Writing strategies used by secondary school students in the Maldives: A combination of EMI and L2 experiences

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Language plays a vital role in everyday life, and language learners should make the most out of their basic education in order to use language skills to function in their future working environment. Writing is a skill used for writing letters, writing reports, news, and official documents. It is important for second language learners to be proficient in their writing skills, so learners are required to use different writing strategies to develop their writing. This study aims to investigate the writing strategies used by Maldivian second language learners in secondary school. Conducted using a qualitative research design, this study employed semi-structured interviews with four students and four language teachers purposively selected from one of the secondary schools in Male', the capital of Maldives. The coded data from student interviews revealed five significant strategies common to all participants, namely planning, mind-mapping, drafting, proofreading, and editing, while the teachers also referred to peer-reviewing and brainstorming as additional strategies that aided L2 learners' writing. The study revealed that awareness of meta-cognitive strategies is more evident in more proficient learners than in those less skilled. Limitations of the study are discussed along with recommendations for future research and for language teachers to support language learners in enhancing their writing skills.

Introduction

One of the challenging goals for learners of English as a second language (ESL) is to use language at a proficient level, especially when it comes to the domain of writing. At various levels of learning, writing skills have been identified as essential since they are a vehicle for documentation across the globe. Especially as learners begin to use functional language for such purposes as writing cover letters and CVs (Subramaniam et al., 2022). Learning to write skilfully or at a proficient level is important as this ability can have a profound impact on our lives. Additionally, as the need for ESL learners to develop writing skills grows, the demand for teachers of ESL to introduce and teach various techniques and strategies that foster learners' writing skills correspondingly increases. Therefore, to persuade and influence others, ESL learners should have an awareness of how powerful words can be when put into writing, and this could be one reason that various writing strategies are an impetus for ESL learners to enhance their writing in the future.

A similar circumstance is evident in Maldivian contexts regarding writing performance. Since English is a second language for Maldivians, the challenge to use it at a proficient level has always been a question at secondary school level. Therefore, there is a need for learners in Maldivian contexts to utilise various writing strategies to perform well in writing. Additionally, the mindset of most Maldivian parents is result-oriented and, therefore, they are content for their children achieve high grades at exams, beyond which

they fail to consider how much their children still might struggle when they function in society. For these reasons, it is vital for secondary ESL teachers to teach their students different forms of writing, whilst adhering to correct conventions and mechanics of English, smooth organisation, and coherence throughout the writing. This level of efficiency can only be achieved if learners maintain focus and use various strategies to develop their writing skill.

Although English is a second language for Maldivians, the Ministry of Education of Maldives has mandated English as the medium of instruction (EMI) in education. Despite this, there remain certain schools in remote islands that continue to teach using Dhivehi, the native language, although schools in the capital and major regions of the Maldives do adhere. With reference to EMI, when learners are proficient in the use of English, particularly written English, both their skill and their confidence in other subjects taught using EMI also increase. For example, science as a subject is enhanced by the use of English as learners employ skills such as observation and recording that which is observed. When learners develop better writing skills, their work in keeping observational records develops accordingly. In the Maldivian context, the use of English language is contentious on some islands as most adults thereon do not use English for any purpose, resulting in those children using English only at school. This hinders them from further developing their language skills, especially when they are taught by inexperienced local teachers who themselves have issues of language transition from their mother tongue Dhivehi to English. This is especially so in the early stage of teaching writing skills in the classroom, where most teachers in their first year of teaching face issues of L1 influence. Additionally, learners in some of the island schools find it difficult to use English and revert to their local language during discussions as the sole means of interacting with the teacher. Such issues lead to language regression as students fail to absorb sufficient language in the classroom, leading to corresponding challenges in developing writing proficiency and strategies (Marudadorai, et al., 2023).

While the use of various writing strategies in the English language classroom opens a platform for both teacher and learner to develop English language writing skills, it remains a challenge where teachers lack the necessary competence to teach. According to Boy Jon et al. (2021), where teachers lack the necessary communicative language competency, learners also find it hard to communicate in the target language as they tend to transfer or translate their ideas literally from their L1, leading to inevitable misunderstanding and loss of motivation. It is the teacher's role, therefore, to motivate and teach the learners to, engender interest in their learning of a second language - English in this context - and build on their skills to utilise English language in writing, as well as other English language skills.

Regarding the above notion, this qualitative study is aimed at determining the various writing strategies that develop the writing ability or writing skill of learners in English as a second Language (ESL) at an international school in Male' in the Maldives, which is a co-educational school offering an international education to primary, middle school, and secondary students. Apart from determining the different writing strategies, the study also

aims to find out how, when, and why the various strategies are adopted by different ESL learners.

Literature review

Writing is crucial in our day-to-day life as it is a formidable tool in expressing thought, a clear medium for communication, and authoritative when used in an official capacity. The skill of writing is important in every field, in everybody's life, in business, and to show how innovative one is. According to So and Lee (2013) cited in Quvanch and Kew (2021), writing is the most complicated skill out of the four skills of the English language because it must be comprehensive, and learned with efficient instruction. Furthermore, according to Hussain (2019), learners are required to think about intention and writing styles to develop their ability to create unique writing pieces. Thus, whether learners of first, or second language, writing skill is equally important as the skill enables the learners to face the real world once they progress beyond school (Cole & Feng, 2015). While doing this, they are expected to put their voice into writing in many fields, and at the same time, are required to use their proficiency in writing at a formal level. If learners attain proficiency in conveying meaningful communication via writing, they can be counted as established first language (L1) or second language (L2) learners.

In L2 writing, it is evident that a variety of specific writing strategies are utilised. A study by Ahmadi et al. (2014) sheds light on this point by describing how learners' strategic awareness plays a vital role in their writing performance, and that writing strategies are tools for learners to build their confidence to become more independent writers. In fact, adopting writing strategies will enable learners to take control of their writing throughout the writing process. In addition to this, schools that utilise EMI enhance learners' language proficiency, as well as using it as a vehicle for improvement in other subjects, such as science, technology, engineering, and mathematics (STEM).

English as a medium of instruction (EMI)

According to Bosch et al. (2022), the use of EMI enhances the overall proficiency of English language when used at appropriate platforms and with the assistance of structured learning materials. This is the theory. The reality in the Maldivian context is that the majority of students speak Dhivehi, the Maldivian language, at home, and while EMI is used in school, certain subjects are still taught in the local language, such as Islamic studies, the Quran, and Dhivehi language studies. This results in insufficient speaking competency, and while English is commonly spoken, it is rarely mastered. The result is that students face inevitable challenges when they are taught in a language in which they are not proficient, a concern that raised questions for Mohamed (2015). The consequence of this is often poor grades, not only in English, but in other subjects taught using EMI. One clear solution to this is the development of strategies to improve writing skills, constituting the appropriate platform and structured learning materials referred to by Bosch et al. (2022).

Science, technology, engineering and mathematics (STEM)

The prevalence of EMI in teaching STEM subjects is an international phenomenon, resulting in English skills being essential for learning technical subjects. However, issues relating to poor English are not confined to the students, with many teachers not being trained in how to teach STEM subjects in English, and new, technical vocabulary presenting a challenge for learners (Astiani & Widagsa, 2021). Pun et al. (2022) questioned the sustainability of EMI for STEM subjects as this presents a hindrance to the acquisition of scientific knowledge, thereby somewhat defeating the object of EMI in the first place, However, they maintained that this can be overcome with the implementation of certain coping strategies. In the context of this research, the development of writing strategies is an example of one such method of overcoming the challenges.

Writing skill

Since writing is one of the most crucial skills in language acquisition, priority should be given to exposing learners to correct grammar and appropriate vocabulary because learners take more time to use these areas effectively when communicating their thoughts, ideas, and opinions via writing (Cole & Feng, 2015).

Writing is a process in which repeated tasks or strategies are used as a support to develop the quality or performance of writing skills. As cognitive development theory states, a combination of cognitive and meta-cognitive strategies will be an added advantage for learners since they are required to plan, review and self-monitor the work they do (Pitenoee et al., 2017). Aligned with cognitive development theory, Flower and Hayes's (1981) writing model also described writing as a process, additionally supported by Han (2017). Since the focus of this research is writing skills, the strategies that the theory and model outline will be elaborated upon to provide an in-depth understanding of the proposed writing strategies that enhance the writing performance of L2 learners.

Writing skill among ESL learners

In ESL classrooms, the use of the English language has always been a challenge for ESL learners because it focuses on specific requirements, such as writing to a particular format and using a particular vocabulary. According to Yunus et al. (2012), the role of the teacher is crucial in the ESL classroom because the teacher should guide and support the ESL learners whenever they face difficulties during writing tasks.

According to Fareed et al. (2016), writing is considered difficult in ESL contexts because learners do not have sufficient linguistic proficiency as they face challenges, such as developing good command of grammar, suitable vocabulary, and strong organisation in the writing they produce. Maldivian ESL learners also seem to face similar challenges in their writing skill, many of which could potentially be overcome by undertaking sufficient writing practice.

Writing strategies

Mastan and Maroof (2013) advocated that the techniques used at the 'while-writing' stage namely, checking for correct content, vocabulary and structure, monitoring the organisation of the writing, and revisiting to proofread, were the most commonly used strategies among learners who performed at an intermediate proficiency level. This indicates that learners can adopt a wide range of strategies to improve their writing skill.

As they become more familiar with their writing skill and more comfortable in adopting L2 writing strategies, learners tend to spend more time on strategies like planning and drafting so that they are able polish their writing before they hand over their final writing pieces. Chien (2010) explained that skilled learners make use of a planning strategy to develop their writing and at the same time, employ a drafting strategy to do the rough work on how to organise and present their writing pieces. According to Del Toro et al. (2019), learners are required to revise their writing to continually improvise and improve, and more importantly, to adapt the writing strategy such that it is commensurate with the style of writing.

In addition to planning and drafting, it is essential to teach brainstorming strategies so that learners find it easier to follow the writing process and focus on conveying the intended meaning as opposed to lagging behind, lost for ideas to continue their writing (Maarof & Murat, 2013).

Although brainstorming can be a good strategy, it is typically unstructured and randomly utilised, and thus it would be more beneficial to include a strategy with similar functions as brainstorming, but in a more structured manner. To this end, mind-mapping is a strategy useful for learners that can be employed both before starting writing and while in progress.

According to Abd Karim et al. (2016), mind-mapping is a useful strategy that supports learners' writing because learners can explore a wide range of topics, and the mapping can be utilised to develop different kinds of writing, such as narratives, descriptive, persuasive, argumentative or even recounts. Therefore, teachers should instruct learners how to come up with the central idea based on their writing topic(s), and then either by discussing or through creative and critical thinking, they should develop new and related ideas from the centre, critical thinking in writing being essential to present information in a logical and structured manner (Subramaniam et al., 2022).

Apart from planning, drafting, brainstorming, and mind-mapping, learners are also required to make use of strategies like proofreading and editing before they produce their finalised piece of writing. These last two strategies polish their writing since, when it is proofread, errors or mistakes surface and, based on these, learners can improve the text by correcting mistakes whether related to grammar, structure or vocabulary. Learners should be trained in the use of editing and proofreading strategies which are employed at this final stage when writers can check their drafts for coherence, completeness, structure and accuracy in spelling, punctuation and grammar (Miftah, 2015).

Considering the above writing strategies, peer-reviewing is also an equally imperative strategy that can enhance learners' writing performance. According to Toofan et al. (2014), teachers can apply the peer-reviewing strategy in their writing classes to help students by receiving immediate feedback from other learners. Feedback is of paramount importance in learning ESL (Bryce et al., 2022) and when learners get different kinds of feedback from classmates, it helps them improve the writing process in a systematic way. Moreover, in the L2 classroom, learners are positively affected by their peers' feedback in several ways; for instance, it improves students' self-confidence, makes them accountable for their own learning, while helping learners identify their weaknesses and strengths (Thokwane, 2011). When students work together, it can improve motivation and encourage the development and strengthening of self-regulated learning strategies (Sabudin et al., 2022). For this reason, learners can be taught to make use of a peer-reviewing strategy with the aim of enhancing their writing skills, and ESL teachers could play a significant role in the development of their learners' writing performance.

All in all, it is essential that ESL learners are exposed to various strategies for writing which would enable them to select or choose the right type of strategies to facilitate their writing and become successful writers in the ESL classroom.

Method

Research design

A qualitative research method was used, adopting a case-study approach as this allowed for a more focused study of the various writing strategies that enhance ESL learners at an international school in Male', Maldives. Case studies provide a bounded system that is guided by the researcher's requirements from the study (Zainal, 2017), and one which provides the researcher with a more in-depth understanding of the context in which the data were collected and framework through which it is analysed (Bhandari, 2021).

Participants

The participants in this study were four ESL students from ninth grade (aged between 14 and 15 years) and four ESL teachers (aged between 25 and 45 years) selected from an international school in the Maldives. The participants were selected purposively to facilitate an in-depth exploration of participants' views and experiences (Cresswell & Poth, 2018), and to represent explicit conditions to maximise the richness of information collected through limited resources (Patton, 2015).

Data collection

Data collection used semi-structured interviews as these enable participants to express their perspectives and discuss what is meaningful for them (Cridland et al., 2015). The interview guide (see Appendix) was self-developed based on the reviewed literature. All the steps significant to the ethical considerations were completed prior to data collection.

Data analysis

Member-checking of transcribed interviews prior to data analysis through coding ensured credibility, validity, reliability, and transferability of the information provided by the informants (Birt et al., 2016). The descriptive data collected was analysed and thematically categorised using open and axial coding (Maulina & Sari, 2020). During the coding stage, it was possible to identify the specific functions that belonged to various writing strategies.

Results and discussion

The various writing strategies

From the data collected to determine the various types of writing strategies that enhance the ESL students' writing performance in a Maldivian context, the results show clearly that there are five main strategies predominantly used by learners when writing, being planning, drafting, mind-mapping, proofreading and editing. At this final stage of their writing, students make use of meta-cognitive strategies to enable them to revisit and develop their writing. This result is in harmony with Panahandeha and Esfandiari-Asl's (2014) study, which found that meta-cognitive strategies such as planning, proofreading, and editing are salient features in L2 enhancement. Since strategies that Maldivian L2 learners mentioned in the interview include planning, drafting, and mind-mapping, it is believed that these meta-cognitive strategies are relevant in self-regulating their writing.

Planning
Going over the themes that emerged from the student-participants' responses, a significant one was the systematicity in their writings. This means that the students go through stages when they write. Instances like *I make points of the things I will include in each paragraph…, Before I start writing…, I plan what I want to write…, I try to think what I should write…,* were indicative of planning. The participants were aware of the meta-cognitive writing strategies such as planning, which helped the students to create an outline before they went on to the next writing stage. Earlier, Chien (2010), explained that skilled learners make use of the planning strategy to develop their writing. The present study showed that all the four participants were aware and knew to make use of the planning of writing strategy and recognised it as is one of the foremost strategies that help them think before they write. This finding is in accordance with the cognitive theory described by Wischgoll (2016) in which planning is a metacognitive skill, and is aligned with the model by Flower and Hayes (1981) in which planning is considered as a recursive task in the writing process.

In summary, it can be deduced that ESL teachers should make use of this writing strategy to assist ESL learners in following the writing process.

Drafting
The findings of this study also supported the claim advocated by Munoz-Luna (2015), who revealed that writing is also taken as a recursive process where the use of writing strategies such as re-reading and drafting are important for better written expressions.

Students found that drafting is one of the strategies that helped them to put their thinking onto paper. This is true in any writing where a main idea is supported by one or more supporting ideas, which can be developed through the process of mind-mapping, a finding consistent with the results found by Abd Karim et al. (2016). Furthermore, in accordance with Flower and Hayes's (1981) model, drafting is also a meta-cognitive skill which, when combined with other writing strategies, enables learners to develop writing in a cyclic process.

Mind mapping

Mind mapping is another strategy that enhances ESL students' ability to connect ideas, irrespective of the type of writing. One student mentioned that when she plans her writing, she writes simple notes in the form of a mind map. Another student stated that mind maps help her to list all possible vocabulary before she starts to write on a particular topic and later, while she writes, she can use the mind map and relate to suitable vocabulary. For ESL learners, mind mapping is an interesting writing strategy because learners are able to freely explore their thinking (Ngo & Tran, 2021). Additionally, two teachers pointed out that mind mapping is most effective when used before learners start the writing process, thereby relating the strategy of mind mapping to the cognitive development theory explained by Han (2017) whereby learners follow a process.

Proofreading

Students claimed that their writing was enhanced with the adoption of strategies such as proofreading and editing because these enable them to find mistakes before submitting a piece of writing; they can correct their work whether the changes are related to conventions, punctuation, structure, content, or vocabulary as indicated by Miftah (2015). The teacher-participants in this study also stated they make use of the proofreading strategy in the language classroom by getting the ESL learners to proofread the written work and identify the mistakes.

Editing

The students in this study indicated that editing was one of the more interesting writing strategies, affording them the chance to read their writing and effect changes before submitting the final product. The students' responses are consistent with Winarto's (2018) findings from a study undertaken on writing strategies wherein it was explained that learners identify errors in punctuation and mechanics, content, organisation and grammar, and sentence structure while editing their writing, and thus submit a well-organised final piece. Thus, editing is one vital writing strategy that can enhance ESL learners' writing performance and therefore, ESL teachers also should encourage learners to use this strategy.

In addition to the five strategies discussed above, the teacher-participants identified two additional strategies, peer review and brainstorming, of which the former is a vital strategy that can readily be employed in writing classes. Through this strategy, students can receive constructive feedback to improve their writing skill, whilst becoming more confident learners as the peer reviewed feedback helps them to identify their strengths and

weaknesses in writing, resembling the positive impacts of peer reviewed feedback in Thokwane (2011).

Peer reviewing
Siregar (2018) posits that peer reviewing is a strong writing strategy that can be used in ESL classrooms because learners tend to listen to their peers more than adults, which builds confidence in them and motivates them to work with peers. From the teachers' responses, peer reviewing was mentioned as a technique used to motivate students and teach them how to handle comments given by their peers to enhance learners' writing skill. However, none of the student participants mentioned peer reviewing, indicating that ESL teachers should play a central role in persuading the ESL learners to make use of peer reviewing to help them improve their skill.

Brainstorming
Brainstorming was the other additional writing strategy identified by teachers that helps ESL learners generate ideas and connect them meaningfully. According to Amoush (2015), brainstorming is a necessary strategy to provide students with ideas, vocabulary items and ways to think creatively, highlighting that teachers should employ brainstorming activities in ESL classrooms.

Reasons for learners to adopt various writing strategies

In terms of student participants' conceptualisation of the reasons for using various writing strategies, our analysis showed that students were concerned about using accurate information and correct vocabulary and spelling. Proofreading allowed them to recheck their work so they were able to spot any spelling errors, or any other grammatical errors as indicated by Maarof and Murat (2013), while through mind-mapping, students found that they were able to come up with relevant vocabulary to use in their writing. In addition to the student-participants' data, the teacher-participants' data revealed that their aim in teaching the students the various writing strategies was to guide and help them to proofread their writing for mistakes and to produce an organised piece of writing that contained relevant and suitable content, format, and structure. Our findings also support the study by Thokwane (2011) who found that learners make use of the peer reviewing strategy because they relate to the informal interaction between each other, in contrast to that between them and their teachers, and thus they feel less intimidated by their peers' reviews. As to why learners want to utilise writing strategies, all the students mentioned that they use them to identify the grammar and spelling mistakes in their writing. Likewise, one of the teachers also pointed out that ESL learners make use of these strategies to find mistakes in their writings and see if they can self-correct the mistakes.

How L2 writing strategies enhance L2 learners' writing performance

To find answers to the question "How do L2 writing strategies enhance L2 learners' writing performance?", the student participants were asked a related question "How would you describe the performance of your writing now compared to the beginning of the year?" In answer to this, all the student participants believed they had improved in

various writing skills and that by applying techniques such as planning, drafting and mind-mapping, they knew how to make an outline before they started to write, and how to draft their writing, proofread for mistakes, edit writing and better organise their time to manage writing. In fact, two student participants were very satisfied with their writing skills; one stated that the L2 writing strategies enabled him to expand his vocabulary and sentence structure, with the other mentioning that, although somewhat weak at the start of the writing, with the help of writing strategies, she understood how to practise the skill and had gradually improved. This finding is consistent with Hussain (2019), who found that participants were able to improve or use more sophisticated vocabulary after they started using writing strategies.

The data collected from the teacher participants also showed that they had clearly seen the progress of their students in writing skill, this sense of accomplishment motivating both teachers and students to work and practise more. One of the teachers expressed that the learners had focused on every aspect of language and shown improvement. Another teacher explained that the writing strategies helped the learners to improve their style and tone of writing, increasing learners' confidence in committing their thoughts to writing. More importantly, learners were able to identify their strengths and weaknesses in writing. According to Ntombela et al. (2020), ESL learners should be exposed to different writing strategies which foster their strengths and weaknesses when they start to write using different forms and styles.

The findings from the interviews with the teacher-participants revealed that students utilised writing strategies at a moderate level, a result consistent with Maarof and Murat (2013) where, through employing various writing strategies, some learners developed their vocabulary while others strengthened their tone and voice.

The data also gave additional information about the attitude of student participants towards writing, in particular, whether they preferred writing out of school or not, in response to which there were both negative and positive comments. Student participants who had negative writing experiences said they would prefer not to continue writing when they finished school and believed that writing should be done in school only. However, the experience of using the various writing strategies would hopefully have given learners a different perspective about writing skill, from which their views could change after completing secondary schooling. Although writing is complex and problematic, the adoption of writing strategies can enhance learners' writing skill and, according to Siregar (2018), through peer review in particular, learners can participate in their learning process better, have a better understanding and can make sense of their writing, through which they feel motivated and confident as they receive peers' comments rather than an adult pointing out the mistakes for them.

Therefore, from the above responses it is perceived that ESL learners have an advantage when they adopt L2 writing strategies, with some learners improving their writing skill immensely and others improving in their writing performance through stronger vocabulary and sentence structure. Overall, ESL learners and teachers believed that L2 writing strategies play a vital role in developing the writing performance of the ESL

learners, affirming Sánchez and López Pinzón's (2019) study wherein writing is a cyclic process which enables learners to improvise and revise their writings based on various writing strategies.

Conclusion

The results of this study showed students used various types of strategies in their L2 writing. The participants in our study, both students and teachers, revealed that L2 learners mainly utilised different types of meta-cognitive strategies, such as planning, mind mapping, drafting, proofreading and editing. Apart from these strategies the teachers also mentioned peer reviewing and brainstorming as additional strategies that aided L2 learners' writing. Another form of writing strategy, that of feedback, also emerged from the teachers' interview responses and was found as a useful technique to enhance L2 learners writing performance.

In addition to the above, the study found that the adoption of writing strategies in ESL classrooms allowed L2 learners to focus on grammar, spelling and vocabulary and that the strategies acted as supplemental tools for them to correct errors and mistakes.

With reference to the students' writing performance, the participants responded to this interview question positively, mentioning that their writing organisation, vocabulary, and language structure were areas that had been developed with the use of various writing strategies.

Recommendations

This study could be used as a guide for further research, a helping hand for the students and several ideas for teachers focusing on the improvement of writing skills. Therefore, the following are suggested recommendations that can be implemented in ESL classrooms by students and teachers, and again a pathway for new researchers to further a study of similar kind.

First, because this research is limited to one secondary school in the capital city of Maldives, Male', it is suggested to do research including at least 4 – 5 schools. Furthermore, the research could be directed towards the usefulness of various writing strategies in enhancing other language skills.

ESL teachers should use effective writing strategies in the pre-writing phase when conducting ESL writing classes and allow sufficient time for learners to independently construct their own writings on different topics so that they can understand the benefits of using such strategies. In addition to this, ESL teachers should be familiar with the positive effects of employing writing strategies, especially the substantial improvement learners show in various elements of English, such as grammar and vocabulary, and thus can encourage students to adopt them when enhancing other language skills.

Learners should understand the reasons necessitating improvement in their writing skill, particularly for future use when they start to function in the society as a citizen. Keeping this in mind, learners should learn how to use the writing strategies and adopt them in their practical writing activities.

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Appendix

Semi-structured interview questions for students

1. Out of the four skills of English language, how much time is given to writing skill in a week?
2. Do you think this is enough? Why?
3. What are the types of writings you do in class?
4. How much time is spent on one type of writing?
5. Do you find writing easy or difficult? Why?
6. What do you do before you start on a particular form of writing?
7. What do you do during and after your writing?
8. How would you describe the performance of your writing compared to the beginning of the year and now?
9. Do you prefer writing when not in school? Why?

Semi-structured interview questions for teachers

1. Out of the four skills of English language, how much time is given to writing skill in a week?
2. Do you think this is enough? Why?
3. What are the types of writings you do in class?
4. How much time is spent on one type of writing?
5. Do you think writing is easy or difficult for your students? Why?
6. What do you do before you ask your students to work on a particular form of writing?
7. What do you do during and after their writing?
8. How would you describe the performance of your students' writing compared to the beginning of the year and now?
9. Do you prefer students to write when not in school? Why?

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