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PUJILÍ EXTENSION

DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE

PEDAGOGY ENGLISH MAJOR

RESEARCH PROJECT

CHALLENGES IN PRODUCTIVE SKILLS OF ENGLISH MAJOR STUDENTS.

Research report before obtaining the bachelor's degree in National and Foreign language Pedagogy, English Major.

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**PUJILI-ECUADOR
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DECLARATION OF AUTORSHIP

We, Medina Jerez Erika Lizbeth with ID number 1804836276 and Bajaña Pineda Madeley Lisette, with ID number 2200083604 declare ourselves as the authors of the following RESEARCH PROJECT: **“CHALLENGES IN PRODUCTIVE SKILLS OF ENGLISH MAJOR STUDENTS”**, Rodrigo Vicente Tovar Viera, PhD., serves as the Tutor of this work. We expressly release the Technical University of Cotopaxi and its legal representatives from any potential claims or legal actions.

Furthermore, we certify that the ideas, concepts, procedures, and results presented in this research work are solely my responsibility.

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ENDORSEMENT FROM THE PROJECT TUTOR

As the Tutor of the Research Project titled:

“CHALLENGES IN PRODUCTIVE SKILLS OF ENGLISH MAJOR STUDENTS”, by Medina Jerez Erika Lizbeth and Bajaña Pineda Madeley Lisette, from the Department of National and Foreign Language Pedagogy English Major, we believe that the aforementioned Research Project deserves approval endorsement for meeting the technical standards, translation, and prescribed formats, as well as for incorporating the observations and recommendations proposed during the pre-defense.

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APPROVAL ENDORSEMENT FROM THE GRADUATION COMMITTEE

As the Readers' Committee, we hereby approve the present Research Report in accordance with the regulatory provisions issued by the Technical University of Cotopaxi and its Pujilí Extension. The applicants, Medina Jerez Erika Lizbeth and Bajaan Pineda Madeley Lisette, with the title of the Research Project: “**CHALLENGES IN PRODUCTIVE SKILLS OF ENGLISH MAJOR STUDENTS**”, have taken into consideration the recommendations issued in a timely manner and possess sufficient merits to undergo the thesis defense.

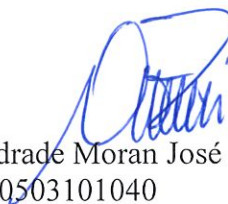
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GRATEFULNESS

To the women in our lives who have inspired us, for their support, patience and understanding and for being always by our side. Finally, we thank all the teachers and friends who kindly helped us achieve our goals.

Erika & Madeley.

DEDICATION

I dedicate this research to my aunt Maria Medina who has been like a mother and is an important pillar in my life. Secondly to my father Manuel Medina and my grandmother Rosita for their unconditional support. Finally, to my little dog Paco who unfortunately has not been able to reach this point in my life but will always have a special place in my heart.

Their support has been my greatest amulet to move forward, they have protected me and have always guided me on the right path. Thanks to them I have achieved many things and with my effort and their love I will achieve whatever I set my mind to.

Erika Medina.

DEDICATION

I dedicate this research mainly to the most important women in my life, my mother and best friend, Patricia Pineda, my aunt and second mother, Gabriela Pineda, and my grandmother and guardian angel, Laura Paquita Herembaz, who with her prayers and love has supported me in everything, thanks to them, who have watched over my dreams and cared for me with so much love. To my father Juan Bajaña, for being a support in my life without measure.

Thanks to them I have made it and with their unconditional love and support I will achieve whatever I set my mind to in the future.

Madeley Bajaña.

TECHNICAL UNIVERSITY OF COTOPAXI

PUJILÍ EXTENSION

THEME: “CHALLENGES IN PRODUCTIVE SKILLS OF ENGLISH MAJOR STUDENTS.”

Authors:

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ABSTRACT

Academic writing and speaking are important skills that English major students must acquire during their four years of study. However, they face significant challenges. The aim of this research is to identify the main challenges in productive skills faced by English Major students at the Technical University of Cotopaxi from the fifth to the eighth semester. This research used a quantitative approach and with a descriptive statistical methodology. The instrument for data collection was a questionnaire. The questionnaire consisted of 4 sections the first section collected demographic data, the second section focused on students' perceptions of academic speaking and writing. The third section explored the challenges of academic writing, covering language, structure, and content. The fourth section is into academic speaking, clarity of speech and voice quality, correctness of language, and interaction with audience. The population of this study were 46 students from fifth to eighth semester of the English Major. The data were analyzed using IBM SPSS and Excel programs. The results of this research showed that in academic writing and speaking the challenges that students have are in terms of language and clarity of speech and voice quality. In addition, an interconnection was found between the content of academic writing and the clarity of speech and voice quality, correctness of language and interaction with the audience of academic speaking. In conclusion, this research identified challenges in academic writing (content, structure, and language use) and academic speaking (clarity of speech and voice quality, correctness of language and interaction with audience). These challenges highlight the crucial role of clear communication in students' learning process.

Keywords: Academic speaking, Academic writing, Challenges, Undergraduate Students, Learning English.

AVAL DE TRADUCCIÓN

En calidad de Docente de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Cotopaxi; en forma legal **CERTIFICO** que:

La traducción del resumen al idioma español del proyecto de investigación cuyo título versa: **“CHALLENGES IN PRODUCTIVE SKILLS OF ENGLISH MAJOR STUDENTS”** presentado por: Erika Lizbeth Medina Jerez y Madeley Lisette Bajaña Pineda, egresadas de la Carrera de: **Pedagogía De Los Idiomas Nacionales Y Extranjeros**, perteneciente a la **Extensión Pujilí** lo realizaron bajo mi supervisión y cumple con una correcta estructura gramatical del Idioma.

Es todo en cuanto puedo certificar en honor a la verdad y autorizo al peticionario hacer uso del presente aval para los fines académicos legales.

Pujilí, marzo 2024

Atentamente,



PhD. Rodrigo Vicente Tovar Viera
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UNIVERSIDAD TÉCNICA DE COTOPAXI

EXTENSIÓN PUJILÍ

TITULO: DESAFÍOS EN LAS HABILIDADES PRODUCTIVAS EN LA ESPECIALIDAD DE INGLÉS.

Autoras:

Medina Jerez Erika Lizbeth
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RESUMEN

La escritura y la expresión oral académicas son destrezas importantes que los estudiantes de inglés deben adquirir durante sus cuatro años de estudio. Sin embargo, enfrentan importantes desafíos. El objetivo de esta investigación es identificar los principales retos en habilidades productivas que enfrentan los estudiantes de la carrera de Inglés en la Universidad Técnica de Cotopaxi desde el quinto hasta el octavo semestre. Esta investigación utilizó un enfoque cuantitativo y con una metodología estadística descriptiva. El instrumento para la recolección de datos fue un cuestionario. El cuestionario constó de 4 secciones la primera sección recogió datos demográficos, la segunda sección se centró en las percepciones de los estudiantes sobre la expresión oral y escritura académica. La tercera sección exploraba los retos de la escritura académica, abarcando el lenguaje, la estructura y el contenido. La cuarta sección aborda la expresión oral académica, evaluando la claridad del discurso y la calidad de la voz, la corrección del lenguaje y la interacción con el público. La población de este estudio fueron 46 estudiantes de quinto a octavo semestre de la carrera de inglés. Los datos se analizaron utilizando los programas IBM SPSS y Excel. Los resultados de esta investigación mostraron que en la escritura académica y en la expresión oral los retos que tienen los estudiantes son en términos de lenguaje y de claridad del habla y calidad de la voz. Además, se encontró una interconexión entre el contenido de la escritura académica y la claridad del habla y la calidad de la voz, la corrección del lenguaje y la interacción con la audiencia de la expresión oral académica. En conclusión, esta investigación identificó desafíos en la escritura académica (contenido, estructura y uso del lenguaje) y en la expresión oral académica (claridad del discurso y calidad de la voz, corrección del lenguaje e interacción con la audiencia). Estos retos ponen de relieve el papel crucial de una comunicación clara en el proceso de aprendizaje de los estudiantes.

Palabras claves: Aprendizaje del inglés, Escritura académica, Estudiantes universitarios, Expresión oral académica, Retos.

INDEX

COVERPAGE	i
DECLARATION OF AUTORSHIP	ii
ENDORSEMENT FROM THE PROJECT TUTOR	iii
APPROVAL ENDORSEMENT FROM THE GRADUATION COMMITTEE	iv
<i>GRATEFULNESS</i>	v
<i>DEDICATION</i>	vi
ABSTRACT	viii
AVAL DE TRADUCCIÓN.....	ix
RESUMEN	x
INDEX.....	xi
TABLES INDEX.....	xiii
1. General Information	1
2. Problem Statement.....	2
3. Objectives	3
3.1 General Objective:	3
3.2 Specific Objectives:	3
4. Activities and Task System in Relation to the Objectives Proposed.....	3
5. Justification.....	4
6. Scientific and Technical Foundation	5
6.1 Background.....	5
6.2 Theoretical Framework.....	7
Language Skills within an Academic Context	7
Academic Writing.....	7
Characteristics of Academic Writing	7
Genres in Academic Writing	8
Essential Points in Academic Writing	9
Writing Organization.....	10
Clarity and Effectiveness in Academic Writing	11
Academic Speaking in Student's Perceptions	13
Characteristics of Academic Speaking	13
Academic Speaking Learning Difficulties.	14
Clarity in Verbal Expression	14
Accuracy and Fluency in Academic Speaking.....	15

7. Methodology.....	16
8. Analysis and Discussion of results	17
Analysis	17
Discussion.....	22
9. Research Impacts:.....	25
10. Conclusions and Recommendations	26
Recommendations	26
11. References	38

TABLES INDEX

Table 1. Demographic information	17
Table 2. Students' perception of academic writing and academic speaking	18
Table 3. Overall mean scores for academic writing challenges in terms of Content, Structure, & Language	18
Table 4. Overall mean scores for Academic Speaking challenges in terms of Clarity of speech and voice quality, Correctness of language, and Interaction with audience.....	19
Table 5 Comparison between categories speaking and writing.	19
Table 6. Comparison of content subcategory with clarity, correctness, and interaction	20
Table 7. Comparison of structure subcategory with clarity, correctness, and interaction.....	20
Table 8. Comparison of language subcategory with clarity, correctness, and interaction	21
Table 9. Multicomparison of subcategories in writing.....	21
Table 10. Multicomparison of subcategories in speaking	22

1. General Information

Theme:

Challenges in productive skills of English major students at Technical University of Cotopaxi from the fifth to eighth semester.

Starting Date:

April 2023

Ending Date:

August 2023

Place of Research:

Technical University of Cotopaxi

Sponsoring Faculty:

EXTENSION PUJILI

Sponsoring career:

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Linked Research Project: (no applicable)**Macro project of the career:**

Training processes in the teaching and learning of English as a foreign language in educational institutions in the province of Cotopaxi Knowledge

Research Group:

Medina Jerez Erika Lizbeth and Bajaan Pineda Madeley Lisette.

Work Team:

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Knowledge Area:

Education

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Education, Communication and Graphic Design for Human and Social Development.

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Education Language and Culture.

2. Problem Statement

Nowadays, English major students have a lot of challenges for language learning, particularly in academic writing and speaking skills. Thus, according to Tantong et al (2022), students suffer various challenges in their academic life in both academic writing and speaking involving several aspects, as of “for participants, the most difficult experiences they faced in language studies were three: unstable internet connection, poor English proficiency, and low self-confidence” (p.293). Similarly, Noori (2020) highlights those students majoring in English had difficulties when writing, thus, the author reported that academic writing is a very important subject that university students majoring in English need to master such skill; nonetheless, it is a difficult skill to acquire. As side from academic writing challenges, speaking as a productive skill faces challenges too. In this way, Jaya (2022) highlights that learners might face difficulties when producing the target language, which, in many cases, are academic issues that impact on their professional lives. These academic issues involve, affective problems including attitude, self-confidence, motivation, and language problems namely vocabulary, fluency, grammar, and pronunciation.

Therefore, academic writing is an essential subject for students to acquire, however some students encounter challenges such as not having sufficient grammatical knowledge or not knowing how to differentiate the types of genres that academic writing has. Hence, Noori (2020) states that “most of the students still find this subject difficult as they struggle to produce high quality and academically verified compositions” (p.100). On the other hand, students in academic speaking find challenges related to the confidence and fluency when participating in communicative activities within speech communities. Crucially, individuals learning English must enhance their proficiency when they identify their difficulties in oral communication (Enein, 2011). This helps them to become more effective users of the language.

Then, it is important to identify what challenges students majoring in English face the most during their academic development in the subjects related to academic writing and speaking to find out possible solutions to overcome those challenges (AlMarwani, 2020; Islam et al, 2022). For this reason, it is important to propose a research study that investigate the problems or difficulties about academic writing and speaking skills within an Ecuadorian context, especially at Technical

University of Cotopaxi, in students from 5th to 8th semester. Thus, to follow up the present research work the following research questions arise: What are the challenges that most affect English students in academic writing? What are the challenges that most affect English students in academic speaking?

3. Objectives

3.1 General Objective:

To identify the main challenges in productive skills that English major students face at Technical University of Cotopaxi from the fifth to eighth semester.

3.2 Specific Objectives:

- 1 To establish how academic writing and academic speaking influence in students of English majors.
- 2 To recognize the challenge that most affect English major students in academic writing and speaking.
- 3 To define challenges that affect English Major students in productive skills.

4. Activities and Task System in Relation to the Objectives Proposed.

Specific objective	Activities	Verification Means
To analyze how academic writing and academic speaking influence in students of English majors.	-Select primary and secondary resources -Read and select important content -Academic writing	-Theoretical framework
To recognize the challenge that most affect English major students in academic writing and speaking.	-Recollection of data -Data analysis with SPSS	-Questionnaire -SPSS results

	-Discussion	-Excel results
To define challenges that affect English Major students in productive skills.	-Recollection of data -Auto analysis -Synthesis	-Conclusions -Recommendations

5. Justification

The research investigates the challenges that English major students face in academic writing and speaking from one semester to another, as of 5TH – 8TH. Even several studies have investigated academic writing and speaking, there is not much research done on these two research areas, particularly in an Ecuadorian context. Considering that little is known about students' perceptions of their development of productive skills (speaking and writing) and how this starts to become a challenge for them, this study attempts to highlight the challenges that students face in these academic situations.

Thus, this project aims to find out what skill affect them the most and provide useful insights about their academic progress. Consequently, linguistic competence related to writing and speaking skills. This research work is a must because in the previous semesters, the subjects such as academic writing and speaking skills are the bases to know the rhetorical organization and style of texts, either spoken or written. This knowledge allows learners to have better-elaborated writing works and oral presentations that are up to the level of English they are at.

Therefore, it is in these linguistic skills where students notice what their challenges are while learning the language. The challenges that English major students face can be several, such as poor grammatical knowledge, lack of vocabulary, little confidence in speaking or little fluency, to mention some of the challenges that could be observed in the present research. Consequently, the results presented during the research process allow a better understanding of the challenges that English major students from 5th to 8th semester face in academic writing and speaking skills at Technical University of Cotopaxi.

6. Scientific and Technical Foundation

6.1 Background

In 2020 AlMarwani investigated students' perspectives on academic writing challenges and their practices to overcome them. The participants were TESOL students in the study context. Through quantitative methodology the study examined students' challenges with language, academic writing, and source management using in-depth semi-structured interviews. Analyzing the results five themes emerged from the data: students' experience of academic writing, difficulties students confront in academic writing, support for academic writing, Google Classroom experience, and interdisciplinary issues. In conclusion, the research recognized the advantages of digital technologies, students stated that they still appreciated input from instructors and supervisors and indicating the necessity of scaffolded feedback.

Noori (2020) investigated academic writing difficulties faced by 121 undergraduate English majors at Kabul University. The instrument applied was a questionnaire comprised of three sections. Section one informed the students of the purpose of the study; section two asked the students for their demographics, and section three focused on finding out the difficulties students faced in academic writing in relation to content, structure, and language. Using a descriptive quantitative method, the data were analyzed with SPSS. The research findings revealed that the students faced several challenges in academic Writing in terms of language (Vocabulary, grammar), structure (APA style, organize content, appropriate punctuation), and content (types of genres, provide conclusions, relevant sources).

On the other hand, Enein (2011) aimed to identify the principal difficulties found in English during their academic oral presentations. The research participants were randomly selected and consisted of 340 students of English Major from Al Aqsa University. The approach followed a quantitative and qualitative method that revealed studies with the results that students need more concentration and organization during their oral presentation using academic speaking. The results revealed that most of the students of the English major have difficulties during academic oral presentations. The researcher concludes giving as a recommendation concentrating on organization with an effective criterion to produce a presentation of quality. Furthermore, Islam et al (2022) investigated the

speaking problems faced by first year students. The participants were 88 students from two public and two private universities in Dhaka city. This research used a mix method approach and the results revealed that a lot of students face problems at the moment of the English communication even if the university is public or private. In conclusion, the psychological and academic difficulties found in the first domain "Clarity of discourse" represented the main difficulties from the students' perspective.

Finally, Al-Khotaba et al (2020) examined how anxiety influences speaking in learners through a quantitative approach from 100 preparatory year students at Northern Border University that were Saudi Arabian indigenes of the Kingdom of Saudi Arabia. Moreover, the data were analyzed quantitatively with descriptive statistics and SPSS, Statistical Package for the Social Science (SPSS) version 25 is utilized in this analysis. The results of this research revealed that students with high language anxiety have less development in the speaking process, finally, the researchers conclude that language anxieties should have to be decreased in order to have a better development in speaking.

6.2 Theoretical Framework

Language Skills within an Academic Context

Exploring the multifaceted nature of language skills, encompassing listening, speaking, reading, and writing. These skills collectively enable individuals to comprehend, communicate, and interact effectively within linguistic environments. Overall language skills can be construed as the linguistic structures of a language linked to the capacity to comprehend and articulate (Rodge et al, 2016). Moreover, in the academic environment (Darancik, 2018) explained, to ensure successful education and training in foreign language courses, it is essential to cultivate and reinforce these fundamental language skills, adapting them to the levels and requirements of the students. Thus, Rao (2019) claim that to learn a language, students need to master these four fundamental abilities: speaking, writing, listening, and reading. Reading and listening are regarded as passive or receptive skills as they don't demonstrate a student's potential. They don't do anything; they only read or listen. Conversely, speaking and writing are referred to as active or productive skills when students must construct sentences on their own and require extensive practice or knowledge of grammar, vocabulary, sentence structure, and use.

Academic Writing

Academic writing is a specific style of writing used in academic environments, such as universities and research institutions. It is characterized by a formal tone, a clear and concise structure, and adherence to specific rules and conventions. The main objective of academic writing is to convey information and ideas in a scholarly, objective and well-supported manner, therefore academic writing requires references and quotations (Oshima & Hogue, 2007).

Characteristics of Academic Writing

According to Oshima and Hogue (2007, pp. 24-36) these are some characteristics of academic writing: (1) Formality: Academic writing is formal and objective. It avoids the use of colloquial language, slang, and overly casual expressions. The tone is typically serious and focused on conveying information. (2) Clarity and Precision: Academic writing emphasizes clarity and precision in expression. Ideas should be presented in a logical and organized manner, with clear

connections between sentences and paragraphs. Ambiguity is minimized. (3) Evidence-Based: Arguments and statements in academic writing are expected to be supported by evidence. This often involves citing relevant research, data, or authoritative sources to back up claims and assertions. (4) Citation and Referencing: Academic writing require proper citation and referencing of sources. This is crucial for giving credit to the original authors, providing a basis for readers to verify information, and avoiding plagiarism. (5) Objectivity: Academic writing strives to maintain objectivity. Personal opinions should be supported by evidence, and writers should avoid subjective language or biased statements. (6) Conventions and Style Guides: Academic writing often follows a specific style guide, such as the American Psychological Association (APA), Modern Language Association (MLA), or Chicago Manual of Style. These guides provide rules for formatting, citing sources, and other stylistic considerations. (7) Rigor and Critical Thinking: Academic writing often requires critical analysis and thoughtful engagement with existing research and ideas. It encourages writers to question assumptions, explore alternatives, and contribute to the ongoing academic discourse.

Genres in Academic Writing

Academic writing has several genres which are important to know when writing. Genre is a term for grouping texts, representing the way in which writers tend to use language to respond to recurring situations (Hyland, 2008). According to Fang (2021) the genres that can be found in academic writing are: writing a reading response, writing a book review, writing a literature review, writing an argumentative essay, writing an empirical research article and writing a grant proposal.

Writing a reading response this genre includes Conference Papers, its purpose is to present research findings or ideas at an academic conference. The structure is shorter than a full research paper but follows a similar structure. The audience are conference attendees, scholars, and researchers in the field. Writing a book review, its purpose is to provide a critical evaluation of a scholarly book. The structure includes a summary of the book, an analysis of its strengths and weaknesses, and a conclusion. The audience are academics, researchers, and those interested in the subject matter.

Writing a literature review its purpose is to provide a comprehensive overview of existing literature on a specific topic. The structure includes a summary, synthesis and analysis of relevant research

and scholarly work. The audience are researchers, academics, and those seeking an understanding of the current state of knowledge on a topic. Writing an argumentative essay its purpose is to explore and analyze a particular topic or question, often with a thesis statement. The structure includes an introduction, body paragraphs, and conclusion. Argumentative essays can be argumentative, expository, persuasive, or analytical. The audience are academic audience, including instructors and peers.

Writing an empirical research article its purpose is to present original research, analysis, and findings on a specific topic. The structure includes sections such as introduction, literature review, methodology, results, discussion, and conclusion. The audience are scholars, researchers, and academics in the relevant field. Writing a grant proposal its purpose is to propose a research project or study for approval. The structure includes an introduction, background, methodology, and expected outcomes. The audience are funding agencies, academic committees, and institutions (Fang, 2021). These genres cover a range of academic writing styles, each tailored to specific goals and audiences within the academic community.

Essential Points in Academic Writing

When incorporating information from other sources into your writing, it's important to do so ethically and effectively. Caplan and Johns (2022) said that “by a source, we mean anything you read, hear, or watch from which you take information, claims, ideas, or words to use in your own writing” (p 2). Here are some essential points and guidelines according to Caplan, and Johns (2022). Correctly cite sources used in the text following the citation style (APA, MLA, Chicago) specified by an instructor or publication guidelines. Also understand the differences between citing, paraphrasing, and summarizing.

Cite directly when the wording is crucial. Paraphrase the original text in your own words and summarize when the main ideas of a larger text need to be considered. Maintain consistency by ensuring that the tone and style of the borrowed content matches the rest of the writing. Also seamlessly integrate quoted content either by using transitional words or phrases to connect your own ideas with the original material.

Another crucial point for good academic writing is to contextualize, that is, to introduce the source material with a brief explanation to provide context for readers. In addition to using reputable and reliable sources, combine information from more than one source to create an overall understanding of the topic. Maintaining originality of analysis and interpretation even if based on multiple sources is also crucial. As well as avoiding plagiarism as it is a serious academic misconduct. And finally check that the citations are correct and complete and that the bibliography or citation page is well elaborated (pp. 2-23). Following these guidelines with information from other sources will be effective and ethical. By incorporating these essential points into academic writing, the effectiveness of communication will be increased, and the message will be clear and well-supported, appealing to readers.

Writing Organization

The writing process usually consists of several stages, which may vary. Here is Bailey's (2003) view of the most common stages of the academic writing process. (1) Planning a text, in this step you need to generate ideas and gather thoughts related to the topic. Research what is necessary to gather information and supporting details. And create an outline to organize the ideas and establish a logical structure for the writing. (2) Organizing paragraphs, in this step you have to write the initial draft of the paper. The ideas are to be written down in a logical progression. Ensure variety and clarity of sentences. (3) Organizing the main body, introductions, and conclusions: The Introduction should be clear about the topic that is present in the thesis or main idea. The body develops the main points, providing evidence and examples to support the arguments.

For the conclusion summarize the key points and find a common point either positive or negative. (4) Re-reading and re-writing, in this step the main purpose is to review the written draft in its entirety. Checking the overall fluency and coherence of the writing. Rewriting, in this step the purpose is to introduce substantial changes in the draft from the rereading. Sentences and paragraphs are rewritten or reformulated to make them clearer and more coherent. Adding new information or eliminating redundant content. (5) Final proofreading should carefully proofread the work for any errors that may remain. Look for typos, misspellings and other small errors that may have been overlooked the previous phases (pp. 29-48).

But according to Cai (2013) says that “reviewing and critiquing are perceived as the most difficult general academic writing skills, while using proper academic phrases and style are the most difficult language-related problems” (142). These stages of writing are important because they provide a structured approach to the writing process, encouraging clarity, organization, efficiency, and continuous improvement. Finally, as a general overview of Bailey (2003) Caplan and Johns (2022) (Fang 2021) a clear and organized structure facilitates comprehension, while attention to linguistic rules contributes to correctness in both modes of communication. Adapting the structure to the target audience also improves interaction.

Clarity and Effectiveness in Academic Writing

In agreement with Strunk and White (2007) there are certain consistent and practical guidelines to have a clear and consistent script such as:

- (1) Elementary rules of usage: Rule 1: Form the possessive singular of nouns by adding ‘s. Rule 2: In a series of three or more terms with a single conjunction, use a comma after each term except the last. Rule 3: Enclose parenthetical expressions between commas. Rule 4: Place a comma before a conjunction introducing an independent clause. Rule 5: Do not join independent clauses with a comma. Rule 6: Do not break sentences in two. Rule 7: Use a colon after an independent clause to introduce a list of particulars, an appositive, an amplification, or an illustrative quotation. Rule 8: Use a dash to set off an abrupt break or interruption and to announce a long appositive or summary. Rule 9: The number of the subject determines the number of the verb. Rule 10: Use the proper case of pronoun. Rule 11: A participial phrase at the beginning of a sentence must refer to the grammatical subject.
- (2) Elementary principles of composition. Rule 12: Choose a suitable design and hold to it. Rule 13: Make the paragraph the unit of composition. Rule 14: Use the active voice. Rule 15: Put statements in positive form. Rule 16: Use definite, specific, concrete language. Rule 17: Omit needless words. Rule 18: Avoid a succession of loose sentences. Rule 19: Express coordinate ideas in similar form. Rule 20: Keep related words together. Rule 21: In summaries, keep to one tense. Rule 22: Place the emphatic words of a sentence at the end.
- (3) An approach to Style: 1 Place yourself in the background. 2 Write in a way that comes

naturally. 3 Work from a suitable design. 4 Write with nouns and verbs. 5 Revise and rewrite. 6 Do not overwrite. 7 Do not overstate. 8 Avoid the use of qualifiers. 9 Do not affect a breezy manner. 10 Use orthodox spelling. 11 Do not explain too much. 12 Do not construct awkward adverbs. 13 Make sure the reader knows who is speaking. 14 Avoid fancy words. 15 Do not use dialect unless your ear is good. 16 Be clear. 17 Do not inject opinion. 18 Use figures of speech sparingly. 19 Do not take shortcuts at the cost of clarity. 20 Avoid foreign languages. 21 Prefer the standard to the offbeat. (pp 2-6).

Orwell (2021) advocates the use of clear and precise language as an essential tool to foster critical thinking and honesty in expression as he argues that the use of set phrases and clichés contributes to confusion and the weakening of critical thinking. Attention to language grammar, word choice and adaptation to context are crucial factors for effective communication. Also, Newman (1996) highlights individuals' preference for formal language endorsed by authorities, emphasizing a sense of security in its usage. According to Newman, this preference influences language choices in various contexts, including academic writing. Finally, Al-Roomy (2016) underscored the symbiotic connection between oral interactions and EFL (English as a Foreign Language) writing skills development. Drawing upon insights from "Developing Students' EFL Writing Skills by Enhancing their Oral Interactions" (Year), Al-Roomy's framework delineated four pivotal phases essential for effective writing instruction: preparation, consolidation, differentiation, and integration. This research not only emphasizes the importance of oral interactions in bolstering writing proficiency but also provides practical insights for educators to optimize the teaching-learning process.

Academic Speaking in Student's Perceptions

Enein (2011) explained that an academic oral presentation involves communication between presenters and their audience, focusing on topics related to college or university life. These presentations often address courses taught in university sections and academic contexts. Moreover, these engagements necessitate students to articulate and showcase their academic capabilities. Nevertheless, on certain occasions, students struggle to demonstrate proficiency in verbal expression due to issues like hesitancy, low confidence, and concerns about pronunciation. These shortcomings result in feelings of embarrassment and perceived inferiority, as classmates and instructors may struggle to comprehend their intended messages (Singh, 2013). Furthermore, the intricacies of speech production pose one of several obstacles for EFL (English as a Foreign Language) speakers. In an optimal speaker-hearer scenario, a native speaker effortlessly assumes the roles of both active listener and speaker, employing various competencies for positive interaction in real-life conversations. Conversely, the non-native speaker lacks the authentic context and the natural ease of a native speaker, making the classroom a crucial setting to bridge this gap (Sakale, 2012).

Characteristics of Academic Speaking.

Additional details provided below indicate that there exist fundamental categories of speaking, outlined in the following taxonomy by Riadil (2020): a. Imitative: On one end of a spectrum of speaking performances lies the ability to replicate a word, phrase, or possibly a sentence. b. Intensive: This involves generating brief oral expressions to showcase proficiency in a specific aspect of grammatical, phrasal, lexical, or phonological relationships. c. Responsive: This category encompasses interactions that test comprehension but at a somewhat restricted level, such as brief conversations, standard greetings, small talk, and simple requests and comments. d. Interactive: Distinguishing itself from responsive speaking, interactive speaking involves more extended and complex interactions, potentially incorporating multiple exchanges or participants. It can manifest in either transactional language, aiming to exchange specific information, or exchanges fostering social relationships. e. Extensive (Monologue): Extensive oral production tasks, including speeches, oral presentations, and storytelling, limit or eliminate opportunities for oral interaction from listeners.

Academic Speaking Learning Difficulties.

Saragih (2021) highlighted that English serves as a global communication tool due to its status as an international language. Many aspire to master English as if it were their native language, particularly in countries where English is learned as a foreign or second language. Yet, effective communication in English poses challenges. Successful communication requires careful consideration of various speaking aspects, including vocabulary, fluency, pronunciation, comprehension, and grammar. The challenges involved, including mastering vocabulary, fluency, pronunciation, comprehension, and grammar, underscore the complexity of achieving proficiency. Despite these obstacles, the pursuit of English language skills is commendable for its potential to facilitate broader communication, cultural exchange, and global professional opportunities. Furthermore, speaking, being the most crucial language skill for effective communication, is frequently the one in which students struggle to attain sufficient competence in the English classroom. In numerous instances, educators recognize that speaking is the most challenging skill and often emerges as a notable shortcoming in English classrooms (Subekti, 2020).

There are many difficulties related to academic speaking, Oflaz (2019) showed the acquisition of speaking skills occurs when language is employed in communicative contexts. During speech, students simultaneously utilize grammar, vocabulary, fluency, and pronunciation. When speaking, students endeavor to express language components accurately and master emphasis, intonation, and rhythm. Nevertheless, additional influential factors impacting language proficiency are considered. Speaking anxiety, wherein students anticipate making errors when conversing with their teacher in the target language, contributes to a certain level of apprehension. Shyness is another factor influencing the speaking process.

Clarity in Verbal Expression

In the realm of academic speaking, clarity and precision in verbal expression stand as pillars of effective communication. The ability to articulate ideas with transparency and accuracy is not only crucial for conveying complex concepts but also for fostering understanding and engagement

among peers and audiences. According to Millar (1993) who explained “The clarity norm will consist of norms defining, for example, acceptable pitch or loudness, and it will interact with other norms, particularly the standard norm” (p.288). The concept of a clarity norm, specifying its focus on pitch or loudness, and underscores its interconnectedness with other norms, notably the standard norm, suggesting that clarity is part of a larger set of expectations governing communication in a specific context.

Nevertheless, is not as easy the production of speaking with clarity, Anjaniputra (2020) said that “However, it is not easy to clearly comprehend others’ utterances or ideas because unclarity of ideas can result from laziness, carelessness, a lack of skill or even a misguided effort to be considered profound” (p.19), in the realm of English majors, the pursuit of clarity in comprehension becomes a vital skill. As students refine their linguistic abilities, recognizing and overcoming challenges tied to communication barriers—stemming from laziness, carelessness, or the desire for undue profundity—equips them to engage with diverse perspectives and contribute meaningfully to academic and professional discourse. Cultivating precision in expression empowers English majors to navigate the nuances of language, ensuring effective communication and a deeper appreciation for the richness of ideas.

Accuracy and Fluency in Academic Speaking

In the theoretical exploration of academic speaking, accuracy constitutes a fundamental pillar. The precision and correctness of verbal expression play a pivotal role in shaping the intellectual landscape, ensuring that ideas are conveyed with clarity and scholarly rigor. According to Cendra and Sulindra (2022) who investigated the accuracy explained “accuracy deals with many linguistic-related factors, such as good pronunciation, diction, and grammar of the target language suggests that students with good speaking accuracy should be able to use vocabulary to respond to the stimulus appropriately depending on the context” (p.30). On the other hand, fluency takes center stage as a key component of effective communication. The ability to articulate thoughts seamlessly and express ideas with ease is paramount for ESL students navigating the complexities of scholarly discourse. In the realm of academic speaking, the theoretical emphasis on accuracy as a foundational element is reinforced by Cendra and Sulindra's (2022) insights, highlighting the

importance of linguistic factors for precise verbal expression. This underscores that students with strong speaking accuracy can adeptly use vocabulary contextually. Simultaneously, fluency, as illuminated by the same authors, emerges as a crucial determinant of language learner success, signifying the seamless articulation of ideas akin to native speakers. Together, these dimensions contribute indispensably to effective communication within scholarly discourse.

7. Methodology

Productive skills, writing and speaking are important in the academic context because they are necessary for good communication. Therefore, this research used a quantitative approach; the data were obtained to identify about the challenges English language learners faced in productive skills. Specifically, it was quantitative because the data were collected through a questionnaire and were analyzed in a descriptive database using SPSS and Excel software programs to answer the research questions. According to Creswell (2009) a quantitative research method involves collecting and analyzing numerical data to answer research questions or test hypotheses.

This study used a descriptive statistical methodology because it provided a detailed analysis of a situation, in this case, the limited knowledge that was held about the topic. The aim was to explore the relationship between two variables: English major students and the challenges they might face in academic speaking and writing. According to Siedlecki (2020) descriptive methodology studies individuals, events, or conditions naturally, without manipulating variables, focusing on the sample and the variables.

This study was conducted in the period of October 2023 to March 2024, in the English major at Technical University of Cotopaxi (pre-service English teachers). The population in the present study was 46 students. It used a probability sampling and a cluster strategy to select participants. Male and female students from the fifth to eighth semester were chosen for their involvement in research activities requiring strong writing and academic speaking skills (as shown in table 1). The survey technique was used to collect information and a questionnaire was adapted as an instrument. The instruments applied to collect the information were taking from the following research studies Noori (2020) for academic writing and Enein (2011) for academic speaking. The instrument

comprised 61 questions categorized in 4 sections. The first section gathered demographic data, the second focused on students' perceptions of academic speaking and writing. The third section explored challenges in academic writing, covering language, structure, and content. The fourth section delved into academic speaking, clarity of speech and voice quality, correctness of language and interaction with the audience. Participants responded on a linear scale (1 to 5), with 1 indicating no difficulty and 5 indicating significant difficulty.

Table 1. Demographic information

Characteristic	Students Information		
		Frequency	Percent
Age	17-21	19	41,3%
	22-26	22	47,8%
	27+	5	10,9%
Gender	Female	31	67,4%
	Male	15	32,6%
Year of Study	5 semester	23	50%
	6 semester	10	21,7%
	7 semester	5	10,9%
	8 semester	8	17,4%

8. Analysis and Discussion of results

Analysis

This section present results obtained writing and speaking divided un six sub-categories as of content, structure, and language, as well as clarity, correctness, and interaction.

Table 2. Students' perception of academic writing and academic speaking

Perception of Academic Writing and Academic Speaking			
		Frequency	Percent
Importance of Academic Writing	Extremely important	28	60,9%
	Important	17	37%
	Somewhat Important	1	2,2%
Importance of Academic Speaking	Extremely important	30	65,2%
	Important	16	34,8%
	Somewhat Important	0	0

Table 2 shows the importance of academic writing and speaking from the students' perception. Thus, 60,9% of surveyed reported that academic writing is extremely important, in the same way, 37% of them indicated that it is important and only 2,2% pointed out that academic writing is somewhat important. On the other hand, academic speaking is considered extremely important with 65,2% while 34,8% saying highlighted that this skill is important.

Table 3. Overall mean scores for academic writing challenges in terms of Content, Structure, & Language

Academic Writing challenges: Content, Structure & Language		
Overall Mean	Mean	St. Deviation
Challenges in terms of Language	2,89	0,955
Challenges in terms of Structure	2,83	1,00
Challenges in terms of Content	2,68	0,083

Table 3 presents a general overview of the writing subcategories, it was found that the challenges in terms of language have the highest mean value (M=2,89). As well as challenges in terms of structure and content reported a mean value of M= 2,83, and M= 2,68, respectively.

Table 4. Overall mean scores for Academic Speaking challenges in terms of Clarity of speech and voice quality, Correctness of language, and Interaction with audience.

Academic Speaking challenges in terms of Clarity of speech and voice quality, Correctness of language, and Interaction with audience.		
Overall mean	Mean	St. Deviation
Clarity of speech and voice quality	2,83	0,094
Correctness of language	2,82	0,085
Interaction with audience	2,81	0,074

Table 4 illustrates the summary statistics for speaking subcategories in which it was found that the challenge in clarity of speech and voice quality has the highest mean value of 2,83; followed by the challenge in correctness of language with a mean value of 2,82, and finally the challenge in interaction with audience with a mean figure of 2,81.

Table 5 Comparison between categories speaking and writing.

Overall mean scores of comparisons between categories							
Writing			Speaking				
Sub-Category	mean	SD	Sub-Category	mean	SD	<i>t</i>	p
Content	2,683	0,955	Clarity	2,830	0,094	t=-3,478	0,003
Structure	2,834	1,00	Correctness	2,820	0,085	t=0,144	0,444
Language	2,887	0,083	Interaction	2,810	0,074	t=1,471	0,101

Table 5 presents a comparison of the subcategories of writing; content, structure and language with the subcategories of speaking; clarity, correctness and interaction, showing a variation in each of the comparisons. According to the values presented in the table, content does influence clarity ($t=-3.4780$, $p=0.003 < p=.05$), structure does not influence correctness ($t=0.144$, $p=0.444 > p=.05$) and interaction ($t=1.471$, $p=0.101 > p=.05$).

Table 6. Comparison of content subcategory with clarity, correctness, and interaction.

Comparison of subcategories							
Writing			Speaking				
Sub-Category	Mean	SD	Sub-Category	mean	SD	<i>t</i>	p
Content	2,683	0,955	Clarity	2,830	0,094	t=-3,478	0,003
			Correctness	2,820	0,085	t=-2,389	0,020
			Interaction	2,810	0,074	t=-2,370	0,023

Table 6 provides a comparison of the subcategory of content with the subcategories of speaking, which shows a variation between sub-categories. According to the mean values reported in the table above, content influences clarity ($t=-3.4780$, $p=0.003 < p=.05$), as well content has an effect on linguistic correctness ($t=-2.389$, $p=0.020 < .05$) and finally content also impacts interaction ($t=-2.370$, $p=0.023 < .05$).

Table 7. Comparison of structure subcategory with clarity, correctness, and interaction.

Comparison of subcategories							
Writing			Speaking				
Sub-Category	mean	SD	Sub-Category	mean	SD	<i>t</i>	p
Structure	2,834	1,00	Clarity	2,830	0,094	t=-0,091	0,465
			Correctness	2,820	0,085	t=0,144	0,444
			Interaction	2,810	0,074	t=0,168	0,435

The table above (7) illustrates non-significant variations. For example, there was not influence between structure and clarity, and structure between correctness and interaction. From the data above the comparisons can be seen are structure—clarity ($t=-0.091$, $p=0.465 > .05$) structure—correctness ($t=0.144$, $p=0.444 > .05$) and structure—interaction ($t=0.168$, $p=0.435 > .05$) show any significance.

Table 8. Comparison of language subcategory with clarity, correctness, and interaction.

Comparison of Subcategories							
Writing			Speaking				
Sub-Category	mean	SD	Sub-Category	mean	SD	<i>t</i>	p
Language	2,887	0,034	Clarity	2,830	0,094	t=1,104	0,160
			Correctness	2,820	0,085	t=1,514	0,095
			Interaction	2,810	0,074	t=1,471	0,101

The data obtained from table 8 set out non-significant variations among sub-categories. As shown in table above, the comparison between language- clarity ($t=1,104$, $p =0,160 >,05$) language-correctness ($t=1.514$, $p=0.095>,05$) and language-interaction ($t=1,471$, $p= 0,101 > ,05$) indicated no statistical significance between language and clarity, correctness, and interaction.

Table 9. Multicomparison of subcategories in writing

Writing Subcategories							
	mean	SD		mean	SD	<i>t</i>	P
Content	2,683	0,955	Structure	2,834	1,00	t=-2,997	0,008
			Language	2,887	0,083	t=-3,515	0,009
Structure	2,834	1,00	Language	2,887	0,083	t=0,282	0,394
			Content	2,683	0,955	t=1,798	0,053

Table 9 shows the subcategories of writing compared between them, the results obtained were that content does influence structure ($t=-2,997$, $p= 0.008 < p=.05$) and language ($t=-3,515$, $p= 0.009 < p=.05$), structure does not influence language ($t=-0,282$, $p= 0.394 > p=.05$) but does influence content ($t=-1,798$, $p= 0.053 < p=.05$) and finally, language does influence content ($t=-3,515$, $p= 0.009 < p=.05$) but does not influence structure ($t=-0,282$, $p= 0.394 > p=.05$).

Table 10. Multicomparison of subcategories in speaking

		Subcategories in Speaking						
		mean	SD		mean	SD	<i>t</i>	p
Clarity		2,830	0,094	Correctness	2,820	0,085	t=0,429	0,339
				Interaction	2,810	0,074	t=0,696	0,253
Correctness		2,820	0,085	Interaction	2,810	0,074	t=0,242	0,407
				Clarity	2,830	0,094	t=-0,429	0,339
Interaction		2,810	0,074	Correctness	2,820	0,085	t=-0,242	0,407
				Clarity	2,830	0,094	t=-0,696	0,253

Table 10 presents a summary of the statistics for the subcategories in speaking, highlighting a comparison between them and it was found out that clarity does not influence correctness ($t=-0,429$, $p=0,339 > p=.05$) and neither interaction ($t=-0,696$, $p=0,253 > p=.05$), correctness has also no influence in interaction ($t=-0,242$, $p=0,407 > p=.05$) and clarity ($t=-0,429$, $p=0,339 > p=.05$), lastly, interaction does not influence correctness ($t=-0,242$, $p=0,407 > p=.05$) and clarity ($t=-0,696$, $p=0,253 > p=.05$).

Discussion

The first research question in this study sought to determine the challenges that most affect English students in academic writing. From the data in table 3, it was found that the use of language is the most affected challenges in academic writing ($M=2,89$). Although data in table 2 above reported that students perceive academic writing as a crucial subject, most of them announced facing some difficulties when using target language. This result relates to those of Noori (2020) who found out similar tendencies in academic writing. As shown in table 3 above students have greater difficulties in academic writing in terms of language ($M=2,89$) and structure ($M=2,83$). In the same research line Cai (2013) investigating students' difficulties to write academically, observed that learners of the target language experienced greater difficulties in writing in terms of structure, content, and language.

The second research question in this study attempted to determine the challenges that most affect English students in academic speaking. From the data analyzed, it was found that the challenges that most affected students in speaking were clarity of speech and voice quality ($M=2,83$). Although data in table 2 above reported that students perceive academic speaking as a crucial subject, most of them announced facing some difficulties when they use the target language in oral presentations. As shown in table 4 above students indicated having difficulties in academic speaking in clarity of speech ($M=2.83$) and voice quality ($M=2.82$).

The results in Table 4 highlight key challenges, with clarity of speech and voice quality ($M=2.83$) taking precedence. This emphasizes the critical role of these factors in effective communication, aligning with Millar's (1993) description of clarity standards. Additionally, challenges related to language accuracy underscore the importance of linguistic precision, as noted by Shen (2013), where precision serves as the foundation for fluency and represents advanced linguistic competence.

Table 5 highlights the role of content in communication, influencing clarity in both written and spoken forms. Contrastingly, structure does not affect correctness, as noted by Newman (1996), who emphasizes people's tendency to feel secure using formal language recommended by authorities. This may lead to negative judgments of others' speech, irrespective of validity. The last result highlights that language has no significant impact on interaction. Thus, Al-Roomy (2016) reported the connection between speech and writing, identifying four phases for effective writing instruction (e.g., preparation, consolidation, differentiation, and integration). As a result, this research provides insights into communication dynamics, benefiting educators and practitioners.

What stands out in table 6 above was significant relevance found between the content of writing and clarity of speech ($t=-3,4780$, $p= 0.003 < p=,05$), correctness of language ($t=-2,389$, $p= 0,020 < ,05$) and interaction with the audience ($t=-2,370$, $p=0,023 < ,05$). These results have an important interwoven among them as mentioned by Orwell (2021), who highlighted that vague thinking and confident expression are intertwined because language must be clear, concise, and honest to avoid manipulation of ideas and distortion of the truth. He also argued that clear writing reflects clear thinking and that the use of language is essential for both writing and oral discourse. Similarly,

Strunk and White (2007) mention the importance of clarity in writing, as stated above in the literature review. They offer practical advice on how to express ideas coherently and effectively, resulting in clear communication in both writing and speaking.

Furthermore, Bailey (2003), Caplan and Johns (2023), and (Fang 2021) suggest that structure in writing is linked to clarity, correctness, and effective interaction with the audience. However, in the present study, this claim could not be demonstrated as table 7 shown any significance between such a relationship. It is because structure – clarity ($t=-0,091$, $p =0,465 > ,05$), structure - correctness ($t=0,144$, $p=0.444> ,05$), and structure - interaction ($t=0,168$, $p= 0,435 > ,05$), reported higher values at the level of significance (0,05). Similarly, there was not statistically significance between language - clarity ($t=1,104$, $p =0,160 >,05$), language - correctness ($t=1.514$, $p=0.095>,05$), language-interaction ($t=1,471$, $p= 0,101 > ,05$). These mean values obtained are not significant enough to demonstrate the relationship of language in writing to clarity, correctness, and audience interaction. As suggested in the literary review done by Fang (2021), Orwell (2021), and Strunk and White (2007) attention to grammar, word choice, and adaptation to context are crucial factors for effective communication.

The results comparing sub-categories of writing indicated that content (e.g., number and gender) influences in the structure (e.g., organization the ideas) and language use (e.g., grammatical knowledge) when writing academically. This research finding might be the lack of knowledge about how to write academically in English. In this vein, the result observed by Bae et al (2016) state that novice writers do not randomly organize words; rather, they adhere to grammatical and discourse regulations to ensure the coherence of a text. Therefore, the utilization of words, grammar, and discourse conventions (including writing standards and community practices) is appropriate to improve the presentation of content. This could be because novice authors use grammatical and discourse rules to organize words cohesively, highlighting the interdependence of structure and language to write effectively. Structure somehow influences language and affects content. It is because, to some extent, content and language may appear conflicting instead of mutually supportive (Oflaz, 2019). Finally, these findings underscore the significance of understanding and applying grammatical and discourse regulations, as well as writing conventions,

to enhance content presentation in academic writing. The interplay between structure and language, while occasionally presenting conflicts, highlights the nuanced balance required for effective written expression.

Regarding the multicomparison about speaking sub-categories, it was found that clarity (e.g., speech and confidence in oral presentations), does not directly affect correctness and interaction (e.g., language and gestures). While some learner's perspectives oversimplify this relationship, that is, effective communication intricately involves clarity impacting both accuracy and interaction. This is aligned with Newman's (1996) assertion who argues that understanding language correctness requires clarification for basic writers. Additionally, the findings indicate that correctness does not significantly affect interaction and clarity. Moreover, Bailey (2003), Caplan, Johns (2023), and Fang (2021) detailed that well-organized work enhances understanding, and adherence to language rules ensures accuracy in both written and spoken communication, with tailored structure by enhancing audience engagement.

9. Research Impacts:

The present research project had an academic impact. These impacts may contribute to improve the educational process because different difficulties in learning English were identified for students from fifth to eighth semester. Once the challenges are identified, students can use technological tools that help them developing their skills and attitudes towards target language. On the other hand, teachers should be open to dialogue with students if they notice that they have difficulties in some skills more than others. This research study could serve as support and guidance for those who want to investigate in depth why some challenges affect more than others and could also motivate university professors who wish to improve the quality of writing and speaking in their students.

10. Conclusions and Recommendations

The present study was designed to investigate the main challenges in productive skills that English major students face at Technical University of Cotopaxi from the fifth to eighth semesters. The main challenges that the students experienced in the academic writing were the next categories; content (e.g., number and gender) influences in the structure (e.g., organization the ideas) and language use (e.g., grammatical knowledge). On the other hand, the main challenge that students faced in academic speaking were in terms of the next categories; clarity of speech and voice quality (e.g., organization of the oral presentation), correctness of language (e.g., grammatical errors, low communicative competence) and interaction with audience (e.g., body language). Thus, these challenges impact on academic speaking and writing as can be seen in Tables 3 and 4.

The challenges that most affected the students in academic writing were the challenges in terms of language, proper use of grammar and having a large vocabulary so as not to be repetitive. Moreover, in academic oral expression it was identified that clarity in academic oral expression and voice quality play an important role in the communicative process for students. Since these skills are important to promote good communication according to the academic level that students should be acquiring throughout the English Major.

Furthermore, the comparison between the subcategories of writing and speaking showed that the content of writing has an interconnection with the clarity of speech, interacting with the audience, and linguistic correctness. In addition, the multi-comparison of writing showed that the content of writing influences the structure and use of language in English major students. Thus, these interconnections play an important role in language learning as can be seen in Tables 5, 6 and 9.

Recommendations

The theoretical framework suggests that to address the challenges in the productive skills of English majors at the Technical University of Cotopaxi, it is necessary to know essential points in academic writing and speaking. In academic writing, emphasis should be placed on understanding and rectifying content-related issues, such as those related to number and gender, ensuring a coherent organizational structure and perfecting grammatical knowledge. As for academic speaking, it is

crucial to focus on improving clarity of speech and voice quality, correctness of language, and effective audience interaction. These challenges, as shown in Tables 3 and 4, highlight the interconnected nature of academic speaking and writing, and underscore the need for specific interventions that simultaneously address both domains to achieve improvement in productive language skills.

To overcome challenges in academic writing, students should actively engage in language workshops and diversify reading habits. Additionally, language learning apps can aid individual skill development. In academic speaking, participation in speaking clubs and seeking feedback are key for improving clarity, correctness, and interaction skills. Teachers play a vital role by implementing interactive teaching methods, peer review sessions, and providing individualized feedback that integrate language skills in writing. Regular assessments and a supportive environment for oral presentations enhance students' proficiency in academic speaking.

Based on the revealing results highlighting the interconnections between the subcategories of speaking and writing, it is recommended that strategies be adopted to improve English language learners' speaking and writing. Recognizing the interplay between the content of writing and clarity of speech, audience interaction, and linguistic correctness underscores the need of new tools for skill development. Furthermore, the observed influence of writing content on the structure and language use emphasizes the importance of addressing these aspects concurrently. Therefore, the development of writing content, clarity, interaction and linguistic correctness for communication will contribute to a more complete and effective language learning experience for English language learner.

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