

CLASSROOM INTERACTION AND MANAGEMENT MEDIATED BY  
INNOVATIONS IN ENGLISH LANGUAGE

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*У статті розглядається проблема взаємодії викладача та студентів під час вивчення англійської мови. Підкреслено складність та різноманіття взаємодії та управління аудиторією під час вивчення англійської мови як другої іноземної. Використано різні інноваційні технології для вивчення іноземних мов, включаючи інтерактивні мультимедіа та комп'ютер.*

**Ключові слова:** *взаємодія, управління, комп'ютер, технології, комунікації, англійська мова, викладання, навчання.*

*В статье рассматривается проблема взаимодействия преподавателя и студентов во время изучения английского языка. Подчеркнуто сложность и многообразие взаимодействия и управления аудиторией во время изучения английского языка как второго иностранного. Используются различные инновационные технологии для изучения иностранных языков, включая интерактивные мультимедиа и компьютер.*

**Ключевые слова:** *взаимодействие, управление, компьютер, технологии, коммуникации, английский язык, преподавание, обучение.*

*The article deals with the management of classroom interaction and learning opportunities in English language classrooms. The role of interaction in English learning the discussion has also emphasized the complexity and diversity of second language classrooms. An array of acronyms has been used to describe the application of computers and learning refers to a variety of technology uses for language learning including interactive multimedia.*

**Keywords:** *interaction, management, computer, technology, communication, English language, teaching, learning,*

It's well known that the innovative technology and English language have an interdependent relationship as they contribute significantly to a successful use of each other. English language provides the spread of technology in all recess of our lives, as

it is the topmost lingua franca of the world. Educational institutions in Ukraine have started employing modern technologies in class and labs, in curriculum and syllabuses. The lectures and classes are devised to be carried with the aid of audio-video aids. There are a lot of audio-video halls and classes, interactive whiteboards and smart classrooms in our modern education system. Ukrainian High schools include language labs with printers, projectors and internet connections networking all the computer systems.

The aim of the present article is to define the problem of different types of classroom interaction one can use to vary English classes and popular innovations in English language teaching that have been used practically in recent years in the entire world reviewing the past trends. Several factors have contributed to the adoption of new trends in English language teaching.

It is necessary to point out that Graham Hall divides key factors contributing to effective teaching into nine parts such as clarity of presentation, teacher enthusiasm, variety of activities during lessons, achievement oriented behavior in classrooms, opportunity to learn criterion material, acknowledgement and stimulation of student ideas, criticism, use of structuring comments at the beginning and during lessons, guiding of student answers [3, p. 130].

Actually, the discussion centers one can as teachers inculcate an interest for learning English with creativity, understanding and encouragement. Ask any student to define interest and he will normally associate it with the things that he likes to do; never with learning English. Given that most students will only actually use the English language within the four walls of the classroom, it is of utmost significance that teachers imbue that sense of interest for teaches English within the hearts their charges. The power of stimulating such a sense lies predominantly in the hands of the teacher. Many students are afraid to communicate in English for fear of being laughed at by their peers. We teach English because we want to pass on the joy of knowing, understanding and using the language well. The English language is certainly more that prescribed texts and objective questions. Therefore, a student

getting a distinction for English in a public exam does not mean that he has caught the passion for learning English.

Further, the modeling and characterizing a qualified teacher is problematic. And yet, for teachers hoping to develop their professional practice, exploration of and reflection upon classroom life and their role within it is necessary. To add to it, classroom management, that is, how teachers organize and direct learners and learning to make the most effective use of available time and resource is the central element of every teacher's daily professional experience [2, p. 31].

There is an array of possible interaction-focused interventions open to teachers who have to make immediate decisions about what is appropriate when responding to individual learners' contributions, and balance competing forms of intervention in almost every lesson they teach.

Graham Hall had introduced the meaning of the word "innovation" in the book "Exploring English Language Teaching: Language in Action" –it is the application of new solutions that meet new requirements, inarticulate needs. This is accomplished through more effective products, processes, services, technologies, or ideas that are readily available to governments and society [3, p.17].

In some English language teaching the contexts, however, computer and internet-based technologies have led to the development of virtual or online environments. It has been determined that the use of technology in language teaching is not new such as language laboratories based around at first audio and more recently multimedia systems have been in use since the 1950s and tapes, video, CDs and DVDs are used in many classrooms, the potential physical and temporal separation of learners from each other and from the teacher is a potentially significant addition to the discussion of second language learning interaction and learning.

To the best of our knowledge an array of acronyms has been used to describe the application of computers in language teaching and learning such as CAI (Computer Assisted Instruction), TELL (Technology Enhanced Language Learning), WELL (Web-Enhanced Language Learning) [1, p. 100].

CALL is the most established term, being broadly defined by Kern R. as learners learning language in any context with, though and around computer technologies [1, p. 102]. CALL refers to a variety of technology uses for language learning including CD-ROMs containing interactive multimedia and technologies other language exercise, electronic reference materials such as online dictionaries and grammar checkers, electronic communication in the target language through email, blogs and wikis.

It should be noted that in a rapidly developing field, it is perhaps easiest to follow new technologies, which can be broadly subdivided into those that are offline or dedicated, for example, stand-alone computer based language exercises such as gap-fills and word-processing or writing development programs, and those which are online or integrated via networked computers, enabling the development for example, web logs (blogs), the creation of virtual classrooms and online tutoring and the use of email and social networking sites as teaching and learning tools.

There seems to be an increasing recognition that, in the contexts where the use of new technologies is seen as an expected and necessary part of learning, most English language learning professionals now see computers as subservient to the wider aims and contexts of language teachers and learners, simply acknowledging their integrated use in classroom management, materials presentation and learner interactions.

Because the dynamics of interaction and feedback-uptake relationships in online environments differ from those in face-to-face interaction, teachers must be prepared for new ways of structuring tasks, establishing exchanges, guiding and monitoring interaction and evaluating performance, not to mention mastering the relevant computer application. Clearly, control of some elements of the learning process does pass to learners.

It is important to note that online or CMC allows for synchronous or asynchronous communication. Learners can participate in learning opportunities when and where they choose. Additionally, learners may be empowered to become

independent decision-makers through the development of online English-using communities that lie beyond their teachers' management and knowledge.

We observe that the nature of CMC will vary according to the medium. That said, although it might appear speech-like at times, most CMC will be written, which may be significant in second language learning contexts where all interaction is computer mediated.

Compared with face-to-face interaction also provide learners with increased opportunities to focus on form and content. At the very least, therefore, CMC has complexities and problematized notions of interaction, negotiation of meaning and uptake.

The current pace of technological development means that accounts of CALL tend to date quickly. In many contexts, online teaching and learning is blended with face-to-face interaction. And finally, we should again acknowledge that a "digital divide" exists within English language teaching and that for many English language teachers and learners, the management and nature of online interaction is not a practical concern. It is to these contexts that we turn as we examine the management of second language learning in large class.

The consensus view seems to be that conversation as type of classroom interaction and management is by far the most useful ways of teaching the language in the high school and can be mediated by new technologies. When a child learns his or her mother tongue it is by the conversations that takes place between them and others or by listening to the conversations made by the others. The child is never taught the language but is still able to percept the meaning and learns it automatically to use it in day to day life. No one ever teaches the kid the characters of the language or how to make sentences or the grammar of that language. The conversations alone teach the children. Hence conversations form a very important part of the teaching process. The sentence construction and the grammar is not something that can be entirely taught by rules. They have to be taught intuitively. That can only happen through a lot of reading and a lot of listening. This can be taken care of easily as every conversation needs a topic. The topic can be given to the students in form of

written documents which they have to first read then form an opinion and then have a conversation about it or it can be spoken out and then they can listen, understand and also take part in the conversation. The participation and other aspects of the conversation can always be evaluated through points which will also push the students to take part in the conversation. This process may take some time but in the end it would be the most efficient one in teaching the language [4, p. 15].

The most important part of any language is the vocabulary. It is necessary to use innovations during the education process. To understand the meaning of the words and to use them in day to day life is a very difficult task and games can help the students overcome this difficulty. Current research appears to validate a view that games like scrabble, housie etc. It has been designed for this specific purpose. These games are just based on words and assist the students develop their vocabulary. In addition to these very simple games can be played to help improve the word database of the students such as simple dictation competitions, synonym competitions, words puzzles, anagrams and hangman. All these games are very addictive and help a lot in improving our vocabulary [5, p. 26].

The reflective practices indicate the significant improvement in the classroom practice in terms of teaching strategies and teaching aids. Reflective practice has evidently helped us think about alternative strategies and teaching aids to make our classroom teaching more effective and interesting.

We can argue that yet another significant outcome that the data analysis indicates is that the teachers understood the need to have a positive attitude towards their students and that they realized that flexibility in attitude and action in classroom would make the students learn better.

This article has focused on the management of classroom interaction and learning opportunities in English language classroom. While highlighting the role of interaction in second language learning, the discussion has also emphasized the complexity and diversity of second language classrooms.

In conclusion let us emphasize that the key elements in the creation of second language opportunities, teacher and learner will approach them in different ways in

different classrooms and contexts. We should use innovations to make connections with other teachers and classrooms focused on the language at hand. Educative innovations include making use of affordable and accessible technologies to expand access to education. It may also require other innovative process or service and rely on technology. It may target educational and training programs to align more closely with what people identify as their most urgent needs.

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#### **ВІДОМОСТІ ПРО АВТОРА**

**Ефендієва Світлана Миколаївна** – викладач кафедри іноземних мов з латинською мовою та медичною термінологією Вищого державного навчального закладу України «Українська медична стоматологічна академія».

*Наукові інтереси:* досліджую проблеми педагогічного процесу у вищій школі, пошук нових оптимальних шляхів у методиці викладання іноземної мови.