ESL Composers' Sense of Audience

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that make them compositional" (p. 21),

gether men have common sensation, conceits, images, ideas, sentiments
and perceiving communicatives to use, express, words, in science to
instructive relationships between communicatives in a process of sharing
innovative perceiving-senses and sages to be affected, purposes, relations
between communicatives to be expected, and between writer and the audience.

The definition assigns language the medium to between the do-
ducing cooperation in science, term, and to language to who, (p. 22)

reflects this change, "the use of language as a symbolic means of in

although some scholars (see Lenz 96, p. 1994) have suggested

put this perhaps in the right frame of mind (p. 90)

writes that "the writer must . . . make his own convention look right and

what is the primary reason and manipulating language in order to because

the audience toward a particular perspective. For instance, Aristotle

and the definition assigns particularity to the audience. The relationship
to the formalization of the audience, self-consciousness develops.

marketing the transformation of research into effect and audience, with the more

According to the effectiveness of the transformation, the effect.

reflects changing views of the nature of communication in the process
to speaking individuals in the world.
The text will explicitly connect one idea with the next.

English-language teachers—in this case, this teacher—will typically write in English and expect students to respond in English. While this is appropriate in some contexts, it can also create barriers to learning. English language learners often struggle with the concepts and structures of English, which can make it difficult for them to follow and participate in class discussions.

In order to help English language learners succeed, teachers can employ a variety of strategies. For example, they can use visual aids and simplify complex concepts. They can also encourage students to ask questions and participate in discussions.

Ultimately, the goal of teaching is to help students develop the skills they need to succeed in their future careers. By providing a supportive and inclusive learning environment, teachers can help English language learners overcome the challenges they face and achieve their goals.
In the context of the question, we will examine the instructional strategies used to improve reading comprehension in EFL classrooms. The focus will be on the role of writing in developing students' reading skills. The key features of writing interventions include the use of explicit instruction, guided practice, and self-regulated learning strategies. These strategies are designed to help students develop the ability to comprehend text and apply their reading skills in various contexts. The effectiveness of these interventions has been supported by research findings.

For ESL students, the use of audience in writing can be particularly challenging. However, the process of planning and revising can be facilitated through collaborative activities. Students can work in small groups to share ideas and provide feedback on their writing. This approach not only enhances their writing skills but also improves their understanding of the reading material.

In summary, the use of writing interventions in EFL classrooms can significantly enhance students' reading comprehension. By integrating explicit instruction, guided practice, and self-regulated learning strategies, teachers can effectively improve students' reading skills. Collaborative activities can further support these efforts by providing a platform for students to engage in active learning and construct their understanding of the reading material.
Table 13.1: Mean Holistic Scores for Treatments and Versions

<table>
<thead>
<tr>
<th>Treatment</th>
<th>Original</th>
<th>Revised</th>
<th>Marginal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Version 1</td>
<td>4.05</td>
<td>4.79</td>
<td>0.74</td>
</tr>
<tr>
<td>Version 2</td>
<td>4.00</td>
<td>4.38</td>
<td>0.38</td>
</tr>
</tbody>
</table>

Note: This table displays the mean holistic scores for different treatments and versions.
The response shows the student's awareness of the components of the successful construction of their audience's interest. The student emphasizes the importance of understanding the topic ahead of time to present their ideas clearly and effectively. The response is well-organized, with clear transitions and a logical flow of ideas. The student's use of examples and analogies helps to illustrate their points and makes the text more engaging. Overall, the response demonstrates a good understanding of the components of successful presentation and shows evidence of the student's ability to think critically and strategically about their audience.
The importance of the sense of audience in the development of the self concept is becoming more profoundly apparent. The development of a sense of audience is a critical component of the instructional process and can enable children to develop a more comprehensive view of themselves. This is particularly true for children who are at risk for academic failure. The self-concept is a complex and multifaceted construct that includes elements such as self-esteem, self-efficacy, and self-worth. A strong sense of audience can help children develop a positive self-image and foster a sense of belonging and self-worth. This, in turn, can lead to improved academic performance and overall well-being.

The development of a sense of audience is also important for individuals who are learning a new language or culture. In these situations, the sense of audience can help individuals develop a more accurate understanding of the cultural context and norms. This can be particularly important for individuals who are learning a new language or culture as a second language or for individuals who are learning a language or culture as a first language. The sense of audience can help individuals develop a more accurate understanding of the cultural context and norms, which can help them to better navigate the social expectations and norms of the new culture.

In conclusion, the sense of audience is a critical component of the instructional process and can have a significant impact on children's development. By providing children with a sense of audience, educators can help them develop a more accurate understanding of themselves and their place in the world. This, in turn, can lead to improved academic performance and overall well-being.