

## Teaching Writing to Non-Native Speakers: First Language Composing v/s Second Language Composing

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### Abstract

The study aimed to evaluate teaching techniques for non-native speakers in terms of first language composing v/s second language composing. The study holds significance since it discusses different aspects of writing, including deep examination of composing process. The study was conducted among skilled and unskilled L2 writers. The results of the study showed that L1 and L2 writers devoted most of their time to generate ideas that display recursiveness in their composing processes. Results also depicted that brainstorming techniques can be approached in different forms, which can also be a good individual strategy that can be used by the students. Pedagogic recommendations need to be based on accurate and practical theories. Results has depicted that time planning and quality of L2 texts among students are positively affected from translating thoughts. Regarding pedagogical implications, the study has postulated that these techniques should be adapted by L2 students.

*Keywords:* brainstorming techniques, composing processes, first language, excursiveness, second language

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