

Advantages Of Classroom Interaction In Developing Speaking At B1 Level

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Abstract— *The idea that interaction could and should take place in the classroom became more and more popular especially in second or foreign language classroom. Today, many researchers claim that through classroom interaction knowledge can be constructed and skills can be developed. Teachers' roles and responsibilities were changed in the direction of facilitators of the learning and teaching processes. In this article, learners are supposed to be given opportunities to use the language naturally other than only memorizing dialogues and pattern practices. The classroom interaction can be a best pedagogical strategy to develop not only the learners' speaking skill, but also to foster their capacity to generate new language. This study is based on micro teaching to get information about the impact of classroom interaction on developing the learners' speaking skill.*

Keywords— idea, learn, second language, classroom, linguistic, words, level, skills, pedagogical strategy, learners, interaction, students, communicative.

1. INTRODUCTION

The basic idea in writing the article was, in fact, that each student would need to use the interaction in a specific way, according to the developmental stage of learners. As we know Common European Framework of Reference for Languages puts an important task for each learner of language to use the language interactively and for this reason they should learn in integrated way developing the interaction.

Many researchers tried to analyze in B1 level context how much the idea classroom interaction can be a best pedagogical strategy to develop not only the learners' speaking skill, but also to foster their capacity to generate new language. Researchers such as Mackey (2007) and Ellis (2003) suggested that interaction is beneficial to language development overall, but whether it is beneficial to develop all the skills of second language learning is not known. Because a certain skill may be developed in different manners. Obviously, speaking is considered as the major skill to be developed for learning a second language. We have noticed that students who interact and speak in the classroom achieve better in Oral Expression in most cases than those who always keep silent.

The understanding of the role of interaction in the classroom context in enhancing the speaking skill comes from the understanding of its main types: teacher-learner interaction and learner-learner interaction, where negotiation of meaning and the provision of feedback are highlighted. Classroom interaction then involves the verbal exchanges between learners and teachers; however, teachers should know that the learners need to do most of the talk to activate their speaking, since this skill requires practice and experience to be developed.

If teachers are advised to reduce their time of talking in the classroom interaction, then it does not mean that they have no role to play. Involving all of the learners in the interactive activities is their main job, they must apply some of the teaching strategies to get all of the students to talk. However, teachers during interaction should avoid a continual interruption.

Many researchers have investigated about classroom communication that involves interaction; they showed the importance of interactions in building knowledge and improving skills. For Allwright (1984) it is important to keep learners active in the classroom, which means reducing the amount of teachers talk in classroom and increasing the learner's talk time. Naturally, they will talk to each other through pairs or groups where each learner gets his time to talk. Teachers usually seek to move on from getting learnerstalking to each other to the more complex problems of getting them communicating, and that is the result of what is called the communicative approach. CLT relies mainly on the value of interaction; person to person encounters. Teachers and learners then should distinguish between interaction and communication; they should not consider them as synonyms, In spite of the fact that many of them consider that communication refers only to people interacting with each other.

The communicative process involves interaction between at least two people who share a list of signs and semiotic rules. The concept of interaction is defined as "reciprocal events that require at least two objects and two actions. Interaction occurs when these objects and events naturally influence one another" (Wagner, 1994:8). Therefore, interactions do not occur only from one side, there must be mutual influence through giving and receiving messages in order to achieve communication.

The concept of interaction has a significant importance in the classroom too; it is an essential part in learning and teaching processes. Allwright and Baily (1991) hold that interaction is something people can do together i.e. collectively. Obviously, in the

classroom it is considered as important for the teacher to manage who should talk, to whom, on what topic, in what language and so on. However, none of this can change the fact that classroom interaction focuses on the learners' cooperation. In order to understand the relationship between classroom interaction and SLA, there are two main assumptions. First, the classroom provides an environment that leads to SLA, the second is that what happens in classrooms involve communication, and this can be seen as some form of interaction, i.e. there are reception and production based theories of classroom interaction and SLA. Reception-based theories agree that interaction contributes to SLA through learners' reception and understanding of the SL; however, production-based theories contend that interaction helps learners to produce the SL (Ellis, 1990 cited in Johnson 1995).

Reception-based theory, according to Johnson (1995), is related to the input hypothesis, which holds that the input should be comprehensible to learners for a better acquisition since the latter happens when learners understand input that contains well-formed structures and which can meet their current level. Productive-based theory relates to the output hypothesis that holds that learners should get opportunities to produce the language if they want to be fluent or like native speakers.

Teaching is an interactive act. In the classroom, communication between the teacher and learners goes on constantly as initiatory or responsive acts. This communication is called "interaction". Jack C. Richards, John Platt and Heidi Platt, (1992) define classroom interaction in these words:

The patterns of verbal and non-verbal communication and the types of social relationships which occur within classrooms. The study of classroom interaction may be a part of studies of Classroom Discourse, Teacher Talk and Second Language Acquisition.

Classroom learning is a co-operative effort between the teacher and the students. It points to how the teacher and the students interact and how students interact amongst themselves, all of which affects language learning. The teacher initiates interactions with the whole group of students and with individuals, right from the beginning of a language course. Initially the students can only respond non-verbally or with a few target language words they have practiced. Later on, the students have more control of the target language and can respond more appropriately and even initiate interaction themselves.

What happens in a productive class hour is described by M.L. Tickoo (2009) under the following heads:

1. The teacher interacts with the whole class.
2. The teacher interacts with a group, a pair or an individual pupil.
3. Pupils interact with each other: in groups, in pairs, as individuals or as a class.
4. Pupils work with materials or aids and attempt the task once again individually, in groups and so on.

The teacher sometimes interacts with the class as a whole while at other times with sub-groups in the classroom.

Studies of the classroom, both primary and secondary, have shown that the language used by the teacher affects the language produced by the learners, the interaction generated and hence the kind of learning that takes place. Classroom language and interaction are even more important because language is the subject of study as well as the medium for learning. When students listen to the teacher's instructions and explanations, when they express their views, answer questions and carry out tasks and activities, they are not only learning about the language but also putting to use the language that they are learning.

Classroom interaction involves two main aspects, which are negotiation of meaning and feedback, if these two elements are not available in the classroom, then we cannot speak of a successful learning through interaction. Ellis and Foto (1999:09) say, "Interaction contributes to acquisition through the provision of negative evidence and through opportunities for modified output." Interaction then is rich of meaning negotiation where the learners can receive feedback from their interlocutors.

Studies on interaction between learners focus on the interactive discourse between learners engaged in second language learning tasks where negotiation of meaning is the focal point. Ellis and Barkhuizen (2005) define negotiation of meaning as the verbal exchanges that occur when the speakers seek to prevent the breakdown of the communication. They add that negotiation of meaning is the central discourse structure. The learners in the classroom then should make the linguistic output more comprehensible for the other learners in the class, so that they can engage with them in the interaction. However, if there is a lack of comprehension different processes can be focused on to repair the interaction. Mackey Alison (2007: 12-3) asserts that "Through processes of repetition, segmentation and rewording, interaction can serve to draw learners' attention to form-meaning relationship and provide them with additional time to focus on encoding meaning."

Repetition involves repeating the students' exact speech as it is when the others do not understand. Segmentation is another process for repairing a negotiation; the students repeat the utterance by dividing it into linguistic segments with a rising or falling intonation. Rewording means rephrasing the original utterance, i.e. using other simple words. Therefore, instead of all these terms, clarification can be considered as an umbrella term to cover these processes; the learners in interactions often ask the one who speaks to well explain if they do not understand, and the latter attempts to modify his output to meet the level of understanding of the whole class. The opportunities of meaning negotiation help the language learners in three main ways. First, as suggested by Long and others, it helps learners to get comprehensible input that is to say it facilitates comprehension. One way in which this takes place is when the negotiation breaks down and learners seek to segment the input into units so that they can understand them. Second, negotiation of meaning provides learners with feedback on how to use the second language. For example, teachers very often correct students' mistakes when they negotiate so that they use the SL accurately. Finally, negotiation of meaning encourages learners to adjust, manipulate and modify their personal output, because a successful negotiation occurs when learners produce

outputs that are comprehensible and therefore target-like (Pica 1992-1994 cited in Ellis 2003).

To sum up, in negotiation of meaning the students will focus on the form as well, because negotiation involves feedback and modification to input and output when the students attempt to send again their misunderstanding, which is sometimes due to problems with language use.

Researchers have suggested that oral feedback is one of the key beneficial aspects of interaction which can promote learning in general. According to Mackey (2007: 30) "through interaction that involves feedback, the attention of the learners is paid to the form of errors and are pushed to create modification." In order for interaction to develop the speaking skill, learners must notice the errors and recognize them for correction. Thus, for some researcher's attention is very crucial for learning. Feedback may occur from learners, i.e. learners are able to correct and call each other's attention to the errors. In doing so, they very rarely replace their interlocutors' correct form with incorrect form. However, feedback from teachers can be different from the learners' one, because teachers employ many types of correction strategies.

Mackey (2007) suggests two forms of feedback, an explicit and implicit feedback. Explicit feedback is defined as any feedback that states overtly that learners do not use the second language correctly in their speech; it is called also metalinguistic feedback because teachers provide the learners with the linguistic form of their errors. Whereas implicit feedback refers to the corrective feedback that includes requests for clarification or recasts, in other words, teachers rephrase the learners' utterance by changing one or more sentence component. Recently, many studies have shown that the explicit feedback is more effective than the implicit feedback, this means that in explicit feedback, the teacher draws the students' attention directly to the errors so that the students do not use them again. However, in implicit feedback, the teacher asks students to reformulate their output to be understood and this is an indirect corrective feedback since the teacher does not point the errors directly. In brief, the feedback role of interaction is of crucial importance. Students often want to know how they are doing in relation to their peers. However, teachers should not deal with all oral production of the students and during all the time, they should make decisions when and how to react to the students' errors so that the interactive activity will not break down each time.

Thurmond (2003) defines interaction as

"The learners' engagement with the course content, other learners, the instructor and the technological medium used in the course. True interactions with other learners, the instructor and technology results in a reciprocal exchange of information. The exchange of information intended to enhance knowledge development in the learning environment."

From this quote understand that there are four types of interaction: learner-course content interaction, learner-learner interaction, learner-teacher interaction and learner-technology interaction.

The type of interaction as Coulthard (1977) mentions has received a great deal from teachers in a wide range of disciplines. It happens between the teacher and one learner or many other learners, that is to say a teacher takes a part in such interaction. He negotiates with his students the content of the course, asks questions, uses students' ideas, lectures, gives directions, criticizes or justifies student talk responses. On the other hand, the students will benefit by drawing on the experience of their teachers on how well to interact in the manner that is most effective.

During teacher-learner interaction, the students seek to demonstrate their speaking and listening skills in front of their teachers that is why latter should consider his way of interacting which is very crucial in learning and teaching. According to Harmer (2009) teachers should focus on three things when they talk with their students. Firstly, they must pay attention to the kind of the language the students are able to understand, i.e. teachers should provide an output that is comprehensible for the level of all the students. Secondly, the teachers must think about what they will say to their students, hence the teacher speech is as a resource for learners. Finally, teachers also have to identify the ways in which they will speak such as the voice, tone and intonation.

Many theories of learning maintain that knowledge is actively constructed and skills improved through interactions between learners. Johnson (1995) supports that if learner-learner interaction is well structured and managed, then it can be an important factor of cognitive development, educational achievement of students and emerging social competencies. It can also develop the learners' capacities through collaborative works. So, learners will establish social relationship through this kind of interaction, where the sense of learning community is promoted and isolation is reduced in the classroom.

Naegle Paula (2002: 128) adds also that "talking students with their peers about the content of the course is a powerful way for them to reinforce what they have learned." The teachers then must encourage such type of interaction between learners because it is the fastest and the best way, it makes learners active rather than passive participants.

Most students will not engage in an interaction by themselves unless the teachers start first. Obviously, the role of the teacher is very crucial in motivating and creating interest in the topics. The basis of the communicative approach is this capacity of the teacher to adapt himself, to change roles. Hedge Tricia (2000: 26) identifies important roles the teachers can play,

"As controller in eliciting nationality words; as assessor of accuracy as students try to pronounce the words; as corrector of pronunciation; as organizer in giving instructions of the pair work, initiating it, monitoring it, and organizing feedback; as promoter while students are working together and as resource if students need help with words and structures during the pair work."

•**Controller:** within a classroom interaction and especially learner-teacher interaction, the teacher is the responsible for the teaching and learning processes. Harmer (2001) asserts that the teacher job here is to transmit knowledge from himself to his

students.

•**Assessor:** the most expected act from the teacher is to show the learners that their accuracy is being developed; Harmer (2001) says that this is done through giving correction or by praising them. The students have to know how they are being assessed; the teacher should tell them their strengths and weaknesses, the students, then can have a clear idea about their levels and what they need to concentrate on. The assessor teacher should pay attention also to the learners' reactions and how to deal with them.

•**Corrector:** the teacher has to decide when and where to correct students' production. Another important point is that the teacher should be careful when correcting pronunciation mistakes or errors the learners commit during classroom interaction, i.e. he works seriously to give the correct pronunciation, form or meaning because the learners very often acquire these issues from their teachers.

•**Organizer:** it is the most important role -according to Harmer (2001) - that the teacher acts in a classroom where many things must be set up such as organizing pair/ group work, giving learners instructions about how well they interact, and finally stopping everything when the time is over. The teacher in such a role spends much time in engaging all the class in the interaction and ensures its participation. Once the students are involved in the interaction, the teacher can stop interacting and let the learners speak and listen to each other, exchange views and why not correct each other's too.

•**Prompter:** Sometimes the learners do not find the words when they talk to each other's or with the teacher, the role then of the latter is to encourage the learners to think creatively so that to be independent from the teacher. In such role, the teacher must prevent himself to help the students even if he wants so that they will be creative in their learning (Ibid.).

•**Resource:** the job of the teacher here is to answer students' questions. For example, when they want to know how to say something or when they look for the meaning of a given word or phrase, they go back to their teacher as a resource of information. In turn, the teacher should be able to offer such needed information.

Another role the teacher needs to adopt in a classroom interaction is the observer. Harmer(2001)points out that, the teacher here should disattract the students' attention so that they can interact naturally and spontaneously. Moreover, he has to take notes about his learners in their use of actual language. Teachers do not use observation only to give feedback, but also to evaluate the success of the classroom interaction in developing the speaking skill of the learners. If there is failure in achieving fluency, then the teacher tries to bring changes for the classroom in the future.

In an interactive activity, the teacher may divide the whole class into pairs and groups. In some cases, it is possible to let learners find their own partners. However, it is also better for learners who do not know each other well to interact together, since one of the goals of interaction is to establish social relationships between the learners so that the learning process is facilitated. Lindsay and Knight (2006) make the important point that it is a good idea to gather students and let them work in pairs and groups in order to practice the speaking skill effectively. Because if those learners will talk only to their teachers, then their chances for practice are reduced. Richards and Lockhart (1996: 152) support this view saying,

“Through interacting with other students in pairs or groups, students can be given the opportunity to draw on their linguistic resources in a nonthreatening situation and use them to complete different Kinds of talks. Indeed, it is through this kind of interaction that researchers believe many aspects of both linguistic and communicative competence are developed.”

So, learner-learner interaction occurs through designing groups and pairs where learners can enhance their competence in using communication and language.

In pair work the learner finds himself in an obligation to practice the language because he must speak with the other learners who is with him. Harmer (2001) asserts that pair work increases the amount of each student's speaking time. It allows students to work and interact independently without teachers' guidance, and this leads to promoting learner independence. Group work is like pair work because it increases the amount of talking time for individual students, but unlike pair work because more students will contribute in the interaction; they will have different ideas and varied opinions. So, group work ensures a high level of interaction. Richards and Lockhart (1996) argue also that group work promotes collaboration among the students, it creates the sense of learning community that reduces learners' isolation.

Practicing the speaking skill outside the classroom is the role of listening. As we know in the mother country, FL students need to practice the language regularly inside the classroom through performing different activities. So, learners should be given ample practice in classroom at all levels to express themselves in situations where they can use spontaneous language.

Practice activities may serve the learning/teaching goal of speaking proficiency. Richards and Lockhart (1996) define practice activities as tasks used to perform or learn a particular item or involve the use of a given model. For example, dialogues may be used to perform sentence patterns. Richards, Platt and Weber (1985: 289) add that “the use of variety of different tasks in language teaching is said to make language teaching more communicative since it provides a purpose for classroom activity” (cited in Lee, 2000:31). Tasks, then, are also used to achieve communication beyond that of practicing the language itself.

If speaking the FL is an essential part of language learning, teachers must provide activities that involve interaction between learners. Scrievener (2005: 152) makes the important point that the aim of communicative activity in class is to get learners to use the language they are learning to interact in realistic and meaningful ways, usually involving exchanges of information or opinion. Among these activities are the following

- **Communication games:** teachers design such games to encourage and involve the students in a verbal interaction.

According to Bygate (1987) such activities include first, “*Describe and Draw*” in which one student describes a given picture and the other one draws it. Second, “*Describe and Arrange*”; one student describes a particular structure using oral language and the other reconstructs it without seeing the original one. Third, “*Find the difference*”, two students have two similar pictures but with some differences, they must extract these differences through describing their pictures, i.e. without seeing each other’s pictures. O’Malley and Pierce (1996) call these activities “information gap activities”; they define them as “the ability of one person to give information to another. An information gap is an activity where one student is provided with information that is kept from a partner.”

- **Drama, simulations and role-plays:** These three types of oral activities are very important - according to Bygate (1987) - they are not performed for audiences, the participants work together within an imaginary setting. O’Malley and Pierce (1996) say that such activities are more authentic because they provide a format for using the real-life conversation such as repetitions, interruptions, recitations, facial expressions and gestures. Students often engage in another identity in role-plays, drama and simulations activities, where their anxiety is reduced, motivation is increased and their language acquisition enhanced.
- **Discussion activities:** these activities are often employed for advanced language learners; they can serve as the basis of spontaneous interaction. Lindsay and Knight (2006) point out that in such activities, students are supposed to give their opinions or receive others’ opinions, they can speak freely without being told what to say or not by the teacher, the students should be only informed what to talk about and given the enough time to structure what they wish to say. However, Thornbury (2005) says that many teachers agree that the best discussions are those that arise spontaneously either because one learner reports something personal or because the topic of the course book arise discussion.
- **Presentations and Talks:** The best way to make students gain their self-confidence is through making them present oral works in front of their classmates. Thornbury (2005) asserts that the students act of standing up in front of their colleagues and speaking is an excellent preparation for authentic speaking. A prepared talk is when students make the presentation on a given topic of their choice, and this talk is not planned for an informal spontaneous conversation; it is more writing like.

The problem of poor speaking ability is a crucial one in many countries and Uzbekistan is no exception. This is why Uzbek authors pay much attention to the issue of enhancing speaking skills of students because English has become very popular in our country and it is necessary to build communicative competence of learners. We can name a lot of well-known researchers of this field. Some of them highlight the necessity of integration of communicative and personal-pragmatist approach and offer to connect aspects of ELT with personal psychological characteristics of students. Others discuss the role of modern teaching techniques like the development of skills of monological and dialogical speech, various verbal exercises, and different types of work with texts. Almost all Russian researchers mention the necessity of use of audiovisual means of learning and emphasize their importance in enhancing speaking skills. Teachers should create motivation for communication, using various forms of dramatization/improvisation according to students’ interests. Shchukin. A. N. highlights methods such as projects role-playing, creative work like composition, translation, rendering. He also speaks about the necessity of computer and audio-visual technologies in enhancing speaking skills. It is evident that foreign and Russian authors have many common views on the problem of enhancing speaking skills of modern students. In general, to improve the speaking ability of students, the following steps should be taken:

- place more emphasis on the quality of study books at the basic level,
- give enough time to speaking and phonetic drill of students,
- no scolding but rather providing a friendly environment,
- use practical and applicable strategies by teachers for students while speaking in English most of the time,
- develop boldness and confidence in students to ask questions of their teachers,
- no overcrowded classes,
- awards and motivation for students,
- encourage listening to CNN and BBC, keep up-to-date and constantly retrain teachers,
- arrange various activities and balance in the courses with respect to literature and language.

If teachers take these rules into consideration and try to use them in their work, they will be able to build communicative competence of EFL speakers and improve their speaking ability.

Conclusion

Analyzing all the existing methods of enhancing speaking skills of today’s students it became clear that those methods are not as difficult as they seem to be and every teacher can choose those that she considers more appropriate for her students according to their level of knowledge of English. In Uzbekistan like in many other countries teachers try to use modern technologies in ELT, including Internet-based techniques, listening to audio and video, creative tasks like role-playing, storytelling, describing pictures, and the like. All these, together with students’ interest in learning help teachers enhance speaking skills and make progress in ELT.

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