

Problems with the Four English Language Skills Faced by Indian EFL Students: A Research Report

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Abstract

This study is an applied investigation on the challenges Indian under Graduate College children in sixth grade face in the four language skills (“reading,” “writing,” “speaking,” and “listening”). It was determined that the most advanced students in the sample would be those in their last year of under Graduate College. It has been shown that the amount of time spent teaching English to Indian under Graduates is inversely related to their performance on standardised tests. Although the English textbook for the introductory courses assumes a certain degree of proficiency in reading, writing, speaking, and listening, this negative connotation arises from the students' demonstrable lack of these skills. The present study aims to shed light on the difficulties under Graduate Indian-preparatory children may have while writing essays, reading passages, speaking intricate vocabulary, and listening to audio conversations. The study's secondary objective is to provide students with potential strategies for improving their grasp of the aforementioned linguistic competencies. As the Indian under Graduate stage curriculum focuses on reading, writing, speaking, and listening, it is intended that this research would be of particular value to the children in that level. It is also intended that the research would be of educational use to those responsible for creating textbooks and curriculum, so that students may benefit from reading, writing, speaking, and listening materials that are tailored to their individual needs. The study utilises a diagnostic evaluation that assesses pupils' proficiency in four different language skills. The diagnostic evaluation may be broken down into two main categories: performance and recall. The objective of the creative portion is to evaluate the students' abilities in areas such as composition (by having them write brief responses to prompts), reading (by having them read specific passages from their Student Textbook), and oral response (by having them recite brief answers to prompts). The objective of the cognitive section is to gauge how well students understand brief passages by having them check the appropriate boxes, fill in blanks, or choose the answer that most closely corresponds to the items used in the text. The researchers used statistical methods to analyse the replies of the study sample to ensure credible results and full testing of hypotheses. Findings and suggestions for further research are offered.

Introduction

It's worth noting that one of the most crucial and efficient ways to obtain a good academic or scientific value is for a teacher to prepare a lesson before delivering a lecture. Teachers of English as a foreign language are tasked with diagnosing their students' strengths and weaknesses so they may tailor their courses to students' individual needs. These weaknesses might affect the kids' linguistic proficiency in reading, writing, speaking, and/or listening. So, the goal of this article is to provide instructors of English in Indian Colleges some guidance on how to help their undergraduate students overcome some of the most typical obstacles they face in their pursuit of English language proficiency.

Research Methodology

Problem of the Study

Most Indian pupils in grade six of preparatory Colleges struggle greatly with English because they lack essential abilities for learning a new language.

It's possible that the difficulties Indian students have in learning English are due, in part, to differences in the students' native languages, and in part, to the unplanned, continuous change in the English curricula, which makes it difficult for the students to keep up with and master the material. The study's challenge arises from attempting to answer the following questions in light of the information presented thus far:

1. Can you tell me how much trouble sixth-grade Indian undergraduate College pupils have mastering the English language?
2. Which of the following is the most common problem area for students learning English?
3. What would you recommend as the best way to help sixth-grade Indian undergraduate College kids get through the hurdles they may hit while trying to learn English?

Significance of the Study

The current study aspires to be of particular importance to undergraduate Indian EFL students and English language teachers across the country by highlighting the most common difficulties that EFL students in Indian may encounter and proposing the most appropriate solutions to these difficulties. The research also has implications for curriculum designers, who may utilise this information to create more effective lesson plans for undergraduate Indian EFL students.

Hypotheses of the Study

The following assumptions guide our investigation:

1. It has been shown that sixth-grade Indian students of English as a foreign language score better in auditory comprehension than reading.
2. The writing abilities of Indian sixth-grade EFL Graduate students tend to be stronger than their spoken communication skills.

Objectives of the Study

1. The goal of this study is to get a better understanding of the most common difficulties Indian EFL preparation students may have when they seek to go to the sixth stage of their English language learning journey.
2. Putting up viable suggestions for addressing the issues identified.

Limits of the Study

Current studies are restricted to focusing on:

1. Examining how reading, writing, speaking, and listening all contribute to one's acquisition of a second language.
2. Participants must be under Graduate from Vardman Engineering College and MGIT College for Engineering in the Hyderabad in Indian. Researchers only included male participants in order to limit the influence of any gender differences.

Language Skills

Researchers' perspectives on how language should be taught and learnt have changed over time as they've taken into account the effects of societal shifts, increased complexity, and widespread illiteracy. Hence, scholars put in a lot of time and effort to emphasise the importance of language, its place in everyday life, and the learner's need to the language. As language is a means of communication and communication is an interactive process between two parties to create cooperation and friction, linguistics emerged to help individuals achieve their goals in life. Skill, as defined by Nell (1988), is the "organised and integrated execution of complicated motor tasks," with the capacity to do so with ease and accuracy while also being able to adjust to new circumstances. In other words, it's the efficiency with which a task is completed after a period of learning.

As a prerequisite to an honest discussion of what constitutes language proficiency, the

correspondence hypothesis and its foundational tenets must be jettisoned (the sender, the receiver, the message, the techniques, etc.). When there are just two people involved in a communication, the language used to convey its message becomes the means to an end. To the receiver, you are only a listener or reader of the speaker's or writer's words. Hence, the language includes four skills: hearing and speaking during current dialogue, and reading and writing (Krashen, 1993, p. 85).

One must be fluent in all four linguistic abilities in order to function well in social situations. These four abilities provide students the chance to put themselves in situations where they may use language to share authentic experiences, proof of their progress, and, most crucially, trust. Skills in listening and reading are acquired rather than developed since students need not generate words in order to succeed. A common name for these abilities is "negative talents" (Graff, 1982, p.82). Learners require the ability to produce language in order to progress, therefore speaking and writing are productive abilities. Active talents best describe the latter two abilities. Researchers evaluate these factors as they design the study's empirical component, which will be used to assess the strengths and weaknesses of the study sample with respect to English language acquisition (Al Khanaif sawy, 2017).

Listening Skill

It's important to note that listening is a kind of receptive language ability that many students of foreign languages struggle with because they put too much pressure on themselves to grasp what they hear. The receiver has to focus only on the listening process and pay close attention.

The ability to listen is the first language talent that merits serious consideration, since the human being is more of a listener than a speaker in most situations. Hearing is also the primary precursor to speaking. Hopper (2005) notes that a youngster learns to read and write simultaneously after first hearing and then speaking. On a side note, it's easy to see that people rely on spoken communication more than written ones. Inadequate command of both fluent speaking and reading ensues when listening skills are neglected.

Researchers have observed everyday involvement and found that pupils struggle to react to professors owing to having an insufficient understanding of the questions being asked. Students are also encouraged to pay close attention while native English speakers read aloud from selected texts while listening to particular audio kinds played in the classroom. Finally, students are politely requested to relay back to the speaker what they have learned in their own language. This study fills a need since they are unable to do so owing to inadequate

listening skills.

ReadingSkill

Reading comprehension is the skill of being able to comprehend and understand written content. It is best to begin fostering this skill early on in the teaching process. Students may demonstrate their reading comprehension by applying the following three skills when they absorb written material and integrate it with prior knowledge. Specifically, (Fawson and., 1999, p. 22):

1. Comprehension at face value: picking out the obvious in a written material.
2. Critical thinking involves forming opinions on the information presented in a text.
3. The ability to draw inferences from the text to other works or experiences is called inferential understanding.

Several studies have shown a direct link between reading aptitude and academic performance, making reading comprehension a vital area for English as a Foreign Language students to improve on (literacy attainment and other outcomes). "International Student Assessment" (PISA) found that "reading for pleasure is more significant for children's scholastic progress than their family's financial level." ("OECD, 2002"). Involving EFL students in reading at a young age also has a number of other important advantages. This is true due to the fact that reading proficiency is fundamental to future academic and professional achievement. Parents may help set their children up for success in life by encouraging them to read in their spare time, no matter what age they are ("Scribner and Coles, 1981, p.121-122").

SpeakingSkill

We use language to convey our ideas and emotions to other people via a variety of channels, some of which are linguistic (spoken or written media) and others of which are paralinguistic (including gestures and facial expressions). The general rule of thumb for linguistic competence is that one's capacity to understand and be understood must be higher than one's ability to express oneself vocally (speaking or writing). Elocution and recitation are common primary College activities in English-speaking countries because they help kids learn the phonology and prosody of the language. Exposure to the language in natural settings, such as games and pair work, is beneficial to language acquisition. This helps the students start using the language by giving them some leeway to make decisions, although within a limited context. There is some evidence that working on para-linguistic skills including voice quality,

loudness and tone, voice modulation, articulation, pronunciation, etc. might improve one's communication skills. Debates and conversations may help take this to a higher level. The following factors should be taken into account (Guthrie and Wigfield, 2000, p. 36) in order for the learner to obtain a good expression (improvement of speaking skills)

1. With the guidance and supervision of a teacher who is interested in helping the student rectify and improve their faults, the student must develop the technicalities and the means of speech via the current circumstances that motivate them to communicate in English. The right circumstances include setting up events in English like plays and other things that demand the engagement of the students.
2. To motivate EFL students to practise their speaking abilities, the material covered in class should be interesting and engaging to them and relevant to their lives.

Writing Skill

An individual's progress towards a goal can be quantified through the use of written evidence of previous accomplishments. Writing is a supplemental skill that helps learners retain new vocabulary and improve their comprehension of sentence structure. In addition, it aids with reading comprehension and essay-writing. Enhancing the learner's capacity for summarising and fluency in the target language is a possible benefit. Improving one's writing abilities in a variety of ways is necessary for producing immaculate English. Composition and creative writing should be valued. As important as accuracy and fluency are when writing any language, coherence and cohesiveness are even more crucial when writing about that language. As compared to the other abilities, writing is rather unimportant. Because of its dependence on reading, it is taught thereafter. Grammar, punctuation, and spelling are three aspects of language that must be carefully considered when writing (Powling and Pullman, 2004, p.42). All of these components are crucial to a well-written piece of communication. When mistakes are made, the people receiving the message are more likely to acquire a bad opinion. Teachers of English in Iraq should place a premium on these three qualities, and sixth-grade EFL students in Iraq should use them in their writing, especially in compositions, as many students in this country depend heavily on these types of writing for their standardised test scores. These three factors formed the basis for the researchers' analysis of the empirical data in the current study.

Practical Analysis

Methodology

This section discusses the useful implications of the current research. The study's aims and hypotheses may be confirmed by taking the exam that has been developed. Including but not limited to the study's sample, the test's aims, the test item pool, the test's validity, the pilot test, the main test, the test's reliability, and the scoring method, this section aims to detail all aspects of the test. In this piece, I'll elaborate on my previous study of test data to highlight some of the most pressing challenges facing sixth-year Indian students taking English as a foreign language courses. To achieve this objective, it will be necessary to conduct surveys of test-takers' responses to each question, use statistical procedures to ensure the results' scientific basis, analyse subjects' responses for each item to specify its levels of difficulty and discrimination, and display frequencies of responses pertaining to the four language learning environment. The last step of the inquiry is to confirm the study's underlying hypotheses.

Population of the Study

The study's sample consists of one hundred Indian EFL Undergraduates drawn at random from five distinct sections (75 students from each of the College). From two separate Vardman Engineering College and MGIT College for Engineering in the Hyderabad, these youngsters are here today. Students in the Engineering were selected because we hypothesized that they would be the most prepared for the exam since they would have had the most exposure to the English language in the classrooms where they would be taking it. Student ages often fall between eighteen and nineteen. As differences in students' socioeconomic and cultural backgrounds may influence their performance on an exam, it is important that all students be on the same socioeconomic and cultural playing field.

Test Description

There are two key sections to this study's evaluation (Part I and Part II) (See Appendix 1). The goal of this section (I) is to test the students' listening comprehension. Whereas Sections A, B, and C make up Part (II). Reading, writing, and listening comprehension are all going to be evaluated.

Test Objectives

Exams that require "the elicitation of certain behaviours from which one may deduce judgements about certain qualities of a person" are used to evaluate a student's linguistic competence (Bachman and Palmer 1996, p.20). The diagnostic approach adopted here is meant to reveal the extent to which sixth-year Indian EFL pre-paratory students have

mastered the four linguistic abilities necessary to communicate effectively in English. The exam also makes an effort to identify the learners' sources of mistake and the difficulties they faced in order to provide suggestions for improvement based on their performance.

Selection of the Test Items

The exam questions were culled directly from the English for Indian Students Student Book and Activity Book, so you can be certain that their veracity is not in question. In order to ensure that all four language proficiency levels are catered to, the goods have been carefully selected (“writing,” “reading,” “speaking,” and “listening”).

Writing-wise, the researchers have chosen a tried-and-true paragraph-writing lesson from the students' Activity Books to use as a sample. Students were given the prompt, "**Cigarette advertising should be outlawed,**" and were expected to write on the provided topic. This section of the productive test is designed to assess the most common problems the sample may have with using their own words correctly in context, with sentence structure, and with spelling and punctuation.

The researchers creating the "reading" exam have selected many paragraphs from the Student's Book. For the purpose of gauging their pronunciation skills, the study's subjects are expected to read aloud in a distinct voice (“stress,” “intonation,” and “pronunciation”).

The goal of the "speaking" test is to determine whether or not the sample has any language difficulties. In order to evaluate one other's speaking abilities and pinpoint the most egregious defects in their delivery, participants in the test took turns speaking with one another and/or the researchers (e.g., pronunciation, vocabulary use).

In order to assess participants' "listening" skills, researchers have chosen tests in which participants are asked to listen to brief oral passages and then choose the best response to a series of questions posed about the passage using a number of different methods, including marking the correct box, selecting the best answer from a list of choices, and filling in a blank with a response that makes sense in light of the passage's context.

It's important to note that a panel of educators with master's and doctoral degrees reviewed the whole exam to determine whether or not the questions were suitable and how challenging they should be. The exam questions were about of average difficulty. The findings may not be reliable since some of the test items were changed and others were deleted because of their difficulty. The ideal design for a test would prevent include either an item that is too simple that every single subject could easily answer or an item that is too tough that nobody could possibly respond. So, it is important to filter out the really simple or complex questions and

focus on those that fall somewhere in the middle (“Lzard 2005, p.25”).

Test Validity

Validity, as defined by Heaton (1988, p.162), is the extent to which a test is capable of measuring the targeted concept. The validity of a test is also determined by the accuracy of the inferences, conclusions, and evaluations that can be made using the results (ibid). **Content validity, face validity, and construct validity** are all types of test validity. There are several kinds of validity, and one that doesn't rely on statistics is called "content validity," which is "the systematic assessment of the test content to see if it represents a representative sample of the behaviour area to be assessed" (“Crocker and Algina, 1986, p.114”). A test's assumption of covering all of a criterion's scope relies on the strength of the theory behind that assumption.

With deliberate item selection, a test may ensure its own content validity. Items are selected such that they conform to the test specification, which is developed after an intensive investigation of the area at hand (ibid). The exam used in this research was meticulously prepared to guarantee topic validity across all four language acquisition skills. The familiarity of the sample with the chosen items or questions presented further guarantees validity (Blundell et al 1996). Study participants, for instance, have been regularly subjected to testing of all four language skills from at least the intermediate level.

The Pilot Study

The pilot test is significant since it tells how much time is needed for the actual test (Comrie, 1976). In addition, it reveals item-level impacts that aren't obvious during test development. In April of 2019, twenty-six students from two different preparatory Colleges in two different areas of Diwaniyah were selected at random for a pilot test to determine the efficacy of the data collecting techniques, the appropriateness of the situations, and explore any problems that may interfere with the proper administration of the data collecting tool. Participants from these groups are not included in the analysis. Findings from this research corroborate the usefulness of the methods and validate the relevance of the assessments. As an added bonus, it demonstrates that the allotted sixty minutes is more than enough time for pupils to complete the assignment. In addition, the results of this research stress the value of giving an explanation of particular terminology in Arabic that the participants may not be familiar with in order to ensure their success on the final test. The results from the pilot test were included into the final version.

Administration of the Main Test

During the 2022-2023 College year, the major exam was held on February 24 and 25. There were two sessions for the main exam. The participants in the research were given one hour to complete a written exam that included questions on paragraph writing and selective reading. Participants in the research were also given an extra hour to complete the "Speaking in turns with the peers" and "Listening comprehension exam" portions of the evaluation. In addition, the sample was reassured that their grades would have no bearing on the test's ultimate goal. Instructing participants to take this exam seriously from the outset helped ensure accurate results. In order to ensure that the sample understood the instructions in both English and Arabic, we provided them in both languages. This was done since Olshtain and Cohen (1983, p.32) suggest providing instructions in the respondents' home language. In addition, Olshtain and Cohen believe that giving instructions in the target language may prejudice the participants towards using certain phrases, which would skew the results of the study. The examinees were also urged to voice any questions or concerns they had during the examination process. As a time saver, students were instructed to directly answer the questions on the exam sheets. They were cautioned from writing their identities on the exam sheet out of fear of public humiliation. The researchers have scored the whole test based on the criteria we'll go through in the next part.

Scoring Scheme

Using a predetermined scoring system is crucial in establishing objectivity and trustworthiness. Ebel (1972). (1972). This means that the maximum possible score on a test is 100. The test portions are weighted equally and each get a score out of a possible 100. ("Part I and Part II: sections A, B, and C"). Each segment receives a total of 25 points, with no points deducted for answers given incorrectly or left blank on the theory that this conveys to the examiner that the student was unable to handle the material presented in that area of the examination (s). Section 1 (the listening exam) was worth 25% of the total score. Each question is worth five points. In addition, there was no point given for an erroneous answer or a left-blank choice. Part II, on the other hand, received a 75. Twenty-five total points were allocated to the sectional exam items. The test's chosen grading structure is shown in the table below.

Table1: Scoring Dispersion on the Exams

No. of Question	Level Targeted	No. of Items	Scores	Rate (%)
Part I (“Listening Skill Measurement”)	“Recognitive”	5	25	25
Part II/ Section A (“Reading Skill Measurement”)	“Productive”	1	25	25
Part II/ Section B (“Writing Skill Measurement”)	“Productive”	1	25	25
Part II/ Section C (“Speaking Skill Measurement”)	“Productive”	1	25	25
Total			100	100

Results Analysis

Listening Skill Analysis

It has been determined via an analysis of the oral comprehension exam used to measure "listening competence" at the recognitive level that 65 students from the Indian EFL preparatory stages passed the test, while 35 students did not. The absence of English labs at the College might be to blame for the kids' low listening skills, which in turn contributed to their failure. Percentages in Table (2) below show how well the sample did on an assessment of their listening recognitive skills:

Table 2: Assessing Pupils' Listening Abilities

Sample Total No.	100	Percentage
Succeeded Sample No.	65	65%
Failed Sample No.	35	35%
Sample's total actual responses	495	99%
No. of Correct Responses	305	61%
No. of incorrect Responses	190	38%
No. of blank items	5	1%

A total of (65), or 65%, of students took and passed the oral comprehension test, as shown in Table (2) above. In addition, the results suggest that 35%, or 35 pupils, did not meet the passing threshold. There were 495 correct answers out of a possible 500 on the exam paper, or 99 percent accuracy. The accurate replies account for 61% of the total, or 305 out of the total 875. In addition, the data reveals that a total of 190 erroneous replies were submitted,

representing 38 percent of all valid ones. Last but not least, just five answers were left blank, which the researchers deem erroneous since it seems as if the pupils were unable to handle the exam elements. The percentage of students who responded with these five choices is 5%.

ReadingSkillAnalysis

During the reading test (degree of productivity), participants in the research were given a brief text they are all acquainted with (see Appendix 2). The following section is an excerpt from the first semester's Student's Book and discusses Ziad Tariq and the Shark. This suggests that the text was emphasised in class and that the students were expected to have a thorough understanding of it. Students were instructed to read the piece out clearly, paying attention to proper grammar, punctuation, and phonological functions including tone and emphasis.

After data collection and analysis, researchers discovered that most pupils did not provide a valid reading exam. Most of the people in the study group mispronounced several terms, failed to understand the punctuation's purpose, and disregarded the passage's grammatical norms. In terms of phonology, most students pronounced words like push, reporters, pray, and hospital with a /b/ sound instead of a /p/ sound. This failure may be traced back to students and instructors not giving reading the attention it deserves. However students' disinterest in reading may be exacerbated by the fact that the final ministerial exam does not need or include a reading examination. Students, therefore, rely on the linguistic abilities that bring them some measure of success.

The children make phonological errors, pronouncing as /kalm/ the sound that should be silent in terms like (calm), and as /kno/ in words like (know), where the /no/ should be. Additionally, it has been shown that children can read the letter (e) at the end of multiple words even if it has no phonological value. To them, the word "came" was pronounced keime. When asked about the importance of intonation and/or emphasis in the paragraph, the researchers discovered that not a single student had taken either into account when reading. Yet, they failed to take into account the significance of intonation stress in making words stand out. For example, the placement of emphasis may shift the word from a verb to a noun or vice versa, or it might emphasise a particular word in the sentence's meaning.

The study's reading sample did not care about punctuation. Readers are to come to a complete halt, for instance, when they realise. As a result, I have to put a period here. The student's right hand moved to the following phrase without a complete halt. One can infer that the children lack the necessary skills to properly use punctuation.

Several participants in the research were also found to have made grammar mistakes when they read the piece. Certain nouns that finish in (-ed), such as (pushed), are pronounced as /id/ instead. The research samples' performance on the reading skill test is best shown as a percentage in Table No. 3 below:

TableNo.(3)Success in Reading as Measured by Students

SampleTotalNo.	100	Percentage
SucceededSampleNo.	55	55%
FailedSampleNo.	45	45%
TotalSampleNo.with PhonologicalIssues	Pronunciation	78 78%
	Intonation	
	Stress	
PunctuationIssues	72	72%
GrammaticalIssues	61	61%

Table 3 clearly shows that there are a total of 100 people in the research. Fifty-five out of a hundred and fifty pupils (55%) who attempted the exam were successful. (44) of the study's participants who took the exam didn't pass it, or 44% of the total number of participants in the survey. The chart also shows the challenges pupils had when reading the paragraph. Seventy-eight percent of the answers from the research sample were related to phonological (pronunciation, intonation, and stress) issues. The study's sample size doesn't account for this factor, which is the biggest challenge. Researchers have found 72 instances of punctuation errors such as missing periods or colons. Seventy-two percent of pupils' results on the reading proficiency test stem from these infractions. Last but not least, members of the study group had trouble recalling the rules of grammar because they failed to give special attention to reading the verbs in the past tense. The sample either misreads some verbs as bare ones or mispronounces the prefixes (-ed) affixed to the verb to generate the past, neglecting the fact that certain verbs are shifted into the past irregularly and that transition creates a change in sound. A grammatical aberration might be, for instance, interpreting the verb as the noun it describes (swam).

According to the data, children are more likely to achieve a productive level in listening (65%) than in reading (55%), as indicated in tables (2) and (3), respectively. So, the study's initial hypothesis states: It has been shown that the listening abilities of sixth-grade Indian EFL preparation students are much higher than their reading abilities.

Speaking Skill Analysis

The study's assessments are mainly based on the materials included in the Student's Book and Activity Book. A few changes were made, however, to accommodate the needs of the study's findings.

The study's sample was instructed to engage in pair-based discussion one week before to the exam, with the focus being on a predetermined list of familiar topics. The theme was health issues, and using various body parts was part of the activity B on page 2 of the Activity Book's first lesson. It was agreed that the students would benefit most from starting with the "Health Concerns and Body Parts Exercise" included in the beginning of their Student's Book.

Researchers observed breaches and challenges in the students' speaking ability after administering the speaking productive exam. Some of these abilities are shown in students' inability to use new language in conversation, as well as in their use of incorrect grammar, poor pronunciation, and a lack of vocabulary expansion. That is to say, no student was found to be able to draw terminology related to health-related bodily parts from any unrelated context. Also, the kids did not utilise the right term when it was needed. A source may have said "My back is fatigued" to mean "My back aches," for instance. Because of the literal translation, the informants or study sample had problems choosing the proper phrase. Table (4) provides a statistical summary of the students' achievement and productive performance of speaking abilities despite hurdles.

TableNo.(4)Results in Students' Oral Communication

TotalNo.ofthesample	100	percentage
No.ofthesucceededsample	40	40%
Sample failure count	60	60%
Errors in Grammar	70	70%
Problems with the Phonetics	13	13%
Choice of Words Problems	17	17%

According to Table 4, forty people were able to pass the speaking portion of the exam, which is equivalent to forty percent of the total number of people who took the exam. Statistically, this is the worst of the four language skills studied. Sixty (60.0%) of Indian EFL pre-juniors

who were evaluated on their productive performance fell short of the success mark. Most of the problems stemmed from grammatical errors, while phonological issues accounted for 13% and students' poor vocabulary choice accounted for 17%. This makes it obvious that the pupils do not have many opportunities to speak English with native speakers.

WritingSkill Analysis

It's important to note that the majority of Indian third-year EFL Undergraduates depend largely on their writing abilities to succeed. Paragraph writing is a major focus since it often accounts for 30 out of a possible 100 points on their ministerial exam. As this is the case, the researchers anticipate a high-water mark for the pupils' writing exam results. The researchers used a sixth-stage writing assignment in which students were required to write a paragraph on a topic of their choosing. In addition, the pupils will have a good grasp of the subject matter, which is that **Cigarette advertising should be banned**. Although though spelling, punctuation, word choice, and grammar are less heavily weighted in the final ministerial exam, students are still required to take it.

In the end, 57 pupils were deemed to have passed the writing proficiency exam after all the data was compiled and analysed. Comparatively, there were 43 pupils who did not make the cutoff. When it came to problems, spelling and grammar were where the research sample had the greatest trouble. Several additional problems noted were using inappropriate terminology for the given situation. The pupils' degree of productive writing is best shown in Table (5) below.

TableNo.(5)How Well Students Do in Writing

TotalNo.ofthesample	100	Percentage
No.ofthesucceededsample	55	55%
Numberofthe failedsample	35	35%
Punctuation	21	21%
Spelling	52	52%
GrammaticalViolations	12	12%

There were obviously 55 successful subjects, or 55%. This suggests that pupils have acquired a 40% proficiency level in speaking but only a 20% proficiency level in writing. This lends credence to the second hypothesis, which argues that most sixth-grade EFL students in Iraq are more proficient in writing than in speaking the language.

Conclusions

After a thorough examination of the study's assumptions and prior research pertaining to each of the four linguistic abilities, the following conclusions were drawn:

1. The Engineering level of English as a Foreign Language in Hyderabad places a greater emphasis on writing than on any other language ability. The reason for this is because "hearing and reading" are not often used in ministerial exams.
2. The vast majority of Vardman Engineering College and MGIT College for Engineering in the Hyderabad EFL readers do not place a high value on punctuation. They are clueless about the role that punctuation plays in communicating meaning.
3. The majority of Indian EFL Undergraduates had trouble pronouncing words. They are also unaware of the potential consequences of altering a phoneme on a word's meaning.
4. In Hyderabad, students in the Engineering of English language study concentrate more on answering questions correctly on a multiple-choice listening comprehension test than they do on actually producing the proper response. Simply put, they are not talented wordsmiths, thus this is the result.

Recommendations

The research, based on its results, suggests the following:

1. Putting English language labs to use in classrooms so that children may learn to speak more clearly.
2. Teachers of English should make special efforts to facilitate pair discussions at least once a week in their classes.
3. Students are given writing tasks relevant to course content and are asked to complete them on their own time using their own words.
4. Teachers may help their pupils improve in all four language skills by participating in intensive training programmes.

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