

ADVANCING THE EFFECTIVE PRINCIPLES OF INTERACTIVE LANGUAGE TEACHING

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Abstract. *Learning foreign languages seems to become more and more increasing requirement of modern education. International relations are extended and strengthened through the exchange of scientific, technical, and cultural information. In this situation, issue of effective teaching methods have always been widely discussed in educational world community as finding the effective ones is the task of primary importance.*

Teachers of foreign languages make their contribution to all aspects of education of pupils. The task of the teacher at the lesson is: to organize lots of practice and these practical exercises should be oriented on using the target language for the normal purposes basic to all strategies and techniques. There are some useful principles and methods of teaching foreign languages. Interactive language teaching methods may be related to content being studied in the language, whether literary, historical, philosophical, scientific or sociological. The interactive methods of foreign language teaching is not only new or mysterious, new techniques but also new forms, new principles, new approaches, new methods in teaching process. Interactive training encourages and gives learners to create comfortable condition of learning, also learners feel their successfulness, develop creativity, intellectual and communicative abilities. All modern students should be offered the selection of contents and approaches. Most of the strategies deal with pair and group work and promote interaction. Encouraging students to develop their own strategies is an excellent means of stimulating the learner to develop tools of interaction.

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Introduction. Language is a living thing – ever changing, ever adapting and indispensable for human activity. Language is the expression of communal life, as it helps us to build society, keep our heritage and plan for the future. As language teachers we should make our classroom microcosms of life [3, p.36], with real relationships and purposeful use of language. All our techniques should be directed toward achieving this goal. So, it's upon a teacher how effective their ways of teaching might be in order to help our students use the language we teach in their real life. We must keep in mind some very important things how to turn all the activities into interactive and really communicative.

Literature Review. The concept of interactive language teaching was developed by H. D. Brown, W. Rivers and M. Canale. W. Rivers (1987) states that through interaction, students can increase their language store as they listen to read «authentic linguistic material», or even the output of their fellow students in discussions, joint problem-solving tasks, or dialogue journals.

The first thing to be mentioned is that education process is based on interactive language teaching. Students are no longer the objects to be installed and filled with different sorts of information. They should participate in the education process

together with the teacher, not only acquire knowledge presented by the teacher, but they should also get it themselves from a deep well of knowledge and understanding. So we do not teach a language – students learn a language. So, language learning and language teaching may be seen as one interactive process: the teacher's work is to foster an environment in which effective language learning may develop.

Aims. The main aim is to highlight the basic concepts and principles of interactive language teaching. Throughout the work we mention the importance of correct application of main concepts of interactive language teaching and various factors which accompany that process and from which much depends.

Methods. Interaction is an important word for language teachers. In the era of communicative language teaching, interaction is, in fact, the heart of communication; it is what communication is all about [1, p. 165]. Interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other.

After several decades of research on teaching and learning languages, it has been discovered that the best way to learn to interact is through interaction itself. Theories of communicative competence emphasize the importance of interaction as human beings use language in various contexts to negotiate meaning.

W. Rivers states «through interaction, students can increase their language store as they listen to or read authentic linguistic material, or even the output of their fellow students in discussions, skit, joint problem-solving tasks, or dialogue journals. In interaction, students can use all they possess of the language – all they have learned or casually absorbed in real-life exchanges... Even at an elementary stage, they learn in this way to exploit the elasticity of language. Indeed, it is crucial for an EFL classroom to be interactive because in that way all the students will learn in an easier way as it was said before»[1, p. 164].

Results. In interaction, students can use all they possess of the language all they have learned or absorbed in real life exchanges, where expressing their real meaning is important to them.

Principle 1 can be called like this: The student is a language learner. In learning a language, each learner must acquire and consolidate mental representations that are basic to both understanding a language and expressing oneself through it (in speech and in writing).

In teaching a language, we are facilitating the individual's acquisition and increasingly fluent use of the language in the best ways we know. They do it in very individual ways, or do not do because they lack motivation to do so. For this reason, in an interactive approach, self and peer-to-peer consideration of errors is promoted. The students must realize that they are responsible for their own progress; they will take this responsibility more seriously if they themselves discover and work at their own weaknesses. We can provide opportunities for observing the language in use and for using the language creatively, but only the learners themselves can assimilate the language and make it their own.

Principle 2: Interactive language learning and teaching are shaped by students' needs and objectives in particular circumstances. Students' needs,

objectives are not just personal. They are shaped to a considerable degree by societal pressures and political exigencies. Language teachers must study the language learners in their classes – their ages, their interests, their goals in language acquisition in a formal setting – and then design language courses that meet the needs of specific groups. Decisions on course content and orientation will affect the way the language will be presented and the types of materials that will be used.

Principle 3: Any written or oral communication should be meaningful and based on real life situations. The task of the teacher at the lesson is: to organize lots of practice and these practical exercises should be oriented on using the target language for the normal purposes basic to all strategies and techniques. This should be organized in contradistinction to the artificial types of exercises and drills on which so many languages learners spend their time.

In real interactive situations people use the language to give and get information, to explain, to discuss, to describe, to persuade, to dissuade, promise or refuse, to entertain or to calm, to reveal or hide feelings and attitudes, to direct others in their undertakings, to learn, teach, solve problems etc. There are many more uses for language in speech and writing.

Students learn to communicate in the form that natural interaction takes for speakers of the target language, which includes acquisition of the target language, structure of natural discourse within the culture, which include ways of opening and closing conversations. Many of these features of natural interaction are related to the wider expectations within the culture, as discussed under some other principles.

So, between learning new language in the classroom and using language to communicate in real life is speaking. In order to build this bridge, speaking interactive activities must have three features: they must give the learners (1) *practice opportunities* for (2) *purposeful communication* in (3) *meaningful situations*.

Principle 4: Classroom relations reflect mutual liking and respect, which allows both a teacher and a student in a nonthreatening atmosphere to cooperate in education process. Interactive language teaching and language learning are distinctly different from other school disciplines. Speaking and writing what one really thinks and feels means revealing one's inner self: one's feelings, prejudices, values and aspirations.

Once a teacher tries, however, to stimulate interactive activities where more than the students' intellect and memory are involved. As interactive language – learning environment requires that students and teachers reach a stage of being comfortable with each other and interested in each other, and respectful of each other's personal temperament- imposed limits. To achieve this equilibrium, teachers must feel comfortable with what they are doing, just as students must be comfortable with what they are expected to do. Both teachers and students have to be willing to take risks and laugh together when things go wrong.

Principle 5: Basic to language use are knowledge of language and control of language. Basic to language use is a mental representation of language. All languages are organized at several levels. Grammatical structure and vocabulary, which are

interrelated in their functioning, provide the tools for expressing semantic and pragmatic meaning.

We cannot use language without a mental representation. Teachers can help students acquire an understanding of this basic mechanism that will enable them to use it to comprehend language and produce comprehensible speech. Teachers can help their students refine this understanding as they progress.

They acquire the language through performing rules, not through memorizing or discussing them; they acquire knowledge of the structure of the language actively through use. The development of control of language is further discussed under Principle 6.

Principle 6: The development of language control proceeds through creativity, which is nurtured by interactive activities. The ultimate goal for our students is to be able to use the language they are learning for their own purposes, to express their own meanings; that is, to create their own formulations to express their intentions.

Creating new utterances in a language that one only partially controls is not easy. It frequently leads to cognitive overload: learners pause and hesitate; they misuse elements of the new language when they are well aware of the accepted forms. One can do a lot of meaningful interactive situations that stimulate the students' motivation to communicate in different purposeful situations, through which students experience the use of the new language as an important social skills. Activities may be amusing or serious. Games, competitions, skits, simulations and dramatizations enliven the interaction; problem-solving and information – getting activities encourage persistence and probing [1, p. 180–186].

Students may work in groups to gather information, set up experiments, develop alternative denouement for literary works to understand further the author's intent; they may prepare meals according to the cuisine of a country where the language is spoken or engage in appropriate social activities of the culture; they may develop plays, radio or television programs, or prepare entertainments for other students, parents, or the community.

Discussion. Over the last twenty years, FLT methodology has developed very rapidly and has been subject to changes and controversies that teachers often find bewildering. What teachers need is to know new methods and effective approaches. It was in recognition of this need that not only teachers but learners also need to know beforehand. In addition to that, language is not a subject of factual information or a store house of contents but a skill. Hence, its teaching requires a different treatment and different method of approach [2, p. 126-134].

Both teachers and learners have to keep before them certain principles for effective teaching and learning foreign language:

Principles of teaching English as a foreign language: Mother tongue is always learnt easily because there is natural environment around. But this is not true about a foreign language. The child learns this language in his English classes held four or six periods a week. Therefore, it becomes difficult for him to learn the language. Consequently, a natural environment would be proceeded by:

1. Talking to students in the target language in the class, playground etc.,

2. Arranging group discussions.

Principles of habit formation: «Language is essentially a habit forming process, a process during which we acquire new habits».

An attempt should be made to form habits in the students for learning a language by the following processes:

1. Habit of listening to and distinguishing between sounds.
2. Habit of speaking with proper intonation and accent.
3. Habit of silent reading.
4. Habit of using correct grammar.
5. Habit of imitation.
6. Habit of using words in their proper contexts.
7. Habit of repeating

Proceed from the concrete to the abstract: The teacher must begin his lesson with concrete things. He must talk about things and not about words. He must talk about the normal actions and even give a demonstration and must. The action is concrete in the pedagogic sense and the name «abstract» and by performing an action and giving the word, which expresses it, he is proceeding from the concrete to the abstract [4, p. 119-120].

Maximum Actions and Gestures: A Language teacher should ensure that the students try to learn the language with maximum use of actions and gestures.

Teaching inductively: The teacher should try to do without such rules as the pupils cannot frame for themselves. If he wants to teach verb, he should not begin by giving its comprehensive definition and then verify his statement by giving a number of examples. Contrary to it, he should perform a number of actions and write their names on the board.

The principles of correlation with life: While teaching the subject, matter should be related to life, customs, traditions, peculiarities and characteristics of the particular society to which the students belong. In this way, teaching can be more meaningful and learning can be transferred to real life situations.

Inspirational motive: Language teaching should be based on inspirational motive. The inspiration should lead the learner to learn more with the zeal of an internal urge. Language teaching should also be based on similar inspirational motive. The teacher and the pupil should consider language link as source of inspiration for life. These are various principles of foreign language teaching. If the teacher wants to teach successfully in the class, he must follow these principles in teaching.

Conclusions. Interactive teaching methods and principles of foreign language teaching are a more advanced mode of teaching. The process of teaching in the classroom is to bring into full play both the initiative of teachers and students, through dialogue, discussion, and so on in order to achieve a variety of ways of the exchange of thought, emotion and information, thus to achieve the best learning effects.

All modern students should be offered the selection of contents and approaches. The task of the teacher at the lesson is: to organize lots of practice and these practical exercises should be oriented on using the target language for the normal purposes basic to all strategies and techniques. Most of the strategies deal with pair and group

work and promote interaction. Encouraging students to develop their own strategies is an excellent means of stimulating the learner to develop tools of interaction.

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