

## **Significance of Writing Skills in English Language Learning**

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### **Abstract**

Communication is a crucial element in all fields throughout the age of globalisation. Language is the essential instrument for communication, and communication is virtually unattainable without a language. Although it is possible to communicate by signs and gestures, this approach does not completely fulfil human desires. Thus, language functions as a potent instrument for expressing the ideas, feelings, and emotions of humans to others. Consequently, humans develop linguistic competencies to preserve their interpersonal relationships. To attain proficiency in a language, individuals must have the requisite linguistic skills pertinent to that language. To achieve proficiency in a foreign or second language, such as English, learners must develop all requisite skills. English language learners encounter greater difficulties in developing writing skills than in mastering the other three language competencies: listening, speaking, and reading. EFL/ESL educators should integrate alternative methodologies in their courses to improve students' writing skills, considering the complex phonological, morphological, semantic, and syntactic patterns involved in writing. Therefore, educators must utilise varied concepts and unique methods to enhance the writing skills of English Language Learners. This study primarily investigates the characteristics of effective writing skills within the framework of English language education. This study emphasises the importance of language proficiency, specifically the skills required to learn the English language. Moreover, increased focus is directed towards enhancing writing proficiency, which presents a considerable difficulty for English Language Learners who are non-native or second language speakers of English. This study also analyses the characteristics of effective writing skills within the framework of English language education. This article offers excellent advice for educators to adopt varied strategies and techniques to improve their students' writing proficiency. Furthermore, it advises that English learners follow their professors' direction and engage collaboratively with their peers to improve their writing skills.

**Key words:** Activities; effective; English Language Learners; English classrooms; language proficiency; innovative tactics and methodologies; strategies; educators; writing competencies.

### **Introduction:**

The domain of communication has seen substantial changes due to globalisation in the twenty-first century. Language functions as the principal means of communication, compelling humans to learn it for the goal of engaging with others. Consequently, individuals attain language competency, including all relevant skills, to communicate successfully and cultivate harmonious interpersonal relationships within society. Humans strive to attain a language and its related skills to fulfil their aspirations, aims, and objectives. Understanding that efficient communication is essential for success in any field, individuals intentionally strive to learn the requisite language systematically. They endeavour to attain linguistic proficiency to exhibit their accomplishments as people within society. Through steadfast resolve and persistent effort, anyone can attain proficiency in a language. Consequently, learners need to invest considerable effort in acquiring language skills to achieve proficiency in communication.

It is commonly recognised that learners encounter many obstacles while first endeavouring to acquire a new language. This arises from the unfamiliarity with different elements, including lexicon, grammatical structure, pronunciation, and application. Learning a new language provokes diverse reactions among individuals. Therefore, attaining mastery in a new language requires considerable work and lengthy practice. Language learners must attain the requisite skills to communicate effectively with others globally. Language functions as a medium for individuals to express their perspectives, ideas, thoughts, and feelings. The absence of language poses a problem for humans to communicate successfully with one another. To achieve their goals, people in the modern period must communicate in a globally spoken language. Moreover, linguistic proficiency is essential for persons in the modern period to effectively communicate with others. Moreover, individuals might get effective communication solely by enhancing their language proficiency. Consequently, it is essential for ESL/EFL learners to emphasise language skills, especially writing proficiency, as these are vital for efficient communication in modern society.

The importance of linguistic proficiency in the 21st century is underscored by people communicating with others across many continents, countries,

governments, and regions. A universal language that is intelligible to everybody is necessary for efficient global communication. English serves this purpose, motivating individuals to pursue its mastery to attain their goals. Individuals acquire all the competencies of the English language due to their significant role in everyday life. To attain competency in the English language, English Language Learners must cultivate competence in all four language skills: listening, speaking, reading, and writing (LSRW). All four of these competencies are essential for foreign or second language learners, and none should be overlooked.

The aforementioned truth indicates that these four talents are classified into two categories: receptive or passive skills and productive or active skills. Listening and reading are passive skills wherein learners absorb and comprehend information without the necessity of actively producing words. Conversely, speaking and writing are productive skills that necessitate learners to produce language utilising these abilities. Moreover, both speaking and writing are readily observable by others and constitute behaviours that require direction and regulation. The principal focus of these skills lies on their accuracy. It is a fact that individuals find it easier to converse in their native language, although their ability in a second or foreign language becomes apparent during communication in that language. A comparable scenario is seen in the process of acquiring English language skills. As learners acquire the English language, they face many hurdles in cultivating the requisite linguistic skills. Consequently, educators must intensify their efforts to involve students in the acquisition of English inside the language learning environment.

Moreover, learners can improve, hone, and attain competence in their English language skills via the internet. To attain competency in the English language, learners must develop competence in all four language abilities. English learners should not overlook any of these abilities, as each skill possesses its importance. Among these four skills, listening is the foremost skill that English Language Learners first acquire. Hornby (2005) defines listening as the act of focusing one's attention on an auditory entity. In the development of listening abilities, numerous English Language Learners encounter excessive stress in their efforts to grasp every word in a sentence, hindering their ability to comprehend spoken language. Consequently, individuals ought to demonstrate heightened focus and endeavour to grasp only the essential content while ignoring the extraneous components. English language learners must have the capacity to anticipate during listening activities. In ordinary daily situations, they can employ the speaker's help, visual indicators, and contextual information to interpret spoken communications. During the listening process, learners must primarily concentrate on understanding the complete message.

To improve students' listening skills, educators must encourage learners to actively interact with the sounds of the English language, thereby aiding the mastery of precise pronunciation of English words. Consequently, instructors must utilise several strategies to enhance the pupils' listening skills. The skill of listening is often utilised by students, who find enjoyment in participating in dialogues, talks, and speeches. English Language Learners dedicate more time to the auditory skill than to other skills. This is due to their primary engagement in listening without the requirement to overtly exhibit their comprehension. Upon attaining mastery in auditory skills, learners will progressively enhance their other competencies. Therefore, English educators need to utilise various strategies and techniques to improve the listening skills of students in the English Language Learner (ELL) context.

Speaking is considered one of the most demanding facets of English language acquisition, as learners must communicate in real-time. As learners must deliver prompt responses to the speaker(s), they must have a robust mastery of the language's vocabulary and grammatical framework. In the lack of verbal communication, discourse may be restricted to written form. Language functions as a medium of communication, allowing individuals to articulate their thoughts and ideas while also acquiring an understanding of others' viewpoints. English Language Learners must participate in consistent speaking exercises both within the classroom and in extracurricular environments. Furthermore, students must engage in collaborative activities inside school environments to enhance their oral communication skills. To improve the speaking skills of English Language Learners, educators must engage students in collaborative activities, including group or partnered exercises. Moreover, educators should provide supplementary chances for pupils to participate in verbal communication inside the school environment.

Rivers (1978) asserts that speaking is employed twice as often as reading and writing in human communication. Individuals allocate a considerable amount of time to vocal communication in comparison to reading and writing. Therefore, English instructors must utilise several strategies to prioritise the improvement of oral communication skills in English Language Learners. Reading is categorised as a receptive talent, and most individuals engage in reading about their academic topics in English. Reading improves learners' skills in spelling, vocabulary, grammar, and writing. Comprehensive reading facilitates the internalisation of phrase structure, enabling rapid imitation by the brain. As a result, the learners produce analogous phrase structures to convey their messages. While reading, learners utilise skimming and scanning techniques to improve their efficiency and speed in comprehending the

material. Students grasp the central concept of the book and draw inferences accordingly. The trainees familiarise themselves with several literary genres and specialised terminology, while also acquiring new vocabulary. Skilled readers with remarkable reading speed are likely to excel in both verbal and written communication. To enhance reading abilities, educators should promote the reading of newspapers, magazines, and journals in the classroom, as these sources are frequently utilised for information acquisition. Moreover, students need to study their textbooks to succeed in their examinations.

Educators ought to inspire English Language Learners to partake in reading moral tales, short narratives, and other intriguing topics to improve their reading skills. As individuals persist in reading throughout their lives, English educators must implement several strategies to improve the reading proficiency of their English Language Learners. Writing is a highly prolific skill and is regarded as the most complex of the four language abilities. English Language Learners must articulate their thoughts and ideas through written communication to ensure they do not neglect any content. English writing is commonly perceived as the most difficult skill due to its complex structure and vast vocabulary. Moreover, the orthographic representation of words in the English language is entirely separate from their phonetic transcription. The absence of a direct relationship between spelling and pronunciation causes numerous English language learners to encounter difficulties in writing in English. The coherence and organisation of paragraphs are essential in writing. Educators ought to employ collaborative and cooperative learning practices, including group and pair activities, in the classroom to improve the writing proficiency of English Language Learners. The students actively participate in these activities and effectively fulfil the specified tasks. Due to the numerous essential elements of writing, instructors must teach their pupils how to compose succinct English paragraphs.

English teachers should assist English Language Learners with any issues encountered during assignment completion. English teachers are responsible for instructing English Language Learners to improve their writing skills in English.

### **Review of Literature**

Among the four skills in the English language, writing is the most demanding and essential for English Language Learners to cultivate due to its intrinsic complexity. For most English Language Learners, reading and listening seem more doable than speaking and writing, as the latter demands active production and substantial practice to attain fluency. Therefore, English Language Learners must apply greater effort in mastering these skills and strive to follow the instructions given

by their instructors. Moreover, educators should prioritise utilising varied strategies that effectively engage students and enhance their drive to develop writing skills. Moreover, educators must take into account the skill levels and interests of students when choosing writing topics. They should investigate creative tactics and methodologies for writing to promote active engagement and enhance performance in the designated activities.

Writing has seen significant adjustments and developments in recent years. Harmer (2007) asserts that writing is a relatively recent advancement in human evolution. According to Bloomfield (cited in Crystal, 1994), "Writing is not language; it is a means of recording language through visual symbols." (178) Richards and Schmidt (2002) contend that writing is regarded as the result of complex processes that encompass planning, composing, reviewing, and revising.

Writing is frequently considered the most complex skill for language learners, particularly English students. The proficiency of writing in English is commonly perceived as the most difficult due to its complex nature concerning syntax, semantics, morphology, and pronunciation. Numerous researchers have recognised the difficulties encountered by English Language Learners (ELLs) in writing in English and have articulated their viewpoints on the issue. Negari (2012) contends that mastering writing skills in a first language (L1), second language (L2), or foreign language (FL) is the most formidable challenge for language learners in academic contexts. Kroll (2003) posits that writing is a complex process necessitating the development of multiple skills, which together enhance the total difficulty of writing for each language user. Richards (2008) contends that achieving skill in writing, in either a native or second language, is a challenging task that only a small percentage of individuals can genuinely master. The aforementioned results demonstrate that writing is a complex talent necessitating considerable effort to perfect. Therefore, educators need to provide extra time for the enhancement of writing skills in their courses, thereby allowing EFL/ESL students to succeed in their tasks.

### **Characteristics of Effective Writing Skills in English**

Writing is a complex procedure that requires English Language Learners (ELLs) to comply with several elements to exhibit their proficiency as competent writers. Primarily and fundamentally, learners should concentrate on improving their vocabulary and grammar. Upon attaining a robust comprehension of fundamental grammatical structures and an adequate vocabulary, English Language Learners will certainly obtain encouragement to commence the process of writing literary works in English. Educators must furnish students with exemplar writings and guide them in formulating expert sentences in English, as well as in organising these words into

cohesive paragraphs. Subsequently, educators must inspire kids to initiate their writing endeavours with straightforward topics that capture their interest.

Teachers should prioritise the careful selection of topics assigned to students. In theme selection, educators must take into account the requirements and interests of the students. Moreover, educators should recommend the current subjects with which students are already familiar. To achieve this purpose, instructors must examine newspapers and periodicals to gain further insights into current topics. Concurrently, educators must consistently inform students on contemporary developments in society, facilitating their understanding and engagement with these changes during leisure time. Educators need to converse with students before choosing topics. Upon achieving unanimity on particular subjects, the instructors should assign the topic to the learners to initiate their writing. Moreover, teachers need to teach students the use of specific vocabulary when composing in English. The instructors must demonstrate to the students the precise terminology they should utilise when initiating their work. Students are taught to utilise suitable vocabulary that corresponds with the particular context, due to the presence of several terms for various reasons. Upon identifying the suitable vocabulary for a specific context, learners will utilise it with accuracy in their written assignments. The phrase must captivate readers while prioritising clarity. Writers should prioritise the use of suitable synonyms instead of repetitively using the same term. Therefore, English Language Learners must have a comprehensive, stimulating, and contextually appropriate vocabulary.

A vital element that improves the efficacy of learners' writing is the choice of grammatical structures. Considering the varied structures utilised by English authors, English Language Learners must concentrate on employing numerous grammatical constructions instead of depending on repeated forms in their writing. To accomplish this goal, educators must teach their English Language Learners several grammatical structures employed in English writing and furnish them with comprehensive training to develop mastery in these structures. Upon receiving instruction on these structures, the learners must implement them to utilise them correctly within the specified context. Educators must guarantee that their pupils consistently practise the grammatical structures taught in the classroom. This will allow students to cultivate a comprehensive understanding of the structures and use them successfully in suitable circumstances.

The proper use of punctuation marks is a crucial factor that influences the writing competence of English Language Learners. Punctuation is essential in English writing for ELLs, as improper usage can result in reader confusion and



misinterpretation of the intended meaning. Due to the considerable influence that punctuation rearrangement can exert on meaning, educators need to educate students on the correct application of punctuation marks as they commence writing in English. Considering the importance of punctuation marks in English composition, English Language Learners must possess a thorough comprehension of their use in writing tasks. Furthermore, educators are required to demonstrate the change in meaning that arises from the improper placement of punctuation marks. When addressing the designated topic, it is essential to articulate the learners' perspectives clearly and without digressions. Therefore, learners need to familiarise themselves with the technique of noting the key elements related to the subject and subsequently addressing them within the same paragraph.

Furthermore, it is essential to elucidate these concepts without omissions, ensuring a seamless progression that facilitates readers' understanding of the idea. Therefore, educators need to educate students on how to sustain a logical line of reasoning in their writing, ensuring that their written work is readily understandable. A crucial factor in learners' writing skills is their capacity to cohesively link their ideas in their written compositions. Since writing needs considerable reading and practice, English Language Learners need to participate in significant reading of diverse literature. Moreover, it is prudent for students to dedicate extra time to refining their English writing skills in conjunction with their reading endeavours. In this context, educators must teach pupils the proper organisation of their thoughts and the use of cohesive methods to create logical connections between phrases and paragraphs systematically. To attain the desired writing purpose, the sentences must be correctly constructed and organised. Therefore, English educators ought to prioritise the creation of logical linkages between concepts in the writing of English Language Learners, grounded in the aforementioned principles. Moreover, educators need to educate English Language Learners on the correct application of cohesive devices in English composition. This will improve their capacity to write proficiently written compositions in English. These traits are essential for English Language Learners to exhibit their proficiency as adept English writers. Therefore, educators need to emphasise these qualities and motivate English Language Learners to develop them to substantially improve their writing skills.

### **Conclusion :**

This research seeks to clarify the characteristics of effective writing skills within the framework of English language education. This research has underscored the importance of linguistic skills, especially those essential for attaining mastery in the English language. Consequently, increased emphasis has been placed on the



enhancement of writing skills, which present considerable difficulties for language learners with English as a foreign or second language. Achieving mastery in writing necessitates considerable patience, a steadfast commitment of time, and constant practice without prolonged interruptions. Considering that writing is commonly perceived as the most difficult of the four language skills, English educators should dedicate more time to its education. Moreover, educators must guarantee that English Language Learners understand the writing processes in English and demonstrate these skills by presenting relevant and engaging topics as examples. Instructing writing skills for English Language Learners necessitates that educators choose topics that are both accessible and captivating. This method guarantees enhanced learner satisfaction and increased concentration on their studies. Furthermore, educators ought to utilise various strategies and methodologies in their teaching to facilitate the simplification of intricate tasks. When students see tasks as extensive, educators should swiftly partition the assignments into smaller components and direct the students to complete them.

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