

Improving Communication Skills for 4th - Grade Students in Vietnam through Storytelling

Phùng Thị Hoa

Faculty of Chinese, Hanoi Pedagogical University 2, Vietnam

Email: phungthihoa@hpu2.edu.vn

ABSTRACTS: Improving communication skills for elementary students through Storytelling is a necessary job of every teacher and every school. However, in reality, primary school teachers still face many difficulties and embarrassment when teaching Storytelling as well as have not created the need for speaking and necessary communication conditions for students. So the problem here is how to promote an effective teaching process to meet the cognitive needs of students and exploit and adjust the life capital that they have accumulated. Therefore, this article poses the problem of "Improving communication skills for 4th-grade students through storytelling" to solve the difficulties and confusion in teaching Storytelling to teachers and students. 4, thereby contributing to promoting the innovation of Vietnamese language teaching content and methods quickly and effectively.

KEY WORDS: *communication skills, 4th – grade students, storytelling, Vietnam*

I. INTRODUCTION

Communication skills are one of the important soft skills that need to be developed in every person. Communication helps people create relationships, thereby forming, expressing, and developing personality. For primary school students, communication activities play an important role because good communication will help them to study well, build friendly relationships, and demonstrate their cognitive ability, and politeness of students themselves during their studies and activities.

Improving communication skills for elementary students through Storytelling is a necessary job of every teacher and every school. However, primary school teachers still face many difficulties and confusion when teaching Storytelling subjects, and have not applied flexible teaching methods, so the effectiveness of Storytelling lessons is not high, not really. create the speaking needs and necessary communication conditions for students. Moreover, the lack of confidence, fear, and timidity in communication is also a big obstacle for them in learning. So the problem here is how to promote an effective teaching process to meet the cognitive needs of students and exploit and adjust the life capital that they have accumulated. Therefore, this article poses the problem of "Improving communication skills for 4th-grade students in Vietnam through storytelling" to solve the difficulties and confusion in teaching Storytelling to teachers and students. 4, thereby contributing to promoting the innovation of Vietnamese language teaching content and methods quickly and effectively.

II. CONTENT

2.1. Switching the narrator when telling stories

Transforming the narrator helps the story to be seen from many angles, more diverse and richer with new perspectives, and new emotions while still ensuring the plot and meaning of the story.

In terms of communication, the change of persona creates a new communication situation due to the change in the positions of the communicating characters. The narrator must rearrange the layout and choose words to suit the new narrator. Therefore, when allowing students to switch positions, teachers need to pay attention to communication factors such as communication situations, communication roles, and words in communication,... The transformation of the inner person will forge students' ability to be flexible in using words, and making sentences, especially in using personal pronouns and relationships between characters in specific communication situations.

2.1.1. Change from third person narration to first person (Tell stories in the form of borrowing words or borrowing words from characters to tell)

When telling a story using the character's words, the pronoun must first be identified, including the narrator's address and the narrator's address to other characters. If the story being told in the third person changes to the first person in the form of "borrowing words" from a certain character in the story, the narrator can say: I (tôi, tớ, em); we (chúng tôi, chúng em) ...and address other characters as brother, sister, aunt, uncle, grandpa, grandma, it, old,...depending on the relationship with other characters. Besides identifying and changing personal pronouns, changing the narrative is also very important. The same is the character introduction, and the narration but in the recounts, there are different points.

Example: Tell each paragraph and then retell the whole story "The ugly duckling" according to the swan's narration (Vietnamese 4, episode 2)

The teacher let the students determine the narrator and change the pronouns by changing the personal pronouns, then let them practice telling the story in the form of borrowing the character's narration to tell. The opening paragraph of the story "Ugly Duckling": "Winter is coming, the swan couple and their tiny child fly south to avoid the cold. Because the child was so small and weak, they had to stop along the way. Fortunately, at the stop, they met a duck who was preparing to let her cubs go down to the nest. The couple immediately asked her to take care of the baby swan and promised to come back to pick up the baby next year. If retelling this passage with the swan's narration, the students replace the words "tiny child", and "swan baby" with "me"; "swans couple", and "husband and wife" become "parents" or "my parents" and "them" becomes "we". For example: "Winter is coming, and my parents and I fly south to avoid the cold. Because I was so small and weak, we had to stop along the way. Fortunately, at the stop, we met a duck who was preparing her cubs to go to the nest. My parents immediately asked her to take care of me and promised to come back to pick me up next year." When students get used to the new way of addressing themselves, they will tell as their confidants, share and describe their stories with listeners, telling with acting.

2.1.2. Change from first person to third person

Changing the first person narration to the third person, that is, from the subjective narration to the objective narration, from the personal pronouns: I, myself, you, we, we,... to the impersonal throne. This transformation poses a more difficult and higher requirement than converting from third to first person. Therefore, teachers need to consider the selection of requirements to suit students' thinking. Need to guide students to rearrange the story development, change the personal pronouns, and change the narrative to suit the new relationship. Transitioning from the first to the third person is often practiced in the form of stories heard and read, especially when students choose a story that uses the main character's narration to retell to the teacher. You and your friends listen.

Example: Retelling each segment of the story "The Promise Under the Moon" by Pham Thi Kim Nhung (Vietnamese volume 4, episode 2) in the narrator's words.

The teacher suggests: The story "The Promise Under the Moon" is being told by the main character in the story, so to be able to tell the story in the narrator's words, we need to change the personal pronoun "I" to a name the proper word for the person's name (possibly the author's name). For example, here the author's name is Nhung, then we can tell the first part of the story as follows: "Nuong's hometown has a lovely custom: On the night of the full moon of January, all the girls in the village turn fifteen years old. all can go to Ham Nguyet lake,..."

2.1.3. Combination of both

In some cases, the narrator can combine both the first and the third person, giving the reader a multi-dimensional view of the character and the story. When combining two narrators, requires a flexible change in the choice, use of words, and rearrangement of the story. The important thing is not to change the plot and meaning of the story, but to change the time, space, character's address, attitude, and feelings before the events taking place in the story. For elementary school students, this is a difficult job, they mainly use the narrator to take the narrator's point of view to tell the story, so teachers need to master to guide students, especially those who are I am quite good, thereby creating a lively and attractive story.

2.2. Target the listener, and communicate with the listener when telling stories

Storytelling is a narrator who is communicating with listeners to convey content and story development to listeners. Therefore, storytelling must always be clearly defined as "telling to whom?" To have a way to use words, use sentences appropriately. Before and after telling the story, there must be greetings, introductions, and thanks. For example, "Hello friends, here I would like to tell you the story...", "Here is how the story unfolds" and "My story comes to an end. Thank you for your attention." When telling a story, you must always be aware

of the listener, focus on the listener and communicate with the listener. It is an important skill when telling a story because telling a story to practice speaking skills requires a listener and speaking is direct communication.

2.2.1. Diversify the way the narrative is introduced

In terms of communication, the way the story is introduced must be suitable for the audience and the communication context. A story can be introduced in many different ways, depending on the structure of the story can give some of the following ways of introduction:

- Communicating with listeners: Introducing the story that will be told and told by whom, the narrator must communicate with the listener to introduce the story he tells. For example, "Hello friends, today I would like to tell you the story "The fisherman and the fierce man" according to the story of the fisherman. Let the story begin."

- Introduction from the episode in the story: This way of introduction emphasizes an incident, any event in the story to attract people who are participating in the communication.

- Introduction from a comment or a lesson learned: A comment to start the story can be a comment about the character, about the meaning, or something that the student realizes.

Example: Tell the story "Whose Doll" (Vietnamese Volume 4, episode 1) with Doll's narration at the opening of an episode in the story.

Suggest:

- + Remember the whole story, then choose a love you like to introduce.

- + Please choose the narrator (first person)

- + For example You can say "Hi guys! Do you know? I was cold the night by the mistress, so I decided to leave. To know how my story plays out, I invite you to the story "Whose doll".

2.2.2. Diversify the way the story ends

Besides diversifying the introduction we need to enrich the ending. The story does not always end with the outcome of an event, in terms of communication; the purpose of communication affects the way the story ends. There are several ways to end the story as follows:

- End the story with a lesson, also known as an extended ending: This ending is chosen when telling the story by the characters in the story because the narrator needs to say the meaning and his thoughts received from the story. This is a suitable way of ending the story for elementary school students and they need to have an orientation to help distinguish good - bad clearly and learn moral values.

- End the story with a new scene, a new situation: This is an open ending about the incident, this ending can open a new beginning. The purpose is for the people who enjoy the story to solve the problems of the new situation by themselves and imagine the things of the new scene. With this way of ending the story, students can do it if the teacher stimulates their imagination to think of new things.

- End by communicating with the listener: If you want to tell a successful story, you must pay attention to the listener, tell it like you are talking, and confide in the listener, so when the story is finished, there must be greetings, greetings, words. Thanks. Example "The story comes to an end. Thank you for listening"

Example: Tell the story "A true poet" (Vietnamese Volume 4, episode 1) with a situation ending.

Suggest:

- + I recall and tell the story in my way: the narrator or a character in the lesson.

- + Imagine: After telling the story, you can ask your friends "Do you know why the king ordered to put out the fire quickly and untie the poet? Can anyone tell me why?" for communication between the narrator and the listener.

2.3. Creativity in tone and acting in storytelling

2.3.1. Voice when telling

The tone is a way of expressing people's emotional attitudes through words. Intonation is the variation in pitch of the voice that occurs in a sequence of sounds larger than a syllable or a word. Intonation includes speech tempo, stress, voice intensity, and pause,... The tone is regulated and expressed through intonation, expression and acting are the basic functions of intonation. We can give the story a completely different semantic content by changing the voice, the story has many characters and details in different situations that require corresponding intonation. Intonation and the art of using intonation contribute to the success of storytelling.

2.3.2. Acting while telling

Storytelling is an artistic activity, so it requires acting, acting in storytelling includes gestures, gestures, facial expressions, and eyes, ... of the narrator when telling the story. The use of non-verbal elements in storytelling will make the narration more attractive, appropriate gestures, gestures, facial expressions, facial

expressions, etc. will make the story come to listeners more naturally. , attract more attention. Depending on the content of the story and the development of the details, gestures and facial expressions need to naturally coordinate with the narration.

The narrator's facial expression is very important in conveying and communicating with the listener, it helps the listener easily absorb the meaning of the story. Depending on the content and nature of the events in the story, facial expressions are appropriate. However, telling should not be forced or exaggerated because that will not create real emotions and can be counterproductive.

Gestures are hand movements, gestures are the expression of the narrator's attitude towards the characters and events in the story. Gestures increase the nuance and intonation of the narrator, the narrator does not use gestures instead of words. There should be a variety of gestures when telling so as not to cause boredom and increase expressiveness.

Example: Based on the picture, tell each paragraph the story "The fisherman and the fierce man"
The teacher guides the students to learn the narration and acting for each paragraph and the words of the characters in the story: The voice is slow, clear, and slow with a bored expression at the beginning when the fisherman goes out to sea to get bored. for the whole day was unlucky, and when he caught the net, his countenance became joyful, full of hope; the voice is faster, and tense in the later part of the dialogue between the fisherman and the villain; The excited voice at the end clearly shows the worthless thought of the ungrateful and ungrateful. The narration is clear and leisurely; words of calm, confident fishing; the words of the big, ferocious man. Remind students to pay attention to combining narration, narration with facial expressions and gestures suitable to the mood, character of the character, and the characteristics of each situation taking place in the story.

2.4. Comment, and evaluate after listening to you

The comment is to give a considered opinion and evaluation about a certain object. Evaluation is the process of forming judgments and judgments about the results, based on the analysis of the obtained information, comparing it with the set goals and standards, and proposing appropriate ideas to learn from experience. provide better performance. In storytelling class, this activity trains students' listening skills from which to express their own opinions. Before students proceed to tell stories, teachers need to make requirements and evaluation criteria so that the whole class can focus on watching when you tell them. They need to give their comments, which is also the process of students participating with the teacher to evaluate them. During the assessment process, teachers need to have a system of key questions for students to comment on by answering questions. Encourage students to make correct and constructive comments, avoiding students' assessments mechanically and falsely. The teacher can ask the following questions:

- About the content: Did you say enough? Is it in the correct order?
- About the expression: Are you using the right words? Do you know how to tell in your own words?
- About the way of expression: Do you say it naturally? Have you coordinated the narration with appropriate gestures and facial expressions? Is the narration appropriate?

In addition, teachers can suggest that students discuss with each other, especially in the form of storytelling exercises they have heard, read or witnessed, or participated in. For example, a student might ask:

- Which character do you like in my story? Why?
- What part of the story do you think is the best?
- What did you learn from the story?

Or students listen to the story and ask:

- Why did you choose to tell this story / Through the story, what do you want to tell people?
- What will you do to learn the good qualities of the characters in the story?

III. CONCLUSION

Storytelling is an interesting and engaging part of learning for elementary students. The practice of communication skills will help them learn Storytelling more actively. With the proposed measures, we hope that Primary teachers will apply in their Storytelling lessons to actively play the role of learners to meet the requirements of the 2018 general education program.

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Phùng Thị Hoa
Faculty of Chinese, Hanoi Pedagogical University 2, Vietnam