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Strategies Among Kuwaiti's Learners**

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# The Impact of Teaching Writing Skill to Improve Second Language Acquisition Using a Variety of Strategies Among Kuwaiti's Learners

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## **Abstract :**

*This research aims to evaluate the teaching of writing to L2 learners by applying a variety of strategies among Kuwaiti's learners. The study employed a mixed methods of qualitative and quantitative analysis to assess second language acquisition and writing abilities among 200 students from various schools in Kuwait City. Instructors have been encouraged to complete an evaluation form in order to test learners' skills in acquiring a second language using various strategies such as brainstorming, fable writing, speed writing and loop writing. The data was examined using the SPSS 20.0 version of statistical software. To evaluate the suitable replies of the instructors, the Cross-tabulation approach was employed to the data acquired via questionnaires. According to the findings, 80% of the learners have been involved in learning to write in a second language. The brainstorming strategy was determined to be the most popular among students and instructors (60.1%). The majority of instructors (65.1%) agree that developing writing abilities is the most difficult challenge for second language learners. Furthermore, brainstorming, narrating fables, loop writing and speed writing were indicated as significant strategies among learners for second language acquisition. It was determined that using a variety of strategies was successful in teaching learners writing skills in a second language.*

*Keywords: Second language acquisition, Speed Writing, Brainstorming, Loop writing, Fable Writing.*

## **1. Introduction**

Listening, speaking, reading, and writing are the four basic abilities taught and learned in English. Hanafiah & Yunus (2017) argue that , writing is the most significant talent in performing the summative assessment. Writing is difficult because it is a cyclical process. Writing, according to Almahasneh & Abdul-Hamid (2021), necessitates the coordination of a

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number of abilities, including cognition and knowledge, such as peer assessment, critical thinking and socio-cultural understanding.

Consequence, in order to improve writing abilities, one has to first acquire both the basic and expert stages. L2 learners have more difficulty than first language in acquiring these capabilities; verbal ineffectiveness and moderate language abilities such as an absence of vocabulary, irresponsibility in sentence construction. Jusun et al. (2016) stated that, L2 learners should suffer with connecting correct grammar together to construct technically correct sentences. Because of these characteristics, students find writing dull and eventually avoid writing whenever it relates to discovering, generating, and putting ideas from their heads into written language (Manik et al., 2015).

Furthermore, writing is largely viewed as the most challenging aspect for language learning to acquire, and it can only be taught once a fundamental comprehension of language principles has been acquired (Rouhi & Azizian, 2013; Richards & Rodgers, 2014). Writing is an expression for feelings and thoughts, and while it comes later in the learning process, it is still an important component of second/foreign language acquisition (Sadiku, 2015).

Additionally, many efforts have been made to assist EFL learners in improving their second language acquisition. One such initiative is to give written corrective feedback, and various studies have been conducted in recent years to examine the type of suggestions and its role in L2 instruction and learning (Martínez et al., 2020).

Ellis (2015) proposes numerous feedback strategies and studies learner feedback to various sorts of giving a comment by focusing on language responsibilities. According to Carless (2018), teachers should examine different kinds of feedback and their impact.

On other hand, Lestari & Wahyudin (2020) has been suggested that could be due to the instructors' teaching techniques, the sorts of answers learners acquire from materials and courses, the styles of writing completion of a task in courses, or a shortage of opportunities to acquire SLA. Kaur & Singh (2014) detailed that, the conventional instructor technique is a strategy that has long been employed in education and learning. Various instructors continue to employ this strategy despite a fundamental shift in teaching and learning practices associated with the twenty-first century. This antiquated technique causes students to be passive and fails to provide a chance for students to stimulate and arrange thoughts in order to develop SLA. Students were told to recall a variety of rehearsal scenario. Learners,

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although having been taught to write English for over 10 years, are nonetheless unable to develop excellent rehearsal scenario on their own due to memory and language deficiencies. Thus, L2 learners should enhance their writing abilities, as writing is required across many areas in the real world. According to Lim et al. (2014), This is critical for instructors to offer their students with writing process in order for them to succeed in standardized tests. Thus, EFL instructors should employ a variety of strategies and techniques to assist students in scaffolding and improving their writing on SLA.

One common method for teaching SLA in the twenty-first century is to employ a writing skill as a tool, which benefits students by fostering ability to think critically, imagination, and improving creative writing skills. Several studies have found that using writing has a favorable influence on the teaching and learning process (Ivanova et al., 2020). Writing helps in the generation, visualization, structure, and organization of thoughts. Despite previous research, this practical paper explored the effectiveness of writing in the scaffolding SLA technique using a brainstorming. It also explored students' accomplishment levels in writing component using the evaluation rubric. The writing skill was used to assess the instructional practices that lead to the scaffolding of writing on SLA.

## **2. Review of the Literature**

Writing competence is linked to overall competency in all language abilities, which has a significant impact on second language acquisitions' ability. However, acquiring writing abilities is the most difficult challenge for L2 learners (Ivanova et al., 2020; Shidrah et al., 2016). Learning to write needs mastery of cognitive, social, and linguistic abilities (de Oliveira & Silva, 2016; di Gennaro, 2016; Ellis, 2015). The scholars are very interested in the adoption of novel techniques in writing education and evaluation (DelliCarpini & Alonso, 2014). After determining the targeted region, a teacher may concentrate on the means to produce a certain sort of learning. Teachers can begin thinking about student engagement by identifying student interests after focusing on the area.

The significance of learning and teaching in SLA learners should be stressed in light of distinct conceptual approaches that focus on various elements related with L2 learning (Mei et al., 2018). According to text-oriented study, the textual aspects of second language acquisition discovered the advancement of L2 writing ability (Mierzwa, 2019). SLA learners have studied sentence building, spelling, vocabulary, interaction, and persuasive principles, as well as SLA terminology, based on this

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approach (de Oliveira & Silva, 2016; Ellis, 2015; Mei et al., 2018). SLA learners should improve their L2 knowledge skills in order to write large texts that contain suitable conceptual components, vocabulary, and grammatical structures (Hoffman, 2019).

Addressing about the need of successful techniques for teaching writing to L2 learners, Hermilinda & Hashima Abd Aziz (2018) stated that, teaching approaches are measures adopted by the student to help the acquisition, memory, and retrieval of knowledge. Learning approaches, behaviors, or activities; or techniques include learning to handle issues and enhancing study skills. Techniques, whatever they are named, can make learning more successful and practical. L2 learners' writing skills are assessed and examined in terms of developing second language competence (Zhang & Hyland, 2018).

Several stages of the assignment were labeled as rewriting and proofreading, which are two independent methods. It gradually leads to the development of a more open attitude toward the employment of persuasive techniques (Hermilinda & Hashima Abd Aziz, 2018). Experienced L2 writers have the ability to efficiently develop novel environments (Godwin-Jones, 2018; Worden, 2018; Zhang & Hyland, 2018). L2 learners acquire knowledge, ideas, styles, and beliefs as a result of the socializing process. To keep their personality, L2 learners adopt certain community rules and go through unique adjustments and growth (Ivanova et al., 2020; Mei et al., 2018).

Essentially, the brainstorming process employs the principle of radiant thinking. It can also be used for developing topics, evaluating books, organizing and preparing compositions, and determining the core concepts and ideas of a composition (Shirvani & Porkar, 2021). Consequently, the brainstorming approach plays a crucial part in the L2 procedure. A language acquisition and knowledge extension can be regarded as part of this process. There are two methods for conducting brainstorming sessions. Initially, the learners are divided into several small groups. The learner is assigned a topic and directed to write about their opinions within a certain amount of time. At the end of this practice, all group participants' responses are collected.

The brainstorming strategy is regularly utilized as a training program for learners. Therefore, in particular training, participants talked out their opinions on a certain area, and the instructor writes them down. According to Mahdian Mehr et al. (2016), teachers employ brainstorming strategies to identify commonly recurring interests among their learners. This method is

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collaborative because it enables the highest amount of learners to engage in the procedure of learning a second acquisition. Brainstorming is a common practice that involves forming a series of links between various experiences and thoughts. This enhances in the perception of several areas of information associated with accepted judgement and reasoning (Mahdian Mehr et al., 2016; Shirvani & Porkar, 2021).

Learners will need to spend 1-2 hours in total writing this technique, as well as having fun. A fable is written by the learners utilizing description target language. In fables, verbs are used to explain direct speech, adverbs are used to describe the speaker, inversion of the subject lends dramatic emphasis, and verb patterns give emphasis to the speaker (Pasaribu, 2019). During the fable writing activity, students learn to recall their own fable around eight times through a 'fable swap milling exercise'. By repeating these fables, L2 learners become more confident and fluent, and have the opportunity to expand on and connect to the subject matter.

During speed writing, students demonstrate their practical writing skills. Approximately 15 minutes are given to learners to compose their compositions. Learners should focus on concepts rather than grammar, punctuation, or language with this method. During this period, learners should also write efficiently without crossing out or fixing any errors. Furthermore, this method does not allow learners to work in groups (Indriyan, 2017).

Loop writing is a style of writing that guarantees paragraphs are linked to make a logical composition. In this technique, L2 learners are assigned the job of writing via reason and outcome while building coherence and cohesiveness. Loop writing is essentially a repetition of speed writing since it necessitates the organization of the thoughts formed during speed writing (Clark et al., 2018). The organizing of concepts in a whole text is referred to as loop writing. This treatment can be performed either individually or in groups. Learners are asked to read what they have written and organize all of the phrases and paragraphs correctly. This approach is useful for detecting learners' knowledge of learning to write in L2.

### **3. Instruments and Methods**

The research employed a mixed method approach that included both qualitative and quantitative analysis. To provide a holistic picture of second language learners' writing, qualitative and quantitative methodologies are used (Hyland, 2016). Using various data sources or analytical approaches increases the validity of the interpretation of results. Adoption of effective

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instruments that make the study practical increases the validity of the results.

120 instructors and 200 students from several elementary and secondary schools in Kuwait City, Kuwait participated in this research. Students' writing abilities were examined in the first stage through brainstorming, fable writing, loop writing, and speed writing. An evaluation form was created to measure L2 learners' writing abilities. The assessment form was focused on the learners' writing abilities. After assessing the learners' abilities, the instructors were requested to complete the assessment form. These assessment forms served as the foundation for the study. Furthermore, the instructors were asked about the techniques that are essential for better comprehension of the learners while writing in a second language. The data was analyzed using the cross-tabulation approach on the questionnaire responses. The collected data was analyzed with the Statistical Package for Social Sciences (SPSS) 20.0 version.

The data was obtained via a questionnaire focused on the abilities required by learners to get a better comprehension of classroom approaches. The needs of the students were assessed using assessment forms, and the analysis was carried out using a questionnaire designed specifically for instructors. It assisted in acquiring a clear understanding of the learner's needs. The participant's performance was assessed using an evaluation form, which was then reviewed based on the learners' writing skills and revealed a lack of teaching techniques that needed to be applied. The instructors' replies to a questionnaire about the student's progress were gathered. The outcomes assessed the learners' writing abilities as evaluated by the teachers.

#### **4.Results and Discussion**

A questionnaire was developed based on the learning of a second language among Kuwaiti learners from various Kuwaiti schools (Kuwait). A total of 120 questionnaires were completed from the instructors. The demographic profile of the learners selected for the study revealed that the majority of the learners (66.5%) were Males, while 33.5% were Females. The age range of 8-9 years had the biggest number of learners (46.0%). The following Table 1.1 shows the demographic profile of the learners.

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**Table 1: Demographic Profile**

| Measure | Items  | Frequency | Percentage |
|---------|--------|-----------|------------|
| Gender  | Male   | 133       | 66.5%      |
|         | Female | 67        | 33.5%      |
| Age     | 5      | 11        | 5.5%       |
|         | 6      | 20        | 10%        |
|         | 7      | 21        | 10.5%      |
|         | 8      | 41        | 20.5%      |
|         | 9      | 51        | 25.5%      |
|         | 10     | 35        | 17.5%      |
|         | 11     | 21        | 10.5%      |

The statistics in Table 2 show the frequency of various strategies used on learners to measure their skills in acquiring L2. According to the findings, the majority of instructors (39.2%) agree that the brainstorming approach completed the learners' attention. In contrast, just 18.3% of instructors disagree with the learners' enthusiasm in the change of brainstorming techniques. Furthermore, the majority of instructors (25.0% strongly agree, 31.7% agree) stated that brainstorming assists in determining important concepts concerning learning writing in L2. The brainstorming process requires courage since learners should share their ideas and opinions with their peers. Consequence, (64.2%) of instructors felt that the brainstorming approach failed among the reserved and hesitant learners (Table 2).

Concerning the process of fable writing, the majority of instructors (28.3%) highly feel that fable writing increases students' thinking capacity. To test the learners' writing abilities, 26.7% answered strongly agreed when asked about speed writing. While 40.0% strongly agreed that working in groups enables learners learn more. Whereas, around 45.8% of instructors disagreed that loop writing improves in the organization and understanding of second language. 30.0% of instructors strongly agreed that learning to write is the most difficult challenge for L2 students. As reported by the instructors, the majority (26.7%) of the learners enjoyed studying L2 using the speed writing approach. Fable writing (24.2%) and brainstorming (14.2%) were the least fun learning strategies among learners

**Table 2: Frequencies showing the learners' use of second language learning strategies**

| Measure   | Items             | N      |
|---|-------------------|--------|
| <b>The brainstorming strategy attracted the learners' attention.</b>  | Strongly Disagree | 13.3%  |
|   | Disagree          | 18.3%  |
|   | Neutral           | 2.5%   |
|   | Agree             | 26.7%  |
|   | Strongly agree    | 39.2%  |
| <b>Brainstorming strategies assist in the identification of key notions.</b>  | Strongly Disagree | 24.2%  |
|   | Disagree          | 32.5%  |
|   | Neutral           | .8%    |
|   | Agree             | 11.7%  |
|   | Strongly agree    | 30.8%  |
| <b>The brainstorming technique failed among the reserved learners.</b>  | Strongly Disagree | 18.3 % |
|   | Disagree          | 25.0%  |
|   | Neutral           | 0%     |
|   | Agree             | 31.7%  |
|   | Strongly agree    | 25.0 % |
| <b>Narrating fables/stories authored by learners enhances their courage and proficiency in the second language.</b> | Strongly Disagree | 15.8%  |
|   | Disagree          | 28.3%  |
|   | Neutral           | 0 %    |
|   | Agree             | 33.3%  |
|   | Strongly agree    | 22.5%  |
| <b>Fable writing enables learners improve their critical thinking skills.</b>                                       | Strongly Disagree | 19.2%  |
|   | Disagree          | 23.3%  |
|   | Neutral           | 0 %    |
|   | Agree             | 29.2%  |
|   | Strongly agree    | 28.3%  |
| <b>Learners' writing skills can be evaluated via speed writing.</b>   | Strongly Disagree | 18.3%  |
|   | Disagree          | 27.5%  |
|   | Neutral           | 0 %    |
|   | Agree             | 27.5%  |
|   | Strongly agree    | 26.7%  |

| Measure  | Items             | N     |
|--|-------------------|-------|
| <b>Working in groups allows learners to learn more effectively.</b>                              | Strongly Disagree | 13.3% |
|  | Disagree          | 10.0% |
|  | Neutral           | 0 %   |
|  | Agree             | 36.7% |
|  | Strongly agree    | 40.0% |
| <b>Loop writing assists in the evaluation of second language organization and comprehension.</b> | Strongly Disagree | 29.2% |
|  | Disagree          | 45.8% |
|  | Neutral           | .8%   |
|  | Agree             | 10.8% |
|  | Strongly agree    | 13.3% |
| <b>The most difficult challenge for second language learners is learning to write.</b>           | Strongly Disagree | 20.8% |
|  | Disagree          | 24.2% |
|  | Neutral           | .8%   |
|  | Agree             | 24.2% |
|  | Strongly agree    | 30.0% |
| <b>The second language learners absolutely appreciated the learning approach.</b>                | Brainstorming     | 14.2% |
|  | Speed Writing     | 26.7% |
|  | Loop Writing      | 2.5%  |
|  | Fables Writing    | 24.2% |

Table 3 shows that the technique of Cross tabulation was utilized to assess the relationship amongst brainstorming approach and narrating fables, speed writing, and loop writing. The findings indicates that the majority of instructors feel that combining brainstorming techniques with narrating fables, speed writing, and loop writing has a beneficial impact on learners' L2 learning.

**Table 3: Brainstorming in comparison to other approaches**

|   |                   | Narrating fables/stories authored by learners enhances their courage and proficiency in the second language. |          |       |                | Total |
|---|-------------------|--|----------|-------|----------------|-------|
|   |                   | strongly disagree  | disagree | agree | Strongly agree |       |
| The brainstorming strategy attracted the learners' attention. | strongly disagree | 6  | 4        | 4     | 2              | 16    |
|   | Disagree          | 3  | 8        | 7     | 4              | 22    |
|   | Neutral           | 0  | 2        | 1     | 0              | 3     |
|   | Agree             | 4  | 10       | 11    | 7              | 32    |
|   | Strongly agree    | 6  | 10       | 17    | 14             | 47    |
| Total   |                   | 19   | 34       | 40    | 27             | 120   |

|   |                   | Learners' writing skills can be evaluated via speed writing. |          |       |                | Total |
|---|-------------------|--|----------|-------|----------------|-------|
|   |                   | strongly disagree  | disagree | agree | Strongly agree |       |
| The brainstorming strategy attracted the learners' attention. | strongly disagree | 3  | 3        | 5     | 5              | 16    |
|   | Disagree          | 3  | 7        | 4     | 8              | 22    |
|   | Neutral           | 1  | 1        | 1     | 0              | 3     |
|   | Agree             | 6  | 9        | 7     | 10             | 32    |
|   | Strongly agree    | 9  | 13       | 16    | 9              | 47    |
| Total   |                   | 22   | 33       | 33    | 32             | 120   |

|   |                   | Fable writing enables learners improve their critical thinking skills. |          |       |                | Total |
|---|-------------------|--|----------|-------|----------------|-------|
|   |                   | strongly disagree  | disagree | agree | Strongly agree |       |
| The brainstorming strategy attracted the learners' attention. | strongly disagree | 3  | 6        | 5     | 2              | 16    |
|   | Disagree          | 5  | 4        | 6     | 7              | 22    |
|   | Neutral           | 1  | 0        | 2     | 0              | 3     |
|   | Agree             | 7  | 5        | 11    | 9              | 32    |
|   | Strongly agree    | 7  | 13       | 11    | 16             | 47    |
| Total   |                   | 23   | 28       | 35    | 34             | 120   |

Writing in a second language is a challenging skill to teach and acquire since it involves a variety of socio-cultural, linguistic, and cognitive aspects. Knowing how to write in a second language is beneficial in developing the ability to compose extensive texts. It is considered as the acquisition of effective writing methods (Shirvani & Porkar, 2021).

The correctness and complexity of morphology, as well as syntax, are thought to improve in L2 learners' written compositions (Worden, 2018). These learners' skill improves as they employ more language in their writing. The progress of L2 learners is described in terms of topic qualities

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specific to text kinds such as debate, autobiography, and narrative. Learners' competence improves when they are given assignments that need them to use both their reading and writing abilities. They ultimately improve on their own or in comparison to less proficient peers. It enables them of effectively representing their thoughts, words, and traditions (Zhang & Hyland, 2018).

It has been noticed that when learners learn to write in their second language, their works become more precise and vocabulary-rich. Furthermore, learning to write in a second language increases learners' knowledge of traditional literary styles. Occasionally learners appear to perceive L2 in the same manner they do in their mother tongues, although this is entirely dependent on the learners' mental capacities (Worden, 2018). Numerous strategies have been explored to comprehend the complicated and multidimensional nature of L2 learning.

In the language classroom, the brainstorming approach is often utilized to teach writing to L2 learners. According to Shirvani & Porkar (2021), brainstorming is the key for the creation of various thoughts within the time range set in the classroom. Consequence, the brainstorming approach may be utilized to motivate learners to share their thoughts and ideas with one another. In some cases, learners are hesitant to speak in L2; hence, developing writing abilities in L2 necessitates active involvement and participation from the learners (Mahdian Mehr et al., 2016).

### **5. Conclusion**

Every day, people are exposed to numerous cultures as the globe has become more multinational. At the press of a button, an individual may now access a wide range of information from all over the world. Additionally, the necessity for acquiring a other language has risen significantly. Training learners a second language helps them to take their position in the global society and become active participants in it. Learning a second language allows you to enter a new world. It offers a variety of discussion, knowledge, and material that would normally be unavailable to those attempting to learn a new language. As a result, studying L2 provides learners with the fundamental tools they need to thrive in life.

Teaching writing has been recognized as a challenging activity to teach L2 to learners using a single strategy. This is because learning to write is the most difficult activity for L2 learners. Students should be provided with a vital component for instructional activities in order to participate in the writing process. This research is the first step toward a comprehensive and practical evaluation of the L2 learning skills. It is necessary to assess

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the efficacy of L2 learning among learners in order to assure their future development. Every scale description and the formulation of teacher language competency should be stressed. This research used four strategies to assess L2 learning, with the brainstorming strategy being shown to be the most important for learners learning L2.

Recent attempts to replicate the writing process in L2 have demonstrated the complexities of learning L2. There are several requirements for learning a second language that may be adapted to a writing setting. These variables are employed to create comprehensive and practical applications concerning learning to write. It is regarded as a useful technique to develop a big collection of criteria and circumstances for L2 writing that have to be considered. Learning L2 is significantly connected with students' prior educational experiences and current behaviors when learning to write in L2. Nevertheless, learners' writing skills may not indicate a constant profile of proficiency and may vary depending on individual learner's abilities.

The findings indicate that providing EFL learners with clear instructions improves the quality of their L2 Acquisition. The balance of a learner's overall profile can be successfully adjusted by targeted teaching activities on components of writing in L2.

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