

INTERACTIVE METHODS OF TEACHING ENGLISH LANGUAGE

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Abstract: The purpose of the study was to study the impact of interactive methods on learning foreign languages. Though games and language have been treated as different psychological faculties, scientists have proved that interactive activities can be one of the efficient ways to improve students' language skills. In this article several interactive methods on improving students' language skills are studied. It is stated that interactive methods can be effective means in improving students' grammar, writing, speaking, reading and listening.

Key words: foreign language, teaching, various methods, interactive methods, student, native language, dialogue, song, story, grammar, speaking, writing, reading, listening comprehension, ability to listen, improvement of phonetic abilities, exercises, differences, development, expression of language, tone, pronunciation, accent

Teaching is one of the main components in educational planning which is a key factor in conducting educational plans. In the field of English Language Teaching there have been arguments about the role of various methods, techniques in learning language. Throughout the history, these methods and techniques have been critically in and out of favour in educational programmes.

As we know, there are several main skills such as reading, writing, listening, speaking in learning language, so we should pay more attention and work on each skill.

Firstly, vocabulary is an important part of learning and understanding the English Language. A student's vocabulary grows over time and compiling vocabulary lists from resources like books or other materials. It is teacher's contribution to make sure that students learn and understand this

vocabulary. Teachers can reinforce new vocabulary through a number of comprehension exercises of any unfamiliar words.

If students should widen vocabulary range, actually they are good at speaking and listening skills. The **best method** is the **mixed method** in teaching language at higher education. In this method both student and teacher are centered that they can exchange their outlooks freely. There is much talk in the mother tongue which is translated by the teacher for repetition by the student.

The **second method** is called “**The silent way**” because the purpose of teacher is to say as little as possible that students must find what he wants to say. There is no using of mother tongue and students’ brain are sharpened by this one.

In the present day study, it is illustrated that a good teaching method helps the students to question their preconceptions and motivates them to learn by putting them in friendly atmosphere.

Interactive methods of teaching English:

The language activities

Dialogues

You want your class not only understand dialogues but also to absorb and reproduce what they contain, whether in terms of acting out or improvisation. If you have a large class, you will need to use dialogues with six or seven characters so that you can involve more students at a time. The following is a suggested sequence, using a recorded dialogue, of how to get your class to act out:

- a) Play the tape as many times as necessary for general comprehension. Ask questions.
- b) Play it line, getting the whole class to repeat.
- c) Do the same, getting individuals to repeat.
- d) Get as many students as there are characters in the dialogue up on their feet, in front of the class. Give them their roles and get them to repeat line by line.
- e) Give out the script and get each group to act out. Go round checking on pronunciation and realistic role playing.
- f) Take the script away and get students to say what they want, allowing improvisation.
- g) Get everyone to learn a part at home, and then act it out the next day from memory. This is ideal for 'Social English', for structured dialogues, and for four line dialogues.

Chain stories

These are used at intermediate and advanced stages, as they depend on improvisation. You make a statement and the students supply a new sentence.

'There was a knock on the door. He went to the door and opened it. A man with a gun was standing there. He shut the door quickly'. Etc.

YOU can adapt to happening in the past if these are interesting to your class, and the students have some idea of the background.

General de Gaulle flew to London in 1940...' He established the French Government here'.

You can use it for business classes, getting them to outline economic or commercial developments, or the history of their firm.

In this way, chain stories become a stage in general studies. These stages could be:

1) Giving and eliciting information where necessary.

2) Getting students to recount.

3) Discussion.

Visual aids can help here: get objects, photographs or drawings that relate to your general theme. In class, it is probably best to limit to one sentence, and get the narrative moving as fast as possible.

Correct gently. From time to time, get students to recall everything that has been said so far.

Songs

These are another change of activity and particularly useful when structured with vocabulary chosen for a certain level. You can then use them for consolidation and practice. They are welcome contrast after hard practice. They are welcome contrast after a hard comprehension passage or drilling, and they are good for bringing the class together. Teach them in a lively way.

Here are some variations, using songs recorded on tape:

a) Play the tape as many times as necessary and ask questions.

b) Get the class to sing line by line, following the tape.

c) Show students the script and get the class to sing it through, following the tape. Clear up queries on vocabulary or idiom.

d) Divide up the class and have a group, each singing a line or verse. Re-play the tape as often as necessary. Find out who has a good voice, and try to get solos. Bring out a student to conduct. Try different combinations until the song is familiar.

According to the research, conducting lessons by means of interactive methods can be productive in teaching English.

The benefit of song has been promoted by discussing the findings of this article in the areas of text recall and involuntary mental rehearsal. In addition, student comments from questionnaires done by Gatti-Taylor (1980) offered a view of what students believed to be the benefit of songs in the curriculum. All students agreed that the association of words and music made memorizing less difficult. Most said that the music added enjoyment to class meetings: “It created a pleasantness that was always present. A number of students volunteered remarks to the effect that they played the songs at home, or that they occasionally found themselves spontaneously singing the refrains in the course of their daily routines” (p. 468). Purcell (1992), said that the benefits of song even resound in the songs themselves. As the last refrain from the famous folksong reminds, *porque cantando se alegran, cielito lindo, los corazones* (because by singing hearts are made glad)” (p. 196).

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