

Innovations in English Writing Instruction: Trends, Challenges and Future Directions

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Abstract

English writing is fundamental in the modern era. These abilities are critical both to personal evaluation and to tracking academic, social, and cultural development as well as scientific advancement. English writing has received little mention or attention in India in spite of some educational reports, such as NCF (2005) and NCERT Synthesis report (2012). Such reports were in favour of introducing English writing across pedagogical methods and resources. While textbooks have evolved and teaching methods have shifted, the method to teach English writing skills has not changed appreciably. Many academics have emphasized a problem with this skill, which their studies fail to address, yet, the situation remains relatively stable. In this paper, I am going to analyze trends in English writing skills and understand why learners do (or fail) in writing tasks, contributing to their low English proficiency.

Keywords: English writing skills, Errors, Research Trends

Introduction:

Education plays a crucial role in providing individuals with necessary skills for accomplishing success. It is a critical component of economic and social development. Everyone deserves access to education to better their quality of life. In recent years education has been a huge part of the global development debate. It enables the development of individuals who can contribute to society, develop skills and fulfil their potential. Education does most of its work with an audience, they often say, through speaking. English is the preferred language for education, empowerment and communication worldwide. It assists people with their academic learning objectives. People in all subjects understand new concepts by listening, speaking, reading, and writing about what they are studying. And that is the idea behind NCF (2005) which advocates that reading, writing, listening, and speaking are all required in planning a curriculum as for individual and academic development they can be considered fundamental skills. Writing skills, though recognized as critical, are sometimes dismissed. Rivers & Temperley (1978) reported that adult work on language skills includes: 45% listening, 30% speaking, 16% reading and 9% writing. Thus, writing is the most neglected skill. Linguists such as Swain and Lapkin (1995) established a close interlinkage between input and output. They noted that better reading is good for writing. But that's difficult because it's a slippery field of language learning. Someone may be terrific at reading comprehension if they can't do anything — be it holding a conversation, writing a paragraph, etc. But it means language is connected, one skill is necessary, but not sufficient as a whole. Today, linguists and educational researchers argue that the pursuit of particular skills and sub-skills will help teachers hone the language skills of their learners. Writing is one of the most important skills for the production of language. Having good writing skills allow people to communicate their ideas in a clear fashion that is representative of their level of intellect. Human language has always had an extension of writing in its conception throughout history. Writing emerged from ancient civilizations, and in that case, writing was the result of a political need that had developed in an ancient context" according to Carroll (1990). But it was useful for authentic communication with others, for accurate recording of financial data and historical facts. So writing is one thing in most human history the need to keep a permanent writing of concepts, beliefs, emotions or feelings or arguments and theoretical concepts which they will need in future. The importance of English writing skills in school curricula has been acknowledged by linguists and researchers for decades. To begin practicing language as a source of learning, NCF (2005) underscored the importance of developing writing skills for learners, indicating that this skill is foundational to starting learning from pre-school education to the higher education system. Language acquisition (including writing and other writing skills) is essential to performing academically well. Yet, NCF (2005) also revealed that the programme required creative ways of teaching writing.

Chakravarthy & Dwivedi (2015) noted that English writing skills are frequently neglected or underdeveloped. The skill is perceived as the final and most difficult to master. While very important in academic performance, little attention has been paid yet to the training of writing skills. Oddly enough, there are almost no studies focusing on English writing abilities in India. Most previous research concentrates on singular aspects of writing. The recommendations of educational commissions on writing skills cannot be found. While some researchers have hinted at improvements, the state of English writing remains largely the same. Although educational reforms may be the result of recommendations and research findings, the effectiveness of these recommendations and research findings on English writing ability is uncertain. Therefore, this paper seeks to explain the lack of improvement of the writing skills of learners.

Studies regarding level of achievement of learners of English writing

The importance is placed on academic performance for context analysis in relation to the socioeconomic and cultural issues. The overall effectiveness of an educational system is frequently quantified in terms of student achievement scores. Below is how much research actually analyses learners' achievement in writing proficiency. Sharma & Chawla (2013) and Sarma (1989) reported that some students were poor at written English compared to other subjects that there were communication difficulties in English. Raj (1980) identified that learners with inadequate English vocabulary were not able to adequately express themselves in writing. Poor writing skills similarly had a negative effect on learners' performance in other subjects because, as Singh (1984) emphasized, writing is the key factor regardless of the curriculum. Gadgil (1978) indicated that knowledge and comprehension is necessary for writing to development, yet students often have difficulties in these abilities, leading to bad results in writing. Ramkumar (1982) observed that several of the youth even had difficulties creating complete sentences in schools. Vocabulary is crucial in learning how to be "fluent" in English and how to express yourself in communication. Without enough of this vocabulary, students have a hard time hearing other ideas and articulating their own. Grammar allows limited communication, whereas vocabulary is necessary for expressing meaning (Wilkins, 1972). For the vocabulary skills, it has been highlighted that the vocabulary levels of the Indian learners are low, according to Ramkumar (1982) and Jayashree (1989). The vocabulary knowledge is personal for each learner and helps them make sense of the English vocabulary. A well-phonemic child might be able to string a paragraph together nicely, but a lot research indicates that such a student's paragraphs frequently demonstrated limited topic understanding, lack of ideas and weak topic development. Thakar (2005) concluded that learners' paragraphs was not fluent and had gaps of ideas and the lack of meaning. This implies that all English writing behaviours are interdependent. Shanmugam (1977) noted that students did well in spoken English except that they have difficulties in writing. This indicates that, students' learning in English writing was limited and, as stated previously by Bhattacharjee (1984), overall teaching of English writing skills in classrooms ranged between poor to satisfactory through low vocabulary attainment. Although they assessed students' writing achievements, little research has been done on the component types of writing abilities or writing tasks. Focussing on these factors may indicate the types of writing skills students find difficult or which writing topics need to be studied more strongly.

The Research Trends:

Students' academic achievement is positively associated with reading achievement. Several factors have been found which affect students' writing ability. The key ones are place, sex, medium of teaching and economic condition. Linguists are finding that location plays a large role in determining the performance of students. Learning to become proficient in a second language has always been a struggle, with learning difficulties impacting performance. Because of these barriers, learning and education are curtailed. Some research can be used to understand why learners find it difficult to learn the English writing language which is fundamental for second language learning. According to Dey (1991), Sharma & Chawla (2013), and Joshi (1984), location appears to be one of the factors that limit English writing proficiency. Students with different localities have substantial performance gaps in English writing skills, as it was demonstrated by research. Urban schools students do better on writing task than rural schools students. It is precisely owing to their lower exposure to English language in rural places that learners in such surroundings are linguistically, educationally and economically isolated. Sharma & Chawla (2013) further reveal that private school learners have better communication knowledge and skills than those in government schools. Students' writing skills are also influenced by the medium of instruction. Although most English language students are proficient in the spoken language aspect of English as the medium in which they learn, they find themselves struggling with writing. Nevertheless, as stated by Shanmugam (1977), English medium learners usually find their writing ability higher than that of their vernacular medium students. However, Joshi (1984), Chandra (1988) and Govind (2006) also highlighted that students' writing skills (and the writing they produce in English) are dependent on their economic background, caste, and intelligence. This can frequently result from poor economic conditions affecting learners' opportunities to practice English in their own homes. According to Shanmugam (1977) sex is the second key variable that affects writing achievement. Compared to boys, girls did better in writing. There have been few studies exploring the influence of these correlates on writing skills. A greater emphasis for example could be placed on other variables, such as teachers' educational qualifications, experience levels, professional training, caste, and parents' qualifications to further understand what determines learners' writing skills. There are some studies about student achievement that have demonstrated some issues in students writing that are detrimental to their performance. Research shows several correlates that affect students' writing ability. The key correlates identified are locality, sex, medium of instruction, and the economic background. Learning has been shown to be influenced heavily by factors

such as location by linguists. Learning difficulties that relate to the performance of a second language have always posed challenges in attaining proficiency. These obstacles hinder learning and restrict educational opportunities. Certain research addresses the reason for the difficulty that learners encounter in building English writing skills which are important for learning a second language. Dey (1991), Sharma & Chawla (2013) and Joshi (1984) identify one of the factors limiting proficiency in English writing to be location. Studies show a wide variability of achievement gap in writing effectiveness in English among students depending on their locality. Urban school children usually receive significantly better marks to be on the writing task than did their rural school counterparts. That gap is partly because rural students are less exposed to the English language, which not only alienates them linguistically, but also socioeconomically. Sharma & Chawla (2013) also determined that students living in private schools have superior communication skills compared to those living in government schools. The medium of instruction influences students' writing skills as well. Although the vast majority of students in the aforementioned English medium of instruction schools excel at spoken English, they sometimes struggle with writing. On the other hand, Shanmugam (1977) acknowledged that English medium students scored higher than their vernacular medium counterparts when it comes to performing well, in writing assessments. Joshi (1984), Chandra (1988), and Govind (2006) determined that students' writing skills were affected by their socio-economic background, caste, and intelligence. Often this comes from bad economic prospects as you do not practice English as much at home. Sex has also been shown to have an impact on writing achievement (Shanmugam, 1977). Female students tended to perform better than male students in writing upon comparison of results. There have been very few studies investigating the impact of these correlates on writing skills. They could focus more on education of teachers' level, experience, professional training, caste, and parents' level to examine what kinds of teachers affect learners when it comes to writing. A recent piece of research which looks at error detection in English writing ability showed that students with different backgrounds have significantly improved writing abilities.

Research Trends on Error Analysis in English Writing Skills

Error Analysis, an aspect of Applied Linguistics, is concerned with finding, examining, and analyzing errors made by second language learners. Its aim is to identify types and patterns of errors in order to learn common difficulties associated with second language learning. Most studies on writing have involved error analysis. Dave and Saha (1968), Joshi (1975), Ramkumar (1982), Misra (1985), showed the problem of grammatical structures as being common in learners' writing. Pradhan (1991), Dave and Saha (1968) study found that beyond spelling problems, idiomatic idioms also errors were misused. Indapurkar (1968), however, documented those errors such as sound errors and inflection errors from which were reminiscent as well as sounding like the wrong words. The errors uncovered wide discrepancies between students' knowledge of verb grammar. Similarly, Joshi (1975), Misra (1985), and Mohammed (1986) indicated that learners committing many errors with verbs (like irregular verbs, subject-verb agreement, etc.). Tenses, too, became a big challenge, with many studies finding that students were confused about how to tense it. Studies like that of Joshi (1975), Misra (1985), Desai (1986), Rabbani (1984), and Sarma (1991) found that learners made mistakes especially with the use of 'ing' forms and tense sequences. According to Mohammed (1986), 82.28% of errors had to do with the use of tense in a grammar test, indicating that tenses were the grammar problems for learners. Misra (1985), Rabbani (1984), and Ramkumar (1982) also indicated among learners, problems with numbers indicated students experienced difficulty with singular and plural forms. The problem was students' failure to generate appropriate sentences. Ramkumar (1982) and Dave and Saha (1968) had a number of studies indicating that most students could not form balanced sentences. The same students struggled with sentence balance, with limited knowledge of correct punctuation, word substitution and phrases. According to Ramkumar (1982), Joshi (1975), Misra (1985) and Mohammed (1986), among parts of speech learners frequently erred in prepositions, conjunctions, connectives and pronouns. According to Rabbani (1984), Patrikar (1981), Ramkumar (1982), Sarma (1991), Dave and Saha (1968), Joshi (1975), Misra (1985), and Mohammed (1986), adjectives and degrees of comparison were common problems for learners. They also found problems with articles, opposites, passive voice, word order, syntax and generative suffixes. Although much research has explored the varieties of errors students make, some have also researched why those types of errors occur. Patrikar (1981) and Mohammed (1986) argued that confusion in the vocabulary, morphology, and syntax of English was one factor that led to the errors. According to Chaurasia (1978), Patrikar (1981), Mohire (1989), Ayesha (1979), the second major cause is also in the use of incorrect items, omitted items, wrong substitutions in a foreign language and knowledge of the structure of the native language, interference from mother tongue, or a lack of basic understanding in terms of psychological and environmental considerations. For errors, Sarma (1991) cited language transfer, confusion over second language rules, assumption about second language and the poor background of the learning environment as the second most important reasons. Misra (1985) and Sarma (1991) also suggested that English grammar students often encountered problems, such as in using the article "the", prepositions, subject-verb agreement, negative questions, tense sequences, passive voice, relative clauses, and conditional clauses. The studies cited were designed to identify areas from which the learners could benefit to concentrate on these issues by being able to help train and supervise their learners. Nevertheless, these studies have demonstrated that students erred in almost all grammar units. So, whether those findings will actually help teachers or linguists to implement necessary reform to aid students remains to be seen. In addition, differentiating between errors and mistakes is difficult; researchers could misinterpret what counts as a mistake as an error. Moreover, it is complicated to identify the actual errors or their true causes for a myriad of reasons. Errors by a learner could have been communication strategies, personal problems, conditions, and so forth. So a learner's output, as the only source of evidence, could be unreliable in identifying causes.

Findings from Studies on the Stigma That Impeded English Writing Skill Development.

Linguists often ask why it is that English language writing ability gets tricky for students. The functions of learners and teachers are among the most important factors (research indicates) for enhancing students' writing skills. Writing is an intricate competency that can do great work for a student's academic life, the student's test results, the essays they will write and their academic performance in the field of writing. All students must be supported by the teacher to develop into confident writers. But so many practitioners today don't see it as their responsibility to help young people improve their writing. The teacher, teaching methods, teaching objectives, learners, textbooks, instructional materials and evaluation and many other factors hinder the development of English writing skills.

(1.) Teacher:

Research analyzing impediments to the development of English writing skills showed that one of the major issues is teacher inefficiency. Writing skills are poorly taught in many parts of India. Based on the NCERT Synthesis report (2012), primary teachers used the same method of instruction most of the time, although even when teachers did, very few gave visual aids for writing tasks first. According to research conducted by Mohire (1989) and Bhattacharjee (1984), few English teachers were trained in the subject. Singh (1984) found that postgraduate teachers outperformed, systematically, their non-postgraduate counterparts. Secondly, teachers were unaware of various teaching methods which were limiting students' writing skills. The analysis of teachers' linguistic and communicative skills indicated that many teachers also had insufficient writing skills. Singh (1984) suggested that while teachers' grammatical knowledge was sufficient to identify students' mistakes, they had not achieved the level of stylistic competence necessary. According to Ram (1989) and Rabbani (1984), mother tongue interference was commonplace in many schools, and most English teachers used their students' first language adversely for learning. Students even copy text off the blackboard without any further interaction. According to the NCERT Synthesis report (2012) on English writing, students still had less time to develop the skill. Teachers undertook little to no effort to develop students' creative writing skills, often only offering key questions and encouraging the use of study guides for convenience (Reddy, 1986). Jain (1987) concluded that the basics of teaching were ignored; consequently, the writing skills of pupils were poor. Mishra (1968) found that 85% of teachers found grammar difficult for students to learn, and many resorted to using memorization of rules and exercises as a form of instruction. According to NCERT Synthesis Report (2012), none of the teachers considered the contextualization of grammar instruction to be ideal. The situation is even worse for teachers who cannot teach grammar. Additionally, Bharathi (2013) commented, teachers were generally unresponsive towards ideas towards topic discussion or new writing exercises and therefore wrote of lower quality. Mohire (1989) and Mishra (1968) observed that many teachers identified students' problems or mistakes, while very little helped students, including handwriting problems. However, teachers frequently failed to meet the communicative needs of the students. Moreover, the English teachers' uneven workload made the situation worse. A few English teachers reported an overwhelming burden of teaching duties, as well as clerical duties and co-curricular activities (Jain, 1987). The NCERT Synthesis report (2012) cited ineffective teaching methods in learning languages, since classes were mostly based on rote learning questions and answers. In his research Misra (1968) conducted a study and found that 65% of teachers did not have time to teach essay writing. In addition, writing time for class was rarely within the limits of 10–15 minutes daily: in the NCERT Synthesis report, for example, writing activity time in classes was largely spent with the writing tasks divided into homework assignments (NCERT Synthesis report 2012). In light of many of the issues that were highlighted regarding teachers, it is apparent that teachers did not have adequate training options to facilitate writing proficiency among students. According to Bhattacharjee (1984), in-service training for teachers in the study was deemed insufficient.

(a.) Methods of teaching:

Bhattacharjee (1984) asserted that teachers were not skilled enough to find the correct teaching techniques. There is no organized medium through which to teach writing skills at school. Mishra (1968), Jain (1987), Ram (1989), Pillai (1988), Bhattacharjee (1984), Madhavi (1990) found that the majority of teachers used traditional teaching techniques in classrooms-- lecture and translation-- though their classes had been trained in new teaching styles. Jain (1987) reported that over 70% of teachers adopted lecture and translation in all writing classes. Other research (Singh, 1985) found that teachers used mostly grammar-oriented, text-oriented, translation-oriented, and examination-oriented methods when teaching writing. The course turned into a perplexing concoction of teaching tools, test questions, and learning objectives. Furthermore, Ram (1989) argued that teachers were not even aware of the structural or the situational approach of teaching writing skills.

(b.) Objectives of teaching:

The objectives of English education have changed considerably over time. First the aim was to establish "a class that were Indian in blood and colour but English in taste, opinions, morals and intellect." But according to the research of Jain (1987), as the aim to make language skills develop, in four languages: speaking listening reading writing; however, in particular, this has replaced the previous emphasis on vocabulary acquisition with four skills. They tended to focus on lists such as vocabulary items and very particular grammar structures, while treating textbooks as a subject matter. The goal was typically to get students ready for exams rather than to ignite their mind. Pillai (1988) demonstrated that syllabus is unhelpful and does not meet the goal of teaching English. Ram (1989) stated some teachers encouraged memorizing set passages as a mode of composition and pressured students into rote memorization. This showed a lack of clarity among teachers about what learning English would actually aim to promote.

(2.) The Learners:

The focus of the education system is always on learners. Some literature found that their attitudes and struggles were causing a failure in writing skills. The students, according to the findings, also did not have the other three English skills of listening, reading, and speaking. That impacted their writing skills. Jayashree (1989) has mentioned that the students' poor listening and poor attention in the classroom made it difficult to master the writing skills. With low performance in all skills, teachers, in particular, struggled to facilitate the comprehension of English among the students. In addition, due to students' indifference, lack of vocabulary, refusal to take part and overcrowded classrooms, writing in English turned into a huge challenge. Mohire (1989) noted that without language proficiency in English, as well as large class sizes, cultural differences and other reasons, teachers struggled to improve the students' level of writing.

(3.) Textbook:

Textbooks are the most common resources in the classroom and a key feature for every child's learning experiences. A textbook is the "textbook" for teachers, it offers teachers an idea on how to organize their lesson, the problems they can tackle, how they will teach, and how and when to use the tools to teach. When problems become a story of the textbooks (the very textbooks), then it is almost pointless or not at all to blame other than the textbooks themselves. Bharati (2013) found that the textbooks available today were limited to writing in their activities. For example, Mohire (1989) and Ram (1989) found that English textbooks were very much filled with literary content, making them uninteresting for the learners. Also, teachers' attention to the textbooks tended to be one side of the coin, leaving aside other sources. Not only did these textbooks have poor quality, they were also afflicted with grammatical errors and intricate forms that left students with no clue on what to memorize. Bhattacharjee (1984) found that the English textbooks were not always complete when using the most recent forms of teaching and no teacher handbooks to follow them, which bewildered the teachers. On the other hand, Ram (1989) reported instances where teachers had not even consulted the teacher's guide if it was there.

(4.) Instructional materials:

These are the key tools for students. They can enhance reading comprehension, solidify skills or concepts, and ease stress or boredom by presenting information in new and engaging ways. Teaching aids have been used in classrooms for a long time. Low achievement in writing skills may be contributed to inadequate teaching resources at school, as evidenced by many studies. As far as material resources are concerned, Pillai (1988) and Bhattacharjee (1984) found that a majority of schools do not have adequate teaching materials, especially audio-visual aids. According to Jain (1987), Pillai (1988), and Bhattacharjee (1984), schools with these resources rarely used them, as teachers were often untrained to operate them. The NCERT Synthesis report (2012) found that most teachers did not provide verbal or visual input before assigning writing tasks. Assessment is not a finite project. When implemented properly, it is a mechanism for teachers to recognize what they can do to help and formulate actionable goals for students.

(5.) Evaluation:

Evaluation of writing skills is an essential part of assessing students' skills and developing them as writers. On the other hand, performance appraisal of students is not only based on written assessment; internal assessments are also taken into account. According to Jain (1987), more emphasis came from oral performance instead of the written task. Question papers were primarily concerned with judging their ability to read particular texts rather than other skills (e.g., Pradhan, 1991). Writing tasks and students' progress were rarely assigned by teachers. Without this attention, the English classes took no action to remediate their writing; students remained stuck in their respective writing skills. These three factors teachers, students, and the curriculum significantly influence student writing performance, leading to poor writing skills according to them. One of the biggest problems in language education is teacher preparation. Now, however, this shift concerns developments in linguistics, psychology, and teaching modalities, not the teachers. Teachers don't get adequate training in different approaches and methods through which to improve their teaching. Thus, we concluded where research should focus on the way teachers are hired, material and activities covered in a textbook, teaching tools, outcomes, and methods of teaching for developing positive changes in English writing education. The curriculum revolves around textbooks that form the backbone of any education system. They are the primary resource that empowers teachers and students to realize what changes learning can make. Until independent academic entities assess them and halt the toxic relationships that exist between textbook agency, authors, reviewers, publishers, and textbook selecting institutions, problems with textbooks won't be resolved. Research should also be done to determine the weight assigned to each skill to create better textbooks for students. Experimental methods have been a significant focus for English teaching and learning as well. For language research, these methods ask whether treatment has an impact on behaviour and internal processing. There have been relatively few experimental studies of the treatment effect on English language writing skills. With a well-designed communicative syllabus, Sarma (1989) performed one experimental study. Pugazhenthi, Thambi, and Jeyachandra (2013) conducted an experimental study on task-based language teaching (TBLT). Using a remedial approach, Ramamoorthy (1992) and Suderkodi (1990) studied the impact of narrative writing skills. Among the techniques used were oral drills, intensive writing practice, gestures, dramatizations, correlation, mimicry, pictures, flashcards, and phonetic strategies, all of which were effective. However, although these studies demonstrated how the use of different experimental methods improved learners' skills, the applicability of these methods remains under evaluation. Most of the experimental innovations occur in relatively specialized institutions, but most of the schools and colleges will not be able to reach the majority of the students that lack special equipment. While the experiments may work, the question remains if these are within reach of everyday teachers and teaching institutions.

6. Recommendations Derived From Research Trends.

Based on the analysis of research trends surrounding the attainment of learners' English writing skills, the authors conclude researchers also should have prioritized the following:

- Education qualifications of teachers
- Teachers' total experience
- Professional training
- Teaching location
- Medium of instruction
- Type of schools

However, across all the abovementioned studies, it is apparent that most of them focused on analysis of errors. The researchers also should have focused on:

- Analyzing grammatical features in more detail and not simply listing errors.
- Making the errors in accordance with the rules of each grammar concept.
- As for research trends on the factors which hinder the development of English writing skills, researchers might have also:
 - Assessed the curriculum of teacher education concerning writing skills, as writing is one of them.
 - Analyzed the reasons for poor writing proficiency from teachers' and students' standpoints.
 - Emphasized teachers' basic knowledge about writing skills objectives and methodologies so stakeholders can make adjustments to the curriculum for teacher training in order to meet the needs of teachers.
- Study writing activities of different types in the book, and the writing content that goes into everything. Check whether the textbooks formulated by scholars are appropriate to the needs of average learners. Consider the relevance and suitability of the writing activities.
- Investigate what teaching aids can help students to assist in improved writing skills.
- As education enters experimental studies into this period, new methods can be taught through experimentation. But these studies too might have sought to address:
 - Evaluating the effectiveness through comparing various methods for teaching writing skills to see which method was the best.
 - The evaluation of the positive and negative effects of each teaching approach on writing skills.
 - Creating activity-based workbooks for teaching writing skills.
 - Forming the big write technique and technology-based writing activity.
 - Experimenting with new methods in regular institutions not specialized ones.

Conclusion

As a result of the analysis of the findings, few surveys and experimental studies have been carried out on the teaching of English writing skill set. Most of the surveys wanted to diagnose the mistakes students make in writing English and also the issues in developing English writing. Two main factors emerged as obstacles which blocked progress: teacher and student. Students, who lack the proper training for teaching English, as teachers are often poorly trained, feel bored and disinterested in studying subjects. Textbooks, coupled with too much literary content, outdated teaching tools and old teaching methods also can result in poor enthusiasm for English when students are in class: even if they learn English them. Studies also revealed weaknesses in the present assessment system, with an emphasis on oral achievement, rather than written achievement. Additionally, experimental findings showed that remedial teaching programs and task-based learning in narrative writing skills, as well as a well designed syllabus for communication, were effective in improving writing skills in students. To conclude, we can say that studies conducted on writing skills in English do not cover enough information to assist any stakeholder institution to adopt the intervention for improvement of writing skills in students. While these are important, the National Curriculum Framework (2005) suggested the development of writing skills in early years and subsequent middle and senior schooling, and a particular emphasis on note-making as a form of skill development to discourage mechanical copying through blackboards, textbooks and guides. The writers found no studies that examined whether the recommendations in the syllabus were implemented. None reported whether such note-making exercises were used in schools, and their effectiveness had not been assessed. The National Curriculum Framework (2005) proposed taking the routine work of letter or essay writing but breaking it down into more accessible, imaginative and original writing styles to foster students' creativity and imagination. There were no studies that investigated the sorts of writing tasks given to students at each level, nor did researchers find out whether these tasks encouraged creativity in students. Rather than focusing on just the mistakes people make, studies could have looked at how English writing skills are incorporated into the curriculum of schools, how much emphasis English textbooks place on them, and how many hours school timetables set aside for specific writing instruction. Such knowledge might also have helped stakeholders in solving the key issues in writing skills at their root. Furthermore, had experimental research measured the success of different forms of writing and taken the NCF (2005) recommendation into consideration, we could see major advances in students' writing abilities and general proficiency in English today.

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