

Investigating Strategies that Support Learners' Participation in Writing Tasks

Mayonghe Melanie Kesiki

Government High School Joss, Douala-Cameroon

 <https://orcid.org/0009-0009-3217-5597>

DOI: [10.23350/eltrj.225](https://doi.org/10.23350/eltrj.225)

Article History

Received: Feb 6, 2024

Accepted: Oct 28, 2025

Published: Nov 10, 2025

Keywords: collaborative writing; pre-writing; feedback; engagement; brainstorm; group work; strategies

© The Author(s).



This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

Abstract

Teaching writing to students in an EFL context like Cameroon where French is a dominant language, has always been a daunting task for teachers. This difficulty does not only reside with teachers but also translates to the students and has had a negative effect on their motivation and attitude towards English. This has affected their attitudes towards writing activities in general. This recurrent problem led me to carry out this study which is aimed to investigate strategies that can support learners to participate in writing tasks in the classroom and during summative assessments.

This study employed an exploratory research method to investigate the reasons behind students' reluctance to participate in writing tasks. Through the use of questionnaires and informal discussions with students, the research revealed several key factors contributing to this difficulty. Specifically, students cited the following as major obstacles; a lack of adequate vocabulary, topics that failed to cover their areas of interest, severe grading methods whereby the teacher focused more on students' errors and used the red pen abusively, and also inadequate feedback from the teachers.

To address these challenges, targeted strategies were implemented, including collaborative writing and pre-writing activities. The effectiveness of these strategies was recorded through weekly journaling and observation. Notably, collaborative writing and pre-writing had a profoundly positive impact on student engagement. By adopting these approaches, the study demonstrates a potential for teacher-led interventions to enhance student participation and writing outcomes.

I. Introduction

When I started teaching English as a foreign language over 15 years ago, I really did not pay attention to learners' difficulties and needs. What I focused on was just completing the syllabus and preparing my learners for their official examinations. As the years went by, I felt disappointed with them, whom I saw as not being interested in learning English. I was

disgruntled and regretted choosing the profession. I had never taken time to find out about these challenges and how I could solve them. Whenever I applied any new technique in teaching, I did not take time to evaluate if it was effective or not. Reflection was not a common practice in my journey as an EFL teacher. This made me a disgruntled teacher who often spent time blaming students for their lack of interest in English, and the administration for doing nothing about it. Years went by and my motivation to teach kept dropping until the point when I participated in a workshop in which the presenter elaborately explained the importance of reflective practices in teaching. During the workshop, I was able to brainstorm on the challenges that I encounter in my classroom and how these challenges could be solved through exploratory action research. This was a turning point in my career as a teacher. I immediately subscribed to this school of thought and became intentional about it. I reinforced my knowledge of classroom action research through communities of practice and mentoring programs. As Allwright and Bailey (1991) observe, classroom action research centers on the classroom and simply tries to investigate what actually happens in the classroom. In other words, this actually indicates the action and practice that is carried out in the classroom and how teachers react to students' learning. I became motivated to find effective ways to help my learners to put in more efforts in their learning and for me to reflect on the challenges I faced in my classroom.

In a low-resource EFL context like mine, learners often struggle to participate in Writing activities which is one of the key challenges I identified in my teaching practice. The reasons for this are: limited access to resources, inadequate teacher training and insufficient learner support. As a result, they develop negative attitudes towards writing, leading to decreased motivation and low academic achievement. Carrying out this research on "Investigating Strategies that Support Learner's Participation in Writing Tasks" is crucial in this context because it will help me to develop effective teaching practices, foster a positive writing environment and ultimately improve my learners' outcomes. This study aims to contribute to existing research by exploring context-specific strategies that can enhance learner participation in writing tasks, thereby informing teaching practices in low-resource EFL settings.

1. My Teaching Context

As an English teacher at the Government High School Joss-Douala, Cameroon, I work in a complex linguistic environment. The school is situated in Douala, a major port city and the country's economic capital, where students from diverse backgrounds converge. The dominant language spoken in the city is French, although indigenous languages are also present, reflecting the city's cultural diversity. In the classroom, students often interact in French and Camfranglais, a hybrid language that blends English, French, and local languages (Siebetcheu & Machetti, 2019). Despite not being officially recognized, Camfranglais is widely used among youths and students, particularly in urban areas like Douala and Yaounde. Its popularity extends to social media platforms, making it a significant aspect of Cameroonian language use.

Although English is one of Cameroon's official languages alongside French, it has fewer speakers, relegating it to second place. English is spoken amidst a backdrop of approximately 260 Mother Tongues and pidgin English, which can lead to interference in English language learning nationwide. Most students encounter English primarily in the classroom, with limited opportunities for exposure outside of school. While some may listen to English-language radio and television programs, such as those broadcast by the Cameroon National Radio Television (CRTV), or read English-language newspapers like the *Cameroon Tribune*, *The Post*, and *The Guardian*, these resources are not being fully utilized to support language learning. As a result,

students' English proficiency level may suffer due to the limited input and practice opportunities.

As a teacher with over 15 years of experience, I observed that many students in Cameroon, despite being taught English as a compulsory subject, display low proficiency levels. This is surprising, given that English is one of the country's official languages. My students, aged 17-19, in the 7th level of high school are no exception. They take three to four hours of English lessons weekly and have access to English media, but their proficiency level remains low. I believe the lack of intrinsic motivation is a significant factor. Students often view English learning as requirement for exams rather than a valuable skill. This mindset is reflected in the phrase "*C'est Dieu qui donne l'anglais*" ("God gives English"), implying that success in English is a matter of luck rather than effort. This misconception hinders their ability to develop a genuine interest in learning the language.

The previous syllabus's objective-based approach did not prepare learners for communicative competence. In response, the government introduced reforms aimed at equipping French-speaking learners with practical English skills for real-life situations. These reforms introduced the competency-based approach (CBA) to language learning (Law N^o 98/004 of 1998 and decree N^o 2012/267 of 11th June 2012, each by Cameroon government).

2. Literature Review

In the context of my research, the literature highlights several key factors that can influence student engagement in writing tasks. A good command of English, including writing, is crucial in today's competitive world (Jurianto et al., 2015). To address the lack of engagement, several strategies can be employed: *Student autonomy* which allows students to choose their own topics can increase motivation and engagement (Smith & Wilhelm, 2002). In practice, this can be achieved by providing students with a range of topics to choose from or allowing them to propose their own topics. *Peer Observation* and collaboration can foster a sense of ownership and dedication in writing (Hattie & Timperly, 2007). This can be implemented through peer review sessions, group writing activities or online discussion forums. *A Supportive Classroom Environment* creates a non-threatening environment where students feel comfortable sharing their writing is essential (Lin, 2016). Teachers can achieve this by promoting a positive and respectful classroom culture, encouraging constructive feedback, and improving opportunities for students to share their work. *Using model* texts can help students familiarize themselves with target genres and jointly construct texts. (Peloghitis & Ferreira, 2018). Teachers can use sample texts to demonstrate writing techniques, structure and style. Providing *Explicit Instruction* on writing strategies, such as brainstorming, outlining and revising, can help students develop necessary skills and confidence (Graham & Perin, 2007). Teachers can incorporate explicit instruction into lessons, providing step-by-step guidance and feedback.

While these strategies have been shown to be effective, it is essential to consider the unique contexts of my students and their environment. By using these strategies in a low resource context like mine, students will be provided with the support and guidance they need to develop their writing skills. The strategies have been seen to meet the unique needs and challenges of the learners.

3. Research Question

This study aims to investigate strategies to encourage student participation in writing tasks. Given the importance of writing skills in reinforcing English understanding, retaining language, expressing thoughts and ideas, and developing critical thinking, I seek to address two key questions:

1. What factors contribute to students' reluctance to engage in writing activities?
2. Which strategies can be employed to enhance students' writing skills?

To explore strategies that facilitate improvement in students' writing abilities, this research will utilize a combination of data collection tools such as classroom observations, questionnaires and informal discussions with the students.

II. Exploratory Phase

The exploratory phase of my research aimed to gain a deeper understanding of the challenges students face in writing activities and identify potential strategies to improve their engagement. This exploratory phase took place over a period of 4 weeks towards the end of the first trimester of the academic year.

1. Methods of Data Collection

To investigate challenges learners face in writing, both observation and questionnaires were designed to collect information about their challenges. Informal discussions out of teaching periods were also used to respond to strategies that could be used to enhance students' writing skills.

a. Classroom Observations

I observed a number of student - behaviors and participation in writing activities during class time which were: motivation and engagement, reluctance and hesitation to write, asking for help and clarification and interacting with peers. The following aspects were noted in my lesson note book.

- Out of 80 students, about 8 attempted writing activities.
- A good number were not motivated to write so they slept off during writing activities.
- Few who attempted writing volunteered to share their writing, ideas or thoughts or ask questions.
- There was very little interaction amongst the students and the same few students participated in class discussions.

b. Student Questionnaires

I administered questionnaires (see appendix 1) to 80 grade 12 students to find out how they find writing activities and to identify the difficulties they face with writing tasks, and also to know their expectations about writing. These were open-ended and yes/no questions which I designed based on what I wanted to get from the students. These questionnaires were written in English and translated orally to French to help them better understand so as to give accurate responses. This activity took two hours because each question was translated and I ensured the students understood the question before proceeding to the next question. The students

responded in French and I later translated the responses in English. The questionnaire helped me to identify the challenges the students faced and also provided some expectations which I later exploited as strategies to help them improve on their writing skills.

c. Informal Discussions with the students

I asked students some specific questions out of the regular class time, following which they responded on Post-it notes and later stuck the notes on a flipchart. These questions aimed at getting their expectations on what strategies I could employ to enhance their writing skills. I collected all their responses which guided the actions I took in the classroom.

1. What can Mrs. Kihkishiy do to help you learn better?
2. What can your classmates do to help you learn better?
3. What can you do to learn better?

2. Exploratory Research Findings

After collecting the responses from the questionnaires, 63 out of the 80 respondents gave the reasons as to why they are reluctant in taking part in writing activities. These findings are summarized and grouped in Table 1 (below).

During the informal discussions, students responded to questions on Post- it notes as seen on Appendix 2:

The students' responses helped me to make informed decisions on how best to help them learn English and most especially improve on their writing skills. On what would count as relevant and needful classroom strategies I should implement in the classroom; I grouped responses from students into two main categories. The first category is *learner engagement activities* and the second is *pedagogic decision activities*. By *learner engagement activities* is meant classroom activities which can change their behavior and build competencies in writing. *Pedagogic decision activities* were those that required me to make important decisions about what should be taught, explained or done, so as to facilitate comprehension and commitment. These are all summarized and grouped in Table 2 (below). This table helps to respond to the second research question on what strategies to implement in order to enhance students' writing skills.

Table 1. Exploratory Research Findings

Research Findings	Number of respondents	Percentage
1. Students have limited vocabulary related to the topic	51	80%
2. Students do not understand key words on the topic	47	75%
3. The composition topics do not cover students' areas of interest	49	78%
4. The teacher is too severe when grading their compositions, as a result they feel discouraged to attempt writing tasks	38	60%
5. The students provided the following suggestions on what the teacher should do to enhance their writing skills: <ul style="list-style-type: none"> • Writing activities should be carried out more frequently in the classroom. • The teacher should provide sample writing tasks from where they can build their own writing. • Teacher should implement group work on regular basis • Teacher should provide relevant vocabulary before they write • Writing topics should cover their areas of interest. 	50	79%

n = 63.

Table 2: Pedagogic Decision Table

Learner Engagement Activity	Pedagogic Decision Activity
1. Help learners build more vocabulary	a. Translate difficult words
2. Provide more practice exercises	b. Explain difficult and unknown words
3. Reinforce group work	c. Allow more time to do writing activities
4. Carry out more writing activities	d. Explain keywords
5. Make students write something (however small) every day.	e. Facilitate brainstorming activities in groups.

III. Action Research

1. Action Plan

Based on the findings above, I created an action plan to address the issues identified. The action plan included strategies supported learners to take part in writing tasks, and this was carried out over a period of eight weeks during the second trimester of the academic year. This gave a total of ten lessons of one hour duration each.

The following topics were suggested by the learner which aligned with the goals and requirements of the curriculum. Then, groups were formed based on the students' preferred topics which included the following: *Preventing drug and alcohol abuse, Recreational Activities, Importance of English at Workplace, Environment, Health, Climate Change, Gender Equality, Democracy, The Quest for Excellence, Digitalization, Sports and Technology etc.* They brainstormed in these groups to elicit ideas for writing.

a. Prewriting Activities and Guided Writing

To facilitate student's writing, I engaged them in pre-writing activities based on topics of interest. These activities were designed to generate ideas, while I facilitated the process by:

1. Providing relevant learning resources and language support. (By explaining key words and writing them on the chalk board.)
2. Offering prompts for group discussions to explore ideas and facilitate critical thinking. (I provided students with some prompts to stimulate group discussions on the different topics chosen.)
3. Allowing groups to share discussions and receive feedback.
4. Utilizing visual aids (pictures were gotten from the internet and from around their immediate environment) to pre-teach vocabulary.

b. Model Texts and Writing Development

Model texts (letters, diary entries, articles, reports) were used to demonstrate writing structures and principles (Hyland, 2003). These texts were gotten from a variety of sources: internet, magazine articles and newspaper cuttings, and some past essays from students. This enabled the students to:

1. Familiarize themselves with target text types
2. Analyze and imitate good writing
3. Examine text structure and linguistic features
4. Jointly construct texts and receive feedback before working individually.

By combining these strategies, students developed their writing skills and confidence.

c. International Exchange Project

I collaborated with Soumahoro Manigolo from Lycee Moderne d'Alepe in Cote D'Ivoire to provide students with authentic writing opportunities. Through this partnership, students from both countries were paired up to exchange letters, giving them a real audience beyond just the teacher. This initiative sparked excitement and engagement as students wrote to share knowledge about themselves and their country. Upon receiving letters from their new pen pals in Cote D'Ivoire, the students were thrilled and filled with enthusiasm.

d. Assessing Students’ Participation in Writing:

Based on my findings derived from analyzing data, I designed an evaluation checklist that would respond to the different challenges that the learners faced. This checklist (see Appendix 3) assessed five key aspects:

1. Engagement and Participation: Students’ involvement in individual and group writing tasks
2. Preparedness: Completion of pre-writing assignments before class
3. Collaboration and feedback: peer-to-peer constructive feedback, active listening and teamwork
5. Risk-taking and experimentation: Willingness to try new writing techniques and learn from mistakes and also make use of new vocabulary
6. Reflection and self-improvement: Ability to reflect on the writing process, identify areas for improvement and ask questions.

This checklist provided a comprehensive framework for assessing the effectiveness of the strategies employed to enhance students’ engagement in writing activities.

2. Results

Prior to implementing new strategies, only 12-15 out of 80 students attempted writing tasks and their scores ranged from 2 - 11 on a total of 20 as demonstrated on Table 3 below.

Table 3: Impact of implemented Strategies

Number of students enrolled	Number of students who attempted writing before research	Range of Scores /20	Number of students who showed progress after implementation of findings	Range of Scores /20	Number of students with slight progress
80	11- 15	2- 11	65	12-16	15

Outcomes included:

- More students engaged and participated in writing activities.
- Students worked effectively in groups, took notes, asked questions and completed assignments, demonstrating commitment to learning.
- 65 out of 80 students showed improved engagement and grades. With scores ranging from 12-16 on a total of 20.
- 15 students demonstrated little improvement, highlighting areas for further support, such as constructing basic English sentences and appropriate tense usage.

Group work and collaborative feedback enabled students to:

- Plan, draft, revise and edit compositions together (Graham & Perin, 2007).
- Share knowledge and generate ideas for writing.
- Correct each other’s work and provide feedback.

The letter exchange activity motivated students to write without fear of poor grades. Allowing students to write drafts and receive feedback, and to rewrite, boosted their confidence in writing.

The new strategies not only improved the grades but also increased students' motivation. One student exclaimed, "I can't believe I have a pass grade in writing! This is the first time this is happening." This anecdotal evidence underscores that the strategies used were effective and actually helped to enhance students' writing skills.

IV. Discussion of Findings

This study investigated the effectiveness of specific strategies in enhancing student's writing skills in a Cameroonian classroom. The findings of this research indicate that the implementation of the different writing strategies were effective and actually helped to enhance students' writing skills. They suggest that anticipating language needs, using model texts, explicit instructions, peer observation and feedback, and autonomy are effective strategies for improving students' writing skills. The results of this study contribute to existing body of research on writing instruction, highlighting the importance of providing students with a supportive learning environment. The study's findings also underscore the value of peer collaboration and feedback in improving student's writing skills. Furthermore, the study shows that the use of model texts and explicit instructions provides insights into the role of scaffolding in writing instruction.

The findings of this study have several pedagogical implications for teaching writing in the classroom. Firstly, it suggests that teachers should anticipate students' language needs and provide adequate support and scaffolding to help them develop their writing skills. Secondly, that teachers should use model texts to provide explicit instructions to help students develop their writing skills and offer opportunities for peer observation and feedback, collaboration and autonomy to student motivation and engagement. Moreover, teachers can use these strategies to provide students with a clear understanding of what is expected of them to develop their writing skills. Finally, the study suggests that teachers should provide students with regular feedback and encouragement to motivate them and to build their confidence in writing.

While the study provides valuable insights into the effectiveness of specific strategies in enhancing students' writing skills, it has several limitations. Given that the sample size was relatively small and the findings may not be generalized in other contexts, future research should aim to address this limitation by conducting the research in a larger scale. Secondly, the study used some specific strategies in a specific classroom context and the findings may not be applicable to other teaching contexts.

In conclusion, this study has demonstrated the importance of providing students with a supportive and structured learning environment to enhance their writing skills. The findings have implications for teaching practice and suggest that teachers should use a combination of strategies to support students' writing development. By doing so, teachers can help students develop the writing skills they need to attain academic and professional opportunities.

V. Conclusion

1. What I learned from this Research

I am satisfied with this research outcome, which highlighted the importance of providing support to encourage student participation in writing tasks. The implemented strategies successfully motivated students to engage in writing activities.

By exploring my classes, analyzing root problems and identifying effective solutions, I can now make informed decisions that positively impact student learning.

Some key take aways from the research are:

- This research reinforced the value of classroom research in identifying and addressing teaching challenges and gaining insights into the need to differentiate instruction to meet diverse needs of learners.
- Instead of feeling frustrated, I learned to approach classroom challenges with intentional reflection thereby gaining confidence in my ability to support learners.
- Involving students in the process empowered them to take charge of their learning, fostering motivation and student engagement.
- The research findings informed adjustments to my instructional strategies by refining my teaching practice, ultimately improving student outcomes in writing.

This research experience has positively impacted my teaching attitude, enabling me to approach challenges with a solutions-focused mindset and also empowering me to enhance my teaching practices while growing professionally. However, there are still some ways of improving the research in future.

To improve on this study, future research could consider several aspects. Firstly, increasing the sample size would provide more generalized results. In addition, incorporating a control group would provide a comparison group that would determine the effectiveness of the strategies. Moreover, differentiated instruction would be used by adapting the strategies to meet the diverse learning needs of the students. Finally, incorporating technology would help enhance student engagement and motivation. By addressing these limitations and incorporating these proposals, future research can build upon the findings and provide a more definitive understanding of the strategies that enhance Student's writing.

2. Challenges Faced Conducting this Research.

Conducting research in a classroom setting presents a unique set of challenges that can impact the validity and success of the study. I encountered several obstacles while investigating strategies to enhance student writing experiences which were:

Limited student participation: Some students were hesitant to participate in the research which could potentially impact the validity of the findings.

Time Constraints: Managing the research while teaching posed some time management challenges and having to meet with the expectations of the curriculum.

Classroom Management: Integrating research activities into regular classroom routines presented challenges in maintaining a productive learning environment.

Balancing Research and Teaching Responsibilities: Managing the dual roles of teacher and researcher was stressful and could impact the quality of both research and teaching.

Student Motivation: Some students still lacked the motivation to participate in the writing activities which definitely impacted the effectiveness of the strategies implemented.

Assessment and Feedback: Assessing and providing individual feedback to 80 students was quite a daunting task which could affect students' engagement and the effectiveness of the strategies.

This research journey has culminated in a profound understanding that intentional teacher agency is the catalyst for meaningful classroom change. By leveraging research as a problem-solving tool, I identified effective strategies to support students in writing tasks, fostering a collaborative and autonomous learning environment. The research underscores the critical role teachers play in driving classroom innovation and improvement. Also, by involving students in the research process, they developed a sense of ownership and responsibility for their learning. This experience has not only enhanced my teaching practices but also instilled a growth mindset, encouraging me to continue exploring innovative solutions to increase student learning. Further areas of research based on these findings could be:

- Investigating the impact of different feedback strategies on student's writing progress and motivation.
- Assessing the impact of the implemented strategies on students' writing skills and motivation.

References

- Allwright, D., & Bailey, K. M. (1991). *Focus on the language classroom: An introduction to classroom research for language teachers*. Cambridge University Press.
- Cameroon. (1998). *Loi no 98/004 du 14 avril 1998 d'orientation de l'éducation au Cameroun* [Law of April 14 1998 on the orientation of education in Cameroon]. Available (in French) from <https://www.axl.cefan.ulaval.ca/afrique/cameroun-loi-1998.htm>
- Cameroon. (2012). Decree N° 2012/267 of 11th June 2012 to organize the Ministry of Secondary Education.
- Graham S., & Perin, D. (2007). *Writing next: Effective strategies to improve writing of adolescents in middle and high schools*. A Report to Carnegie Corporation of New York. Washington DC: Alliance of Excellent Education.
<https://www.carnegie.org/publications/writing-next-effective-strategies-to-improve-writing-of-adolescents-in-middle-and-high-schools/>
- Hattie., J., & Timperly, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81-112. <https://doi.org/10.3102/003465430298487>
- Hyland, K. (2003). *Second language writing*. Cambridge University Press.
- Jurianto, Salimah, & Kwary. D.A. (2015). Strategies for teaching writing in EFL at a senior high school in Indonesia. *CELT 15*(1), 43-53.
<https://journal.unika.ac.id/index.php/celt/article/view/413>
- Lin, B. (2016). Genre-based teaching and Vygotskian principles in EFL: The case of a university writing course. *Asian EFL Journal*, 8(3), 226-248. Available at The Internet Archive: <https://web.archive.org/web/20230203081051/https://www.asian-efl->

journal.com/main-editions-new/genre-based-teaching-and-vygotskian-principles-in-efl-the-case-of-a-university-writing-course/index.htm

- Peloghitis, J., & Ferreira, D. (2018). Examining the role of model texts in writing instruction. *Accents Asia*, 10(1), 17-26. https://accentsasia.org/issues/10-1/Peloghitis_Ferreira.pdf
- Siebetcheu R., & Machetti, S. (Eds.) (2019). *Le camfranglais dans le monde global: Contextes migratoires et perspectives sociolinguistiques* [Camfranglais in the global world: Migratory contexts and sociolinguistic perspectives]. L'Harmattan.
- Smith, M.W., & Wilhelm, J.D. (2002). *Reading don't fix no Chevys. Literacy in the lives of young men*. Heinemann.

About the Author

Mayonghe Melanie Kesiki is a seasoned educator with over 15 years of experience teaching English as foreign Language and currently working at Government High School Joss in Douala, Cameroon. She is passionate and enthusiastic about classroom research and mentors teachers from Cameroon and Nigeria. She has presented her own research at IATEFL ReSig online conference. Email: 77maymel@gmail.com / mmayonghekesiki@gmail.com

Acknowledgements

I would like to extend my heartfelt gratitude to my mentor, Dr. Eric Enongene Ekembe, for his invaluable guidance, patience and foresight throughout the research period. His mentorship has been instrumental in shaping my research journey.

I also wish to thank my colleagues of the CAMELTA Research Group for their unwavering support and collaboration and for providing a platform to share my research findings. Their encouragements have been a constant source of inspiration.

My immense thanks go to Soumahoro Manigolo from Lycee Moderne d'Alepe in Cote D'Ivoire who agreed to collaborate with me in this project

Finally, I will like to thank the reviewers for their constructive feedback and insightful comments, which have helped improve the quality of this work.

Declaration of Possible Conflict of Interest

The author has no conflict of interest to declare.

There is no financial interest to report.

I hereby certify that the submission is my own original work and not under review at any other publication.

Appendix I.

QUESTIONNAIRES FOR CLASSROOM ACTION RESEARCH

PURPOSE OF THE QUESTIONNAIRE

This questionnaire aims at helping the teacher in investigating strategies that can help learners improve on their writing skills.

FOCUS GROUP: TleESP1 /ITA

Information gotten from these questions will help the teacher to investigate strategies that will help to improve on students' writing skills therefore, students are expected to respond in all honestly and without any pressure or fear.

1. Do you do writing activities in class?

2. If yes, tick the writing activities that you do?
 - a) Sentences
 - b) paragraphs
 - c) summaries
 - d) Essays
 - e) others (state here _____)
3. What else do you write in English outside of the classroom?

4. How do you find Writing? (*Tick the correct answer*)
 - a) Very easy
 - b) easy
 - c) difficult
 - d) Extremely difficult.
5. What do you think that I can do to make writing activities more enjoyable to you?

6. Do you think writing well is important for you? _____
If yes state how? _____

7. What would you love to write about? _____

Administered by Mrs. KIKISHIY Melanie

Appendix 2



Appendix 3:

<i>Writing Assessment Checklist</i>			
<i>Category</i>	Criteria	Yes	No
<i>Engagement and Participation</i>	Actively participates in class discussions and brainstorming activities		
	Completes assigned tasks and activities		
	Involves in individual and group writing tasks		
	Shows interest and enthusiasm for learning		
<i>Preparedness</i>	Comes to class prepared		
	Meets deadlines and submissions		
	Organizes time and resources effectively		
<i>Collaboration and feedback</i>	Works effectively with peers		
	Provides peer-to-peer constructive feedback		
	Works effectively with team		
	Listens actively		
<i>Risk taking and experimentation</i>	Takes risks in learning, exploring new ideas and using new vocabulary		
	Tries new writing techniques		
	Learns from mistakes		
	Asks questions		
<i>Reflection and self Improvement</i>	Reflects on writing progress		
	Identifies areas of improvement		
	Seeks feedback and guidance		