



# Indian Bilingual Students: Challenges in English Academic Writing

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**Abstract-** The usefulness of blended learning in helping prospective teachers to learn English reading comprehension is investigated in this study. Conventional approaches to improving students' English comprehension are being questioned. To improve their knowledge and reading comprehension of English, the study's researchers tried to implement blended learning. In this work, the experimental method was used. The study's sample consisted of 70 students from the prospective Teachers of a College of Education of Kerala State. There were thirty-five pupils in the Control group and thirty-five more in the Experimental group. A self-made achievement test created by the researcher served as the study's instrument. Learning English comprehension through blended learning is more successful than using traditional approaches.

**Keywords-** Blended Learning, Prospective Teachers, Comprehension, Conventional Approach, and Traditional Approach.

## I. Introduction

In multilingual communities, academic writing in English has emerged to be one of the critical factors in the academic success in higher education. Students in India, a country with language diversity, are apt to grow up as a second or even third language English speaking person in reference to the native languages in the country that comprise Hindi, Marathi, Tamil or Malayalam. Although the cognitive and cultural benefits of the bilingual system are present, it is also accompanied by some peculiarities in academic life when English may serve as the realization of the educational process and academic exchange (Mohanty, 2019).

The issue frequently occurs among bilingual students of Indian origin that are at times put into a dilemma when required to switch to academic writing in formal English and not informal or conversational English. General knowledge of genre conventions, argument pattern and vocabulary of a particular discipline are required in such a move, and these are not often taught in language classes at the school level. The study has uncovered that academic writing is not only a language skill, it is a social practice, which it is mediated by discourse communities and institutional requirements (Lea and Street, 1998; Hyland, 2003). Consequently, there exists a danger that bilingual students will not be able to easily align the competency of linguistic with the needs of academic language.

The second important issue is the gap between the language policy and realities in the classroom. Even though English is normally fostered to use as a tool of upward mobility, vernacular students are not necessarily exposed to academic English environments over a long time. This brings asymmetrical learning performances and

achievement difference between the students who study in English-medium school and those who study in regional-language schools (Annamalai, 2004). Higher education, in turn, serves as another area of intensity that heightens these differences with academia writing as a gate keeping event to gain entry to research and professional promotion (Canagarajah, 2002).

The issues that can accuse Indian bilingual students in writing English academic papers will be involved in the present paper through examining the literature available on the issue. The combination of theoretical perspectives and empirical data should help the research define the linguistic, cognitive and sociocultural variables influencing the process of bilingual writing development. The other aim of the paper is to propose pedagogical and institutional solutions so as to improve the attainment of academic literacy through multilingual education.

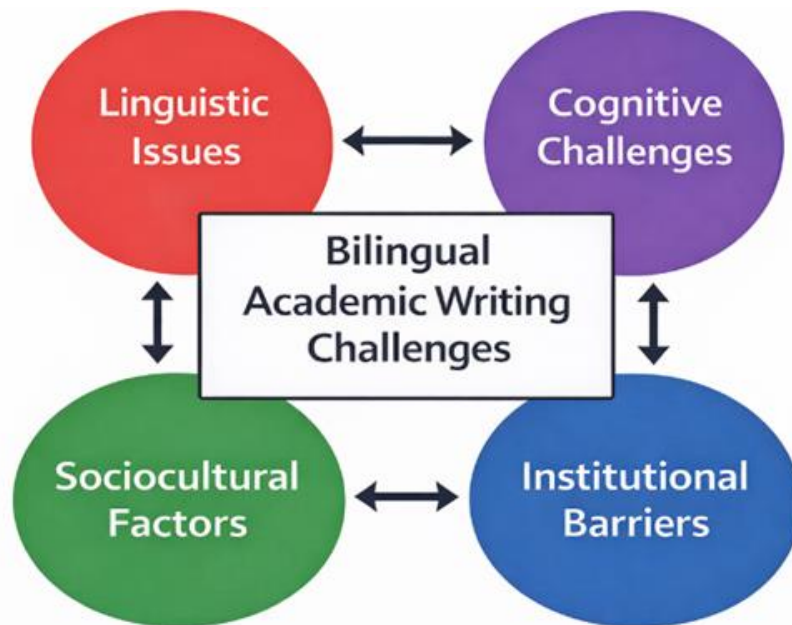


Figure 1. Conceptual Framework of Bilingual Academic Writing Challenges

## II. Literature Review

### Academic Writing as a Sociocultural Practice

Academic writing is mostly seen as a socially constructed practice which is produced through disciplinary regulations and institutional demands. Meanwhile, researchers assume that proficiency in writing involves grammar and vocabulary besides, rhetorical consciousness and discourse competence (Swales and Feak, 2012). In the dimension of academic literacies, writing is constructed within the power relations where a form of linguistics is favorable as compared to others (Street, 2003). The model can be considered particularly relevant when it comes to multilingual countries, and the academic languages that are not native to the country make the local language identity



inferior. Lea and Street (1998) also argue that writing issues amongst students tend to occur due to the unfamiliarity of academic writing and not language incompetence. Similarly, Hyland (2003) pays attention to the significance of genre awareness and rhetorical norms in accomplishment of academic writing. These observations could be significant in understanding the situation of the bilingual students who may be well versed in concepts and have no idea about the academic discourse standards.

Elaborating this argument, the experts of academic literacies feel that writing is more closely linked to the issues of power, authority and belonging to the community of learning. And it is not merely that students are being taught how to construct the grammatically correct sentence, but that they are taught how to put themselves in the disciplinary discourse which has pernicious conditions in the respect to the tone, structure, and argumentation. The new writers are not generally aware of such expectations, or even bilingual students who have not been trained to expect English-dominant academic cultures in the specific case. Due to this fact, their writing may be evaluated badly as being lacking even though it may be one sign of good analysis. It is this intellectual incompetence and oratory adherence that is most commonly misconstrued during the procedure of evaluation and critique.

Furthermore, academic writing involves acquisition of discipline defined genres, through which there is high diversification of genres among disciplines. Indicatively, rhetorical conventions of a research article within the sciences does not resemble the rhetorical conventions of the humanities or the social sciences. Based on these, Hyland (2003) argues that such differences following genres make students have to adapt their writing patterns to the requirements of particular disciplines, which is impossible without the effect of long-term exposure and practice within controlled conditions. This can be very challenging to bilingual students, in particular those who have changed to be educated in a vernacular one given that they have less opportunities to be enclosed in an academia discourse group.

The next major dimension is that academic norms are unspoken. The norms required to be followed in institutions when dealing with objectivity, coherence, citation style and critical argumentation are not taught explicitly. In their place, they have been presumed to be prior knowledge to disadvantage bilingual learners. The academic literacies model suggests, as a result, to turn writing into a technical art to the proposal of writing as a process of entering into the disciplinary communities. One can find this broader sociocultural consideration helpful when considering why bilingual students might face problems in writing on academic subject in spite of possessing good linguistic and cognitive abilities hence the need of instructional techniques that lead to enlightenment of the scholarly norms and render them easier.



Figure 2. Academic Literacies Model in Multilingual Contexts

**Bilingualism and Cognitive Dimensions**

There has been a general interpretation of academic writing as a socially situated practice, which is defined by disciplinary practices and institutional requirements. The scholars explain that writing proficiency also consists of not only grammar and vocabulary but also rhetorical awareness and discourse competence (Swales and Feak, 2012). In the academic sense, writing is introduced into the relations of power, which give preference to certain form of language rather than the other (Street, 2003). This model particularly relates to multilingual societies in which the official languages of study may turn into an oppression of local languages. To be more specific, Lea and Street (1998) emphasize that students have writing problems which are usually caused by the lack of familiarity with the academic writing rather than the linguistic incompetence. Similarly, Hyland (2003) also identifies gender awareness and rhetorical conventions as pertaining to the effectiveness of academic writing. This is because such lessons would be crucial in providing some explanation of the fate of bilingual students who would not only have thoroughly mastered their ideas but also would have no idea of what academic writing entails.

Developing this observation, it is worth saying that the academic composing too is a gatekeeping practice within the field of education in the higher institutions. Academic dialogue art is often what determines who might be considered to be seen as an academic, whom they are able to be published and professionally mobile. This gatekeeping position can increase the preexisting gaps in the case of bilingual learners



since students who had been subjected to the English-related academic environment will adapt quicker to the demands of the institution. Compared to this, students that are taught in the vernacular or in mixed-language classes may face additional barriers to reading between the lines, therefore preventing them to learn writing earlier and slowing their development of confidence in school performance.

Besides this, academic discourse is closely linked to epistemological traditions that establish the form in which knowledge is generated and distributed in disciplines. Western scholarly culture is inclined towards a linear argumentation and a distinct thesis statement and evidence-based reasoning. These norms may vary significantly compared to those that are present in the other language traditions, and at which the types of narratives or the indirectness may be more common. When the English academic writing where the bilingual students introduce different rhetorical patterns, we can consider their work disintegrated although the patterns in meaning making are also provided, but they are culturally oriented. It is here that there is the need to reverse the emphasis beyond the deficit interpretations and recognize the cultural nature of the writing practices.

Furthermore, one can also refer to the contribution of feedback and assessment practices. The academic assessment model typically enables to concentrate on the external one, e.g. grammatic correctness and vocabulary level, instead of on the internal ones, e.g. idea formation and critical thinking. Such an emphasis can diminish bilingual students as poor writers in real sense because they can be seen as very high conceptual knowledge writers. Whenever the error of the language is on the prevailing feedback without any allusion to the creation of the rhetoric, then this results in inadvertently limiting the capacity of the students to become scholarly writers.

Finally, the academic literacies perspective challenges the teachers to reframe writing education as being a participatory and collaborative practice. Rather than have students remain passive observers of the hegemonic norms, institutions can provide a space, which encourages a linguistic diversity and introduces academic norms over a period of time. In that manner, along with the writing skills improvement one promotes the equal contribution to knowledge formation. Based on the sociocultural complexity that academic writing entails, educators will succeed better in assisting bilingual students to undergo the process of adapting to the academic settings that are dominated by English without losing their identities as languages.

### **Indian Context and Language Policy**

The writing of the English scholars has certain special problems due to the multilingual character of India. English has an ironical status of being both a colonial heritage and lingua franca of the entire world (Bhatt, 2001). Despite the fact that the English speaking is associated with socio-economic mobility, the capability to access quality English education is not uniformly distributed across geographical units and social-economic boundaries (Ramanathan, 2005). The fact remains that the educational policies are often oriented towards the English medium instruction, which is not mainly based on the development of academic literacy. According to Annamalai (2004), the use of English as the medium of instruction in a higher educational establishment creates structural inequity against the students enrolled in the vernacular. In the same



vein, Mohanty (2019) specifies that the multilingual education policies are to be developed basing on language diversity rather than the advancement of monolingual standards.

This irony has also been displayed on the Indian education system which is stratified. Academic discourse is also most commonly introduced through immersion into the English language especially by urban schools, privately-run schools, and up-end colleges, as opposed to rural and government schools, where they use their own languages. This implies that students who are entering high education possess very varied linguistic capital resulting to inequalities in academic preparation. Vernacular-medium interviewees may possess profound knowledge on the topics they are talking about but they have an issue in putting across more complex topics in English particularly written academic articles where precision and rhetorical writing is a requirement.

These hardships are further enhanced when the school level learning is substituted by that of higher education. Introduction of English by most of the Indian students is neither a topic nor a verb of criticism and expression of academics. This is to imply that they will be exposed to English through the usual textbook learning which focuses on grammar and remembrance. The expectations that surround such students are experienced abruptly as they pass through the environment of higher education which causes the expectations of independent writing, argumentation, and writing based on research findings. This kind of disconnection between language learning and language use can be indicated as one of the factors of writing anxiety and less active academic engagement.

Another important aspect is the socio-economic facet of the English proficiency. English in India is spoken as a kind of a status thyming and occupational capability. Students in privileged economic statuses stand a greater opportunity of enjoying English speaking status, individual coaching, and web based learning resources that may further progress their academic literacy level. On the other hand, such systems may not support first-generation students and school-representing minorities and contribute to the gap in writing up to an even greater extent. This kind of inequality continues to enhance institutional inequalities, as academic success is increasingly contingent on mastery of English academic speech patterns.

Besides that, the language of instruction is mostly promoted as a neutral language in schools without paying attention to the socio-political aspects of the language. This is not written and it means that learners will have to adapt to the standards of the English-dominant academic life and it may put the local linguistic identities on the margins and block the chance to manifest the multilinguality. Mohanty (2019) in her argument further proposes that the inclusive language policies should use multilingual pedagogies whereby students would be liberated to use their language repertoires to gain academic proficiency in English. It is the value which has been put on the stratification of the Indian linguistic environment that is important in shaping the facilitative order to the academic writing with equalized importance to address the structural inequality and the pedagogical inequality.



Figure 3. Language Inequality Pyramid in Indian Education

### **Identity and Academic Writing**

The identity formation is directly connected with the academic writing, especially with the bilingual learners who are forced to navigate between the linguistic worlds (Norton, 2013). The use of English writing may cause certain contradictions between a local and an international standard of academic standards. Ivanič (1998) reveals that, the students find it very hard developing any reliable academic voice when they write using the second language. It is possible that such identity conflict leads to loss of confidence and reluctance to write scholarly works. Research on translanguaging has shown that bilingual learners have the opportunity to apply their whole linguistic so that they could construct meaning (Garcueva and Wei, 2014). However, schools and colleges are likely to discourage such practices, and they also encourage strict language requirements. This disjunction in the relation to language actuality and institutionalized values assists in facilitating writing anxiety and performance gap.

English writing is more than translation into the language and is, to the majority of bilingual pupils, a process of negotiating between the various identities simultaneously. They must adapt their own personal and cultural expressions to the standards of an international academic society, which is generally more inclined to cherish the ideas of being a neutral, objective and standardized in their discourse. It can contribute to the dislocation phenomenon because it appears at the time when students think that by the laws of the institution they kill their true voice. Therefore, they may be in danger of not being bold enough in their writing styles due to the fear of linguistic incompetence or the negative criticism.

Moreover, the pressure to conform to the rules of standardized academic patterns has the potential to increase the levels of self-observation in writing. Bilingual students are prone to using much mental energy on the relatively academic levels of their language awareness. This increased self-consciousness may put off the writing procedures and cause anxiety particularly in high stakes academic systems such as examination, dissertative or even efforts in publication. The language insecurity may end up affecting

the academic self concept of the learner, in the long-run, in the sense that they would internalize the fact that they are poor writers.

At the same time, the research about translanguaging could imply that it might be possible to empower bilingual authors through the language practices that are flexible. Students are better able to demonstrate higher levels of conceptual participation and higher levels of analysis when presented the possibility to brainstorm or write and talk in more than one language. The issue is, though, that its pedagogic potential is limited by institutional resistance on such practices. The reform of academic writing space to be an inclusive space that legalizes linguistic diversity and deconstructs students to competence with academic English is the only remedy to this imbalance. Such kind of intervention may assist in reducing the sense of identity conflict among the bilingual learners and make them acquire a more confident and authentic academic voice.

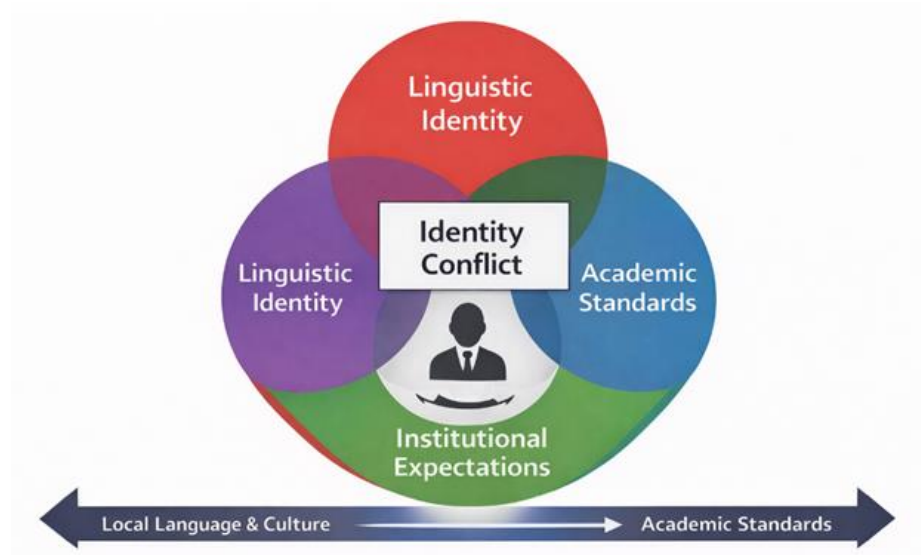


Figure 4. Identity Negotiation in Bilingual Academic Writing

### **Pedagogical Challenges**

Indian pedagogical instruction on academic writing is quite grammar-focused and correctness-focused and not discourse-focused. Hinkel (2004) points out that an effective teaching of an academic writing should be integrated with the acquisition of vocabulary, genre awareness and critical thinking. However, the large number of students in the classes and the insufficiency of the training of the teachers usually restrains the application of such techniques. There is also the practice of feedback required in writing development. Ferris (2014) mentions that positive feedback that will concentrate on the form as well as the rhetorical structure of the language must be used. Nevertheless, the vast majority of bilingual students receive very weak individual feedback that limits the opportunity of improvement.

Such grammar emphasis orientation can lead to the establishment of a limiting definition of writing as a rule process compared to a meaning making process. This



type of study leads students to be mostly conditioned not to make mistakes but to avoid arguments, synthesize resources, and critically think about ideas. As a consequence, they are able to develop grammatically correct and nonsensical works which lack meaning, profundity and originality. This inequity is particularly evident in higher education where there is an increasing amount of writing involved in higher education assignments basing on analytical writing and research assignments. The bilingual students may not be able to switch between sentence and academic level accuracy unless subjected to discourse level instruction.

The institutional constraints also make the situation complicated. The large classroom settings cannot give a person more time and attention to focus on personal writing and the capacity to repeat the drafting process on several occasions which are the fundamental steps towards becoming a competent writer. Teachers with more than average workloads and administration duties may struggle to provide comments on multiple drafts in detail. Moreover, not every teacher may be trained in the particular field of teaching the academic writing, and, so, the application of the traditional method which could imply the orientative use of grammar drills and the training oriented on the tests.

The outcome of writing also depends on the type of feedback provided to the learners. Whenever the feedback received is largely corrective and is focused on the linguistic errors that everyone does, students could think of as being a deficit-based practice when writing. This can discourage experiment and daring, without which it would not be possible to acquire an adult academic voice. In comparison with this, formative feedback interacting with ideas, structure and rhetorical strategies can result in more profound learning and confidence. Improvement of teacher education, process modes to writing and systematizing write support systems such as writing centers can therefore be quite productive in improving academic writing performance of bilingual learners in India.

Table 4. Pedagogical Gaps in Indian Academic Writing Classrooms

<b>Teaching Practice</b>	<b>Current Status</b>	<b>Limitation</b>	<b>Suggested Improvement</b>
Grammar-focused teaching	Highly common	Neglects discourse skills	Genre-based writing pedagogy
Large classrooms	Widespread	Limited feedback	Writing labs / tutorials



Exam-oriented learning	Dominant	Surface learning	Process writing models
Minimal teacher training	Frequent	Weak writing instruction	Professional development
Limited writing centers	Rare	Low student support	Institutional writing hubs

### III. Methodology

The identified approach of the investigation is a literature-founded study pursued in terms of qualitative study design to learn about the problems that the bilingual Indian students face when engaging in academic writing in English. The articles, books, and policy reports utilized to collect secondary data were the ones discussing the aspects of bilingual education, writing the second language, and multilingual academic environment. The literature is theoretical and empirical to have the comprehensive view of the problem. The criteria used in the selection was the resources touching on bilingual writing and academic literacies and Indian multilingual education. They were also added with basic sources to the second language writing to provide them with theoretical premises since region specific research provided them with the contextual relevance. The data were handled through the assistance of thematic synthesis and patterns were found to be repeated on linguistic, cognitive, and sociocultural planes. The analytical school of thought adopted the academic theory of literacies as well as the bilingual education perspectives. This approach enabled the research to investigate the issue of writing not using topical linguistic issues, but with the structural and institutional issues. The methodology was also to be applied to the methodology using the interdisciplinary knowledge of linguistics, education, and sociology to provide a holistic analysis.

Systematic review methodology was adopted in the selection of the literature in a bid to attain methodological rigor. The relevant works which have been carried out in the last 30 years were sought using the databases, such as Scopus, Web of science, ERIC, and Google Scholar, although most of the time the works that were selected were the works that had been conducted in the environment of multilingual and South Asia. The keywords were limited to such a search as bilingual academic writing, Indian multi language education, English as a second language writing, and academic literacies. The sources have been selected based on the relevance, impact of citation and contribution to the theory by ensuring both the old and the modern scholarly research are incorporated. Such a systematic approach to the selection of the samples helped to minimise the bias and make the results synthesised more accurate.



In addition to search in databases, the reverse and forward tracking citation was equally employed to get the influential materials that are frequently cited in the research on the bilingual writing. This enabled adoption of both the traditional works, which already have been subjected to discourse of academic literacies and the new research, which is an expression of the shifting tendencies in pedagogical and policy. Policy reports and educational reports were also viewed to relate a background of theoretical understanding on actual practice of education in India. This was added to increase the intellectual argument giving them the ability to relate the theoretical arguments with realities within an institution.

Thematic analysis was conducted on the basis of the selection of the sources and reading and coding them in an iterative manner. Membranes that continuously kept on reoccurring would be further grouped into bigger pieces of study such as linguistic barriers, identity negotiation, pedagogical limitations and institutional inequalities. The same themes were later compared to the international and Indian environment where convergencies and differences had been found in the bilingual writing experience. The comparative approach has helped the study not only to identify issues which are contextual but also to put them within the greater theoretical discourses which pervade the second language writing literature.

The interdisciplinary methodology was also employed; this increased the richness of analysis of the research. The sociolinguistic observations have been used to interpret the hierarchies in languages and identity related issues, and on the other hand, educational research facilitated the discussions on pedagogy and curriculum design. The sociological perspectives were useful in the understanding of structural inequalities that are conjoined to both access to language as well as access to education. The combination of the disciplinary prisms will assist the research to overcome a straightforward linguistic interpretation of the problems of the academic writing in bilingualism and offer a multidimensional perspective on the problem.

Finally, the literature-based design is one of the designs, which has offered a comprehensive theoretical information, and the research does not overlook its weaknesses. It means that the absence of primary empirical data assumes that the results will be based on existing literature and may not be capable of capture the localized peculiarities of classrooms. However, the synthesis possesses a valid conceptual foundation to the subsequent empirical research, particularly, integrative and longitudinal research studies that have the power to validate and expand the said themes. Overall, the approach of methodology will ensure the conceptual, theory-driven, and context-concerned inquiry of bilingual educational writing within the Indian tertiary education system.

Table 1. Key Theoretical Frameworks Used in the Study



<b>Framework</b>	<b>Key Scholar(s)</b>	<b>Core Concept</b>	<b>Relevance to Study</b>
Academic Literacies	Lea & Street (1998)	Writing as a social practice	Explains discourse barriers for bilingual students
Second Language Writing	Hyland (2003)	Genre-based academic writing	Highlights rhetorical challenges
Bilingual Education Theory	Cummins (2000)	CALP vs BICS distinction	Explains academic vs conversational proficiency
Identity Theory	Norton (2013)	Language and identity formation	Shows identity conflict in writing
Translanguaging Theory	García & Wei (2014)	Flexible multilingual meaning-making	Suggests inclusive writing pedagogy

#### IV. Result

In the literature review, it was revealed that there were several shared issues with the English academic writing by the Indian bilingual students. These challenges can be categorized into linguistic, cognitive, sociocultural and institutional levels. All of these interdependent factors are the reason why the issue of bilingual writing difficulty cannot possibly be perceived as the independent linguistic deficiency, but rather, the results of the multifaceted educational and sociocultural activity, which shapes the trends of studying within the Indian academic framework.

Table 2. Linguistic vs Discourse-Level Writing Challenges

<b>Category</b>	<b>Examples</b>	<b>Student Impact</b>	<b>Pedagogical Implication</b>



Sentence-Level	Grammar errors, syntax issues	Reduced clarity	Grammar writing integration +
Vocabulary-Level	Limited academic lexicon	Repetitive language	Academic vocabulary instruction
Discourse-Level	Weak argumentation	Poor structure	Genre-based teaching
Rhetorical-Level	Lack of thesis clarity	Weak persuasion	Academic writing workshops

Speaking, identified linguistically, the students normally would have a problem in vocabulary and grammatical error. There are many bilingual children and they can speak short stories in English fluently, however, they do not have a chance to observe any academic vocabulary and complex sentences. The result of this is a loss of coherence and the development of the argument that leads to a lack of clearly and profound writing. In academic English, there is a lot of vocabulary and syntax that is specific to disciplines, and complicated, which is usually acquired over a long period of exposure to an academic reading and writing environment. The exposure could be reduced when it comes to students being taught in a mixed language or vernacular environment. These problems are further complexed by cross linguistic transfer in which the differences in the structure of the Indian languages and English could result into the syntactic anomalies, abnormal collocations and the inability to use cohesive devices. These language problems are typically attributed to the condition of incompetence, rather than the symptoms of transitional bilingualism.

At the cognitive level, bilingual students are having difficulties developing ideas in accordance with academic requirements. Though they can present good conceptual knowledge, a certain amount of cognitive effort is required to be in a position to encode their ideas into well organized English prose. This extra mental load has been explained by the need to generate ideas and monitor the language accuracy at the same time causing a slow writing speed and a weak fluency. These types of two-fold demands of the content production and the linguistic encoding give the implication of simplified argumentation or simplified thought of the complex concepts. Moreover, the ignorance of the scholarly rhetoric purposes (logical progression of the argument, definite statement of thesis and the application of evidence-based logic) can make the process of adapting the student mind to the writing format complicated. This mental load may



in the long-term trigger writing anxiety and self-doubt particularly in high stakes academic conditions where the academic performance pressure is high.

Another factor that is known to influence the performance of writing is the socioculturally. The students tend to perceive the process of writing academic English texts as having little or nothing to do with their linguistic and cultural personalities leading to reduced interest and involvement of emotions in the writing exercise. This rule to apply impersonal, standardized academic voice may also be awkward, especially to first-generation English speakers who shift between various linguistic versions of linguistic identity. The stress can lead to the lack of willingness to share original thoughts or assume an authoritative role. A second reason is that as a sign of scholarly validity, the use of English might reinforce internalized hierarchies, or preference of certain linguistic backgrounds over other linguistic backgrounds. The dynamics are capable of influencing the classroom dynamics quietly to the extent of the interaction with peers and the self-perception as a writer, which in turn predetermines the writing results.

Disparities in the levels of education in an institution contribute toward the issues of writing. Students in schools that use the vernacular language are typically not ready to write using structured academic English and this presents them with a disadvantage to the academic higher education environment, which presupposes knowledge of academic conventions. The access to the writing support services such as the writing center or the mentorship programs also restricts the opportunities to develop the skills. The large student population in the classroom reduces chances of giving a personalized feedback and it is also difficult to have students who are given the guidance that meets their needs as far as language is concerned. In addition, systems of assessment that promote the use of linguistic correctness as an indicator of critical thinking maintain surface-level writing. The grading standards that emphasize grammar, composition over the correctness of the arguments may cause the students to focus on correcting the mistakes rather than acquire analytical profundity.

It is important to note that these dimensions are not autonomous but they are dynamic because they interrelate to impact bilingual writing experiences. Linguistic constraints and an institutional restriction can contribute to augmenting a cognitive load and augmenting sociocultural insecurities, respectively. Such communication results in a cumulative drawback which does not allow development of writing with old age. These are complicated issues that should be cognized to develop pedagogical interventions that could not be anchored on remedial approaches, but structural and contextual realities confounding bilingual academic writing in India.



Figure 5. Multidimensional Barriers to Academic Writing

Table 3. Major Challenges Faced by Indian Bilingual Students

Dimension	Specific Challenge	Impact on Writing	Supporting Literature
Linguistic	Vocabulary gaps	Weak coherence	Hyland (2003)
Linguistic	Grammar transfer errors	Structural inaccuracies	Ortega (2009)
Cognitive	Idea organization	Poor argument structure	Swales & Feak (2012)
Sociocultural	Identity conflict	Low engagement	Norton (2013)
Institutional	Lack of support	Skill development gaps	Mohanty (2019)

## V. Discussion & Conclusion

The findings of the study lead to the fact that the problems faced by the Indian bilingual students, as far as English academic writing is concerned, are complex. The results concentrate on the fact that the writing difficulties cannot be supported only by language issues but had to be interpreted in the new context of the sociocultural and institutional parameters. Academic writing is well confined in discourse community that favors some rhetorical norms to the detriment of voices of bilinguals. In the



majority of such cases, not only have the bilingual students been thought to be judged by monolingual standards not addressing the multidimensionality within the context of multi lingual language development, but also, the context itself has been thought not to have been taken into account. The misalignment between the anticipation of the linguistic and the actuality of academic writing justify the need to re-conceptualize the practice of academic writing as neutral as opposed to the mediated practice by way of cultural and institutional.

The implications include the need to start perceiving the world in terms of positive rather than negative by defining the idea of bilingualism as an asset rather than a liability. The traditional mindsets would tend to label bilingual students as skilled incompetent which would negatively affect the approach as well as self confidence of students. On the other hand, the asset-based perspectives acknowledge cognitive and metalinguistic mobility that is ascribed to bilingualism. The translanguaging pedagogies have also posed the open prospects of integrating the language repertoires of students in the academic writing. The teachers can reduce the cognitive burden of the learners and enhance the clarity of a concept through allowing the learner to brainstorm, plan, and even compose ideas in more than one language. These practices not only assist in underpinning the further comprehension, however, give certainty on linguistic identities that either adds confidence and interest in the work of academic in writing.

The other implications relate to the curriculum design. The teaching of writing is not supposed to be grammar based models but it should be genre awareness, rhetoric strategies and disciplinary practices inclined. Many bilingual students fail not due to lack of ideas, but because of their ignorance of the guidelines of academic writing such as a research paper, literature review or argument paper. Genre conventions can be explicitly taught and can also be demystified to bring about a clearer comprehension of the academic writing and its expectations. Both staged drafting programs and guided peer review are scaffolded writing programs that may provide systematic methods of skill development. The supportive ecosystems could also be created where students could receive continuous feedback and practice within which peer mentoring and writing centers could be introduced.

Another important factor that can be applied to address the issue of writing is the teacher training. Educators must possess means of how to provide helpful feedbacks not only regarding form of language but also structure of a language. The feedback involved in most learning contexts will be directed on grammatical correctness and not on more advanced areas like argumentation, coherence and voice. Professional growth programs according to multilingual pedagogy will help teachers to employ more holistic methods of feedback. Training that will integrate a sociolinguistic awareness and inclusive assessment practices will be useful in ensuring the aspects of education process are enhanced to enable the educationists to serve learners of different nature. Moreover, the awareness of the teacher to linguistic diversity will make it possible to construct more sensitive classroom-activities that will enable bilingual students to become less worried about being afraid to experiment and take intellectual risks.



The multilingual education systems should align the language policy and the pedagogical reality policywise. The language policies in India have more of promoting use of English and failing to provide the bilingual learners appropriate structural support. Such a gap should be filled with systematic measures that would entail the planning of higher education on the incorporation of academic literacy. Equity may be reduced through such measures as promoting bilingual academic literacy, non-flexibility in language involving first-year, first-year-drafting and institutional writing support programs. Furthermore, institutionalization of writing support services, which are institutionalized based on the incorporation of writing labs, bridge courses, and academic communication modules into universities will assist in institutionalizing writing support rather than hanging on the shoulders of a limited number of faculty members.

Another important dimension is the value of the practices that are provided in the assessment process of writing. Teacher-student relationships The standardized systems of evaluation, which have a high emphasis on the linguistic correctness when done without intent, might discourage creativity and the critical thinking in students. The redesigning process that involves formative and process based assessment can also provide students with an opportunity to master their writing in a progressive way. Some models that have been used are the portfolio-based assessment models where students can be assessed on their improvement over time during their performance as compared to their performance in an individual basis. These measures will be able to remove the writing anxiety and support the growth mindset, especially pressing in case of bilingual learners, who have to go through complex linguistic transitions.

In a nutshell, Indian bilingual learners must surmount the complex linguistic and sociocultural paradigms during the acquisition of English academic writing proficiencies. All-round methods are required with interventions based on pedagogy that encompasses curriculum, teacher development and policy reforms as the way to overcome their difficulties. Using multilingualism as one of the principles benefits it will be a more enabling and effective experience to teach academic writing. Schools with a culture of inclusiveness in their academic fields, well-structured system of writing, and the institutional knowledge of linguistic diversity are more appropriate to meet academic requirements of bilingual learners in global educational settings. Future research needs to take into account empirical classroom-based research and longitudinal studies so as to get to learn more on bilingual writing development in the changing pedagogical context. The investigations can yield context-specific knowledge to be applied to influence the evidence-based teaching and learning breakthroughs to ensure that the process of academic writing ceases being a network to exclusion to students with multiple languages.

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