DEVELOPING L2 WRITING PROFICIENCY: FROM SENTENCE-LEVEL TO DISCOURSE-LEVEL

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Abstract

Writing proficiency in a second language (L2) is an essential yet challenging skill, particularly for learners with diverse literacy backgrounds. This study aims to analyze effective strategies for developing L2 writing proficiency from the sentence level to discourse level, focusing on the integration of contextual feedback, peer collaboration, and AI-based technology. The study employs a comprehensive literature review method, encompassing the analysis of empirical studies and existing pedagogical approaches. The results indicate that the use of structured feedback and AI tools can significantly enhance L2 learners' motivation and writing skills, particularly in terms of linguistic accuracy and the application of appropriate rhetorical structures. These findings underscore the importance of a multifaceted approach to writing instruction that not only supports linguistic accuracy but also fosters deeper cognitive engagement. The integration of technology within traditional teaching frameworks opens up opportunities to create more interactive and effective learning environments, thereby supporting the development of sustainable and meaningful writing skills.

Keywords: *Writing Proficiency, English Language, Discourse Level*

1. INTRODUCTION

Writing is a crucial academic skill that students must master to succeed in their studies. Second language (L2) learners often face significant challenges in developing their writing skills due to inadequate exposure to academic writing conventions, insufficient language proficiency, and diverse literacy backgrounds. These factors can hinder their ability to effectively articulate ideas and construct coherent written discourse (Pineteh, 2014).

Developing L2 writing proficiency involves progressing from sentence-level mechanics to discourse-level skills. This transition requires a careful integration of process-oriented and product-oriented approaches in writing instruction. Educators need to provide scaffolding and feedback to help students gradually improve their writing abilities (Mckay, 1994). Implementing strategies that encourage self-monitoring and peer feedback can significantly enhance students' writing competence. These methods empower learners to take control of their writing process and engage critically with their own and others' work (Javadi-Safa, 2018).

A multifaceted approach not only supports the development of linguistic accuracy but also fosters deeper cognitive engagement with the writing process, addressing broader challenges faced by many L2 learners in academic contexts (Li & Zhang, 2022). The use of contextual feedback through teacher scaffolding has been shown to effectively improve students' argumentative writing skills, leading to noticeable enhancements in language

accuracy and the use of appropriate rhetorical structures, which are crucial for achieving coherence in discourse-level writing.

This study aims to identify effective strategies for developing L2 writing proficiency from sentence-level to discourse-level by focusing on pedagogical approaches that integrate contextual feedback, AI-based technology, and collaboration between teachers and peers. The research also explores how these methods can improve linguistic accuracy and rhetorical skills, essential for coherent academic writing.

Mapping writing instruction strategies that combine traditional approaches with AI-based technological innovations can enhance L2 writing proficiency. This study offers new insights into how AI tools can accelerate the development of writing skills while providing more objective and personalized feedback. These findings are relevant in the modern educational context, which increasingly adopts technology in the learning process.

2. RESEARCH METHODS

This literature review on the development of L2 writing will adopt a multidimensional approach, leveraging various empirical studies and theoretical frameworks to explore the key challenges and effective strategies for supporting the progression from sentence-level to discourse-level writing skills. To achieve this, a comprehensive analysis of existing pedagogical practices, including the role of different types of feedback, will be conducted to identify the most effective methods for promoting student engagement and skill development throughout the learning process. This review will examine feedback mechanisms led by both teachers and peers, highlighting their contributions to improving language accuracy and the application of specific genre conventions in writing, which are crucial for successful communication in academic settings across various disciplines (Bhowmik, 2021). The analysis will also investigate the impact of student reflection and self-assessment on writing performance, as these elements have been shown to enhance learner autonomy and metacognitive skills, thereby facilitating a deeper understanding of the writing process and improving overall writing outcomes.

3. RESULTS AND DISCUSSION

Proficiency in writing in a second language (L2) is a multifaceted construct that encompasses both sentence-level and discourse-level skills. Effective writing in an L2 not only involves constructing grammatically accurate sentences but also the ability to organize ideas cohesively and coherently across broader textual units, which is crucial for fostering communicative competence in various contexts (Patnaik, 2020). This complexity arises from the need for L2 writers to navigate diverse linguistic and cultural frameworks while simultaneously applying various writing strategies and processes, reflecting the intricate demands of effective communication in a foreign language environment. Additionally, L2 writers often face unique challenges that require mastery of syntactic accuracy, semantic appropriateness, and cultural relevance, complicating the writing process compared to native speakers, thereby underscoring the importance of

targeted instruction and the development of materials tailored to evolving needs (Bhowmik, 2021; Javadi-Safa, 2018).

Research Yu et al. (2020) shows that effective L2 writing proficiency development requires a multifaceted approach that addresses both sentence-level mechanics and discourse-level skills. This is evidenced by studies (Bakri, 2023; Song & Song, 2023) demonstrating the positive impact of targeted teacher feedback, student self-monitoring, and peer collaboration on writing outcomes, as these elements collectively enhance students' linguistic abilities and their capacity to produce coherent and well-structured written content aligned with disciplinary conventions.

For instance, research by Song & Song (2023) has shown that integrating technology-assisted feedback, such as that provided by AI writing assistants, can significantly boost writing motivation and performance among English language learners by addressing common challenges related to time constraints and subjectivity in traditional feedback methods (Dong, 2023). Moreover, the use of such tools allows for the provision of immediate and personalized feedback, enabling students to continuously refine their writing processes and increase their overall engagement in academic writing tasks (Roscoe et al., 2013). Beyond these findings, the effectiveness of AI-assisted writing tools is further emphasized, as these tools not only facilitate timely feedback but also promote more objective assessments of writing abilities, thereby alleviating some of the burdens faced by educators in evaluating and providing feedback on student writing (Dong, 2023; Song & Song, 2023).

At the same time, various studies have highlighted the importance of integrating teacher-led feedback and peer collaboration into the writing instruction process, as these elements encourage a more holistic approach to writing development. This collaborative framework can enhance students' understanding of writing conventions and improve their ability to critically engage with their peers' work, ultimately leading to better writing skills and greater academic success in their L2 learning journey (Dong, 2023; Song & Song, 2023).

In this context, the role of technology in facilitating this collaborative framework cannot be overstated, as it not only bridges gaps in traditional feedback methods but also enriches the educational experience by promoting an interactive learning environment where students can practice and refine their writing skills in a supportive and engaging manner (Dong, 2023; Song & Song, 2023). Furthermore, the combination of these instructional strategies seems to lead to significant improvements in students' overall writing abilities, particularly when they are given opportunities to engage with various feedback mechanisms, including the use of innovative AI technologies. In summary, the integration of technology, particularly AI tools, alongside traditional feedback mechanisms, can create a comprehensive pedagogical framework that enhances L2 writing proficiency, addresses immediate writing challenges, and fosters long-term skill development through continuous improvement and reflection on writing practices.

L2 writing proficiency is a complex and multifaceted process involving various linguistic and cognitive components. Specifically, effective L2 writing instruction not only emphasizes the development of sentence-level skills but also fosters critical discourse-level competencies essential for producing coherent and cohesive texts (Li & Zhang, 2022). To achieve this, educators must implement strategies that encourage the integration of higher-order thinking and linguistic accuracy, enabling learners to navigate

the complexities of academic writing and effectively convey their ideas in a structured format (Li & Zhang, 2022). Additionally, incorporating context-appropriate feedback mechanisms, such as teacher scaffolding, can significantly enhance this process by guiding students through their writing journey and facilitating their understanding of specific genre conventions, ultimately leading to improved writing performance and greater student autonomy in expressing their ideas at the discourse level.

The importance of developing writing skills in a second language cannot be overstated, as it serves as a critical means of communication, knowledge dissemination, and academic achievement (Javadi-Safa, 2018). Moreover, strong writing skills development can foster critical thinking and creativity, enabling students to articulate their thoughts more effectively while engaging with diverse audiences and contexts (Javadi-Safa, 2018). Additionally, effective pedagogical practices need to be rooted in a comprehensive understanding of the specific challenges faced by L2 learners, including issues of language transfer and varying proficiency levels, to create materials and strategies that truly meet students' needs and facilitate their writing development (Javadi-Safa, 2018).

4. CONCLUSION

The development of L2 writing skills is indeed a multifaceted process that requires a comprehensive approach to address the various challenges faced by learners at both the sentence and discourse levels. This process involves integrating effective feedback, fostering collaborative learning environments, and utilizing technology-mediated support systems. Collectively, these elements contribute to improving writing proficiency and boosting learners' confidence in academic settings. Specifically, emphasizing reciprocal learning experiences, where students engage with AI tools and human feedback, can strengthen their writing abilities and sustain their motivation, ultimately leading to a more enriched language acquisition journey in academic writing. This multi-dimensional approach aligns with contemporary educational theories and offers a practical framework to meet the diverse needs of L2 learners, leveraging the strengths of various feedback modalities while instilling confidence as they navigate the complexities of academic writing.

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