

## **Report**

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

Mi Nam JUNG

*Pusan National University, South Korea*

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