

مجلة دار الإبداع

الإصدار الأول

محكمة . دورية . معتمدة



العدد
29

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أهداف مجلة دار الإبداع

١. **الجودة والتميز**: نلتزم بقياس أدائنا من خلال تطبيق مقاييس رفيعة المستوى تحترم الطموحات الكبيرة، والسعي نحو التميز من خلال التزامنا بأرقى المقاييس الفكرية في التعليم والتعلم والابتكار
٢. **القيادة والعمل بروح الفريق**: نلتزم التزاماً راسخاً بتعزيز الأدوار القيادية الفردية والمؤسسية التي تدفع عجلة التنمية الاجتماعية، مع إيمانها العميق بالاحتراف والمسؤولية والإبداع والعمل بروح الفريق الواحد.
- الحرية الأكاديمية**: يعد الاستكشاف الفكري المنضبط والصادق جوهر تقاليدنا الأكاديمية الذي يظهر بشكل واضح في جميع جوانب الأنشطة البحثية والعلمية
٣. **العدالة والنزاهة**: نلتزم بمبادئ العدالة الاجتماعية وتكافؤ الفرص والتنوع الثقافي، ويلتزم الجميع بأعلى درجات الأمانة والاحترام للأخلاقيات المهنية
- الشفافية والمساءلة**: نلتزم بعرض فكر الباحث على المجتمع والعلماء لقياس مقدار إسهاماتها في المعرفة العالمية، ويلتزم الجميع باحترام أعلامهم في جميع الأنشطة العلمية والدراسية
٤. **التعلم المستمر**: نلتزم بدعم التعلم المستمر، وتعزيز النمو الفكري المستمر ورفاهية المجتمع المستدامة.

الأهداف الاستراتيجية

١. **الهدف الاستراتيجي الأول**: الجودة والتميز في جميع المجالات والتميز في مجالات محددة (تحقيق تقدم في التصنيفات العالمية عن طريق تقوية الجامعة بأكملها، والتميز بحثياً وتعليمياً في مجالات أكاديمية محددة)
٢. **الهدف الاستراتيجي الثاني**: أعضاء متمكنون متميزون. (استقطاب أعضاء هيئة تحكيم واستشاريين متميزين)
٣. **الهدف الاستراتيجي الثالث**: الكيف وليس الكم (تحقيق الجودة المطلوبة للبحث العلمي)
٤. **الهدف الاستراتيجي الرابع**: تعزيز القدرات البحثية والتحكمية (تمكين الباحثين والمحكمين من اكتساب المهارات الفكرية والمهنية أثناء حياتهم البحثية والعلمية)
٥. **الهدف الاستراتيجي الخامس**: بناء جسور التواصل. (بناء جسور التواصل داخل المركز القومي للبحوث وخارجه مع الجامعات والشركات والمجموعات المحلية والعالمية)

السادة والسيدات القراء الأعزاء
السادة الباحثين والسيدات الباحثات
السادة المهتمين والمهتمات بالدراسات التربوية
والدراسات الإنسانية بشكل عام.



ومتميزة لكل المهتمين بالنشر والقراءة والاستفادة من إمكانات مجلتنا التربوية المتخصصة.
إن بحوثنا المنشورة في مجلتنا تخضع لشروط علمية صارمة - حتى تظهر في أحسن صورة منهجية من خلال مراجعتها من قبل لجنة دولية من كثير من الباحثين المتميزين عربيًا ودوليًا.
إن الفريق الذي يعمل من أجل أن يقدم خدمة متميزة وإضافة علمية متميزة حريص كل الحرص على نشر البحوث والدراسات الجديدة بالنشر بعد أن تستوفي معايير النشر، ولا تقتصر اللجنة العلمية أو مستشارو المجلة في إعطاء النصائح للباحثين الراغبين في نشر بحوثهم حتى تظهر في أفضل صورة ممكنة.
ومن أجل مصداقيتنا فقد حرصنا قبل إصدار المجلة على استيفاء جميع التصاريح والترقيم الدولي.
ويسعدنا أن نتلقى البحوث والدراسات وفقًا للشروط المحددة من قبل المجلة.
ویرجو فريق المجلة من خلال تضافر الجهود أن نتبأ مكانة مرموقة من خلال عمل جاد حريص كل الحرص على جودة المواد المنشورة.
إن المجلة جهة نشر وتحكيم وصاحب البحث هو المسؤول عن محتوى بحثه أو دراسته، وتجتهد المجلة في تقييم العمل ولكن يبقى المحتوى ملكًا لصاحبه دون أدنى مسؤولية على المجلة.
جميع شروط النشر والمواصفات تجدونها على موقع المجلة.

والله ولي التوفيق ،،

مع تحيات فريق دار الإبداع

المدير المسؤول

فايز الشهي

مستشارو المجلة

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أستاذ المناهج وطرق التدريس كلية التربية بجامعة السادس من أكتوبر		د. أمين أبو بكر
أستاذ ورئيس قسم علم النفس التربوي بكلية الدراسات العليا للتربية جامعة القاهرة		أ.د أماني سعيدة
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خبير مناهج التاريخ مدير تنفيذي المجلس العربي للأخلاق والمواطنة		د. ناصر علي محمد احمد برقي
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قواعد النشر

نقدم لكم هنا أهم الشروط والإجراءات للنشر العلمي التي يجب الالتزام بها كشرط أساسي لقبول البحث للنشر لدى مؤسسة دار الإبداع للطبع ونشر الأبحاث، وهي: إجراءات وشروط النشر وتقديم البحث ومواصفاته:

- يقوم الباحث بتنسيق البحث حسب شروط النشر المذكورة أدناه.
- يقوم الباحث بإرسال البحث المنسق على شكل ملف مايكروسوفت وورد docx عبر نموذج إرسال الأبحاث أو بالبريد الإلكتروني : dareleb3@gmail.com

- يجب أن يكون البحث مكتوباً بلغة سليمة، مع العناية بما يلحق به من خصوصيات الضبط والرسم والأشكال.
- يجب ألا يكون البحث منشوراً سابقاً.
- يتم تقييم البحث مبدئياً خلال 1-3 أيام و يتم إفادة الباحث بنتيجة التقييم.
- عند قبول البحث يقوم الباحث بتسديد رسوم التحكيم والنشر وهي 120 دولار أمريكي (تكون موضحة بالمراسلات البريدية).
- يمكن للباحث طلب خطاب قبول مبدئي بعد تسديد رسوم التحكيم والنشر.
- يتم تحكيم البحث بواسطة اثنين من المحكمين أو ثلاثة محكمين.
- يتم إرسال ملاحظات التحكيم إلى الباحث ونتيجة فحص الاقتباس خلال أسبوع إلى ثلاثة أسابيع.
- يقوم الباحث بإجراء التعديلات المطلوبة و إرسال البحث المعدل إلى نفس البريد الإلكتروني المذكور أعلاه.
- يتم منح الباحث خطاب قبول النشر النهائي بعد عمل التعديلات و إجازة البحث للنشر من طرف المحكمين وهيئة التحرير.

كيفية إعداد البحث للنشر حسب شروط النشر في

دار الإبداع

يتبع الباحث الخطوات الآتية في إعداد بحثه:

1. البحث: يكتب الباحث في الصفحة الأولى ما يلي:
 - عنوان البحث
 - اسم الباحث (الباحثين)
 - عنوان جهة الباحث (مثال: جامعة الملك عبد العزيز | جدة | المملكة العربية السعودية)

يكتب الباحث في الصفحة الثانية ما يلي:

- الملخص باللغة العربية ثم الكلمات المفتاحية
 - الملخص باللغة الانجليزية ثم الكلمات المفتاحية
2. ترتيب المحتوى:
- يطلب من الباحث أن يتقيد بالترتيب الآتي في كتابة بحثه:
- محتوى البحث حسب شروط النشر في مجلة دار الإبداع :

مخلص الدراسة	المقدمة	مشكلة البحث
الدراسات السابقة (حسب طبيعة البحث)	مواد البحث وطرائقه	النتائج
المناقشة	الخلاصة	التوصيات
شكر و تقدير (إن وجدت)	المصادر و المراجع	الملاحق (إن وجدت)

معايير تنسيق البحث حسب شروط النشر في المجلات العلمية المحكمة

يتم تنسيق الورقة على (قياس A4)، بحيث يكون نوع وحجم الخط وفق شروط النشر المحددة، وهي:

- نوع الخط في الأبحاث باللغة العربية هو Simplified Arabic، حجم الخط 16 غامق للعنوان الرئيس، 14 غامق للعناوين الفرعية، 14 عادي لباقي النصوص وترقيم الصفحات و المسافة بين الأسطر يجب أن لا تقل عن 1.15، و حجم الخط 12 عادي للجداول والأشكال و حجم 10 عادي للملخص والهوامش .

- نوع الخط في الأبحاث باللغة الإنجليزية هو Times New Roman، حجم الخط 14 غامق للعنوان الرئيس، 13 غامق للعناوين الفرعية، 13 عادي لباقي النصوص وترقيم الصفحات و المسافة بين الأسطر يجب ألا تقل عن 1.15، و حجم الخط 11 عادي للجداول والأشكال التوضيحية و حجم 9 عادي للملخص والهوامش.
- يراعى عند تقديم المخطوطة التباعد المفرد مع ترك هوامش مناسبة (2.5سم) من جميع الجهات (أعلى - أسفل - يمين - يسار).

3. عنوان البحث في الصفحة الأولى:

- حجم 23 ويجب أن يكون العنوان دقيقاً ومعبراً عن محتوى البحث.

4. حجم البحث:

- ألا يزيد عدد صفحات البحث على (30) صفحة أو (9000) كلمة و ذلك لكي لا يتم زيادة رسوم التحكيم.

5. الباحث وعنوانه:

- يذكر اسم الباحث وعنوانه بوضوح، وينص العنوان على ".....".

6. الملخص:

- حجم 10 ويرفق بالبحث ملخص يحتوي على (150-200) كلمة باللغة التي كتب بها، وآخر باللغة الثانية (العربية أو الإنجليزية) التي تعنى بها المجلة.

7. الكلمات المفتاحية:

- حجم 10 يرفق بالبحث ما لا يزيد عن (6) كلمات مفتاحية (دالة) خاصة به، وتكون باللغتين العربية والإنجليزية.

8. الأشكال والجداول:

- ترقيم كل من الأشكال والجداول على التوالي حسب ورودها في البحث بحجم 8، وترزّد بعناوين بحجم 9، ويشار إلى كل منها في متن البحث بأرقامها.

9. الهوامش:

- حجم 9 تستخدم هوامش الصفحات السفلية لذكر أي ملاحظة، أو لتوضيح أي معلومة واردة في متن البحث، ويستخدم لذلك إشارة مميزة مرتفعة عن النص مثل (*).

10. المراجع:

- تستخدم الأرقام المرتفعة عن النص للتوثيق في متن البحث، ويذكر الرقم والمراجع المتعلق به في قائمة المراجع.
- ترتب أرقام المراجع في قائمة المراجع بالتسلسل، وذلك بعد مراعاة ترتيب المراجع هجائياً في القائمة حسب اسم المؤلف وفقاً للآتي:

أ. إذا كان المرجع بحثاً في دورية:

- اسم الباحث (الباحثين) بدءاً باسم العائلة.. "عنوان البحث"، اسم الدورية (بخط مائل)، رقم المجلد، رقم العدد، أرقام الصفحات، سنة النشر.

ب. إذا كان المرجع كتاباً:

- اسم المؤلف (المؤلفين) بدءاً باسم العائلة
- الكتاب (بخط مائل)، اسم الناشر، سنة النشر.

ج.. إذا كان المرجع رسالة ماجستير أو دكتوراه:

- يكتب اسم صاحب الرسالة بدءاً باسم العائلة، (يذكر عنوان الرسالة)
- ماجستير أو دكتوراه بخط مائل، اسم الجامعة، السنة.

د. إذا كان المرجع نشرة أو إحصائية صادرة عن جهة رسمية:

- يكتب اسم الجهة، عنوان التقرير (بخط مائل)، المدينة، أرقام الصفحات، سنة النشر.

شروط النشر في المجلات العلمية المحكمة

هـ.. إذا كان المرجع موقع الكترونياً:

- يكتب اسم المؤلف، عنوان الموضوع (بخط مائل)، سنة النشر، الرابط الإلكتروني و تاريخ اخر زيارة للرابط.

و. المستلات:

- اسم الباحث (الباحثين) بدءاً باسم العائلة.. "عنوان الدراسة"، اسم الدورية (بخط مائل)، رقم المجلد، رقم العدد، أرقام الصفحات، سنة النشر.

ز. وقائع المؤتمر:

- اسم الباحث (الباحثين) بدءاً باسم العائلة، عنوان الدراسة (بخط مائل)، اسم المؤتمر، رقم المجلد، أرقام الصفحات، سنة النشر.

الفهارس والمحتوي

٣.....	تنبیه
٤.....	هيئة التحرير
٥.....	أهداف المجلة
٦.....	كلمة فريق المجلة
٧.....	مستشارو المجلة
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البحث الاول

١١

Naseem Wanas Hasan Al-Twairqi

Teaching Strategies for English as a Second
Language (ESL) A Resource Booklet for Teachers.

البحث الثاني

٥٩

Written by
ELT. Nadiyah Alabdali

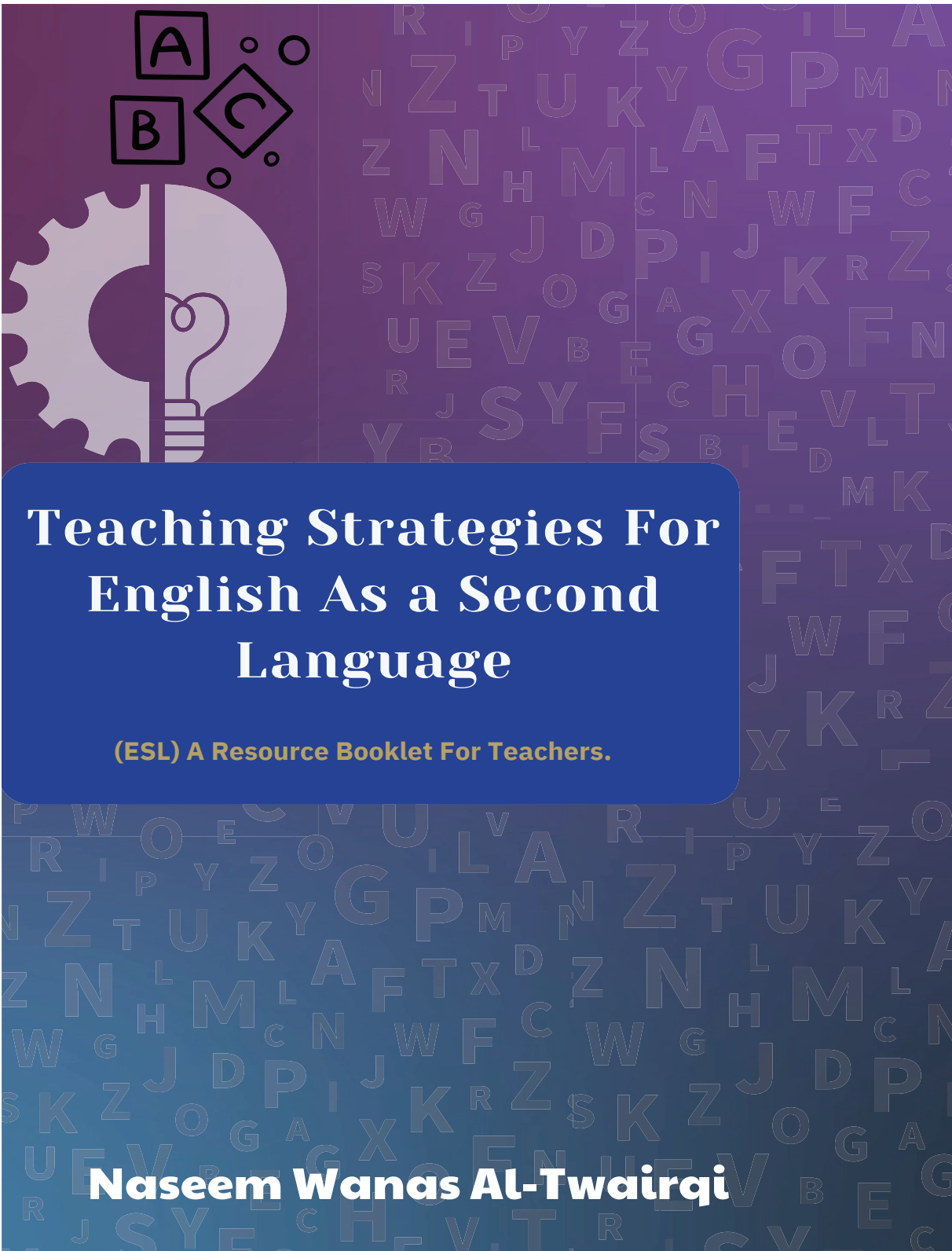
Teaching Writing Skill To Students Who Speak
English As A Second Language

مجلة دائرة الإبداع

محكمة . دورية . معتمدة

Teaching Strategies For English As a Second Language

(ESL) A Resource Booklet For Teachers.



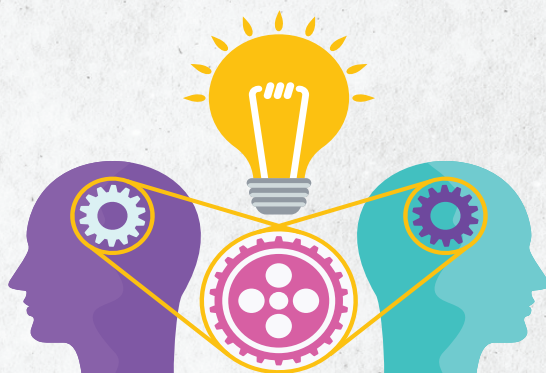
Teaching Strategies For English As a Second Language

(ESL) A Resource Booklet For Teachers.

Naseem Wanas Al-Twairqi

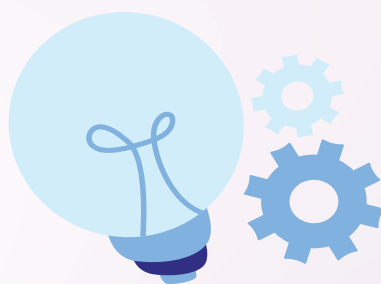
The Booklet's Goal

This booklet helps teachers implement new strategies, enhances student engagement, and improves specific skills like language acquisition and critical thinking.



Introduction

This booklet is designed to provide ESL teachers with a comprehensive collection of strategies and tools to improve their teaching practices. Whether you're working with beginners or advanced learners, these strategies will foster language development, encourage student participation, and create an engaging classroom environment. It is a practical guide that offers teachers various methods, techniques, and tips to enhance their classroom practice. It can serve as a reference that educators consult for ideas and inspiration to improve their teaching methods.



Benefits of this Booklet for English Teachers:

- **Time-Saving:**

Teachers can easily refer to this booklet for ready-to-use strategies and lesson ideas without extensive outside research.

- **Inspiration:**

This booklet serves as a source of fresh ideas that teachers can implement or adapt in their classrooms.

- **Continuous Professional Growth:**

For teachers who use and reflect on new teaching methods.

Supporting Different Learning Styles

Supporting different learning styles in the ESL classroom is crucial for maximizing student engagement and ensuring that all learners can thrive equally. Below are some key strategies that cater to various learning styles, helping teachers address the needs of visual, auditory, kinesthetic, and reading/writing learners.

01

Visual Learners

02

Auditory Learners

03

Kinesthetic Learners

04

Reading/Writing Learners

05

Multimodal Approach

1. **Visual Learners**

These students learn best through seeing and visualizing information. They prefer diagrams, charts, videos, and other visual stimuli.

Strategies:

- **Use of Visual Aids:** Incorporate pictures, charts, graphs, and infographics into lessons. For example, when teaching vocabulary, use flashcards with images that represent the words.
- **Mind Maps and Graphic Organizers:** Encourage students to use tools like mind maps to organize ideas visually, especially when learning grammar rules or writing essays.
- **Videos and Demonstrations:** Show educational videos, use realia (real-world objects), or perform demonstrations to make abstract language concepts more concrete.
- **Color-Coding:** Highlight different grammatical structures or vocabulary categories (e.g., nouns in one color, verbs in another) to help them organize and retain information.

Example Activity:

Create a vocabulary wall where students match images with their corresponding words. This helps them visualize the relationship between the word and its meaning.

Teaching Strategies For

2. Auditory Learners

Auditory learners retain information best by hearing and speaking. They benefit from discussions, listening activities, and oral presentations.

Strategies:

- Class Discussions and Debates: Encourage group discussions, debates, and conversational activities where students practice listening and speaking. Role-plays are excellent for practicing functional language (e.g., greetings, asking for directions).
- Use Songs, Rhymes, and Chants: Teach grammar, vocabulary, or pronunciation through songs or chants. This is particularly effective for memorizing irregular verbs, common phrases, or pronunciation patterns.
- Listening Activities: Use podcasts, recorded dialogues, or audiobooks. Incorporate listening comprehension exercises where students answer questions based on what they hear.
- Reading Aloud: Read passages aloud in class and have students follow along. Ask them to read out loud to improve their pronunciation and rhythm in spoken English.

Example Activity:

Use an audio scavenger hunt where students listen to short audio clips and then have to find or describe objects or actions in response.

3. **Kinesthetic learners**

Kinesthetic learners prefer to learn by doing and engaging in physical activities. They benefit from hands-on learning and movement-based activities.

Strategies:

- **Total Physical Response (TPR):** Use TPR activities where students physically respond to commands in English. This is especially helpful for teaching verbs, prepositions, and directions.
- **Role-Plays and Drama:** Engage students in acting out dialogues, scenarios, or stories. This helps them practice language in a dynamic, hands-on way.
- **Interactive Games and Activities:** Incorporate games like charades, Simon Says, or scavenger hunts where students move around and use English in physical contexts.
- **Real Objects:** Use objects they can touch and manipulate (e.g., real-world items for shopping role-plays or props for storytelling).

Example Activity:

Create a station-based learning activity, where students rotate between stations and complete tasks such as matching flashcards, building sentences with word tiles, or completing a hands-on task using realia (real-world objects).

Teaching Strategies For

4. Reading/Writing Learners

These learners thrive when reading and writing are central to their learning process. They benefit from traditional written exercises, note-taking, and reading comprehension.

Strategies:

- Reading Passages and Comprehension Questions: Provide texts that students can read and analyze. Follow up with comprehension questions to test understanding.
- Journaling: Have students keep a language journal where they write about their day, reflect on lessons, or respond to prompts. This promotes regular writing practice.
- Vocabulary Lists and Word Studies: Encourage students to maintain vocabulary notebooks where they write down new words, their definitions, and example sentences.
- Writing Exercises: Assign regular written tasks such as essays, summaries, reports, or creative writing projects. Focus on writing for different purposes (e.g., formal letters, narratives, emails).
- Silent Reading: Incorporate time for silent reading, followed by writing tasks where students summarize or analyze what they've read.

Example Activity:

Set up a reading corner with leveled reading materials where students read short stories, news articles, and essays, then complete a reflection or summary based on what they've read.

5. Multimodal Approach

While some students may have a dominant learning style, most benefit from a combination of approaches. A multimodal approach ensures that all students can engage with content in a way that suits them.

Strategies:

- **Combine Methods:** For example, start a lesson with a video (visual), followed by a class discussion (auditory), and then a written reflection (reading/writing).
- **Collaborative Projects:** Assign group projects where students take on different roles based on their strengths (e.g., one student writes, another presents, others create visual aids).
- **Blended Learning:** Incorporate technology and interactive platforms (e.g., using online quizzes or multimedia presentations) to engage different learning styles.

Example Activity:

Plan a project-based lesson where students create a multimedia presentation (video, slides, and oral presentation) on a topic they've researched. This allows them to engage through reading, writing, speaking, and visual design.

Adapting Assessments to Learning Styles

It's also important to differentiate assessments to match different learning styles:

- **For Visual Learners:**

Use visual presentations, charts, or diagrams as part of their assessments.

- **For Auditory Learners:**

Incorporate oral exams, presentations, or verbal explanations.

- **For Kinesthetic Learners:**

Allow hands-on projects, skits, or role-plays.

- **For Reading/Writing Learners:**

Include written essays, reports, and detailed written reflections.

Benefits of Addressing Learning Styles

- **Increased Engagement:** When lessons are tailored to different learning styles, students are more likely to be engaged and motivated.
- **Better Retention:** Using multiple modes of instruction ensures that information is presented in various ways, helping students retain it more effectively.
- **Improved Confidence:** Students feel more confident when they can learn in a way that suits their strengths.
- **Inclusive Classroom:** Adapting to different learning styles creates a more inclusive learning environment where every student can succeed.

By incorporating these strategies, you create a flexible and dynamic classroom environment that caters to the diverse needs of ESL learners and supports their language development in a variety of engaging ways.

Teaching Strategies

1 . Total Physical Response (TPR)

Overview:

TPR is a language teaching method that integrates movement with language acquisition. It works well with beginners and young learners, associating language with actions.

How to Use: Use TPR for teaching verbs, prepositions, and classroom objects. For example, say, "Touch your nose," and have students follow the command. Give commands in English (e.g., "Stand up," "Raise your hand") and then model the action. Have students repeat the commands while doing the commanded actions.

Description: In TPR, students physically respond to verbal commands in English, such as "stand up" or "point to the window."

Benefits: Reinforces comprehension, reduces learner anxiety, and engages kinesthetic learners.

Why It Works: It connects language to actions, helping students learn vocabulary and sentence structures in a fun and engaging way.

2. Communicative Language Teaching (CLT)

Overview:

CLT emphasizes real-life communication through speaking, listening, reading, and writing in meaningful contexts.

How to Use:

Design activities like role-plays, dialogues, and group discussions where students use language in real-life scenarios (e.g., ordering food at a restaurant, asking for directions).

Benefits:

Encourages fluency and functional language use in everyday settings.

Teaching Strategies For

3. Scaffolding

Overview: Scaffolding involves providing temporary support to students until they can perform tasks independently. For ESL learners, this often means breaking tasks into smaller steps, gradually increasing complexity as students become more comfortable, and offering guidance as needed.

Why It Works: Scaffolding helps students build confidence and skills progressively without feeling overwhelmed.

How to Apply:

- Start with simple vocabulary and short sentences. Gradually introduce more complex grammar and longer texts as students improve.
- Begin with guided practice, provide examples, and use sentence starters or graphic organizers before asking students to work independently.
- Incorporate visual aids, sentence starters, or structured group work. Gradually reduce support as students gain confidence in using English.

Benefits: Scaffolding helps learners bridge the gap between what they know and what they are learning, making challenging content accessible.

Why It Works: Scaffolding builds students' confidence and understanding by providing structured support while they learn new concepts.

4. Use Pair and Group Work

Description: Encourage students to work in pairs or small groups to practice speaking and listening.

Why It Works: Pair and group work provides a low-pressure environment for students to use English and learn from one another.

How to Apply: Create role-play activities, discussions, or collaborative tasks where students must communicate in English.

5. Task-Based Language Teaching (TBLT)

Overview: TBLT focuses on completing specific tasks in English, aiming for students to learn language structures while solving a problem or completing an activity.

How to Use: Set up tasks like planning a trip, designing a project, or creating a presentation. Students must use English to complete the task and share the results with the class.

Benefits: Encourages real-world language use and promotes critical thinking.

6. Repetition and Practice

Description:

Repetition is key in language learning. Repeating new vocabulary, phrases, and sentence structures helps students internalize them.

Why It Works: Regular practice reinforces memory and builds confidence in language use.

How to Apply: Use drills, flashcards, and repeated reading or listening exercises to ensure students get plenty of practice.

7. Contextual Learning

Description:

Teach language within a meaningful context, such as everyday situations or specific topics like travel or shopping.

Why It Works: It helps students understand how language is used in real-life scenarios, making learning more relevant and practical.

How to Apply: Use scenarios, dialogues, or role-plays based on real-life situations like ordering food in a restaurant or asking for directions.

8. Encourage Listening and Speaking

Description:

Focus on developing listening and speaking skills by providing plenty of opportunities for students to listen to English and practice speaking.

Why It Works:

Listening and speaking are essential for communication, and early exposure to language helps students develop pronunciation and fluency.

How to Apply:

Incorporate listening activities like audio recordings, songs, or videos, and practice conversation through dialogues and oral presentations.

9. Gamify Learning

Description:

Incorporate games into lessons to make learning more fun and engaging.

Why It Works: Games motivate students, reduce anxiety, and provide practice in a playful, stress-free environment.

How to Apply: Use games like word bingo, charades, or vocabulary-matching activities to reinforce language concepts.

10. Error Correction and Feedback

Description:

Offer gentle and constructive feedback when students make mistakes, focusing on areas where they need improvement.

Why It Works:

Immediate feedback helps students correct errors and understand language rules, while building their confidence.

How to Apply:

Correct errors during practice activities but avoid over-correcting, which may discourage students. Focus on fluency first, then accuracy.

11. Cultural Context

Description:

Teach language within a cultural framework, helping students understand how language and culture are connected .

Why It Works:

Understanding cultural norms and expressions helps students communicate more effectively and appreciate language nuances.

How to Apply:

Incorporate lessons about cultural holidays, traditions, and idiomatic expressions, and encourage students to share aspects of their own cultures.

12. Differentiation

Overview:

Differentiated instruction involves tailoring lessons to meet the varying needs of students, especially in mixed-ability classrooms.

Why It Works:

Differentiation ensures that all students can engage with the material and achieve success, regardless of their learning pace or style.

How to Apply:

Group students based on language proficiency. Use tiered activities, offer different types of assessments (e.g., presentations, written work, creative projects), and provide additional support or challenges as needed, to accommodate different learning styles.

Benefits:

Ensures all students, regardless of their skill level, are supported and challenged appropriately.

13. Visual and Contextual Learning

Overview:

Use visual aids like pictures, videos, and realia (real-world objects) to teach vocabulary and concepts. This approach makes abstract concepts more tangible for ESL learners.

How to Use: Incorporate flashcards, images, charts, and real objects in lessons. For example, when teaching vocabulary about food, show pictures of the food or bring in actual items.

Benefits: Enhances comprehension, especially for beginners, and makes learning more engaging and relevant.

Why It Works: Visual aids provide context and help students understand new words and ideas without relying solely on translation.

14. Language Immersion

Overview: Immersion involves surrounding learners with the target language, both inside and outside the classroom, encouraging students to use English as much as possible.

How to Use: Create an English-only classroom environment where all communication is done in English. Encourage students to engage with English-language media (books, videos, music) at home.

Why It Works:

Immersion helps students get used to hearing and speaking English naturally, encouraging them to think in the language. It accelerates language acquisition.

NOTE :

**Teachers can adapt each strategy to
fit different subjects, grade levels,
or student needs**

1. Classroom Management and Environment

- **Create a Language-Rich Environment:** Label classroom objects in English, use word walls, and display language-related posters.
- **Encourage Peer Interaction:** Use pair and group activities to encourage communication among students.
- **Foster a Safe Learning Space:** Make mistakes a part of learning. Create a classroom culture where students feel comfortable experimenting with language without fear of judgment.

2. Assessment and Feedback Strategies

- **Formative Assessments:** Use regular, low-stakes assessments like quizzes, exit tickets, or informal conversations to gauge student understanding.
- **Peer Feedback:** Encourage students to provide feedback to each other, especially in speaking or writing tasks. This fosters collaboration and helps them reflect on their own work.
- **Rubrics:** Provide clear rubrics for writing or speaking tasks so students know what is expected and how they will be evaluated.
- **Error Correction:** Focus on correcting major errors that affect communication rather than over-correcting every mistake. Offer constructive feedback that students can use to improve.

3. Technology Integration

- **Language Learning Apps:** Tools like Duolingo, Memrise, and Quizlet can help students practice vocabulary and grammar outside of the classroom.
- **Video and Audio Resources:** Use platforms like YouTube or podcasts to expose students to authentic English materials, such as interviews, news reports, or cultural documentaries.
- **Interactive Games:** Incorporate digital games like Kahoot or EdPuzzle to make learning fun and interactive.
- **Incorporate Technology:** Use digital tools like language apps, online quizzes, and educational videos to supplement traditional teaching methods.
- **Why It Works:** Technology provides interactive and engaging ways to practice language skills outside the classroom.
- **How to Apply:** Use tools like Duolingo, Quizlet, or Kahoot! for interactive vocabulary practice, listening exercises, and language games.

4. Positive Reinforcement

- **Description:** Encourage positive behavior and academic effort by recognizing and rewarding student achievements.
- **Why It Works:** Positive reinforcement motivates students, builds confidence, and fosters a positive classroom environment.
- **How to Apply:** Use praise, reward systems, or recognition of individual and group accomplishments to motivate students to do their best.

5. Reflection and Continuous Improvement

- Reflect on each lesson. Questions for reflection might include: What strategies worked well, and why? How did students respond to the activities? What changes would you make in future lessons?

Resources List

Here's a list of resources covering a range of materials, tools, and platforms to help with lesson planning, professional development, classroom management, and student engagement.

Lesson
Planning
Resources

Classroom
Management
Techniques

ESL-Specific
Resources

Assessment
and
Feedback
Resources

Professional
Development
Resources

Technology
and Digital
Tools for the
Classroom

1. Lesson Planning Resources

- **General Lesson Plans and Teaching Resources**
 - TESOL International Association: Offers resources for teachers of English as a second language, including lesson plans, webinars, and professional development.
 - Read Write Think: Provides free lesson plans for English language arts (ELA), covering various grade levels and topics.
 - Teacher Vision: Offers a range of printable worksheets, lesson plans, and activities across subjects, including ESL.
 - British Council Teaching English: Provides lesson plans, activities, and teaching strategies for ESL teachers, with an emphasis on using real-world materials.
 - ESL Library: Offers ready-made ESL lesson plans, flashcards, and assessment tools for various proficiency levels (subscription required).
 - Education.com: A platform with hundreds of lesson plans and printable worksheets for K–12 education, including ESL materials.

Teaching Strategies For

- **Subject-Specific Resources**

- Khan Academy: Provides free lessons and resources for various subjects, including math, science, economics, and more.
- Math-Aids: Customizable math worksheets for all levels, from basic arithmetic to algebra and calculus.
- National Geographic Education: Offers interactive lessons and activities focused on geography, science, and environmental education.

2. . Classroom Management Resources

- **Classroom Management Techniques**
- Scholastic Classroom Management Guide: Tips on organizing the classroom, building routines, and managing student behavior.
- Edutopia Classroom Management Videos: Provides tips from real educators on managing classroom dynamics, engaging students, and creating positive classroom environments.

Teaching Strategies For

- **Behavior Tracking Tools**

- ClassDojo: A free tool that helps teachers track student behavior, communicate with parents, and build a positive classroom culture through gamified rewards.
- Classroom Screen: A digital tool for displaying timers, instructions, and behavior trackers on the classroom projector for real-time monitoring.

3 . Assessment and Feedback Resources

- **Formative Assessment Tools**
- Socrative: A cloud-based platform for real-time quizzes, polls, and assessments, with instant feedback to students.
- Google Forms: Allows teachers to create quizzes, surveys, and assessments that can automatically grade multiple-choice questions.
- Kahoot! A game-based learning platform for interactive quizzes, with instant results and leaderboard rankings.

Teaching Strategies For

- **Rubric and Grading Tools**

- Rubistar: A free tool for creating rubrics for assignments, projects, and presentations.
- Grammarly: A free tool for grammar, punctuation, and style assistance in writing.

4. Technology and Digital Tools for the Classroom

- **Interactive and Collaborative Learning Tools**

- Nearpod: Allows teachers to create interactive lessons with quizzes, polls, and virtual reality experiences.
- Padlet: A digital tool for sharing ideas, images, videos, or links on a virtual bulletin board.
- Flip: A video discussion platform for sharing thoughts via short video clips.

- **Presentation Tools**

- Google Slides: For creating presentations collaboratively
- Microsoft PowerPoint: Classic tool with templates and multimedia features.
- Prezi: Dynamic, non-linear presentations with zooming features.
- Canva: Templates for presentations, infographics, and visuals.
- Kahoot! Engaging presentations with game-based learning.
- Visme: Tools for presentations, infographics, and storytelling.

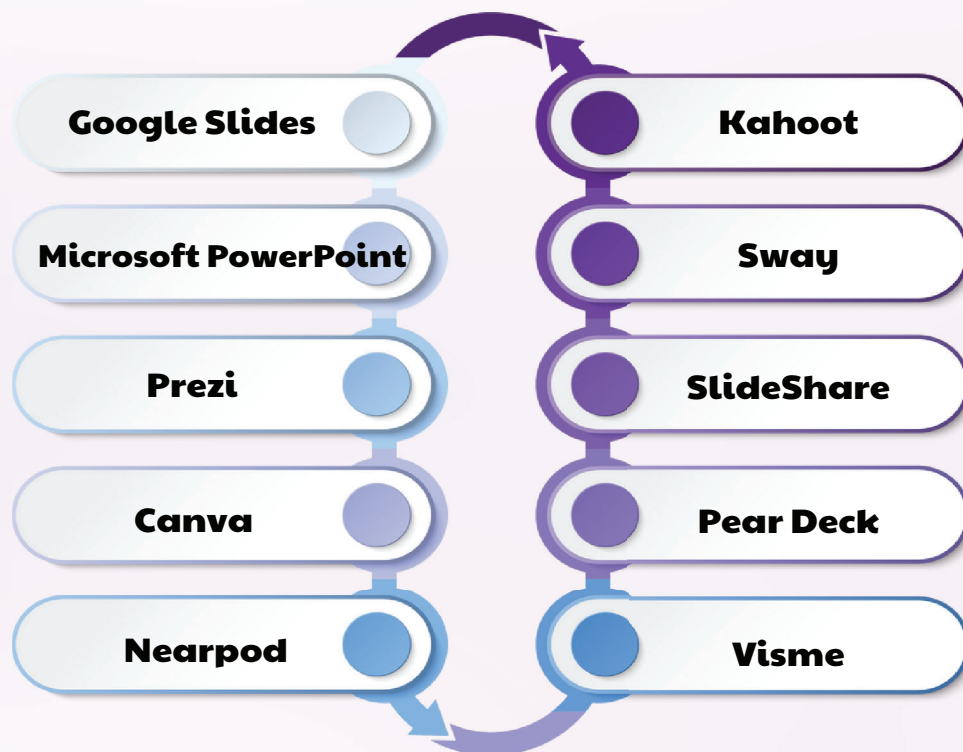
5. Professional Development Resources

- **Online Courses and Webinars**
 - Coursera: Offers online courses from universities worldwide on topics like education, ESL teaching, and educational psychology.
 - edX: Provides free and paid courses from top universities covering teaching strategies, classroom technology, and educational leadership.
- **The Teacher Learning Hub (Montana OPI):**
 - Offers free online professional development courses for teachers in areas such as literacy, technology integration, and classroom management.

6. ESL-Specific Resources

- **ESL Lesson Plans and Activities**
- **Breaking News English:** Provides current event articles at various difficulty levels, with comprehension questions, vocabulary activities, and discussion prompts.
- **ESL KidStuff:** Offers lesson plans, games, and flashcards for younger ESL learners, along with teaching tips and classroom management ideas.
- **BusyTeacher.org:** A resource site offering downloadable, printable worksheets, handouts, and resources for English teachers.

Presentation Tools



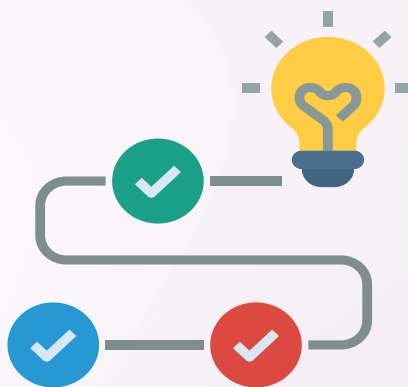
1. **Google Slides:** A user-friendly platform for creating presentations collaboratively, allowing real-time editing and sharing.
2. **Microsoft PowerPoint:** A classic choice with powerful features, templates, and multimedia embedding capabilities.
3. **Prezi:** A dynamic tool for non-linear presentations with zooming features, making it visually engaging.
4. **Canva:** Provides a wide range of templates for presentations, infographics, and visuals, enabling easy creation of stunning designs.
5. **Nearpod:** Combines presentations with interactive elements, allowing teachers to engage students with quizzes, polls, and multimedia.
6. **Kahoot!:** Primarily a quiz tool but also useful for creating engaging, game-based presentations.
7. **Sway:** A Microsoft tool for creating interactive presentations and reports focused on storytelling.
8. **SlideShare:** A platform for sharing presentations online, useful for finding inspiration or sharing your work with others.
9. **Pear Deck:** Integrates with Google Slides or PowerPoint to create interactive presentations that engage students with the content.
10. **Visme:** Offers tools for creating presentations, infographics, and other visual content with a focus on storytelling.

These tools can make presentations more interactive, visually appealing, and engaging for students.

In Conclusion

Effective teaching strategies for English as a second language are essential to fostering a supportive and engaging learning environment. By incorporating interactive activities, culturally relevant content, and technology, teachers can address diverse learner needs and enhance language acquisition. Creating opportunities for real-life communication and collaboration allows students to practice skills in meaningful contexts.

As educators, our goal is to empower students not only to master English but also to gain confidence using it for personal and professional growth. Continuous reflection and adaptation of teaching methods ensure we meet students' evolving needs. By embracing these strategies, we inspire a love for learning and equip students with the skills necessary to thrive in an interconnected world.



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**Teaching Writing Skill
To Students Who Speak
English As A Second
Language**

Written by : ELT. Nadiyah Alabdali

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Abstract

Teaching writing skills to students who speak English as a second language (ESL) is challenging and requires careful planning and consideration. This is because ESL students may have limited English proficiency and struggle to express themselves effectively in written form. Additionally, they may not have the same familiarity with English grammar and vocabulary as native English speakers. To effectively teach writing skills to ESL students, teachers must employ a range of strategies that consider their students' unique needs and abilities. These strategies may include using visual aids to help students understand key concepts, providing peer review and feedback opportunities, and incorporating authentic writing tasks that reflect real-world situations. Their survey method was adopted to understand the real-time situation among high school students for learning writing skills for English as a second language. There were a total of 50 respondents from 4 different schools. The results yielded exciting information that has been depicted briefly.

Introductio

This research aims to explore effective strategies for teaching writing skills to English as a second language (ESL) students. The study will investigate the approaches educators use to help ESL students develop their writing skills and the effectiveness of these strategies. The study will also examine the role of technology in teaching writing skills, including using digital tools to enhance writing instruction. Writing is a crucial skill in academic and professional settings, and students who speak English as a second language (ESL) need to master this skill. Writing in a second language presents unique challenges, including difficulties with grammar, vocabulary, and cultural nuances, which can hinder effective communication. ESL students may also face challenges related to their first language interference, which can impact the clarity and coherence of their writing.

Rationale For The Research:

The findings of this research will be of significant value to educators and curriculum designers, providing insights into effective teaching methods for ESL students. The research will contribute to developing instructional materials and strategies that can help ESL students improve their writing skills, thus increasing their academic and professional success. Ultimately, the study aims to support the academic achievement of ESL students and enhance their ability to communicate effectively in English (Yusuf et

al., 2019). It is important to investigate effective strategies for teaching writing skills to students who speak English as a second language (ESL). First, writing is a critical skill that is essential for success in academic and professional settings. ESL students must develop their writing skills to communicate effectively with their professors, colleagues, and employers (Rahman, 2020).

Second, writing in a second language can be challenging for ESL students. They may struggle with grammar, syntax, vocabulary, cultural differences, and linguistic interference from their first language (Leong and Ahmadi, 2017). Effective teaching strategies are needed to address these challenges and help ESL students overcome them. Third, there is a growing need for ESL students to be able to communicate effectively in English, given the global nature of business and academia. Writing well in English is increasingly important for ESL students seeking to enter universities or pursue professional careers (Snyder, 2019). It is, therefore, important to identify effective teaching strategies that can help ESL students develop their writing skills in English.

Finally, technology has the potential to enhance writing instruction for ESL students. Digital tools can provide opportunities for ESL students to practice writing, receive feedback, and collaborate with peers and instructors (Farooq et al., 2020). It is important to investigate the effectiveness of these tools and explore how they can be used to support writing instruction for ESL students.

Preliminary Literature Review:

Teaching writing skills to students who speak English as a second language (ESL) can be complex. These students may face challenges such as limited vocabulary, unfamiliar English grammar, and difficulties with sentence structure, which can affect their writing ability. Therefore, it is essential to employ effective strategies to help ESL students improve their writing skills (Jones, 2018). In this discussion, we will explore the research on teaching writing skills to ESL students, including effective instructional strategies and the importance of writing proficiency for academic success.

Research suggests that effective strategies for teaching writing skills to ESL students involve a combination of instruction, practice, and feedback. Some of the most effective strategies include explicit instruction, which involves teaching ESL students specific writing components, such as sentence structure, grammar, punctuation, and organisation (Halwani, 2017). This approach helps students understand writing mechanics and provides a foundation for more advanced writing skills (Hyland, 2019). Modelling involves demonstrating writing techniques and strategies to ESL students. Teachers can use sample texts, templates, or their writing to show students how to structure sentences, organise paragraphs, and develop ideas.

Collaborative writing involves students working together to create writ-

ten texts. This approach provides opportunities for students to practice writing skills in a supportive environment and receive peer feedback.

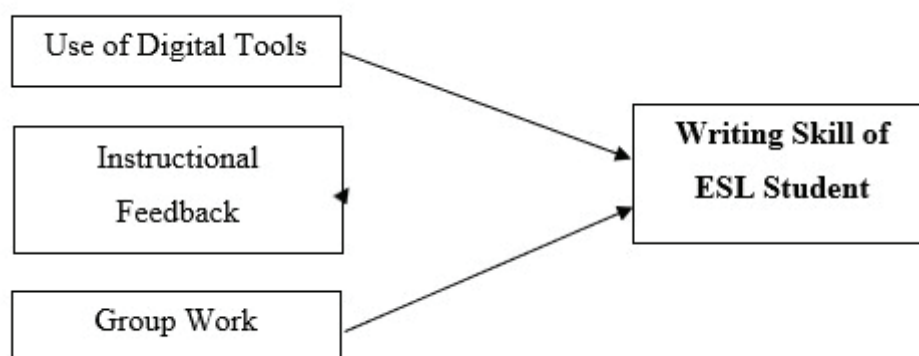
Feedback is essential for ESL students to improve their writing skills. Teachers can provide feedback on writing assignments, highlighting areas for improvement and providing suggestions for revision (Kasetl and Klimova, 2019). Authentic writing tasks involve providing ESL students with opportunities to write for real-world purposes, such as writing letters, emails, or essays. This approach helps students to see the relevance of writing skills and motivates them to improve their writing ability.

Writing proficiency is essential for academic success, especially for ESL students who must meet language proficiency requirements. ESL students who struggle with writing may experience difficulty in achieving academic success, as writing is a critical component of many assignments and assessments (Ajoke, 2017). Therefore, it is essential to ensure that ESL students receive effective instruction in writing skills to support their academic progress. In addition, writing proficiency is essential for ESL students in their future careers, as effective writing skills are critical for many professions. Employers look for employees who can write clearly and concisely, and ESL students who have developed writing proficiency will have an advantage in the job market.

Teaching Strategies For

Sources of Data:

The research is performed by using a method of the survey questionnaire. It is based on a quantitative research method. For that purpose, four high schools were selected where the focus was only on those students who were studying there with English as the second language. A total of 50 respondents were selected. The study is cross-sectional. That means the data is collected only once. The variables for the study are as follows;



Proposed Methodology:

For the research on teaching writing skills to students who speak English as a second language, a quantitative methodology will be used to gather and analyse data. This approach involves collecting numerical data that can be analysed using statistical methods to identify patterns, relationships, and trends. A survey method will be used to collect data from a sample of ESL students. Surveys are a commonly used method

in quantitative research, as they allow researchers to gather data from many participants quickly and efficiently (Bassias and Pollalis, 2018). In this research, the survey will be designed to collect data on the teaching strategies used to teach writing skills to ESL students, as well as the effectiveness of these strategies. The survey will be administered to a sample of ESL students enrolled in writing classes. The participants will be selected using a random sampling method to ensure that the sample is representative of the population of ESL students (Apuke, 2017). The survey questions will be designed to elicit specific information about the teaching strategies used in their **writing classes**. **The survey will also collect data on the student's writing skills before and after implementing the teaching strategies.**

Anticipated Problems:

As with any research project, several anticipated problems may arise in the study of teaching writing skills to students who speak English as a second language. Some of these potential issues include one of the main challenges in this research project may be recruiting a sufficient number of participants who meet the study's criteria. ESL students may be challenging to reach, and there may be concerns about participation due to language barriers or cultural differences (Mishra and Alok, 2022). There is a risk that participants may not provide complete or accurate informa-

Teaching Strategies For

tion in the surveys or other data collection methods (Queiros et al., 2017). This could impact the quality and reliability of the data and potentially limit the conclusions that can be drawn from the study. Cultural differences and linguistic interference from the student's first language may impact the validity of the study's results. It is essential to consider these factors when designing the study and interpreting the results.

There may be other variables that could impact the study's outcome, such as the student's English proficiency level or motivation. It may be difficult to control for these variables, potentially impacting the teaching strategies' effectiveness (Brannon, 2017). There may be ethical considerations to consider when researching ESL students, such as ensuring that participants understand the study's purpose and that their privacy is protected.

Results:

1. What is your gender?

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	20	40.0	40.0	40.0
Female	27	54.0	54.0	94.0
Others	3	6.0	6.0	100.0
Total	50	100.0	100.0	

There was a total of 27 female participants and 20 male participants in the survey questionnaire process.

Q2: What is your Age?

	Frequency	Percent	Valid Percent	Cumulative Percent
14-15	19	38.0	38.0	38.0
16-17	18	36.0	36.0	74.0
18-19	7	14.0	14.0	88.0
or older 20	6	12.0	12.0	100.0
Total	50	100.0	100.0	

There were more respondents aged from 14-17 than the ones in their 20's.

3. What is your current grade level?

	Frequency	Percent	Valid Percent	Cumulative Percent
Sophomore	33	66.0	66.0	66.0
Junior	5	10.0	10.0	76.0
Senior	12	24.0	24.0	100.0
Total	50	100.0	100.0	

The majority of the respondents were sophomores. They were a total of 66 percent. Only 24 percent **belong to the senior class at all.**

Teaching Strategies For

4. What is your primary language spoken at home?

	Frequency	Percent	Valid Per- cent	Cumulative Percent
Spanish	31	62.0	62.0	62.0
Others	19	38.0	38.0	100.0
Total	50	100.0	100.0	

Since the focus was on only those students that don't belong to English as a primary language so there were 62 percent of students speaking Spanish and 38 percent spoke other languages.

5. How often do you receive instruction on writing skills in your English as a Second Language (ESL) classes?

	Frequency	Percent	Valid Per- cent	Cumulative Percent
Daily	20	40.0	40.0	40.0
Several Times a week	12	24.0	24.0	64.0
once a week	9	18.0	18.0	82.0
Rarely	8	16.0	16.0	98.0
Never	1	2.0	2.0	100.0
Total	50	100.0	100.0	

This was an important question that yielded essential questions. 40 percent of them received responses on a daily basis. Where the second position was for those students who got responses several times a week.

6. What writing skills do you find most challenging?

	Frequency	Percent	Valid Per- cent	Cumulative Percent
Sentence Structure	11	22.0	22.0	22.0
Grammar	18	36.0	36.0	58.0
Paragrph Structure	16	32.0	32.0	90.0
Others (Please Specify)	5	10.0	10.0	100.0
Total	50	100.0	100.0	

There was 36 percent of students who found grammar as the most challenging aspect. Followed by 32 percent who thought paragraph structure is essential.

7. How helpful do you find teacher feedback on your writing?

	Frequency	Percent	Valid Per- cent	Cumulative Percent
Very helpful	13	26.0	26.0	26.0
Somewhat Helpful	20	40.0	40.0	66.0
Neutral	4	8.0	8.0	74.0
Somewhat Helpful	7	14.0	14.0	88.0
Not Helpful at all	6	12.0	12.0	100.0
Total	50	100.0	100.0	

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There was the majority of the students who found the response and help from their teachers in the helpful category comprising of more than 60 percent.

8. What types of writing assignments do you find most engaging?

	Frequency	Percent	Valid Per- cent	Cumulative Percent
Creative Writing	3	6.0	6.0	6.0
Persuasive Writing	6	12.0	12.0	18.0
Research Papers	21	42.0	42.0	60.0
others	20	40.0	40.0	100.0
Total	50	100.0	100.0	

Research papers were supposed to be the most challenging aspect of the students for writing in English and comprises of 42 percent followed by different type of writing material in 40 percent.

9. How comfortable are you writing in English as a second language?

	Frequency	Percent	Valid Per- cent	Cumulative Percent
Very Comfortable	11	22.0	22.0	22.0
Comfortable	16	32.0	32.0	54.0
Somewhat Comfortable	11	22.0	22.0	76.0
Uncomfortable	8	16.0	16.0	92.0
Very Uncomfortable	4	8.0	8.0	100.0
Total	50	100.0	100.0	

English As a Second Language

Students were generally pretty comfortable while writing in English belonging to more than 50 percent of the total population. Only 8 percent considered it to be very uncomfortable.

10. What writing skills do you feel most comfortable with?

	Frequency	Percent	Valid Percent	Cumulative Percent
Vocabulary	3	6.0	6.0	6.0
Grammar	10	8.0	8.0	10.0
Sentence Structure	12	24.0	24.0	64.0
Paragraph Structure	15	46.0	46.0	80.0
Other	9	18.0	18.0	98.0
Total	50	100.0	100.0	

The majority of the students felt that paragraph structure is easier to understand than everything else.

11. How often do you work on writing collaboratively with your classmates?

	Frequency	Percent	Valid Percent	Cumulative Percent
Daily	13	26.0	26.0	26.0
Several Times a week	21	42.0	42.0	68.0
Once a week	9	18.0	18.0	86.0
Rarely	5	10.0	10.0	96.0
Never	2	4.0	4.0	100.0
Total	50	100.0	100.0	

42 percent of the students write several times a week in collaboration. It was followed by 26 percent of the students who followed it daily.

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12. How effective do you find modeling and sample texts to be for improving your writing skills?

	Frequency	Percent	Valid Per- cent	Cumulative Percent
Very Effective	29	58.0	58.0	58.0
Somewhat Effective	6	12.0	12.0	70.0
Neutral	5	10.0	10.0	80.0
Somewhat Ineffective	7	14.0	14.0	94.0
Ineffective	3	6.0	6.0	100.0
Total	50	100.0	100.0	

These helping material tend to be more helpful for students comprising of more than 60 percent of the students agreeing with the stat

13. How often do you write for a real-world purpose (e.g., emails, letters, essays for scholarships, etc.)?

	Frequency	Percent	Valid Per- cent	Cumulative Percent
Several Times a week	9	18.0	18.0	18.0
Once a week	24	48.0	48.0	66.0
Rarely	17	34.0	34.0	100.0
Total	50	100.0	100.0	

Surprisingly, 48 percent of the student found a way to write in English for professional reason. Only 17 percent were not following this method.

14. How effective do you find explicit instruction (e.g., direct teaching on grammar rules) to be for improving your writing skills?

	Frequency	Percent	Valid Percent	Cumulative Percent
Very Effective	3	6.0	6.0	6.0
Somewhat Effective	17	34.0	34.0	40.0
Neutral	12	24.0	24.0	64.0
Somewhat Ineffective	8	16.0	16.0	80.0
Ineffective	9	18.0	18.0	98.0
6.00	1	2.0	2.0	100.0
Total	50	100.0	100.0	

Explicit Instructions tend to be more effective for the students when 24 percent agreed with the statement.

15. How important do you think writing skills are for academic success?

	Frequency	Percent	Valid Percent	Cumulative Percent
Very Important	3	6.0	6.0	6.0
Somewhat Important	6	12.0	12.0	18.0
Neutral	21	42.0	42.0	60.0
Somewhat Important	20	40.0	40.0	100.0
Total	50	100.0	100.0	

It is interesting to note that 42 percent of the students were pretty neutral for finding writing skill as valid for academic success. Maybe the upcoming era of use of digital technology has suppressed the need of learn-

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ing this skill among the students.

16. How important do you think writing skills are for your future career success?

	Frequency	Percent	Valid Per- cent	Cumulative Percent
Very Important	7	14.0	14.0	14.0
Somewhat Important	17	34.0	34.0	48.0
Neutral	15	30.0	30.0	78.0
Somewhat Unimportant	5	10.0	10.0	88.0
Unimportant	6	12.0	12.0	100.0
Total	50	100.0	100.0	

Similarly as the previous question, 30 percent of the students were neutral for finding writing skill as an important factor for their future career.

Conclusion:

Based on the analysis results, teachers can design and implement

instructional

strategies that address the specific needs of their students. For instance, teachers can provide targeted feedback and instruction on specific writing skills, such as sentence structure, paragraph organisation, or vocabulary usage. In summary, research and analysis can provide teachers with valuable insights into the writing abilities of English as a second language (ESL) students, enabling them to tailor their instruction to meet their student's unique needs and help them achieve success in their writing

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Survey Questionnaire:

1. What is your gender?
 - a. Male
 - b. Female
 - c. Other (please specify)
2. What is your age?
 - a. 14-15
 - b. 16-17
 - c. 18-19
 - d. 20 or older
3. What is your current grade level?
 - a. Freshman (9th grade)
 - b. Sophomore (10th grade)
 - c. Junior (11th grade)
 - d. Senior (12th grade)
4. What is your primary language spoken at home?
 - a. English
 - b. Spanish
 - c. Other (please specify)

Instructional Feedback (IV):

5. How often do you receive instruction on writing skills in your English as a Second Language (ESL) classes?

- a. Daily
- b. Several times a week
- c. Once a week
- d. Rarely
- e. Never

6. What writing skills do you find most challenging?

- a. Vocabulary
- b. Grammar
- c. Sentence structure
- d. Paragraph structure
- e. Other (please specify)

7. How helpful do you find teacher feedback on your writing?

- a. Very helpful
- b. Somewhat helpful
- c. Neutral
- d. Somewhat unhelpful
- e. Not helpful at all

Writing Skills (DV):

8. What types of writing assignments do you find most engaging?

- a. Creative writing
- b. Persuasive writing
- c. Research papers
- d. Other (please specify)

9. How comfortable are you writing in English as a second language?

- a. Very comfortable
- b. Comfortable
- c. Somewhat comfortable
- d. Uncomfortable
- e. Very uncomfortable

10. What writing skills do you feel most comfortable with?

- a. Vocabulary
- b. Grammar
- c. Sentence structure
- d. Paragraph structure
- e. Other (please **specify**)

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Group Work (IV):

11. How often do you work on writing collaboratively with your classmates?

- a. Daily
- b. Several times a week
- c. Once a week
- d. Rarely
- e. Never

12. How effective do you find modeling and sample texts to be for improving your writing skills?

- a. Very effective
- b. Somewhat effective
- c. Neutral
- d. Somewhat ineffective
- e. Not effective at all

Use of Digital Tools (IV):

13. How often do you write for a real-world purpose (e.g., emails, letters, essays for scholarships, etc.)?

- a. Daily
- b. Several times a week
- c. Once a week
- d. Rarely
- e. Never

14. How effective do you find explicit instruction (e.g., direct teaching on grammar rules) to be for improving your writing skills?

- a. Very effective
- b. Somewhat effective
- c. Neutral
- d. Somewhat ineffective
- e. Not effective at all

15. How important do you think writing skills are for academic success?

- a. Very important
- b. Somewhat important
- c. Neutral
- d. Somewhat unimportant

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e. Not important at all

16. How important do you think writing skills are for your future career success?

a. Very important

b. Somewhat important

c. Neutral

d. Somewhat unimportant

e. Not important at all

السادة والسيدات القراء الأعزاء السادة الباحثين والسيدات الباحثات

السادة المهتمين والمهتمات بالدراسات التربوية والدراسات الإنسانية بشكل عام. ومتميزة لكل المهتمين بالنشر والقراءة والاستفادة من إمكانات مجلتنا التربوية المتخصصة. إن بحوثنا المنشورة في مجلتنا تخطط لشروط علمية صارمة - حتى تظهر في أحسن صورة منهجية من خلال مراجعتها من قبل لجنة دولية من كثير من الباحثين المتميزين عربياً ودولياً. إن الفريق الذي يعمل من أجل أن يقدم خدمة متميزة وإضافة علمية متميزة حريص كل الحرص على نشر البحوث والدراسات الجديدة بالنشر بعد أن تستوفي معايير النشر، ولا تقتصر اللجنة العلمية أو مستشارو المجلة في إعطاء النصائح للباحثين الراغبين في نشر بحوثهم حتى تظهر في أفضل صورة ممكنة. ومن أجل مصداقيتنا فقد حرصنا قبل إصدار المجلة على استيفاء جميع التصاريح والترقيم الدولي. ويسعدنا أن نتلقى البحوث والدراسات وفقاً للشروط المحددة من قبل المجلة. ويرجو فريق المجلة من خلال تضافر الجهود أن تتبوا مكانة مرموقة من خلال عمل جاد حريص كل الحرص على جودة المواد المنشورة. إن المجلة جهة نشر وتحكيم وصاحب البحث هو المسؤول عن محتوى بحثه أو دراسته، وتجتهد المجلة في تقييم العمل ولكن يبقى المحتوى ملكاً لصاحبه دون أدنى مسؤولية على المجلة. جميع شروط النشر والمواصفات تجدونها على موقع المجلة.

والله ولي التوفيق ،،

مع تحيات فريق دار الإبداع

المدير المسؤول

فايز الشهي

