



Effective Strategies for Developing Writing and Reading Skills of Young Kids

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ABSTRACT

All primary school students have the same objective of becoming proficient readers. For English language learners, this task is particularly difficult, particularly in the area of writing. Because of how text-oriented the world has become; writing has been regarded as one of the most important abilities. Due to this transition, both ESOL instructors and teachers in the mainstream are in great need of efficient methods to help this particular population's writing skills.

The goal of this initiative is to offer evidence-based strategies for enhancing ESL students' writing abilities. The results imply that this objective can be achieved through the use of technology, pre-taught vocabulary, different teacher influences, and the adoption of beneficial diversified literacy practices.

Keywords:

Developing reading skills, Writing, learning ability teacher's role.

Statement of the problem

In the United States, educating students in English as a second language has always been a priority. There were many different nations and languages spoken during the colonial era, including English, Scottish, French, German, Dutch, Swedish, Irish, Hungarian, Polish, Russian, and Native American (Cavanaugh, 1996). There was a desperate need for togetherness due to the extreme difference. The Dutch and Swedes established their own schools in the middle of the 16th century, but over time they were assimilated by those around them, who spoke primarily English. The colonists determined that English would be their primary language, with the exception of the Germans in Pennsylvania [1-3]. Due to the fact that all students were taught uniformly and held to the same standard, there were a lot of dropouts, which increased crime. Theorists started to attempt and change the way we approached teaching ESL kids because this was a risky problem. According to a UNESCO report from the 1950s, pupils should receive as much instruction as possible in their mother tongue. In San Francisco, California, a Supreme Court

justice decided that the Chinese language barrier prevented children from receiving an equitable education in the 1970s [4-6].

The National Center for Education reports that between 1980 and 2009, the number of school-age children who speak a language other than English increased from 4.7 to 11.2 million (NCES, 2011). In the United States, 14% of people aged 15 and older lived in homes where English was not the primary language spoken, a number that has significantly increased over the past 25 years. According to demographers, one in four students may be English language learners in twenty years. While there is a lot of study on how to teach English language learners now, there wasn't much of it in the middle of the 1970s.

Given these figures, it is crucial for mainstream educators to understand how to educate English language learners. Writing is one of the challenges facing ESL students' success. Language's foundational element is writing. A child's writing combines their ideas and expertise to convey a special meaning [7-9]. Students thus perceive writing as being more difficult than listening and reading [7-9].

Writing is typically the final skill to be mastered when learning a language, for a variety of reasons, including the fact that writing requires a deeper understanding of the language than understanding does [9,10]. Additionally, ESL students have a different background from native English speakers, which makes it more challenging for them to write meaningfully. They frequently have a limited vocabulary, and while they can speak and be understood by gestures and other means, writing can be difficult for them because they are unable to use their hands to freely express their thoughts.

Literature review

Data repeatedly demonstrates that ESL students perform worse in writing than in any other subject at all levels. It is the final area of second language acquisition to reach maturity. Researchers have identified a number of causes for this issue, and a significant one is how writers feel about themselves. Many ESL students struggle to become proficient English writers because they think they are incapable of doing so. In the upper grades of elementary school and beyond, this becomes increasingly noticeable.

This sense of inadequacy causes self-doubt and worry when writing, which can impede the development of writing skill (Thomas, 1993). According to researchers, the feedback and evaluation of that work by teachers and/or peers is more scary than the actual writing task itself (Kasper & Petrello, 1998).

Summary

Writing has traditionally been seen as a crucial ability in learning the English language. This significance derives from the fact that it reinforces the vocabulary and grammatical rules that teachers work so hard to instill in their students. More time should be spent on it in classrooms with ELLs so that they will be equipped to effectively communicate in both academic and real-world circumstances. It is the area in which learners need to be given appropriate time to develop their writing talent. 2007 (Ismail)

A great method to accomplish this is to expose them to the writing process itself through a

variety of settings. Additionally, when students' interests are recognized and they are given several opportunities to actually practice writing, they can strengthen their writing skills (Ismail, 2007). A specific writing curriculum must be in place in order to suit the demands of these learners because one of their primary goals is to learn how to create an organized piece of writing. After carefully examining the literature, it was determined that many researchers had found that in order for ESL students to be successful at writing in English, they needed to be exposed to a range of genres, strategies, and methods.

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