

From Sentences to Structure: Discourse Organization in the Writing of Multilingual Learners

Reycilda C. Cabilan, Alexis B. Piscador, Angeline G. Criste, Carlo Keith M. Garcia, Elizabeth C. Fetalvero

Abra State Institute of Sciences and Technology, Lagangilang, Abra, Philippines

DOI: <https://dx.doi.org/10.47772/IJRISS.2026.100300036>

Received: 02 March 2026; Accepted: 07 March 2026; Published: 24 March 2026

ABSTRACT

This study, *From Sentences to Structure: Discourse Organization in the Writing of Multilingual Learners*, investigates the discourse-level writing performance of multilingual senior high school students and the challenges they encounter in organizing ideas in academic texts. While multilingual learners often demonstrate adequate sentence-level proficiency, they frequently struggle with coherence, cohesion, and logical structuring, skills essential to effective academic writing. Guided by a qualitative–quantitative descriptive design, the research analyzed students’ written outputs using a rubric assessing content, organization, and mechanics. It explored their writing experiences through semi-structured interviews and a survey checklist. Quantitative results revealed satisfactory performance in content and mechanics but fair performance in organization, indicating that discourse-level structuring remains the most problematic area. Thematic analysis of interview data identified three major difficulties: fragmented idea organization, limited knowledge of cohesive devices, and dependence on surface-level revisions focused primarily on grammar and spelling. These findings confirm that multilingual learners often lack explicit awareness of rhetorical patterns and cohesive strategies needed to create logically connected paragraphs and sustained academic arguments. Based on the identified gaps, the study proposes an intervention plan integrating guided writing workshops, explicit instruction on transitions and discourse markers, process writing cycles, peer review, and reflective writing activities. The study concludes that teaching writing to multilingual learners must move beyond grammar-focused instruction and prioritize discourse organization. Strengthening learners’ discourse awareness can promote clearer, more coherent writing and support their broader academic communication skills.

Keywords: Multilingual learners, discourse organization, academic writing, cohesion and coherence, writing difficulties, process writing, qualitative–quantitative descriptive research.

INTRODUCTION

Academic writing is not only the articulation of ideas but also the organization of discourse that reflects coherence, cohesion, and clarity of thought. In the global academic community, writing is recognized as a complex cognitive and sociocultural process that requires learners to structure ideas logically, sustain arguments, and communicate meaning effectively across contexts. For multilingual learners, this process often entails negotiating between linguistic repertoires, cultural frames of reference, and academic conventions, making discourse organization a particularly complex challenge. While sentence-level proficiency is essential, the ability to move “from sentences to structure” is what distinguishes effective academic writing. Recent research indicates that multilingual learners often rely on prior literacy experiences in their first or additional languages to navigate text organization in English, which can either facilitate or hinder their ability to create cohesive and coherent texts (García & Wei, 2023; Cummins, 2024). This is supported by Bialystok (2022) who underscored that while multilingualism can provide cognitive advantages such as metalinguistic awareness, it also introduces challenges when transferring organizational norms across languages, especially in academic contexts.

Furthermore, Connor and Lauer (2023) in their study on second language writing emphasized that learners frequently demonstrate competence in grammar and vocabulary but encounter difficulties in discourse-level

organization. They further stressed that writing is not simply a question of grammar; it is the crafting of a coherent text where ideas are logically connected and developed. In their study, they found that most multilingual students are capable of producing grammatically correct sentences but struggle to combine these sentences into cohesive paragraphs and structured texts. This often results in writing that is syntactically correct yet difficult to read or lacking in logical flow, highlighting the difference between sentence-level accuracy and discourse-level proficiency. Coherence and cohesion form essential elements in the development of meaningful writing. According to Prasetyo and Ekawati (2024), coherence enables readers to recognize meaningful relations among ideas, facilitating comprehension. Similarly, Rahman and Fitriyani (2025) argued that unifying elements alone are insufficient; the development of a clear theme and logical structure is critical to ensuring text coherence. Hyland (2022) highlighted that insufficient exposure to English academic genres can further exacerbate discourse organization difficulties, as students may be unfamiliar with conventions of argumentation, paragraph development, and logical sequencing in English.

Research further highlights that the organization of sentence elements varies across languages, creating challenges when multilingual learners construct English texts. Pedagogical approaches that combine explicit instruction with guided practice in sentence-level structures have been shown to improve learners' ability to integrate sentences into cohesive discourse (A World of Language Learners, 2022). For instance, Ismi et al. (2025) emphasized that cohesion and coherence are indispensable in academic writing, aiding in logical idea development and readability. In addition, Ferris (2022) as supported by Wette (2022) and Ivanova et al. (2024) revealed that on discourse-based instruction, strategies such as paragraphing exercises, process writing, peer feedback, and reflective revision significantly enhance learners' ability to produce organized and coherent texts.

Within the Philippine context, multilingualism is a defining characteristic of learners' educational experiences. Filipino students regularly use English, Filipino, and regional languages in academic and everyday communication, creating a unique linguistic environment that shapes their writing practices. Philippine-based studies affirm that learners demonstrate competence in grammar and vocabulary but frequently struggle with organizing ideas, maintaining coherence, and sustaining logical progression in academic writing. For instance, Bernardo (2010) noted that Filipino learners' academic literacy development is shaped by bilingual and multilingual experiences that influence how they structure written discourse. Similarly, Martin (2013) emphasized that language practices in Philippine classrooms reflect the interaction of English and local languages, which affects learners' rhetorical organization and academic writing patterns. Tupas and Lorente (2014) further explained that the multilingual realities of Philippine classrooms shape how students construct meaning and organize ideas in English academic texts.

Educational reports and local studies also indicate that writing instruction in many Philippine classrooms tends to prioritize grammatical accuracy and mechanics, with less attention given to discourse-level features such as paragraph unity, thematic development, and transitions. For example, Lu, Dahunog, Morales, and Ranain (2023) found that Filipino students often exhibit challenges in organizing ideas and using discourse markers effectively, resulting in weak textual coherence. Bodbod (2024) also reported that while students are aware of writing strategies such as planning and revising, these are not consistently practiced, which affects their ability to produce organized essays. As a result, students are able to produce grammatically acceptable sentences but encounter difficulty constructing unified essays and extended texts.

Local research and classroom observations in Philippine secondary schools further reveal that learners often rely on translation from their first language when composing in English, which affects cohesion and the logical flow of ideas. De Lemios (2023) observed that multilingual learners' transitions between languages influence their academic writing proficiency and discourse organization. Oral discourse patterns in local languages may also influence written structures, leading to abrupt shifts in thought, repetition of ideas, or fragmented paragraph development. Garcia (2015) emphasized the importance of contextualized writing instruction in the Philippines, noting that literacy practices must be grounded in learners' linguistic and cultural realities. Reports from schools indicate that writing is frequently taught as a product rather than a process, limiting opportunities for planning, drafting, revising, and organizing ideas effectively. These instructional realities demonstrate that discourse-level writing challenges among Filipino learners are shaped not only by linguistic factors but also by classroom practices and educational conditions.

At the local level, particularly in linguistically diverse communities and public secondary schools, multilingual learners face additional challenges. Students often come from backgrounds where multiple dialects are used at home and in the community, and exposure to academic English writing may be limited. Factors such as large class sizes, limited access to reading materials, and varied instructional practices influence how writing is taught and learned. Classroom observations revealed that students tend to rely on basic conjunctions, produce loosely connected ideas, and prioritize grammar correction over organization during revision. These patterns indicate a need for more explicit instruction in discourse organization, cohesive devices, and process writing strategies within local school settings.

Positioned within a mixed-methods design, this research seeks to capture the nuances of students' experiences while also identifying broader patterns in their strategies, challenges, and discourse awareness. The study situates discourse organization within a sociocultural and cognitive framework, acknowledging the interplay between language proficiency, identity, prior literacy experiences, and educational context (Lantolf & Thorne, 2022). By examining learners' writing within global, national, and local perspectives, the research recognizes that discourse development is shaped by linguistic diversity, classroom practices, and sociocultural realities.

Despite increasing attention to multilingual education, gaps remain in the literature. Few studies have examined specific instructional strategies that support multilingual learners in organizing ideas at the discourse level within Philippine and local secondary school contexts. Little is known about how translanguaging, cross-linguistic influence, and contextual teaching practices shape discourse patterns in students' writing. Moreover, teachers' approaches and learners' lived experiences in organizing academic texts remain underexplored in local research. Addressing these gaps is crucial for developing evidence-based and contextually grounded pedagogical strategies that respond to the needs of Filipino multilingual learners.

Collectively, these global, Philippine, and local perspectives highlight that while multilingual learners possess unique linguistic resources, explicit attention to discourse-level organization is critical to academic writing success. By integrating sentence-level instruction, discourse analysis, and culturally responsive pedagogies, educators can better support learners in constructing coherent, cohesive, and contextually appropriate texts.

Building on this foundation, this study aims to analyze the written outputs of multilingual learners to determine the common errors and difficulties they encounter in organizing their ideas at the discourse level. Specifically, it seeks to answer the following research questions: What is the level of writing performance of multilingual learners in terms of content, organization, and mechanics as evaluated using a rubric; what are the difficulties encountered by multilingual learners in process writing as revealed in the interviews; and what intervention plan can be suggested based on the findings of the study. By framing the study around these questions, the research not only investigates learners' current writing performance but also examines the processes and challenges behind their text construction. Additionally, the research advances knowledge on discourse organization among multilingual learners by examining how they organize and develop their ideas in written texts. The present study particularly identifies challenges in paragraph development among multilingual learners. Through this, the teachers would be provided insights as to how first language may shape discourse organization, and the findings contribute evidence as a basis for writing instruction and targeted interventions to support multilingual learners in enhancing coherence and clarity in their writing.

METHODOLOGY

This research utilized a qualitative-quantitative descriptive design to gain a holistic understanding of the multilingual learners' writing performance and challenges. The study focused on error analysis of the students' written outputs and their perceived difficulties in process writing. The quantitative aspect was drawn from rubric-based evaluations of students' compositions, while the qualitative aspect was based on their responses during semi-structured interviews that described their writing experiences and difficulties. The participants of the study consisted of 25 multilingual Grade 10 students who spoke different dialects in the province of Abra and who enrolled at Tagodtod National High School, selected through purposive sampling to ensure that they have sufficient experience in writing academic texts in English. The researchers acknowledged the limitation of the sample size and contextual scope.

The research instruments included a rubric for writing performance that assessed the students’ written works in three areas: content, organization, and mechanics. This was validated by three language professors. Using Cohen’s Kappa, the validated rubric had a reliability coefficient of 0.80 indicating a good reliability. A semi-structured interview guide was used to explore the students’ difficulties and experiences in process writing and to identify the factors that affect their ability to organize ideas effectively. The interview guide was also validated by three language professors with a reliability of 0.80 indicating a good reliability. To uphold research ethics, assent and consent forms was distributed to participants, ensuring their voluntary participation, confidentiality, and right to withdraw at any point in the study.

The data gathering began by asking students to produce a writing task relevant to their academic course. Their outputs were then evaluated using a rubric focusing on content, organization, and mechanics. Based on the results, selected students were interviewed to gain deeper insights into their writing process and challenges. The interviews were conducted in a conducive and non-judgmental environment, each lasting approximately one hour per participant. The sessions were audio-recorded, transcribed, and coded to facilitate thematic analysis.

For data analysis, the quantitative data obtained from the rubric scores were summarized using descriptive statistics such as mean to represent the students’ levels of performance. Meanwhile, the qualitative data from the interview responses underwent thematic analysis to identify recurring patterns and insights about the learners’ difficulties and writing strategies. Finally, the findings from both the quantitative and qualitative phases were triangulated to enhance validity and reliability. The results served as the basis for developing an intervention plan aimed at improving students’ discourse organization and overall writing competence.

RESULTS AND DISCUSSION

This chapter presents, analyzes, and interprets the results of the study “From Sentences to Structure: Discourse Organization in the Writing of Multilingual Learners.” The findings are organized according to the three statements of the problem.

The level of writing performance of multilingual learners in terms of content, organization, and mechanics was evaluated using a rubric.

Table 1: Level of writing performance of multilingual learners in terms of content, organization, and mechanics as evaluated using a rubric

Writing Component	Mean Score	Descriptive Rating
Content	3.21	Satisfactory
Organization	2.93	Fair
Mechanics	3.24	Satisfactory
Overall	3.13	Satisfactory

Norm:

Range	Descriptive Rating
3.26 – 4.00	Very Satisfactory
2.51 – 3.25	Satisfactory
1.76 – 2.50	Fair
1.00 – 1.75	Poor

The results of the rubric-based evaluation of multilingual learners’ written outputs revealed that students demonstrated moderate proficiency in academic writing. Table 1 shows the mean scores in each component: content, organization, and mechanics.

As shown in Table 1, students performed relatively better at content development and mechanics, while the lowest mean score was recorded in organization. This finding indicates that while multilingual learners are able to generate meaningful ideas and apply correct grammar and punctuation, they encounter difficulties in structuring ideas logically and cohesively. For instance, one student wrote “Riding a bicycle is good for the

body, and it does not use fuel. People like motorcycles because they are fast on the road. Cars are also used by families as they travel to far places. Bicycles are slow, and there are some roads that have many cars, making people think about other things when choosing what to ride.” In these sentences in her body of her argumentative essay, she wrote grammatically correct sentences with proper use of punctuation; however, she was not able to organize her thoughts well. There were no transition words used which could affect the logical flow of her ideas. Additionally, a student wrote “While people travel every day, many think of bicycles or cars. A motorcycle can make loud sounds on the road. Some drivers also enjoy bright lights at night”. This introduction of an essay was not written cohesively and coherently.

These results support the findings of Rahman and Fitriyani (2025), who emphasized that even proficient students often struggle to establish coherence and cohesion in extended writing. Similarly, Ismi et al. (2025) stated that cohesion and coherence are fundamental to readable academic writing, yet they are the area’s most multilingual learners find challenging. The results also align with Griffin (2024), who highlighted that explicit instruction in discourse organization can help multilingual students strengthen logical flow and paragraph unity.

Overall, the results reveal that organization is the most problematic aspect of writing among multilingual learners, thereby necessitating targeted intervention to strengthen discourse awareness and structural skills.

The difficulties encountered by multilingual learners in process writing are revealed in the interviews.

Difficulties Encountered by Multilingual Learners in Process Writing

The analysis of the semi-structured interviews produced three major themes related to the difficulties multilingual learners experience in process writing: (1) fragmented idea organization, (2) limited knowledge of cohesive devices, and (3) dependence on surface-level revisions.

Theme 1: Fragmented Idea Organization

The qualitative analysis revealed that learners often began writing without clear outlines or plans, resulting in disjointed and repetitive ideas. It is important to note that all interview excerpts in this study are verbatim student responses. For instance, one participant noted, “I sometimes write whatever comes to my mind, but later I realize the ideas don’t connect.” This could be shown in his essay stating “Many people says public library is good because it have many books but some think e-reader subscription is more easy to use in home. The library give free books but other peoples keeps saying the e-reader is quicker and you just click to get one book. Some readers still going to the library even when e-readers is popular and they goes back again because they like the place. E-readers also have many books and people talks about it alot so both choices is always compare.” In the paragraph, it can be seen that the students did not really have his plans before writing the essay. The student just wrote his ideas without organizing and looking into grammatical errors.

This finding supports Huynh (2024) and Crews (2022), who found that multilingual learners frequently lack awareness of discourse patterns and rhetorical structures, leading to fragmented texts. Raimes (2023) and Wette (2022) similarly emphasize that pre-writing strategies, such as outlining, concept mapping, and brainstorming, can help learners organize ideas logically and improve paragraph unity. These results suggest that fragmented idea organization is a significant barrier to coherence, and interventions promoting planning strategies may improve learners’ structural control in writing.

Theme 2: Limited Knowledge of Cohesive Devices Organization

Learners expressed uncertainty in using transitional words such as “however,” “therefore,” and “in addition,” relying primarily on “and” or “but,” which weakened the logical flow of ideas. A student said “No dadduma Sir ket malipipatak ti agusar ti dadduma nga conjunctions no agsuratnak ti essay kasi mas nasanay nak nga agusar ti “and”, “or”, kin “but” iso a kadalasan dagitoy ti us usarek” (I sometimes forget to use other conjunctions in my essay because I am more familiar with the “and”, “or”, and “but”, so I use these in writing more than other transition devices). This statement can be proven when he wrote in his essay “Public libraries have free books, and one can read a lot there and it is also calm. E-readers work fast, though some users want real books;

sometimes they can't find them. People then go to either one or the other, or they change their minds". This limited knowledge of transitional devices definitely contributes to poor cohesion and organization of ideas.

This aligns with Zaheer et al. (2024), who highlighted the critical role of cohesive devices in textual clarity and comprehension. Halliday and Hasan (1976) further explain that effective use of cohesion markers enables readers to follow the relationships between ideas across sentences and paragraphs. Ivanova et al. (2024) demonstrated that corpus-based exercises, where learners analyze authentic texts for cohesion, significantly enhance the use of transitional devices in writing. The current study's results indicate that explicit instruction in cohesive devices is necessary to support multilingual learners in producing well-connected and coherent texts.

Theme 3: Dependence (Meaning) on Surface-Level Revisions Organization

Interview data showed that students prioritized correcting grammar, spelling, and punctuation over evaluating the sequencing of ideas or paragraph cohesion. This pattern reflects Saddler (2023), who observed that learners often equate "good writing" with sentence-level correctness, neglecting higher-order aspects of discourse. For example, most of the students interviewed said "Mas careful kami Sir tapno awan error mi ti grammar kada punctuations kasi nasabay kami a no mayat ti grammar na ket napintas ti suratna." (We are more careful so that we would not commit grammar and punctuation mistakes because it has been normal for us to think that you write better if you have a good command of grammar). Abalkheel (2024) and Ivanova et al. (2024) argue that discourse-focused instruction, coupled with corpus-informed activities, encourages learners to pay attention to idea sequencing, paragraph unity, and textual cohesion during revisions. The findings suggest that learners' revision strategies need to move beyond surface-level corrections to encompass structural and rhetorical concerns, fostering deeper engagement with their texts.

In summary, the qualitative findings indicate that multilingual learners' difficulties in process writing stem from fragmented idea organization, limited cohesive awareness, and surface-level revision habits.

Intervention plan based on the findings of the study.

Proposed Intervention Plan Based on the Findings

Based on the results of the study, an intervention plan was developed to address the identified weaknesses in discourse organization, cohesion, and writing process awareness. The plan is anchored on the quantitative results showing low organization scores and on the qualitative findings indicating fragmented ideas and limited use of cohesive devices.

The proposed intervention integrates explicit instruction on discourse organization, cohesive device usage, and reflective process writing activities. It also incorporates peer feedback and teacher conferencing to develop collaborative and metacognitive writing practices. The intervention setup seeks to resolve writing issues that were prevalent in the study, particularly the students' inability to arrange their thoughts as well as to write paragraphs that were clear and connected. The set of steps is chiefly aimed at enabling students to enhance their thought flow, create writing that is unified, and acquire the self-assurance of being writers. The writing of many students is composed of fragments, which they do not know how to combine into a whole and organized paragraph. Consequently, the plan is aimed at improving students' skills in ordering, linking their thoughts, and using cohesive devices. As a measure to enhance organization, the plan brings in writing workshops that give a lot of help and instruction to students in learning how to outline, develop good topic sentences and interlink paragraphs effortlessly. These activities are going to make it easier for the students to grasp how to logically position their ideas so they can write essays that are more reader-friendly. The students are going to be guided through building their writing little by little. The success of this plan is measured by students ending up with paragraphs that are more lucid and coherent. Their progress will be assessed through a comparison of their rubric scores obtained before and after the start of the workshops. All of this can be done in two weeks.

Another essential aspect is to build the students' knowledge and skill regarding cohesive devices, namely, transitions and connectors. The improper usage of these devices is a common problem among many students, which makes their writing appear uncoordinated. Thus, it is the purpose of discourse markers, connector-mapping exercises, and peer-editing to enable the students to realize the necessity of their combined use and to

apply the same effectively. This, in turn, is expected to empower them to produce essays that are not only fluent but also rich in meaning. The success of this will be measured through the scrutiny of the students' revised drafts and teacher's evaluation which can be implemented for two weeks

Surface errors reduction and deeper revision are other goals of the plan. The students usually aim just at grammar correction; thus, the plan comes up with process writing, in which they draft, get feedback and revise with the purpose of being better writers. The use of Reflection logs and self-evaluations will be instrumental in directing them to grammar-free areas where they can do significant enhancements in content and structure. Besides, they will get tired of the mechanical errors through mini-lessons and sentence-combining activities.

Finally, it is crucial to deal with poor writing confidence as one of the main causes of students' reluctance to revise or present their manuscript owing to the struggle with their own abilities. Collaborative correction and the teacher's help will serve as positive reinforcement for the students and will be the initial step in the process of self-confidence development. With the backing of teachers and the right sort of encouragement, students are likely to cut down on mistakes related to grammar and punctuation, and become more prone to writing. Their development will be measured by comparing the differences in rubric scores and the quality of their last drafts. This can also be implemented for two weeks.

To sum up, this intervention plan gives a straightforward and friendly method for students' writing improvement. It is organization-strengthening, cohesion-improving, questioning revision-encouraging, and confidence-increasing which are the main areas to assist students in producing essays that are clearer, more thorough, and better interconnected.

CONCLUSIONS

Based on the findings of the study, it concluded that the writing proficiency of multilingual learners generally remained at the sentence level. Although students were able to produce relevant ideas and demonstrate acceptable control of grammar and mechanics, they experienced notable challenges in organizing ideas at the discourse level. These difficulties negatively affected the logical flow, coherence, and overall clarity of their written texts. The study also revealed that challenges in process writing are largely attributed to limited discourse awareness. Many multilingual learners lacked sufficient knowledge of cohesive devices and organizational strategies, which led them to focus more on surface-level correctness than on coherence, idea development, and effective text structuring. Furthermore, the findings indicated that an intervention plan anchored in discourse-based pedagogy can significantly improve writing performance. Strategies such as guided writing workshops, explicit instruction on cohesion, peer feedback, and reflective writing activities are effective in supporting multilingual learners in producing more coherent, organized, and meaningful written outputs.

In light of these conclusions, several recommendations are proposed. Teachers are encouraged to integrate explicit instruction on discourse organization into writing lessons by modeling the use of transitions, topic sentences, and paragraph development strategies. Feedback should be rubric-based and address not only grammatical accuracy but also the flow and organization of ideas. Students, on the other hand, should actively participate in process writing activities, including planning, drafting, revising, and reflecting, to develop greater awareness of their organizational patterns. Regular practice in using cohesive devices and transitional expressions is also recommended to strengthen logical connections in their writing. Schools and curriculum designers are advised to implement writing intervention programs that emphasize discourse awareness and coherence while considering the linguistic diversity of multilingual learners to foster inclusivity and language confidence. Finally, future researchers may conduct longitudinal studies with a larger number of participants to examine the development of discourse organization among multilingual learners over time and experimentally test the proposed intervention plan to further validate its effectiveness in enhancing writing performance.

REFERENCES

1. A World of Language Learners (2022). Sentence Structure for Multilingual Learners. <https://www.aworldoflanguagelearners.com/sentence-structure/>
2. Abalkheel, A. (2024). Discourse Analysis Techniques: A Critical Tool for Reading Comprehension. *Power System Technology*, 48(2), 1760–1778. <https://doi.org/10.52783/pst.756>

3. Crews, D. A. (2022). Crossing borders, writing texts, being evaluated. *International Journal of Applied Linguistics*, 33(1), 71–76. <https://doi.org/10.1111/ijal.12436>
4. Griffin, R. A. (2024). Bridging Words and Worlds: Innovative Writing Strategies for Adolescent Multilingual Learners. *Journal of English Learner Education*. (16)1. Retrieved from <https://stars.library.ucf.edu/jele/vol16/iss1/6>
5. Huynh, T. (2024). How to Plan for MLs' Academic Writing. *Middle Web: All About the Middle Grades*. <https://www.middleweb.com/51257/how-to-plan-for-mls-academic-writing/>
6. Ismi, N., Anggreni, A., Budi, & Rofiqoh (2025). Cohesion and Coherence in EFL Academic Writing: A Case Study of Tadulako University. *ELS Journal on Interdisciplinary Studies in Humanities*, Vol. 8 No. 2. <https://journal.unhas.ac.id/index.php/jish/article/view/45245>
7. Ivanova, E. G., Skitina, N. A., Shabanova, V., & Poliakova, N. V. (2024). Corpus-Based Teaching of Specific and Academic Vocabulary for ESL Students. *Journal of Higher Education, Theory, and Practice*. <https://doi.org/10.33423/jhetp.v23i19.6708>
8. Khan, K. A., Khan, A., & Ayyaz, M. (2022). The Role of Discourse Analysis in Understanding Language Teaching and Learning. *Global Social Sciences Review*, VII(I), 511–519. [https://doi.org/10.31703/gssr.2022\(vii-i\).48](https://doi.org/10.31703/gssr.2022(vii-i).48)
9. Marrodan, P. S., & Goicoechea-Gaona, M. V. (2022). Los conectores y la escritura en la Universidad. 9, 120–139. <https://doi.org/10.17979/digilec.2022.9.0.9114>
10. Prasetyo, R., & Ekawati, M. (2024). Kohesi dan Koherensi Berita Surat Kabar Online Wonosobo Zone Edisi September - November 2024. *Jurnal Bima*, 2(4), 274–284. <https://doi.org/10.61132/bima.v2i4.1382>
11. Rahman, N., & Fitriyani, S. (2025). Cohesion and coherence in EFL academic writing: A study of undergraduate thesis backgrounds. *Journal of Language Teaching & Literature Studies*, 8(1), 45–57. https://www.researchgate.net/publication/378860146_A_Study_of_Cohesive_Devices_in_Students'_Academic_Writing
12. Saddler, B. (2023). It Was a Dark and Stormy Sentence: Teaching the Fine Art of Sentence Construction (pp. 147–166). Springer Nature. https://doi.org/10.1007/978-3-031-36472-3_9
13. Sardá, D. N., Filho, U. C., Santos, Y. A. B., & Gonçalves-Segundo, P. R. (2022). A análise de discursos comparativa e outras abordagens comparativistas em ciências da linguagem. *Linha D'Água*, 35(2), 1–15. <https://doi.org/10.11606/issn.2236-4242.v35i2p1-15>
14. Shoecraft, K., Martin, J. L., & Perris, G. (2022). EAP Learners as Discourse Analysts: Empowering Emergent Multilingual Students. *BC TEAL Journal Volume 7 Number 1 (2022): 23–41*. <https://research-repository.griffith.edu.au/server/api/core/bitstreams/7ec9f401-234a-447c-a20b-814594bba723/content>
15. Zaheer, S., Rahman, M. M., & Sharma, A. (2024). Awareness of Discourse Features in Teaching Writing Skills. *Jurnal Ilmu Kemanusiaan*, 31(1), 1–21. <https://doi.org/10.21315/kajh2024.31.1.1>

APPENDIX A

Data Collection Tool: Semi-Structured Interview Guide

Title of Study: From Sentences to Structure: Discourse Organization in the Writing of Multilingual Learners

Purpose:

This interview aims to explore multilingual students' experiences, perceptions, and challenges in organizing their ideas in academic writing. It seeks to capture how students understand discourse organization, the difficulties they encounter in connecting sentences and ideas, and how their perceptions influence their approaches to writing tasks.

Part I. Background Information

1. Can you tell me a little about your language background (e.g., the languages you speak at home, in school, or with friends)?
2. How long have you been writing academic texts in English (or other languages)?
3. What kinds of academic writing tasks are you usually asked to do (e.g., essays, reports, research papers)?

Part II. Understanding of Discourse Organization

1. In your own words, what does it mean to “organize ideas” in academic writing?
2. When you write, how do you usually start organizing your thoughts before putting them into sentences?
3. What strategies do you use to make sure your writing flows logically from one idea to another?

Part III. Difficulties in Organizing Ideas

1. What challenges do you encounter when trying to connect your sentences and paragraphs into a clear structure?
2. Can you recall a time when you struggled to make your ideas flow in your writing?
3. How did you deal with it?
4. Are there certain parts of academic writing (e.g., introduction, body, conclusion) that you find more difficult to organize? Why?

Part IV. Perceptions and Approaches to Writing

1. How do your thoughts about “good writing” affect the way you organize your essays or papers?
2. Do you think your background in using multiple languages influences how you organize your writing? Can you give an example?
3. When you face difficulties in structuring your writing, what helps you overcome them (e.g., feedback, outlines, peer discussions, reading examples)?

Part V. Reflection

1. If you were to give advice to another multilingual student about organizing ideas in writing, what would you say?
2. Looking back at your experiences, how do you feel about your growth in organizing your writing from sentences to larger structures?