Possible analysis of the open-ended questions of the questionnaires:

Evaluating the students' responses, it becomes evident that many of them struggle with writing in English and have limited practice outside the classroom. The following findings support this conclusion:

* Several students mentioned difficulty with sentence structure, word selection, conjugation, spelling, and grammar. These challenges indicate a lack of confidence and proficiency in writing.
* Strategies to improve English writing skills were not consistently mentioned by the students. Some reported using strategies such as typing English messages, making lists, reading English texts, and seeking feedback. However, a significant number of students either stated that they don't have strategies or rely on their ability to think in English. This suggests a lack of intentional effort to improve their writing skills.
* The frequency of writing practice outside the classroom was generally low. While a few students reported writing regularly or daily, the majority indicated infrequent or negligible practice. Some only practiced when specific tasks or exams required them to write in English. This indicates a limited dedication to honing their writing abilities.
* Students often relied on passive exposure to English through media consumption, such as watching movies, playing games, or reading books. While this can contribute to vocabulary acquisition and familiarity with the language, it does not necessarily translate to active writing practice.
* Several students mentioned engaging in English communication through social media platforms or online chat applications. However, it is unclear how much of their communication involved substantial writing, as some responses indicated that they primarily engage in casual conversations or text with friends sporadically.
* In summary, the students' responses reinforce the notion that writing in English poses challenges for them, and they generally lack consistent and deliberate practice outside the classroom. The limited use of strategies, infrequent writing practice, and reliance on passive exposure to English suggest a need for more structured and focused efforts to improve their English writing skills.