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**COMMUNICATIVE
COMPETENCE BY
MEANS OF INTERACTION IN
LANGUAGE LEARNING**

*Мақалада тілдік коммуникативтік
элеуеті мен оны дамыту тәсілдері
мен әдістері жайында сөз болады.*

*Статья посвящена развитию
коммуникативной компетенции и
способам ее развития.*

The ability to communicate in English – that is, the ability to interpret and produce meaning – is an important goal for English language learners – especially for those who need to fulfill roles as family members, community members, students, teachers, employers or employees in English-speaking environment.

There are many influential factors in second language learning. For example, learner characteristics such as age, personality, and intelligence. It makes sense that people learn to communicate by communicating. Learners must actively work on communicating to develop skills in communication, and they must practice extensively. “Those learners who engage in regular use of their second language and receive the greater quantity of input will most likely demonstrate a greater ability to use second language”. [1, p. 39] It follows, then, that learners should be provided as much speaking time as possible, both in and out of the classroom.

There are many excellent reasons for using activities which promote classroom interaction. First and foremost, it is preferable to make full use of the most valuable resource – the learners themselves. Not only students are ready and willing to work together but they tend to learn better in a sociable environment and are more likely to stick to their studies when they are part of a strong group.

The activities are designed to further their language learning in several ways:

Since the ostensible aim of the activities is to exchange information on a specific topic, learners will focus on what they are saying rather than how they are saying it helping to dispel any self-consciousness or inhibitions they might have about speaking a foreign language.

Repetition is vital to learning and retaining language, but it can be tedious. During these activities key language elements have to be repeated in an interesting and natural way to communicate the required information.

People are far more likely to retain words and phrases they have used in meaningful context rather than passively seen or heard. When scenarios are created in the classroom, the related interaction and the ‘props’ give students a hook on which to hang the vocabulary. [1, p.41-42]

The language of the course is controlled but the activities allow an element of choice in the language used and are structured in a way that prepares learners for the unpredictability inherent to language.

It is very motivating for learners to realize that, even at this early stage, they can communicate information successfully entirely in the target



language. It promotes a tremendous feeling of achievement and gives them immediate confirmation that they are making progress.

The most common type of classroom interaction is “IRF” – “Initiation – Response – Feedback”. The teacher initiates an exchange, usually in the form of a question, one of the students answer, the teacher gives feedback (assessment, correction, comment), initiates the next questions and so on.

Grouping arrangements

While learners may have individual preferences for the kind of interactional style they favor in the classroom, the interactional dynamics of a classroom are largely a product of choices the teacher makes about the learning arrangements he or she sets up with the lesson. Most teachers use the following learning arrangements depending on the kind of lesson they are teaching, though teachers use some more interaction patterns

a) Whole-class teaching

Teacher leads the whole class through a learning task. The example may be the introducing a topic discussion. The students debate a topic or do a language task as a class; the teacher may intervene occasionally, asking questions about it or eliciting comments around the class to stimulate participation or to monitor.

b) Individual work

Teacher gives a task or set of tasks and student in the class independently on a task without interacting with peers or without public interaction with the teacher who walks around monitoring for example, students complete grammar exercises by going through a worksheet.

c) Pair work or Collaboration

Students do the same sort of tasks as in “Individual work”, but work together, usually in pairs, to try to achieve the best results they can. The teacher may or may not intervene. It is different from “Group work” where the task itself necessitates interaction.

d) Group work

Students work in small groups on tasks that entail interaction: conveying information, for example, or group decision making. The teacher walks around listening intervenes little if at all.

e) Questioning

Only one “right” response gets approved. Sometimes cynically called the “Guess what the teacher wants to say” game.

f) Self-access

Students choose their own learning tasks, and work autonomously.

g) Teacher talk

This may be such tasks which involves some kind of silent student responded, such as writing from dictation, but there is no initiative on the part of the student.

By means of interaction in language learning learners perform a learning task through small-group interaction. It is a form of learner activation that is of particular value in the practice of oral fluency. e.g. Learners in a class divided into five groups get five times as many opportunities to talk as in full class organization.

Interactional approach to language teaching has the following advantages:

- a) It reduces the dominance of the teacher over the class.
- b) It increases the amount of student participation in the class.
- c) It increases the opportunities for individual students to practice and use new features of the target language.
- d) It promotes collaboration among learners.
- e) It enable the teacher to work more as a facilitator and consultant.
- f) It can give learners more active role in learning.

As an example of making use of interactional approach in class we’d like to introduce the sample lesson on the topic “Studies Abroad” designed for the first year students.

Sample lesson on the topic “Studies Abroad”

1. READING

A group of students from different countries came to Hastings, GB, to improve their English. Read the advertisements and help two students to choose a language university to meet their interests.



<p>1.</p> <p>STS STUDENT TRAVEL SCHOOLS General and International Language Courses</p> <p>STS is a world-wide organization with offices in 20 countries. Do you want to learn a language and have fun? <i>Pick up the phone now and call us now for more information</i> <i>at (01424) 814864 or fax us at 01424 812403</i></p>
<p>2.</p> <p>General and Specialist English Courses Two beautiful buildings on spacious grounds Small classes taught by enthusiastic teachers</p> <ul style="list-style-type: none"> • Self-study Computer Centre, video and library rooms • Free-time programmer of excursions, social activities <p><i>HASTINGS ENGLISH LANGUAGE CENTRE</i> St. Helen's Park Road, Hastings Tel: (01424)437048 or 441549 Fax:(01424)716442</p>
<p>3.</p> <p>EMBASSY</p> <p>General English Vacation Courses Examinations Executive Courses English for Special Groups <i>Caring Host Families Required</i> at all times - please call 01424431652 Embassy Language Training Centre 7 Warrior Square, St. Leonard on Sea Tel: 01424 720282, Fax: 01424 431542</p>
<p>4.</p> <p>PINELANDS LANGUAGE CENTRE <i>Intensive English Tuition</i></p> <p>114 St. Helens Down, Hastings Tel: 441424 421506, Fax: 441424 421506 e-mail: pinelands@compuserv.com <i>How good is your English?</i> <i>Do you need English...</i> for business? for examinations? for any other reason? At Pinelands you can improve your English rapidly in a friendly atmosphere, with personal attention. We will also help you to discover more about our background and culture.</p>

A.

Hello! I'm Vilma Pereira, from Brazil. I'm fifteen years old and I want to become a historian when I'm older. I'd like to have an opportunity to discover the background and culture of other peoples.

B.

I'm Maria Santini from Naples, in Italy. I can speak Italian, Spanish and a little English. In my leisure time I read a lot and watch video.



VOCABULARY BOX

spacious	big, with much room (space)
vacation	holidays
executive	administrative
require	need
tuition	teaching
improve	make smth. better
rapidly	quickly
background	history, origin, roots

3. LISTENING

*Listen to an advertisement and guess the university Ann Yeryomina from Russia, has chosen.
Tape script: see exercise 2, ad. No. 3.*

4. WRITING

Choose a language school you would like to enter and complete the Student Identity Card.

Student's Name and Emergency Contacts	
Full Name.....	
Nationality.....	
Age.....	
Blood Group.....	
Allergies (if any)	
Parents/Guardian.....	
Host Family address.....	
Tel No.....	Language
school.....	
Address.....	
Tel No.....	
Course Start.....	
Course Finish.....	

5. PROJECT

Make an advertisement of your department.

The interactional dynamics of a lesson can be viewed as resulting from the interplay between the teachers' and learners' interactional styles, the moment-to moment demands of instruction and the grouping arrangements that have been set up to facilitate teaching and learning lessons, thus, have been constantly changing interactional structure, which can either hinder or support effective language learning.

References

1. Allwright D. "The Importance of Interaction in Classroom Language Learning". – 2000. P. 150
2. English. Английский язык. Первое сентября. №35. (16-22 September). – 2004. P. 24