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Justification For Teaching English Writing Skills

Dr. G. Ramamurthy

Professor of English, Pune Institute of Business Management (PIBM), Pune, India.

ABSTRACT

The teaching of English writing skills occupies a foundational position in language and literature education yet its justification extends far beyond basic literacy to encompass multifaceted benefits that enhance learner outcomes across academic professional and personal domains. In an era of global communication and digital discourse effective writing in English serves as a gateway to higher education critical thinking and cross-cultural exchange particularly for non-native speakers navigating English-medium instruction. Traditional justifications rooted in communicative competence highlight how writing instruction develops grammatical accuracy lexical range and rhetorical organization enabling students to articulate complex ideas with clarity and precision. Beyond mechanics research demonstrates that structured writing programs cultivate higher-order cognitive skills such as analysis synthesis and argumentation which transfer to other academic disciplines and real-world problem solving.

Empirical evidence from composition studies underscores additional rationales including the promotion of learner autonomy and metacognitive awareness. Through iterative drafting revision and peer feedback students internalize reflective practices that build resilience and self-efficacy in language production. In literature classrooms writing tasks deepen textual engagement allowing learners to interpret themes characters and stylistic devices while producing original responses that blend creative and analytical modes. Professional justifications emerge prominently in workforce readiness where employers consistently rank written communication as a top competency for engineering business and humanities graduates. Genre-specific training in reports proposals and research papers equips students with discipline-relevant conventions that bridge classroom learning and occupational demands.

Further justification arises from sociocultural perspectives which position English writing as a tool for empowerment and identity negotiation in multilingual contexts. For English as a second or foreign language learners targeted instruction mitigates linguistic inequalities and supports social mobility by facilitating access to international scholarship and global networks. Longitudinal data reveal that consistent writing practice correlates with improved reading comprehension vocabulary retention and overall language proficiency reinforcing the interconnectedness of skills within the English curriculum. Analytical approaches such as needs analysis and task-based frameworks ensure that instruction remains responsive to diverse learner profiles including varying proficiency levels and cultural backgrounds.



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Challenges to implementation such as limited instructional time and assessment pressures are addressed through integrated models that embed writing across literature modules and content courses. These findings collectively affirm that teaching English writing skills is not merely supplementary but indispensable for holistic language development. Implications extend to curriculum designers teacher educators and policymakers advocating for sustained investment in writing-focused pedagogies that harness digital tools and authentic audiences. Future directions include exploring AI-assisted feedback and cross-disciplinary collaborations to refine instructional efficacy. Overall, the justification rests on writing's capacity to transform passive language knowledge into active expressive power fostering informed articulate global citizens equipped for the demands of the twenty-first century.

Keywords: *English Writing Skills, Teaching Justification, Composition Pedagogy, Academic Writing*