

Research Proposal

Title: Enhancing LSRW Skills in English Language Teaching: Investigating Effective Strategies for Comprehensive Language Development.

Introduction

English Language Teaching (ELT) fundamentally involves the development of Listening, Speaking, Reading, and Writing (LSRW) skills. This study aims to find effective strategies for improving LSRW skills within ELT contexts, providing evidence-based approaches for educators to enhance language learning outcomes.

Research Objectives

1. Compare the effectiveness of various instruction strategies in developing LSRW skills.
2. Determine the impact of intensive LSRW activities on general language competence.
3. Identify optimal approaches to ensure a balance in the development of LSRW skills within ELT curricula.

Literature Review

The review will cover:

1. Theoretical Frameworks: Language learning theories, including Communicative Language Teaching, Task-Based Learning, and the Input-Output Hypothesis.
2. Skill-Based Strategies: Listening, Speaking, Reading, and Writing strategies.
3. Integrated Approaches: Research on the integration of LSRW skills and its influence on language development.

Methodology

Research Design: Mixed-method design, combining quantitative and qualitative evidence.

Participants: High school and college ELT program students, divided into experimental and control groups.

Data Collection Methods

1. Pre- and Post-Assessments: Measure changes in LSRW skills.
2. Surveys and Questionnaires: Gather student and teacher perceptions.
3. Interviews: Reflect teachers' experiences and perceptions.
4. Classroom Observations: Record and analyze LSRW-related activities and student engagement.

Data Analysis

1. Quantitative data: Statistical analysis to measure changes in LSRW skills.
2. Qualitative data: Thematic analysis to identify key strategies and best practices.

Expected Results

1. Improved LSRW Skills: Positive development of listening, speaking, reading, and writing skills.
2. Effective Strategies: Recommendations for instruction strategies.
3. Balanced Curricula: Recommendations for drafting balanced ELT curricula.

Significance of the Study

This study will provide insights into how instructional practices can foster or inhibit LSRW skills development in ELT. The conclusions will inform educators on designing effective teaching practices and curricula, leading to better language proficiency and communication competence.