Visualizing Actions Research

Name:

Institution:

**Part 1: Thinking through Process**

As an ESL teacher, I have been concerned that many ESL students struggle with speaking English while their writing skills are okay. This problem has been disturbing me for a while now because while I have wanted to build the student’s knowledge of English, it occurred to me that my students have become passive users of English instead of active users. During one instance, I noticed that after studying an English paragraph for a while, students were able to read and memorize it, but they could not actively use the words in the paragraph in a sentence. I keep asking myself, “What strategies can I use to improve student’s speaking abilities in an English class?”

I did a background search on literature regarding the topic and how other researchers have approached the problem. After pinning down my research question, I resolved to look for solutions to the problem. My first people to look out for information were my colleagues who through focused group discussions, we were able to meet and discuss this challenge and map out ideas for solutions. I collected data with the use of qualitative methods such as observations where I observed how students tried to connect class work and communication. I also conducted interviews with other college agues about their ESL students and the strategies they used to enable them speak English.

After collecting data, I employed the steps in qualitative data analysis to find meaning of the information. During the coding phase, I analyzed the phrases and words to find out themes and patterns for understanding. After this analysis I realized that the problem with students language speaking is not the student, but the teacher. Then I resolved to embark on my research questions on strategies that teachers can employ to become competent language teachers.

**Part 2: Annotated Bibliography**

Derakhshan, A., Khalili, A., & Beheshti, F. (2016). Developing EFL Learner’s Speaking Ability, Accuracy and Fluency. *English Language and Literature Studies*, *6*(2), 177. doi: 10.5539/ells.v6n2p177

In this article, Derakhshan, Khalili, & Beheshti look into the significant strategies that educators can employ to enhance EFL learners’ English speaking abilities and fluency. The authors aim to offer readers with materials and activities such as role play and transactional dialogues to improve the ability of EFL students to speak English with accuracy and fluency. In this study, they conducted a review of literature and empirical studies in which they concluded that communication in EFL studies are vital. They developed strategies such as interviews, chants, role-play, and flash cards to improve learners’ abilities to speak English. The authors are professors in the department of English and Literature of Golestan University, Gorgan, Iran. Their educational background makes this paper effective for this research.

Hosni, S. (2014). Speaking Difficulties Encountered by Young EFL Learners. *International Journal on Studies in English Language and Literature*, *2*(6). Retrieved from https://www.researchgate.net/publication/270340628\_Speaking\_Difficulties\_Encountered\_by\_Young\_EFL\_Learners

Written by Samira Hosni, this article endeavors to look into the challenges that ESL learners experience while seeking to speak English. The author argues that the spoken form of English language is the prime determinant of language learning, however, ESL students experience difficulties which hinder them from communicating effectively. The conducted a review of literature and carried out a qualitative study using interviews, curriculum analysis, and observation to collect data on the problem. In her findings, Hosni suggests that inhibition, mother tongue use, linguistic difficulties, and teacher’s perception are among the challenges that students face while trying to speak English. Hosni is a professor of English at Indiana University, and this educational background makes her article viable for this research.

Ismail, S., & Al Allaq, K. (2019). The Nature of Cooperative Learning and Differentiated Instruction Practices in English Classes. *SAGE Open*, *9*(2), 215824401985645. doi: 10.1177/2158244019856450

In this article, Ismael and Allaq examine the views of English teachers regarding the effectiveness of using differentiated instruction and cooperative learning to improve ESL students’ learning abilities. The primary goal of this article is to evaluate the strategies with which cooperative learning give room for enhanced English learning in classroom. Using a sequential mixed method of data collection, they found that English language educators deem cooperative learning essential for promoting learners engagement in class and classroom social interaction. Both Ismael and Allaq are professors in the department of English at United Arab Emirate University, and this professional background makes this article credible for this research. This article is also recent and peer-reviewed making it effective for this research.

## References

Derakhshan, A., Khalili, A., & Beheshti, F. (2016). Developing EFL Learner’s Speaking Ability, Accuracy and Fluency. *English Language and Literature Studies*, *6*(2), 177. doi: 10.5539/ells.v6n2p177

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Ismail, S., & Al Allaq, K. (2019). The Nature of Cooperative Learning and Differentiated Instruction Practices in English Classes. *SAGE Open*, *9*(2), 215824401985645. doi: 10.1177/2158244019856450