Purpose Statement and Literature Review

Name:

Institution:

**Purpose statement**

One of the essential skills of learning English for ESL students is speaking; however, students in ECD find it difficult to actively use English in communication. English has become a universal language, and for ELL, they find it beneficial to start learning English while they are still young. Students evaluate their success in English learning based on one can express themselves orally. ELL teacher use various strategies and tools to help students learn English. But speaking English is a complex process for many, and many educators and school curriculum have overlooked its significance. Many educators put emphasis on writing skills and grammar, and this has presented a huge problem for learners. This study aims to look into the strategies that educators can use to enhance the speaking abilities ESL students in early childhood. This study is an action research employing qualitative methods of data collection to find out how teachers and students can work to improve learning English. The study aims to collect data through observation, interviewing, and focused group discussion on learners speaking abilities and educators teaching styles. By using this methodology, the study will determine an action plan to improve the speaking abilities of ELL learners in elementary school.

**Problem Statement**

Learning a foreign language is part of general growth of a child, and through education, students get to improve their life experiences, enhance their thinking skills, and broaden their vision of the world. Teaching English for ELL students is challenging, and the situation is even worse for learners in the elementary school because their fist language command is still tender. While it is possible for learners to know how to write in English, enabling them to use the English language orally can be challenging. Many ELL students in elementary are more of passive learners of English than they are active. Speaking English language in elementary seems to be unsatisfactory because of factors such as lack of confidence, fear of making errors, and a negative environment. These challenges accompany the learner to remind them and cause them to have low proficiency in speaking. This challenge has been attested to the visualizing report I conducted where students were finding it difficult to use even one sentence in communication from the teaching in class. It was my desire to find solutions to this problem and help these students who desperately needed to enhance their English speaking skills.

**Research questions**

The purpose of this study is to examine effective methods that teachers and learners can use to improve English speaking abilities among ESL students. This research is significant as it will act as a reference for learners who face challenges in communicating proficiently in English. It will also help educators with valuable information regarding this problem and the action they can undertake to improve classroom learning for ELL. This research is guided by the following research questions;

1. What are the strategies that teachers are using to enhance ESL learner’s speaking abilities?
2. What challenges influence ESL pupils’ weaknesses in speaking English?
3. How can ESL educators influence learners to improve their speaking capacities?

**Literature Review**

While learning English for ESL students is essential, most of them especially those in elementary schools find it challenging to effectively communicate orally. There has been a growing body of literature regarding ESL issues and how educators can work to enhance the speaking abilities of ELLs. Nasiri & ourhossein Gilakjani, (2016) reveals that speaking is an essential component in English learning because in everyday life, people interact, and effective communication is vital for positive interactions. He asserts that if teachers want to encourage students to communicate in English, they should also communicate in English and ask the students to do the same. The spoken form of English language is a prime determinant of language learning, however, ESL students experience difficulties which hinder them from communicating effectively as concluded by Hosni (2014). Sutjiati & Budiwaty, (2019) also reveals these problems and highlights that some learners who share the same mother tongue tend to speak in their mother language because it is very easy for them. Derakhshan, Khalili, & Beheshti, (2016) took this study further by explaining that learners always lack the motivation to express themselves because they are foreigners and fear going through embarrassments.

Sutjiati & Budiwaty, (2019) in their study add that if teachers want their pupils to improve their speaking capacities, they should first evaluate the factors that influence their performance, and come up with action plans to tackle the challenges. In another study conducted by Ismael and Allaq, they assert that while learners experience these difficulties, educators can encourage them to speak English through cooperative learning. They assume that cooperative learning enhances leaner’s engagement and social interaction in class which helps to promote their speaking abilities. Hosni, (2014) conducted a study hypothesis on how language games can boost young leaner’s abilities to speak English. In her research, she found that educators can create situations like game learning to create oral interactions for pupils because they can offer them opportunities grasp and speak English.

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