

Sustaining the literacy strategies in school environment, the impact of theories

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[Education](#)



The paper "Sustaining the Literacy Strategies in School Environment" is an amazing example of a research proposal on education. Literacy has for a long time been one of the most researched and highly debated issues in many parts of the world, while countries compete with each other in finding strategies to raise this bar. In trying to enhance and maintain the EAL strategies as laid down by the (DfES 2006) both the Government and the general public are working towards maintaining and sustaining these strategies to effect better outcomes of students as well as laying a solid foundation for improvement in teaching methods. Ofsted Reports and other important Organizations like DfES (2006) that students who have English as an Additional Language (EAL) find it very difficult in trying to meet the challenges of the curriculum. This research proposal will be investigating the areas that have been improved so far, but its main focus would be on how to maintain and sustain the different literacy strategies in regard to a whole school environment. Introduction

On the educational front, literacy has always been a problem, especially for children who have English as an additional language (EAL) who find the curriculum highly challenging due to not being proficient in the language. Therefore, there is an imminent necessity that different strategies have to be enforced to beat these problems and which have to be introduced in stages within the curriculum for much better outcomes.

The purpose of this study is to examine the impact of various research theories on EAL learners and investigating the problems and other major issues that this group experience. In addition to this, the study proposes to find ways and means by which the present situation could be improved upon

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by various recommendations made after a consensus has been reached. This research design is based on both qualitative and quantitative data involving the barriers or problems faced by pupils who have English as an additional language (EAL) and in addition to this investigation, strategies of maintaining and sustaining the improvement taken place in these areas would be highlighted. Data analysis is conducted using pupils test marks and other observational comments. This research design will also incorporate the impact that the various theories have had on EAL learners and what recommendations can be made to improve the present situation. The chief aim of the research is to investigate the areas of reading, writing, spelling, and comprehension of the EAL learners and see how best their attainment could be raised through the incorporation of various literary strategies into the subject of Science.

Literature Review

Literacy is currently one of the burning issues in the field of education with special respect to the area of EAL learners and the drawbacks and problems that they face. It is a well-known fact that literacy does reflect and have an impact on the socio-economic, the cultural and political factors that pave the way for a more civilized world. Therefore, an urgent need has been highlighted not only in the Primary schools but also the Secondary schools to understand the dire literacy need of pupils and focus attention on those areas that may have an adverse impact. Evidence of recognition from secondary schools themselves that they need to give greater attention to literacy (Lewis & Wray, 1999; Brookes & Goodwyn, 1998) National Literacy strategies such as (DfEE, 1998a) (DfEE, 1997, 1998b, 1998c) have tried hard

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to understand the literary needs of EAL students and hence an escalating number of initiatives seem to be emerging to improve the various recommendations made, such as 22 DfEE KS3 Literacy Pilot Projects in 1998-99, 'Lewisham Literacy 2000 Project', the Wirral 'Key Skills Project'; and the work of the Nuffield EXEL Project (Wray & Lewis, 1997) to name a few. The literature review would also speak of the initiatives being taken by Walsall LEA through the DfES pilot for incorporating various literacy strategies into the Science material at different levels in the curriculum.

Methods

The Methodology used for this research is called 'Action Research Methodology' which is a step by step analysis of the improvement made during each stage of Science learning by the EAL pupils. The 'Action Research Methodology' also demands an analysis of the teaching that is undertaken alongside the strategies at the different stages which helps greatly in planning the next stage. In the words of (Croll 1986), 'the appropriate research technique should be informed by the particular problem being studied'. Action research, which is my preferred methodology, is thoroughly defined in 4 characteristic elements by McKernan (1991) which I would be linking with my action research methodology.

Conclusion

The goal of my research is to make a thorough investigation of the impact of the various strategies and theories on the learning of EAL pupils with special focus of Science in the classroom. In addition to making use of quantitative and qualitative analysis to gauge the progress made by EAL learners in Science, an examination and implementation of other newer strategies,

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recommendations and invaluable contributions made by my other research partners would be made use of to enhance the learning of Science by EAL learners.