

Teaching English as a Foreign Language Effectively in Face-to-face Class

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Abstract: This research paper provides a comprehensible review of the essential factors in English Language Teaching in face-to-face class. The study identifies specific characteristics of Technology-enhanced language learning, interaction, motivation, usage of real communicative activities in teaching English as a foreign language. After investigating research papers on the important aspects of teaching English, suggestions and recommendations are proposed to use in conducting EFL effectively in traditional classrooms.

Keywords: Teaching English, effective teaching, technology-enhanced language learning, interaction, motivation, communicative activities.

Introduction. There are many goes and downs in the history of foreign language teaching, that several methods come and go after a while. So, many foreign language teachers confuse which one to use or how to teach effectively. In the 21st century, there is indeed no trending teaching methods or approach. Scientists such as Kumaravadivelu (2003), Nunan (1991) recommend using an eclectic approach, which is a mix of all approaches and methods. It seems to be the solution of effective foreign language teaching, however, teaching foreign language can't depend on only methods and approaches. Thus, other factors also affect organizing a successful foreign language teaching environment. In FLT there should be the usage of advantages of each method and approaches also consideration of other factors that contribute to conducting meaningful lessons in in-person lessons.

Technology-enhanced language learning. Graddol (1997) claims that "technology lies at the heart of the globalization process: affecting education" (p.16). In the 21st century, language learners digital loved ones, want to spend more times on their mobile phones and computers. Instead of prohibiting using mobile phones during English lesson in the classroom, students should be encouraged to use for the advantages of learning foreign language. But it is important to use digital devices in the "true way" in other words in a structured and planned way of learning language. With the help of computer technology, students have more opportunities to learn to communicate in a foreign language in real life outside of the classroom, from authentic materials in the foreign language they are learning. At the same time, foreign language learners have the opportunity to learn a foreign language effectively outside of class by making friends and communicating with native speakers of that language through social networks. Akbari et al (2016) point out that engaging English learners in real communication with native speakers is important for successful foreign language learning. Through social interaction with native speakers, English language learners can acquire the ability to communicate in the foreign language as well as how to use a foreign language outside of the classroom. It is the application of the theory of social constructivism developed by Lev Vygotsky (1978) in the foreign language teaching, despite differences in location and time. Usage of technology in EFL classroom gives opportunity to use authentic learning materials. Authentic materials on the internet to develop four skills: listening, writing, speaking, and reading. The internet can serve as a library of sources for English language teachers and students. Internet library saves time by allowing users to find information instantly through search engines. In addition, on the Internet, students can independently choose the type of material that best suits their language

level without the teacher guidance. Students' self-assessment of materials on the Internet as necessary or unnecessary, contributes to the formation and development of critical thinking and analysis skills, which are important in the learning process. It is important to increase the effectiveness of teaching through the use of technological tools in the educational process, not with the availability of such technologies, but with the use of the right methodology that leads to an effective learning process. By implementing digital devices into teaching process: language learners are encouraged to be active in the classroom; individualized of education can be achieved successfully; practice stage of the learning process can be tracked easily; students' intellectual and critical thinking skills can be developed.

Interaction. Shukina (1983) believes that activism in education can be achieved through the establishment of cooperation between teachers and students. Smolkin (1991) lists the following factors that motivate students to be active: professional interest, creativity of educational activity, educational process in the form of competition, educational process in the form of play, emotional impact. According to Anderson (2004), interaction is "critical component of the educational process and context". Constructivists stress the importance of interaction in the learning process, acquiring knowledge by communicating with others. Garrison and Shale (1990) state learning process occur during interaction between contents, students, and teachers. Moore (1989) divided the three most common types of interaction: students and students, students and content, learner-teacher. Learner-learner interactions occur in group projects and discussion groups. Learner-content interactions happen when students read materials, watch the video, comprehend the information. Garrison & Cleveland-Innes (2004) indicate interaction an essential part of learning language. Moreover, it is key element of connections of students (Rovai, 2002) and leads to the achievement of a common goal among students (Hathorn and Ingram, 2002).

Motivation. Leontev (2005), Vigotsky (1996), Aysmontas (2004), Daniels (1994), Ushioda (2007), Chambers (1999), and Monakhov (1995) studied motivation as an important factor in the effective teaching of a foreign language. According to Monakhov (1995), following conditions will awaken the inner motivation of students: 1) Give students the freedom to choose. The learner should be able to freely choose the educational institution, the teacher, the program, the course and the form of assessment. 2) Freedom of choice allows the learner to have a sense of decision making. 3) Minimal use of rewards and punishments for learning outcomes. 4) Learning materials should be selected according to the interests and needs of the learners. 5) the teacher's attitude towards the learner. Smolkin (1991) also emphasizes the importance of motivation in education. According to Smolkin (1991), the learning process be interesting, when students take an active part in the lesson learn voluntarily. When students are forced to study any subject or book, they only imitate being an active student, in fact they are not actively participate through real inner motivation. Kasatkina (2003) believes that motivation in foreign language learning can be reduced for two reasons: 1) Teacher: a) choosing materials that do not correspond to the level of and interests of the foreign language learner; b) giving more or less tasks; c) ignorance of innovative pedagogical technologies; d) inability to communicate well with students (p.23). 2) Student: a) not having enough knowledge or not knowing how to learn a foreign language independently; b) not getting along well with other foreign language students in the group (p.37).

Communicative activities. Richard and Rodgers (2010) claim "Communicative Language Teaching means little more than an integration of grammatical and functional teaching". CLT focused on student's autonomy of learning with minimal intervention from the teacher. The teacher as a facilitator should monitor the class, if there is a misunderstanding in the task and students did not solve it in many attempts then the teacher can guide them to reach the solution (Richard and Rodgers, 2010). Boyadzhieva (2014) acclaimed that usage of the native language is not prohibited, if necessary, it can be used in explaining grammar rules or giving the translation of the difficult concept. CLT is the most common approach in foreign language teaching as it works on four skills equally and resulted that student can use of the language in the real world, outside the classroom. Moreover, activities should be designed according to the needs of the language learners. To implement native English language into the classroom, teacher intervention and teacher talk time should be minimal and students should be active. Lessons should be learner-centered and teacher

facilitate the classroom not to authorize the lesson. Overuse of Teacher Talk Time is frequently the result of a lack of communication practices in the classroom. Here are some tips to assist EFL teacher cut down on Teacher Talk Time.

Instead of explaining, elicit. EFL teachers do not need to explain everything since they may provide actual examples and guided questions. This type of discovery learning can lead to significant comprehension and learning achievement.

Keep instructions as simple as possible. To check comprehension, use basic conceptual questions. There should be no need for re-explanation or quitting a task to clarify again if explanations are precise and understanding verification is accurate.

Adapt task. It is a good idea to look at activities existing in coursebook or teaching toolbox and adapt them when determining which activities to do with students. EFL teacher do not have to create new activity alternatively; they can modify it with ease. In many textbooks there is given activities but not to encourage communicative competence of the language learners. For example, in the exercise 2 on the page 118 in the Headway intermediate student's book 5th edition, there is given questions about text, students should answer them after reading it. This task is designed to check students' comprehension of the text. By answering questions students are encouraged to speak.

2 Answer the questions.

- 1 What is Andy going to do in Amsterdam?
- 2 What does Matt do for a living? What does Andy do?
- 3 Why has Matt been ignoring his phone?
- 4 What does Andy do in his free time?
- 5 Why might Matt lose his job? Why isn't he too worried about it?

However, it may not be really communicative and comprehension task. To check students' comprehension, it seems better to make students create questions about the read text. In order to make questions, students have to comprehend the text thoroughly. As well as students are encouraged to think critically as well as they should know answers to make questions. In short, making questions improve students' writing, analyzing, synthesizing, critical thinking skills.

Consider silence as a norm. Silence is beneficial not just while students are working independently, but it also allows for 'handling opportunity.' Whenever the student simply needs time to respond, encouraging, offering hints, and paraphrasing the question might be unhelpful.

Communicative activities with grammar exercises. As there is a gap between grammar practice and authentic communication, grammar exercise is not a waste of time. However, this form of training alone would not adequately prepare students for real-life English conversation. Try to provide practice that is both structured and has some of the aspects of constructive discussion.

Make reading and writing lessons communicatively. Even if it is normal to read and write individually in English as a foreign language class, it would be enormously beneficial to do reading and writing tasks collaboratively and communicatively. For example, students can be required to tell their partner what they know about the topic they are going to read or write; Or looking at some pictures on the topic, and predict what will happen is a common way to make reading or writing lessons communicatively; Students read only the first paragraph of the text or essay which is written by their peers and then predict; Running dictations and jigsaw reading are also popular activities in ESL classroom.

Increase student talk time. Including more speaking in reading and writing activities makes reading and writing classes more enjoyable and boosts student conversation time. Many teachers feel that the primary purpose of EFL teacher when choosing speaking tasks, is students should be able to communicate. Learners can improve their fluency by engaging in a lot of discussion exercises. However, this type of training does not always have to improve a learner's accuracy.

Teachers balance fluency and accuracy activities in a useful conversation class. This could be seen in their exercise selection.

Conclusion. As the last word, it should be taken into consideration that teaching English as a foreign language cannot be framed or strictly structured. Effective teaching English language equally depends on teachers and students in the classroom. After researching the topic, it can be concluded that it would be better that teachers should minimize teacher intervention, teacher talk time, should not authorize the lesson, and facilitate students to learn language autonomously. As well as, EFL teacher should create an atmosphere in the classroom that encourage learners to interact with each other freely and motivate them to learn with up-to-date technologies. Students, in turn, ought to be active as much as possible in learning foreign languages. Moreover, learners should take responsibility for their study rather than depending on their EFL teacher in every aspect of their study journey.

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