How to make my student communicate in English.

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E S L   G r a d e   3   T e a c h e r

Key Stage 1

[Every problem can be solved, likewise the problem to speak English fluently. Students' difficulties to communicate in English must be solved as soon as possible considering their needs in facing the working world. In conclusion, using Medias and technologies in classroom to encourage class discussions provide situations where students can use the language, and encourage group activities so students can practice in small Type the abstract of the document here. The abstract is typically a short summary of the contents of the document. Type the abstract of the document here. The abstract is typically a short summary of the contents of the document.]

How to make my students communicate in English

As an ESL teacher, my goal is to introduce English as a language my students can learn to speak by heart. English is not just a subject at school but a part of nation's culture and an instrument to be able communicate globally. I always measure the effectivity of my teaching method from my students' performances and their ability to echo what they have learned. Oral English subject demands effective techniques and strategies that encourages students to interact. English as a world language is becoming more and more important in our culture, thereby affecting the English classroom and its participants. The whole process of teaching English has been changing during the last decades and so have the students. They already start learning their first foreign language at a primary school level and teachers have to be flexible to enable students to learn. Thereby teachers not only educate students what English is about and how it works, but also the usage of it and particularly communication skills.

Every student has a different ability when learning a second language. Some grasp it easily and develop sympathy to it; others struggle and have difficulties which could lead to being demotivated and lack of interest. This leads to the question what

an English teacher can and has to do, in order to teach students successfully. Nowadays teachers are supposed not only to educate, but also to create a suitable environment for learners. Learning is my student purpose in going to school and until I haven't provided my students' purposes, I haven't fulfilled mine. When it comes to my teaching, the main things I care the most is seeing my students be able to understand things they learn and apply as well as be able to communicate with others using English. Do what I can to support the growth and success of my students, grow and learn in a way that I would expect from the students in my classroom. This article will analyze the causes that make the students difficult to communicate in English and suggest some solutions that can overcome the difficulties.

1. **Students are shy and not confident in using English in conversations.**

According to what I experience with my class in the previous term there are some students who are shy and not confident enough to communicate with me using English. Meepoh, Tin-tin, Kaopan, Marco, Kan and Puth are few students whom I know that had less confidence in using English. But as I tried my best to mix Thai and English in communicating with them at the beginning, it helped them to regain their confidence towards the language. Now they are openly communicating with me using English to best that they can.

2. **Limited opportunity for students to use the language in the classroom. Some plans do not provide the opportunities for students to speak as the focus is more on reading or writing.**

- In the previous terms most of the plans had limited time for students to use English in the classroom as the plans mostly focus on reading and writing. But as we always

have our KM and sharing we all come up with solution to put more activity allowing students to share and use English in different activity.

3. Lack of encouragement and appreciation from people that surround them

-Those people may think that the students just want to show off when they speak English for daily conversation. The response that the students get makes them loose their self-confidence to improve their speaking. Since the students do not want to be rejected by the people around them, so they use their native language in daily conversation. That makes the students unable to communicate in English outside the class.

Now, English is an international language. Even technology and working world use English. One of the conditions that the students should possess is the ability to use English to communicate. This skill will be their plus point in facing the world outside classroom. From now on, the students have to try hard to overcome their difficulties to speak English.

Transforming monological to dialogical classroom.

1. Monologism

In the **Problems of Dostoevsky Bakhtin** states that "a monologically understood world is an objectified world, a world corresponding to a single and unified authorial consciousness" (Hays, 2005 p.9). The dictionary meaning of **monology** is a single voice. According to Hays "monologic discourse is a discourse in which only on point of view is represented, however diverse the means of representation" (Hays, 2005p.7). According to Mikhail Bakhtin, monologism indicates turning off the process of dialogue as well as its potentials.

Reflecting back to my class in Term 2, where I faced with difficulty in understanding my students and so were they towards me due to the language barrier. That time it is mainly monological as I did most of the talking and allowing student only to a limited period of time to share or give their own ideas.

2. Dialogism

Dialogues are often specially written to practice language items, contain simplified grammar and vocabulary, and so may be rather different from real life conversation". (Richards & Schmidt, 2002 p.167) Bakhtin proposes different distinct meanings for dialogism, according to him "any utterance, whether spoken or written, that people use in communication with each other is internally dialogic" (Bakhtin, 1986 as cited in Marchenkova, 2005 p.72). He also mentions that dialogue is a kind of speech which leads to the competition of voices. He mentions that dialogue is: "The nature of human life itself, in dialogue a person participates wholly and throughout his whole life: with his eyes, lips, hands, soul, spirit, with his whole body "(Bakhtin, 1984 p.293). We can say that, the dialogue intended by Bakhtin is formally a kind of discourse as well as a model of consciousness which is focused on communication and based in language learning

As I noticed that the students are capable of speaking English to some extent, I made changes where I allowed them to express more their feelings and giving them more time to communicate and deal with problems before helping them out.

During my two terms in this school, teaching class 3/3 and 3/2, I would say that students improved a lot in their English communication skills. Earlier, they would speak mostly in Thai during class. But now, most students are comfortable in conversing in English with me. I always explain to them the real importance of

English in our daily life; they start to love using it in and out of class. When meeting them outside, they would greet and talk to me in English.

Having plans that allow them to use English in different activity makes them enjoy learning English. And this also helps me in achieving the goal "Students should use English to communicate". The past terms, most of our plans were tight and there was limited time which allowed students and teacher to bond, to talk and share daily experiences using English. But as we got things into consideration, we adapted out plans to be more loose and fun, which allowed time for teacher and students to interact.

The following are the steps that are effective and help me in achieving my main goals which is how to make my students communicate using English. This is supported by some evidence I gathered throughout the whole term.

The Path to Improving Students' Communication Skills

These tips can help you immensely with improving student communication skills. Build better speakers and writers of tomorrow by challenging your students to think critically, listen actively, and work together.

1. Discussions from video clips

Conversation is one of the most basic and essential communication skills. It enables people to share thoughts, opinions, and ideas, and receive them in turn.

Your students can discuss and share ideas about the video. Teachers can pose questions

Example: Plan Week 402

Lily and the Snowman video shows a story about friendship created on special season (Christmas) and connected with the topic snowy season. This video presents a story through graphics, expressions with music.

- ABOUT THE LESSON PLAN

This lesson plan's objective is to teach and develop student's ability to communicate. The lesson plan is designed to provide a platform for students to learn how to comprehend and response in English.

In this lesson, student was asked to watch "The Snowman animation" movie clip and answer the following question base on their own understanding;

1. What is the meaning of "Make time for what you love?

2. Who do you love the most?

3. How much time do you spend with them?

-Allowing students to watch a video and react on how they understood the story. The students are convinced to express their opinion and ideas. Most of the students were
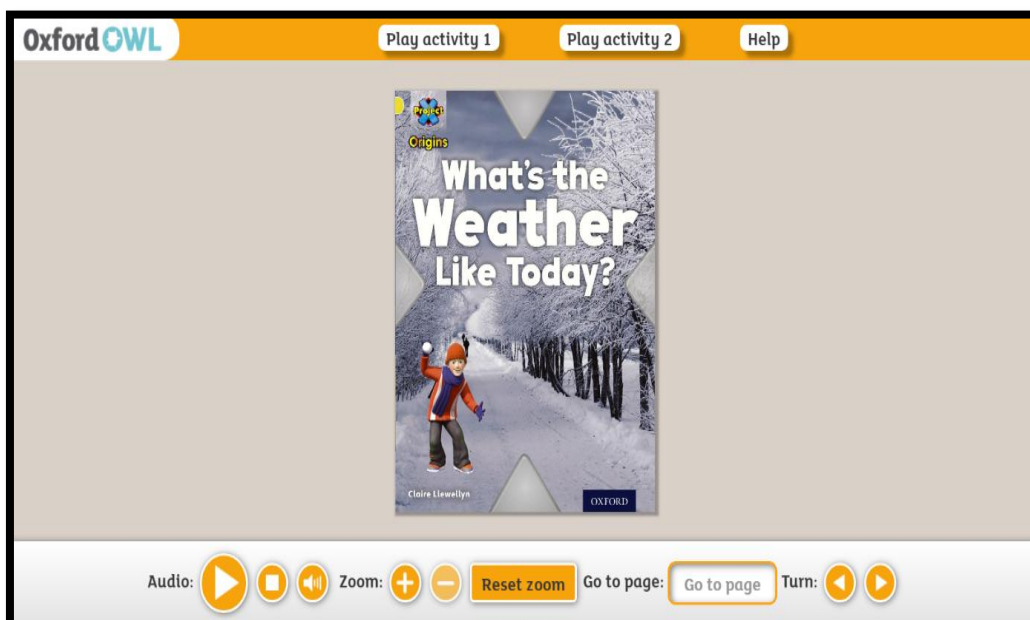
enthusiastic in presenting their own interpretation of the story. One of my students stated: My dog is the one I love the most. And he tells everyone of how he takes care and spend time with it.

2. Use technology.

From audiobooks to apps, there is a multitude of technological resources you can use for improving student communication skills. Students can listen to or read along with audiobooks to hear how the speaker pronounces and enunciates different words or phrases.

Example: https://www.oxfordowl.co.uk/home/reading-site/find-a-book/library-page?type=book&view=image&query=sand+witch#

Example : Week Plan 103

       This plan was just one of those that we used e-books during our reading aloud. This was also effective in a way that students can hear other accent in reading and follow speaker pronounces and enunciates different words or phrases. In this

method teacher able to notice or know if students are having difficulty in reading or pronouncing words during read aloud. Students manage to copy some words and accent and used it in communicating others. After the reading aloud teacher always give student some comprehension questions to discuss about the story. In this way students can express and give their own point of view by using English.

This was a successful method or step again in aiming my goals in this research based on the question how to make your student communicate in English.

3. Offer group presentations and assignments.

Team-building exercises can also help students sharpen both oral and written communication skills. Not only does it offer students the chance to work in small groups, thereby reducing some of the pressure, but it also gives them the opportunity to debate their opinions, take turns, and work together towards a common goal.

Example: Week plan 102

<u>Step 3 Situational Problem (5 minutes)</u>

3.1 **Clothing Relay:** The class will be divided into 5 groups. T stocks a pile of clothing in front of the room. The members of each group shall pick one student to stand in front. When T says a weather, example: rainy day, a representative from each group will go and get a clothing that suits the weather mentioned and dresses up the person standing in front. Afterwards, once the person standing in front is dressed up, the whole group will say: "He is wearing a <u>raincoat</u>. "

<u>Step 4 Language Creation and Problem Solving (40 mins)</u>

4.1 The ss do the clothing relay Challenge.

Workbook:

4.2 T tells ss to go back to their seats and distributes their WB.

4.3 The ss open their WB to page 6. T tells ss what to do then emphasizes the pics and explains the 1st given example.

4.4 T then proceeds on explaining page 7 and 8.

<u>Step 5 Sharing (10 mins)</u>

5.1 The ss share their answer from the WB.

This plan I would say was very entertaining and interacting for the students. They all had fun with the group activity. Since the lesson was about weather, students had to choose the right clothes according to the given weather, dress up their friends in the clothes and name of the clothes their friend is wearing. "He is wearing a _____."

Step 3 Situational Problem (5 minutes)

3.1 T divides the class into groups of 3. Each group will be given a pic of a place.

3.2 In groups, SS discuss the clothes and activities that they can do in that weather, ss choose the right clothes for that weather, paste it and label it on the A4 paper. Then write the activity they can do there. (T provides A4 paper)

3.3 Then, each group will present their work for that weather to the class.

3.4 T shows the example on the PPT.

Step 4 Language Creation and Problem Solving (15 mins)

4.1 The ss work with their groupmates. T supervises the groups.
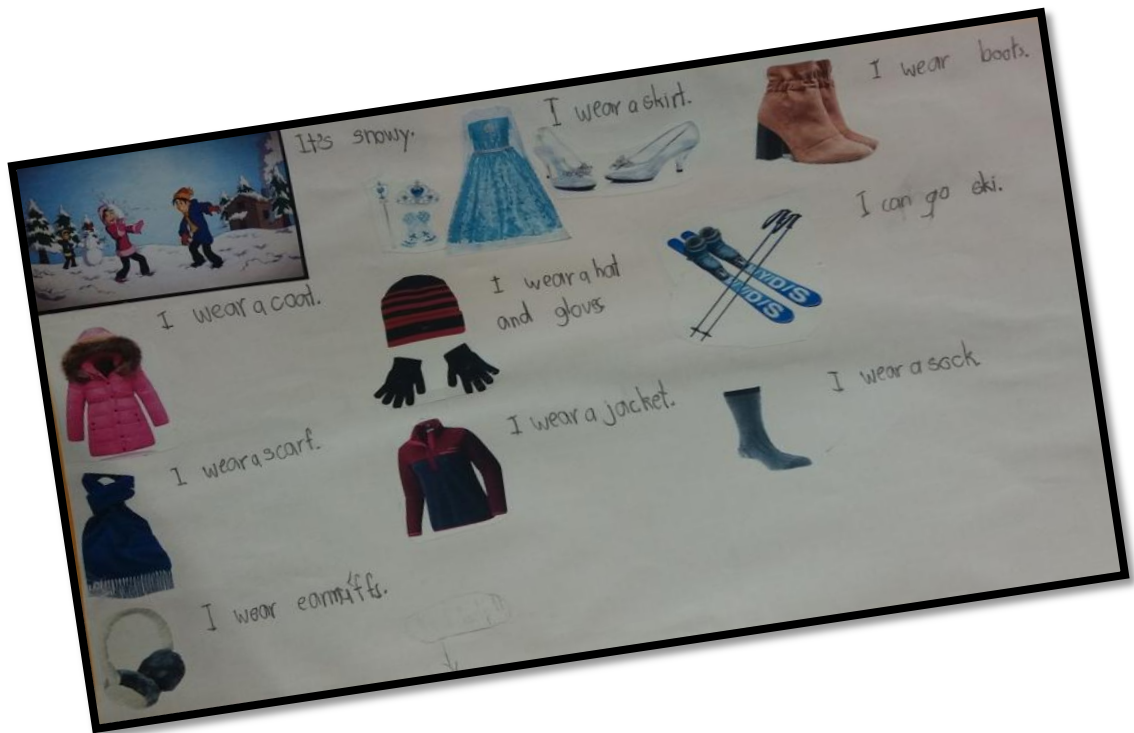
Step 5 Sharing of Knowledge (15 minutes)

5.1 The ss present their work.

5.2 T ask ss "Why is it important to wear the right clothes in that weather?" T group shares their answer.

5.3 Class discuss the value of wearing the right clothes, and tells ss to do the values on p. 17

This plan once again was a great success and the output they made was stunning. The students are grouped accordingly and given different task to do. Each group had to choose clothing stickers according to the weather and write the activities they can do in that weather. Roles were assigned to students in the group such as cutting the stickers, labeling, pasting the stickers, picture etc. Students had been ask to talk in English and just by creating their own sentence was a way to it. Students are asked to present their work in front of the class. Most of the group presented their work with pride and confidence as they do it all without any help from their teacher.

sunny   snowy   rainy   cloudy

I like snowy.
I play snow.
I wear

It's snowy.

I wear a skirt.

I wear boots.

I can go ski.

I wear a coat.

I wear a hat and gloves

I wear a jacket.

I wear a sock

I wear a scarf.

I wear earmuffs.

4. Give appreciation to build student's confidence

Allowing them to use English freely and giving them appreciation towards it make them feel confident in communicating in English. During the first few weeks of my teaching experience here, I used to translate in Thai. Knowing that their ESL teacher can translate and speak Thai it didn't motivate them enough to use it. But after our ESL KM and reflections, I started applying the suggestions received from peer teachers and academic team of not translating in Thai; I started to notice the difference with my students. They are now speaking English confidently. Most students, even the weak ones can express ideas and feelings freely. In addition, term 4 plans has allows them to practice in many situational problems or even activity.

When students talk or express their thoughts and feeling, I always listen to them without correcting them right away. When I have to correct them, I make it a point to correct it in a fun way so they do not feel scared to communicate with me the next time. Teachers must convince their students that making errors is a normal thing in learning. This will raise students' confidence to try to speak English.

Stickers and praises also help motivate students to speak especially young learners like grade 3.


Conclusion

Every problem can be solved, likewise the problem to speak English fluently. Students' difficulties to communicate in English must be solved as soon as possible considering their needs in facing the working world. In conclusion, using Medias and technologies in classroom to encourage class discussions, provide situations where students can use the language, and encourage group activities so students can

practice in small groups, give appreciation and positive feedback when students use the language.

Example: AAR
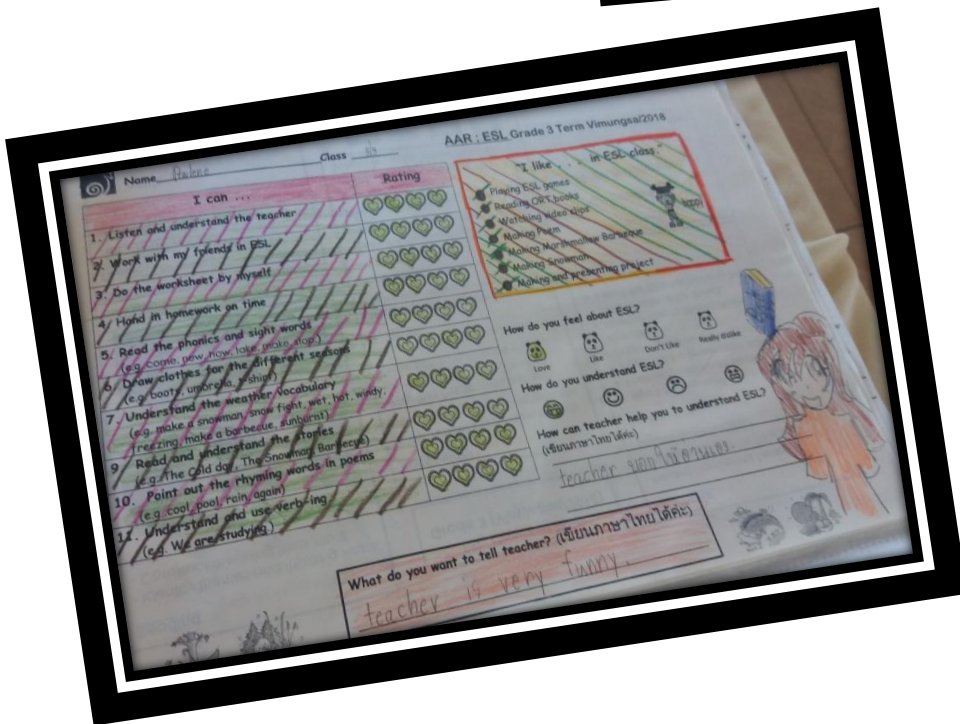
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