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INTERACTIVE LEARNING AS PART OF FOREIGN LANGUAGE CLASSROOM MANAGEMENT

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CONTENTS

Introduction ……..…….…….... **7**

Part 1. Pedagogical Interaction: Theoretical and Methodological Basis of the Research …… **11**

1.1. The Concept of Interaction as Treated in Philosophy and Social Psychology ……..…….…… 11

1.2. Interaction in Language Classroom ……..... 13

1.2.1. Interaction Constituents ……... 13

1.2.2. Types of Interaction ……. 16

1.2.3. Teamwork …… 17

1.3. The Postulates of Interactive Learning ……... 19

1.4. Conclusions ……. 22

Part 2. Classroom Dynamics as a Means of Intensifying the Interactive Learning Process ……...…….. **24**

2.1. Dynamics as the Main Pedagogical Challenge ……..... 24

2.2. The Importance of a Positive Classroom Atmosphere ...…. 26

2.3. A Successful Group …… 28

2.4. Complexities of Organizing Interaction ……. 29

2.5. Atmosphere Determining Factors ……... 30

2.5.1. Expectations ……. 30

2.5.2. Teacher Behaviour Based on Expectations ……. 34

2.5.3. The Effects of Teachers' Expectations ……..... 35

2.5.4. Beliefs and rewards ……...…….. 36

2.5.5. Learner Participation …….. 37

2.5.6. Teacher Talk ……...……. 37

2.6. Action Steps for Improving the Quality of Teacher and Student Interaction ……. 39

2.6.1. Exploring Phase …….. 39

2.6.2. Understanding Phase ……... 40

2.6.3. Acting Phase …… 40

2.6.4. Accomplishing the Goal …….. 41

2.7. Conclusions ……. 41

Part 3. Motivation – a Crucial Part of Interactive Learning …… **43**

3.1. What is motivation? ……...……. 43

3.2. Nature of Motivation ……....……...……. 44

3.3. Motivation as Connection ……... 45

3.4. Sources of Motivation ……. 47

3.4.1. Intrinsic Satisfaction …… 47

3.4.2. Extrinsic Rewards …… 47

3.4.3. Success in a Task …… 48

3.5. Self-Esteem and Confidence …….. 49

3.6. Feedback ……. 50

3.6.1. Teacher-Learner Feedback ……. 50

3.6.2. Learner-Learner Feedback …….. 50

3.7. Motivation and Classroom Dynamics …… 51

3.8. Benefits of Motivation …… 53

3.9. Motivation as a Learner-Centred Phenomenon …….. 54

3.10. Tips on Raising Students' Motivation ……..……. 55

3.11. Conclusions ……... 56

Part 4. Interactive Learning in the Framework of Post-Methodological Didactics ……..……. **57**

4.1. Post-Methodological Didactics as an Effective Means of Pedagogical Interaction ……...……...……... 57

4.2. Blended Learning as Part of Post-Method Pedagogy ……. 60

4.3. Interactive Tools in the Framework of Blended Learning .. 61

4.3.1. Group work with glossaries ……..……..... 62

4.3.2. Using Courses on Online Educational Platforms ……... 62

4.3.3. TED Video Resources as a Means of Increasing Students' Motivation ……...…..……. 63

4.3.4. Implementing Interactive Applications ……...…. 64

4.4. Task-Based Learning within the Blended Learning System . 65

4.5. Project Work ……... 66

4.6. Implementation of Content and Language Integrated Learning ……. 68

4.7. Conclusions ……. 72

Part 5. Focusing on Practice: Types of Interactive Activities ….. **74**

5.1. Purposes and Value of Interactive Activities ……..…… 74

5.2. Gamification as a New Basis of Interactive Activities ….... 75

5.2.1. The term content ……..…… 75

5.2.2. Activity Samples ……..……. 77

5.2.3. Elements of Effective Gamification ……. 78

5.2.4. Gamification as a Motivational Tool ……..……. 80

5.3. Traditional Types of Game-Based Interactive Activities ... 82

5.3.1. Functional Communication Activities ……. 83

5.3.2. Social Interaction Activities ……...…….. 90

5.4. Conclusions ……. 93

Conclusion ……..……...……. **95**

Reference ……..…….. **97**

INTRODUCTION

Communication has always been a disputable concept investigated in the framework of numerous sciences: philosophy, cybernetics, information science, psychology, linguistics, semiotics, methodology, and pedagogy. The phenomenon of communication in society was the core of fundamental investigations carried out by a number of prominent Russian and foreign philosophers, psychologists, culture and pedagogy researchers during more than 50 years: G.M. Andreeva [103; 104; 105], G.S. Batischev [110], V.S. Bibler [112], G. Blumer [113], A.A. Bodalev [114], L.P. Boueva [115], G.M. Frolova [169], L.K. Geikhman [118], T.G. Grigorieva [119], M.S. Kagan [131], I.S. Kon [137], C. Levi-Strauss [143; 144], A.A. Leontiev [147; 148], A.N. Leontiev [145], M.I. Lisina [149; 150], H.A. McKee and J.E. Porter [60], G.H. Mead [61], B.D. Parygin [159], I. Tudor [94; 95], I.I. Zhbankova [124], I.A. Zimnyaya [128; 129], and others. They reveal the pivotal role of communication in the beginnings of culture and its development.

Communication embodies various spiritual and material forms of human existence, and is considered its first and foremost necessity in the ontogeny. Taking into consideration the latest changes of life and modernization of education in this country, it is worth addressing the ways of teaching to communicate which are based on the advances of an interdisciplinary approach.

A study of works on communication in classroom (A.B. Dobrovich [120], A.A. Leontiev [148], A.V. Moudrik [156], I.A. Zimnyaya [128]) has proved that communication in the framework of culture is aimed at personal development and formation of in-depth understanding, outlook, and relations with the people around. Moreover, experiments in teaching to communicate on the basis of socio-psychological training (L.K. Geikhman [118], T.G. Grigorieva [119], A.U. Kharash [170], S.S. Lopatina [152], Yu.N. Yemelyanov [122], Yu.M. Zhoukov [125]) have revealed its effectiveness in communicative skills development.

On the one hand, communication is generally regarded one of the most important components of human life. On the other, teaching process based on interaction and resulted in teacher-student and student-student communication, virtually passes over a systematic and purposeful teaching to interact and communicate. This paradox is resolved in the interactive approach to foreign language teaching which pre-supposes communication to be its pivotal element, and regards teaching as classroom interaction management. Thus, interactive approach opens new horizons for eradicating the inconsistencies and contradictions in the teaching process, i.e.:

- use of communication namely as a means of foreign language teaching, and hardly as its goal achieved via classroom interaction;
- urgent need to develop students' communicative competence and the elimination of the communicative approach in educational sphere;

- inconsistency between monologue as the principal means of language teaching and demand for dialogue interaction;
- between the provisions of the interactive learning theory and their formal interpretation;

In this work we postulate that the learning process and interaction are closely interconnected; thus foreign language teaching is aimed, apart from developing linguistic competence, at incalculating in students cooperating skills, tolerance, communicative competence, dialogue forms of communication based on the interactive approach to learning. That determines the topic of our research: *Interactive learning as part of foreign language classroom management*.

It is essential to bear in mind that a classroom is a complex social environment. Organizing the educational process in a safe and well-handled atmosphere is a prominent skill for any teacher. To optimize the learning environment, teachers use a number of strategies, which have already been and continue being studied and elaborated as constituents of classroom management and classroom dynamics area. In order to deeply look into the question, it would be relevant to start with the notion of "classroom management" itself.

In 1985, R.M. Steers defined *management* as "the process of planning, organizing, directing, and controlling the activities of employees in combination with other organizational resources to achieve stated organizational goals" [91, p. 12]. In other words, in the last decades of the XXth century the emphasis in foreign research was made on working with and through others to accomplish the organization goals. The researchers and practitioners of that period mostly examined management issues such as how to organize the room, make it safe and establish the rules of behavior for the students in that classroom (See, for example [32; 73; 23]).

In the XXIst century the emphasis has shifted from the organizational level to the learner. As I. Tudor puts it, British and American researchers "are focusing on increasing their understanding of behavior rather than on expanding ways to control it" [95]. Classroom management and discipline are not synonymous. Classroom management is generally more broadly defined, whereas discipline is one component of classroom management, which specifically addresses students' actions. Many of the emerging classroom management programmes are based on the belief that when a teacher meets their students' essential needs, misbehavior can be avoided.

Modern approach to classroom management is a multifaceted one. However, the concept itself is quite complex: it comprises a range of interconnected factors [59]. In our research, we are mostly concerned with two main challenges for a language teacher in an interactive classroom:

1) intensifying teaching and learning, i.e. making the most of each lesson;
2) motivating students.

In the first part we introduce the main notion, that of *interaction*, and provide an overview of its development over the years. Classroom interaction and its postulates are given special coverage.

In the second part we analyze interaction activities in terms of classroom dynamics, including both teacher-student and student-student interaction as a means of intensifying the learning process. Here we mostly attempt to give a comprehensive look at psychological principles underlying the phenomenon of an (un-)cooperative class or disruptive students and the mechanism of interaction in classroom. We pay special attention to the conditions, which facilitate classroom cooperation and intensify the learning process.

Thirdly, we concentrate on motivation as part of interactive learning. In order to bring out the essential nature of this phenomenon, we attempt to compare various viewpoints on its mechanisms and single out those motivating factors which are in the core of students' interest in the learning process. Our research is largely centered around the interconnections between motivation and class cooperation, with the emphasis on personal-approach tendencies predominant in modern teaching. Each of the chapters is supplemented with practical tips for foreign language teachers: either on maintaining group cohesion or on keeping students motivated.

The fourth part of our research considers post-methodological didactics as a popular modern basis of implementing interactive approach into non-linguistic classrooms, mainly concentrating on the phenomena of blended learning, task-based learning and CLIL (Content and Language Integrated Learning). We also pay special attention to such interactive tools in the framework of post-method pedagogy as group work with glossaries, the use of online educational courses, TED-talks, and specialized interactive applications, which can be of great help to boost students' motivation.

Chapter 5 represents a comprehensive classification of game-based interactive communication activities. Its first part concerns gamification as one of the newest technologies used at foreign language classes for motivation development. Then come activity samples of other game-based types, aimed at developing speaking skills.

We can state that research of the interactive approach to foreign language teaching is very intensive throughout the world, and the number of such studies are increasing annually. In our research we were guided by the above mentioned fundamental works on sociology and ethics of interaction and communication, on general psychology and social psychology (written by such scientists as G.M. Andreeva, G. Bloomer, A.A. Bodalev, L.P. Boueva, A.B. Dobrovich, A.A. Leontyev, M.I. Lisina, G. Mead, B.D. Parygin, etc.).

The theses concerning communication in classroom rest upon the developments by Russian (I.A. Zimnyaya, E.V. Korotaeva, A.N. Leontyev,

V. Ya. Lyaoudis, A.V. Moudrik and others) and foreign authors (D. Allwright and K. Bailey, H. Cooper, M. Covington, Z. Dörnyei, T. Douglas, J. Dusek, T. Good and J. Brophy, J. Hadfield, W. Paine, H. Spitz, I. Tudor, K. Willing, etc.). We hope that a comprehensive view on home and foreign approaches to the interactive theory will help fully embrace the issue, and give answers to a range of questions concerning well-conceived and well-managed application of the interactive approach to foreign language teaching.

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