

INVESTIGATING LINGUISTIC CHALLENGES IN IELTS WRITING PERFORMANCE OF HYDERABAD TEST- TAKERS: A QUALITATIVE STUDY

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Abstract

The research paper explored the language difficulties that IELTS Writing test-takers are facing in Hyderabad, Pakistan, and focused on lexical resource and grammatical range and accuracy as part of the two elements of the IELTS Writing scoring rubric. The study is based on a qualitative phenomenology focus and examines genuine Writing Task 1 and Task 2 sample from 25 IELTS aspirants between the ages of 18-25 who were studying language institutes in Hyderabad. The research determines common trends of vocabulary constraints, use of inappropriate words, grammatical mistakes, and sentence-structure deficiencies through thematic analysis formulated by Virginia Braun and Victoria Clarke (2006) that prevent students from attaining high band scores. The results show that both lexical and grammatical difficulties have a great influence on coherence, cohesion, and accomplishment of a task. The research mentions such aspects as specific instructional practices, such as vocabulary acquisition, grammar-oriented instruction, and an organized practice of writing. The findings have practical implications for IELTS teachers, curriculum developers, and language learning institutions that wish to enhance the writing proficiency of the learners.

Keywords: *ESL Writing, Grammatical Accuracy, IELTS Writing, Lexical Resource, Thematic Analysis*

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1. Introduction

International English Language Testing System (IELTS) Writing module is created to assess the capacity of the candidates to communicate well in written English focusing on clarity, accuracy and the suitability of the expression. Out of the four IELTS scoring criteria, namely: Task Achievement/ Task Response, Coherence and Cohesion, Lexical Resource and Grammatical Range and Accuracy, linguistic proficiency is core in defining the overall performance, especially in the vocabulary and grammar areas. Poor lexical range, poor use of words and grammatical errors tend to decrease the clarity and cohesiveness of the written responses thus affecting band scores negatively. As the situation in Hyderabad, students studying to take up IELTS often face the problem that comes with academic English writing, and it is not like conversational English writing. Difficulties are common and include Poor Vocabulary and Word Choice: Students tend to use simple and repetitive words and are unable to apply the exact academic terms or collocations, and it influences the quality of the answers in both Task 1 (description of the data) and Task 2 (essays). Grammatical Problems and Sentence Construction Problems: There are mistakes in tenses, subject-verb agreement and sentence structure such as run-on sentences, and sentence fragments. These mistakes destroy the logic and consistency of their writing. Difficulties in Sharing and Developing Complex Ideas: Learners always struggle with the ability to develop ideas in a cohesive manner and express subtle arguments, which result in simplified or unclear answers that will not be rated well under the IELTS standards. The research aims to examine linguistic obstacles peculiar to the IELTS Writing standards, which will present qualitative information about the experience of Hyderabad students. By examining real writing samples of students in both Tasks 1 and 2, the research aims to determine common trends in vocabulary, grammar correctness and sentence structure thus contributing to the study of what influences the performance of writing.

1.2. Research Objectives

1. To determine what vocabulary-related issues require attention among Hyderabad students when using IELTS Writing, such as word choice, collocations and the applications of academic language.
2. To identify the grammar and sentence structure issues in their writing including tense, agreement, punctuation, and compound sentences.

1.3. Research Questions

1. What are the vocabulary challenges of IELTS Writing that the students encounter in Hyderabad?
2. Which grammar and sentence structure issues students in Hyderabad face in IELTS Writing?

1.4 Significance of the Study

The knowledge of particular linguistic issues among studying Hyderabad students may serve as an informative source to guide the teaching approaches, the formulation of curriculum and the specific interventions that can serve as a means to enhance IELTS Writing performance. This study offers practical implications to teachers to improve instructional procedures and help learners score higher by concentrating on vocabulary, grammar, and sentence structure.

2. Literature Review

IELTS Writing module is used to examine the skills of the candidates to express the ideas in written English on an adequate level and the linguistic correctness and appropriateness are mostly considered. Out of the four significant scoring criteria, namely Task Achievement /Task Response, Coherence and Cohesion, Lexical Resource, and Grammatical Range and Accuracy, linguistic proficiency is one of the key elements that define the overall performance.

2.1. Lexical Resource Lexical

Resource is a skill of the candidate to be able to utilize a large scope of vocabulary correctly and efficiently: a correct choice of words or suitable collocations and the use of the language that is applicable in the situation of some academic study. Studies show that, due to having a low lexical range, such students favor simple and repetitious words, and this reduces writing sophistication and consequently, directly reduces band scores (Rahman, 2020). In addition, poor or wrong collocations usually lead to clumsy sentences, which makes written answers less clear and academic. The pre-analytical phase in language development, grammatical range and accuracy, consists of the active participation of the primary language in grammatical contexts (Kaura, 2002). Grammatical Range and Accuracy The pre-analytical stage in language development, grammatical range and grammatical accuracy involves the active involvement of the primary language in grammatical contexts (Kaura, 2002). Grammatical competence will be necessary to ensure there is clarity, coherence and cohesion in written communication. It includes the proper application of tense, subject-verb agreement, punctuation, sentence variety and compound sentence structures. All these grammatical mistakes like inconsistent use of tenses, fragmented sentences and punctuation errors may cause the meaning to be lost, the flow of ideas may be disrupted and the band scores may be adversely affected (Hughes, 2003). The capacity to build up complicated but correct sentences enables the applicants to communicate delicate arguments that are especially significant in Writing Task 2 essays.

2.1.2 Achievement / Response of the task.

Though Task Achievement (Task 1) and Task Response (Task 2) are used to evaluate, first of all, whether the content satisfies the conditions of the prompt, the linguistic constraints can be a barrier preventing students to successfully perform the task.

Lack of vocabulary and mistakes in grammar can also hinder clarity of idea expressions and this limits the completeness and quality of responses.

2.1.3. Coherence and Cohesion

Coherence and Cohesion concern sound development of ideas, proper paragraphing and proper use of connecting words and cohesive factors. Weak constructions and frequent mistakes in grammar may interfere with the thought process and cause arguments to become very hard to follow (Cohen et al., 2018). As a result, despite the relevance of the ideas, the linguistic lack of specificity may decrease the readability and decrease the general band scores.

2.2. Theoretical Framework

The research is based on the theory of Second Language (L2) writing development and language testing, especially referring to the works of Ken Hyland, I. S. P. Nation and Sara Cushing Weigle. These theories explain the role of lexical knowledge, grammatical competence, and discourse organization in writing the second language.

2.2.1. L2 Writing Development theory

The theory of second language writing development by Hyland argues that performance on academic writing depends on the combination of linguistic knowledge, rhetorical awareness and organization of discourse. L2 learners usually have difficulties with vocabulary range, grammatical correctness, and production of complicated syntactic constructs. According to Hyland, effective writing development entails progressive acquisition of the linguistic tools which can facilitate expression of ideas by the learners in an organized, clear, and logical manner in the academic settings. In the IELTS Writing part, the candidates are expected to show their skills in developing organized answers with the help of proper vocabulary, different sentence structures and coherent devices. Nevertheless, when learners are characterized by the lack of linguistic competence, they are likely to use simple structures of the sentence and repetition of words, which might also limit their capacity to convey more complicated ideas.

2.2.2. Lexical Competence Theory

Second language writing proficiency is an essential part of vocabulary knowledge. The lexical competence theory focuses on the fact that the learners of language should acquire the lexical competence that is not only broad but also deep in the sense of having collocations, word associations, and appropriateness in context. This is common in academic writing exercises like IELTS essays whereby the few lexical materials available result in repetition of words, use of wrong expressions and wrong collocations. Having inadequate vocabulary knowledge decreases the ability of learners to communicate subtle ideas and arguments thus having an adverse impact on the Lexical Resource criterion of IELTS assessment.

2.2.3. Writing Assessment Framework

ELTS Writing assessment format is a scoring system that measures writing performance through four markers, namely, Task Achievement/Task Response, Coherence and Cohesion, Lexical Resource, and Grammatical Range and Accuracy. Weigle framework on writing assessment suggests that linguistic competence is a key factor in deciding the quality of writing since grammar and vocabulary have a direct influence on clarity, coherence, and communicative effectiveness. Within the framework of the given research, theoretical insights allow developing the analysis of linguistic problems of IELTS learners. Using these frameworks, the study looks at the impact of constraints in vocabulary, grammar, and sentence structure on the overall writing of the students.

2.3. Local Context (Hyderabad)

In the case of Hyderabad, IELTS candidates are also prone to other difficulties, including the lack of exposure to academic writing in English, the uneven practice of IELTS-specific tasks, and the lack of exposure to complex texts or formal writing styles (Khan, 2019). Most students are just dependent on conversational English, which can only help them to generate vocabularies and grammatically correct sentences in an academic manner. This disruption is the source of repetitive problems in lexical and grammatical components of the IELTS Writing with the emphasis on specific interventions based on the language requirements of the Hyderabad students.

3. Research Gap

Even though some research has been conducted on linguistic issues in IELTS Writing in different parts of the world, a dearth of qualitative studies investigating real writing cases of the Hyderabad students has been observed. There are also most current sources focusing on general ESL writing challenges or utilizing the quantitative survey data, which makes the gap in the comprehension of the concrete patterns of vocabulary, grammar, and sentence structure errors that directly influence the IELTS Writing performance in this local setting. This paper fills this gap by providing in-depth qualitative research of writing samples by the students to understand common linguistic challenges and how they reflect on band scores.

4. Methodology

4.1. Research Design

The research design followed in this study was a qualitative phenomenological research design to study the linguistic problems facing IELTS Writing test-takers in Hyderabad. The phenomenological method was chosen to investigate the lived experiences of students in terms of what they write, which will give a detailed insight into how linguistic constraints are revealed in real response. The emphasis on the natural phenomenon of the vocabulary, grammar and sentence structure errors by using the own written output of students in Writing Task 1 and Task 2 in comparison with the use of self-

reports and surveys alone makes the study emphasize the natural way these phenomena occur. In such a manner, the researcher will be able to record the language use features such as lexical and grammatical correctness, sentence structure, and cohesion in the environment of high-stakes IELTS testing.

4.2. Participants

The sample used in the study was 15 IELTS aspirants who are studying in known language institutes in Hyderabad. Purposive sampling was used to select the participants whereby only participants that had already filled in a complete writing response to both Task 1 and Task 2 (mock tests or practice essays) were included. The choice of this sampling strategy can be explained by the need to focus on the target group of individuals who have experience of the IELTS Writing assessment and to gather rich and relevant information and respond to the study objectives. These were males and females aged between 18-25 years, the normal IELTS candidates in Hyderabad. This sampling was done to have a wide variety of experiences and writing abilities which would enable the study to draw some consistent patterns and similar language difficulties in the sample.

4.3. Data Collection

This research utilized real-life writing samples of students as the main source of data in researching language issues that IELTS Writing test-takers in Hyderabad encounter. The fact that it uses actual writing responses is accurate and makes it contextually relevant, as it reflects the actual performance of students in IELTS environment.

4.4. Sample Selection and Participants

- **Respondents:** 15 IELTS applicants (male and female, 18-25 years) who are taking the language classes in the language institutes in Hyderabad were used as the respondents.
- **Inclusion Criteria:** The students must have completed at least one completed Writing Task 1 and Task 2 response (mock test or practice essay) because they should be familiar with IELTS writing tasks and assessment requirements.
- **Sampling Technique:** Purposive sampling was used to select the participants who have adequate exposure to IELTS writing activities to be sure that the data collected is representative of the target population.

4.5. Data Collection Procedure

1. **Presentation of Writing Samples:** The participants provided their latest works in Task 1 (graph/chart description) and Task 2 (essay writing).
2. **Anonymization:** All the submissions were anonymized, to preserve the identity of the participants, and assigned codes (e.g., S1-T1 Student 1, Task 1) to ensure confidentiality. **Focus Areas:** The analysis was strictly based on linguistic elements that are related to level of writing band descriptors of the IELTS, such as:

- Lexical Resource: Precision, range of vocabulary, collocations, and selection of appropriate academic/formal expression.
- Grammatical Range and Accuracy: Tense consistency, subject verb agreement, punctuation and sentence completeness.
- Sentencing Structure and Cohesion: Multifaceted sentence structure, paragraph structure and application of connector devices.

4.6. Rationale for Using Writing Samples

Writing samples give direct evidence of language proficiency without the bias of self-reporting that comes with interviews or surveys. With writing samples, it is possible to critically and criterion-based analyze them and connect any errors with IELTS scoring rules. The methodology also helps in the quantification of the error patterns which can be plotted using graphs and charts in a clear way.

4.7. Data Analysis

The qualitative thematic analysis was used together with quantitative visualization to analyze linguistic patterns in the writing samples in a systematic way.

Step 1: Familiarization

The review of all 30 writing samples (15 Task 1 and 15 Task 2) was conducted by researchers thoroughly. As observed, first, there were likely to be typical lexical, grammatical and structural patterns, and frequent errors.

Step 2: Codes and Categorization

The error was coded using IELTS Writing parameters to enable analysis methodically. The coding categories were:

Criterion	Coding Category	Description	Example
Lexical Resource	Vocabulary range	Limited use of academic words, repetitive vocabulary	“Good”, “a lot of things”
Lexical Resource	Collocation errors	Incorrect combinations of words or phrases	“All the outgoing”
Grammatical Accuracy	Tense errors	Inconsistent verb tense usage	“Slovakia used the most fuel... while Greece used the least”
Grammatical Accuracy	Agreement and article errors	Subject-verb disagreement, missing or incorrect articles	“Studying through internet is more beneficial”

Criterion	Coding Category	Description	Example
Sentence Structure & Cohesion	Simple sentence overuse	Over-reliance on short, repetitive sentences	“One major reason is that working from home saves both time and money.”
Sentence Structure & Cohesion	Weak linking / paragraphing	Limited use of connectors and poor paragraph structure	“Moreover, offices can be noisy. At home, many people find it easier...”

Step 3: Quantification for Visualization

All samples were counted in terms of each type of error, which gave an idea of the number of common linguistic problems numerically.

Error Type	Task 1	Task 2	Total
Lexical Resource	45	78	123
Grammatical Accuracy	60	95	155
Sentence Structure & Cohesion	35	80	115

Step 4: Thematic Analysis

The codes were combined into themes that reflected major linguistic problems:

- **Lexical Problems:** Insufficient vocabulary area and poor selection of words as well as abusive use of collocations.
- **Grammatical Problems:** Tense problems, agreement problems, punctuation problems and incomplete sentences.
- **Activities:** Sentence Structure and Cohesion Does Sentences: The use of simple sentences, the use of linking devices and paragraphing is weak.

The excerpts of representative samples were attached to each theme, and these qualitative data were used to supplement quantitative visualization.

Step 5: Interpretation of Graphical Data

Figure presentations allowed the obvious selection of patterns and trends:

The grammatical errors became the most common, then lexical constraints and lastly, sentence structure / cohesion. On Task 2 essays, there were more errors in general, probably because of the length of the text and the complicated concepts. Such visual observations were directly correlated with IELTS band descriptors which revealed areas of linguistic weakness to the scoring.

Step 6: Implications for Instruction

The combination of graphs and thematic analysis shows particular areas that require intervention:

- Vocabulary expansion exercises to increase lexical range.
- Grammar classes that involve the agreement between tenses, subject-verb, and punctuation.
- Sentence structure practice with focus on complex sentences, linking devices and paragraph coherence.

4.8. Summary

This research gives a formal and thorough review of the linguistic challenges with IELTS Writing among students of Hyderabad based on the qualitative thematic coding and quantitative visualization. Writing samples will enable genuine evaluation whereas graphs can enable consisting and objective results to be given to educators and students alike thereby enhancing the validity and objectivity of the research results.

Rigor and Ethical considerations

The researcher used methods such as ensuring that the study was trustworthy by:

- **Triangulation:** comparing patterns among a variety of writing samples.
- **Peer Review:** discussion with the advanced IELTS teachers to substantiate the coding categories.
- **Ethical Adherence:** Informed consent, anonymization of data and safe storage of digital documents.

This paradigm would make the study give a sound, comprehensive, and credible insight into the linguistic issues of IELTS Writing students in Hyderabad.

5. Findings

The results of the writing sample of 30 Hyderabad IELTS aspirants (15 each in Task 1 and Task 2) indicated that there were common linguistic issues that interfered with the performance of writing. The key information gathered during the qualitative coding and quantitative visualization are summarized as follows:

5.1. Lexical Resource

There were 45 and 78 errors in Task 1 and 2 respectively indicating more lexical difficulty in the essay. The common problems were the short vocabulary, the use of same words repeatedly (e.g. good, a lot of things, etc.), and wrong collocations (e.g., all the outgoing). Figure 1 and Figure 2 Pie and Bar charts reveal that in both tasks, the percentage of lexical errors constitutes a considerable percentage of the overall linguistic errors.

5.2. Grammatical Accuracy

The most common category was grammatical errors: 60 and 95 in Task 1 and Task 2 respectively. The common errors were tense errors, subject-verb errors, errors with articles and erroneous punctuation. In task 2, the number of grammatical errors was more in general because of the length of the sentence and the more intricate essay structure.

5.3. Structure of the Sentences and Cohesion

Errors on sentence structure were 35 and 80 in Task 1 and Task 2 respectively. Students were excessive in the application of simple sentences; they used weak linking words and lacked proper paragraphing. Essays on task 2 had higher chances to be challenged because longer texts need to be linked with stronger devices.

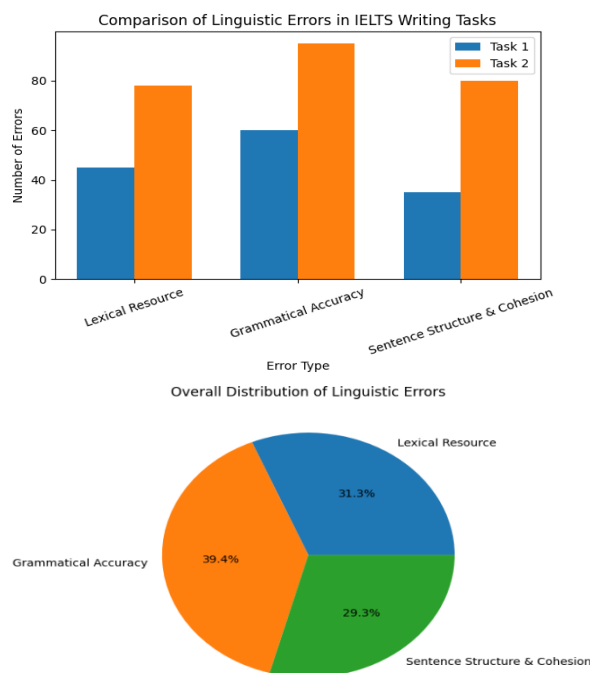


Figure 1. Clustered Bar Chart

Comparison of linguistic errors between Task 1 and Task 2.

Figure 2. Pie Chart

Percentage distribution of linguistic challenges

5.4. Task-Specific Patterns

In all categories, Task 2 showed more frequent errors, which means that the linguistic requirements in essay writing were more significant.

The stacked bar chart (Figure 1) confirms that grammatical errors are the leading ones, lexical errors, sentence structure/cohesion errors, are in the second and third places respectively.

6. Discussion

The results above lead to the identification of areas of linguistic challenges of the Hyderabad IELTS students and their implications on the writing performance and teaching intervention.

6.1. Lexical Challenges

- Lack of vocabulary and use of wrong words diminishes the capacity of expressing subtle ideas, which has a direct impact on the Lexical Resource criterion.
- Repetitive words and collocations, which are not used correctly, can make writing seem simple and restrict the band score.
- This is in line with earlier research (Rahman, 2020) that vocabulary is a major impediment in ESL writing.

6.2. Grammatical Challenges

- The common mistakes in the tense, agreement, articles, and punctuation damage the clarity of the sentences and their general unity.
- Excessive use of simple sentences to prevent grammatical errors limits the variety of the sentences and affects Grammatical Range and Accuracy.
- These trends echo Hughes (2003) who has reported that grammatical errors are a critical setback to academic writing.

6.3. Sentence Structure and Cohesion Challenges

- The poor use of linking and paragraphing structures interrupt the logical flow because it harms Coherence and Cohesion and Task Achievement.
- The students find it difficult to construct complex sentences and this inhibits the expression of ideas in Task 2 essays.
- Cohen et al. (2018) emphasized that clear academic writing is dependent on sentence cohesion, which justifies these observations.

6.4. Implications for Instruction

- **Lexical Resource:** Word choice can be improved with the help of targeted vocabulary exercises, use of synonyms and collocations.
- **Grammar:** Lessons on tense consistency, agreement, articles and punctuating marks are needed.
- **Sentence Structure and Cohesion:** The ability to link words, paragraph structure and complex sentences may help in making the overall sentence clearer and more coherent.

Through visual representations (Figures 1-2) there is an evident evidence of recurrent error patterns and this leads to teachers emphasizing areas that will have the most impact on interventions.

7. Conclusion

This research involved the linguistic difficulties encountered by the Hyderabad students in IELTS Writing with reference to lexical materials, grammatical correctness, and sentence formation/ cohesion. The study of 30 original writing samples (15 Task 1 and 15 Task 2) found out that:

1. Lexical Problems

The students had a poor vocabulary range, repetitive words, and collocation mistakes. These constraints curtailed their freedom to convey subtle concepts hence affecting their Lexical Resource scores.

2. Grammatical Problems

The use of tense, subject-verb agreement, articles, and punctuations had high levels of errors. These errors lowered sentence clarity, restricted complex structures and had adverse effects on Grammatical Range and Accuracy.

3. Sentence Structure and Cohesion Problems

It was noted that too much use was made of simple sentences and poor paragraphing and poor use of linking devices especially in Task 2 essays. These problems affected Coherence and Cohesion which hampered the general performance of writing and Task Achievement.

4. Task-Specific Patterns

Task 2 essays had more instances of errors, as the larger and more argumentative writing tasks have more linguistic requirements. The use of graphical representations (bar charts, pie charts, stacked bar charts) had given an easy illustration of the error distribution and frequency across tasks. Altogether, these results suggest that linguistic constraints have a huge impact on IELTS Writing band scores, and special pedagogical interventions based on vocabulary, grammar, and sentence structure are essential.

7.1. Limitations of the Study

There are several limitations of this study. To begin with, the sample size was relatively small (15 IELTS applicants in language institutions in Hyderabad). This fact might not allow generalizing the results. Second, the study only used written samples of IELTS practice activities without using other sources of data like interviews and classroom observations. Third, the research was considered to only explore the linguistic features of writing, that is, vocabulary, grammar, and sentence structure only without the need of exploring other significant elements in writing such as writing strategies or learner motivation. The limitations may be resolved by future research by encompassing larger samples, mixed-method, and cross-regional comparisons.

8. Recommendations

According to the results, it is recommended to the educators and IELTS trainers:

1. Lexical Resource Development

- Introduce specific practice that will enlarge the academic vocabulary and use of collocations.
- Task 1 and Task 2 writing: Promote the use of synonyms and situational word use. Greater vocabulary testing with feedback to support learning.

2. Grammar and Accuracy Workshops

- Pay attention to tense, use of subject and verb agreement, articles, and punctuation.
- Correction of sentence correction practice should be used to minimize grammatical mistakes. Combine lessons in grammar with practice in writing to maximize the application to the real world.

3. The structure of sentences and cohesion practice

- Teach learners how to build up sentences and proper paragraphs.
- Add stress on the utilization of linking devices to add coherence and flow.
- Show sample essays with excellent score sentence structures and cohesive devices.

4. Task Writing Exercises

- Implement activities in design practice based on simulated real IELTS activities under time constraints.
- Promote thinking about the mistakes in both Task 1 (descriptive/report writing) and Task 2 (essay writing).

5. Integration of Technology

- Take advantage of digital feedback and AI-provided tools to provide feedback regarding vocabulary, grammar, and structure.
- Make resources available online to complement the classroom teaching and provide self-directed learning.

8.1. Pedagogical Implications

The results of this research have a few significant pedagogical implications on the IELTS teachers, curriculum developers and language teaching institutions training students on IELTS Writing test. As it was found that the analysis showed the repetitive difficulties in lexical resource, grammatical accuracy, and sentence construction, specific teaching methods are needed to enhance the competence of students in writing. To begin with, educators ought to put emphasis on the acquisition of vocabulary in the academic setting. A lot of students showed poor lexical variation and use of repetitive words, which hindered them from conveying their ideas that are complex in nature. One possible solution to the problem is the incorporation of vocabulary-building exercises, e.g., collocation exercises, synonym practice, and reading real academic texts, on the part of IELTS instructors. Lexical flexibility in writing activities can also be promoted by encouraging the vocabulary journals and practice in paraphrasing of vocabulary among learners. Second, the presence of grammatical errors is very high, which implies that intensive grammar training combined with writing exercises is required. Instead of teaching grammar separately, the teachers need to integrate grammar-related instructions into the writing activities. Sentence correction, error analysis, and guided rewriting activities may

assist the learners in detecting repetitive errors of the tense consistency, subject-verb agreement, articles, and punctuation. Third, it has been found that students tend to lean on simple sentences and tend to have difficulties in complex sentence construction and cohesive devices. Correct variation of sentences, arrangement of paragraphs, and proper use of linking words should then be explicitly taught by the teachers. Model essays and exercise in writing paragraphs under the guidance of the teacher can assist the students in achieving a more adequate level of coherence and cohesion in their answers. Last but not the least, IELTS preparation programs must use the -, where models of error in writing samples of students are analysed to distinguish the error models. Through a regular evaluation of the achievements of students, educators can design their instructional methods in such a way that they are able to meet the most common linguistic issues encountered by learners. In general, the application of these pedagogical strategies will assist the learners to enhance their vocabulary, the level of grammatical correctness, and the structure of the sentences, which will positively influence their performance in IELTS Writing activities.

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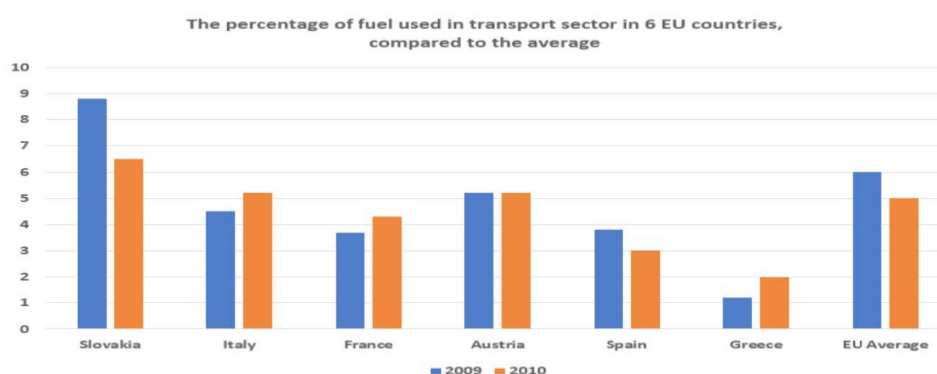
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Appendices

Writing Task-1

The bar chart below shows the percentage of fuel used in the transport sector in six European countries (Slovakia, Italy, France, Austria, Spain and Greece) in 2009 and 2010, compared with the EU average.

Summarise the information by selecting and reporting the main features and make comparisons where relevant.



Answer:

This bar chart compared the amount of fuel used in transport in various countries in Europe compares with the EU average in 2009 and 2010.

Overall, Slovakia used the most fuel in transport in both years 2009 and 2010 while Greece used the least.

In detail, Slovakia had highest energy consumption at around 9% in 2009 which fell to about 6 % in 2010. Where as Italy used fuel approximately 4% in 2009 and this increased to around 5% in 2010, moreover France spend petrol around 3% in 2009 and 4 % in 2010, whereas Austria used almost the same amount of fuel at around 5% in both years .

In addition Spain also use fuel around 3-4% in 2009 and 2010, however Greece experienced noticeable decrease in fuel at amount around 1-2 % in 2009 and 2010, finally EU average stood at approximately 5 to 6% fuel in 2009 and 2010.

Writing Task-2

Many students choose to study abroad. Why do they choose this? Do you think this is positive or negative development?

Answer:

Almost students prefer to study abroad because they want better education and become responsible.

There are several reasons for individual to study in other countries. Firstly foreign universities provide advanced knowledge and offer better opportunities for jobs. Secondly, child become independent and earn their own and grow personally and professionally. Finally , many students choose to study abroad so that they can explore new countries, learn new things, and experience different cultures.

In my point of view this is positive development studying abroad helps students gain international exposure, build confidence and also benefit to learn new skills and improve their future opportunities. Although it also have same drawbacks studying abroad is too expensive and also faced cultural differences.

To sum up, students prefer to study foreign because of higher education and make their future bright where as it also have disadvantages, students may faces high expenses , language barriers and family distances.