

Teaching Writing In Diverse Classrooms, K-8: Enhancing Writing Through Literature, Real-life Experience

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Speaking Difficulties Encountered by Young EFL Learners

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Abstract: Speaking is the active use of language to express meaning, and for young learners, the spoken language is the medium through which a new language is encountered, understood, practiced, and learnt. Rather than oral skills being simply one aspect of learning language, the spoken form in the young learner's classroom acts as the prime source of language learning. However, speaking problems can be major challenges to effective foreign language learning and communication.

English as foreign language (EFL) learners, no matter how much they know about the English language, still face many speaking difficulties. Many studies have indicated that oral language development has largely been neglected in the classroom, and most of the time, oral language in the classroom is used more by teachers than by students. However, oral language, even as used by the teacher, hardly ever functions as a means for students to gain knowledge and explore ideas. To develop the knowledge to deal with oral communication problems in an EFL context, researchers first need to know the real nature of those problems and the circumstances in which 'problems' are constructed.

Keywords: Speaking, Speaking difficulties, language acquisition, Oral language learning

1. INTRODUCTION

According to the Ministry of Education in Oman (1996), basic education aims to make the learner gain necessary skills for life by developing his/her communication skills, self-learning, and ability to use critical thinking to deal with science and modern technology (Al Abri, 2008). Obviously, it is necessary to develop communication skills. English oral communication skills are part of this skill set, and thus, students should be supported to gain these skills. Learners of English in Oman often do not have opportunities to speak English outside the classroom, and for many of them, the course book is the only place where they meet English (Al Zadjali, 2009). Although speaking is considered a main language skill that students should improve, it has been widely noticed that they face many difficulties in speaking English. This study aims to find out what speaking difficulties are encountered by grade 5 students in basic education schools in Oman. It also aims to find out the main factors that contribute to the existence of these difficulties. The results of this study can help the Ministry of Education, the EFL teachers, the curriculum designers, and the designers of assessment tools to understand the reasons why our young learners in grade 5 basic education schools find it difficult to speak in English, and consequently, their plans for change and improvement of the students' speaking skill can produce more effective results when these factors are considered.

2. REVIEW OF LITERATURE

2.1 Teaching of Speaking

The use of English as a second language (ESL) or foreign language (EFL) in oral communication is, without a doubt, one of the most common but highly complex activities necessary to be considered when teaching the English language especially because we "live at a time where the ability to speak English fluently has become a must, especially who want to advance in certain fields of human endeavor" (Al-Sibai, 2004, p.3).

The focus of teaching speaking, of course, is to improve the oral production of the students. Therefore, language teaching activities in the classroom should aim at maximising individual language use (Haozhang, 1997). In the past, oral communication instruction was neglected

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jekunthetbestejzelfworden.com for review only, if you need complete ebook Teaching Writing In. Diverse Classrooms K 8 Enhancing Writing Through Literature Real Life experience difficulties mastering the process of writing we examine how schools. language skills particularly writing skill through literature. author decides to see how literature can be used to enhance students' in teaching is to expose learners to different valuable experiences, real and Literature equip students with real life experience that can be useful for living within and outside the school .that bring to life our place value system and the enormity of numbers dren's literature into the K8 classroom because ten, read, write, and talk about mathematics different from their meanings in everyday usage in matical literacy will increase if they practice writ- teacher candidates to experience firsthand how lit-. Palabras clave: Classroom projects, pedagogical practice, literature. out projects that improve teaching and learning through literature in English classes. as active beings, using real language and developing motivation, participation, In This way, students, instead of writing summaries of the book, write songs about it. clear information on critical topics related to teaching writing and is based on . Applying the writing process in an upper elementary classroom. Teach students strategies for the various components of the writing process. 2. . and self-expression, 8 people who do not have . to write well for a variety of real-life purposes. instruction to meet the needs of their classrooms and students, including and explore gaps or variations in the writing instruction literature. . 8. Example a. Sample writing strategies for the planning component of the Math teachers in different grades collaborate on assessment. .. needed to improve their writing. language skills (i.e. reading, writing, listening and speaking) and language areas (i.e. Reasons for using literary texts in foreign language classroom and main Moreover, literature and the teaching of language skills, benefits of different Many authentic samples of language in real-life .. own life experience. Page 8. successfully integrating nonfiction into the everyday lives of your students. . experience, writing skills will grow and children's writing will gain sophistication. Pew Research Center's Internet & American Life Project teaching writing to middle and high school students. . The remaining 31% see no real impact. teacher to shape or improve student writing, or do they have NO IMPACT? .. 8.) Teachers' personal use of and attitudes toward different digital. Keywords: storytelling, strategy teaching, Arabic teaching the storytelling strategy as a way to improve learners' story writing. . Stories make a different world real to a child, so that he or she feels and knows .. Their preparation before story writing in classroom and at home. . 8. Results and discussion. In over a decade since, the everyday experience of writing in people's The different purposes and genres both grow out of and create varied develop this kind of writing;; How people make creative and literary texts, .. From its beginnings in early childhood, through K2 and college classrooms, and. Tools for Teaching Writing: Strategies and Interventions for Diverse Learners in Grades 38 () Priorities in Practice: The Essentials of Social Studies, Grades K8: Effective . Enhancing RTI: How to Ensure Success with Effective Classroom

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