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From Transmission to Interaction in English Language Teaching

Mammadova Esmira Ahmadagha

Azerbaijan State University of Economics, Department of Foreign Language Teaching, Balu/Azerbaijan
ORCID ID: 0000-0002-6328-3736

Corresponding Author: Mammadova Esmira Ahmadagha

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ABSTRACT

Interactive communication has become a central concern in contemporary English language teaching, particularly as language instruction has shifted from teacher-centered transmission toward learner-centered and communicative practice. Although interactive approaches are widely discussed in English language teaching literature, their comparative pedagogical value is often presented descriptively rather than through clear analytical criteria. This article examines major interactive communication models, including the Interactive Model, Task-Based Language Teaching, the Sociocultural and Communicative Model, and the Technology-Supported Interactive Model. The study employs a theoretical and literature-based methodology, using comparative and descriptive analysis to evaluate these models according to learner engagement, fluency development, interaction rate, communicative performance, classroom applicability, and pedagogical limitations. The analysis indicates that interactive models contribute to more meaningful learner participation, authentic language use, negotiation of meaning, and the development of communicative competence. Task-based and sociocultural approaches appear particularly effective in promoting purposeful language use and contextual appropriateness, while technology-supported models expand opportunities for communication beyond the physical classroom. The article concludes that interactive communication should be understood not merely as a classroom technique but as a pedagogical framework for developing learners' linguistic, pragmatic, intercultural, and communicative abilities in real-life educational contexts.

Keywords: Interactive communication; English language teaching; Communicative competence; Task-based language teaching; Learner-centered pedagogy; Technology-mediated interaction

INTRODUCTION

In contemporary English language teaching, the development of communicative competence has become one of the central aims of instruction. Learners are increasingly expected not only to know grammatical rules and lexical items but also to use English appropriately and effectively in academic, professional, and intercultural contexts. This shift has challenged traditional teacher-centered approaches, which often emphasize explanation, memorization, and controlled practice, but provide limited opportunities for authentic language use.

Within this pedagogical context, interaction plays a crucial role in transforming language learning from the passive reception of knowledge into an active process of meaning-making. Interactive communication may be understood as a process in which two or more participants exchange information, ideas, and responses while constructing meaning through feedback, clarification, and negotiation. In English language teaching, this concept is closely connected with learner participation, dialogic exchange, collaborative learning, and the use of language in authentic or simulated communicative situations.

A significant body of literature emphasizes the importance of interaction in language learning. Richards and Rodgers (2014) argue that communicative approaches support not only the development of linguistic competence but also the ability to negotiate meaning and participate in real-life communication. Similarly, Littlewood (2004) maintains that language acquisition becomes more effective when learners are involved in meaningful interaction, as it allows them to apply grammatical and lexical knowledge in practical communicative contexts. Scrivener (2011) also highlights the pedagogical value of pair work, group work, role-plays, project-based tasks, and problem-solving activities in creating classroom conditions that approximate real-world language use.

However, despite the broad recognition of interaction as a key principle in English language teaching, the comparative pedagogical value of different interactive communication models remains insufficiently clarified. Many studies and methodological discussions describe interactive approaches in general terms, but less attention is given to how specific models differ in their contribution to fluency development, accuracy support, learner engagement, interaction rate, pragmatic awareness, and communicative performance. As a result, teachers may recognize the importance of interaction without having a clear analytical basis for selecting the most appropriate model for a particular classroom context.

The present article addresses this gap by examining and comparing major interactive communication models used in English language teaching, including the Interactive Model, Task-Based Language Teaching, the Sociocultural and Communicative Model, and the Technology-Supported Interactive Model. The purpose of the study is to identify their theoretical foundations, pedagogical characteristics, advantages, limitations, and classroom applicability. By comparing these models through clearly defined instructional criteria, the article aims to contribute to a more systematic understanding of how interactive communication can be used to develop learners' linguistic, pragmatic, intercultural, and communicative abilities.

RESEARCH METHODOLOGY

This study employs a theoretical and literature-based research methodology. It is grounded in the analytical examination, comparison, and interpretation of scholarly literature related to interactive communication in English language teaching. Rather than relying on empirical classroom data, the article synthesizes existing theoretical and methodological sources in order to evaluate how different models of interactive communication contribute to the development of communicative competence, learner participation, and meaningful language use.

The study focuses on several major models of interactive communication, including the Interactive Model, Task-Based Language Teaching, the Sociocultural and Communicative Model, and the Technology-Supported Interactive Model. These models are examined from both theoretical and pedagogical perspectives. The comparison is based on a set of analytical criteria: learner engagement, fluency development, support for accuracy, interaction rate, communicative performance, classroom applicability, and pedagogical limitations. These criteria allow

the discussion to move beyond general description and provide a more systematic evaluation of the instructional value of each model.

The research uses comparative and descriptive analysis to identify the defining characteristics, strengths, limitations, and classroom implications of each model. Particular attention is given to the ways in which interactive models create speech situations, support negotiation of meaning, encourage collaborative learning, and prepare learners for authentic communication in academic, professional, and intercultural contexts. Through this theoretical-review framework, the study aims to clarify the pedagogical significance of interactive communication and to demonstrate how different models may be applied in contemporary English language teaching.

The research is based on comparative and descriptive analysis of academic sources, methodological studies, and pedagogical theories proposed by leading scholars in the field of language education. Through this theoretical-review framework, the study seeks to clarify how interactive communication models can enhance learner engagement, promote authentic language use, and support the formation of communicative competence in modern educational contexts.

DISCUSSION

1. General Characteristics of Interactive Communication in English Language Lessons

The primary objective of foreign language learning is to enable learners to use the target language in authentic communicative situations and to achieve mutual understanding with interlocutors. In practice, however, this objective is not always easy to realize in English language teaching, particularly in contexts where instructional time is limited, class sizes are large, and material resources are insufficient. These conditions often lead teachers to prioritize the explanation of grammar, vocabulary, and translation over the development of spontaneous communicative ability.

Nevertheless, when linguistic material is treated not only as an object of study but also as a means of solving communicative tasks, the language teaching process can be reconsidered from a more functional and interaction-oriented perspective. As G. V. Kolshansky (1979) observes, "…knowledge of individual elements of a language, such as individual words, sentences, or sounds, cannot be regarded as mastery of the language as a means of communication… mastery of a language should be understood as the ability to participate in real communication." Applied to English language teaching, this view suggests that speaking should not be taught only through the repetition of forms, but through purposeful communicative activity situated in meaningful contexts.

In this regard, the concept of a speech situation is particularly important. In its broadest sense, a situation may be understood as a set of conditions or circumstances that shape human action and communication. However, not every real-life situation automatically creates the need for speech. A person who sees an approaching bus while hurrying to work, for example, may respond through action rather than language. Similarly, a situation may fail to produce verbal interaction if the information is not personally relevant, if there is no communicative purpose, or if no interlocutor is present (Thornbury, 2005).

A speech situation, therefore, may be defined as a context that creates a need for a verbal response. In English language teaching, this concept has direct pedagogical significance because classroom interaction must be intentionally organized in a way that gives learners a reason to speak. Pair work, role-plays, simulations, discussions, problem-solving tasks, and information-gap activities function as pedagogical speech situations because they create a communicative purpose, define the relationship between speakers, and require

learners to use language in order to complete a task or express meaning.

During the process of learning a non-native language, learners often develop an interlanguage, or intermediate linguistic system, in which features of both the native language and the target language may operate simultaneously. This is especially relevant in interactive classroom situations, where learners must produce language under communicative pressure. In such contexts, errors are not merely signs of insufficient knowledge; they may also reflect the learner's attempt to use available linguistic resources for real-time communication. As Jafarova (2022) notes, language contact and interference play an important role in the development of bilingual and foreign language competence. From a pedagogical perspective, interactive tasks allow teachers to observe these interlanguage features and guide learners toward more accurate and appropriate language use.

Instructional speech situations differ from natural speech situations in several important ways. In real-life communication, contexts are authentic and often arise spontaneously, whereas classroom situations are usually constructed or simulated for pedagogical purposes. In natural interaction, speakers normally understand the background, purpose, and emotional conditions of communication without explicit explanation. In the classroom, however, these conditions must be clearly established by the teacher. For example, a role-play involving an unexpected departure, a job interview, a classroom debate, or a request for help requires learners to know who is speaking, why they are speaking, what relationship exists between the speakers, and what communicative outcome is expected (Swan & Smith, 1987).

Another important distinction concerns the verbal stimulus. In natural communication, people usually speak because the situation itself creates a communicative need. In instructional settings, this need must often be created through prompts such as "try to persuade your partner," "ask for clarification," "express disagreement politely," or "explain your decision to the group." Such prompts are not artificial in a negative sense; rather, they help transform classroom activity into purposeful communication. They guide learners toward specific speech acts and communicative functions that are necessary for real-life English use.

Furthermore, natural speech is usually emotionally expressive and supported by gestures, facial expressions, intonation, and other nonverbal elements. In the foreign language classroom, these dimensions are more limited, especially when learners lack confidence or linguistic resources. For this reason, interactive communication activities should gradually encourage not only verbal production but also pragmatic awareness, appropriate intonation, turn-taking, and nonverbal support. These features are essential for communicative competence because successful communication depends not only on grammatical accuracy but also on the ability to respond appropriately to the social and emotional context of interaction.

Finally, natural speech situations are usually unique and non-repetitive, while pedagogical speech situations can be repeated, modified, and practiced several times. This is one of their main instructional advantages. Repeated practice allows learners to rehearse language, receive feedback, reformulate their responses, and gradually improve fluency, accuracy, and confidence. As Richards (2006) emphasizes, communicative language teaching requires learners to use language for meaningful purposes rather than simply reproduce isolated forms. Therefore, the pedagogical value of speech situations lies in their ability to connect linguistic knowledge with purposeful classroom interaction.

Thus, the concept of the speech situation provides an important theoretical foundation for interactive communication in English language teaching. It shows that interaction does not occur automatically simply

because learners are present in the classroom. It must be pedagogically designed through tasks, roles, prompts, and communicative goals that create a genuine need for language use. In this sense, interactive communication models help transform the classroom into a structured environment for practicing real communication.

2. Interactive Communication Models

In contemporary English language teaching, interactive communication models play a central role in developing learners' speaking, listening, comprehension, and overall communicative competence. Unlike teacher-centered approaches, which often emphasize the transmission and passive reception of knowledge, interactive models view language learning as an active, participatory, and socially situated process. These models place meaningful exchange at the center of instruction and encourage learners to use English not only as an academic subject but also as a practical means of communication.

The models discussed in this section differ in their pedagogical focus, classroom organization, degree of learner participation, and contribution to communicative development. For this reason, they are examined according to several criteria: learner engagement, fluency development, support for accuracy, interaction rate, communicative performance, classroom applicability, and pedagogical limitations.

Transmissive Model

The transmissive model represents a teacher-centered approach to language teaching in which the instructor functions as the main source of knowledge, while learners occupy a largely passive position. Within this framework, language learning is primarily associated with the systematic study of grammatical structures, vocabulary, translation, and formal accuracy. Classroom activities usually include teacher explanations, repetition of model sentences, memorization of linguistic forms, written exercises, and translation tasks.

From a pedagogical perspective, the transmissive model can support the development of grammatical and lexical knowledge, particularly in large classes or examination-oriented contexts. It provides structure, clarity, and control, which may be useful for introducing new language forms. However, its contribution to communicative competence remains limited because learners are given few opportunities to use English spontaneously, negotiate meaning, or respond to unpredictable communicative situations.

Compared with interactive models, the transmissive model generally produces a lower interaction rate and weaker communicative performance. Learners may know rules and vocabulary but still experience difficulty applying them in real-life communication. Therefore, while this model may serve as a supporting component of English language instruction, it cannot by itself meet the communicative objectives of contemporary English language teaching (Ur, 2012).

Interactive Model

The Interactive Model places active learner participation and meaningful classroom communication at the center of the teaching process. It adopts a learner-centered orientation and encourages students to engage with one another through pair work, group work, role-plays, discussions, collaborative tasks, and problem-solving activities. Within this model, language is not treated merely as a system of rules to be memorized. Rather, it is understood as a functional tool for expressing ideas, exchanging information, negotiating meaning, and building shared understanding. Learners develop fluency and comprehension through direct participation in communicative activities, where they are required to listen, respond, clarify, reformulate, and cooperate with others.

The main pedagogical strength of the Interactive Model lies in its ability to increase learner engagement and classroom interaction rate. It creates more opportunities for learners to produce language and receive feedback from both peers and teachers. As a result, it contributes to fluency, confidence, and pragmatic awareness. However, the model requires careful classroom management. Without effective teacher facilitation, stronger students may dominate interaction, while less confident learners may remain passive. Therefore, the effectiveness of this model depends on balanced participation, appropriate task design, and supportive feedback (Walsh, 2011).

Task-Based Communication Model

The Task-Based Communication Model, commonly associated with Task-Based Language Teaching, organizes language learning around the completion of meaningful tasks rather than isolated grammatical or lexical exercises. In this approach, communication is shaped by practical objectives that require learners to exchange information, negotiate meaning, collaborate, and produce language in order to achieve a specific outcome.

Typical classroom tasks may include planning a trip, conducting a survey, solving a problem, preparing a presentation, participating in a simulated interview, or making a group decision. Such activities allow learners to practice English in situations that resemble real-life communication, while also encouraging them to use linguistic resources flexibly and purposefully (Lee, Ho, & Chen, 2023).

Among the models discussed in this article, the task-based model is particularly effective in developing fluency and communicative performance because it creates a clear reason for learners to speak. Unlike activities based mainly on repetition or controlled practice, tasks require learners to make choices, solve problems, and respond to meaning. This increases the authenticity of classroom interaction and helps learners connect linguistic knowledge with practical language use (Calvert & Sheen, 2015). At the same time, Task-Based Language Teaching does not automatically guarantee accuracy. Since the main focus is often on meaning and task completion, learners may prioritize fluency over grammatical correctness. For this reason, the teacher's role is essential in designing pre-task preparation, monitoring interaction, and providing post-task feedback on form. When these stages are carefully organized, Task-Based Language Teaching can support both communicative fluency and gradual improvement in accuracy.

Sociocultural and Communicative Model

The Sociocultural and Communicative Model emphasizes the close relationship between language, society, and culture. It is based on the understanding that language competence involves more than the ability to produce grammatically accurate sentences. Learners must also understand how language is used appropriately in different social, cultural, academic, and interpersonal contexts. Within this framework, learners engage in debates, dialogues, discussions, simulations, and role-plays that require them to adapt their language according to social norms, cultural expectations, communicative purpose, and the relationship between speakers. These activities help learners develop pragmatic competence, intercultural awareness, and sensitivity to context.

This model is especially appropriate in English language teaching contexts where learners need to use English for intercultural communication, academic mobility, professional interaction, or international cooperation. Its main strength lies in developing not only linguistic ability but also contextual appropriateness. While Task-Based Language Teaching may be stronger in promoting task completion and fluency, the Sociocultural and Communicative Model is particularly valuable for helping learners understand

how meaning changes across cultures and social situations.

However, the successful application of this model requires exposure to relevant cultural contexts and careful teacher guidance. In classrooms where learners have limited linguistic proficiency or little contact with intercultural materials, discussions may remain superficial. Therefore, teachers need to provide suitable texts, videos, scenarios, and guided reflection tasks in order to make sociocultural learning meaningful and accessible (Brown & Lee, 2015).

Technology-Supported Interactive Model

The Technology-Supported Interactive Model incorporates digital tools and online resources into English language instruction in order to expand opportunities for communication and create more flexible learning environments. This model uses online discussion forums, video conferencing platforms, interactive applications, digital learning platforms, multimedia resources, and collaborative online tools to support both synchronous and asynchronous interaction.

Through technology-mediated communication, learners can interact with classmates, teachers, and, in some cases, international speakers of English beyond the physical classroom. They may participate in virtual projects, online discussions, peer feedback activities, presentations, and collaborative writing tasks. These forms of interaction can support speaking, listening, reading, and writing skills while also increasing learner autonomy and engagement (Lai, 2024).

The major advantage of this model is that it extends the communicative space of the classroom. Learners are no longer limited to face-to-face interaction during lesson time; they can engage in communication before, during, and after class. This is especially valuable in contexts where exposure to authentic English outside the classroom is limited. Technology-supported interaction can also increase participation among students who may feel less confident speaking immediately in front of the class, as online platforms sometimes provide more time for reflection and response.

Nevertheless, the model's effectiveness depends on reliable access to technology, digital literacy, and careful instructional design. Technology does not automatically create meaningful communication. If digital tools are used only for presentation or mechanical exercises, their interactive value remains limited. Therefore, teachers must ensure that technology supports real communicative goals, equitable participation, feedback, and collaboration (Harmer, 2007).

Empirical Support for Interactive Communication Models

Recent empirical studies also support the pedagogical value of interactive communication models in language learning. For example, research on task-based and multimodal task design has shown that structured communicative tasks can improve learners' oral communicative competence by encouraging purposeful language use, collaboration, and meaning-focused interaction. Similarly, studies on intercultural communicative competence in online EFL classrooms indicate that technology-supported and sociocultural approaches can help learners develop intercultural awareness when interaction is guided by clear instructional models. These findings suggest that the effectiveness of interactive communication depends not only on the choice of model but also on task design, teacher facilitation, feedback, and the degree to which classroom activities create genuine communicative purposes.

Comparative Evaluation of the Models

A comparative view of these models shows that no single model can fully address all dimensions of communicative language teaching. The transmissive model is useful for introducing grammar and vocabulary but remains limited in developing spontaneous communication. The Interactive Model increases classroom participation and

negotiation of meaning, but it requires careful facilitation to ensure balanced learner involvement. Task-Based Language Teaching is highly effective for fluency development and purposeful language use because it connects communication with task completion. However, it should be combined with feedback on form in order to prevent accuracy from being neglected (Liu & Ren, 2024).

The Sociocultural and Communicative Model is particularly important for developing pragmatic and intercultural competence, especially in contexts where learners are preparing for academic, professional, or cross-cultural communication. The Technology-Supported Interactive Model expands opportunities for interaction beyond the classroom and supports flexible learning, but it requires adequate digital access and pedagogical planning.

Therefore, the most effective approach to interactive communication in English language teaching is not the mechanical selection of one model over another, but the thoughtful integration of several models according to learners' needs, proficiency level, institutional conditions, and communicative goals. In this sense, interactive communication should be understood as a flexible pedagogical framework rather than a single classroom method.

Table 1. Comparative Overview of the Five Communication Models

Model	Pedagogical Focus	Fluency	Accuracy	Engagement	Communicative Performance	Main Limitation
Transmissive Model	Grammar, vocabulary, translation, controlled practice	Low	High in controlled tasks	Low	Limited real-life use	Weak communicative development
Interactive Model	Pair/group work, role-plays, discussions, collaboration	Moderate–high	Moderate	High	Strong in classroom interaction	Requires careful facilitation
Task-Based Communication Model	Meaningful tasks, problem-solving, real-life simulation	High	Moderate with feedback	High	Very strong in purposeful language use	Time-consuming; needs careful task design
Sociocultural and Communicative Model	Culture, pragmatics, intercultural communication	Moderate–high	Moderate	High	Strong in contextual and intercultural use	Requires cultural input and guidance
Technology-Supported Interactive Model	Digital tools, online collaboration, blended interaction	Moderate–high	Moderate	High if well designed	Strong beyond the physical classroom	Depends on technology and digital literacy

CONCLUSION

Interactive communication models occupy an important place in contemporary English language teaching because they transform the classroom from a space of passive knowledge reception into an environment of active participation, collaboration, and meaningful exchange. The analysis of the Transmissive Model, Interactive Model, Task-Based Communication Model,

Sociocultural and Communicative Model, and Technology-Supported Interactive Model shows that each model contributes to language teaching in a different way. While the transmissive model may support grammatical and lexical knowledge, interactive and task-based models provide stronger opportunities for fluency development, learner engagement, negotiation of meaning, and communicative performance.

The main contribution of this article lies in presenting interactive communication not as a single teaching technique, but as a broader pedagogical framework that can be evaluated through specific instructional indicators, including fluency, accuracy support, interaction rate, learner engagement, communicative performance, and classroom applicability. This comparative perspective makes it possible to identify the strengths and limitations of each model more systematically and to select appropriate approaches according to learners' needs, proficiency level, institutional conditions, and communicative goals.

The discussion also demonstrates that Task-Based Language Teaching is particularly effective in promoting purposeful language use, since learners are required to use English in order to complete meaningful tasks and solve communicative problems. The Sociocultural and Communicative Model, by contrast, is especially valuable in contexts where learners need to develop pragmatic competence, intercultural awareness, and the ability to communicate appropriately in academic, professional, and cross-cultural situations. Technology-supported interaction further expands the communicative space of the classroom by creating opportunities for online collaboration, virtual exchange, and flexible language practice.

At the same time, the study has certain limitations. Since it is based on theoretical and literature-based analysis, it does not include original empirical classroom data, experimental findings, or direct observation of learner performance. Therefore, the conclusions should be understood as analytical and pedagogical rather than statistically measurable. Future research could strengthen this discussion by conducting classroom-based studies that compare the effects of different interactive models on learners' fluency, accuracy, engagement, and communicative competence. Further investigation may also examine how technology-supported interaction influences learner autonomy and intercultural communication in different educational contexts.

Ultimately, interactive communication redefines the English language classroom as a space in which language is not merely studied as a system of rules but actively experienced as a means of communication. For this reason, the effective integration of interactive models remains essential for preparing learners to participate confidently and appropriately in real-life, academic, professional, and intercultural communication.

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