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**QUALITATIVE ANALYSIS OF LEARNER RESPONSES AND EVALUATION OF QUESTION PAPERS: NSC 2021**

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| **REPORT 1: EVALUATION OF THE QUESTION PAPER AND MARKING GUIDELINE** |

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| **SUBJECT** | **ENGLISH FIRST ADDITIONAL LANGUAGE** |
| **PAPER** | **3** |
| **DURATION OF PAPER:** | **2½ hours** |

**SECTION 1: (General overview of Learner Performance in the question paper as a whole)**

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| Learning Outcome 3: Writing and Presenting and was comprehensively covered in Sections A, B and C. according to Subject Assessment Guidelines, pp.40–66. The question paper fully complied with CAPS prescripts and the Examination Guidelines 2021.  The essay topics, pictorial stimuli, longer and shorter transactional pieces were very open ended and diverse and catered for a myriad of responses from all levels of cognition. Learners from different contexts within the province would have been able to answer the questions set with relative ease. The question mix (40:40:20) according to Blooms Revised and Barret’s taxonomies were adhered to, and all levels of cognition were catered for.  The paper was inclusive and catered for learners with special educational needs and those with delimitating educational challenges such as sight and hearing impairment and other bodily impairments. There were no overtly difficult questions as the intention of the paper is to give candidates a fair chance of scoring well, especially, as it is a creative writing paper, and is the component weighted with the most marks of the three papers candidates write. (100 = 50+30+20) in the English First Additional Language. They would have been able to answer the questions with relative ease.  The paper fully reflects LEARNING OUTCOME THREE: WRITING AND PRESENTING and is fully CAPS and EXAM GUIDELINE DOCUMENT (2021) compliant. The content of the paper caters for all cognitive levels, writing ability and contexts. |

**SECTION 2: Comment on candidates’ performance in individual questions**

**(It is expected that a comment will be provided for each question on a separate sheet).**

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| **QUESTION 1** |
| (a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered? |

**SECTION A**

**ESSAY TYPE QUESTIONS**

**1.1 Every day is a gift**

The average score for this question was (29/50 – 59%)

This was the most popular essay topic. Responses varied from mundane to exceptional. Candidates responded to this topic literally, figuratively and metaphorically. Some were thankful that God allowed them to wake up each morning, others were grateful due to delimitations and challenges that they could wake up and greet the new day. Many wrote from personal daily experiences for amidst great tragedy and heartbreak, describing how each new day was a gift because they had been allowed to live to see another 24 hours and escape negative outcomes, other used the topic as a vehicle to describe new beginnings and new ventures they were undertaking – describing it as a new day being given to them.

**1.2 When I answered the call ...**

The average score for this question was (34/50 – 69%)

This was the second most popular topic candidates responded too. Most candidates wrote about how they responded to their cell phones ringing with either a boyfriend or girlfriend on the other end who was jealous and how they reconciled with the other party. Very few candidates responded in the way they were expected to. There were some exceptional responses for this essay although in instances rather dark – “I answered the call of death, only to find myself in a hospital ward, alive when I regained consciousness – ‘the voices in my head failed me’...” Responses to this topic

**1.3 If only we could laugh more**

The average score for this question was (37/50 –79%)

This was the fourth most popular topic candidates chose to respond to. Responses ranged from moderate to lower exceptional. Most who chose to write on this topic failed to address and capture the essence of the topic. Responses were mundane and no real reasons were given why people should laugh and that laughter was the antidote to depression and other delimitating mental conditions. Laughter is also a sign of hope and brings relief to troubled souls. The more astute candidates responded very well and managed capture the essence of what is meant by the topic resulting in a reasonable score.

**1.4 Natural Disasters**

The average score for this question was (24/50 – 48%)

This was the third most popular topic popular amongst candidates. Most tended to generalise and focussed only on one aspect of a natural disaster, the happening of the disaster or the aftermath. They could not reflect holistically on a natural disaster the dynamics involved. Some candidates responded by trying to give a technical response using their knowledge of geography, which is laudable. Others wrote symbolically about disasters in their lives which were unavoidable, like feeling powerless, death which you cannot stop, terminal illnesses for which there is no cure. A few candidates alluded to and labelled COVID-19 as a natural biological disaster for which there there are no answers.

**1.5 Saving the future must start at a young age**

The average score for this question was (27/50 – 54%)

This was the fifth most popular topic. Candidates performed moderately in this topic and mostly wrote mundane essays about the financial aspect of saving. Not many inspiring texts were noticeable. Perhaps candidates writing reflects the chronic issues about the culture of saving prevalent, which on its own stems from the culture of massive inequality in our country. Some wrote about saving themselves from the prevalent emergent negative sub-cultures such as drugs, gangsterism, teenage pregnancy etc., so that they may study and be economically viable.

**1.6. ‘Do what is right, not what is easy nor what is popular.’ – Roy T. Bennet**

The average score for this question was (33/50 – 66%)

This topic was attempted but not many responses were noticeable. The topic appealed to the more astute candidates which produced very interesting and informative essays. The focus was on a range of healthy principles, doing the right thing, taking calculated risks etc. It is interesting to note that these principles come from candidates much against the popular notion of moving with crowds, compliance with mob culture that many young people seem to advocate

**1.7 PICTORIAL STIMULUS**

**1.7.1 DANCE IMAGE AND ROBOTIC**

The average score for this question was (50/50 – 100%)

Not many texts were written on this visual stimulus. The responses fell in the exceptional category and were attempted by your more cannier or sharp-witted candidates. Responses reflected on hip-hop culture, dance as a vocation, choreography and one response on the dance of life which ends ultimately in the great dance of eternity.

**1.7.2 ROBOTIC IMAGE**

The average score for this question was (42/50 – 88%)

Not many responses were noticeable about this visual stimulus as initially anticipated but those who responded wrote mainly about the application of information technology to society, how artificial intelligence would influence society in the future, how robotic technology might benefit the disabled. Some sadly reflected on the social media platforms and its benefits which is a misinterpretation of what robotic technology is all about.

**SECTION B**

**LONGER TRANSACTIONAL TEXTS**

**2.1 FORMAL LETTER**

The average score for this question was (17/30 – 59%)

This was the most popular choice of the candidates. The ability to read is a very real and great concern society and one would have expected have expected candidates to produce reasonable texts. However, candidates again did not use the correct format as prescribed by the CAPS document and other variations of format. They tended to leave out the recipient address, the salutation, topic sentence, and ending salutation (Yours faithfully, signature, initials and surname). Most candidates performed moderately in this question.

**2.2 OBITUARY**

The average score for this question was (17/30 – 59%)

This was the second most popular question in this section. Those who responded to this question performed moderately. Most were able to provide good biographical information about the actor but failed to do justice to the “tribute” part, most also left out the “date, time and place of the funeral” Educators should focus on teaching the obituary holistically and how learners can apply it to different contexts.

**2.3 MAGAZINE ARTICLE**

The average score for this question was (21/30 – 79%)

Not many attempted this text-form. This question was mainly answered by your more astute candidates who performed very well.

**2.4 DIALOGUE**

The average score for this question was (22/30 – 74%)

This was the third most popular question in this section. Most performed moderately well in this question and managed to create credible dialogue. Candidates ignored length to a great extent and exceeded the number of words. Some again did not include the “context/setting” as is required. Overall most candidates were able to perform moderately well in their content.

**SECTION C**

**SHORTER TRANSACTIONAL TEXTS**

**3.1 ADVERTISEMENT**

The average score for this question was (8/20 – 41%)

This was the second most popular choice for candidates in this section. Most candidates produced mundane texts that lacked the call to action. Responses did not inspire interest and included activities as is required by the question. Candidates performed moderately in this question.

**3.2 DIARY ENTRY**

The average score for this question was (13/20 – 67%)

The majority of candidates tempted this question and did very well, however some ignored the instruction to write one entry only and rather wrote two entries and in some instances three entries. There were a number of candidates who wrote before and after responses which earned the low marks. The focus of the question was “now” present tense. Overall candidates were able to focus and make sense of what the question asked of them.

**3.3 DIRECTIONS**

The average score for this question was (9/20 – 49%)

This was the third most popular question in this section. Responses ranges from moderately well-constructed texts to banal. Candidates again failed to be realistic in their distances, mentioning landmarks and giving very clear directions to arrive at their final destinations

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| (b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions. |
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| **CONCERNS** |
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| **LENGTH OF WRITTEN PIECES** |
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| Candidates wrote long responses for all three sections of Paper Three exceeding the word limit(s) which is very disconcerting. It seems as if they blatantly ignored the instructions regarding the word limit for each section. The word limit for each section must rigorously be enforced in the classroom. Learners in the FET Phase need to know what the word limits are for each grade in Learning Outcome 3: Writing and Presenting. (Grade 10: 150-200 words, Grade 11: 200-250 words, Grade 12: 250-300 words and for Section B: 120-150 words across all three grades, Section C: 80-100 words across all three grades). Punitive measures must be introduced as a measure to remind learners to keep within the boundaries of the set word limits. |
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| **ORTHOGRAPHY (HANDWRITING)** |
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| The incidence of illegible and poor handwriting (orthography) has increased. There are many factors that inform this phenomenology from educational delimitations to psychological factors beyond the control of schools and educators. It is very disheartening when you read a candidate’s work and you cannot give it the attention and assessment it deserves due to illegible or poor handwriting. Every candidate has the right to receive a fair assessment. Schools should be encouraged to apply for the concessions provided for in legislation via their CMCs and District Offices. Interventions need to be done at a school level. |
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| **MARKER INCOMPETENCE AND CONTENT GAP** |
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| When markers arrive to the marking centre, they should be familiar with the ASSESSMENT TOOLS AND MARKING RUBRIC used on ENGLISH FIRST ADDITIONAL LANGUAGE PAPER THREE (LEARNING OUTCOME THREE: WRITING AND PRESENTING) as well as the FORMAT TYPES for sections A, B, and C. We are quite concerned about an increasing number of markers, particularly our younger novice markers, who are unable to mark utilising the marking rubric for ENGLISH FIRST ADDITIONAL LANGUAGE PAPER THREE. All received extensive and thorough instruction during training for marking.  Seemingly, our educators have forgotten what spelling rules, parts of speech, syntax, punctuation and semantics are. Markers in certain instances cannot allocate the correct mark on the rubric for structure and language. It has become apparent through observation and retraining that this constitutes A CONTENT AND KNOWLEDGE GAP of the basics of the linguistic aspects of English. It is recommended that Districts should have language refresher courses where the basic aspects of language are rigorously revised. |
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| **CENTRALISED EXAMINATIONS ASSISTANTS AND FINAL CHECKING OF SCRIPTS** |
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| While appreciating the efforts of the DOE (Province of the Eastern Cape) and DBE in introducing centralised EA’ing. It is clear that it did not work out as planned for our paper for the following reasons. |
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| 1. The concern for lost scripts and the general security of scripts. 2. The system of per question marking and the exchange of scripts from one Senior Marker to the next/ one DCM to the next 3. The time it takes to EA a batch in a centralised venue as opposed to the DCM having his/her centralised EA’s in a venue where these processes can be expedited and the minimum time can be spent on peripheral marking protocols and final processing of scripts and quality assurance processes can be enhanced. 4. There needs to be a rethink around centralisation and how it is implemented. We are not opposed to the notion of centralisation, it must just be refined. 5. Professionals such as SES’s or DCM’s should be used to oversee this process as opposed to administrative personnel. |
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| (c) Provide suggestions for improvement in relation to Teaching and Learning |
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| **RECOMMENDATIONS TO EDUCATORS:** |
| Educators need to refer to the **CAPS DOCUMENT** in order to familiarise themselves with the **TYPES OF ESSAYS, LONGER AND SHORTER TRANSACTIONAL TEXT FORMS AND TYPES** that need to be covered in the **FET Phase CAPS Document pages 35-45.** (This differs from the NSC Curriculum Document.) The types of text forms are pertinently stated in the CAPS Document and in the DBE document entitled: **OFFICIAL LANGUAGE: FIRST ADDITIONAL LANGUAGE GRADE 12, 2014 and the newly published EXAMINATION GUIDELINES FOR ENGFAL 2021**. Subject Advisors need to emphasise this when visiting schools as Paper 3 is weighted the most marks (100) of all the three papers. |
| We wish to note with grave concern the following areas that needs the urgent attention of educators that have emerged during the current marking session: |
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| * Candidates do not adhere to the **prescribed length** of the topics in each of the three sections. They penalise themselves if they either go beyond the stipulated length or write texts that are too short. The blatant disregard for the length of written pieces indicates a lack of proper planning and organisation which **impacts negatively on the marks awarded for Content.** * Paragraph development and sentence construction is, in many cases is sadly lacking. Learners need to be taught that constructing or using shorter sentences are more effective than long, rambling sentences, which ultimately lead to incoherent, muddled writing. To counteract poor sentence construction, teachers should focus on “joining sentences” and using the appropriate conjunctions when covering grammar. * Candidates’ writing displays a lack of exposure to exercises that test language structures and conventions amongst the use of correct tenses, using infinitives, modal verbs and concord. Educators and Subject Advisors MUST ensure that language structures and conventions are taught extensively and effectively in the FET Phase. Educators should not only expose learners to formal SBA activities but also informal activities. * The inability of educators in using of the marking rubric(s) for sections (A, B, and C), Special workshops and rigorous training sessions should be arranged so that educators can familiarise themselves with this marking tool and form of assessment. * We would recommend the teaching and practising of texts and **FORMATS in SECTION B and SECTION C** (Longer and Shorter Transactional Writing) **should be** **covered in logical sequence or in cycles from Grade 10 to Grade 12 over a period of three years.** Teachers cannot (with success) cover all these texts in Grade 12 only**. Consult the CAPS Document or the SUBJECT ADVISOR in your District.** * It is disturbing and with great frustration to note that educators are unable to recognise “exceptional” and “abstract” writing. This shortcoming impedes the ability of markers to successfully recognise these forms of writing and to credit or assess them appropriately. Educators must expose themselves to these forms of essays. |
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| (d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc. |
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| **THE IMPORTANCE OF PROFESSIONAL DEVELOPMENT AS EDUCATORS** |
| As language educators today we are charged with addressing ever-increasing demands in reducing the achievement gap, adopting evidence-based practices, meeting adequate yearly progress goals, managing the requirements of an additional language and special-needs students, and remaining current on the increasing amount of pedagogical and content area of our subject. Educators must keep abreast of the important advances that are occurring in English education. This is where professional development comes in. |

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| As you [grow in your career](https://www.webce.com/continuing-education), remember no one is born brilliant at their job. Every successful educator you know has been learning and working at their skills for a long time. The teacher is the main catalyst for developing confident and competent learners. The purpose of educator professional development is to give educators the opportunity to learn and apply new knowledge and skills that can help them in their job and further their career. Professional development is also all about building your skill set and knowledge base for your field. Continuing Professional Teacher Development (CPTD) is an integral part of teacher development because only continued learning and training assures a high level of expertise and ensures teachers keep up-to-date with new research on how children learn, emerging technologies for the classroom and new curriculum resources and is important for the following reasons and include the following benefits: |
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| 1. **Professional development expands your knowledge base.** 2. **Professional development boosts confidence and credibility.** 3. **Professional development increases earning potential and hireability.** 4. **Professional development can provide networking opportunities.** 5. **Professional development keeps professionals current on educational trends.** 6. **Professional development can open the door to future career changes.** |
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| There are many types of professional development opportunities, some of which are listed and suggested below. Remember the specific professional development opportunities that are right for you will depend on your personal goals. |
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| * Attend a professional conference. * Participate in workshops. * Take advantage of microlearning. * Shadow a colleague. * Read a book that can help you in your field. * Take further studies ions * Join professional bodies, associations for English |
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| Professional development and continuing education opportunities can expose both young and experienced educators to new ideas, solidify their knowledge, and increase their expertise in their field. Teachers who actively seek out these learning opportunities are those who will benefit most from them. |
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| Educators are encouraged to enrol for short courses / certificates / diplomas in English Creative Writing – Language Teaching so as to improve their subject knowledge. **ONLINE PLATFORMS THAT CAN BE ACCESSED FOR CREATIVE WRITING PROFESSIONAL** |

**DEVELOPMENT COURSES ARE: EdX; COURSERA, UDEMY AND MANY OTHER ONLINE SITES.**

**ASPECTS THAT SHOULD BE FOCUSED ON IN ENGLISH FIRST ADDITIONAL LANGUAGE TEACHING AS RELATED TO CREATIVE WRITING**

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| **LANGUAGE CONVENTIONS THAT NEED ATTENTION IN THE ENGLISH CLASS** | **OBSERVATIONS ABOUT CREATIVE WRITING** |
| * Sentence structures and conventions * Parts of Speech * Tenses * Modals (have to/had to, must, should, need, ought to and their negative forms) * Use of passive voice * Subject - verb concord * Reporting * Use of reported speech * Commands and requests * Statements * Questions * Clauses * Noun clauses * Adverb clauses of condition and time * Relative clauses * Determiners * Prepositions * Spelling rules * Conditional sentences * Emotive and manipulative language * Implied meaning and inference * Denotation and connotation * Contractions (this needs very serious attention) * Synonyms * Antonyms * Paronyms * Homonyms * Homophones * Prefixes, Roots, Suffixes and Affixes * Conversational English * Context * Colloquial Language * Meta-Language * Figurative and Literal Language | * Learners need to be taught the various types of essays that can be produced and how each one should be structured   Formats for the longer and shorter transactional texts need to be taught   * Paragraph development and structure needs serious attention. * Syntax * Sentence construction * Original Writing * Peer Editing * Writing Techniques * Register * Style * Voice * Text Production (Posters, Adverts, Cartoons etc.) |
| **FORMATS OF LONGER AND SHORTER TRANSACTIONAL PIECES** |
| * **maxmatric.com/english-notes** * **obituaryguide.com/** * This **website** has tips and ideas for those who need to **write** an obituary * **T**[**ransactional Writing - Writing AZ**](https://www.writinga-z.com/main/WritingTeacher/View/Transactional)[https://www.**writing**m/main/**Writing**Teacher/View/b**Transactional**](https://www.writingm/main/WritingTeacher/View/Transactional) * www.education.gov.za/LinkClick.aspx?fileticket=im6uzOarACg%3D&tabid=696   Grade 12 English First Additional Paper 3: **Writing** ... Department's **website** – www.education.gov.za. The CAPS Steps writing longer **transactional** texts |
| **TIPS TO ENCOURAGE LEARNERS TO WRITE THAT CAN BE ATTEMPTED A A SCHOOL LEVEL** | |
| * Class Writing Competitions * Poetry and Short Story Clubs * Having a 5-minute slot in every English period where you encourage learners to write reflectively about their day. * Journaling, Photo essays * Daily Diary Writing, Short Story Writing (50 words) | * Essay Competitions / Olympiads * Creative Writing Workshops * Story Walls in your Classroom * Write-A-Class-Novel (Selected groups in your class write one chapter (a page long) for a book the class wants to publish * The commercial benefits of writing.... |

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| **SOME WEBSITES YOU MIGHT CONSULT FOR CREATIVE WRITING AND PROFESSIONAL DEVELOPMENT (INTERNET RESOURCES) PURPOSES** | |
| **INTERNET RESOURCES FOR CREATIVE WRITING IN THE CLASSROOM** | **PROFESSIONAL DEVELOPMENT** |
| **General Writing**   * [Writer's Digest](http://www.writersdigest.com/) * [Writing Fix](http://writingfix.com/) * [Writer's FM](http://www.writersfm.com/writersfm/) * [Teen Ink](http://teenink.com/)   **Writing Prompts**   * [The Story Starter](http://thestorystarter.com/) * [CreativeWritingPrompts.com](http://www.creativewritingprompts.com/) . * [Fifteen Minutes of Fiction](http://www.fifteenminutesoffiction.com/) * [Imagination Prompt Generator](http://www.creativity-portal.com/prompts/imagination.prompt.html) * [Bonnie's Online Story Spinner](http://www.bonnieneubauer.com/ssonline.shtml)   **Writing Mechanics**   * [Grammar Girl](http://grammar.quickanddirtytips.com/) * [The Owl](http://owl.english.purdue.edu/owl/) . * [Web English Teacher](http://www.webenglishteacher.com/conventions.html) [GrammarBook.com](http://www.grammarbook.com/) * [AutoCrit Editing Wizard](http://www.autocrit.com/)   **Writing Forums**   * [WritingForums.org](http://www.writingforums.org/) * [Writing.com](http://www.writing.com/) . * [The Water Cooler](http://www.absolutewrite.com/forums/) . * [About Fiction Writing Forum](http://forums.about.com/n/pfx/forum.aspx?nav=messages&amp;webtag=ab-fictionwrite&amp;lgnF=y) . * [The Writer's Beat](http://forums.writersbeat.com/)  .   **Getting Published**   * [First Writer](http://www.firstwriter.com/) - [Agent Query](http://www.agentquery.com/default.aspx) * [Literary Marketplace](http://www.literarymarketplace.com/lmp/us/index_us.asp) * [Duotrope's Digest](http://www.duotrope.com/) * [Funds for Writers](http://www.fundsforwriters.com/)   **Departmental Websites**   * **There are a lot of resources that have been developed during the COVID 19 lockdown periods. Please make use of them.** * [www.education.gov.za](https://www.education.gov.za/) * [www.ecexams.co.za](https://www.ecexams.co.za/) | * **All educators have received laptops and data and can access FREE CREATIVE WRITING and other ENGLISH LANGUAGE courses online by spending some time empowering and developing themselves** * **When doing these FREE online courses, you can use it to earn CPTD (SACE) points**.  |  | | --- | | **ONLINE PLATFORMS THAT CAN BE ACCESSED FOR CREATIVE WRITING PROFESSIONAL DEVELOPMENT COURSES ARE:**  **EdX COURSERA**  **UDEMY UDACITY**  **ALISON COURSES** |   **Free Learning on Writing Udemy**   1. **Secret Sauce of Great Writing** Shani Raja **Current Price Free** 2. **[Make Your Writing Stand Out in Eight Easy Steps](https://www.udemy.com/course/beginners-guide-eight-steps-to-sterling-prose/)** [Rachel Leroy BA, MA, MFA 1.5 total hours 23 Lectures Beginner](https://www.udemy.com/course/beginners-guide-eight-steps-to-sterling-prose/) **[Current Price Free](https://www.udemy.com/course/beginners-guide-eight-steps-to-sterling-prose/)** 3. **[On Writing Nathan Robertson](https://www.udemy.com/course/on-writing-and-stories/)**   [5 total mins 7 Lectures Beginner](https://www.udemy.com/course/on-writing-and-stories/) **[Current Price Free](https://www.udemy.com/course/on-writing-and-stories/)**   1. **[Starting to Write](https://www.udemy.com/course/starting-to-write/)** [Louise Tondeur 1 total hour 41 Lectures Beginner](https://www.udemy.com/course/starting-to-write/) **[Current Price Free](https://www.udemy.com/course/starting-to-write/)** 2. **[Creative Writing Sample Lesson](https://www.udemy.com/course/creative-writing-sample-lesson/)** [K.C. Finn 37 total mins. 9 Lectures All Levels](https://www.udemy.com/course/creative-writing-sample-lesson/)   **[Current Price Free](https://www.udemy.com/course/creative-writing-sample-lesson/)**   1. **[Essentials of Writing Content](https://www.udemy.com/course/essentials-of-writing-content/)** [Girijan Raghavan 1 total hour 5 Lectures All Levels](https://www.udemy.com/course/essentials-of-writing-content/)   **[Current Price Free](https://www.udemy.com/course/essentials-of-writing-content/)**   1. **[Help your child to read and write - Part 2](https://www.udemy.com/course/help-your-child-to-read-and-write-part-2/)** 2. [John Walker 1.5 total hours 22 lectures](https://www.udemy.com/course/help-your-child-to-read-and-write-part-2/)   **[Current Price Free](https://www.udemy.com/course/help-your-child-to-read-and-write-part-2/)**   1. **www.sawriterscollege.co.za** 2. **www.shawacademy.com** 3. **www.classcentral.com** 4. **www.tckpublishing.com/free-online-writing-courses/** 5. **www.open.edu/openlearn/history-the-arts/culture/literature-and-creative-writing/creative-writing**   **14. mashable.com/article/free-online-writing-courses** |

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