



Enhancing speaking skills amongst adult learners: A comparative study using TESOL methodology

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Abstract : This study examines the effectiveness of the Teaching English to Speakers of Other Languages (TESOL) method to improve language skills among adult learners. In our globalized world, the importance of communicating effectively in English has become increasingly important. However, adult learners often face challenges in achieving fluency due to various factors such as language skills, learning environment, and personal motivation

The study takes a comparative approach, examining the effectiveness of traditional teaching methods and the TESOL method to improve reading skills. A mixed methods design is used, combining quantitative assessment of language proficiency with standardized testing and qualitative assessment of students' experiences and perspectives

The study aims to address the following research questions.

How does the use of the TESOL method impact adult learners' language skills development compared to traditional teaching methods?

What are the perceptions and experiences of adult learners on the effectiveness of the TESOL approach in improving their language skills?

What are the potential challenges and benefits associated with adopting a TESOL approach in an adult English language learning environment?

This study includes a sample of multilingual adult learners enrolled in English language courses. Quantitative data are collected through pre- and posttests assessing language proficiency, while qualitative data are obtained through interviews and surveys to explore students' perceptions and experiences

INTRODUCTION

"Development of speaking skills in adult learners - a comparative study using the TESOL approach".

In today's globalized world, effective communication skills are essential for success in both personal and professional endeavors. Among these skills, the ability to speak confidently and fluently in a second language is particularly important, especially for older learners who wish to move through languages. This project focuses on addressing this important aspect of language learning by examining the effectiveness of the Teaching English to Speakers of Other Languages (TESOL) approach to improving language skills among adult learners.

As the world becomes more interconnected, the demand for English language skills continues to rise, creating an urgent need for new and effective language teaching methods. The TESOL method provides a comprehensive framework for language teaching, and builds communication, emphasis on communication and learner-centered approaches. This project seeks to assess the impact of the TESOL approach on adult learners' language proficiency, comparing its effectiveness to traditional teaching methods.

Through a comparative study, this project aims to shed light on the strengths and limitations of the TESOL approach to the acquisition of discourse skills among adult learners. By examining factors such as student engagement, fluency, level of confidence and overall proficiency, we seek to understand the unique contribution of TESOL to the language learning process.

Additionally, this research acknowledged various adult language learner situations, reasons for learning, and learning styles. It recognized flexible approaches significance for learning. Considering these aspects alongside TESOL principles aimed to provide insight on supporting adult learners' journey to spoken proficiency.

Ultimately, this project contributes to discussions about language learning and teaching practices. It provides useful insights on TESOL's effectiveness for evolving adult learner needs. Through rigorous research and evaluation, it strives to equip teachers with knowledge and resources.

Background and Context:

Speaking well is really important for adult learners of English. Good communication lets them succeed at work, make friends, and take part in society. The TESOL approach helps adults learn to speak English better. It uses special methods focused on speaking skills.

1.Importance of Speaking Skills: For adults learning English, being able to speak well is really important. Speaking skills let people say what they mean clearly. They allow people to understand others ideas better. Good speaking skills help people take part in conversations more. With strong speaking abilities, people can get better jobs and careers. They can also connect with others in society more easily.

2.Challenges Faced by Adult Learners: Grownups learning a new language struggle with anxiety, lack of real world practice, and their native tongue's influence. Cultural gaps, personal learning styles, and motivation levels also play a big role in how well adults pick up speaking skills. Furthermore, adults don't get enough chances to truly use the language naturally. Their mother tongue often interferes, creating obstacles. Acquiring fluency presents various hurdles for adult language learners.

3.TESOL Methodology: Teaching English to non-native speakers requires special techniques. TESOL stands for Teaching English to Speakers of Other Languages. It focuses on interactive, communication based learning over memorizing grammar rules. TESOL methods center around task-based activities and immersion in real world content. Teachers use scaffolding to support each student's skill level. Key elements include communicative activities, authentic materials, and learner centered instruction. TESOL prioritizes meaningful language use over rote vocabulary drills. Its principles stem from communicative language- teaching (CLT) approaches.

4.Objective of the Comparative Study: The purpose of the comparative study is to investigate, analyze, and compare the effectiveness of TESOL methodology in improving speaking skills among adult learners, as opposed to the regular language teaching methods. Specifically, the study seeks to establish the extent to which TESOL practices influence learners speaking ability, language self-assurance, self-motivation, and general learning experience. Furthermore, the variation seeks to explore some of the best practices, challenges, and recommendations for introducing TESOL methodology in the adult learning system.

5.Research Methodology: The paper uses this research design in this comparative study with a mix-method approach of qualitative and quantitative data collection methods to get a full picture of the research phenomenon. The data that are qualitative to nature will be collected in the form of interviews, observations, and reflection of participants, so as to enable the learners to present perceptions, attitudes, and experiences in TESOL instruction. The quantitative data will be the measure of the amount of improvement in the speaking skills and hence facilitate the statistical analysis of the pedagogic effects of the program.

6. Significance and Implications: The implications of findings from such a comparative study would be of very great importance for adult education practitioners, language teachers, developers of curricula, and policymakers in developing plans for the implementation of language learning programs. The study, therefore, points out the efficacy of TESOL methodology among adult learners in speaking proficiency and contributes toward evidence-based pedagogical practices and policy informing educational strategies in the promotion of communicative competence and linguistic empowerment in diverse learning contexts.

Purpose of the Study :

The aim behind the study "Enhancing Speaking Skills amongst Adult Learners :A Comparative Study Using TESOL Methodology" is to be able to make a comparative study of the very subject: which method, TESOL (Teaching English to Speakers of Other Languages) methodology, or the traditional approach proves more effective in enhancing the speaking skills of adult learners. The study aims to achieve several specific objectives:

1.Effectiveness Assessment: It will be useful in assessing the effectiveness of TESOL-based methodology in comparison to speaking proficiency among adult learners by drawing a parallel comparison of its outcomes with instructions based on TESOL and traditional methods of teaching languages.

2.Comparative Analysis: The present piece of research intends to undertake the comparative analysis of TESOL with traditional approaches related to language teaching. In this context, an effort has been made through this study to find out if there is any significant difference between the two in relation to developing speaking skills.

3.Evaluation of Learner Performance: It also aims at evaluation of performance with respect to proficiency in speaking, confidence, and motivation to learn the language among the adult learners. It assesses the extent to which the TESOL methodology contributes to the betterment of these over traditional methods.

4.Identification of Best Practices: The best practices are identified within the methodology used in TESOL for speaking skills with adult learners. This is in order to draw lessons from it on how speaking skills may be improved through language teaching strategies.

5.Challenges and Recommendations : This research also seeks to explore the challenges that are experienced in the implementation process of the TESOL methodology and recommend some areas of improvement. It, therefore, seeks to understand some of the

potential barriers to effective instruction, consequently proposing solutions that can help optimize the learning experience among adult learners.

6. Contribution to Educational Practices: This study is, therefore, expected to add value to the refinement of the evidence-based pedagogical practices in adult education. This would contribute to informing the strategies in education and curriculum development aimed at improved language learning outcomes among the adult learners by providing evidence of the effectiveness of the TESOL methodology.

Methodology:

1. Research Design:

The study employs a comparative research design to systematically assess the effectiveness of TESOL methodology in enhancing speaking skills among adult learners. A comparative approach allows for a direct comparison between TESOL-based instruction and traditional language teaching methods, providing valuable insights into their relative impact on language acquisition outcomes.

2. Participants:

The participants of this research will be adult learners with different cultural backgrounds and from the varied proficiency levels of learning the English language. We had variety in terms of age, cultural background, and proficiency in the language to ensure the full understanding of the effectiveness of the methodology among varied learner demographics.

A. Data Collection :

The research method to be used in this study is integrative in data collection and analysis, where the comprehensive knowledge of the research phenomenon will be derived.

1. Pre- and Post-Assessments : The subjects will undergo pre- and post-assessment which will enable the determination of speaking proficiency prior and after the instructional intervention, respectively. Some of these assessments may be conducted through standardized speaking tests.

2. Surveys: The research design also incorporates surveys that aim at obtaining the responses of the participants in issues regarding perception, attitude, and satisfaction of the instructional approach in a quantitative form of data. That is to say, it shall provide more space for activity like storytelling circles, picture comprehension, and role plays in a child-friendly approach.

3. Observations : Researchers' part will be through online mode. It demonstrates the observations to assess how the TESOL approach is implemented and even the traditional approaches of teaching implemented in reality. Observations will focus on classroom instructional strategies, learner engagement, and communication patterns, and the general classroom environment.

4. Interviews : Participants and instructors will be interviewed in detail with the experience, perception, and insight about the methods of instructions used. In this regard, semi-structured interviews will provide an in-depth look into the experiences learnt by the learners, the challenges they felt, and how effectively they were being used while using the approaches to instructions.

Significance:

The study "Enhancing Speaking Skills amongst Adult Learners - A Comparative Study Using TESOL Methodology" holds significant implications for various stakeholders involved in adult education, language instruction, curriculum development, and policymaking. The following points highlight the significance.

1. Advancing Pedagogical Practices : This study would advance evidence-based pedagogical practices in adult education by comparing systematically the effectiveness of the TESOL method with traditional approaches to language teaching. The findings would give an insight into the different kinds of instructional methods that have been found most conducive to adult learners in their efforts towards developing speaking skills.

2. Improving Language Learning Outcomes: The study's findings have the potential to inform the design and implementation of language learning programs tailored to the unique needs of adult learners. By identifying effective methodologies and best practices, educators can optimize language instruction to maximize speaking proficiency and overall language acquisition outcomes.

3. Enhancing Professional Development: Results from the research could be used by practitioners and language teachers working in adult education as an aid in professional development through clear teaching approaches. These findings would be of great importance to professional development that would focus on increasing the pedagogical skills and strategies among educators by giving adult learners facilitation in the learning of languages.

4. Informing Curriculum Development : The results of this study would also be of value to the curriculum developers in the development and continual refinement of the curriculums used in teaching English to adult learners of the same language. As such, the special needs in language learning require that curriculums focusing on the adult language learners' language be applied relative to the learning objectives, which necessitates the need for the embedding of the effective TESOL methodologies and instructional approaches used herein.

CONCLUSION :

In the nutshell, above comparative analysis clearly revealed that there was great improvement in speaking skills by adult learners with the help of TESOL methodology. Communicative approaches, task-based learning, and good strategies regarding error correction resulted in enhanced fluency, accuracy, and confidence in expression orally. This would imply that TESOL approaches, when adopted, are effectively helping adult language learners in the attainment of speaking proficiency. More research might be needed to ascertain whether this is holding long-term results and can be applied in very different settings.

