



**CHALLENGES AND IMPLICATIONS IN DESCRIPTIVE WRITING: A
COMPARATIVE ANALYSIS OF TRIBAL AND NON-TRIBAL STUDENTS
DESCRIPTIVE WRITING SKILLS**

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Abstract

This research focuses on the descriptive writing capacity of tribal and non-tribal students in English language teaching. It uses a sample of 60 students i.e., 20 from tribal backgrounds and 40 from non-tribal backgrounds. In order to assess their descriptive writing skills and compare their abilities in writing descriptive passages. This study also examines the challenges tribal students face while writing descriptively. It primarily determines differences in content development, organization, language use, mechanics, and their challenges. The research suggests that tribal students find it difficult to write descriptively due to limited exposure to the English language and challenges in constructing coherent texts. These challenges highlight the gap in language building and writing skill development among tribal students. The paper concludes with recommendations

for implementing culturally relevant teaching strategies to enhance tribal students' writing skills and help them compete with non-tribal students.

Keywords: Descriptive writing, ELT tribal students, non-tribal students, writing proficiency.

Introduction:

Descriptive writing is a main aspect of ELT that allows learners to convey the information clearly and coherently. It can easily grab the attention of the readers using various techniques and make them imagine the scenario in a clear way using all five senses. What we see, what we hear, what we touch, what we feel and what we smell. All these help the learner understand the context clearly.

Writing skills are focused on various factors such as linguistic background, socio-cultural context, and their education exposure. It seems tribal students find difficulties in the limited exposure to English beyond their classroom. This leads to limited vocabulary and trouble in organizing their ideas coherently. The present research targets to make a comparison between tribal students and non-tribal students in their understanding of the concept of descriptive writing by identifying major challenges and discussing possible solutions to enhance their writing skills using ELT methodology.

Descriptive writing is not just a lexical ability, but also the cognitive and coherent ability to enhance descriptive writing. Students can use a wide range of sensory details. Figures of speech, coherent organisation to produce and engaging descriptive stories. Skills are found limited in tribal students because of their limited exposure and limited usage of English in their daily experience. Their writing might be characterised by proper structures, usage of repetitive

vocabulary and lack of producing a proper content with clear ideas. On the other hand, non-tribal students, more often exposed to English from the media, books and other social interactions would have a slightly higher fluency than tribal students. Exposure to the outer world makes them more in the description and their content. These differences highlight the importance of specific cultural intervention that can close the gap and develop tribal students' writing skills, especially in descriptive writing.

To solve these problems, English language teaching practices need to integrate culturally responsive language strategies, scaffolding and the process writing approach to facilitate tribal students and develop their descriptive writing abilities. Step by step approach can help them understand the concept better and produce the same in their writing. Offering guided writing pros would help them develop their content and peer feedback system would help them rectify the mistakes instantly and access to various resources. Literary text can help them better express ideas. Moreover, the inclusion of technology driven tools that is interactive writing, software and online storytelling platforms can provide a different practice and skill acquisition with such approaches being employed, educators can develop an inclusive academic atmosphere that cultivates writing skills among both tribal and non-tribal runners which in turn help their academic achievements and also their linguistic empowerment.

Aim of the Study:

The main purpose of the study is to compare the descriptive writing ability of tribal students and non-tribal students, focusing on the difficulties faced by tribal learners and suggesting a few ways to overcome these challenges and enhance their writing skills.

Objectives:

To compare the descriptive writing ability of tribal and non-tribal students with respect to content, organization, language, and mechanics.

To examine the common errors and challenges faced by tribal students in descriptive writing.

To investigate the effect of sociocultural and linguistic factors on students' writing abilities.

To suggest effective ELT methods for enhancing descriptive writing in tribal learners.

Hypothesis:

Tribal students lack proficiency in descriptive writing compared to non-tribal students.

Tribal students experience more difficulty in the usage of language, organization, and mechanics due to their limited exposure to the English language.

The use of culturally responsive ELT methods can develop the descriptive writing ability of tribal students.

Literature review:

Krashen (45) identified that second language acquisition is based on the students' exposure and practice, which is found restricted for tribal students and also highlights the influence of sociocultural and linguistic variables on writing competence.

Cummins (78) discussed the importance of bilingual education in developing literacy among linguistically diverse groups.

Halliday (102) highlights that writing development calls for scaffolding strategies that support language difficulties.

Smith and Johnson (122) examine that non-tribal students exhibit standard writing, coherence, and

fluency as a result of their exposure to English.

Ladson-Billings (134) discussed the culturally responsive ways to incorporate indigenous knowledge systems to promote student engagement.

Research questions:

How does the descriptive writing ability differ between tribal students and non-tribal students in terms of content, organization, language, and mechanics?

What are the common errors and difficulties faced by tribal students in descriptive writing?

To what extent does limited exposure to the English language impact descriptive writing in students?

Methodology:

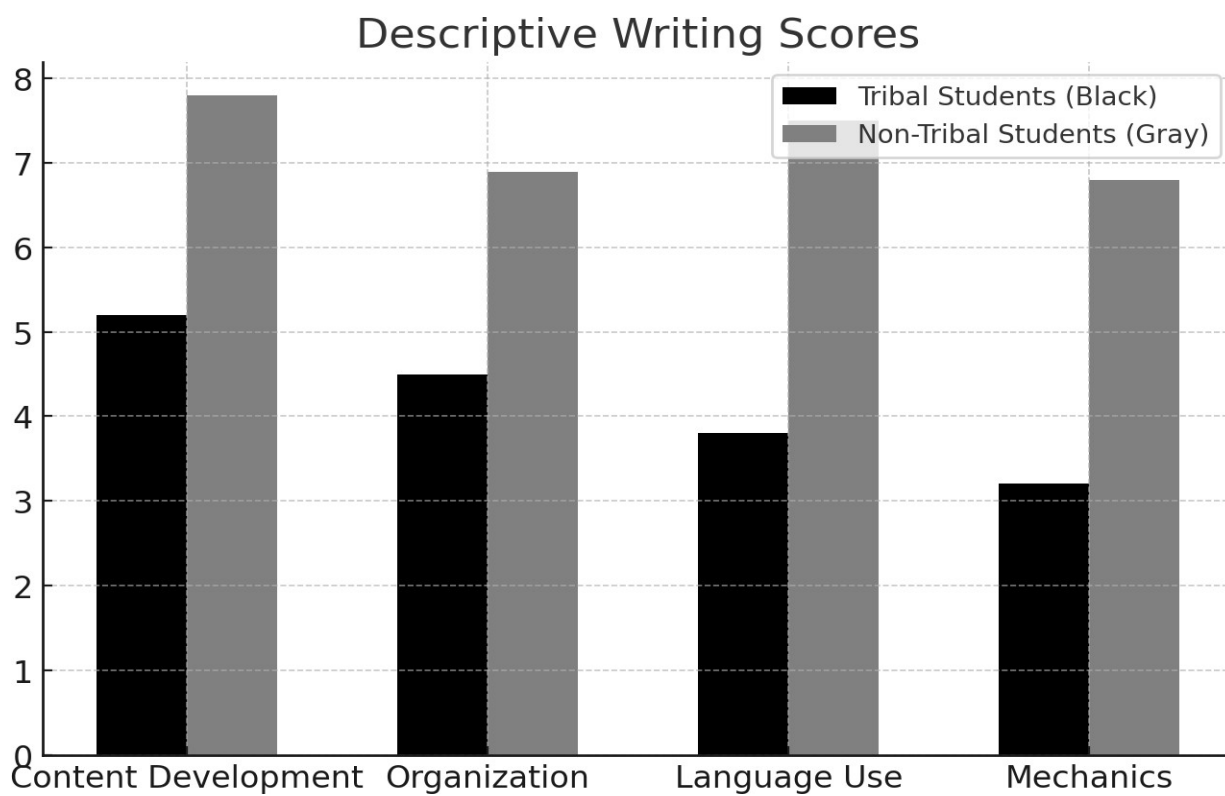
This research analyzed secondary-level schools with six students participating in the research in which 20 students are from tribal backgrounds and 40 non-tribes. The participants were requested to write a descriptive essay on a memorable day to assist their writing ability based on four essential criteria: content development, organization, language use, and mechanics. Rubric-based assessment report as follows.

Table: Average Writing Scores of Tribal and Non-Tribal Students

Group	Content Development (10)	Organization (10)	Language Use (10)	Mechanics (10)	Total (40)	Percentage (%)

Tribal Students (Avg.)	5.2	4.5	3.8	3.2	16.7	41.75%
Non-Tribal Students(Avg.)	7.8	6.9	7.5	6.8	29.0	72.5%

The table highlights the gap between tribal and non tribal students in all four writing aspects.



This bar graph indicates the comparative performance of tribal and non-tribal students' descriptive writing skills.

Findings and discussions:

The comparative study of descriptive writing ability among tribal and non-tribal students shows considerable differences in the importance of writing elements: content development, organization, language, and mechanics. The researcher found that non-tribal students outshined the tribal students in all four areas with an average score of 29 (72.5%), whereas it was 16.7 (41.75%) for tribal students.

Key findings**Content development:**

From the above table, it is clear that non-tribal students exhibit greater ideas, expansion, descriptive richness, and the capacity to produce varied imagery writings. Tribal students tend to have restricted vocabulary that they are descriptive, lack exposure, and expressiveness.

Organization:

Non-tribal students were capable of organizing their writing effectively by applying logical thinking, coherence, and cohesion in the passage well. Tribal students tend to lack flow, reflecting the difficulty in organizing their ideas clearly and systematically.

Language:

Fluency in language is apparent when non-tribal students demonstrate greater control over their sentence structure, sentence variety, and diction. Tribal students struggled to construct sentences clearly, resulting in synthetic mistakes and flat sentence forms.

Mechanics:

Tribal students' writing contains more errors in spelling, punctuation, and capitalization that spoil the overall effectiveness of writing and impact readily. Few mechanical mistakes were found in the writings of non-tribal students, which can be increased in due course by reading books or using electronic media.

Discussion:

The results show a clear gap between tribal and non-tribal students in their descriptive writing abilities; non-tribal students perform better in all four stages: content development, organization, language use, and mechanics. The researcher found that more exposure to English outside the classroom, through media, books, and conversations with society, helps them improve their language skills. On the other hand, tribal students face difficulties due to limited exposure to English, making it difficult for them to build a strong vocabulary, write fluently, and structure their ideas clearly.

One of the biggest problems faced by tribal students is language. Many of them make grammatical mistakes, repeat their words often, and face trouble in forming a proper sentence. This happens because of their limited usage of language in the classroom and with the society in the organization. Tribal students find it difficult to arrange their ideas logically, whereas non-tribal students use paragraphs and transitions more effectively. Similarly, in mechanics, tribal students make more spelling and punctuation errors that affect their writing clarity than non-tribal students. To help tribal students enhance their writing methods, teachers can use simple and effective teaching methods.

Connect writing to their culture: use familiar topics and local stories to help them. Write content effectively and engage them in the given writing.

Step-by-step writing approach: encourage students to plan, draft, and revise their writing with the help of peer feedback to improve gradually.

Focus on grammar and vocabulary: regular practice with sentence building and new vocabulary can boost their confidence in writing.

Conclusion:

The study reveals that there is a gap in descriptive writing ability between non-tribal students and tribal students. The differences arise due to linguistic constraints, social-cultural factors, and the level of English exposure. Through a proper alignment with the ELT approach, it is possible to identify your difficulties, make a change in your writing, and enhance your English among tribal students.

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