual ways. “ I have learners work on the assignment in pairs and I will ask them to draw out the answer themselves. If they are unsure of this outcome, I can highlight the transition word “even” which is an addition word. This notion of focusing on discourse markers such as transition words can also aid students in noticing rhetorical components of essay writing.

To be sure, such an exercise reinforces critical thinking by having students notice the essay organization, the purpose of the body paragraphs and also how the content supports the main argument, or the thesis. Each category of paragraph exercises a particular purpose. The introduction presents the essay topic

and the writer's thesis. The body paragraphs have topic sentences that connect to the thesis and present the main argument in each body paragraph.

The sentences in the body paragraph connect to the topic sentences and, ultimately, the thesis statement. Transition words in the body paragraphs present the main points in the body paragraphs. Also, they provide added coherence of ideas in body paragraphs.

Hastening critical thinking in summary writing

A key skill that students need to develop in the curriculum is the ability to read and understand a text critically and to summarize an article to demonstrate comprehension of the article content. Summarizing articles that students are assigned to read is a key skill they have to develop. Here, critical thinking can be leveraged in many ways. First, it is important to make the learners aware that they will need to read a text and comprehend the same. They will have to identify the text's main idea, identify main points, and be able to reflect intelligently on what they have read. Reading, therefore, is key to solving the issue of the article's main ideas and key points.

The author has composed a reading comprehension worksheet that can be used as a template for helping learners understand what they are assigned to read. During the semester, students are assigned articles in the L2 from English language newspapers and journals. Learners can download the articles from the language management system where PDF copies of these articles are stored. Each learner in the course is assigned a particular article to read. Appendix B represents the set of reading comprehension questions that students can refer to.

The first question helps learners refer to the deductive nature of reading comprehension. They should note what is the essay topic and the writer's proposition in composing that essay. Learners can refer to the second and third questions under the section labeled "Ask and answer key questions about the text" to identify who the author is and what purpose he or she had in composing the text. This allows the readers, in turn, to identify the kind of medium used and to notice what purpose the text serves. If the article is from a newspaper, it may serve an expository purpose- to inform about a subject. However, if this is an editorial about a topic, the writer may compose the text with the purpose of convincing the audience of a key point.

Appendix C represents a source article that students read in preparation for the text. This source text deals with the subject of why young, rich consumers in China purchase luxury goods.

Appendix D represents a sample completed reading comprehension that the instructor distributed to the students based on the article that appears in Appendix C. It refers to the source text and it furnishes answers in sentence form to the reading comprehension questions. The author makes clear to his students that each student should fill out the reading comprehension form (Appendix B) relevant to his or her assigned reading to ensure comprehension of the same. The sample sentence answers are composed in red so that learners may note how these answers relate to the questions on the form which appear in blue.

Learners need to identify the main idea of the text. Thus, they should produce an original thesis statement.

Also, asking questions about the article title can help learners identify the article content and also infer on what the author will discuss or elaborate upon in his or her article. The use of visuals in a text or the use of highlighted captions and/or boldfaced words point to main ideas that may be discussed in the text. A key reading skill can be for learners to scan the text to identify these main ideas. There is a visual of a helicopter in the article that appears under Appendix C. The students can infer that a young, rich businessman aims to purchase such a product if the price is right. An instructor can use thinkaloud protocols during class sessions to draw learner attention to what that person is doing. For instance, an instructor may ask: "What is that object in the picture?"; or "Who do you think is the gentleman in the photo looking at that object?". Using such thinkalouds can, hopefully, help learners cue in that that individual may be a businessman aiming to purchase the expensive luxury object in that photo, which is the helicopter displayed in the photo. Also, looking at headings such as "BOOMING MARKET" or "STATUS SYMBOL" can also help learners infer the text will address which booming market is growing in China and what may be considered to be a status symbol.

Asking questions about what the learners already knows about the subject helps tap into the learners' schema on the subject. It is connected to the Long-Term Memory depicted in Flower and Hayes (1981)

writing model. It helps the learner leverage world and domain knowledge on the subject to aid him or her in composing an original essay.

Having learners notice what are the key terms displayed in the text helps learners notice that there are key vocabulary they need to adequately understand to also aid them in comprehending the source text. They are cued into understanding that they need to understand these terms in the context they are used within the text to adequately comprehend the content of the essay they are assigned to read.

Asking learners what ideas they agree helps the learners achieve one key goal in reading comprehension, which is to reflect on what they have learned, to glean the main argument(s) presented by the author, and to evaluate whether these arguments are valid or not based on their knowledge of the subject and their understanding of the ideas which appear in the source text. This can help learners with composing reflections on what they have read.

Armed with this information, the learners can compose a summary of their own on their subject. The author furnished a summary of the article (Appendix E) students have read for this task (Appendix C). It presents the deductive mode of essay writing by including a thesis statement in the first sentence, followed by the main supporting points composed in original sentences following it. The thesis identifies the article title, the author's surname, year of publication of the article, followed by his or her proposition. It includes the main general ideas of the text followed by specific examples to buttress main points. It includes a reflective statement at the end of the text which represents a final thought on the text and an evaluation of the article theme. As I present this sample summary, I mention that this is my own rendition of the text's main ideas, composed in original sentences. I also provide heuristic cues pointing learners to the total word count of my summary (195 words) with the word count of the original essay, which is about 900 words in length. This cues learners to the intertextual nature of a summary, where they have to read a text at first to intelligently respond to the same. Given that paraphrasing also includes a component of summarizing, I have shown learners how to produce original paraphrases of key portions of a text that may represent a main idea of the text in original sentences.

Hastening critical thinking among learners by engaging in peer review of drafts of academic essays

Peer review sessions are also excellent occasions for engaging in critical thinking as learners can discern whether the content and organization of their written essay drafts meet the writing assignment requirements. Such a technique is effective on several levels. First, it provides a writer with an authentic audience. The student-learner can meet with a qualified peer who can provide competent feedback on his or her essay writing. On this occasion, learners will also give constructive feedback on their assigned peer's drafts by using metalanguage to evaluate the peer's text. Having students evaluate the 5-paragraph essays of their peers is a productive venture for these students because they can analyze their peers' essays at the discourse level. They can determine if the essay follows a deductive mode of organization by noting if a thesis appears in the essay introduction and if there is a thesis restatement in the conclusion paragraph of the essay. Students can analyze the essay organization by noting if the paragraphs that are composed in the essay mirror the purpose of the essay content. A student who is reviewing another student's essay, for example, can ascertain if there are at least five paragraphs composed in the student's prose and if those specific paragraphs follow the purpose of each class of paragraph being taught—Introduction paragraph, Body paragraphs, or Conclusion paragraph. Students can also note if there are discourse markers in the form of transition words which are connecting main points in the essay and facilitating coherence of the prose in the reader's mind.

It should be observed that such a peer review description focuses on discourse level writing and does not focus on grammar correction. Mendonça and Johnson (1994) noted that effective writers focused on global issues pertinent to essay organization and used the peer advice to enhance their essay content at the discourse level.

Learners can find that having a peer reviewer is helpful for that reviewer can advise if their ideas are clear (Mendonça & Johnson). Moreover, readers can also compare their writing with those of other peers (Mendonça & Johnson). In turn, this provides a baseline for others to know how well they are performing to meet the task assignments versus how well their peers are meeting the task assignment at hand.

Appendix F presents an example of a peer review form that helps learners notice the purpose of the peer review and also enables the reader to determine if the written text meets the exigencies of the writing assignment. First, the peer review form makes clear that this is a task that involves two parties—the author of

the text and a peer who is reading the text. This can be gleaned from the heading that identifies both the reviewer's name and the writer's name. It asks readers to identify a thesis statement which can represent a text's main point. It also asks learners to identify three main supporting points for that thesis statement.

This, in turn, directs the reader to the deductive nature of the Western essay. Also, the peer review form asks the reviewers to provide answers to written questions by the writer. Such a form furnishes instant feedback to the writer and furnishes an overall evaluation by a peer on how well the writer meets the task assignment.

For this task, I have students compose a first draft of an essay in class during the class session that immediately precedes the day in which the peer review session is slated to take place. As the instructor, I furnish this peer review worksheet as a printed handout to the students. They bring the written drafts they composed in the classroom with them and the students read the text at first and then they furnish feedback for the same. Students give both verbal and written feedback during the session. However, students are also to compose answers to these questions. It generates attention to the rubrics the instructor will be attending as he rates, or evaluates, learner essays.

This focus on metalanguage during peer review, in turn, allows the student to know how they are being evaluated. The particular peer review form described here; Appendix F' is based on a Cause and Effect essay, which is primarily a form of expository writing. So, at the global level of writing, students want to ensure they are either discussing the cause or effect of something. They need to ensure the writing task meets this condition consistently in the body paragraphs of this essay. Along with this, the writer needs to have a thesis that synthesizes what is the cause or effect of the phenomenon discussed. Moreover, the writer should ensure that the body paragraphs are thematically linked to the thesis and that they support the same. Therefore, the questions on the peer review form bring attention to what learners are expected to address in the content of their essays to ensure satisfactory production of the writing task.

Approaches to critical thinking in the L2 writing classroom

From the above presentation, it is clear that critical thinking can best be effected in the L2 English writing classroom via a constructivist approach to teaching. For one, learners can marshal the necessary metacognitive resources to solve problems in writing. For instance, if a student is composing an expository essay he or she can recall similar exemplars of essays of those particular genres in the past to understand what kind of essay their audience shall expect. For instance, a student who knows the purpose of a Comparison and Contrast essay and understands what the audience expectations for that writing task are can succeed in producing an essay that meets the assignment requirements for the same.

Learners should be mindful of the expectations of the essay organization to meet audience exigencies. They are expected to produce essays that follow a deductive form of writing with a thesis in the introduction, body paragraphs that connect to the thesis statement, and a conclusion paragraph that includes a thesis restatement and a final, concluding thought to wrap up the prose.

Learners can also note the social nature of process writing in which competent peers can furnish advice to other learners after they have completed drafting their essays and they can advise on how well their prose meets the task requirements.

A constructivist teaching paradigm helps scaffold the learning to enable the learners to better grasp the concepts being taught. Appendix D serves as an exemplar of a completed reading comprehension worksheet that helps serve as a pre-writing exercise for these learners. It makes clear to the learner that this worksheet serves as a pre-writing tool that helps learners aim to identify the purpose of the essay or article they are assigned to read, understand what is that essay's main point, and aims to connect the essay topic to their knowledge schema. If they are familiar with the subject, it may make it easier for the reader to understand the topic and elaborate on it. This reading comprehension form also asks learners what they want to learn. This, in turn, will make their reading more purposeful as they aim to focus on an objective in writing. The last set of questions in that worksheet reminds the reader they are to *evaluate* what they have learned at the end of their summaries. *Evaluating* is a higher order critical thinking skill that needs to be promoted in academic writing. Including such a question as what ideas readers agree or disagree with in a text helps them understand that they are expected to not only read the text but to develop an informed opinion on the topic they have learned about by reading the source text.

Heuristics can also help illustrate concepts more clearly in class. As the author previously mentioned, one can help highlight how the content of the topic sentences found in the body paragraphs of an essay directly connect to a thesis statement, especially if the thesis statement display parallelism of the main ideas of the essay which are elaborated further in the body paragraphs.

Leveraging critical thinking in the L2 classroom

Given that a constructivist approach toward teaching L2 writing can best hasten critical thinking among learners to help them achieve their writing objectives, I wish to share what are some best practices that can help learners reach these objectives. Caveats based on experience and research can also be presented.

First, the instructor should aim at scaffolding the activities to make these clearer to students. Appendix D represents a sample completed reading comprehension sheet for learners to refer to. Before presenting this worksheet to learners, the author has learners read the source text and they refer to Appendix B for a reading comprehension sheet template. In the next class section, I present the completed Appendix D with answers to those questions. The questions address the purpose of the article, the article's main point, the learner's prior knowledge about the topic, and questions that cue into major themes in the article. To make the activity more interactive, one can leave some of those questions empty and have students attempt to answer these in pairs. The learners may utilize allocated time during the class session to attempt to answer some of these questions. However, if the learners have limited language proficiency, sharing the answers and showing learners where you distilled these answers during the class session can aid them in understanding the purpose of the worksheet. This, in turn, prepares them for the pre-reading task associated with an assigned reading they may have. They read their assigned newspaper article or journal article and they need to fill out the pre-reading sheet to aid them in reading comprehension.

Appendix E refers to the summary of the article in Appendix C. As learners will need to produce summaries of their own, this summary serves as a scaffold for their following tasks. For one, the summary is written in a deductive mode, beginning with a thesis that identifies the source text title, acknowledges the author and the publication date, and sets out the main proposition text. It is important to affirm to the learners that this is the reader's own rendition of the main proposition of the text and that this is not an *objective* statement, per se. Every writer has his or her own rendition of the text's main point. Following this, the main ideas of the text are presented. I tend to point out from the text where these main ideas originate from in the text. Along with this, it is good to emphasize the summary is original. If paraphrases are presented from the text, it is worthwhile to show the learners where in the text the ideas were paraphrased from. An example of such a paraphrase is exemplified in the second to last sentence, which makes reference to a businessman from Wenzhou serving 12 bottle of French Laffite wine costing RMB 10,000 per bottle. During the class presentation, I direct them to the 18th paragraph of the source text so they know where this note emanated from.

It also is good to point out that the summary is much briefer than the source. The source text is 900 words in length, while the article summary has a length of 195 words.

One can also demonstrate to the reader that the tone is formal, written in the 3rd person. Here, one can demonstrate to the audience how the tone is formal and how the summary writer is focused on the text to article his or rendition of the text's proposition and how he distills key main points from the same. It can be pointed out that other writers will probably present different theses and they, in turn, may identify other main ideas that stand out based on what they have read. The key is to ensure that the renditions are original, that they represent the writer's own understanding of the article they have read, and that the writing is formal in tone.

It is good to have guidelines posted that show how a student is to compose a summary. The author has a series of instructions connected to the assignment in terms of how to present the main idea, how to compose the main ideas, and how to ensure the essay is written in a formal tone, representing the learner's original rendition of the text.

Regarding peer review assignments, it is good to have students organized in triads, or groups of three. They should be learners of mixed proficiencies. The learners hail from a teacher-centered learning environment where the instructor primarily lectures in the L1 classroom and students do not actively participate in classroom activities. To ensure that learners are keenly involved in giving feedback to other students, the students are advised that they will be graded on how well they fill out the form, which needs to be filled out in original sentences.

It is best to use the *flipped classroom context* to carry out a peer review task. In this situation, the author requires learners to compose an essay draft in one class session. In the following session, the learners will produce a completed peer review assignment in the classroom. During that class session, I show learners a completed peer review form that was uploaded to the learning management system of the class and this is displayed on the projector. The questions that are displayed are showed on the screen.

Attention is directed to the peer pairs in the heading, which include the writer of the text and the student-reviewer of that text. By displaying an exemplar of a peer review session, with a reviewer critically evaluating the source text of his peer, the learners will understand that they are to critique and evaluate the source text.

Learners find this activity motivating and empowering. In line with constructivist notions, learners can find it motivating to furnish instantaneous feedback to their peers. Also, by appropriating what they are learning in the classroom about the Western Essay structure and function, this peer review session can serve as a formative assessment of how well they learn concepts in writing and apply these to their prose.

There are issues with competence in terms of engaging in peer review that should be noted. Some students initially may not trust the feedback of their peers due to the traditional paradigm of teacher-centered learning. However, over time, as learners engage in peer evaluations of learners in different writing tasks, they can become better versed in doing these exercises.

Silva (1993) did note that less proficient learners spent more time generating ideas, organizing ideas, and setting goals during the planning stage of writing. Writing was less fluent for these writers also (Silva, 1993). The writer has noted this among learners as well. They also may display limited prior knowledge about the essay topic or essay genres they are tasked with writing about and they also may not understand the audience expectations for the assignments. These learners, then, benefit by being paired with more competent peers who display stronger understanding of the assignment requirements and can give them immediate, real time feedback on their written performance.

In terms of curriculum, it is good to ensure that there are ways of ensuring that students can receive feedback either by their instructors or by competent peers. It is good for an instructor to hold office hours to provide feedback to learners when they are drafting their essays. Providing peer feedback in classroom settings is worthwhile. However, it is also good to have a writing center to provide assistance to struggling learners. Staffed by qualified students who understand the writing curriculum, the struggling student can benefit by speaking with someone who can bring attention firsthand to their L2 writing needs.

Xing et al. (2008) noted how online peer tutoring helped those learners in their experimental group to produce essays that were more native like in form. In that study, there were groups of L2 English writers in an experimental group who received online training from English writing instructors and tutors, while there was a control group who did not receive such online training. Rather, the control group received four hours of English language instruction per week (Xing et al., p. 76). It was found that those students in the Experimental Group who received the added online training produced essays that were more nativelike than those of the Control Group (Xing et al.). Thus, peer review can serve the constructivist purpose of providing immediate, relevant, and, hopefully, accurate feedback to the learner on how well they are meeting the task assignment. It also points learners to resources that can aid them in learning and can help them to take responsibility for improving their writing outcomes. In turn, this should help learners develop autonomy in their writing by acquiring writing skills that help meet their assignment requirements.

In the writing curriculum, students are expected to learn how to summarize accurately, how to produce an organized essay, how to generate their own voice in writing, and how to integrate citations from other authors in the form of properly formatted quotations, paraphrases, or summaries of ideas. Along with this, students learn how to avoid plagiarism by providing logical support to their essays and learning how to cite accurately according to the citation rules listed in conventions such as Modern Language Association (MLA), or the American Psychological Association (APA). Learning such rules is critical to enable the reader to identify where the cited material was obtained from, to let the audience ascertain the writer knows what he is writing about, and to avoid plagiarism in writing.

A note on artificial intelligence and emerging technologies such as ChatGPT on the writing process

An emerging technology that has a bearing on teaching English writing for L2 learners is generative artificial intelligence (generative AI). One particular tool that has a bearing on English writing assignments is

ChatGPT (Generative Pre-Trained Transformer). Chat GPT is defined as “a machine learning tool that can sift through large amounts of data available on the web to generate responses to user prompts” (“Resources for”, 2023, para. 6). Such a tool can be helpful for generating ideas for concepts associated with particular topics (Wellborn, 2023). It also can furnish suggestions for improving writing. For instance, it can be used for checking grammar and sentence structure in essay composition. (Wellborn).

However, it has defects that impinge on its reliability as an AI tool. For one, it is prone to “hallucinations”, or presently false information which, albeit sourced, is factually inaccurate (Edwards, 2023). ChatGPT can furnish source references that are inaccurate. They can produce full references of books that do not exist, studies that do not exist, referencing publications that do not exist, and producing bogus academic papers (Edwards, para. 7). Along with this, ChatGPT cannot accurately produce citations before a particular timeframe. Washborn (2023) reported that ChatGPT’s information “is based on the dataset that was available before September 2021” (para. 10). If someone searches for information on a subject in ChatGPT and it references a source published beyond 2022 that information can be suspect and inaccurate (Washborn).

With this in mind, an instructor should be aware that this kind of tool is available and that learners may be interested in leveraging it in their writing. However, it has serious problems associated with it that can lead to issues of plagiarism and/or academic integrity which are associated with the publication of factually inaccurate material in a learner’s essay. As a result, it is important to clarify how ChatGPT can be implemented in the writing course, if it is to be implemented in the course at all. In the course syllabus, the instructor can state whether generative AI can be leveraged at all by learners during the writing process or if it is proscribed. If it is allowed, you can suggest to learners that they can use it during different phases of the writing process. For instance, you may allow AI to be used after a student composes a draft of an essay, but only can use that tool for screening the written draft for grammar and spelling. An instructor can also allow students to only use specific source essay articles and cite from the same in their essays. Acknowledging the limitations ChatGPT holds on dataset sources, it may be good to have learners cite from articles or source materials that were published on 2022 or thereafter. (“Resources for”. 2023) Also, include peer review sessions in process writing assignments to allow learners to respond to feedback from qualified peers and to integrate those peer suggestions in the final drafts of their essays.

Along with this, an instructor should also educate the learner on the limitations of such AI tools as ChatGPT and remind the learners they have a responsibility to produce original prose that reflects their understanding of the task assignment. Among their sub-goals in writing, they have a responsibility to cite their information accurately. This means they must avoid producing citations from non-existent sources and avoid misrepresenting the source of their citations in any way. As an instructor, for instance, you can direct learners to read and understand the Chat GPT terms of use page. It specifically states that learners cannot “[represent] that output was human generated when it was not” (“Terms of use”, 2023, para. 10). Learners should be cognizant of the shortcomings or pitfalls of emerging technologies as generative AI. Learners have to mind that L2 writing is writer responsible. So, an instructor should use due diligence in his teaching to ensure that learners are mindful of this feature when deciding if and how they will appropriate novel writing technologies in their L2 writing.

While generative AI and chatbot tools such as ChatGPT are cutting edge tools to aid with writing, an instructor should be mindful of the dangers of these tools in writing, which can lead to learner plagiarism, faulty information, and the poor development of writing skills, including having learners not develop their own voice in writing. As instructors teach in a context where learners are quick to adapt online tools and appropriate them in their writing, instructors need to be judicious in how these tools may be applied in teaching L2 writing. Instructors should not necessarily discourage early adoption of tools such as generative AI in the L2 English writing context. But the instructors should be aware of the dangers of such tools and cognizant of how they can be misappropriated in writing. As much as possible, encourage the learners to take ownership of their writing so that it represents their writing and not the writings or content of machines.

Conclusion

It is clear that a constructivist approach can enable learners to develop the necessary critical thinking skills to produce essays that meet their task requirements.

Following a process approach toward essay writing is beneficial to learners in several ways. For one, the writer can leverage his knowledge of the essay topic, or of the genre format, given that this resides in the writer’s long-term memory. Learners can also receive support from either the instructor or from competent peers during all phases of the writing process. Learners can give advice to their peers during the planning

stages of writing as well as during peer review sessions where students give feedback to their colleagues with the aim of revising their essay content.

It is this author's experience that, over time, learners develop competence to produce stronger essays. However, there also are quite a few students who have limited language proficiency in the L2 who may be deficient in understanding the requirements for writing tasks and may be relatively unskilled in generating ideas or organizing ideas during the planning stages of their writing assignments. Lacking knowledge of the essay topic, lacking awareness of assignment exigencies, or inadequately planning for their writing assignments are some of the challenges these kinds of writers may face. Such learners may have difficulty then in meeting assignment requirements and they may not benefit from instructor or peer interventions that can be presented during the varied stages of the writing process. (Janzen, 2002)

The focus on contrastive rhetoric here in this paper allows learners a basis for evaluating their writing at the discourse level. At many levels, the essay composition for L2 learners represents a formative assessment for learners as they need to pay attention to ensure their essays have clear thesis statements with clear propositions embedded in the prose. They also need to ensure the paragraphs of their essay assignments follow particular purposes in the essay and that the content of their essays is logically and thematically linked to the thesis statement. It is the author's experience that such skills are developed by learners longitudinally, over time. Thus, learners can benefit from teaching that scaffolds the concepts being taught and that helps learners grasp this over time.

A learning curriculum that allows for students to receive assistance from qualified peers to furnish them with an authentic audience during the different stages of writing is also helpful. Furnishing a writing center staffed with students who understand writing instructions and who can give advice to learners in the L1 about the exigencies of writing assignments is helpful to these learners.

The curriculum described in this paper incorporates the constructivist premises of teaching that are advocated in this publication. The curriculum also focuses on hybrid learning, with learners uploading materials and reading assignments outside of the classroom to a learning management system that serves as a repository for course materials, assignment submissions, and for grades on course assignments.

Learners are, therefore, encouraged to search for source materials in reading-to-write assignments that can furnish them with evidence to support their propositions in writing. However, attention must be paid to the flaws and dangers associated with generative AI tools such as ChatGPT that can interfere with the validity and the integrity of student writing.

In the constructivist classroom setting, therefore, the instructor can advise learners about the flaws of this technology. They can restrict AI usage only to certain portions of the writing process, including making grammar or spelling corrections in learners' drafts. Reminding learners of their duty to produce original work and not machine-generated work can also reduce incidences of potential academic dishonesty that interfere with the production of original prose that accurately represents the learner's understanding of the writing task as well as the learner's overall writing ability at the time of the writing assignment.

References:

- Allix, N.M. (2000). The theory of multiple intelligences: A case of missing cognitive matter. *Australian Journal of Education*, 44 (3). 272 – 293.
- Connor, U. (1996). *Contrastive rhetoric: Cross-cultural aspects of second language writing*. Cambridge, United Kingdom: Cambridge University Press.
- Edwards, B. (2023, April 06). Why ChatGPT and Bing Chat are so good at making things up. *ARS Technica*. <https://arstechnica.com/information-technology/2023/04/why-ai-chatbots-are-the-ultimate-bots-machines-and-how-people-hope-to-fix-them/>
- Flavell, J.H. (1979, October). Metacognition and cognitive monitoring: A new area of cognitive-developmental inquiry. *American Psychologist*, 34(10), 906 - 911.
- Flower, L. & Hayes, J.R.. (1981, December). A cognitive process theory of writing. *College Composition and Communication*, 32(4), 365 – 387.
- Hinds, J. (1987). Reader versus writer responsibility: A new typology. In U. Connor & R.B. Kaplan (Eds.), *Writing across languages: Analysis of L2 text*. (pp. 141 – 152). Reading, MA: Addison-Wesley Publishing Company.

- Hong, S.H., & Yu, P. (2016, December 13). Comparison of the effectiveness of two styles of case-based learning implemented in lectures for developing nursing students' critical thinking ability: A randomized controlled trial. *International Journal of Nursing Studies*. 68. 16 - 24. <http://dx.doi.org/10.1016/j.ijnurstu.2016.012.008>
- Janzen, J. (2002). Teaching strategic reading. In J.C. Richards & W.A. Renandya (Eds.), *Methodology in language teaching: An anthology of current practice* (pp. 287 – 294). Cambridge, UK: Cambridge University Press.
- Jones, J.R. (2010). Fort Hays State University BBA Program Evaluation. Program evaluation, (Master's Thesis.) Shenandoah University. Winchester, VA.
- McKinley, J. (2013, July 11). Displaying critical thinking in EFL Writing: A discussion of Japanese to English contrastive rhetoric. *RELC Journal*. 44 (2), 195 – 208. <https://doi.org/10.1177/0033688213488386>
- Mendonça, C.O., & Johnson, K.E.. (1994, Winter). Peer review negotiations: Revision activities in ESL writing instruction. *TESOL Quarterly*. 28 (4), 745 – 769.
- Overbaugh, R.C., & Schultz, L. (n.d.) *Bloom's Taxonomy*. Old Dominion University. [Class handout] http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm
- Pei, Z.W., Zheng, C.Q., Zhang, M., & Liu, F.Z.. ((2017, September 4). Critical thinking and argumentative writing: Inspecting the association among EFL learners in China. *English Language Teaching*. 10 (10), 31 – 42. doi: 10.5539/elt.v10n10p31
- Resources for teaching in the age of AI. (2023). *California Institute of Technology: Center for Teaching, Learning, and Outreach (CTLO)*. <https://ctlo.caltech.edu/universityteaching/resources/resources-for-teaching-in-the-age-of-ai>
- Silva, T. (1993, Winter). Toward an understanding of the distinct nature of L2 writing: The ESL research and its implications. *TESOL Quarterly*, 27 (4), 657 – 677. Retrieved from <http://www.jstor.org/stable/3587400>
- Terms of use. (2023, November 14). *OpenAI*. <https://openai.com/policies/terms-of-use>
- Tümekaya S., Aybek, B., &Aldağ, H. (2009). An investigation of university students' critical thinking disposition and perceived problem solving skills. *Egitim Arastirmalari-Eurasian Journal of Educational Research*, 36, 57-74.
- Wang, W.Y. & Wen, Q.F. (2002). L1 use in the L2 composing process: An exploratory study of 16 Chinese EFL writers. *Journal of Second Language Writing*, (11), 225 – 246.
- Wellborn, A. (2023, March 09). ChatGPT and fake citations. *Duke University Libraries. News Events & Exhibits*. <https://blogs.library.duke.edu/blog/2023/03/09/chatgpt-and-fake-citations/>
- What is constructivism? (2020, May 27). *Western Governors University*. <https://www.wgu.edu/blog/what-constructivism2005.html#close>
- Wordnik. (n.d.) Parallelism. In *Wordnik dictionary*. Retrieved November 18, 2023, from <https://www.wordnik.com/words/parallelism>
- Xie, Q. (2020, July 04). Applying vocational technology education and training pedagogy in business English courses for China's English major undergraduates. *Education + Training*. 63 (2). 293- 212. DOI: 10.1108/ET-07-2020-0183
- Xing, M., Wang, J., & Spencer, K. (2008, June). Raising students' Awareness of cross- cultural Contrastive rhetoric in English writing via an e-Learning course. *Language Learning and Technology*. 12 (2). 71 – 93. Retrieved from <https://www.lltjournal.org/>
- Zhang, L.J. & Wu, A.J. (2009, April). Chinese senior high school EFL students' metacognitive awareness and reading - strategy use. *Reading in a Foreign Language*, 21 (1), 37 – 59.

Appendix A: Rhetorical analysis of a Western essay

Name (Pinyin): _____

Name (English): _____

Section _____

Review Worksheet- Thesis statements, topic sentences, transition words

An Ambitious Man

There are some people in the world who go through life without a strong sense of purpose. They basically follow the crowd or conform to the most common trend in life. There are others, though, who have a strong sense of purpose, know what they want to do, and feel that they have the power and ability to change the world. My friend, Robert Powers, fits this second category. He has always understood his purpose in life. A self-confident person, Robert Powers has always displayed an ambition to succeed in the aspects of his life I am most familiar with—during his youth, in his daily life and; most importantly; in his professional career.

Firstly, I saw that Robert Powers always wanted to succeed in every endeavor he was involved in. For instance, he always wanted to get the highest grades in class. I saw that he studied a lot outside of class. He told me he wanted to gain as much knowledge of the world as he could in order to be a successful businessman in his adulthood and travel the world. He was intellectually curious, and this curiosity helped him earn high grades in his classroom. Along with this, he wanted to succeed as a sports athlete. Robert Powers once told me that to be successful in life you also need to take care of your physical health. He once said that a healthy body contributes to a healthy mind. So, he would often go to the fitness gym, exercise, lift weights and run. He turned out to be an outstanding American football player and basketball athlete.

He came from a poor family background, and this experience of poverty fueled his desire to succeed at an early age. His father worked in a factory, and his mother was a stay-at-home Mom. He lived in a three room-house, and he shared the same bedroom with his two brothers. His family did not suffer from hunger or disease, but he wanted a higher standard of living than what he had at home. As such, he endeavored to work at an early age. He took up his first job at the age of 15, working on an assembly line at a clothing factory. He displayed a talent at motivating workers and establishing clear cut productivity goals. This helped him earn his first managerial position at the age of 16.

Secondly, Mr. Powers displays his desire to better himself and others in the most unusual ways. He now owns a huge mansion, and he wants it to be the most modern and best equipped one in the neighborhood. He has installed solar panels to capture solar energy, and he has installed huge, 30-inch liquid crystal televisions in all of the bedrooms and guestrooms of his home. Although he is now 45 years old, he is learning German and Chinese, as his company has branches in Germany and China, and he travels to those countries often on business. He has sent his 10 year-old son to a boarding school. There, his son is also learning German and Chinese. He wants his son to manage the company and to also travel and get to learn about other peoples and cultures. Mr. Powers even wants to become an excellent cook. A busy man, he finds time for cooking. This activity gives him an opportunity to use his creative powers to produce delicious foods. He enjoys Asian food, because he can add a lot of spices and create varied and tasty dishes. As such, Mr. Powers has built a reputation as a great cook.

Finally, Mr. Powers' innovative spirit and vision has inspired his company to become a leader in its industry. Mr. Powers has been the CEO of Initech Corp. for the last eight years, helping build up the company from a small, start-up software company to one of the leaders in the computer networking industry. He found an opportunity to help the company increase its profits by focusing on new product development. His firm has made great innovations in the research and development of routers and hubs, and his company's products are considered to be the most modern and reliable ones in the industry. His ability to motivate his workers is outstanding. He visits his factories often, and meets with his workers. He gives equal opportunity for all of his workers to better themselves. If he finds a talented worker, Mr. Powers will offer a scholarship for that employee to study at a prestigious university. Once that employee graduates, he will immediately assume a managerial position in his company. He has a vision of a modern world, with everyone being productive and yet happy at the same time. As such, he doesn't allow his workers to work more than 35 hours a week, and his workers enjoy the highest salaries in the industry.

Robert Powers' ambition has existed from an early moment in his life, and has been displayed clearly during his formative years, in his personal life, and in his professional career. This ambition displayed by him has enabled him to achieve his goals, allowing him to achieve the success he desired. Nevertheless, he still is not content with what he has. He always wants to learn more and he sincerely wants others to be happy and fulfilled in their work life. It is this intellectual curiosity and concern for others which, I think, are key to the success that Robert Powers has experienced in his life.

What is the thesis statement of this essay?

What is the topic sentence of the first body paragraph of this essay?

What are two examples from the first body paragraph? Please write the answers in complete sentences.

- 1) _____
2) _____

Summarize the *extended* example that he uses in the second body paragraph?

What are three examples of support from the third body paragraph? Please write the answers in complete sentences.

- 1) _____
2) _____
3) _____

What is the topic sentence of the fourth body paragraph?

What are some transition words that you noticed in this essay?

What method of organization does the writer use? *Chronological order* or *Emphatic order*?

Appendix B: Reading comprehension questions, assigned article for academic summary writing

Reading Comprehension Questions for reading and understanding an article

Article title: “_____”
SNU 2023

Ask and answer key questions about the text.:

- 1) What _____ is _____ the _____ main _____ idea _____ of _____ this _____ text?

2) Who wrote the article?

3) Why _____ do _____ you _____ think _____ the _____ writer _____ wrote _____ this _____ article?

Thesis or main point of the article:

- 1) What _____ do _____ you _____ think _____ is _____ the _____ thesis _____ statement _____ of _____ this _____ article?

What does the title tell you about the subject of the text?

Connect what you read to what you already know about this topic.:

What do you want to learn about this topic?

What does the introductory paragraph and heading tell you about the subject?

Are there pictures, graphs, or other visuals? Are there boldfaced or italicized vocabulary words? If so, what can these tell you about the subject?

What are some key terms that are often used in the text?

What ideas in the text do you agree with? What ideas presented in the text may you disagree with?

Appendix C: Source article for an academic summary

Big brands cash in on China's bling obsession

(Xinhua)

Updated: 2011-04-03 21:19



Visitors look at a helicopter on April 1 in Sanya, south China's Hainan Province.[Photo/Xinhua]Private jets, elite villas, vintage wines, one-of-a-kind jewelry, and glittering watches set with colored diamonds are transforming the Chinese beach resort into a luxury hot-spot.

In Sanya City, south China's Hainan Province, a four-day event, the Hainan Rendezvous, which kicked off on April 1, is providing Chinese luxury-hungry consumers an intimate interacting with world-class showoffs from 195 companies.

Having been flirting with the idea of owning a yacht for almost two years, a businessman, surnamed Chen, flew all the way from eastern Zhejiang Province hunting for the vessel in his dream at the Hainan Rendezvous. A yacht priced at three million yuan (\$458,106.2) caught Chen's eye.

"The price is reasonable enough for me and, more importantly, I really love the design," said Chen, excited.

A window displaying a Chopard necklace with more than 3,000 diamonds was wowing the visitors with its dazzling glamour and extremely high price.

Zhang Zhiyuan, shopkeeper of the Chopard Beijing department store, said the Swiss manufacturer has shipped 200 million yuan worth of watches and jewelry from Europe for this show. "The sales far exceeded our expectation. We have received hundreds of customers in the last two days and some items, such as sun glasses and watches, sold very well." Zhang said.

BOOMING MARKET

Gone are the days when luxury meant owning a colored TV set or dining out at a western fast food eatery such as McDonalds; Chinese consumers are now eyeing high-end luxury goods with ever more money in their once flat pockets.

China's rapid evolution from a basic emerging market to a sophisticated economic powerhouse is ready to see the country become the world's largest luxury goods market over the next decade. CLSA Asia-Pacific Markets, majority owned by France's Credit Agricole SA, expects China to account for as much as 44 percent of global luxury sales by 2020, up from the current 15 percent.

CLSA also predicted that overall consumption in China will rise by 11 percent annually over the next five years, while sales of luxury goods will grow more than twice as quickly, by 25 percent a year. Louis Vuitton Malletier's biggest customers were already Chinese buyers, while China represented 18 percent of sales for Gucci, 14 percent for Bulgari and 11 percent for Hermes, said CLSA.

Capturing this vast market and tapping into expanding wallets is front and center in terms of strategy for many of the world's best known luxury brands, which are rapidly ramping up in China. Fang Shuhua, vice-president of the corporate and private jet department of Airbus, told Xinhua that China has become the fastest-growing market for Airbus' corporate jet business, and orders placed by Chinese customers make up 25 percent of the world's total.

"China's corporate jet market has a promising future and we are confident of ever more sales growth in the Chinese market," Fang said. STATUS SYMBOL

When people are celebrating social affluence as reflected by soaring luxury consumption, some caution that the Chinese people's obsession with luxury could indicate blindness and irrationality.

Zhao Zhongxiu, professor of economics at University of International Business and Economics in China, said luxury is about an artistic way of life and there is a rich cultural connotation embedded in each of the luxury brands.

"However, many Chinese consumers who are crazy about luxury actually lack an understanding of it," Zhao said.

At a dinner table in China's east city of Wenzhou, a businessman stocked up on a whole box of Lafite to treat his clients. Over dinner, the 12 bottles of wine, with each of them costing more than 10,000 yuan, were all drunk in a blink of an eye.

That is not an uncommon scene in this vibrant coastal city, with many self-made millionaires who would consume the expensive wine the way others drink beer. The Chinese nouveau riche, who are craving recognition, are simply treating the high-priced luxury products as a status symbol, said Tong Minqiang, general manager of the Hangzhou Mansion, a high-end shopping center in Hangzhou City, east China's Zhejiang Province.

"For some rich people, luxury is nothing about style or taste, it is just a way to flaunt their wealth," Tong said. There were 1,363 billionaires in China last year, and the number of people worth at least 10 million yuan are no fewer than 875,000, the Global Times reported on February 18.

Meanwhile, the market for luxury has extended far beyond China's nouveau riche as ever more white-collar workers are also demonstrating a swelling enthusiasm for luxury.

Some people with meager incomes are even going out of their way to seek designs that have a unique way of burnishing their own heritage.

To white-collar worker Zou Xiaoqing, it is not unusual for her to spend one or two-months salary on a Chanel bag or a pair of Prada shoes.

"I buy those things for myself to celebrate birthdays or to reward myself for achievements at work," said Zou, "Owning those big brands can really make me feel good. I don't think it's vanity, it's just a matter of self-expression."

Tong Minqiang said China is still at an immature stage of luxury consumption, as part of the sales boom is being driven by conspicuous consumption.

This stage of immaturity is to continue for the next 10 to 15 years before the Chinese people cultivate a deeper understanding of luxury goods and, hence, adopt a more rational perspective on luxury consumption, Tong added.

Appendix D: Sample completed reading comprehension worksheet, assigned article

Reading Comprehension Questions for reading and understanding an article "Big brands cash in on China's bling obsession" SNU 2023

Ask and answer key questions about the text.:

- 1) What is the main idea of this text? The main point of the article “is to discuss how newly rich people in China spend a lot of money on luxury products. They may be attracted by the price and prestige of the product, while not necessarily aware of how much it may cost.
- 2) Who wrote the article? It was composed by a journalist named Jennifer Liu. It was composed in the China Daily newspaper, an English language newspaper with wide circulation in China.
- 3) Why do you think the writer wrote this article? To make consumers aware of this tendency of buying luxury goods and how common it is in the country.
- 4) What do you think are the reasons the people described in the article behave the way they do? The article mentions how conspicuous consumption is common in China and it connects this idea to the booming luxury market as well as to the growth in the salaries of wealthy and middle class Chinese people.

Thesis or main point of the article:

What do you think is the thesis statement of this article? In this article, the author (2011) describes how *nouveau riche* Chinese purchase luxury products without displaying awareness of how much it costs to produce those luxury goods.

What does the title tell you about the subject of the text?

- The heading states this article deals with famous brands. The article mentions there is a “bling obsession” or an extreme desire to buy luxury goods. I infer the article deals with the behavior of purchasing luxury goods.

Connect what you read to what you already know about this topic.:

- I know that luxury goods are very popular in China and a large number of people are buying luxury goods. I generally understand many people buy luxury goods to display their social status or for their own comfort.

What do you want to learn about this topic?

- I want to know what other reasons why people consume luxury goods besides the ones I know. I also want to know if the luxury market might, or might not, grow in the future.

What does the introductory paragraph and heading tell you about the subject?

- There is a helicopter displayed. I see a man with a badge walking by it. He may be interested in buying this helicopter. Evidently, this helicopter is a luxury good.
- The introductory paragraph discusses consumers wishing to buy helicopters in Hainan Island.

Are there pictures, graphs, or other visuals? Are there boldfaced or italicized vocabulary words? If so, what can these tell you about the subject?

- I see headings with the words “BOOMING MARKET” and “STATUS SYMBOL” later on in the text. I suppose this connects to main ideas in the text. Evidently, many people purchase luxury goods because the luxury market in China is growing and because they wish to flaunt their wealth to others.

What are some key terms that are often used in the text?

- The author uses terms such as “conspicuous consumption”, “luxury”, and “nouveau riche” often in the text.

What ideas in the text do you agree with? What ideas presented in the text may you disagree with?

- I agree that newly rich consumers may purchase luxury goods for vanity and to impress their peers.
- I disagree that the luxury market in the country is at an early stage of development. The luxury market in China is quite sophisticated.

Appendix E: Sample academic summary of a source article

In “Big brands cash in on China’s bling obsession”, the author (2011) discussed how newly rich consumers in China spend very large sums of money on luxury goods without being fully aware of the cost of producing such items. The author noted how the purchasing power of the rich and middle class increased from being able to dine at McDonald’s and purchasing televisions in the 1990s’s to purchasing items such as luxury branded cars, helicopters, and French wine. The author interviewed economists who furnished

explanations for this consumer behavior as well as consumers themselves asking for the reasons for their purchases. Economists concluded that conspicuous consumption may drive luxury buyers to spend large sums on such products while consumers themselves have mentioned they buy these to reward themselves when they achieve important milestones in life. One example of such exorbitant spending included a businessman in Wenzhou, China, buying French wine at 10,000 RMB per bottle, distributing this liberally to their customers. One takeaway is that China's luxury market is at an immature stage of development, with luxury consumers spending much on such goods while not being aware of the cost of production of these goods.

Reference:

"Big brands cash in on China's bling obsession." (2011, April 03). *China Daily Online*. Retrieved from <http://www.chinadaily.com.cn>

Appendix F: Peer review template, expository writing, Cause and Effect essay

Name of reviewer (English name/Pinyin family name): _____

Name of the student author (English name/Pinyin family name): _____

Answer the following questions for your review:

- 1). What **strategy** of **introduction** does the writer use in the first paragraph (hint: see Chapter 5 of the textbook or the document "Intro to a Western Essay")? Does the introduction catch your interest as a reader?
2. **[Thesis statement]**: What does the writer state that the reader will **learn** from the Cause and Effect essay subject?
- 3) What are the **three main points** mentioned in the body paragraphs?
- 4) a) Does the writer **provide topic sentences** at the beginning of each paragraph that state the main point of the paragraph?
- 4) b) Does the writer **provide evidence** to support his topic sentences in the body of his essay?
- 5) a) Is the writer explaining the **cause** of something or the **effect** of something?
- 5). b) Does he /she consistently explain the **cause** or the **effect** of something?
- 6) Does the writer use a sufficient number and variety of **transitions** between ideas?
- 7) What **strategy** does the writer use to **conclude** the essay (hint: see Chapter 5 of the textbook or the document "Intro to a Western Essay")?
- 8). What do you think is the writer's **purpose** for in writing about the cause or effect of the issue he or she discusses??

Respond to the **writer's questions** (if given). Provide any additional feedback to the writer about strengths and weaknesses of the essay at this point. **Be as specific as possible**; please avoid overly general statements like "check your grammar/formatting/etc." – give examples or location within the essay (paragraph number, sentence number) of items that need attention. At the same time, don't focus too much on smaller editing issues. The content and organization of the essay should be considered first.