

Addressing the Challenges of English Writing Proficiency in Rural Educational Institutions

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Abstract:

Especially for students in rural regions, the idea of writing in a language other than their own is quite confronting. The students have floundered with their skills with a curriculum that includes four language skills (Listening, Speaking, Reading and Writing (LSRW)) that do not work, though they are failing to meet even the very basis. Writing has been the most neglected and identified as the most difficult one from these skills and for most student this range of issue where they struggle with writing at least some sort of formal letter or a basic concise brief paragraph. Writing itself is the least liked skill for many rural students and yet the reality is success is grounded in good writing skills, both personally and professionally. It is not without its shortcomings and the teacher and the learner need to focus heavily on it because it is a vital part of the everyday academic day to day life and an integral part of future professional development. Students should be taught to be good writers. Because of this, if student writers are unable to write their style correctly, properly and logically or write in an easy to do way, their profession will be difficult. This little paper hopefully dives deeper into some of the challenges for English teachers to teach writing skills to their students in rural classrooms. Specifically, this work relates research of language educators problems, and disseminates a couple of solutions oriented processes for better quality pedagogy, these strategies and instructions utilized by teachers to assist learners who are struggling with bad writing in regular classrooms. This idea might be to help the teachers and expecting that this will make the students good writers at their craft and use the English language without all the difficulties and encourage teaching of skills for writing.

Keywords: Disseminates, Solution oriented, Language, academic.

Introduction:

Perhaps the biggest hurdle to success for teachers has been the subject of writing. Samia Zerine (2007) states all learning methods should be at pre-read (where students are motivated), their writing point and preferred writing style before completing certain tasks (e.g. pre-reading) because any language is developed to aid communication and be the most important skills to have in life. English is probably the number one most vital language of the world. Communication can be given in spoken form or written. Many of the schools, colleges and universities based on the needs of the learners have done Listening, Speaking, Reading, Writing (LSRW) as an indispensable four skills. These skills matter in relationships (and, in both, personal and professional). And they listen by concentrating on what they know of sounds of language and seeing recorded speeches by famous people, hearing dialogues and exchanges, etc. We should say: Improved speaking fluency so that our students can be fluent in oral English. Knowledge of paralinguistic attributes such as the quality of the voice, voice modulation, and voice pronunciation may target this. Reading skills assist the students in making an educated guess as to the meaning of words in the specific language within the context and to perceive content and make meaning out of the same. Writing provides a concrete validation to a learner that he/she is doing the work and indicates progress. This is to leverage their vocabulary use, which they start to understand structures by as part of those all the other language development skills.

Literature Review:

As Grabe and Kaplan (1997) also pointed out, when teaching second language learners who are educationally oriented may find themselves in a position to develop writing skills, they will need to study and get these skills. The teachers must in turn have an understanding which is also relevant if they are to teach writing skills. As Shouman (2002) correctly put it the teacher's job: to get students to think aloud on how they want and feel responsible. Motivation allows students to feel trusted in the work they do, for what they leave on their papers. Teachers are challenged to provide feedback on students' writing (Digest 1996 P.3).

And that indicates that the less the practice teachers have with writing methods the more difficult it will be for them to provide advice on how to improve those writing styles. Flower and Hayes (1981) note interestingly that writing strategies can best be understood as these processes of planning, reviewing and writing. For instance, Reid (1994) argued that individuals with writing difficulty can give incredible value to societies, in form of creativity, competence and talent that remain dormant and unrecognized, partly due to the grievances of the lack of writing ability. Shaywitz (2003) suggests the teachers should recognize that all students learn differently and perhaps, there is something for students need from different facilities. A low-achieving student in writing, for example, might not actually be a low-achiever in academics. With writing problems, the individual learners in the class come with each other's styles, interests, needs, requirements and capability. In this context, teachers are required to help students identify what interest them and recognize their strengths. O'conor and Vadasy (2013) argue that when teachers solve their work, they may have to give students a space to ask clarifying questions and requests and look for clarifications among themselves as well as integrating or reinforcing related experiences. They may need to learn to share ideas.

Statement of the Problem:

The study mainly looks at some dilemmas English teachers who teach writing skills to rural learners face. This research will focus on the particular problems language teachers face. Among the more challenging aspects to teach writing skills is grammar. A sentence can only consist of a subject and its verb, and the vast majority of rural students cannot distinguish between subject and verb. For instance, Baby always cries at the black cat (just right). Baby always cry at the black cat (wrong). Good writing requires good punctuation. The most common writing error is that commas, semicolons and colons have been applied to incorrect forms. A lack of vocabulary among students is one of the downsides of teaching writing skills. They have no prefixes and suffixes, are unable to know the meaning of a new word out of the sentence, nor can they say the words over and over again to find out what the words mean. No description language with adjectives and adverbs, no transfer of words and new words are quickly forgotten in everyday life but never used. Teaching students with no motivation to do better in writing skill is a big issue. For them, written in text books will not be motivated, attractive, and persuasive enough, which in turn, makes them even less motivated to learn writing skills. The English communication skills laboratories in places such as those in many educational institutions keep the syllabus in good order and make the students apply all the activities like Jam sessions, Role-plays, Presentations, Debating, Group discussions etc. However, there is less interaction method among the people in classroom, many difficulties and then only pursue end marks but not the language skills. Interference in the mother tongue of the students is a disruptive factor in teaching the skills of writing. It involves significant time and energy to teach the rural students write better. They are under a false assumption that the learner is taught the skill from the general activities in the teaching environment of the classroom and directions within time limits. Hence, this leaves the learning skills neglected and undeveloped in the learning process of the learners, so the learners lack confidence to learn and in writing in English not develop it. So, when faced with a linguistic issue, however, teachers should teach to make clear the errors, to explain how to fix them and to make clear how the pupils would make the mistakes in the future, and to express in which of them may provide the basic knowledge acquisition to enhance the basic knowledge for further knowledge for the pupils. In addition to creating methods of coping with the ways students' errors during writing when making errors in writing, teachers can also collaborate with students' writing to discuss their mistakes to inform his/her writing skills in class. Some second language acquisition knowledge plays a role in writing ability; teachers grade students' level of proficiency in the linguistic performance also. Ultimately, the following problems can be described as the problems of the study through the findings.

- Students from rural backgrounds whose English language is insufficiently proficient.
- Writing skills are lessons available in the text book that are uninspiring, uninviting and not persuasive. On top of that, the comprehensions in the text book fall short of the students' ability level.
- Rural students interference in mother tongue further is and is an interruptive source in teaching writing skills.
- Today teachers are busier wrapping up syllabus instead of teaching basic skills to students.
- The teacher usually employs traditional approaches to teaching, and is confident with their writing method.
- Teachers spend writing exercise time in their lesson less.
- A challenge to teacher of writing skills in students, which they do not want to improve their writing skills

Recommendations.

This discovery showed that not all teachers had taken action of some techniques that might be used for the teaching of writing skills. Some remedial recommendations may be given according to the findings and discussions of the study that are likely to bypass some difficulties which teachers and students are encounter.

(1.) Revamp Basic English Grammar:

Grammar is a huge language 'rules' and mastering the rules is a very formative experience when it comes to language. Many rules are most fundamental and applicable to grammar around sentences. Grammar is to give learners training to thinking logically and clearly. Grammar makes clear communication impossible without it. The grammar ensures that one will not be misinterpreted when expressing thoughts and ideas. Whether singular or plural of the subject and verb of a sentence, it must agree in number. If the subject of the sentence is singular then its verb must also be singular, and if the subject is plural there must also be plural in the verb. For instance the dog growls at the postman (correct), the dog growl at the postman (incorrect). It refers to "sentences", or "fragments", which are incomplete sentences without an independent clause. A fragment can also be without subject, full verb or both. Sometimes fragment a depends on all preceding sentence to give meaning. Each pronoun you write should have a clear reference to a specific noun. Such generic pronoun references which include words such as 'it', 'this', 'that', 'them' and 'which'

mislead any reader about what, and to whom, the pronoun refers. Having purchased some disks, Siddharth had placed them in the digital library, and hence the pronoun 'them' refers directly to the noun disks. 'Disks' precedes the pronoun 'them'. A myriad of words and phrases are confused and are often misused incorrectly in sentences. Incorrect uses of them can change the whole meaning of the sentence which simply demonstrates carelessness on the part of the writer. There are hundreds of these frequently confused words and, when in doubt, it is always advisable to verify their definition and spelling. For instance, 'advice' is advice to do, 'advise' is advice to recommend an act. A misplaced modifier is a word, phrase, or clause that is not placed in addition to the word that it is modifying or describing. A sentence that makes this mistake may come off awkwardly, or be confusing.

(2.) Remember the Punctuation:

The grasp of all the basic rules must be combined with a sound knowledge of punctuation, for instance, a comma should stand in for an introductory word, phrase, or clause (to avoid possible misunderstanding). A colon serves an accompanying role for the word, phrase, clause, list or quotation in the entire sentence. Use the apostrophe in the appropriate place.

(3.) One Should Enhance Vocabulary:

Word meaning or vocabulary is a secret ingredient of comprehension. In Listening, Speaking and Reading Students develop vocabulary from 2 perspectives – one-sided vocabulary students. Vocabulary skills build on a student's background knowledge and experiences. When students relate known words to unknown words and write the connections, it helps build the connections leading with a deeper level of understanding about the reading by them as they read. Therefore, the more prior interactions students have with reading or having them read to by others before entering the classroom, the more previous knowledge they bring to the classroom to back their reading comprehension. Teachers who offer explicit guidance on how to sound out effective word building strategies assist students in constructing vocabulary. Effective vocabulary teaching requires a combination between definitions on one hand and effective vocabulary teaching on the other. The word ought to write rather than discuss the dictionary's structure. If no prior exposure or experience with a word is present, teachers can develop the background knowledge through field trips, videos, guest speakers, stories or current events. Students are required to convey what they know about words both through language and non-text. Students can draw a picture, devise symbols, dramatize the word. Good vocabulary instruction means building up word meanings over time by exposing them more and more. This might consist of comparing and contrasting, classifying, and creating metaphors and analogies. Teaching word-parts, prefixes, suffixes and root words helps the students better understand the word. However, it is a different type of word, different instructions. Students can talk among the words they are learning during co-operation learning activities. Students must play with words involving demanding words and they must also play vocabulary games. • Encourage word awareness and the love of words through word play

- Explicit, powerful instruction to develop vocabulary.
- Outcome Independence: a Way to Get There.
- Engage your students more actively with many books. Blachowicz & Fisher (2004). There is the mother tongue interference to be conquered:

However, teaching writing skills takes time and energy for such interference with mother tongue from students. Sufficient English is the best way to prevent mother tongue interference. Many regional languages contain more or less sound-for-feel features not at all English-like. When we begin conversation in the second language, the process of speech in English begins with sounds originally made in our mother tongue and gradually progresses, listening repeatedly until we are fluent in the second language and practicing speaking and correcting errors. Over time, we gradually replace these sounds made in mother tongue with original English sounds just gradually.

(4.) Motivation of English Classroom:

a different beast compared to other professions. Teaching, of course, isn't about telling someone something. Showing students the truth, rather than teaching students lessons in the "abstract." But this same thing with many strategies which can motivate the students such as elicitation, stimulation, explaining with real examples to write, they are interested as the students into those techniques. They urge students to write formal letters, speech writing, essay writing, picture interpretations and paragraph writing. For example, tell them that once they have understood that in their own life when in the application on how they will have the tools in the future and then presenting them the real world, you would be able to apply it if you were able, and I just make that play with them in real life, you know. For instance, one might have a teacher reflect about a great deal more about the way he/she puts new subjects into action in the classroom. You need positive thinking to form the foundation for new, and to interest a given people-group within a subject. The teacher has to keep the student motivated throughout the course with engaging/interesting/challenging lessons he/she is implementing. But when students think they are doing well, they are more open to continuing their studying. With its content boring to most of the students if they do not find engaging or interesting, a large portion of students lose interest in the topic of the lesson. So, the students need to be explained clearly about the new things to motivate or motivate them. And it's important to remember that a language teacher is interested to see what other means to motivate his pupils might exist.

(5.) Students can engage in some collaborative teaching strategies:

Collaborative learning includes a small group of learners working in a group within small groups (a 'Group'), solving a problem, completing a task or achieving a purpose or achieving an end-goal together (Graham 2005, P.11). Collaborative or cooperative learning is in direct opposition to conventional study: It allows individual persons—each with tasks that they can perform within the group to construct structures that allow them to collaborate for the same

end. Williams (2003) suggested that the tasks outlined in the stages of the writing skills were applicable to all students participating in writing and include the Pre writing stage, Composing/Drafting stage, Revising stage, and Editing stage.

(a) Pre-writing:

Hewings and Curry (2003) propose brainstorming and student discussions as good ways of producing and consolidating content. In writing, students would first use brainstorming, word clustering, free writing, and so on (Elboe 1973) to make the students find themselves and their thoughts and this is what they require in pre-writing. Think back to what you say brainstorming when you're spontaneously coming up with your own thoughts for an issue/topic. As Peacock (1986) notes, planning is at the core of the pre-writing stage's organizing and writing strategy since this approach guides learners to organize and write effectively. In this vein, you would also write and jot things down and assemble, produce and put into order ideas to play with in your writing toolbox. Ideas are unstructured and free (as opposed to structuring). An example could be, through appropriate headings and categories (White & Arndt 1991). Another strategy is to outline in pre-writing. Williams (2003) said that in discovering what is really what matters most to themselves, whether from simple ideas to bigger ideas, writers may need and have a good reason to write their main idea as an outline.

(b) Composing/Drafting:

Beginning writing an essay is one of the first and most painful of stages, in that it is very time-consuming and practice-oriented. Drafting is an afterthought of pre-writing, where the organization and writing topics are outlined, data are collected, and outlines are drawn up (Williams 2003; King & Chapman 2003). This is a stage in which most of a writer's attention will be paid to how to write the product itself, rather than working with grammar and spelling issues and checking for error through drafting.

(c) Revising:

A good writer, of course, would spend most of their time correcting aspects of the content and checking spelling, punctuation, grammar until a later time. At the revising stage, you replace it with a more appropriate expression while grammatical and spelling mistakes can be corrected when it comes to a draft. When writing a revision, the writer should execute such steps as dropping redundant sentences, skipping sentences and cutting off in the process of editing the writing, adding to the writing or removing unnecessary clauses, and going ahead or backtrack some of the words or paragraphs.

(d) Editing:

Editing is one aspect of the writing part four of the writing process: the last step in the essay revision is the editing. This stage focuses on linguistic accuracy (Hewings and Curry 2003) and also consists of referring to sources and formatting students' writing and checking your references.

Editing is to do so in editing. It involves students at this time using other ways to correct their errors (e.g., working in pairs or small groups and using resources such as textbooks, dictionaries, and the internet) (King & Chapman 2003; Hewings and Curry 2003). Collaboration in small group work occurs when students are not only working with others to complete their work but at the same time not relying on each other's hand to write their name down (Johnson & Johnson 1987). In order for teachers to formalize a collaborative learning strategy it should include five elements:

- o Students' effort in collaborating in assignments and sharing work with peers
- o Responsibility of individuals and teams
- o Face to face interaction
- o Team work skills, and
- o Processing in groups (Smith 1998)

Conclusion

English teachers, especially those teaching rural students, must be very patient and systematic. This study showed that the problem of teaching writing skills could be resolved through methods and strategies. The end goal of the teachers is writing skills and competence of language use among the students, which includes socio-linguistic competence, grammatical competence, vocabulary competence, strategic competence and discourse competence. Teachers are also required to be informed of the relevant literature and theoretical foundation behind major writing methods. Under extreme circumstances, they have to perform miracles. This is a real challenge which may sound impractical, but it would be far too unfair on the part of the English teacher if he/she dismissed the seriousness of the problem and it would deprive the student's chances which are mostly attained through communication skills and the purpose of teaching English as a communicative tool would be lost.

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