

## **INTERACTIVITY IN FOREIGN LANGUAGE REMOTE TEACHING**

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### **INTRODUCTION**

The current stage of development of society in the world determines the need for a significant increase in the quality of training of specialists in a higher educational institution. Scientific and technological progress makes new demands on both the person and the higher education system. The growing volume of information requires a transition to fundamentally new technologies in higher professional education. The priorities in the training of specialists are aimed at the development of critical and creative thinking, the formation of the personality as a subject of self-development, mastering the skills of managing their educational activities. Thus, the abilities and professional skills of a specialist who is able to adequately respond to the ongoing changes, make decisions on their own and implement them in practice are brought to the forefront.

It is quite obvious that in order to achieve the above-mentioned goals in the training of specialists, the educational process must include a form of multilateral communication or interactivity.

Oxford Dictionary defines the word ‘interactivity’ as the process of two people or things working together and influencing each other; the ability of a computer to respond to a user’s input<sup>94</sup>.

Today, receiving higher education remotely is becoming more and more popular among people, since undergraduate students are not tied to the place of study, but can study whenever and wherever it is convenient for them. The introduction of interactive technologies in the remote educational process is very important since the basis of any interactive methods is a dialogue which is vital when learning a foreign language.

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<sup>94</sup> Oxford English and Spanish Dictionary, Thesaurus, and Spanish to English Translator. URL: [https://www.lexico.com/?search\\_filter=en\\_dictionary](https://www.lexico.com/?search_filter=en_dictionary) (дата звернення: 10.11.2020).

Moreover, interaction to each other through the use of technology gives undergraduates a sense of community, they do not feel isolated and have motivation to develop new ideas, share information, study a foreign language deeper.

Interactive teaching models involve active communication between undergraduate students themselves and with their academic staff member. Such communication should remain paramount at all stages of teaching a foreign language in the process of a remote course. Video conferencing, discussion forums and instant messaging allow academic staff members to use pair, group, collective forms of work, which imitate traditional classroom work in the foreign language classes, but already in virtual mode.

The most popular interactive methods which are widely used in teaching of foreign languages for both classroom and remote education are discussions, debates, role-playing games, projects, etc. Such forms of activities allow undergraduates to show their initiative, independence in their arguments and statements which help undergraduates develop their foreign language and professional competency.

The analysis of the scientific literature showed that the issues of interactive technologies were considered by such researchers as Godovanets, N. I. and Legan, V. P.<sup>95</sup>, Varga, L. I.<sup>96</sup>, Cherkasova, I. I. and Yarkova, T. A.<sup>97</sup>, Pometun, O. I. and Pyrozhenko, L. V.<sup>98</sup> and others. The usage of interactive technologies in remote education was studied by Muirhead, B.<sup>99</sup>, Clanfield, L. and Hafield, J.<sup>100</sup>, Croxton, R. A.<sup>101</sup> and others.

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<sup>95</sup> Годованець, Н. І., Лєган, В. П. (2017). Короткий огляд інтерактивних методів навчання іноземної мови. *Науковий вісник Ужгородського університету. Серія : Педагогіка. Соціальна робота.* Ужгород. Вип. 1(40). С. 60–62.

<sup>96</sup> Варга, Л. І. (2017). Формування комунікативної культури майбутніх учителів засобами інтерактивних технологій : дис. ... канд. пед. наук: 13.00.04: Державний ВНЗ «Університет менеджменту освіти» НАПНУ. Київ. 299 с.

<sup>97</sup> Черкасова, І. І., Яркова Т. А. (2012). *Інтерактивна педагогіка : учебно-методическое пособие.* Санкт-Петербург : НОУ «Экспресс». 190 с.

<sup>98</sup> Пометун, О. І., Пироженок Л. В. (2004). *Сучасний урок. Інтерактивні технології навчання.* Київ : вид-во «А.С.К.», 2004. 192 с.

<sup>99</sup> Muirhead, B. (1999). Attitudes toward interactivity in a graduate distance education program: a qualitative analysis. URL: <http://www.bookpump.com/dps/pdf-b/1120710b.pdf> (дата звернення: 20.10.2020).

## 1. Defining Interactivity and Interactive Teaching

Interactivity is the ability to interact or be in the mode of conversation, dialogue with someone or with something. Interactive teaching allows organizing the educational process in such a way that all undergraduates are involved in the cognitive process, have the opportunity to understand and reflect on what they know and what they think.

Modern educational literature considers interactive teaching as teaching, based on the process of communication<sup>102</sup>; as the ability to interact, learn in conversation, dialogue, action<sup>103</sup>.

Researchers Anishchenko, O and Yakovets, N. believe that interactive teaching is a kind of an active one. Its essence is that the learning process takes place under conditions of constant active interaction of all undergraduates and academic staff members. It is co-learning, mutual learning, when all subjects of the pedagogical process are equal<sup>104</sup>. In its turn, Varga, L. adds that interactive teaching and learning are special cognitive and searching activities of academic staff members and undergraduates which are based on interaction, dialogue and mutual learning. The researcher also believes that the means of such activities is interpersonal communication<sup>105</sup>.

Interactive teaching implies a different from the usual logic of the educational process: not from the theory to practice, but from the

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<sup>100</sup> Clanfield, L., Hafield, J. (2017). Interaction online. Cambridge : Cambridge University Press. 233 p.

<sup>101</sup> Croxton, R. A. (2014) The role of interactivity in student satisfaction and persistence in online learning. *MERLOT Journal of Online Learning and Teaching*. Vol. 10. № 2. P. 314–325. URL: [https://jolt.merlot.org/vol10no2/croxton\\_0614.pdf](https://jolt.merlot.org/vol10no2/croxton_0614.pdf) (дата звернення: 20.10.2020).

<sup>102</sup> Годованець, Н. І., Леган, В. П. (2017). Короткий огляд інтерактивних методів навчання іноземної мови. *Науковий вісник Ужгородського університету. Серія: Педагогіка. Соціальна робота*. Ужгород. Вип. 1(40). С. 60.

<sup>103</sup> Коваленко, О. (2003). Концептуальні зміни у викладанні іноземних мов у контексті трансформації іншомовної освіти. *Іноземна мова в навчальних закладах*. Педагогічна преса. С. 6.

<sup>104</sup> Аніщенко, О. В., Яковець, Н. І. (2007). Сучасні педагогічні технології : курс лекцій. Ніжин : Видавництво НДУ ім. М. Гоголя. С. 22.

<sup>105</sup> Варга, Л. І. (2017). Формування комунікативної культури майбутніх учителів засобами інтерактивних технологій : дис. ... канд. пед. наук: 13.00.04: Державний ВНЗ «Університет менеджменту освіти» НАПНУ. Київ. С. 34.

formation of new experience to its theoretical understanding through application. The experience and knowledge of the participants of the educational process serve as a source of their mutual learning and mutual enrichment<sup>106</sup>.

Thus, in comparison with traditional forms of teaching, in the process of interactive teaching, the interaction between an academic staff member and undergraduates changes: the activity of an academic staff member gives way to the activity of undergraduates, and the task of an academic staff member is to create conditions so that undergraduates can show their initiatives.

Nakhod, S. A. mentions in her article 'Pedagogical interaction as a basic category of interactive learning' the following main ideas of interactivity<sup>107</sup>:

- 1) the idea of human freedom in creating their social world;
- 2) the idea of human interaction with objects and subjects of the surrounding reality;
- 3) the idea of using a game as a special interaction environment;
- 4) the idea of preparation for social interaction based on the ability of a man to take on the role of another one when working in a group;
- 5) the idea of reflection in the formation of self-awareness.

The implementation of these ideas in the process of interactive teaching is of a special interest to our research. In the course of an interactive lesson, an undergraduate student becomes a full participant in the educational process, their experience is the main source of educational knowledge. An academic staff member does not provide ready-made knowledge, but encourages undergraduates to search for themselves and acts as an assistant in their work. Moreover, interactive teaching is based on a dialogue. As our working experience in higher education shows, while learning interactively, undergraduates learn to think critically, solve complex problems based on the analysis of circumstances and appropriate information, weigh alternative opinions,

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<sup>106</sup> Черкасова, И. И., Яркова, Т. А. (2012). Интерактивная педагогика: учебно-методическое пособие. Санкт-Петербург: НОУ «Экспресс». С. 11.

<sup>107</sup> Наход С. А. (2014). Педагогічна взаємодія як базисна категорія інтерактивного навчання. *Наукові записки Тернопільського національного педагогічного університету імені Володимира Гнатюка. Серія «Педагогіка»*. Тернопіль. № 2. С. 24–25.

make thoughtful decisions, participate in discussions, communicate with other people. Therefore, pair and group work, research projects, role-playing games, etc. are organized in the classroom.

Considering interactive teaching as a joint activity, Nakhod, S. A. determines that interactive teaching has a common goal and common motivation when activities are split by functionally related components and distributed among the participants of the educational process. The researcher also highlights the presence of control, common end results, single space and simultaneous performance of activities by different participants. In her opinion, while interactive teaching, individual activities are combined and performed in a coordinated manner. Individual activities are special elements or parts of an entire joint activity, so their correlation should be considered as the ratio of a part and a whole. Moreover, the researcher believes that an individual activity is not an isolated system because, finally, it is always included in the structure of joint activities. The inclusion of individual activities in the structure of joint activities inevitably leads to a change in the activity structure of each participant. These changes do not occur due to the elimination of individual components of an individual activity. They occur due to their qualitative changes in terms of joint activities. At the same time, individual activities retain their integrity, stability and relative independence, which makes it possible to ensure the individual development of each undergraduate<sup>108</sup>. Thus, we may say that introduction of interactive teaching methods to the educational process provides undergraduates with their own space for individual activities during collaboration with their peers.

An analysis of the pedagogical literature (Anishchenko, O., Yakovets, N.,<sup>109</sup> Varga, L.,<sup>110</sup> Cherkasova, I., Yarkova, T.,<sup>111</sup>

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<sup>108</sup> Наход С. А. (2014). Педагогічна взаємодія як базисна категорія інтерактивного навчання. *Наукові записки Тернопільського національного педагогічного університету імені Володимира Гнатюка. Серія «Педагогіка»*. Тернопіль. № 2. С. 27–28.

<sup>109</sup> Аніщенко, О. В., Яковець, Н. І. (2007). *Сучасні педагогічні технології: курс лекцій*. Ніжин: Видавництво НДУ ім. М. Гоголя. 199 с.

<sup>110</sup> Варга, Л. І. (2017). *Формування комунікативної культури майбутніх учителів засобами інтерактивних технологій: дис. ... канд. пед. наук: 13.00.04: Державний ВНЗ «Університет менеджменту освіти» НАПНУ. Київ. 299 с.*

Hodovanets, N., Legan, V.,<sup>112</sup> Pometun, O., Pyrozhenko, L.<sup>113</sup> and others) shows that interactive teaching:

- stimulates undergraduates' interest;
- encourages active participation of each undergraduate student;
- appeals to the feelings of each undergraduate student;
- promotes effective learning;
- has an extensive influence on undergraduate students;
- provides feedback;
- forms undergraduate students' opinions and attitudes;
- forms life skills;
- promotes behavior change, etc.

Thus, the features of interactive teaching methods are the high level of mutually directed activity of the subjects of interaction; emotional and spiritual unity of the participants of the educational process.

Modern pedagogy has a variety of interactive approaches, among which the following can be distinguished:

- 1) creative tasks;
- 2) work in small groups;
- 3) role-playing games;
- 4) simulation games;
- 5) business games;
- 6) discussion of complex debating issues;
- 7) remote teaching (video conferencing, video lectures, webinars, online workshops, virtual consultations);
- 8) feedback;
- 9) problem solving;
- 10) trainings.

The interactive approaches listed above are most often used to teach a foreign language to undergraduates in a higher education institution. Godovanets, N. I. and Legan, V. P. distinguish in their study the

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<sup>111</sup> Черкасова, И. И., Яркова Т. А. (2012). Интерактивная педагогика: учебно-методическое пособие. Санкт-Петербург: СПб.: НОУ «Экспресс». 190 с.

<sup>112</sup> Годованець, Н. І., Лєган, В. П. (2017). Короткий огляд інтерактивних методів навчання іноземної мови. *Науковий вісник Ужгородського університету. Серія: Педагогіка. Соціальна робота*. Ужгород. Вип. 1(40). С. 60–62.

<sup>113</sup> Пометун, О. І., Пироженко Л. В. (2004). Сучасний урок. Інтерактивні технології навчання. Київ: вид-во «А.С.К.», 2004. 192 с.

following four stages of the structure of foreign language classes: 1) Preparation. This stage provides for organizational aspects such as handouts, addressing the venue and the need for technical means. 2) Introduction. At this stage, it is important to explain the rules, goals and tasks. Grouping, role distribution, reminding undergraduates of the amount of time allowed for the “game” are also of great importance. 3) Conducting. Discussion of the situations set by an academic staff member, independent or group search for solutions, the formation of answers are considered as obligatory activities at this stage. 4) Reflection and outcomes. Discussion of outcomes, assignment and feedback are the main elements of this stage<sup>114</sup>.

Thus, given that interactive teaching involves, above all, dialogic interaction and interpersonal communication, the introduction of this form of teaching in foreign language classes promotes the development of communication skills, the ability to think, to form their own opinion in a foreign language and to perceive a foreign language. During the dialogic interaction, undergraduates have an opportunity to master and practise lexical and grammatical material, as well as to create situations for discussion and to develop certain problem situations in the context of interactive technologies. Besides, interactive teaching promotes the development of the ability to see one’s mistakes, to adequately treat mistakes of others and one’s own, as well as to adequately evaluate one’s own activities and the activities of others.

In addition, in the course of interactive teaching, the problem of both correcting mistakes and warning against them is solved. By offering undergraduates the exercises to identify mistakes, correct them, analyze and discuss in the course of interactive work, as well as organizing review of written works by undergraduates, the conditions for the maximum prevention of mistakes in oral speech are created<sup>115</sup>.

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<sup>114</sup> Годованець, Н. І., Леган, В. П. (2017). Короткий огляд інтерактивних методів навчання іноземної мови. *Науковий вісник Ужгородського університету. Серія: Педагогіка. Соціальна робота*. Ужгород. Вип. 1(40). С. 61.

<sup>115</sup> Годованець, Н. І., Леган, В. П. (2017). Короткий огляд інтерактивних методів навчання іноземної мови. *Науковий вісник Ужгородського університету. Серія: Педагогіка. Соціальна робота*. Ужгород. Вип. 1(40). С. 61.

## 2. Importance of Intractivity in Remote Teaching

Thanks to the advent of computer technology, the Internet and mobile devices, remote education as a way to obtain higher education is becoming more and more popular around the world. Remote education is considered to be more affordable, as undergraduates can combine work and study, get education and complete assignments wherever and whenever it is suitable for them. Nowadays, educational institutions have in their hands modern educational apps and platforms which help provide high-quality remote teaching services. Due to this fact, academic staff members have a variety of means and resources to make their remote courses attractive, interesting and interactive. As Muirhead, B. notices<sup>116</sup>: ‘On-line higher education is an evolving entity that challenges both students and tutors to reflect their respective roles and responsibilities. Students must develop their self-directed learning skills and adapt their communication habits to be effective in the on-line environment. Yet, educators play a vital instructional role in promoting consistent and relevant interaction between students and with their tutors.’

Thus, in higher education which is provided remotely, interactivity is an issue that concerns undergraduates, academic staff members, administrators, and instructional designers who want to promote independent learning without losing social interaction. Besides interactivity should empower undergraduates to cultivate both self-directed instructional skills and develop enriching dialogue with other undergraduates<sup>117</sup>.

Clandfield, L and Hafield, J. distinguish in their book ‘Interaction Online’ two types of interaction: human-human and human-machine. Human-human interaction they consider as a ‘strong’ interaction, and human-machine interaction they consider as a ‘weak’ one. The authors

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<sup>116</sup> Muirhead, B. (2000). Enhancing social interaction in computer-mediated distance education. *Educational Technology and Society*. Vol. 3(4). P. 5. URL: [http://elibrary.lt/resursai/Uzsenio%20leidiniai/IEEE/English/2006/Volume%203/Issue%204/Jets\\_v3i4\\_01.pdf](http://elibrary.lt/resursai/Uzsenio%20leidiniai/IEEE/English/2006/Volume%203/Issue%204/Jets_v3i4_01.pdf) (дата звернення: 20.10.2020).

<sup>117</sup> Muirhead, B. (1999). Attitudes toward interactivity in a graduate distance education program: a qualitative analysis. P. 15. URL: <http://www.bookpump.com/dps/pdf-b/1120710b.pdf> (дата звернення: 20.10.2020).



believe that while education technology has made considerable advances since 1990, and while online courses and learning platforms may include tools that can facilitate strong interaction between undergraduates, weak interaction still prevails. Moreover, in online foreign language courses, undergraduates are often forced to ‘go it alone’ which could be the reason why online foreign language courses suffer from poor user motivation. The authors say that ‘people enjoy strong interaction with each other through the use of technology’, and ‘interacting with others is one of the reasons people enjoy language classes so much’.<sup>118</sup>

Muirhead, B. thinks that an important interactivity distinction involves interaction based on immediate (real time or synchronous) or delayed (asynchronous) feedback and discussion. The researcher also adds that computer-mediated remote education institutions operate with instructional programs that offer a combination of immediate (e.g. teleconferences and chat sessions) and delayed learning experiences (e.g. e-mail and online discussion forums). Undergraduates who want to interact immediately with other undergraduates and instructors require a fixed meeting time. The delayed learning format enables undergraduates to have greater freedom, scheduling flexibility, and control to establish when they will participate in the online class<sup>119</sup>.

Croxton, R. A. highlights in her article ‘The Role of Interactivity in Student Satisfaction and Persistence in Online Learning’ formal interaction that is built into the overall course design and informal interaction that exists outside of the online course. The subject of our interest is formal interaction which is defined by Croxton, R. A. ‘...as either asynchronous or synchronous opportunities for communication between student-student, student-instructor, and student-content. Synchronous communication is that which takes place in ‘real time’ and may include online chat and video conferencing. Asynchronous communication occurs over time and does not require simultaneous, ‘real time’ interaction. This form of

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<sup>118</sup> Clanfield, L., Hafield, J. (2017). Interaction online. Cambridge : Cambridge University Press. P. 3–4.

<sup>119</sup> Muirhead, B. (1999). Attitudes toward interactivity in a graduate distance education program: a qualitative analysis. P. 11. URL: <http://www.bookpump.com/dps/pdf-b/1120710b.pdf> (дата звернення: 20.10.2020).

communication may include e-mail, participation in online discussion boards, blogs and wikis.<sup>120</sup>

Muirhead, B. highlights in his article ‘Attitudes Towards Interactivity in a Graduate Distance Education Program: A Qualitative Analysis’ some characteristics of computer-mediated educational communication<sup>121</sup>:

1) many-to-many communication (undergraduates easily share with numerous people online);

2) place-independent communication (undergraduates are not bound by geographical location and can relate to others on a global scale);

3) time-independent communication (undergraduates can freely respond to written comments without having to compete for instruction attention);

4) Text-based communication (undergraduates mainly communicate through written narratives that permit reflective thinking and thoughtful responses);

5) computer-mediated learning (active participation and interactivity are encouraged as undergraduates process information individually and within the online class).

Clandfield, L. and Hafield, J. distinguish the following tools for remote teaching<sup>122</sup>:

1. Discussion forums or message boards which allow undergraduates to post a message and read other people’s messages. This is usually done asynchronously. Depending on the tool, a discussion forum may allow you to attach images, sounds, videos and other files to it.

2. Instant message services or chats which allow the participants to type messages to each other in real time. Current tools allow participants to attach audio, image and video files. Unlike discussion forums, chats and instant forums are mainly used for synchronous communication.

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<sup>120</sup> Croxton, R. A. (2014). The role of interactivity in student satisfaction and persistence in online learning. *MERLOT Journal of Online Learning and Teaching*. Vol. 10. № 2. P. 315. URL: [https://jolt.merlot.org/vol10no2/croxton\\_0614.pdf](https://jolt.merlot.org/vol10no2/croxton_0614.pdf) (дата звернення: 20.10.2020).

<sup>121</sup> Muirhead, B. (1999). Attitudes toward interactivity in a graduate distance education program: a qualitative analysis. P. 16–17. URL: <http://www.bookpump.com/dps/pdf-b/1120710b.pdf> (дата звернення: 20.10.2020).

<sup>122</sup> Clandfield, L., Hafield, J. (2017). *Interaction online*. Cambridge : Cambridge University Press. P. 5–7.

3. Audio and videoconferencing which are becoming more and more popular in remote education. The tools for these allow multiple participants to speak and see each other at once and are therefore used mostly for synchronous activity.

Thus, discussion forums are used in remote teaching for the purpose of asynchronous communication, and both instant message services (chats) and audio/videoconferencing – for synchronous communication.

Nachowitz, M. thinks that online discussion forums provide a unique opportunity to understand and develop pedagogies that might enable improved collaboration and discussion around content. The researcher also mentions that asynchronous online discussion forums are potentially ideal environment for the social construction of knowledge<sup>123</sup>. Furthermore, asynchronous online discussion is an important pedagogical strategy used by instructors of online courses. Its pedagogical benefits in online courses include promoting undergraduate's interaction and perceived sense of learning community by seeking and exchanging resources together along with sharing different perspectives and professional experiences<sup>124</sup>.

Sager, J. L and Chen, F. consider that the purpose of online forum discussions is to increase undergraduate's learning in an enjoyable way. According to them, a forum can be used to support assignments so that undergraduates can share ideas, it can engage undergraduates in case and topical discussions and debates. Also, a forum can be used as a tool for workflow control, archival storage and monitoring so that multiple classes over several semesters can accomplish a large project<sup>125</sup>.

Farha, N. and Chang, C. W. say that every online educational platform (e.g. Moodle, Canvas, Desire2Learn, etc.) features a text-based

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<sup>123</sup> Nachowitz, M. (2018). Scaffolding progressive online discourse for literary knowledge building. *Online Learning*. Vol. 22(3). P. 135. URL: <https://files.eric.ed.gov/fulltext/EJ1191486.pdf> (дата звернення: 20.10.2020).

<sup>124</sup> Oh, E. G., Kim, H. S. (2016). Understanding cognitive engagement in online discussion: use of a scaffolded, audio-based argumentation activity. *Interactional Review of Research in Open and Distributed Learning*. Vol. 17(5). P. 28. URL: <https://files.eric.ed.gov/fulltext/EJ117360.pdf> (дата звернення: 20.10.2020).

<sup>125</sup> Sagen, J. L., Chen, F. (2013). Integrating a web-based discussion forum and student peer feedback into a high-enrollment IS class: expectations and outcomes. *Journal of Learning in Higher Education*. Vol. 9(1). P. 25–27. URL: <https://files.eric.ed.gov/fulltext/EJ1144036.pdf> (дата звернення: 20.10.2020).

discussion forum which is the primary mode for educational communication remotely. In their view, a discussion forum is an asynchronous tool which provides functionality for online discussions and is designed to replace face-to-face interaction found in a traditional classroom setting. The researchers studied the use of voice-based technology as an alternative to typing text for completing discussion assignments in online courses, as voice tools (e.g. Voice Authoring, Vocaroo, voice Thread, etc.) have come recently to the forefront and allow undergraduates to respond to a forum vocally rather than by typing a text. The researchers state that undergraduates believe ‘hearing responses rather than reading texts created more of a sense of community. Intuitively it stands to reason that hearing a classmates’s voice, rather than just reading conventional text would be more engaging’<sup>126</sup>. In regards to remote teaching of a foreign language, we believe that involvement of voice-based tools in a discussion forum not only provides undergraduates with a sense of community, but also helps them develop listening and speaking skills which is very essential while learning a foreign language. Additionally, an academic staff member can monitor undergraduates’ pronunciation and grammar by posting voice responses with some comments on their mistakes and corrections.

Video-based tools can also be applied for discussions to motivate undergraduates and increase their interaction when learning a foreign language. Thus, Clark, C., Strudler, N. and Grove, K. investigated whether asynchronous video posts would create higher levels of teaching and social presence within an online course when compared with text-based discussions. The researchers believe that ‘video posts provide necessary visuals, allowing undergraduates to experience each other as actual humans rather than text on a screen, thereby increasing social presence’<sup>127</sup>. Valenti, E., Feldbuch, T. and Mandernach, J. add that

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<sup>126</sup> Farha, N., Chang, C. W. (2017). The use of a voice-based response system for online discussion forums. *International Journal of Technology of Teaching and Learning*. 13(2). P. 93–98. URL: <https://files.eric.ed.gov/fulltext/EJ1211990.pdf> (дата звернення: 20.10.2020).

<sup>127</sup> Clark, C., Strudler, N., Grove, K. (2015). Comparing asynchronous and synchronous video vs text-based discussions in online teacher education course. *Online Learning*, Vol. 19(3). P. 50. URL: <https://files.eric.ed.gov/fulltext/EJ1067484.pdf> (дата звернення: 20.10.2020).

undergraduates have rather a positive perceptions of video integration in remote courses and agree that videos enhance their learning<sup>128</sup>.

Thus, online discussion forum is a very important pedagogical strategy used by academic staff members while teaching foreign languages remotely. It is considered as an important tool, first of all, because it promotes interaction among undergraduates, gives sense of learning community. Undergraduates can exchange their ideas, thoughts and opinions using foreign language they study which is undoubtedly benefits to the development of their communication skills. Additionally, communicating to each other through the use of technology gives undergraduates enjoyment, and it gives them even more enjoyment if they have a possibility to combine both communication through the use of technology and studying at a time.

Videoconferencing is another tool that is often used by academic staff members to teach undergraduates a foreign language in the process of remote education. Videoconferencing is an area of information technology that simultaneously provides two-way transmission, processing, transformation and presentation of interactive information at a distance in real time (synchronously) using hardware and software computing equipment. Interaction in the mode of videoconference allows two or more undergraduates to exchange audio and video information remotely in real time.

Rop, K. V. and Bett, N. K. mention that all parties involved in videoconferencing can see facial expressions and body language that are very important to the way people communicate. The researchers think that one of the reasons why many educators use videoconferencing for remote teaching is to improve learning and communication between their students and others within local and wider communities and this has the power to open the eyes of students to a whole new world. Moreover, the ability to participate in face-face audio and visual contact engages students and allows them to gain a greater understanding of the subject

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<sup>128</sup> Valenti, E., Feldbuch, T., Mandernach, J. (2019). Comparison of faculty and student perceptions of videos in online classroom. *Journal of University Teaching and Learning Practice*. Vol. 16(3). P. 2. URL: <https://files.eric.ed.gov/fulltext/EJ1224007.pdf> (дата звернення: 20.10.2020).

matter due to their immersion within the lesson. Also, it encourages dialogue among students and increases the scope for dialogue<sup>129</sup>.

Thus, face-to-face communication which can be provided through videoconferencing is very vital while teaching or learning a foreign language. First of all, videoconferencing helps undergraduates feel the presence of their peers and their instructor, so they do not feel isolated. Second, videoconferencing makes discussions easier, ensures high-quality interaction, helps develop foreign language communication skills. Third, videoconferencing provides academic staff members with boundless opportunities and resources to generate new ideas and populate their foreign language online courses with a variety of presentations, audio and video materials. Additionally, videoconferencing has no territorial boundaries so it is easy to arrange a lesson and invite a guest who is a native speaker of a foreign language studied by undergraduates. An interaction and communication with a native speaker can be greatly enjoyed by undergraduates and significantly increase their motivation for further learning of a foreign language.

A typical problem with online discussions is that some undergraduate students might be shy enough to express their thoughts and ideas on some topics, and 'discussion often resembles a private conversation between the instructor and a few of the most outgoing students rather than a broader dialogue. Some students may be afraid of being embarrassed if they do not answer questions correctly or if they ask a 'stupid' question. As a result, students often become passive listeners rather than active participants...'<sup>130</sup>. This can be considered as a big disadvantage while learning a foreign language, especially remotely. Thus, an academic staff member should try to avoid such situations and to involve all the undergraduates into active discussions. Muirhead, B.

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<sup>129</sup> Rop, K. V., Bett, N. K. Videoconferencing and its application in distance learning. URL: [https://www.researchgate.net/profile/KV\\_Rop/publication/251237239\\_VIDEO\\_CONFERENCING\\_AND\\_ITS\\_APPLICATION\\_IN\\_DISTANCE\\_LEARNING/links/0deec51ef93c79c9ee000000/VIDEO-CONFERENCING-AND-ITS-APPLICATION-IN-DISTANCE-LEARNING.pdf](https://www.researchgate.net/profile/KV_Rop/publication/251237239_VIDEO_CONFERENCING_AND_ITS_APPLICATION_IN_DISTANCE_LEARNING/links/0deec51ef93c79c9ee000000/VIDEO-CONFERENCING-AND-ITS-APPLICATION-IN-DISTANCE-LEARNING.pdf) (Дата звернення: 03.11.2020).

<sup>130</sup> Sagen, J. L., Chen, F. (2013). Integrating a web-based discussion forum and student peer feedback into a high-enrollment IS class: expectations and outcomes. *Journal of Learning in Higher Education*. Vol. 9(1). P. 26. URL: <https://files.eric.ed.gov/fulltext/EJ1144036.pdf> (дата звернення: 20.10.2020).

mentions that an educator (in our case – an academic staff member) plays a key role in establishing the ‘emotional tone’ for computer-mediated interaction while teaching remotely. Academic staff members should try their best to create an interactive learning environment among undergraduates who differ in their cognitive level and computer skills, as undergraduate students ‘who are highly self-directed and computer-oriented are capable of expressing a host of critical thinking skills, e.g. problem solving, and their intellectually rich, online commentary often highlights their narrative abilities. Self-directed students often prompt teachers to develop more innovative assignments that stimulate lively dialogue in their individual work, group activities, and discussion forums’,<sup>131</sup>.

However, if an academic staff member sets clear expectations, posts a rubric and monitors the discussions, this typically can be mitigated early in the semester. So, discussion activities can include ‘icebreakers’; discussions about current events; discussions about course-related events; specific topics, issues or clarifications associated with assignments, projects or exams; in-depth reflections and small group discussions, etc. This would help ‘bring out’ a shy and hesitant undergraduate student, as well as undergraduates who usually wait until other undergraduate students post to see what has already been written, ‘i.e. later posts all sound suspiciously similar to the earlier posts’,<sup>132</sup>.

Introduction of interactive methods and technologies in remote education can be effective enough under the following conditions<sup>133</sup>:

1) remote education shall be organized by a high qualified specialist which specializes not only in their subject area, but also has knowledge of information technology and psychological characteristics of communication on the Internet;

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<sup>131</sup> Muirhead, B. (1999). Attitudes toward interactivity in a graduate distance education program: a qualitative analysis. P. 20. URL: <http://www.bookpump.com/dps/pdf-b/1120710b.pdf> (дата звернення: 20.10.2020).

<sup>132</sup> Farha, N., Chang, C. W. (2017). The use of a voice-based response system for online discussion forums. *International Journal of Technology of Teaching and Learning*. 13(2). P. 93. URL: <https://files.eric.ed.gov/fulltext/EJ1211990.pdf> (дата звернення: 20.10.2020).

<sup>133</sup> Рунова, А. А. (2020). Применение интерактивных методов и технологий в дистанционном обучении. *Актуальные исследования*. № 7(10). URL: <https://apni.ru/article/556-primenenie-interaktivnykh-metodov-i-tekhnolog> (дата звернення: 15.11.2020).

2) an academic staff member is competent in the use of various interactive methods and technologies of remote teaching;

3) a virtual educational platform has been chosen correctly from pedagogical point of view;

4) all participants in the educational process possess a culture of communication;

5) a convenient and objective control and testing system is provided;

6) an effective system of interaction between participants in the educational process has been thought out.

In conclusion, we would like to agree with the principles of interaction in online foreign language courses given by Clanfield, L. and Hafield, J. where the researchers determine that interaction<sup>134</sup>:

- should be between human and human, not human and machine;
- can involve voice or text;
- can be synchronous or asynchronous;
- should have a reason for communication, i.e. to share information, opinions, values or ideas;
- should have a purpose and have closure in an end-point: communication should achieve something (the solution to a puzzle, etc.);
- should involve two-way participation: members should both take account of others' contributions and contribute themselves;
- should include topics that are interesting and motivating;
- should include a range of topics and interaction-types to appeal to different learner preferences.

## CONCLUSIONS

Interactivity is the ability to interact; the process when two or more people work together.

Interactive technologies of teaching of foreign languages assume the change in cooperation between undergraduates and educators when the activity of educators gives way to the activity of undergraduates. In such conditions, educators play a role of facilitators and coordinators of the educational process.

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<sup>134</sup> Clanfield, L., Hafield, J. (2017). Interaction online. Cambridge : Cambridge University Press. P. 5.



Application of interactive technologies in the educational process helps undergraduates feel free in their activities. Undergraduates have an opportunity to create their social world, reflect and form their self-awareness and gain new experience.

Organisation of remote education assumes interaction between undergraduates and educators or academic staff members; between undergraduates themselves; between undergraduates and various teaching means.

Nowadays, higher educational institutions provide services of remote education using different educational platforms (education platform 'Moodle' is one of the most wide-spread platforms among the universities of Ukraine). However, despite the variety of educational platforms, academic staff members play a very important role in promoting interaction between undergraduates.

Interaction between undergraduates in the course of studying a foreign language remotely can be either synchronous (real time) or asynchronous (delayed).

Synchronous communication usually involves videoconferencing which provides for face-to-face communication and helps undergraduates feel the presence of both their peers and their educators, they do not feel isolated. Videoconferencing also makes interaction easier and gives an opportunity to present a variety of audio, video and demonstration materials.

Asynchronous communication usually involves discussion forums. In the course of a discussion forum, undergraduates have time to think and generate new ideas. Also, undergraduates have an opportunity to search for information and share it with their peers. Discussion forums can be not only text-based but also voice- or video-based. Voice- and video-based discussion forums provide undergraduates with a sense of community. Moreover, voice-based discussion-forums have a big advantage because while studying a foreign language, an academic staff member is able to control and correct undergraduates' pronunciation.

## **SUMMARY**

The article deals with the the prospects for the use of interactive methods and technologies of teaching foreign languages in the course of

remote education. Particular attention is paid to the forms and types of educational activities in informational networks, as well as problems that may arise in the process of remote teaching of foreign languages.

It has been determined that interaction between undergraduates themselves and their educator is very important because it helps not only develop foreign language communication skills, but also helps undergraduates avoid the feeling of isolation.

Despite a great variety of educational platforms, which are used by the universities around the world to provide remote courses, academic staff members play important role in organisation of a foreign language learning process and encouraging undergraduates to interact. Thus, when organizing interaction in remote foreign language courses, an academic staff member should not forget that it should be between undergraduates, but not between an undergraduate and a machine; have reason and purpose for communication; include interesting topics which appeal to different preferences of undergraduates and motivate them for further studying of a foreign language.

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