



## INTERACTIVE METHODS FOR TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

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**Annotation:** *Interactive process is a thoughtful process of communication and interaction between participants in the educational process. This thesis explores the efficacy of interactive methods in Teaching English to Speakers of Other Languages (TESOL). It examines the theoretical underpinnings of interactive pedagogy, highlighting its benefits in fostering communication, learner autonomy, and cultural understanding. The paper discusses various interactive techniques, including task-based learning, communicative activities, gamification, and technology integration, providing practical examples and addressing potential challenges in their implementation.*

**Keywords:** *TESOL, interactive methods, communicative competence, learner autonomy, task-based learning, gamification, technology integration, second language acquisition, English language teaching.*

**Introduction:** The field of TESOL has witnessed a significant shift from traditional teacher-centered approaches to learner-centered methodologies that prioritize interaction and communication. Interactive methods recognize language learning as a social and constructive process, where learners develop their skills through active participation, collaboration, and authentic language use. This thesis examines the theoretical foundations and practical applications of interactive methods in TESOL, exploring their potential to enhance language acquisition, foster learner motivation, and promote intercultural competence.

Interactive methods are grounded in sociocultural theories of learning, which emphasize the role of social interaction in cognitive development. These theories posit that language learning occurs through collaborative dialogue and negotiation of meaning within a supportive learning environment. Interactive activities provide learners with opportunities to engage with the target language in authentic contexts, promoting language acquisition and fluency.





**Main part:** The English word "interact" (where "inter" means mutual and "act" means to act) is the root of the word "interactive." The psychological term "interaction," which meaning "intercommunication," is where the method's name originates. Based on the ideas of American psychologist and sociologist J.G. Mead, interactionism is a current trend in social psychology and education. One definition of interaction is direct interpersonal communication, which is the most crucial characteristic that acknowledges a person's capacity to "take on the role of another" - that is, to envision how the other person or group views a situation - and then interpret it and formulate their own course of action appropriately.

The term "interactive process" refers to a deliberate method of engagement and communication between students. Each participant's unique experience serves as the foundation for this collaboration. High levels of communication intensity, interaction and activity exchange, change and variety of activities, processability (the ability to modify a participant's status), and participants' concentrated reflection on their interactions and activities are characteristics of the interactive process. The definitions of the terms "inter" (between) and "activity" (increased activity) combine to give the meaning of interactivity. Thus, "interactive communication" can be understood as a more intense activity in which participants communicate with one another, and "interactive pedagogical communication" as a more intense, intentional activity in which the instructor and student organise interaction among them for development). Along with the notions of "interactive process" and "interactive communication", such a concept as "interactive learning" is considered. Interactive learning is learning immersed in communication. Here, "immersed" does not mean "replaced". Interactive learning supports the ultimate goal and main content of the learning process. It modifies forms from translating into interactive ones, that is, it includes the exchange of information on the basis of mutual understanding and interaction.

The employment of technology in the classroom is also referred to as interactive content, which is worth mentioning. It is well known that the majority of kids today are proficient users of computers and smartphones. Since most students are now more accustomed to using screens than the traditional whiteboard, teachers must accept that this technological era is here to stay, even though it can be annoying at times. Since technology is such a powerful tool, educators everywhere have had to adjust and come up with new ways to connect with their pupils.

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#### Interactive Techniques in TESOL:

1. Task-Based Language Teaching (TBLT). TBLT focuses on engaging learners in meaningful tasks that require them to use the target language to achieve a specific outcome. This approach promotes authentic communication and problem-solving skills.

2. Communicative Activities. Role-plays, simulations, debates, and discussions provide learners with opportunities to practice using English in real-life situations, fostering fluency and communicative competence.

3. Gamification. Integrating game elements and principles into language learning activities can enhance motivation and engagement. Games, quizzes, and interactive simulations create a fun and stimulating learning environment.

4. Technology Integration. Online platforms, language learning apps, and virtual reality environments offer personalized learning experiences, interactive practice, and access to authentic language materials.

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In essence, interactivity is the incorporation of computers into normal classroom instruction. Adding computer games is one of the most popular instances of interactive content. Some educators believe that pupils who play games focus more on subjects like history, math, and even language. Many instructors think that by presenting material in several ways, pupils can perform better and more fully.

One argument in favour of technology-based interactive learning is that since students are already proficient with the internet, it is very simple and quick to introduce computer-based learning to them in order to capture and maintain their interest. As was already noted, students use smartphones and engage in active





social communication from an early age. The majority of them spend most of their spare time and even time in class "connected" in some form. Students can become more involved in class when this well-known technology is used.

To develop the new kind of future adults who can be both independent and quick thinkers, it is vital to combine the two ideas of interactive learning, that is, the teacher using technology and the students learning independently. Interactive learning is a unique way to structure cognitive activities, a method of thinking that is applied in the form of group projects for students. In these activities, everyone engages with one another, shares information, solves problems together, models scenarios, assesses each other's and their own behaviour, and immerses themselves in a real-world business environment to solve problems.

There are several benefits of interactive methods:

- a) **Enhanced Communication.** Interactive activities promote fluency, accuracy, and overall communicative competence by providing opportunities for authentic language use.
- b) **Increased Learner Autonomy.** Interactive approaches encourage learners to take ownership of their learning, fostering self-directed learning and problem-solving skills.
- c) **Improved Motivation and Engagement.** Interactive activities and the use of technology can create a more stimulating and enjoyable learning experience, boosting learner motivation.
- d) **Development of Intercultural Competence.** Interactive activities often involve exploring different cultural perspectives, promoting understanding and appreciation of cultural diversity.

However, there are some challenges and considerations in interactive learning. Effective implementation of interactive methods requires adequate teacher training and professional development. Access to appropriate resources, including technology and authentic materials, can be a challenge in some contexts. Managing interactive activities can be more demanding than traditional teaching approaches, requiring careful planning and organization. Nevertheless I think interactive teaching methods have more benefits than drawbacks.

**Conclusion:** To sum up, interactive methods offer a powerful approach to TESOL, fostering communicative competence, learner autonomy, and intercultural understanding. By creating a dynamic and engaging learning environment, these methods empower learners to actively participate, collaborate, and develop their English language skills effectively. While challenges exist in their implementation,







ongoing teacher training, resource development, and careful planning can pave the way for successful integration of interactive methodologies and enhanced learning outcomes in TESOL. Further research is needed to investigate the long-term impact of these methods on learner development and to identify best practices for their effective implementation across diverse learning contexts.

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