



The Richard Wright Center for the Written Word  
**Enhancing Instruction and Improving Student Learning Outcomes**  
*Thinking, Reading, Writing, and Research across the Curriculum*

## APA Sample Paper

The attached excerpts from a sample APA paper have been created according to the requirements of *Publication Manual of the American Psychological Association* (6<sup>th</sup> ed.). For comprehensive guidelines on writing a paper in the APA style, refer to the APA publication manual. If you would like to use the APA manual while in the writing center, please ask one of the staff members for it.

Use header-and-footer function.

Running head: CULTURAL DIFFERENCES IN ACADEMIC WRITING

1

Running head is an abbreviated title of your paper in all uppercase letters. It should not exceed 50 characters. Use the words "running head" only on the title page.

Leave 1" margin at the top, bottom, left, and right of every page.

Use 12-pt Times New Roman font.

Double-space entire paper.

Cultural Differences in Academic Writing:  
Implications for English-as-a-Second-Language Instruction

Tatiana Glushko

Jackson State University

Title, byline, and affiliation

The abstract should not exceed 120 words.

Abstract

Center the heading.

Rhetorical organization of academic writing varies across cultures. English-as-a-second-language (ESL) writers often use rhetorical patterns of their native languages to express their thoughts in English. The transfer of rhetorical conventions from the native language into English may result in the readers' misunderstanding of the ESL students' writing and in negative assessment of the ESL students' ability to write. Therefore, ESL writing instructors should take cultural differences in academic writing into consideration while assessing the needs of ESL students and while teaching them the rhetorical conventions of Anglo-American academic writing.

1" Margin

1" Margin

*Keywords:* contrastive rhetoric, English as a Second Language, academic writing

## Cultural Differences in Academic Writing:

The recommended length  
for a title is 10 to 12 words.  
Avoid using abbreviations in a title.

## Implications for English-as-a-Second-Language Instruction

Indent ½"  
(one tab)  
from the  
margin.

→ Non-native speakers of English who learn how to write in English usually have already learned how to write in their native language. Their knowledge about and skills in writing in their first language affect the way they write in English. Because of this influence, students of English as a second language may use rhetorical patterns and stylistic elements characteristic of writing in their native language but alien to the Anglo-American writing tradition. This transfer impedes effective communication between the writer and the reader and also affects the assessment of the writer's performance negatively. To reduce the negative effect of the first language on writing in English, students should be aware of cultural differences in academic writing and should learn the rhetorical conventions of English language writing. Likewise, the teachers of English as a second language should consider intercultural differences in writing while planning writing activities for their students and while assessing the students' writing.

The interaction between cultural thought patterns and rhetorical patterns was recognized by linguists after the publication of Robert Kaplan's article "Cultural Thought Patterns in Inter-Cultural Education" in 1966 (Brown & Attardo, 2005). Kaplan presented the diagrams of organizational writing patterns in different languages and explained them from a cultural perspective. Although the suggested diagrams were criticized by other researchers as simplistic, Kaplan's findings laid a foundation for the development of a new field of study in linguistics—contrastive rhetoric.

Parenthetical citation

Author's name

According to Ulla Connor, a researcher of cultural aspects of writing, "contrastive rhetoric is an area of research in second language acquisition that identifies problems in composition encountered by second language writers and, by referring to the rhetorical strategies of the first language, attempts to explain them" (1996, p. 5).

Direct quotation. Use  
quotation marks and  
provide the author,  
year, and specific page  
citation in parentheses.

## References

Brown, S., & Attardo, S. (2005). *Understanding language, structure, interaction and variation: An introduction to applied linguistics and sociolinguistics for nonspecialists*. Ann Arbor: University of Michigan Press.

List the sources in alphabetical order by the author's last name.

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Hinkel, E. (1999). Objectivity and credibility in L1 and L2 academic writing. In E. Hinkel (Ed.), *Culture in second language teaching and learning* (pp. 90–108). Cambridge, UK: Cambridge University Press.

Kachru, Y. (1999). Culture, context, and writing. In E. Hinkel (Ed.), *Culture in second language teaching and learning* (pp. 75–89). Cambridge, UK: Cambridge University Press.

Kaplan, R. (1966). Cultural thought patterns in intercultural education. *Language Learning* 16, 1–20.

Kaplan, R. (1983). Contrastive rhetoric: Some implications for the writing process. In C. N. Candlin (Ed.), *Applied linguistics and language study* (pp. 139–161). New York: Longman.

Kubota, R. (1998). An investigation of Japanese and English L1 essay organization: Differences and similarities. *Canadian Modern Language Review*, 54, 475–507. Retrieved November 23, 2006, from <http://www.utpjournals.com/indexj.html>