The Analysis of the Problems Faced by The Teachers in Education Sector in Developing English Writing Skills: An investigation of District Hyderabad, Sindh

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Although Sindh's education system is beset with difficulties, this study examines how to teach English writing skills, which can require helping students gain the language and communication confidence they need—a difficult concept to grasp. Numerous variables might influence the process of imparting knowledge and developing abilities. The majority of public sector institute students struggle with English writing and eventually receive subpar education. The main goal of this analysis is to draw attention to the challenges faced by educators in helping students enhance their English writing abilities. The finest methods for teaching leadership in the field of education are examined in this study. It is asserted that diverse techniques and strategies are utilized to instruct and cultivate upcoming cohorts of leaders. The primary focus of the research is the Hyderabad district's Sector Institute. These institutions produce samples from both rural and urban locations for the betterment of standards of level of education in specific and general terms.
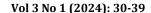
1. Introduction

Students' main writing challenges are essentially evaluating the efficacy of current teaching methods and suggesting new, cutting-edge strategies from women. However, this is a mixed-method approach that may involve service writing assessment interviews and research identifies important vocabulary, grammar, and structure problem areas (Alisoy, 2024). In this study, teachers and students are included, and the development of policy and practice for English language writing skills in public sector schools is examined using a data gathering approach. Various practices are used (Simran & Sukanto, 2024).

This study examines the best practices for teaching leadership in the education sector. It is claimed that various methods and approaches are employed to educate and develop future generations of leaders. (Kilag et al. 2023). The efficiency of teaching language in various educational institutions is examined through an analysis of the usage of various games in teaching technique and the growth of English language in various Arabian youngsters (Saleh & Ahmed, 2022). Many educational institutions at the primary, secondary, and post-secondary levels used challenging language tools and techniques to help students learn English at both the local and global levels. However, the experience of primary schools with students who struggled with reading and writing was false (Bitin & Duran, 2021). Government educational institutions and teacher training programs are regarded as essential foundations for the development of skills for various strategies. In the case of lizards, proper work on the analysis of various teaching methods is imperative when it comes to the analysis of learning and teaching environments (Sidik & Kawai, 2020).

It was determined that if there is an appropriate method that is used for the learning environment, the teachers should alter their strategies for better results. The analysis is based on reading, writing, analyzing, and formulating different strategies for two languages in teachers and students for using and helping their students to create writing skills effectively (Sunseri, 2019). Though it is believed that appropriate effort should be done to improve education at the school and college levels, the learning in teaching is analyzed based on critical language skills and the quality of education at the local and global levels (Akteruzaman & Islam, 2017). The academic activities are designed with specific objectives to provide students with the professional writing skills necessary for a wide range of academic and professional environments, which are essential for their better growth (Cook, 2016). Although the status of English as a second language and foreign language varies depending on the country, it is nevertheless regarded differently in Bangladesh (Pace, 2020). It is a language where English education policy is in practice in different countries of the world or treated as a single language or multi language (Chowdhry & Kabir, 2019). There is a war of different languages in different countries of the world that is lied differently.

The teaching of language at elementary school level for influence of writers in different educational institutions of the world are considered as the tool for development and a barrier for development that is a fact that we should consider it is a base for development (Graham et al.

2018). There is an analysis of different errors in writing at school level and college level that is considered for evaluation of different languages that may be in different bases for analysis (Imran, 2017). The study of language in writing reading and other context is considered for betterment of different results (Yule, 2020). There is a brain friendly strategy for development of students in writing in reading skills that analyzed for development of strategies in two-way approach (Hanson, 2018).

Students who struggle with writing in English could fall behind in both their academic and professional endeavors. This study aims to identify the obstacles that impede the instruction and acquisition of English writing skills. This study's main goal is to identify the main context- and learner-related issues that cause teachers to feel uncomfortable helping students improve their English writing abilities. It is hoped that the research's conclusions will assist the administrative authorities in improving the ELT circumstances at public institutions.
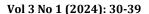
1.1 Research Questions

01) What issues do educators have with students' acquisition of language and communication skills?
02) What are the main issues that teachers have with the physical setting of an ELT class?
03) What is the main area of interest for both the teachers and the students in an ELT class?

2. Literature Review

Many researchers assess English language proficiency differently, but it is believed that if a correct method is applied by the like, there may be a proper way to address the issue of English researchers' critical thinking. It is a foundation that takes into account the proficiency of both teachers and students based on various instruments and methods in a conventional manner for the improvement of research and critical assessment of various tactics (Yule, 2010). Public sector schools and colleges provide the fundamental learning environment for students; but, without enough infrastructure, no student can advance to the standard of a strategy. Here is one approach to take into consideration.

The reading writing instruction, evaluation of critical supportive conduct, and error analysis are the foundations for this process. The development barrier and impact at the college and school levels are determined in various ways, and this is a skill that can take into account the methods of various bases in crucial circumstances involving various subjects (Hassan, 2015). Critical evolution is based on the body of literature already in existence as well as the challenges of research in education that are specifically and ferociously focused on the context for universed students and college students in creative writing format ology of multilateral explosion of digital literacy and language. Additionally, research is conducted based on educational games and English language instruction in the structure, which collectively provide a comprehensive view of common writing challenges faced by SL students and how these challenges are addressed in various settings
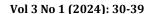
in educational gaps. However, extensive research in the study is specific regarding the unit challenge (Saleh, 2022).

Studies using a variety of theoretical frameworks and methodologies for the comprehensive yet knowledge-based overlay of second language learning and instruction, where it is true, or as a basis for comprehending theories related to language acquisition Although it is a theoretical framework that serves as a foundation for training in complex importance solutions, the additional ecological system is developed by the conversation that takes place inside language learning (McKinley, 2023). Resuming the use of acetic address with writing challenging specific traditional lecture-based approaches is thought to increase the effectiveness of current teaching methods in terms of student satisfaction and interaction methods for preview and post-tracking (Mundra, 2020). According to Cremin (2022), the foundational literature highlights significant disparities in MS Access writing skills and moderate effectiveness for observing suggestions that call for the adoption of particular student democratic values that are digitally connected to sentiments for restaurants but leave. According to a study, interactive restaurants are a great way for me to use technology to improve my writing skills. However, the constitution of the aim has a good impact on improving correctness and coherence.

A suitable working environment is required for the series of assessments, and the writing assessment structure is carried out to measure professional students objectively. However, it is a strategy that can be improved by providing results, tools, and techniques, as well as by probing enough into the fundamental needs and desires of the student body (Cook, 2016). Thiru should be interested in grammar and language, but concepts should be developed with your help and practiced based on your teaching and writing abilities. It is a good idea to use this strategy to enhance teaching abilities after students have received positive reinforcement and exposure to various rules and regulations (Clark, 2003). In today's digital age, pedagogical technologies have become invaluable assets in the realm of education, offering innovative tools and resources to enhance teaching and learning experiences.

Among the many disciplines benefiting from these advancements, English language learning stands out as an area ripe for transformation. This article explores the myriad ways in which pedagogical technologies are revolutionizing English language education, providing educators and learners with new opportunities for engagement, interaction, and proficiency development. Pedagogical technology has transformed the landscape of education, offering innovative tools and resources to enhance teaching and learning experiences. In the realm of language education, pedagogical technology plays a pivotal role in facilitating English language acquisition and proficiency development. Anees and Raazia (2007) point out some social and psychological factors which affect L2 writing skills. Social factors include social status, family background etc and psychological factors include motivational level, age etc. Lantolf (1999) mentions effects of multicultural and multilingual background on the learners' writing skills. Lave and Wenger (1991) also emphasize that the entire teaching process must be compatible with social set up and cultural background, which they termed as 'situated cognition' (as cited in Hyland,

2003). Hanson (2009) describes that teaching becomes more productive if the learners are provided stress free environment. Robert Sylwester (1995) supporting the issue also says that mind works at its best when the environment is secure, and disciplined (as cited in Hanson, 2009).

A student's inherent talent may have a beneficial impact, but it is also a habit that is crucial to their strength and their ability to recover from a working environment. If a student works on it seriously at home, at school, or in college, the outcomes will improve in a positive way (David, 2009). One essential component produced for college students' improved performance is the writing environment for abilities in methods for better results in China (Clementson, 2005). The student-teacher ratio determines the nature of the classroom environment, but students also have a say in how a classroom is managed. If a classroom is well-organized and has a positive atmosphere, it can have a positive impact. If a class is disorganized, however, it cannot have a positive impact in the right direction (Haleem et al. 2006). According to Clark (2003), students need to be taught the writing process. The students can now write in any circumstance thanks to this.

The traditional approach holds that teaching grammar is essential to the development of writing skills, but recent studies have shown that grammar instruction has no discernible impact on these abilities. "The teaching of formal [traditional] grammar has a negligible or, because it usually displaces some instruction and practice in actual composition, even a harmful effect on the improvement of writing," according to Braddock & Lloyd-Jones and Schoer's 1963 summary of their years-long research. (Clark, 2003) Numerous scholars have examined the impact of grammar instruction, including Bateman and Zidonis (1996) and Barham, Lamb, and Wyllie (1976). Writing is an essential skill for studying and teaching government since it is a subject where practical methods and resources are applied, such as grammar vocabulary (Harmer, 2007).

Additionally, the research of Saleh and Ahmed (2022) emphasizes the significance of innovative teaching tools in language acquisition, which can be applied to enhance writing skills. Similarly, Cremin (2022) and Mudra (2020) provide insights into creative teaching methods and digital literacy's role in language learning, respectively. These approaches are instrumental in developing writing skills that are not only academically sound but also versatile enough to adapt to the evolving demands of global communication. At the heart of this academic endeavor is the goal to equip students with the writing proficiency required for a wide range of professional scenarios. The teachings of Cook (2016) on second language learning and language teaching echo the importance of a well rounded linguistic education, which positions writing as a key skill in the arsenal of any proficient English speaker.

3. Methodology

The ESL teachers will complete an open-ended questionnaire to identify the issues with developing English writing skills. Subsequently, wherever feasible, descriptive and graphical analysis will be performed on the gathered data.

3.1 Population

The ESL instructors at several public schools in the Hyderabad district would make up the study's population.

3.2 Sample

The study's sample comprised 10 ESL instructors from public sector institutions. Two instructors were chosen from each institute near Hyderabad, while three teachers were chosen from one institute.

3.3 Codes of Population

The following codes would be given to the teachers in order to protect their anonymity:

3.4 Teacher Code

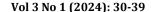T = 01 T= 02 T = 03 T=04 T=05 T=06 T=07 T=08 T=09 T=10

4. Data Collection and Analysis

Structured interviews with members of the chosen population were used to get the data. Following collection, the data underwent descriptive analysis. Here is a data analysis broken down by question:

01) What kinds of things could annoy you when you're teaching English writing skills?

Regarding question No. 1, it has been noted that 70% of the population deals with issues pertaining to students' inadequate language proficiency, such as weak sentence construction and bad English grammar. A third of the population experiences issues because of stuffy classrooms and stuffy surroundings. Of them, 8% reported having issues with the material covered in the syllabus and the boisterous environment of the classroom.

02) What are your pupils' main areas of improvement (or weakness) in terms of their English writing skills?

The majority of people concurred that the pupils' prior grammar understanding is inadequate. The fundamental areas in which all of the students need to improve are spelling errors and a lack of originality.

03) What level of satisfaction do you have with your teaching style?

Every member of the populace is content with the approaches and strategies they typically use given the restricted resources.

04) Do you believe that the level of student prior classroom instruction has given them enough language proficiency in English?

The general consensus is that students enrolled in intermediate courses lack sufficient English language proficiency. Few students possess even rudimentary information.

05) Make some recommendations for how to help students at public institutions write better in English.

Class size should be limited to no more than 30 students per class, writing skills should be covered separately or for at least 15-20 minutes, a stress-free and noisy learning atmosphere should be maintained in the classroom.

4.1 Research Findings

The process of becoming a better writer is gradual and slow. There are numerous things that interfere with the process of teaching and developing English writing skills. The research findings that were highlighted by the ESL teachers in the selected demographic are listed below:
i. The majority of pupils at the intermediate level have limited experience speaking English.
ii. Teachers do not have access to the appropriate A/V aids.
iii. The classroom is packed.
iv. Teachers typically adhere to conventional methods when instructing students, and they find satisfaction in this approach.
v. Due to long syllabuses and packed classrooms, teachers are unable to provide adequate time for students to practice writing during class.
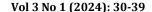
5. Conclusion and Recommendations

Based on the literature review, date analysis gathered, and study findings, the following recommendations are made:

i. Writing in English can be taught effectively at the elementary, middle, and high school levels.
ii. A syllabus could be created to encourage students' writing proficiency.
iii. Teachers might receive the right training.
iv. Additional classes may be scheduled at the college level to make up for linguistic deficiencies. Sentence structure, grammar, and spelling need to be emphasized.
v. Students might be inspired to show an interest in improving their writing skills.
vi. Less students in each classroom are necessary

Conclusively, critical writing, both in written and spoken form, requires cognitive skills that support cognitive development. It is also essential for effective communication or self-expression and offers valuable chances. Students should be taught writing skills through flexible approaches and strategies. A curriculum that supports training in a planned and programmed approach—which is necessary to achieve writing skills—has been developed in accordance with the National Education Policy for teaching practical writing skills. Nonetheless, the findings demonstrated that difficulties are there for both primary school teachers and children. The survey's findings indicate that even the participants were able to recognize issues with practices and policies. Some recommendations for future research include using a variety of resources and respondent samples to increase the study's.

It is added that, first of all, a maturing brain need more writing classes in the classroom. Students' confidence will grow and more writing-related problems will be solved the more they practice.
Therefore, it will be beneficial to increase the quantity of writing classes. Second, many respondents to the study stated that pupils needed greater interest; this could be due to their limited exposure to language textbooks, which have little to no attraction. As a result, increasing the amount of materials that expose students to the language could increase their interest. Thirdly,

teachers provide feedback to students in order to help them grow; as a result, gathering feedback based on students' comprehension and issues could enhance instruction. Fourthly, updating the National Curriculum Policy for English in Pakistan might contribute to the enhancement of the educational system by offering a more reliable system. Lastly, additional study has to be done.

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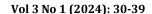
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