

# The Interactive Methods and Principles of Foreign Language Teaching

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## The Interactive Methods and Principles of Foreign Language Teaching

**Named after Islam Karimov**

Tashkent State Technical University

Teacher of the Foreign Languages Department:

**Valieva Hurmatoy Sabirovna**

**Allayorova Noila Yaxshinorovna**

**Abstrakt:** There are a considerable number of factors that affect the process of second language acquisition. However, it is worth noting that individual variability in the process of obtaining a second language is considered to be one of the key points in the field of SLA (Gass, 1988). It could be easily contended from a range of observations that the achievement of L2 learners vary despite the fact that the procedure of learning is exactly the same. According to Johnson (2001) the variables having contribution to different levels of attainment in language proficiency is divided into 3 categories: cognitive, affective and personality variables.

**Key words:** individual, affect, extraversion, fluency, English.

### Introduction

The subject I decided to work with is 6<sup>th</sup> grade at one the secondary schools in Tashkent. A is now 13 years old. The learner is Uzbek who is being brought up in a traditional family with quite strong cultural and spiritual values and customs practiced in his home. However, the subject is bilingual speaking fluent Russian in educational and social domain additionally to his mother tongue. Uzbek is spoken both inside and outside home. Also, A speaks English well owing to being exposed to learning it as a compulsory subject from grade-1 (6 years) and since he studies in a class which is specialized into English, he has an opportunity to have English classes times in a week. Moreover, he has been taking extra courses for the last 4 years. A went to Russian-Medium Instruction group in kindergarten and, currently, he is attending the same type of class at public school too. Therefore he has an opportunity to meet with people from different mentalities, beliefs, languages and religions. The participant is a kinesthetic a visual learner at the same time. As an L2 learner, I would describe this learner as an active, energetic, impulsive, extravert and eager to learn new things in class. The participant's average level is "B".

Because I have known A for a long period of time, I was able to observe and assess his attitude, goal and interest as a second language learner in classes. Based on my knowledge about the subject, I decided to study his dominant personality, extraversion, and how it is contributing to his oral language proficiency.

Extraversion, introversion, inhibition, risk-taking and anxiety are considered to be essential characteristics that might affect second language learning process.

*Extraverts* are said to be talkative, outgoing and impulsive. They tend to take risks and seem not to like tranquility, and they are believed to be active in social and outdoor activities. Moreover,

they may be active in classroom activities which require energy. On the other hand, *introverts* are considered introspective and reserved. They tend to like solitude, and learners in this category are likely to have a tendency towards being engaged with more calm activities and mostly concerned with inner world of ideas (Dawaele & Furnham, 1999).

*Inhibition*, the feeling which involves fear and embarrassment when having public speech that hinders being natural, is considered to have a detrimental effect on language learning process since learners in this group are afraid of making mistakes and overtly criticize themselves on them. However, a number of researches have been conducted on discovering different teaching approaches to solve this issue and have been achieved to the breakdown of barriers to some extent (Brown, 2000).

*Risk-taking* is the notion that describes one's capability of making reasonable guesses (Rubin & Thomson, 1994). As Beebe (1983) contends that people are afraid of taking risks for two main reasons:

- In the classroom: since they may get a bad mark or fail the exam;
- Outside the classroom: since they may look weird to other people.

A number of studies were conducted to promote risk-taking since it is highly likely to improve learners' self-confidence and encourage them to experiment and to discover the target language (Dufeu, 1994).

*Anxiety* is typically defined with the words such as uneasiness, frustration, self-doubt, apprehension, or worry. Surprisingly, "the willingness [of a learner] to communicate has also been related to anxiety" (Zafar & Meenakshi, 2012, p.644).

According to recent research findings, it has been discovered two opposite anxieties one of which is called Debilitative, stands for harmful anxiety, whereas, Facilitative one stands for helpful anxiety. It is suggested that facilitative anxiety might make people be alert (Brown, 2000) and improve competitiveness that both avoids learning enhancement and motivates to learn simultaneously (Bailey, 1983)

According to Eysenck's (1985) theory, introverts are believed to learn better L2 compared with extraverts due to their stronger mental concentration. Eysenck (1985) claimed that "although introverts' short memory is inhibited up to 5 minutes after information input, they can, because of their higher reticulo-cortical arousal, encode new material more efficiently into long term memory" (p. 260)

However, these hypotheses appear to be contradictory for other SLA researchers, who were in the support of extraverts in terms of acquiring a language. Extravert learners are energetic and active both in classroom conditions (Cook, 1991) and outdoor activities (Swain, 1985). Ellis (1994) discovered that "extraverted learners will do better in acquiring basic interpersonal communication skills" while "introverted learners will do better at developing cognitive academic language ability" (p. 520). It has been contended that extraversion has little correlation with writing skills but it is closely linked to communicative output (Dawaele & Furnham, 1999).

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It is worth noting that the surveys devoted to the effect of extraversion on communicative skill demonstrate mixed results. For instance, the result of Rossier's research showed positive correlation between extravert learners and their speech output (Rossier, 1976). The studies on variation in French inter-language conducted by Dewaeles (1995, 1996, 1998) and Dewaele and Furnham's (2000) similarly demonstrated positive relationships between extraversion scores (Eysenck Personality Inventory) and the length of statement, the amount of filled pauses and rates of speech. Bush (1982) having observed 39 Japanese learners' both written and oral abilities, discovered that extraversion impacts negatively into "ratings of fluency in non-spontaneous speech" (Daele, Housen, Pierrard & Debruyne, 2015). Ultimately, according to Ely (1986) it is asserted that "assessing risk-taking and sociability as the functions of extraversion for 75 English speaking adult learners of Spanish, found no correlation with fluency measured by means of an oral interview" (p. 217)

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The main reason why I have chosen this student is that I have known this learner for 4 years since started to take extra English courses. During 2015/2016-academic year, I was an General English teacher at the "Get Innovative Club" learning center in Tashkent where I worked part-time in addition to my university studies. And was the participant was one of the learners in my ever first group. Their group comprised my kids' group in which everything was taught from the beginning. However, the following year when I quitted my job, there was a year gap that I did not teach him, instead, he attended to another teacher. Nevertheless, it has been nearly 2 years since I started my teaching process with him again. Because we became neighbors, I have been doing home-teaching and achieving desirable results.

Some experts propose strong reasons defining the effectiveness of extensive reading. Nation, for instance, points out three reasons why learners can develop best through extensive reading. First, reading is essentially an individual activity; therefore, learners of different proficiency levels could

be learning at their own level without being locked into an inflexible class program. Second, having an extensive reading activity, students are allowed to follow their interests in choosing what to read, and thus, increase their motivation for learning. Third, extensive reading provides the opportunity for learning to occur outside the classroom.

An ideal extensive program should introduce students to the dynamics of reading as it is done in real life by including some elements of real-life reading such as the choice of books to read and the purpose of reading. To be more practical, Day and Bamford & Day characterize an ideal extensive reading program in ten points.

- 1) Students read as much as possible, perhaps in and definitely out of the classroom.
- 2) A variety of materials on a wide range of topics is available so as to encourage reading for different reasons and in different ways.
- 3) Students select what they want to read and have the freedom to stop reading material that fails to interest them.
- 4) The purposes of reading are usually related to pleasure, information and general understanding. These purposes are determined by the nature of the material and the interests of the students.
- 5) Reading is its own reward. There are few or no follow up exercises to be completed after reading.
- 6) Reading materials are well within the linguistic competence of the students in terms of vocabulary and grammar. Dictionaries are rarely used while reading because the constant stopping to look up words makes fluent reading difficult.
- 7) Reading is individual and silent, at the student's own pace, and, outside class, done when and where the student chooses.
- 8) Reading speed is usually faster than slower as students read books and other material that they find easily understandable.
- 9) Teachers orient students to the goals of the program, explain the methodology, keep track of what each student reads, and guide students in getting the most out of the program.
- 10) The teacher is a role model of a reader for students-an active member of the classroom reading community, demonstrating what it means to be a reader and the rewards of being a reader.

Without leaving the main characteristics of extensive reading, not all of the above ten characteristics of successful extensive reading course are going to be applied in this study as it will be combined with the two other approaches.

## **CONCLUSION**

A number of key issues with respect to the extraversion construct have been addressed in this study. First we sought to examine the level of the participant. Secondly, we analyzed if the participant can handle with the breakdowns in oral speech as well as show appropriate behavior and body language during the prepared speech. Thirdly, it has been studied if the student can express his thoughts and views in L2. Finally, it was checked that if the student can handle with breakdowns in oral speech with a native speaker.

The hypothesis tested in this study was that extraverted L2 learners would outperform introverts in fluency. Lexical and grammatical accuracy were hypothesised to be lower for extraverts. At the end of the research it has been partially proven Rossier's theory that "people

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owning extraverted personality are tend to be fluent in communication aspect of L2” since it was identified some mistakes in terms of grammar during the whole observation and study also led to the agreement with the view of Ellis (1994) that “extroverted learners will do better in acquiring basic interpersonal communication skills” while “introverted learners will do better at developing cognitive academic language ability”(p. 520).

From my own perspective, it could be inclined that it should be taken into consideration the age of the participant. Since the participant is young enough to be fluent, possibly, the same study might show different results. During the process of research design different ideas ran through my mind to conduct the case study. However, I chose the way that could do. Through deep investigation, I have found out that one of the final observation types of activities are Direct Communication with a native speaker or Online Communication since they might have a greater contribution to evaluate the student’s process and progress after series of lessons. Till the end of the process of my case study, I kept this idea to implement in my study. However, I could not find an opportunity to find neither native speaker nor online friend to ask a favor. So I would suggest to examine this procedure for those who had in mind to investigate this topic in the future.

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