

University of Tikrit
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L2 Writing Pedagogy

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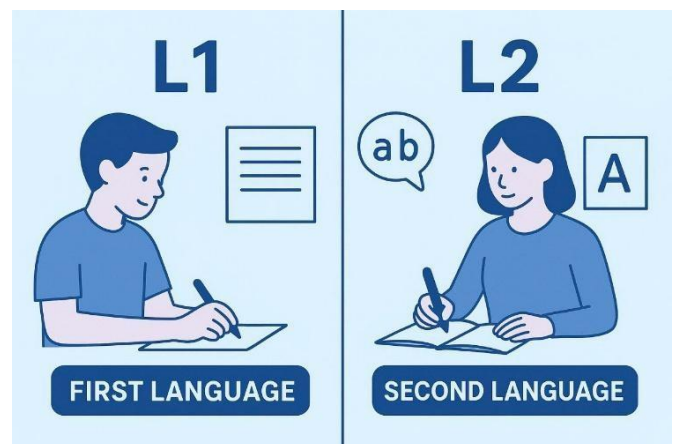
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Introduction

In the latter half of the twentieth century, it became evident that L2 writers face unique needs and challenges distinct from their L1 counterparts. The field of second language writing (L2 writing) emerged between Composition and Rhetoric and Applied Linguistics/TESOL. Despite being relatively young, L2 writing has evolved into a recognized and vibrant discipline, marked by the launch of the Journal of Second Language Writing in 1992. This chapter provides a conceptual and empirical overview of past, present, and future trends in the field.

SECOND LANGUAGE WRITING

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Past events

L2 writing instruction has evolved through **three** phases: product-focused, process-focused, and post-process.

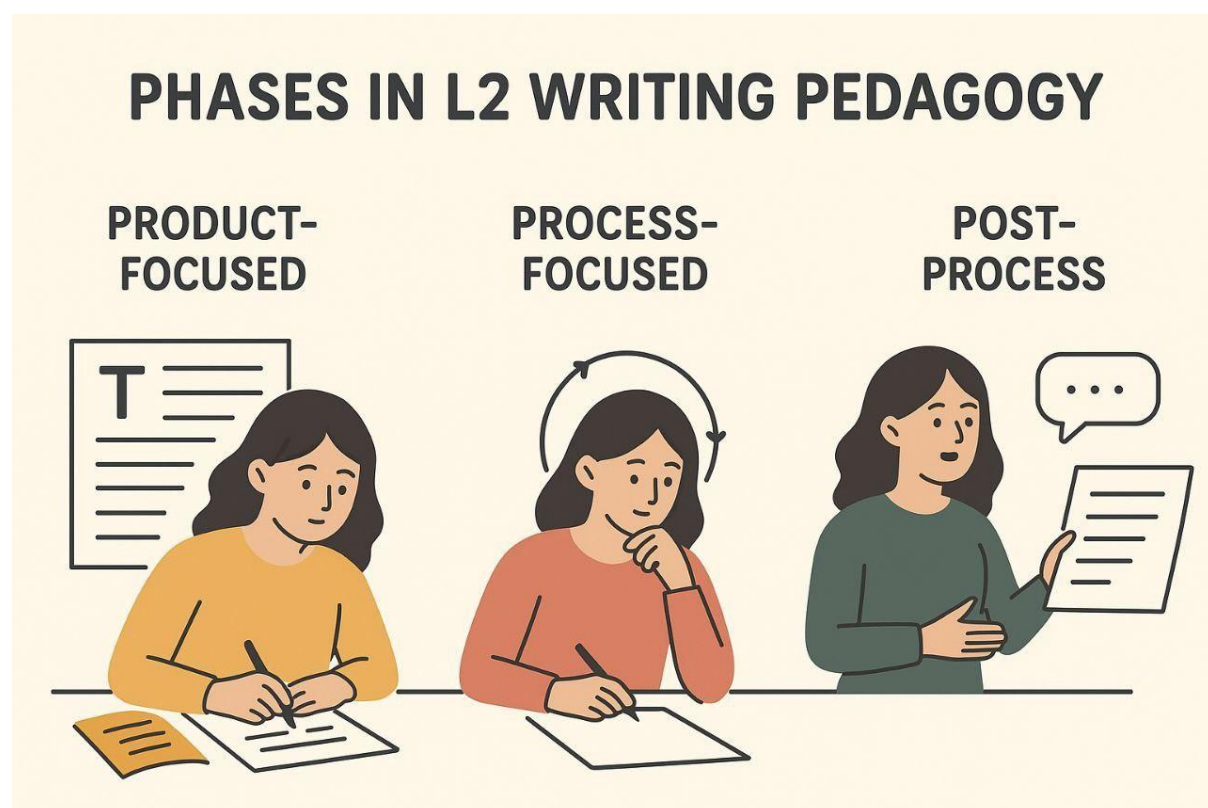
1. The product-oriented approach emphasized the final written text, following prescriptive rules with little focus on the writing process. It was criticized for lacking authenticity, focusing on grammar, and limiting creativity, though it remains influential.

2. The process approach influenced by psychological and cognitive theories,

viewed writing as a recursive process involving pre-writing, drafting, and revising. It focused on writer development but was time-consuming and ignored social contexts. **Criticism:** Writing and composition started to be increasingly seen as being a socially-mediated, literacy practice, involving not only the individual writer but also the audience and the broader social context surrounding the writing.

3. The post-process era sees writing as a socially mediated practice involving writer, audience, and context.

Together, these approaches shaped modern L2 writing pedagogy, and their elements are still used eclectically today.



The present trends

Since the early 2000s, several influential teaching approaches have reshaped second language (L2) writing instruction:

1. Genre-Based Instruction: Focuses on writing as a social and cultural practice, not just language. It emphasizes understanding different genres as patterns of communication. Key pedagogies include: Systemic-Functional Linguistics (SFL), English for Specific Purposes (ESP), and Rhetorical Genre Studies (RGS).

2. Translingualism: Challenges monolingual norms and promotes multilingualism. It views language differences as creative resources, not problems. Central ideas include:

- Code-meshing: blending multiple languages or registers in writing
- Language as dynamic and performative
- Criticized as it was hard to apply in classrooms.

3. Technology-Enhanced L2 Writing: The rise of digital tools has transformed writing instruction. New formats like blogs, emails, texts and wikis known as “digital tools” require updated teaching methods to meet evolving communication needs.

Expanded View of Literacy: In the digital age, literacy is no longer just reading and writing. It’s now seen as a dynamic, social practice involving multiple modes of communication — including digital tools and platforms.

Digital Literacies: involve combining language with images, audio, video, and interacting with new audiences.

Before 2020 writing mainly focused on feedback, writing instruction, language/literacy development, writing processes and assessment. But that changed after the COVID-19 three major clusters were found:

1. Students & Writing Contexts:

- Focus on **students** and the contexts in which they write.
- Collaborative writing with the help of technology.
- Teacher instructional knowledge and assessment literacy.

2. Writing Quality: Strong focus on CAF (complexity, accuracy, and fluency)

3. Feedback & Affective Factors:

- Written corrective feedback, peer feedback, teacher feedback
- Motivation, beliefs, engagement
- Teachers appear again, showing their rising importance

Future trends

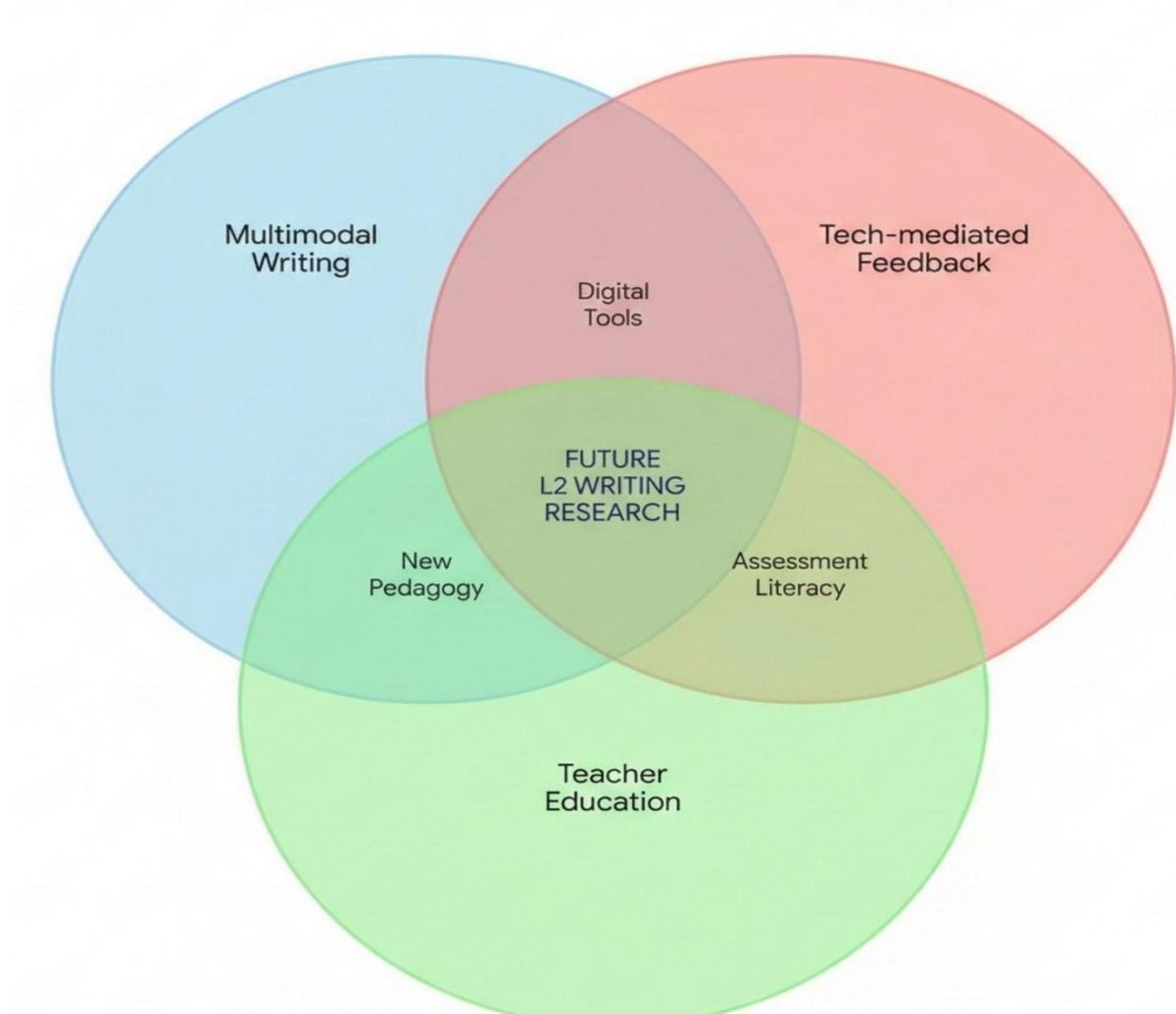
Future trends focus on the trends and topics expected to continue shaping the field of L2 (Second Language) writing, highlighting the increasing significance of Generative Artificial Intelligence (AI) technologies.

Core Continuing Themes

The traditional focus on L2 writers and their writing practices is expected to remain in the spotlight areas that will continue to receive scholarly attention include:

- **Multimodal Writing:** the growing trend of digitalizing writing spaces, this means that writing has shifted from just words and texts into images, videos, and sounds.
- **Technology-mediated feedback:** This is corrective feedback provided through technological means, specifically such as programs that automatically correct errors.
- **L2 Writing Teacher Education:** This means that the teacher must continue to train and take ongoing courses, because teaching methods are changing, and they need to know how to teach writing using modern methods and keep up with developments.

Intersection of L2 Writing Research Areas



The Rise of Generative AI (ChatGPT): The emergence of Artificial Intelligence technologies (ChatGPT) has become crucial and controversial topic. This topic is expected to gain wide resonance and become the trend in the coming period within the L2 community."

Implications and Uses:

- **Educational Potential:** AI tools can be used in the writing process, such as assisting L2 writers in the **pre-writing stage** to generate and organize ideas or providing instant feedback on drafts.

- **Ethical Concerns:** There are critics and experts who have criticized AI, saying that this will affect academic integrity. This means that instead of the student writing with their own effort, they will just copy and paste and claim it as their own work, and this is plagiarism.

The Need for Training and Research

The need for success in using **AI** in education consist of two fundamental aspects:

1-The Human Aspect: Qualifying teachers to be aware and in control of the technology, and to know its features and flaws.

2-The Scientific Aspect: Transitioning from the theoretical side to application and real scientific research to prove the effectiveness of these tools with evidence and establish correct guidelines for their use