

# TEACHING MODELS IN THE CONTEXT OF OVERCOMING THE LANGUAGE BARRIER

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## ABSTRACT

This study compares the models of passive, active and interactive teaching a foreign language and focuses on the educational task to overcome the language barrier by learners. Furthermore, it gives practical advice for educators to help students tackle communication problems through “Novelty of the Object principle”, “Ball Gaming”, a priority list and others. It emphasizes the three main aims of “Ball Gaming” such as the effect of unexpectedness provided by sparkling, musical and colorful balls, eradicating students’ phobias and blocks and preventing students from cheating as while catching and returning the object to the teacher or another student, it is impossible to be distracted. Moreover, the conducted research proves the specific aims of the passive, active and interactive teaching models and reveals the proportion of the most effective time consuming for them in the classroom environment. It also provides strategies for teachers contributing to encouraging shy and dyslexic students to communicate freely and avoid stress. The study also reveals the spheres of application of the above- mentioned models in the educational process when teaching the English language. More than that, the study points out the role of health care in the educational progress and, firstly, gives recommendations for dynamic interactive activities. Secondly, it emphasizes the role of hygiene providing washable visual tactile materials used in “Ball Gaming”. Finally, this research proves that interactive teaching is the most efficient model of education to help learners overcome the language barrier as the educator arranges the process using dialogues, polilogues and group work among the learners using dynamic pupil-centered activities. Following a logical combination of the above-mentioned models the educator could gain excellent results to explain, activate, practice, systematize and test the learning material and contribute to eradicating the language barrier by the learners.

**KEYWORDS:** teaching models, overcoming the language barrier, “Ball Gaming”, Object Novelty, priority list, eradicating phobias, communicative skills, “Snowball Game”, health care.

## INTRODUCTION

Nowadays, there is an acknowledged definition of the teaching model that “can be defined as the depiction of teaching and learning environment including the behavior of teachers and students while the lesson is presented through that model. Models of teaching enable the students to engage in robust cognitive and social task and teach the students how to use them productively” [7].

When considering the character of relations between the educator and learner within the educational process, there are three common models of teaching systemized by G.O. Astvatsaturov. They are the models of passive, active and interactive teaching. Each model applies different approaches to educational tasks and contributes to overcoming the language barrier differently.

The language barrier is defined by Merriam-Webster Dictionary as “a difficulty for people communicating that speak different languages and do not have a common tongue for communicating”. The language barrier can exist as a consequence of a psychological factor, like shyness, a lack of sufficient knowledge and skills or articulation and hearing disabilities. It can also be a semantic barrier of communication.

Let us discuss the reciprocity of the model applied at the lesson, the task and methods to facilitate overcoming the language barrier by English language learners.

The model of passive teaching has a restrict possibility to cope with the language barrier as the connection between the teacher and class where the learners perceive information dormant is dominated by the educator. The application of this model is acceptable in terms of an academic lecture supplying the

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students with new material to learn. The aim is to provide maximum information in a limited period of time. However, in school education this type is ineffective as the children passively perceiving information can neither eradicate their language barrier nor create Critical thinking. As a result, “the sphere of using it in the educational process could be restricted by explaining a new material to learners. The teacher should be more inventive to introduce different teaching techniques to keep the students interested in the learning process” [4: 55]. In order to produce educational effectiveness, it is appropriate to use tables, posters, gestures, objects and intriguing vocabulary.

The active teaching model means an individual approach to every pupil varying the tasks. When applying this model, the educator can facilitate students’ better speech skills. However, he should be conscientious about taking into account the students’ basic abilities and personal features. For instance, dyslexic, shy pupils or the ones that are afraid of making mistakes cannot be challenged to answer teacher’s questions first letting more communicative and willing to speak students start. At the first stage, the students that find it difficult to communicate could be the last to answer the educator’s questions. Insensibly, they will be the first to do it but it takes time. The teacher should have the responsibility to accomplish the main task: every student should be asked equal number of times in class. It is advisable to work out a priority list in advance before the lesson starts and bear in mind that shy students asked last at the lesson should be challenged to answer earlier next time.

When deploying the active model of teaching gaming is very efficient. Practicing speech work indirectly through a ball game is highly recommended. For instance, using tens of balls in teaching practice as the effect through “Object Novelty” not only provokes speech but also supports the interest in the learning process. It should be acknowledged that we should follow the rule of hygiene, so the educator uses washable balls made of plastic and rubber of different colors, shapes, transforming, sparkling, musical and others. Furthermore, the ball provides the effect of unexpectedness, like coming across a foreigner in the street. More than that, it makes the learner forget about phobias and blocks. Finally, a ball game prevents students from cheating as while catching and returning the object it is impossible to be distracted.

The assignments can vary from “Name the synonyms/ antonyms”, “Answer the questions”, “Disagree with an opinion” or “Interpreting sentences” in these spheres when the educator throws a ball to a pupil expecting the depending on the task answer with the returned ball. It goes without saying that students’ attention could be captured by the educator when he uses the Novelty of the Object principle.

The Interactive teaching model is defined as “a means of instructing whereby the teachers actively involve the students in their learning process by way of regular teacher–student interaction, student–student interaction, use of audio-visuals and hands- on demonstrations. The students are constantly encouraged to be active participants” [7].

As a result, we gain a large variety of possibilities to help students cope with the language barrier. It is reasonable to play the “Catch and Say” game accomplishing the task of disposing of communication problems in Teacher–Pupil–Pupil cooperative work.

Interactive teaching is the most efficient model of education to help learners overcome the language barrier as the educator arranges the process using dialogues, polilogues and group work among the learners in a way they are actively involved in the learning process through teacher-student and student-student interaction.

## **METHOD**

### ***Participants***

The study focuses on the application of the three teaching models to teach English demonstrative pronouns was demonstrated in five groups each comprising ten pupils aged nine-ten. The study was conducted at the private language school “Lingua Centre Pro” (by Koryina Irina).

### ***Materials***

This research paper refers to applying the passive, active and interactive teaching models in the classroom environment. As far as we know, the model of passive teaching can be applied in terms of providing a lecture or while explaining new grammar materials to learners. The teaching method applied

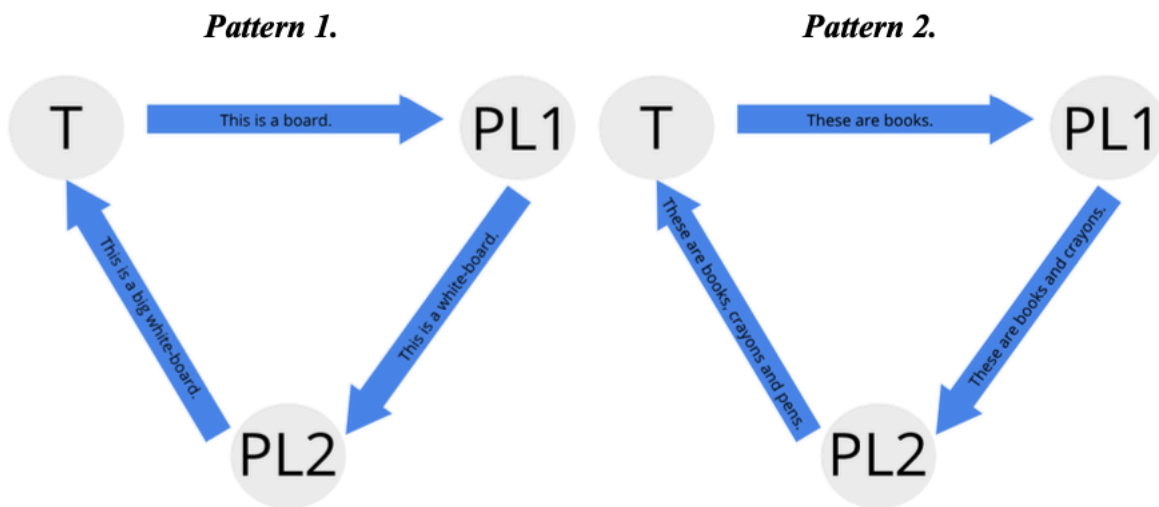
while using this model was Teacher- Centered as the pupils passively comprehended the information delivered by the educator. Speaking about the active and interactive teaching models, the Student- Centered method was performed in the structure of the lesson. The application of the teaching models needed visual resources designed by the teacher. To fulfil the educational task the educator also used resource “English for Children” by Prof. Elena Merculova. Not forgetting about the importance of the main task to eradicate the language barrier, tactile resources such as balls were used. Moreover, two tables and a video-presentation were demonstrated in class.

**Procedures**

At the beginning of the lesson the application of a passive model was successfully done as the teacher used both verbal and non-verbal support by giving a presentation about the usage of the English demonstrative pronouns this, that, these, those followed by the table presenting two trains with “Passenger Words” and highlighting the differences in the structure of the sentences. (see Appendix A1)

The application of an active teaching model was inevitable as practicing phonetics (the interdental sounds [θ], [ð] and the vowel length of [I:], [I]) had to be accentuated. Furthermore, the active pattern provokes analytical thinking and the teacher’s question to fill in the blanks using Table 2 (see Appendix A2) encouraged students to analyze the grammatical structure further deploying the transfer method. It should be pointed out that the next lesson stage called “Ball Gaming” contributed both to eradicating the language barrier and practicing the newly- learned rules. Throwing a ball to a student, the teacher asked him to transform a sentence in a singular form into a plural form sentence. (i. e. T: This is a pot - PL: These are pots). To avoid pupils’ distraction and to make them forget about phobias, shyness and possible unnecessary interference the teacher employed the interactive teaching method thus stimulated the learners to further speaking enhancement. A further “Snowball Game” when students pass the ball to each other adding a word was an efficient task (Fig 1.)

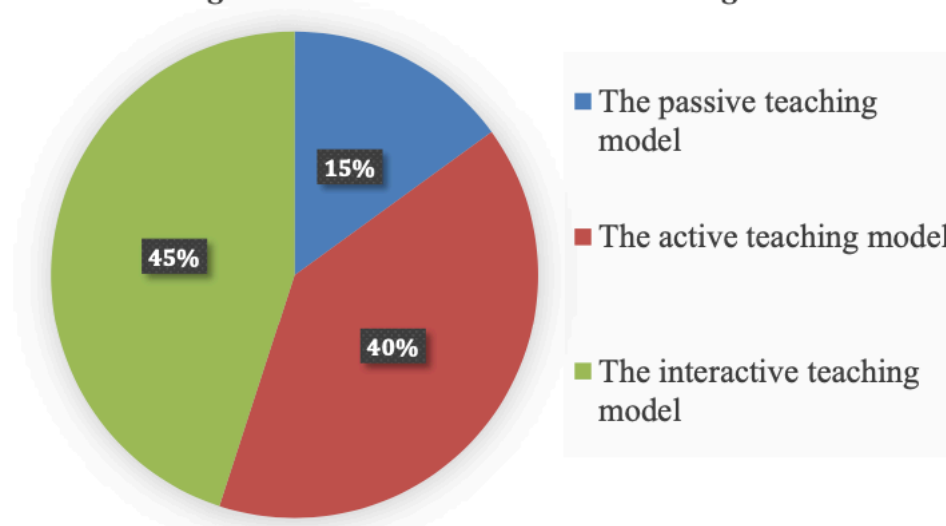
**Fig.1. “Snowball Game”**



To follow the Object Novelty principle different balls were used to capture students’ attention from setting the task to the end of the stage of the lesson. It should be acknowledged that the health care issue is of significant importance in the classroom environment. The balls used by the educator should be washable. More than that, the students were advised to change their position from sitting to standing up, to wit they should stand when performing the interactive exercise.

Special attention was paid to time consumed by the applied teaching models in the order they followed (considering 100% - 60 minutes). (Fig.2.)

**Fig.2. Pie Chart to show time consuming.**



## RESULTS

The teaching resources were selected from practices that have been applied by the ESL educator for over twenty years and have been proved to be efficient both for overcoming the language barrier and providing new materials. The 15%-40%-45% proportions of time spent applying the above-mentioned teaching models and the logically used combination of them proved a 98% effectiveness of the study as only one pupil was distracted, and the teacher made effort to attract his attention to the provided grammar material.

## DISCUSSION

Having taken into the consideration the results of the study, the data show that the ESL educator should apply the passive, active and interactive teaching models in the educational process. It is hard and insufficient for qualified educational process when only one educational model is used. It should be a logical combination of the above- mentioned models. That means that for explaining the new language material the teacher utilizes the passive model, for systematization and testing the gained knowledge it is more appropriate to use the active teaching model, and for activating, practicing skills and providing a motivation for further learning the most efficacious model is the interactive one. Although all three methods are used in language class, in terms of overcoming the language barrier by learners, the active and interactive teaching models of teaching are effectively used whereas the passive teaching model is an essential aspect of introducing new learning material to students.

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APPENDIX A:

Fig.A1

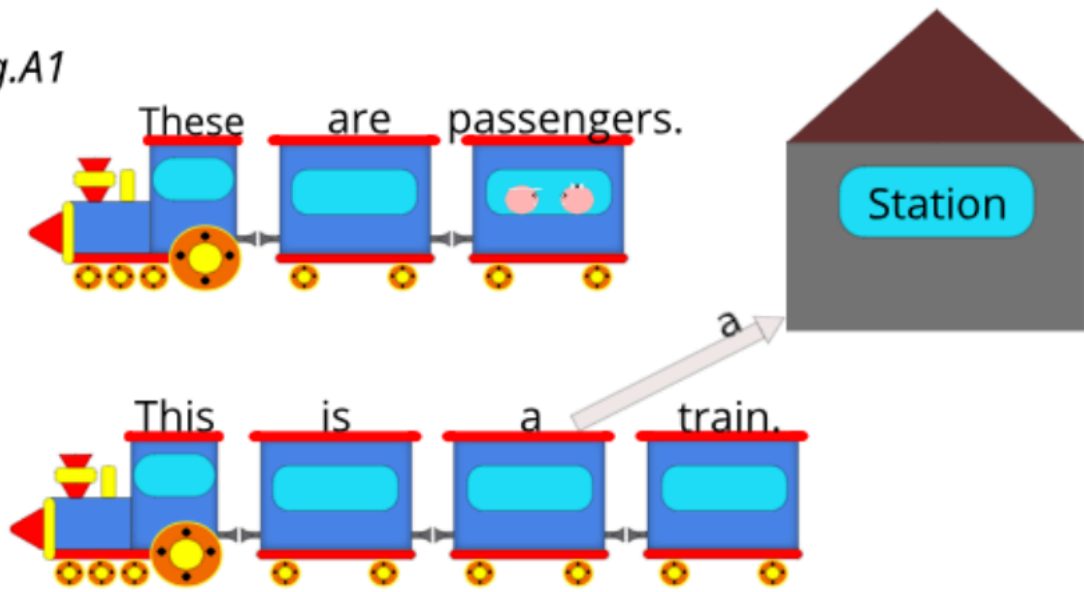


Fig.A2

