

However, learning to write is far more than an effective method of language learning. In addition to language, writing involves a range of other skills. Writers need to develop formal schematic knowledge, including knowledge of the appropriate writing tone and style for different occasions, of the appropriate organisational patterns for different purposes, and of the different assumptions about background information for different audiences. This formal schematic knowledge is a kind of pragmatic competence in writing. Even if the language used in writing is perfectly accurate, the writing may be misunderstood if it does not meet the expectations of the reader. Indeed, such considerations are equally as important to writing skills as language. Weigle (2013) states that proficiency in the target language and writing skills in a learner's first language are equally important in contributing to target language writing competence. From this we can see that language learning is only half of the task involved in learning to write in a second or foreign language. The other half of the task is developing writing skills.

Apart from the range of skills needed to write effectively, learning to write is also a long and drawn-out process compared to learning to listen, speak or read. Learners often continue to learn to write over an extended period of time, moving through different stages of learning to write. Initially, they may write in order to learn language (Manchón, 2011). This occurs, for example, in an integrated-skills context, in which learners learn language through reading, writing, listening and speaking. However, even once a learner is proficient in English language they may continue to learn to write (Manchón, 2011). Learners of writing may be completely competent users of English language.