



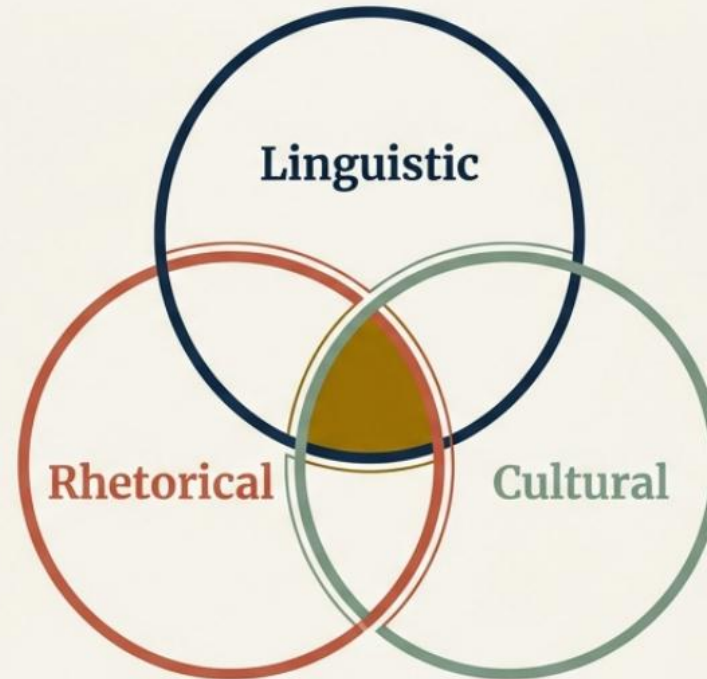
The People's Democratic Republic of Algeria

El Oued University

Pragmatics and Discourse Analysis Laboratory



Investigating the Interplay of Linguistic, Rhetorical, and Cultural Factors in L2 Writing Achievement



Ibtissam Guerricha (PhD Student) & Dr. Tarik Said (Supervisor)
El Oued University, Algeria

L2 writing requires navigating a multifaceted landscape

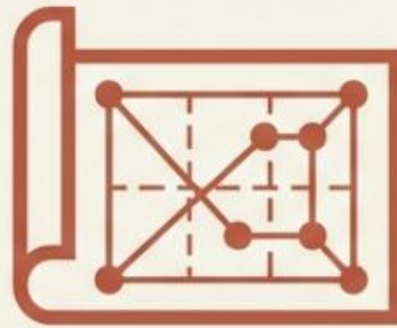
Writing in a second language is a demanding skill requiring the simultaneous management of three distinct dimensions.



Linguistic Factors

Mastery of grammar, syntax, and vocabulary accuracy.

This is the surface-level mechanics of language production.



Rhetorical Factors

Discourse organization and structural conventions. Understanding how to build arguments and sequence information logically.



Cultural Factors

Awareness of audience expectations and social nuances. Navigating the invisible rules of the target culture.

Context: High cognitive load arises from the need to process these three dimensions simultaneously!

Moving from theoretical attention to empirical evidence

The Current State (Theory)



Significant academic attention has been paid to the difficulties of L2 writing in theory.

The Research Gap (Evidence)



There is limited empirical evidence regarding the relative impact of these factors on a learner's actual writing performance.

Research Goal:

This study adopts a quantitative approach to isolate and examine the specific influence of linguistic proficiency, rhetorical awareness, and cultural knowledge on achievement.

Examining the transition to complex academic writing



The Context

- **Setting:** El Oued University
- **Methodology:** Quantitative Research Approach



The Participants

- **Participants:** First-year Master's Students
- **Rationale:** Selected to observe advanced learners transitioning from basic grammar to complex rhetorical and cultural nuances in academic work.

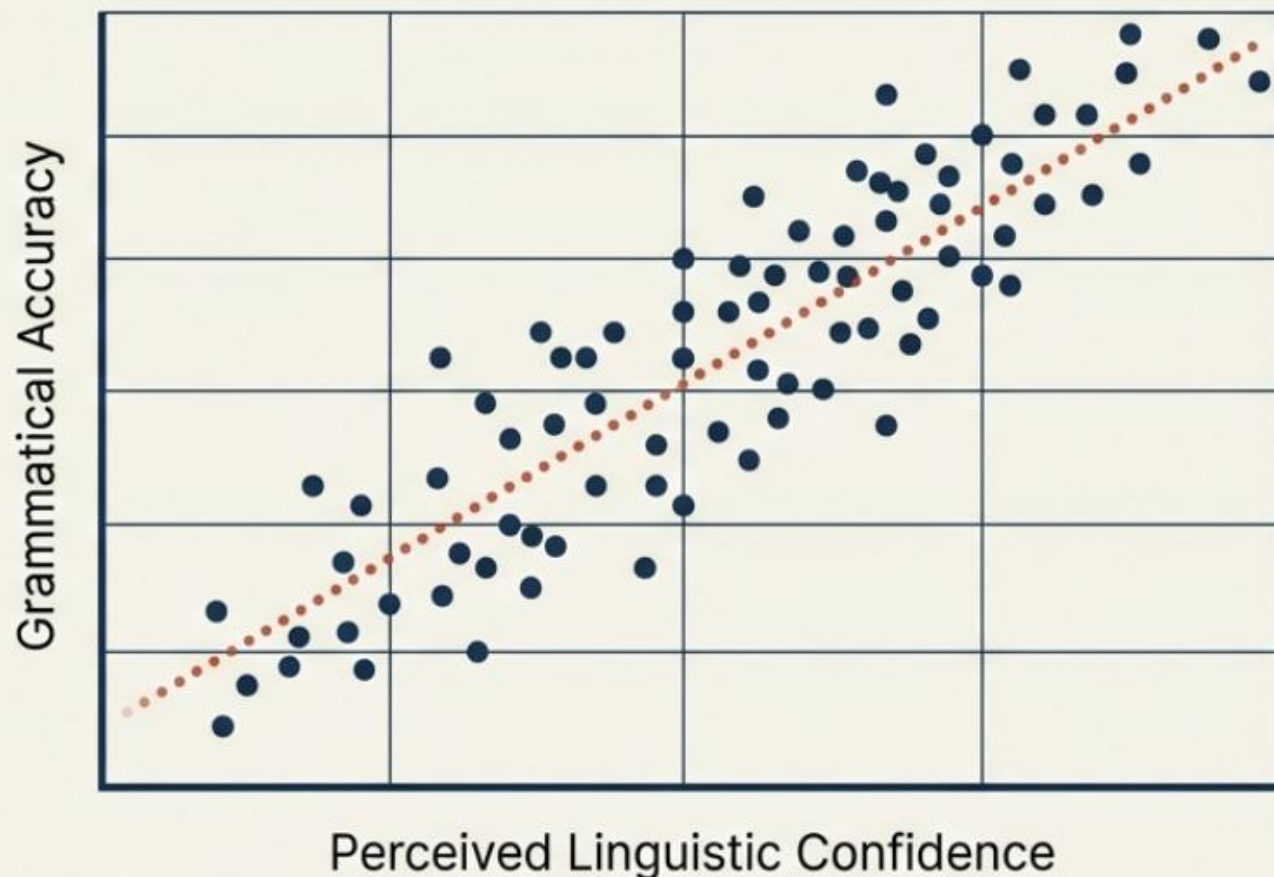
Structured instrumentation for measuring learner perceptions

The Instrument: A structured questionnaire comprised of five distinct sections using a 5-point Likert scale.

Reliability: Demonstrated acceptable internal consistency.



Linguistic confidence correlates with grammatical accuracy



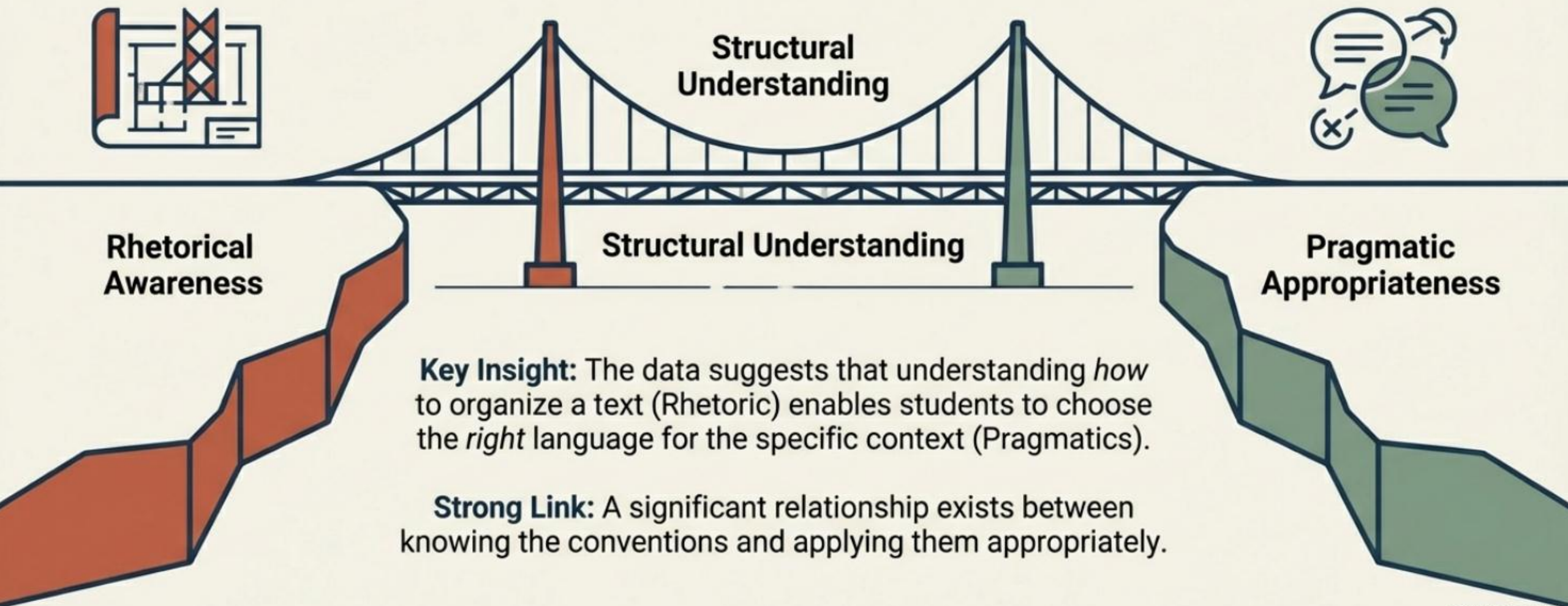
Primary Finding:

Students who perceive themselves as confident in their language skills consistently report higher levels of grammatical precision.

Significance:

A direct, linear relationship exists between internal confidence and external accuracy.

Rhetorical awareness drives pragmatic appropriateness



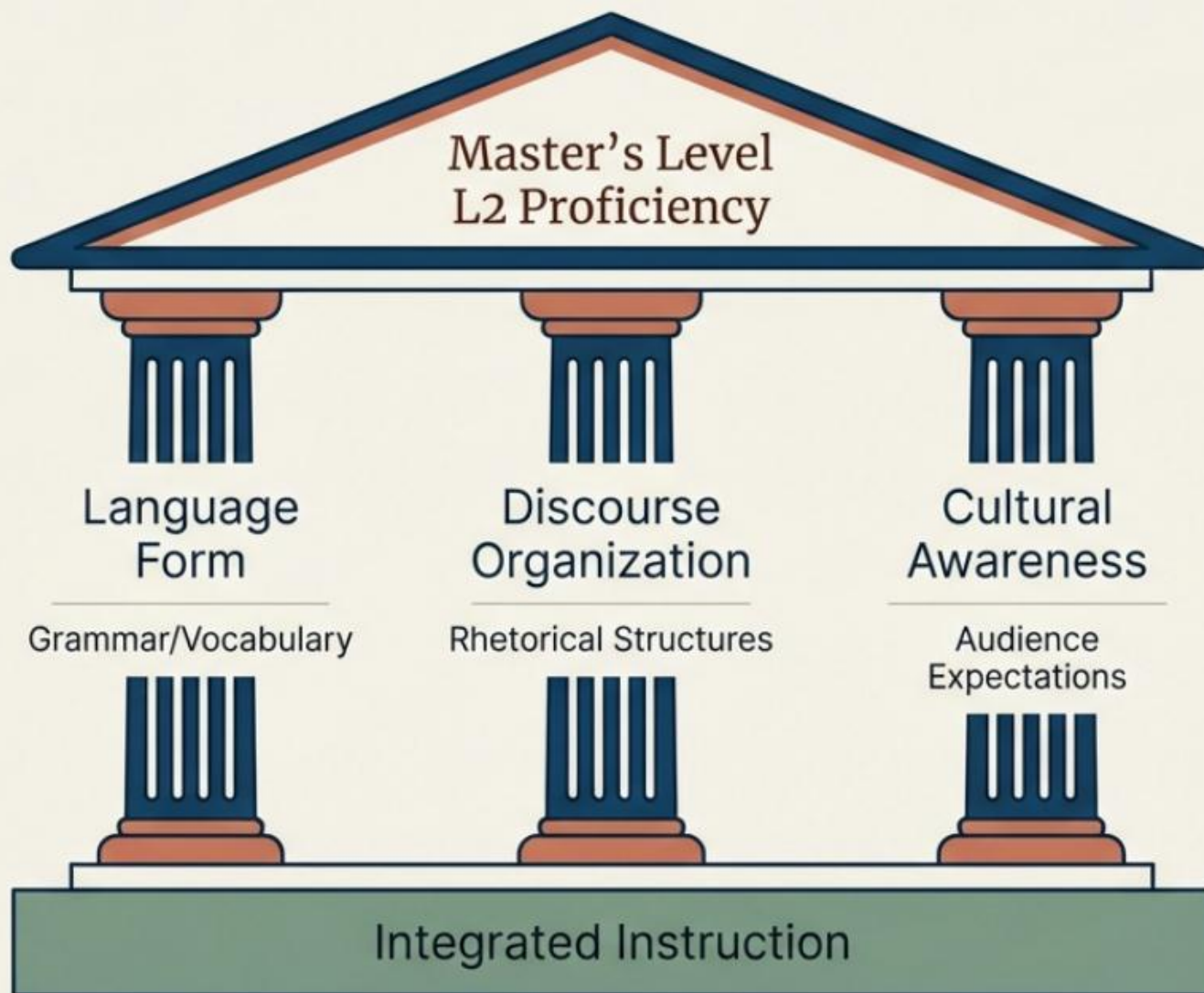
Achievement is the product of interplay, not isolation



Core Conclusion:

Second language writing development is not driven by linguistic competence alone. It is the result of these factors working together.

Implications for a holistic L2 pedagogy



The Shift:

Moving away from isolated grammar teaching toward an integrated model that bridges the gap between knowing rules and applying them in context.

From learner perception to practical application

Current Study: Perception



Focus: Self-reported data on competence.

Limitation: Measures what students **think** they know.

Future Direction: Production



Focus: Corpus Analysis of actual student writing.

Goal: Triangulate findings to correlate reported awareness with real-world application.

Summary of Key Insights

The Problem

L2 writing is a multifaceted skill requiring simultaneous management of **Linguistic, Rhetorical, and Cultural** factors.

The Solution

Holistic Pedagogy: Integrate Form + Organization + Culture. Do **not teach in isolation.**

The Findings

- Linguistic confidence correlates with **accuracy**.
- Rhetorical awareness drives pragmatic **appropriateness**.

Keywords

Cultural knowledge; EFL pedagogy; L2 writing achievement; Linguistic proficiency; Master's students; Rhetorical awareness.