Teaching Writing to Second Language Learners: Bench-marking Strategies for Classroom

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Abstract
This study assesses teaching writing skills to the second language learners by utilizing bench-marking strategies of classroom. The study has used mixed approach of qualitative and quantitative analysis to evaluate learning and writing skills of second language among 400 students from different primary and secondary schools in Riyadh. The teachers were instructed to fill an assessment form to evaluate skills of students in learning second language through Bench-marking techniques of brainstorming, fable writing, speed writing, loop writing, and mini saga. The data was analyzed using a statistical software (SPSS) 20.0 version. Cross tabulation technique has been applied on the data collected through questionnaires to observe the appropriate responses of the teachers. The results revealed that 75% of the students were interested in learning writing in second language. Brainstorming technique (56.3%) was found to be most popular among the students and teachers. The majority of the teachers (84.4%) believe that acquiring writing skills is the toughest task for the second language learners. Moreover, brainstorming (p=0.000), narrating fables (p=0.002), and loop writing (0.000) were significant among students for learning second language. It has been concluded that the technique of brainstorming was effective among the students to learn writing skills in second language.
*Keywords:*second language, brainstorming, loop writing, speed writing, mini saga, fable writing

1. Introduction

The development of second language skills among the students has always been an interesting task. The process of writing suggests that the students are actually taught how to write with coherence, acceptable spellings, and appropriate grammar structure in second language (Freedman et al., 2014).The strategies for classroom refers to the second language learning sense, which has been introduced to the complex shifts made by second language speakers. These strategies can be different in nature, which include cognitive learning strategies and metacognitive learning strategies (Cohen, 2014). Students need to personally get involved in writing exercises to make the learning experience valuable. In the second language learning classrooms student motivation is enhanced by explaining them the steps involved in effective writing (Santangelo& Graham, 2015). The writing activities need to be geared according to the needs and interests of the students. Moreover, these activities should be linked to the real life whenever possible.

An effective approach is needed to encourage students' participation in writing exercises, refining, and expanding writing skills (Hopkins, 2014; Airey, 2016). The teachers should be clear about the skills that are needed to be developed and the factors that facilitate learning in the target areas. The field of learning second language (L2) writing has been well-established over the last two decades (Hyland, 2016; Alharbi, 2017). For effective teaching of writing to L2 learners, the teachers should select a target area that is able to facilitate learning. Moreover, language teachers must mostly emphasize on the topic that yields maximum student participation after identification of the target skill areas (Angelova& Zhao, 2016). The pragmatic combination of these objectives is helpful in better understanding and effective learning among the students (Entwistle&Ramsden, 2015).

Once the teachers are confident about their students' interest in being involved in the activities of learning better writing skills, they mainly focus on the involvement of students in order to promote long term positive learning experience (Wood et al., 2016). The evolution of sensitive context pedagogies is helpful in better understanding of the texts presented in classrooms, the ways of writing among the students, and the significant use of text among the targeted communities (Ariffin, 2016). The teachers teaching writing to L2 learners, are extensively becoming researchers by the development of texts' understanding (Pressley &Allington, 2014; Arzt&Kost, 2016). The action research is termed as the systematic research-reflection cycle that is democratized by the implication of new knowledge and skills in the classrooms (Burns, 2013; Bailey, 2016).

The factors that complicate learning and writing in second language mostly include first language literacy, proficiency in the target language, and difference in rhetorical approach to the text (Archibald, 2001; Barkaoui, 2016). Proper guidance can be helpful in the improvement of student proficiency through various language areas. Despite increased interest in learning and writing second language, there are relatively few models that demonstrate the role of guidance and instruction in learning second language (Grabe, 2001; Chun et al., 2016; Collier et al., 2016).

Teaching writing to L2 learners can be explained under two broad aspects; including writing to communicate and learning to write (Cornell et al., 2016). The learners are needed to go beyond the early writing skills and use target language to write something and communicate

with the readers (Richards & Rodgers, 2014; Crusan et al., 2016). Language proficiency has been linked with appropriate use of words and expressions to the given task. The language proficiency is depicted through the language skills of L2 learners (Cumming, 2001; da Costa et al., 2016). The teachers are needed to choose the most efficient and effective method that facilitates the specified writing area. Firstly, the teachers need to choose the correct means of teaching writing to L2 learners that would encourage the students to learn L2 with interest, rather than discouraging them (Dahlberg, 2016).

In the present study, useful techniques about the development of writing skills among the second language learners have been discussed. Moreover, some practical teaching ideas have also been addressed that contribute to improve the writing skills among the second language learners. The study has focused on some benchmarking techniques, which include brainstorming, fable writing, speed writing, loop writing, and mini saga. These techniques are referred as bench marking.

2. Literature Review
The proficiency in writing is associated with overall proficiency in all the language skills that greatly influences the proficiency in writing with regard to second language learners. Yet the toughest task for the L2 learners is to acquire the writing skills (Barkaoui, 2007; Daud et al., 2016). The learning of writing skills requires mastery in cognitive, sociocultural, and linguistic competencies (Ellis, 2015; de Oliveira & Silva, 2016; di Gennaro, 2016). Great interest is shown by the researchers for the implementation of new approaches in teaching and assessment of writing (Hoffman &Zollman, 2016). A teacher can focus on the means to achieve a specific type of learning after deciding the targeted area (Cumming, 2001). S/He can start considering the involvement of students by distinguishing the interests of students after targeting the area. The three significant aspects of learning writing in second language include (Cumming, 2001):

- Composing processes used by people while writing
- Feature of the texts produced by the people
- Socio-cultural texts written by the people

Each aspect has micro and macro perspectives for writing in second language.

Table 1. *Learning Writing in Second Language*

	Macro	Micro
Composing	Syntax, morphology, and lexis	Text structure and cohesive devices
Text	Searches for words and main focus is towards ideas and language collectively	Planning and revising
Context	Individual self-image development	Participation in discourse community for a social change

2.1 Requirement for L2 Learners
The importance of learning and teaching in L2 learners is needed to be emphasized on the basis of various theoretical orientations that focus on different factors, associated with L2 learning (Hyland, 2002). The features of texts produced by L2 learners constitute the development in L2 writing skills, observed by the text-oriented research (Hung et al., 2016). On the basis of this orientation, L2 learners need to learn syntax, orthography, lexicon, discourse and rhetorical

conventions along with morphology of the L2 (Barkaoui, 2007; Johnson &Lyddon, 2016). The L2 learners need to acquire competency for achieving proficiency in L2 learning for producing lengthy texts with appropriate meta-discourse features, vocabulary, and syntactic structures (Barkaoui, 2007).

Discussing about the importance of effective approaches for teaching writing to L2 learners, Oxford &Crookall (1989) write "Learning strategies are step taken by the learner to aid the acquisition, storage, and retrieval of information. Strategies are referred to as learning techniques, behaviours, or actions; or learning to learn problem solving, or study skills. No matter what they are called, strategies can make learning more effective and efficient." (p. 405). The writing skills of L2 learners are tested and evaluated with regard to writings skills and improving second language proficiency (Kubanyiova& Crookes, 2016). Therefore, learning L2 has been observed as combining both macro and micro strategies. The macro strategy involves the drafting, planning, and revising; whereas, micro strategies are responsible for automatic searching of words and syntax (Cumming, 2001; Lee, et al. 2016). In this respect, the L2 learners are needed to be capable enough to manage complex mental representations and rhetorical goals. These learners are trained to use specific problem solving procedures to formulate texts (Lee, Chodorow& Gentile, 2016).

The different stages of composition process have been distinguished as revision and editing, which are two different operations. It eventually results in adoption of flexible attitude towards the use of rhetorical devices (Larios et al., 2002). Proficient L2 writers are those, who are capable of cultivating new settings effectively (Hyland, 2002; Master, et al. 2016). Through the process of socialization, the L2 learners get to learn knowledge, values, genres, and expectations. The L2 learners internalize specific rules of their communities and undergo individual shifts and development to maintain their identity (Larios et al., 2002; Naghdipour, 2016).

2.2 The Benchmarking Process
The process of benchmarking is used to make comparisons with non-competitive organizations. The comparison, made between different parts of same school, is assisted by the creation and validation of benchmarks (Jawaid, 2014). Therefore, a clear strategy is required by the benchmarking program for the identification of good practice. The benchmarking process is a trans-comparative process that addresses the complexity and challenges of L2 learning and teaching (Neilson, 2016; Nguyen, 2016). It develops a curriculum framework, which is codified and conceptualized for the L2 learners (Jawaid, 2014). For the better understanding of the benchmarking technique, the benchmarks have been arranged as Quality Standards (QSs) and Quality Characteristics (QCs).

The constant comparative analysis process of benchmarking develops a framework about the process of arriving at a decision by repeated rounds of analysis (Skinner et al., 2015). This process continuously collects, codes, and analyzes the good practices present in the literature and fieldwork (Peyton &Schaetzel, 2016). The identification process of benchmarking facilitates the identification of quality standards and quality characteristics (Jawaid, 2014; Poole, 2016).
2.3 The Process Modelling

The students can become competent in learning L2 writing by modelling and describing the strategies and processes about effective writing. The effective writing includes drafting, planning, generating, and revising ideas (Blanton et al., 2002; Hyland, 2002). Continuous feedback is provided to the L2 learners until they are capable enough to complete the assessment form flexibly and independently for achieving their goals (Qin &Uccelli, 2016). The students are able to engage with effective writing when they understand the process, which involves association among effective writing (Hyland, 2002).

A social–cognitive model has been involved to observe the performance of skills. This model is particularly involved in the students' writing and self-regulatory skills (Blanton et al., 2002; Razi, 2016). Automaticity in any skill can be achieved through emulation of the skill and self-control. The development of self-regulation is helpful for the student to learn, adopt, and transfer the skill effectively (Barkaoui, 2007; Roberts, et al. 2017). The process modelling of L2 learners is acquired through 3 stages:

•   Stage 1: Teachers respond to writing task by thinking aloud to the students to show them the coping models.
•   Stage 2: When composing conference related to writing strategies and processes, the teachers request the students to express their thoughts.
•   Stage 3: Teachers increase the awareness regarding writing strategies among the students and teach them model procedures for regulation of those strategies (Sawyer, et al. 2016).
The learning and performance of L2 learning is positively associated with the self-regulation strategies that include self-monitoring, goal setting, and self-evaluation (Barkaoui, 2007).

2.4 Introspection
Introspection is defined as observing the mental and emotional processes of an individual. Conscious attention is required when verbal reports are used as the data reflects the idea required for writing process (Hyland, 2016; Snow, Eslami& Park, 2016). Retrospective recalling is possible by talking aloud during writing. The individuals, writing in a normal way, are told to speak what they are doing at the moment, which is associated with Think Aloud Protocols (TAPs). It facilitates the recording of information including their perceptions and strategies while they are at work (Mackey &Gass, 2015; Staden& Purcell, 2016). But this practice sometimes draws an incomplete picture of the cognitive capabilities of the individuals and creates distorting effects.

Yang et al. (2014) confirms that speaking aloud while writing has a little impact on students' writing skills in controlled environment. This procedure is widely used to divulge the strategies, used by the L2 learners while they are planning or revising (Wong, 2005; Tahtinen-Pacheco & Merchant, 2016). Lei (2008) displays the writing strategies of L2 learners by videotaping the writer while writing and discussing the thought processes of writers immediately after watching the video tape. This technique freely introspects and examines the learning and writing experiences (Lei, 2008).

2.5 Ethnography
A detailed interpretation and description of individuals' performance at workplace or classroom is specified through ethnography. Eventually, the outcomes of these interactions are evaluated. It

provides a detailed explanation about the specificity of a certain group of individuals (Hesse-Biber&Leavy, 2010). The student behavior is understood by realizing their perspective through diverse methods, elicitation, and observation. It allows the utilization of simple methods and sustained engagement, which is time consuming and labor intensive (Hyland, 2016).

The process of ethnography facilitates detailed explanation about a specific group when the lack of generalizability is criticized. The anthropological ethnographies are explained as a language practice that is similar within a community as compared to far flung exotic locations. Language skills are assessed on the basis of their production and reception rather than simply as a text (Hyland, 2016). Textography is defined as learning writing that emphasizes on text analysis in combination with traditional ethnographic techniques (Starfield et al., 2014). Therefore, better understanding of institutional, cultural, and social values provides contextualized base for effective learning and writing (Wagner, 2016). It can be achieved mainly by focusing on the texts produced by the students learning L2. Paltridge (2008) has conducted the research on basis of text studying of the art and design students, who learnt L2 writing by interviewing the students, examiners, and supervisors.

2.6 The Text Modelling
The value of providing explicit instruction regarding the practice of target L2 texts is highlighted through the text-focused and socio-cultural orientations (Barkaoui, 2007). The main focus of former orientation is on the text forms that include organization, grammar, and vocabulary. Hyland (2003) and Yu & Lee (2016) advocate a broader approach to L2 writing that focuses on audiences, contexts, functions, and purposes of the texts.

2.7 Brainstorming
Basically, the technique of brainstorming utilizes the concept of radiant thinking. Moreover, this technique is widely used to figure out main concepts and ideas, reading books, sorting and planning compositions, and topic expansion (Sim et al., 2012). Therefore, the technique of brainstorming plays an important role in L2 process. It is associated with the learning of vocabulary and expansion of knowledge that represent different concepts. The procedure of brainstorming is performed in two ways. Firstly, the students are divided into different small groups. Each student is assigned a topic and told to write down their ideas in the given time limit. After completion of this activity the ideas of all the group students are collated.

The technique of brainstorming is also performed as a class activity for the students. In this type of activity, students shout out their ideas about a specific topic given to them and the teacher writes those ideas on the board. A study suggests that the teachers use brainstorming techniques for the identification of frequently occurring interest among the students (Kang, 2005). This technique is participative as it allows maximum number of students to take part in the journey of learning second language. Brainstorming is a natural process that is conducted with the help of a series of connection between different experiences and images. It helps in the interpretation of different areas of knowledge that is associated with natural form of logic and reasoning (Sim et al., 2012).

At times, brainstorming makes the students reluctant because they are reserved by nature, not familiar with the technique, or stressed about answering right (Sim et al., 2012). The

technique allows the students to conclude solution for a certain problem through random generation of ideas related to a specific topic (Willis &Miertschin, 2006). The basic advantage of this technique is that it encourages the L2 learners to think creatively, refresh the acquired knowledge, and stimulate the process of further learning without any restrains. It is also helpful in achieving a break from the traditional way of learning that is prevalent. Eventually, application of this technique results in generation of informal, original, and relaxed ideas.

A study reveals that the technique of brainstorming is more effective as compared to individual working of the learners for generating ideas (Sim et al., 2012). The idea of brainstorming is effective in development of greater understanding of ideas (Sharafi-Nejad et al., 2016). The greater understanding about L2 learners is developed through the setting of ideas visually and making connection accordingly.

2.8 Writing Fables
This technique requires a total of 1-2 hours of writing together with enjoyment. The students use narrative target language to produce a fable. The writing of fables makes use of verbs that explain the direct speech, use of adverbs providing detail information about the speaker, dramatic emphasis through inversion of subject, and use of verb patterns (VanPatten& Williams, 2014). The activity of fable writing involves 'fable swap milling exercise' that is helpful for the students in recalling their own fable around eight times. Repetition of these fables increases the confidence and fluency in L2 learners, and gives chance to the students for elaboration and connection.

2.9 Speed Writing
Speed writing tests the actual writing skills of each student individually. The students are given approximately 15 minutes to write a composition related to the topic. In this technique, the students are needed to concentrate on ideas, but not on the grammar, punctuation, and language. The students further need to write quickly during this time without crossing or correcting any mistakes. Moreover, this technique does not allow the students to work in groups (Cook, 2013).

2.10 Loop Writing
Loop writing is a way of writing that ensures the linking of paragraphs to form a coherent text. In this methodology, the L2 learners are given the task to write through cause and effect by developing coherence and cohesion. Loop writing is basically continuation of speed writing, as it requires structuring of the ideas generated during speed writing (Cook, 2013). Loop writing involves the structuring of ideas in a complete text. This procedure can be carried out either individually or in group. The students are requested to read whatever they have written and arrange all the sentences and paragraphs accordingly. This procedure is helpful to detect the understanding of students' learning to write in L2.

2.11 Mini Saga
Mini saga is known as a piece of writing that is composed of fifty words that provide an excellent source for short writing lesson. It succeeds in teaching effective writing as it is easier to read and understand for the L2 learner. In this procedure, accuracy is mainly focused, and has the potential to motivate the learner (Garcia-Sanchez & Lujan-Garcia, 2015).

3. Material and Methods

The study has utilized a mixed method approach that includes qualitative and quantitative analysis. The qualitative and quantitative methods are mixed to get complete picture about the writing of second language learners (Hyland, 2016). Increased plausibility regarding the interpretation of results is achieved by using multiple sources of data or analytical methods. The validity of the findings is increased through adoption of effective tools that make the research pragmatic.

A total of 160 teachers and 400 students were involved from different primary and secondary schools in Riyadh, Saudi Arabia. In the first stage the writing skills of students were tested through brainstorming, fable writing, loop writing, speed writing, and mini saga. An assessment form was designed to evaluate the writing skills of L2 learners. The assessment form was based on the writing skills of the students. The teachers were asked to fill the assessment form after evaluating the skills of the students. The analysis was based on these assessment forms. Moreover, the teachers were asked about the strategies that are required for better understanding of the students, related with writing in second language. The data was analyzed by applying cross-tabulation technique to the responses of the questionnaire. The obtained data was analyzed using Statistical Package of Social Sciences (SPSS) 20.0 version. The data was collected through the questionnaire, which was based on the required skills by learners to have a better understanding of the class room strategies. The requirements of the children were evaluated through the assessment forms and the analysis has been done on the basis of the questionnaire structured for the teachers. It helped to obtain a clear perception of the student's requirements. The student's performances were evaluated through the assessment form, which was then examined on the basis of the writing skills of the learners and which presented the lack of strategies involved in teaching, which needed to be implemented. The teachers' responses were obtained through a questionnaire regarding the student's progress. The outcomes evaluated the writing skills of the students as observed by the teachers.

4. Results and Discussion

A questionnaire was designed based on the learning of second language among the students from different schools in Riyadh (Saudi Arabia). A total of 160 questionnaires were received from the teachers. The demographic profile of the students recruited in the study presented that majority of the students were females (65.3%); whereas, 34.8% of the students were males. The highest percentage of students (54.0%) was found between age group of 7-8 years. The level of interest was calculated to be 64.0% among the students, who were interested in learning writing in L2. Whereas, 10.3% of the students were not interested in learning L2 and 25.8% were highly interested in learning L2 (Table 2).

Table 2. *Demographic Profile*

Measure	Items	Frequency	Percentage (%)
Gender	Male	139	34.8%
	Female	261	65.3%
Age	5-6 years	47	11.8%
	7-8 years	216	54.0%
	9-10 years	92	23.0%

	11-12 years	31	7.8%
	13-14 years	14	3.5%
Level of Interest	Not interested	41	10.3%
	Interested	256	64.0%
	Highly Interested	103	25.8%

The data in table 3 indicates the frequencies of different techniques that were applied on the students to assess their skills in learning L2. The data shows that majority of the teachers (38.1%) agree that the brainstorming technique created great interest among the students. Whereas, only 12.5% of the teachers disagree regarding the interest in the development of brainstorming technique among the students. Moreover, majority of the teachers (36.9% strongly agree, 43.1% agree) narrated that brainstorming helps to figure out main concepts about learning writing in L2. The technique of brainstorming demands confidence as students need to speak up their ideas and thoughts among their fellows. Therefore, majority of the teachers (75%) believe that the technique of brainstorming failed among the students who were reserved and reluctant (Table 3).

Regarding the technique of fable writing most of the teachers (84.4%) strongly agre that fable writing strengthens the thinking power of students. 52.5% respond neutral about speed writing to assess the writing skills of the students. Whereas, 49.4% disagree that students learn more while working in groups. Loop writing helps in structuring and understanding of second language and approximately 81.9% of the teachers strongly agreed with this. 84.4% of the teachers strongly agree that acquiring writing skills is the toughest task for the L2 learners. According to the teachers, majority (56.3%) of the students enjoyed learning L2 through the technique of brainstorming. The least enjoyable learning techniques among the students were fable writing (4.4%) and mini saga (3.8%) (Table 3).

Table 3. *Frequencies indicating the prevalence of second language learning techniques among the students*

Measure	Items	N (%)
Brainstorming technique created great interest among the students	Strongly Agree	22 (13.7%)
	Agree	61 (38.1%)
	Neutral	52 (32.5%)
	Disagree	20 (12.5%)
	Strongly Disagree	5 (3.1%)
Brainstorming techniques help to figure out main concepts	Strongly Agree	59 (36.9%)
	Agree	69 (43.1%)
	Neutral	22 (13.8%)
	Disagree	7 (4.4%)
	Strongly Disagree	3 (1.9%)
Technique of brainstorming failed among the students who were reserved	Strongly Agree	16 (10.0%)
	Agree	120 (75.0%)
	Neutral	21 (13.1%)
	Disagree	3 (1.9%)

	Strongly Disagree	--------
Narrating the fables/stories written by students themselves increases the confidence and fluency of second language	Strongly Agree	6 (3.8%)
	Agree	23 (14.4%)
	Neutral	107 (66.9%)
	Disagree	16 (10.0%)
	Strongly Disagree	8 (5.0%)
Fable Writing strengthens the thinking power of students	Strongly Agree	135 (84.4%)
	Agree	10 (6.3%)
	Neutral	14 (8.8%)
	Disagree	1 (0.6%)
	Strongly Disagree	--------
Speed writing helps to assess the writing skills of students	Strongly Agree	18 (11.3%)
	Agree	20 (12.5%)
	Neutral	84 (52.5%)
	Disagree	20 (12.5%)
	Strongly Disagree	18 (11.3%)
Students learn more when working in groups	Strongly Agree	10 (6.3%)
	Agree	17 (10.6%)
	Neutral	46 (28.7%)
	Disagree	79 (49.4%)
	Strongly Disagree	8 (5.0%)
Loop writing helps to evaluate the structuring and understanding of second language	Strongly Agree	131 (81.9%)
	Agree	7 (4.4%)
	Neutral	10 (6.3%)
	Disagree	11 (6.9%)
	Strongly Disagree	1 (0.6%)
Acquiring writing skills is the toughest task for second language learners	Strongly Agree	135 (84.4%)
	Agree	11 (6.9%)
	Neutral	9 (5.6%)
	Disagree	3 (1.9%)
	Strongly Disagree	2 (1.3%)
Learning procedure thoroughly enjoyed by the second language learners	Brainstorming	90 (56.3%)
	Speed Writing	42 (26.3%)
	Loop Writing	15 (9.4%)
	Fables Writing	7 (4.4%)
	Mini Saga	6 (3.8%)

Cross tabulation has been used to evaluate the association between brainstorming technique and narrating fables, speed writing, and loop writing. The results reveal that majority of the teachers agree that combined practice of brainstorming technique and narrating fables, speed writing, and loop writing have positive influence on the students in learning L2 (Table 4).

Table 4. *Evaluation of Brainstorming with other techniques*

		Narrating fables increases confidence					Total
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
Brainstorming creates great interest	Strongly Agree	6	16	0	0	0	22
	Agree	0	7	54	0	0	61
	Neutral	0	0	52	0	0	52
	Disagree	0	0	1	16	3	20
	Strongly Disagree	0	0	0	0	5	5
Total		6	23	107	16	8	160
		Speed writing assesses writing skills					Total
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
Brainstorming creates great interest	Strongly Agree	18	4	0	0	0	22
	Agree	0	16	45	0	0	61
	Neutral	0	0	39	13	0	52
	Disagree	0	0	0	7	13	20
	Strongly Disagree	0	0	0	0	5	5
Total		18	20	84	20	18	160
		Loop writing evaluates understanding					Total
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
Brainstorming creates great interest	Strongly Agree	22	0	0	0	0	22
	Agree	61	0	0	0	0	61
	Neutral	48	4	0	0	0	52
	Disagree	0	3	10	7	0	20
	Strongly Disagree	0	0	0	4	1	5
Total		131	7	10	11	1	160

The regression analysis showed that brainstorming (p=0.000), narrating fables (p=0.002), and loop writing (0.000) were significant among students for learning L2, as compared to speed writing technique (Table 5 and 6).

Table 5. *Evaluating significance level of brainstorming, narrating fables, speed writing, and loop writing*:

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
Brainstorming creates		.686	.059	.642	11.680	.000

great interest					
Narrating fables increases confidence	-.242	.076	-.178	-3.173	.002
Speed writing assesses writing skills	-.058	.058	-.060	-1.000	.319
Loop writing evaluates understanding	.679	.042	.599	16.292	.000

Table 6. The analysis of variance (ANOVA)

	Sum of Squares	df	Mean Square	F	Sig.
Regression	160.436	4	40.109	414.238	.000b
Residual	15.008	155	.097		
Total	175.444	159			

The teaching and learning of writing in a second language is regarded as a difficult task because various socio-cultural, linguistic, and cognitive factors are involved in the L2. Learning writing in second language is helpful in attaining proficiency to produce lengthy texts with appropriate meta-discourse features. It is regarded as an acquisition of successful writing strategies (Barkaoui, 2007). For effective learning of writing in second language, it is necessary for teachers to raise awareness about successful writing processes, linguistic and textual conventions of L2, and reader expectations about L2.

The L2 learners are believed to improve the accuracy and complexity of morphology along with syntax in their written texts (Cumming, 2001). The proficiency of these learners increases with the use of vocabulary in their writing. The developmental patterns among L2 learners are documented with respect to discourse features particular to texts types that include argumentation, autobiography, and narration. The capability of learners increases in the tasks where their reading and writing skills are closely integrated. They eventually develop individually or in contrast to less skilled counterparts. It makes them capable enough to represent their ideas, phrases, and conventions in a better way (Cumming &Riazi, 2000).
It has been observed that as students learn to write in L2, their writings display a greater range of specificity and vocabulary. Moreover, learning to write in L2 also improves the command of students over conventional rhetorical forms. Some of the students are seen to interpret L2 in the same way as they do in their mother tongues, but it totally depends on the mental abilities of the students (Cumming &Riazi, 2000). Various types of methods have been used in understanding of complex and multifaceted nature of L2 learning.

The brainstorming technique is extensively used in teaching writing to L2 learners in the language classroom context. A study reveals that brainstorming is responsible for the generation of different ideas within the specified time frame given in the classroom (Unin, 2016). Therefore, the technique of brainstorming can be used to encourage the students for sharing their thoughts and ideas with each other. In some situations, students feel reluctant to communicate in L2; therefore, acquiring writing skills in L2 requires active involvement and participation from the students (Soraya, 2010).

The results have been evaluated on the basis of participation, motivation, and confidence among the students with regard to learning L2. It was found that students were more involved

and motivated during brainstorming sessions when they were given an opportunity to speak and express their ideas (Unin, 2016). The students really enjoyed when they were given a picture and asked to complete the story. Moreover, the students were motivated during group discussions; and majority of the students desired to participate in such discussions. According to the teachers, the procedure of brainstorming was positively associated with effective learning of L2 among the students (Unin, 2014).

The benchmarking strategies in classroom have shown that brainstorming is easily demonstrated by using word lists, word mapping, or a picture. It provides the opportunity to the students to use their own ideas and experiences for learning L2. A study reveals that students are more enthusiastic to express their thoughts and ideas when brainstorming is performed among small groups of students (Hamzah et al., 2010). Fable stories are termed as short stories as they offer good way to include literature in the classroom with universally applicable morals.

It has been suggested through the output of global measures of proficiency that the increase in fluency of L2 is the least controversial claim for output. The repeated deployment of knowledge eventually leads to consolidation and automization of knowledge (DeKeyser, 2014). It has been known that learning writing takes longer time as compared to learning speaking in L2. Therefore, the longer time required for learning writing in L2 has been accepted as an artifact of the modality.

4. Conclusion

The world has become a globalized place, where individuals are indulged in multiple cultures each day. In today's era an individual has access to a variety of information across the world at the touch of a button. As a result, the demand for learning second language has increased drastically. Teaching second language to the students empowers them to take their places in the global community and become active participants in the global world. Knowing a second language opens a window into a new world. It brings wealth of conversation, understanding, and information, which otherwise would not have been possible for the students who seek to learn a new language. Therefore, learning L2 gives the students basic tools to succeed in their life.

Learning writing has been regarded as a complex activity to teach L2 to the students using a single approach. This is because acquiring writing skills is the toughest task for the L2 learners. The students should be offered a key element for instructional activities to get involved in writing program. This paper has described the development of classroom language benchmark assessments with an emphasis on the theoretical rationale for their design. This study presents the first step towards a complete and practical assessment of L2 learning skills among the students. There is need to evaluate the effectiveness of learning L2 among the students that ensure their future development. The construction of teacher language proficiency and every scale descriptor needs to be emphasized. This study has utilized 5 techniques to evaluate the learning of L2, among which brainstorming technique was found to be the most significant for learning L2 among the students.

The complexity of learning L2 has been depicted through recent attempts for modelling the writing process in L2. There are different conditions for the learning of L2 that may be applied to a writing context. These conditions are used to produce generalized and useful applications about learning to write. It is regarded as a good way to establish a large set of terms and conditions about L2 writing that needs to be accounted. Learning of L2 is positively

associated with the students' previous educational experiences and the present practices while learning to write in L2. However, the writing skills of students do not represent a consistent profile of proficiencies and may vary on basis of the capabilities of each student.

The results show that when students are given proper instructions, it positively affects the quality of their writing in L2. The balance of a student's overall profile can be changed effectively through focused teaching activities on the aspects of writing in L2.

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Appendix A
Demographic Questionnaire
1. Gender

Male	Female

2. Age

5-6 years	7-8 years	9-10 years	11-12 years	13-14 years

3. Class/Grade

1	3	5	7	9

4. Level of Interest to learn second language

Not Interested	Interested	Highly Interested

Appendix B
Questionnaire
1. Brainstorming technique created great interest among the students about learning second language.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

2. Brainstorming techniques helps to figure out main concepts regarding learning second language among the students

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

3. The technique of brainstorming failed among the students who were reserved and reluctant about sharing their views.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

4. Narrating the fables/stories written by students themselves increases the confidence and fluency of second language among the students.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

5. Fable Writing strengthens the thinking power of students.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

6. Speed writing helps to assess the writing skills of students.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

7. Students learn more when working in groups as compared to working individually.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

8. Loop writing helps to evaluate the structuring and understanding of second language among the second language learners.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

9. Which procedure was thoroughly enjoyed by the second language learners?

Brainstorming	Speed Writing	Loop Writing	Fables Writing	Mini Saga

10. Acquiring writing skills is the toughest task for second language learners.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree