



**«Վկրոմանք» կրթահամալիրի
Ավարտական հետազոտական աշխատանք**

**Թեման «Հաղորդակցման կարողությունը ունենալի գաղափարները»
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Developing communicative skills at school

Introduction

This research work considers the fields of communication as the main subject of its study. One of the most important factors of teaching professions is interaction. Communication is considered to be the key component of teaching and learning.

The aim of this study is to broaden the current knowledge of the following concepts: communication, methods for teaching communication skills, communicative approaches and development of five main types of communicative competences (verbal, non-verbal, visual, written and listening)

Effective communication is vital in education. Effective communication helps students learn easier, strengthens the relationship between the teacher and the learner and creates a positive atmosphere in the learning environment. Nowadays the role of the teacher is great in developing student's communicative skills in the teaching learning process. And the teaching process must be student –centered because only in this case learners can improve their communicative skills.

Today teachers use a variety of activities to get their students speaking in class. The choice of such activities will depend on who the students are, how enthusiastic they are about speaking and what kind of speaking they need to practice. Teachers understand that the main purpose behind communicative language teaching methods is to prepare students to be confident communicators in different real-life contexts, through repetitive oral practices and student-student cooperation. Effective communication can help the level of learning grow in a significant manner, since communication and education is interconnected.

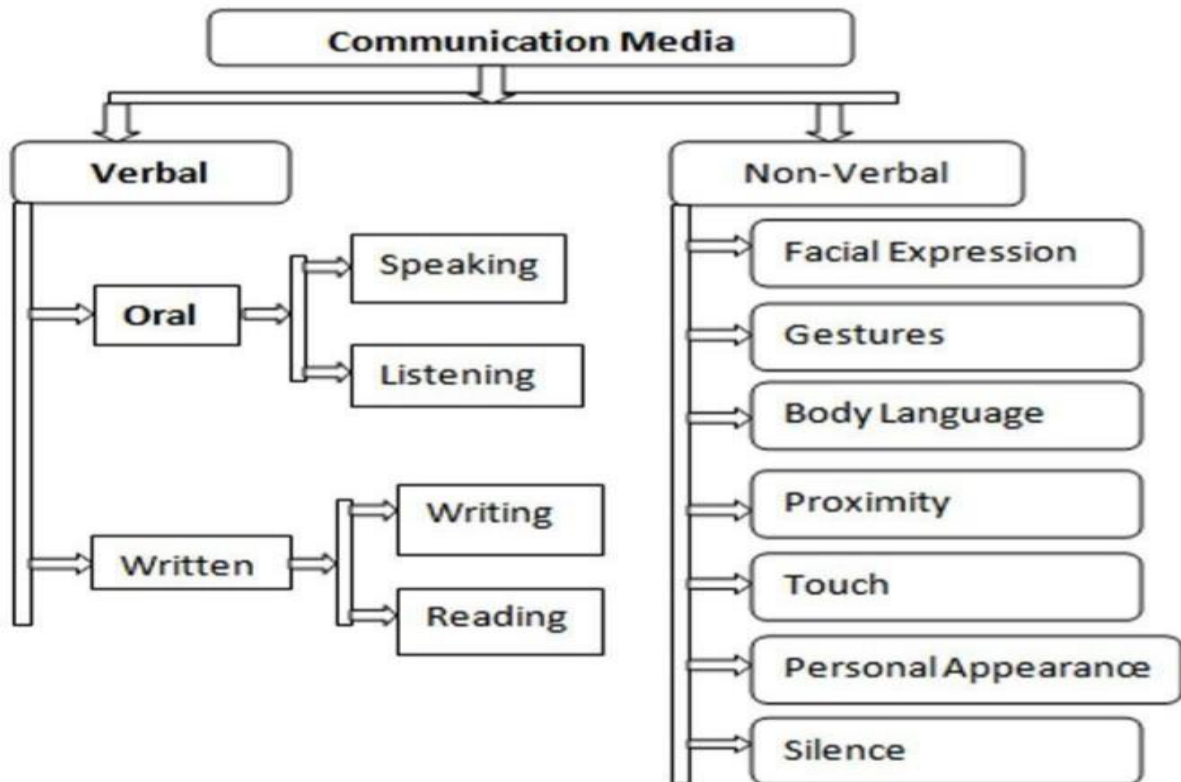
Communication is key in the classroom: successful teaching is generally considered to require only 50% knowledge and 50 % communication skills. As a result, a teacher should be proficient in all four models of communication- listening, speaking, reading, and writing – and should know how to utilize this proficiency effectively in a school environment.

Communication is usually understood as the transmission of information. The term can also refer to the message itself and to the field of inquiry studying these transmissions, also known as communication studies. Models of communication are simplified overviews of its main components and their interaction. A human communication, a central contrast is between verbal and non-verbal communication. Verbal communication involves exchange of messages in linguistic form, including spoken and written as well as sign languages. Non-verbal communication happens without the use of a linguistic system, using body language, touch and intonation.

Communicative competence is the ability to communicate well and applies to the skills of formulating messages and understanding them. Today teachers play a great role on developing communicative competence at school. They should pay attention to the following principles:

- Language is for the purpose of communicating meaning.
- Someone may know the rules of language, but may be unable to use the language.
- Communication is a process- an interaction between two people, during which we give feedback and revise our language in order to convey and understand meaning.

Communication Methods



Methods for teaching communication skills

Teacher is constantly in search of improvements to communication techniques for the classroom, and here are some methods to use for effectively improving students' communication skills:

- Teacher should use material that showcases conversation skills. If you watch films or videos in class, look for moments where characters are conversing and teach students about elements like body language, eye contact, summarizing, paraphrasing, and responding.

- Create a learning environment that fosters critical thinking. Instead of asking, “did you like the movie?”, ask “what did you like most about the movie?” in order to encourage discussion and allow students to come up with their own answers. Promote teamwork through group assignments. In smaller groups, some students may be more encouraged to communicate their ideas and connect with their peers.
- Promote active listening. Listening is as integral to communication as speaking. You can lead by example by asking clarifying questions when talking to students and encouraging them to do the same.
- Offer feedback. Giving positive feedback is a good way to build confidence and promote the right behavior. Another method for feedback is recording or videotaping presentations so students can reflect on their performance and learn to receive constructive criticism.
- Use every moment as a teaching opportunity. There is no need to be confined to a lesson plan when thinking of ways to teach students. Teaching communication skills can start with something as simple as reading through a textbook and asking students about any unfamiliar concepts or words and clarifying them.
- Turn Taking. An essential to any effective use of communication is learning to take turns. Use an object, such as a talking stick as a signal for turn-taking. Teach your students that when they have the object, it is their turn to talk or pass while others are expected to listen.” It is a wonderful idea to involve students in other activities that practice the skill of turn-taking, such as board games.
- Make the most of technology—use an SMS message app for schools. Now in the digital age, many tools are available to make teachers’ jobs easier. One such tool is an SMS app such as Viber or Zoom which allows for effective communication between administrative teams, teachers and students, and teachers and parents. This also models appropriate, professional use of digital tools.

While all of these methods should be used in tandem to truly create the best space for teaching students communication skills, one is always evolving and it is the one concerning technology.

With the recent need to move towards online learning, some teachers and parents may be struggling with how to look after the students' learning in the ways they were accustomed to before. This is where you can use an app for SMS messages to help bridge the gap and open up a more direct line of communication.

Communicative approach

The communicative approach is based on the idea that learning successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to use the language. Classroom activities guided by the communicative approach are characterized by trying to produce meaningful and real communication, at all levels. As a result there may be more emphasis on skills than systems, lessons are more student-centered, and there may be the use of authentic materials. That is, the communicative approach- communicative language teaching (CLT)- is a teaching approach that highlights the importance of real communication.

The communicative approach is developed in the 1970s as a response to the classical method of teaching foreign languages. In the communicative approach, real communication and interaction is not only the objective in learning, but also the means through which it takes place. That means that, instead of focusing on the grammar and vocabulary (grammatical and linguistic competence) the Communicative approach aimed at developing the learner's competence to communicate in the target language (communicative competence), with an enhanced focus on real-life situations. This change has had a huge impact on classroom materials, course books, teaching techniques and the teacher's role in the classroom, and still influences English language teaching and learning up to this day.

Here are the key characteristics of the communicative approach in the classroom:

- The target language is spoken in class (English)
- Language is vehicle for communication but not the object of study.
- Students must use the language in unrehearsed contexts.
- Useful, authentic and functional use of language is emphasized: greetings, condolences, disagreeing, expressing an opinion, compliments, etc.
- Language takes place in a social context (we use different language when speaking to friends or to teachers or to parents).
- Fluency may be emphasized more than accuracy. Errors are tolerated of communication skills. and seen as a natural outcomes of the development
- The classroom is student-centered.
- The students' motivation, interests and goals are considered.

Communicative Competences

Among so many activities teachers can use in teaching- learning process to develop students' communicative competence are group and pair work, role play and dialogues, cold calls, problem solving, songs and games, scrambled sentences, information gaps etc. All these communicative activities held the development of the five main types of communication that we use on a daily basis and should be in the center of teachers' attention while teaching English to the learners.

- **Verbal**
- **Non-verbal**
- **Visual**
- **Written**
- **Listening**

Verbal communication is the use of words to share information with other people. It can therefore include both spoken and written communication. However, many people use the term to describe only spoken communication.

Non –verbal communication is the transmission of messages or signals through a nonverbal platform such as eye contact, facial expressions, gestures, posture, use of objects and body language.

Visual communication is the use of visual elements to convey ideas and information which include advertisements, pictures, cards, slides, wall-charts.

Written Communication is the exchange of information, ideas, or messages through written language in the form of letters, emails notes, and more.

Listening communication is the ability to accurately receive and interpret messages in the communication process. Listening is key to all effective communication, without the ability to listen effectively messages are easily misunderstood.

The main purpose behind communicative language teaching methods is to prepare students to be confident communicators in different real-life contexts, through repetitive oral practices and student-student cooperation.

Effective communication is vital in education. Effective communication helps people learn easier, strengthens the relationship between the teacher and the learner, and creates a positive atmosphere in the learning environment.

Effective communication can help the level of learning grow in a significant manner, since communication and education is interconnected.

Everywhere teachers take a strong leadership role in motivating and enthusing the use of pedagogically grounded teaching practices that make sure all the students feel involved.

The teacher and the students should work together and the learner should have the chance to be creative in the learning process as the teacher does not know what and how the learner thinks.

Without a dialogue there is no communication and without a communication there can be no true education.

In other words the role of the teacher is great in developing student's communicative skills in the teaching learning process. And the teaching process must be student –centered because only in this case learners can improve their communicative skills.

Nowadays teachers use a variety of activities to get their students speaking in class. The choice of such activities will depend on who the students are, how enthusiastic they are about speaking and what kind of speaking they need to practice. Students are, however, reluctant to speak. How, then can teachers persuade them to do it.

Helping students perform competently in spoken English is one of our main goals. This will involve helping them to understand how spoken English functions, and giving them opportunities to acquire conversational strategies.

Communication is key in the classroom: successful teaching is generally considered to require only 50% knowledge and 50 % communication skills. As a result, a teacher should be proficient in all four models of communication- listening, speaking, reading, and writing – and should know how to utilize this proficiency effectively in a school environment. Being able to do this has been proven to impact the success students achieve in their academic lives, as well as teacher's own career success.

Hence, verbal and non-verbal communication is a unity that cannot be separated to convey a message. Thus, in carrying out the learning process of teachers must combine these two types of communication. The ability of teachers in applying them can help improve the impression in the process of teaching and learning. The process of memorable teaching and learning activities are the result of a communication relationship between teachers and students as well as the credibility of a teacher. Besides, teachers should have good social skills. These social skills are required of everyone in interacting and communicating with others. There are ways of verbal and non-verbal communication. Verbal communication includes short talks, discussions, sharing jokes and ideas. Teachers should listen to their students with great empathy. They also have to hear 'the talk' with his classmates. In additions, the body language includes non -verbal

communication. This become an important part of communication as 50% more is used in communication.

Verbal Communication

The teachers should help students to improve their verbal communication skills. For this point, there are given some useful and effective techniques with methods in teaching the English language, which we have to use for developing students' verbal communication skills and speech etiquette. The chosen topic is relevant to the fact that verbal communication and speech etiquette have a key place in a students' successful study. Speech etiquette plays a special role in the foreign language study.

The teacher is the one who always provides an explanations in the class. Good teachers are teachers who become role models in speaking and have good writing skills. Teachers are also required to understand the students' verbal communication and are able to help students improve their verbal ability. Verbal ability refers to one's skills to make use of ideas through words, either oral or written. These skills involve vocabulary mastery to be able to choose the right words to give meaning to the audience. Verbal ability also concerns the ability to organize the words in a way that is logical. Verbal ability is part of a traditional construction intelligence.

In general, the verbal abilities of the teachers are:

- Clear in explaining information
- Give obvious explanation
- Help students to use the ideas in words
- Help students improve their communication skills
- Help students understand the meaning of the written language
- Capable of using analogies in learning
- Communicate well with parents either orally or written

- Communicate effectively with personnel administration.

Non-verbal Communication

Teacher quality is an important factor for the student achievement. One of the qualities that should be perceived is the teacher should have good social skills so that students can communicate well with them. For non-verbal communication includes active listening. Teachers who have good social skills will look through body and oral language so that the students clearly understand what the teacher is delivered. Therefore, this will make teaching more affective, In addition, teachers who have good social skills will easily solve the problem and motivate the students. Non-verbal communication measured one facial expression the teacher, the student is accepted as a very important aspect to determine the level of cooperative interpersonal teacher. Besides the teacher behavior can give the effect on student's achievements.

Recently teachers give high interest to innovation and learning as well as a reflection of the importance of trying to find non-verbal communication for teachers. Through non-verbal communication, teachers can save the energy in speaking. Students can also be involved and motivated as well as obtain freedom in the process of discussing in the classroom.

Nonverbal communication is the process of sharing meaning interactive and multi-media communication type. He is both natural and, reliable and spontaneous. Communication plays a very significant role in interpersonal and communication is very important for a teacher to directly communicate with the students in the class. Nonverbal communication skills that must be mastered by teachers: body language, the use of eye contact, the distance stands with the students, touch. The study of nonverbal communication should be included in the curriculum of learning as the difference between a significant cultural role when members of one of the other language culture learn it. For example, using nonverbal communication in learning become one of the best ways for effective English teaching for Japanese and non-Japanese people.

Nonverbal communication plays an important role in human social interaction. However, the phenomenon of nonverbal communication is almost never examined.

The techniques that can be used in teaching non –verbal communication are described as follows:

- The learners are invited for discussion about the meaning of the gesture and the expression (demonstrated by the teacher, through images)
- The learners imitate both physically and emotions.
- The learners are invited to watch the video clip with no sound, discuss body language, relationships, emotions and feelings then write the dialogue.
- The learners make a dialogue with the use of gesture and expression only.
- The learners, in pairs, to listen to each other for 30 minutes, using only non-verbal response.

It is said that using effective non-verbal communication in classroom should add an extra language, namely: reducing the time speaking, increasing participation of students, building confidence , reducing fear for the rest, giving clear instructions, efficient classroom management, creating an atmosphere in the classroom, improving listening skills, improving performance activities in pairs and groups, mutual friends and self –correction, avoiding misunderstandings, and enhancing intercultural competence.

The teacher should always remember that gesture and nonverbal communication need to be taught in the classroom. Make sure that students understand the symbols and know how to use them.

Visual Communication

Visual communication is the use of visual elements to convey ideas and information which include signs, typography, drawing, illustration, advertising, animation, pictures, cards and electronic resources. Visuals can aid understanding of the message, which cannot be made possible by texts alone. They can help bridge the gap between the messages meaning and the words, especially when its audience comes with diverse needs and backgrounds.

Communication using visuals reduces the time spent in communication. It's easier for people to receive information visually. Without visuals, street signs, products, public transportation would

be drowned out by words. One simple symbol in a public place is enough to convey a message quickly and even universally.

For education in the 21st century, visual communication has grown in importance. Today visual aids are considered to be the crucial tools in the hand of teachers. As the use of visual aids the lessons become more effective and lively. Teachers can make slides for each part of the lesson cycle and utilize them as a template each day. Teachers can also use visual aids for both teaching grammar and vocabulary to make the students be more motivated and involved in the learning process.

Written Communication

Written communication is the exchange of information, ideas, or messages through written language in the form of letters, emails, notes, essays, compositions, books, newspapers, instant messages and so on. Although it is difficult to determine a perfect text, many factors influence good writing. Improving students writing, they have to look at the three elements that constitute a text.

- The content: what is written.
- The style: the way it is written.
- The structure: the way the content is explained and how clear it is for the reader.

Writing is crucial skill for success in school. When students learn how to write effectively, they can develop essential abilities that help them communicate, reach their learning goals and establish rapport with others. Teachers should know the available strategies and tools for teaching writing skills for the students become persuasive, creative and descriptive writers.

Writing skills allow students to share important messages through words. When engaging in different forms of writing, students learn how to express themselves and develop creative skills. Students can also display these skills on resumes, in cover letters and email communication. Writing helps students to learn how language works, particularly sentence structure. Through the help of reading materials available, they can learn how to create sentences and punctuate their

work properly. Students learn to use their imagination to develop a perspective on a specific message and its relation to the outside environment. Students can express their emotions, ideas and thoughts through writing.

Students learn how to speak eloquently by developing their vocabularies and improving their sentence structure. They learn to spell words correctly, connect these words to form sentences and eventually built a group of sentences to communicate.

Correct grammar, spelling and punctuation are key skills in written communication. Teachers can help students to gain good grammar, punctuation and spelling skills through reading other materials like articles, and practicing.

Tips for teaching writing skills

- Let your students know you value good writing. Emphasize thoughtful writing and encourage your students to practice writing often to help them prevent spelling and grammar mistakes.
- Demonstrate effective writing skills. Consider writing in front of your students and explaining your writing to help your students better understand the process.
- Regularly assign writing exercises. Try to assign writing assignments often, including in-class writing. You can let your students analyze each other's work and learn from each other during these exercises.
- Provide extensive guidance. Every time you assign a task, discuss the value of correct spelling, punctuation and grammar. You can create an example piece of writing to guide your students.
- Encourage students to talk about their writing. Allow students to talk about their writing progress to help them formulate thoughts, generate ideas and focus on specific topics in their written work.

Listening Communication

Listening involves receiving sounds, understanding the messages conveyed in the sounds you hear, evaluating the messages and responding to it. Students with good listening skills are able to comprehend what they hear and respond appropriately. Listening is the key to all effective communication. Without the ability to listen effectively, messages are easily misunderstood.

Successful conversation does not just depend on good speakers. The interaction between speakers and listeners is what makes it work well. In fact listening is just as important as speaking. In conversations, being a good listener is as important, then as being able to talk. To be good listeners students need to show that they paying attention to and helping the conversation forward. They can do this with body movements, eye contact and short phrases.

Teachers often think of whole-class or partial class discussions as avenues for students speaking, but the flip side of speaking is listening. These exercises should be designed to encourage students to demonstrate that they listened critically to their classmates. But even small, purposeful discussion tasks like turn-and-talk offer the advantage of providing authentic opportunities to demonstrate listening.

As for me, I always give my students role cards, asking them to intervene in conversation with phrases they have prepared. I also teach them to show by their attitude that they are engaged.

By what the speaker is saying or that they are disengaged and bored. This will lead to a fruitful discussion about how to help a conversation along.

Getting pupils to speak in class can sometimes be extremely easy. In a good class atmosphere, students who get on with each other, and whose English is at an appropriate level, will often participate freely and enthusiastically if we give them a suitable topic and task. On the other hand, it is not easy to make students involved. Maybe the class mix is not quite right. Perhaps we have not chosen the right kind of topic. But a problem that occurs more often than any of

these is the natural reluctance of some students to speak and to take part. In such the role that teachers play will be crucial.

Two kinds of listening approach should be paid attention to

- **Casual listening.** The term says it all, listening without showing much attention. However actual attention may vary a lot from student to student. Its importance lies in the fact that even though we are not listening carefully, our sub-conscious is alert to it. Examples of casual listening are listening to the radio or television, catch the rhythm, stresses, endings, tone of language.
- **Focused or active listening.** The term says it all, is a skill that can be acquired and developed with practice. That is fully concentrating on what is being said rather than just passively hearing the message of the speaker. Active listening involves listening with all senses to the words and meaning, listening for a specific purpose.

Teachers should use both active and passive listening activities to motivate and engage the students and develop their listening skill. As for me, I use active listening activities during my lessons to activate and develop my students' listening skills. For instance, films, short videos, songs based on grammar and vocabulary with special exercises.

Conclusion

In this research work we come to the conclusion that the English teacher has a vital role in developing communication skills of the young learners at school. Teacher quality is an important factor for the student achievement. One of the qualities that should be perceived is that the teachers should have good social skills so that students can communicate well with them.

Everywhere teachers should take a strong leadership role in motivating and enthusing the use of pedagogically grounded teaching practices that make sure all the students feel involved. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to use the language. Classroom activities guided by the communicative approach are characterized by trying to produce meaningful and real communication, at all levels. As a result there may be more emphasis on skills than systems, lessons should be more student-centered. The teacher and the students should work together and the learner should have the chance to be creative in the learning process.

We come to the conclusion that teachers should be more skilled to develop students' verbal and non-verbal communication as they are interrelated and are the integral part of communication.

Teachers should also pay much attention to the development of students' reading, listening, writing, speaking skills.

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