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Teaching foreign languages to the students based on interaction hypothesis.

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Abstract: The Interaction hypothesis is a theory that deals with acquiring second language within which language proficiency and its development is improved by interacting and communicating face-to-face. The significance of input that teaching materials given to the learners, interaction and communication using second language and output the learners produce is on the second focus in second language acquisition. According to this hypothesis the degree of language complexity namely input should be proportional to the learner's proficiency level meaning that the learners should be able to comprehend the input they are exposed to. In second language acquisition (SLA) interaction is undistinguishable component within which the learners have to use the target language while negotiating with each other.

Key words: Interaction hypothesis, communicative language teaching, Input Hypothesis, output, SLA hypothesis

According to Karize Uy the Interaction Hypothesis is a kind of theory claiming that one of most productive methods of acquiring a new language is through direct and face-to-face interaction. This theory is related specifically to the acquisition of a target or a second language. Communication is inevitable part in learning foreign languages by which the students will have input in listening, vocabulary, grammar structures and at the same time they are required to digest the information and output relying on their understanding. The Interaction Hypothesis combines both the "input" and "output" by stating that interaction is not only a means for a learner to study the language, but also a way for the learner to practice what he has learned.

Qiaoying Wang and Carolyn D state that there is a considerable difference between acquiring the second language and learning foreign language is closely connected to the context in which the second language acquirers can take the advantage of using the target language outside the classroom, while foreign language learners' opportunities of practicing the language is limited just with their classroom. The area where the language is considered to be as a second language can provide the second language learners with the atmosphere in which language is mostly used in communication of the local people and official affairs as well. However, in the country where language is taught and learnt as a foreign language

the learners suffer from the lack of exposure to the communicative use of the language as it is only employed in academic settings such as educational establishments in the form of classes. The main aim in learning a language is producing language output which has been regarded as a very important process in language acquisition and learning and it can be built up providing with effective input.

The Input Hypothesis emphasizes that language input (listening comprehension and reading) is important in the language program and that fluency in output such as speaking or writing in a second language will naturally happen after learners have built up sufficient competence through comprehending input. Many studies on the nature of input revealed that input facilitates the acquisition of words in the target language, but does not aid the acquisition of certain syntactic structures.

Long's Interaction Hypothesis (1996) explains that interaction focuses on the 'negotiation for meaning'. How frequent the occurrence of the target form brings about salience, negative feedback, and input modifications to increase comprehensibility and content predictability. These processes lead to 'noticing' of new forms, new form-meaning connections, gaps in interlanguage, and mismatch between input and output. Long (1996) noted that through interaction the learners will comprehend and acquire the semantically contingent speech and negotiation for meaning. In other words, interactive input is more important than non-interactive input (Ellis, 1994). Because through interactive input the learners will actively use the bits of language in different forms such as reading, listening, writing and speaking while in non-interactive input the learners have to work individually and sometimes leads to passive learning. Classroom interactional tasks that stimulate negotiation for meaning may turn out to be those among several useful language-learning activities, for they may be the easiest ways to facilitate a learner's focus on form. Classroom interactional tasks often contain learner classroom participation, working in groups, talking to teacher and doing role plays. The communicative language teaching theory means that the purpose of language learning is communication and interaction.

Spoken language and putting it into practice both have facilitative roles for the development of second language (L2). Communication has a central role in L2 learning. When students engage in conversations in the target language, for instance, syntactic structures are potentially developed as well as vocabulary since they will have to use structures and vocabulary to express themselves. In addition

to this, conversational interaction is beneficial for comprehensible input and for the production of linguistic output (Hatch, 1978). Interaction may also facilitate conditions (e.g, comprehension and lexical acquisition) that are claimed to be essential in language learning. In this respect, interaction can be viewed as the most essential way used to make input comprehensible. To do this, linguistic modifications (e.g., comprehension checks) used during conversational interaction aid to turn unfamiliar language into familiar input (Long, 1983).

In most educational context, basic, traditional pedagogical methods such as Audio-lingual Method and Grammar-Translation Method for language learning and teaching are mostly used by EFL learners in the classroom setting. Even though a traditional language teaching methodology is being frequently used, classroom instruction should not solely rely on the teaching of the structures of the English language. It is suggested to the English language teachers employing a more communicative classroom practice focused on the development of L2 skills. However, most teachers do not implement appropriately the communicative approach into their classroom practice being just limited with traditional methods. As a consequence, students it will be difficult for the students to achieve a good command of the English language upon completion of their high school education. Therefore, it is essential for the teachers to have a good understanding of this language teaching approach. It is also pivotal to know about the theoretical framework of CLT, which partly consists of the Interaction Hypothesis (IH) (Long, 1980). That is to say, this hypothesis forms an important foundation for the language teaching approach at hand. According to the information provided above, it is worth noting that from a CLT perspective, a second language is better acquired through interaction and communication (Richards, 2006). Therefore, the CLT and the IH go hand in hand, and when a classroom instruction is grounded in CLT, it is critical to be familiar with the key characteristics and central claim behind the SLA hypothesis under discussion.

In order to facilitate students' English language learning, a classroom instruction organized based on the CLT is needed being embedded with the linguistic devices or tactics (e.g., comprehension checks, confirmation checks, and clarification requests) afforded by the IH (Long, 1981). This type of classroom instruction is necessary for EFL students to employ the target language for communicative purposes such as information exchange and problem solving etc. with the help of the aforementioned linguistic devices, which may facilitate comprehension and participation, avoid communication breakdowns, and repair and sustain communication (Long,1983). This classroom instruction should also be learner-centered, address the students' needs and interests, and promote a social and collaborative learning community where students can build knowledge and

produce understanding of the English language by allowing them to take risks and make mistakes.

If the lessons are solely based on simplified input by the teacher in order to make it comprehensible to target language learners is pointless. Unlike, the IH states that input has to be adjusted linguistically during an interaction between two learners, which involves learners to be active. With regard of this, learning activities, which make the learners negotiate of the meaning and interact with each other, need to be employed in classroom practice, because they produce output modifying based on their in which only the teacher or a more competent interlocutor/classmate provides all the information to the rest of the class. Consequently, communicative learning activities based on these notions, proposed by the IH, can greatly guarantee L2 development among English learners. All in all, interactional modifications facilitated by the IH can be considered as even a more productive, meaningful practice when they are employed in the communicative classroom, because interaction and communication improve L2 learners' comprehension of input and acquire vocabulary, as well as they help spoken production and facilitate the learning of L2 structures

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