



Menaces towards Writing Skills in English Language Faced by Rural Primary School Students

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Abstract. Learning to write is the first step in learning any language. Teachers and students are connected via the act of teaching. The primary objective of this unit is to prepare students for the difficulties associated with writing assignments. The four parts that make up LSRW all have something to do with education. In comparison to reading, math, and listening, the teaching and learning process pays less emphasis to writing. Understanding the nuances between words requires a focus on the written form. Even a gifted student will be marked down for spelling mistakes. Most schools have a policy of penalising students for minor errors, such as misspelt words, with the assumption that the student would not care if they lose a few points. But it is what it is. This study, utilising a more powerful quantitative and qualitative approach, explores the requirement and feasibility of enhancing writing skills among primary school students in order to reduce such mistakes.

Keywords: language learning, literacy, spelling mistakes, academic students, quantitative, qualitative approaches.

1 Introduction

The education system in India is not adequately preparing pupils for the workforce. Students can create succinct replies, but they struggle with writing essays and personal statements. The typical student does not understand the distinction between extended replies and essays until they reach college. As part of their education, all students in India learn how to effectively use language, construct words, and express themselves verbally. When these routines are pushed on children instead of being framed as something fun, problems arise. Unfortunately, not all of this material is being taught in our schools. Writing essays is a skill that students are required to learn, although it is often not emphasised until the senior year of high school. Kids learn the mechanics of writing in today's classrooms, but they don't develop the inspired assurance they'll need to reach their full potential.

Over 65% of Indian schoolchildren have forgotten the fundamentals of handwriting, according to the NCERT 2021 All India School Education Survey. Teaching writing successfully in elementary schools is a crucial skill for English instructors. There is a lot of writing involved in the English classroom. Learning the proper formation of letters is the first step in teaching writing. A student's academic progress may be hindered in a variety of ways if they lack a solid foundation in writing. Students' academic performance benefits from regular writing assignments, but they also benefit emotionally and socially.

What's more, being able to write well is an important skill in today's global economy. Their future employment chances may be at risk if they cannot write well. This issue, therefore, calls for a suitable response. Teaching writing has become tough because of the challenges that students face when first starting out. Our pupils face challenges such as a lack of vocabulary, weak grammar, poor spelling, unpreparedness, and a lack of exposure to books and reading resources. Because of the aforementioned challenges, educators had a hard time instructing students in the art of writing. Motivating pupils, and particularly helping them maintain an optimistic outlook, is a primary focus for teachers who are trying to impart writing abilities. In order for students to develop as writers, they need to be pushed and directed in the right directions. A teacher's job is not limited to only boosting students' dispositions; they must also be sensitive to the challenges their pupils confront in the classroom. Both the challenges that our English instructors have in the classroom and the challenges that our students confront in learning to write should be taken into account.

2 Related Work

Teachers use scaffolding to build on their students' strengths. Successful learning in a certain academic area, like writing, requires contexts that are socially constructed and transient in nature (Vygotsky, 1987). Scaffolding is described as teaching a procedure step-by-step, demonstrating each step, and then giving pupils time to practise what they've learned. The aim of this method is to gradually remove the student from the instructor's watchful eye after the student has acquired a specific level of writing. Research by Baradaran and Sarfarazi (2011) found that teaching ESL students the concepts of scaffolding improved their academic writing significantly.

For second language learners, Read (2010) suggests and praises the IMSCI (Inquiry, Modelling, Shared, Collaborative, Independent) scaffolding technique. Inquiry is the first step since it helps people acquire that all-important foundational knowledge. After eliciting and activating prior knowledge, the teacher demonstrates the required writing style by producing an example. Then, the students and instructor work together to produce a piece of writing in which the students have significant input on the selection of subject, sentence structure and pattern, vocabulary, and grammar. Then, they may choose to work on a single writing assignment with one or more other classmates. Their writing and vocabulary will benefit from this. The final objective of the scaffolding process is to have students write independently, and this is why the prior phases are so important.

To stay up with the times and improve student achievement, educators are under continual scrutiny (Feiler & Logan, 2007). As Lee (2012) points out, its varied applications help ESL students hone their writing skills while also inspiring them to read and write. Training writing strategies is important, but writers may also benefit from receiving feedback on their work that is specific to their level of competence (Kellogg, 2008). Try-again feedback with no elaboration and informative tutoring feedback with significant elaboration are only two examples of the types of feedback described by Shute (2008). Providing a student with try-again feedback when there is a discrepancy between their actual and desired performance levels is recommended (Clariana, 1990). Informative tutoring feedback is often regarded as the gold standard for feedback. It entails analysing existing work, finding problems, and offering recommendations for moving forward. Narciss and Huth (2004) found that this method seldom provides the correct result. Proper working methods and timely feedback play crucial roles in the teaching and learning process. Students will be better able to identify their mistakes and make the necessary corrections if they get timely and accurate feedback. Teachers have an obligation to provide constructive criticism and praise for their pupils' written work.

Kasper and Petrello (1998) argue that the kind of feedback instructors offer ESL writers is just as important as the Fluency First Approach in reducing the students' writing anxiety. According to Mary Beaven (1977), teachers who utilised shared experiences, assessed students' ideas, and asked for further information as feedback were most effective in lowering student unhappiness and increasing student confidence. Questions such, "Could you provide more information?" are task-oriented. Could you start your paper out in a manner that directly addresses the topic? are not enough to draw meaningful conclusions. Instead than focusing on fixing fundamental flaws, this critique encourages and motivates readers to learn more about abstract ideas. Possibilities for productive outcomes from such student-teacher cooperation should also be present. Students' writing processes stall without instructors' help. The same holds true of students' efforts to incorporate constructive feedback from instructors into their work.

The next stage in getting ready to write is to do a quick vocabulary review. Pre-viewing vocabulary is a helpful method for getting an ESL learner to try out any kind of writing. The linguistic basis of writers writing in English as a second language is substantially different from that of authors writing in English as their first language (Pour-Mohammadi, Zainol Abidin, & Cheong Lai, 2012). Therefore, instructors need to provide students with both definitional and contextual information on keywords since vocabulary is a substantial obstacle for English learners. Teachers should not only provide students with definitions of terms, but also encourage them to provide their own examples and explanations (Stahl, 1985). Without this preview, most ESL students won't be able to go beyond the writing assignment requirements. Students have difficulty writing due to a lack of vocabulary. It becomes harder for them to choose the right words when they write.

3 Difficulties Facing Elementary School Children in Rural Areas

Every student has unique difficulties while first learning to write. Every single one of my students is special and unique. These challenges will make it harder for pupils to write a good paper. In the following paragraphs, we'll talk about some of the problems that students face while putting pen to paper. Writing instruction has become more challenging for children due to a decline in vocabulary, claim Misbah et al. (2017). Asep (2014) argues that having a large vocabulary is essential for good writing since it enables you to construct meaningful sentences. Every day, students utilise both oral and written communication to share their ideas and emotions with those around them. Students' ability to express themselves vocally and in writing benefits from exposure to a broad vocabulary. Students who are struggling with vocabulary development may benefit from using a digital dictionary. Vocabulary is expanded as students engage in more reading. These students come from more rural areas, where they seldom encounter situations when they need to utilise formal English. They don't even know what words to use in what contexts. Their lexical range is very limited. Therefore, educators have a significant impact on pupils' lexical growth.

For primary school students, grammar is another area of difficulty. Grammar is really important while writing. Understanding the meaning is facilitated by the information provided by grammar. It's a framework for conveying the author's nuanced meaning to the reader. Word structure (morphology) and sentence structure (syntax) are additional topics covered by grammar. Students with little grammatical knowledge will struggle to write coherent sentences. They also lack a firm grasp of grammar's fundamentals. According to Muhammad Fareed et al. (2016), students often make errors in subject-verb agreement, pronouns, tenses, articles, prepositions, and fundamental sentence constructs. Their grammatical abilities may be improved by reading and grammar-related activities. Even while this assignment requires you to put pen to paper, reading is just as vital. Students may pick up the basics of using grammatical rules only from this activity. Word order, grammar, and maybe even a few new words will all become more accessible to them as a result of this.

According to Nyang'au Benard (2014), poor spelling is another cause for anxiety among parents of young children who are learning to write. You may improve your writing abilities, including spelling, by taking a course. Children who struggle with spelling are at a disadvantage. According to Afrin (2016), students often make spelling mistakes because they try to match how words sound in their heads with how they should be spelt. The way a language is spoken varies from one region to the next. The words they hear most often will get embedded in their memory, and they will employ those words in their speech whether or not they are appropriate. The students may alter the words by adding or removing letters. They spell "balloon" instead of "balloon," for example, since, as Nyang'au Benard (2014) argues, kids who memorise their spelling will have superior spelling. Some students, when required to learn spelling, will just mug it. However, this does assist them out somewhat, since they now know that even the simplest of words can be spelt. People have trouble with spelling when they are asked to use more complex terms.

Foster (2015) noted that student preparation is a factor in the difficulty of teaching writing. Preparation is the key to success, as stated by Winarso (2016). There are several forms of preparedness, including mental and physical preparation. If this doesn't happen, students will struggle to write. Students will not be able to learn in class if they have not prepared themselves psychologically. It is essential that students come to class ready to learn. Foster (2015) argues that capturing and holding students' interest is key to getting them ready to study writing.

According to Foster (2015), students' limited access to books and other reading materials is a significant barrier to writing instruction in primary school. The research of Muhammad Fareed et al. al.

(2016), many learners have difficulty sourcing appropriate data. Because reading and writing are intertwined, students will not be able to write well if they do not read widely. Students who don't have access to books and other reading materials will struggle to develop their own thoughts and vocabulary in writing. They may improve their writing skills by reading more and applying what they learn to their existing body of information. They have a propensity to rely on their memory to retrieve the vocabulary and incorporate them into their writing. Foster (2015) outlined how providing children with access to a wide range of reading materials may improve their linguistic literacy. Teachers may do a lot to spark their pupils' enthusiasm in reading by requiring them to read short works from a variety of genres.

Finally, students also struggle with a lack of motivation. Students could lose interest in school if they aren't inspired to learn. Gbollie and Keamu (2017) argue that student motivation is key to improving academic performance. Motivating students is as simple as using statements like "Good job," "Good try," "Keep it up," and so on. Students may be encouraged to continue their studies by using rewards and recognition.

Teaching has always been the hardest job in the world. There is a clear distinction between teaching English at the elementary level and doing so at the secondary or university level. The difficulty will make the instructors' lessons useless. Some of the challenges that educators face are listed below. Modern educators have a hard time inspiring their classes. According to Asep (2014), this is not due to students' bad conduct but rather their lack of motivation to improve their writing skills. Young people nowadays feel they have limitless potential because of the independence they have been granted by their parents. When pupils actively avoid studying, it's a red flag for disinterest (Abrar, 2016).

Having students of varying skill levels is another challenge instructors face when attempting to instruct writing. In many primary schools, students of varying academic abilities are placed in the same classroom. It will be challenging for instructors to meet the needs of pupils of varying proficiency levels at the same time (Asep, 2014). Educators will need to modify their strategies in response to pupils' varying levels of writing proficiency. This makes it challenging for educators to plan engaging classes and assignments.

4 Conclusions

It's been said that English instructors have it tough because of the many difficulties students experience in mastering the craft of writing. Challenges have been identified in the literature for both students and teachers in learning and teaching writing skills among ESL school students, including the demands on English writing skills, the purpose of students' writing through the use of various writing strategies, and previous studies on the challenges faced by students and teachers in learning and teaching writing skills among ESL school students. If instructors knew what was holding back both students and themselves, they might better tailor their comments and help to overcome those difficulties and teach writing effectively. In addition, the school management has to do what's necessary to fix the issues. Finally, instructors may motivate pupils to improve their writing by stressing the importance of doing so.

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