
Interactive Teaching Methods in English Classes

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Abstract

In this paper, we look at how well interactive teaching strategies work for ESL students. Tactics that attempt to improve student engagement and language acquisition are the subject of the study. These tactics include gamification, group discussions, role-playing, and multimedia tools. We gathered data from several educational environments using qualitative and quantitative study methodologies to see how these approaches affected students' motivation, engagement, and learning results. The results indicate that students' language abilities are improved through interactive approaches, which increase their engagement and provide a more dynamic learning environment. At the end of the study, the authors suggest ways that English teachers might make their lessons more participatory and effective for their students.

Keywords: Teaching, English Classes, Learning, Quantitative, Education.

Introduction

English is an international language and a compulsory part of the basic quality education in senior high schools, so it is very necessary to strengthen the English teaching (Peng, 2022). There is no doubt that in-order to learn a foreign language well, it is necessary for students to be interested in learning a foreign language first. However, simply relying on listening, reading, reciting, and translating is a passive learning method. To change this situation, teachers must create a lively and relaxed atmosphere. So it is very important to use proper and effective teaching methods. Therefore, actively implementing the interactive teaching mode in English classes helps to stimulate students' interests, sense of participation, and develop communicative ability.

Interactive teaching is an effective way to realize bilingual teaching in English class. It is a teaching strategy which encourages teacher-student interaction, interaction among students, and interaction between the students and the outside

world in order to enable students learning English as a foreign language take a more active and participatory role in the learning process (Roseni, 2014). In other words, it can enhance students' active participation and achieve the effects of being mutual construction, mutual understanding, common recognition and common development on the basis of the knowledge they possessed.

Background and Importance of Interactive Teaching in Language Learning

In today's interconnected world, knowing English is becoming more of a necessity than a luxury. The globalization of the economy and a new world order that states the policy of 'Global Village' has opened up new avenues for International Trade. Products and services are being offered around the globe. Globalization has come to mean a greater reliance on world markets for goods, services, and even labour. The new technology of communication, notably the cable network, has allowed knowledge to be instantaneously disseminated around the globe using the medium of English. Knowledge, however, comprises skills and techniques too. The need for a better and stronger defense during the times of oppressions made it necessary to focus on English. Knowledge of English is a prerequisite to success in all competitive exams from UPSC to banking service exams. Furthermore, the students admitted to premier Engineering and Medical Colleges need to attend special English courses to cope with the jargon of English (Gholami, 2014).

English has always been an important subject, especially after the advent of Liberalization, Privatization, and Globalization (LPG). This subject is the medium for the transfer of technology from the West to the East. In today's competitive world, proficiency in English is an added advantage for employment. The knowledge of English is a prerequisite for employment in MNCs and other sectors. Moreover, reading English newspapers and magazines, and watching English news channels have become a fashion. Now a day's a bachelor's degree is not merely sufficient to get a job, in addition, other soft skills are necessary i.e. inter-personal skills, interview skills, decision-making skills, team building skills, conversational skills, etc. To impart these new skills/competencies, teaching should be interactive rather than traditional. The present study is an attempt on the part of the teacher to adopt an innovative approach to impart English through interactive teaching methodology (Peng, 2022).

Theoretical Framework

This theoretical framework describes the understanding of the underlying principles and theories of interactive teaching methods. First, the constructivist learning theory and its application in language education in particular is presented. As the name suggests, constructivism sees learning as a process of constructing one's understanding of reality, as opposed to absorbing knowledge. The foundation of constructivism lies with developmental psychologist Jean Piaget, who argued that intellectual development proceeds through a sequence of qualitatively different

cognitive structures called schemes or constructs. In Piaget's view, the constructs reflect the individual's experiences (Littlewood & Wang, 2022). Only what an individual has experienced in a personally relevant and meaningful way can be understood and organized into constructs. It follows that constructs influence the person's subsequent experience of reality; that is, the mind becomes a prism that distorts the additional input according to the already existing models of reality. Even though apt to make predictions about what is likely to happen in the environment, models of reality cannot remain static; instead, they are necessarily open to modification due to discrepancies between what is expected and what actually happens. For example, when a child experiences a situation that contradicts its existing predictions about the world, piaget calls this cognitive conflict or disequilibrium. To return to equilibrium, the child has to adjust the existing constructs; that is, the models of reality have to be reformulated in such a way that they can account for the new information. Such reformulation is a gradual process of change called accommodation (World English Journal & Brett, 2021).

Constructivist Learning Theory

The constructivist learning theory traces the historical backgrounds, principles, and the general concerns to illustrate the basis of interactive teaching pedagogy, especially in English language classes. This peculiarity is exclusively conducive towards fostering a constructivist classroom environment which is presented hereunder with illustrations of teaching modules. The principle of constructivism is that individuals create their own meanings of concepts by actively engaging in sense-making based on prior experiences. As a result, it is not enough for the learners to listen to, memorize or understand what their teachers say, in other words, passive activities. They must largely engage in documenting, processing or altering the meanings, including testing, evaluating, analyzing or applying it. Secondly, learning is a synergetic collaboration with others, in other words, a social activity. The social interactions modify the ways of representing and thinking of the individuals to learn meanings that should not be held alone. Therefore, it is not enough for the learners just to receive or answer questions about the concepts directly from their instructors, in other words, information transmission. They must rather socially engage in dialogues with others to understand the meanings collaboratively. In turn, a set of firm conditions should be established to foster Active Learning and Student-Centered Learning. Hereafter, they are summarized in four fundamentals of classroom concerns and activities. Firstly, the learners should actively engage in making sense of knowledge as they achieve meanings (insights/knowledge) of the concepts introduced to them. Secondly, those classroom activities should be relevant to the learners with regards to their realities in terms of the background knowledge and practical uses. Thirdly, the classroom activities should be built on the learners' prior experiences with regards to their current knowledge or conceptions. Lastly,

knowledge should not be imparted to the learners with regards to the different alternative meaning representation, but the learners should be involved in (i) debates of or dialogues about those meanings collaboratively with regards to the agreement and understanding of the learning.

Types of Interactive Teaching Methods

Participating in the learning process makes it much easier to acquire the language knowledge and skills students need. Students will be more active in using the target language and have more chances to practice it in class. Additionally, interactive teaching methods can create a less daunting atmosphere for students, making them feel free to express their ideas and display their feelings (Peng, 2022). Bai believes that also by encouraging students to work together in pairs or groups instead of relying on the teacher alone, interactive teaching methods can cultivate their autonomy and creativity. Therefore, learners need to be actively involved in the learning process to achieve desired outcomes. Since spoken English and interactive activities among students are the focus of this study, only several types of interactive teaching methods that are especially suitable for English classes are discussed here. Other types of interactive methods such as student-student discussions, peer teaching, or flipped classrooms might also implement some interactive activities (Khusniddin, 2018).

Role-Plays and Simulations Activities

Role-plays normally take place in pairs. Scene instructions involving a certain context or situation are usually given and students' performances remain impromptu with the help of the teacher's cues or hints. New identities might be provided for the participants (e.g. an angry client, a humble waiter and so on). The scene for this type of activity is usually set in the real world and sometimes, for academic discipline, preference is given to professionally related activities (e.g. a business negotiation, a doctor-patient conversation). Simulations normally take place in small groups with students representing different parties. An imaginary scenario or background is provided based on which students' performances are impromptu. Common topics for discussion could include a battle plan for an undefined crisis, forming a club and the like. The scene could be close to the real word or totally imaginary.

Collaborative Learning

Typically, collaborative learning consists of a small group of students who work together in a common learning task, communicating face to face with each other. The length of collaborative language learning activities can vary but they are generally longer than 15 minutes which involves planning, negotiating meaning, monitoring, repairing and executing the interaction. Often, informal instruction is required to assist learners for better participation. Since the effective implementation of collaborative learning rests heavily on the participation from all group members,

careful attention should be paid to the group formation and learner independence. Small groups should be homogeneous rather than heterogeneous in terms of proficiency level to prevent lower proficiency learners from being dominated by higher proficiency peers who might receive or process information differently. However, the formation of groups shouldn't depend solely on students' needs, interest or background. Random assignment could also be employed. This approach could help avoid personal conflicts among group members. However, this group of students could hardly fit all the requirements needed for successful collaborative learning.

Games and Gamification

Games, whether they are language activities using cards, pictures or any materials or computer-assisted education, instructional software or online applications, form a bridge to link the classroom with the universe outside. When used in the classroom context, games can facilitate both motivation and positive group dynamic, enhancing the effectiveness of the learning experience. Gamification as a particular instance of games could be described as "a process of game-thinking". In comparison with games, gamification may not have its own materials or specific tasks and competitions. However, it could inject playfulness and game-like elements into the existing class activities or even their assessment.

Role-Playing and Simulation Activities

English language instructors are continuously confronted with the problem of motivating students and involving them in the language learning process, in light of the global proliferation of English vocabulary. It is necessary to apply teaching tactics that prompt learners to participate and elevate their language proficiency. Learners can comprehend their active position in the language agreement process through an interactive teaching method (Mahmood, 2014). One of the most significant characteristics of the interactive teaching method is reaching maximum communication. Opting for various teaching tactics and arranging appropriate exercises can make learners actively engage in the lesson; thus, they can be exposed to diverse language environments and form the capability to communicate properly. Role-playing and simulation activities are two interactive teaching methods.

Use of Role-Playing Activities:

In order to establish a converted and lively atmosphere in class, and reach students' participation in an interaction language use of role-playing activities has been applied. Roles and situations are given to students in order to act in class. Performing the roles, students can interact in a foreign language use. In addition, this activity requires all students to participate since pre-planned questions and answers are given either to the whole class or to some students only (Massiel Soza González et al., 2019). This largely minimizes students' anxiety of speaking English as foreign language and builds confidence to handle real language use in a controlled way. When

it is followed by a feedback discussion, this technique can motivate students to participate actively in the English class. Thus, role-playing activities create an experiential learning environment where students develop their communication skills through learning by doing.

Collaborative Learning Techniques

Collaborative learning is considered to be one of the most important interactive teaching methods to promote interaction in classroom situations. Collaborative learning is a group-based methodology that encompasses various techniques, including group work activities, peer teaching, problem-centered learning, or cooperative learning. In connection with collaborative learning, students work in small groups on a task collaboratively. The co-operative learning approaches utilize interaction to promote deeper learning to ensure that each student takes responsibility for their learning (Babiker, 2018). Therefore, it is important to make a distinction between teamwork and collaborative learning. In general, collaborative learning enables peer interaction among students, which cannot be easily achieved through individual or teacher-centered learning approaches. Because students listen to and respond to one another, collaborative activities provide opportunities for students to generate their understanding of the subject matter and allow them to explain or argue their points of view. In cooperative learning groups, students with different skill levels suppose to work together to improve the understanding of the task and to help each other to develop interpersonal skills while working in a small group. Group work encourages an interactive student-centered learning atmosphere in which each student plays an important role and is responsible for his or her own learning (Bella Monikasari, 2019).

Games and Gamification in Language Learning

In addition to interactive strategies already discussed, games and gamification are other methods to enhance interactive teaching by improving students' motivations, engagement, and learning. Game elements and gamification can be integrated into English classes as online heavy-element game (such as Escape Room and Word Finder Game) or as classroom light-element gamification (such as using leaderboard, competition, or points) (Surayatika, 2018). The goal of gamification in English class is to create an interactive class experience for students and increase their motivation. In their English classes, students need to be more engaged in the process of learning. It is more fun and interesting to take an active role in the class (Jackson, 2018). English subjects can be tough for primary students. Thus, gamification is necessary as a method that can change the atmosphere and increase students' engagement and motivation.

Technology Integration in Interactive Teaching

Interactive teaching requires active interaction and cooperation from students and demands matching requirements from teachers. Consequently, it is important for

teachers to ensure that enough interaction takes place in class. To integrate most contemporary interactive teaching methods into language teaching or other classes, it is crucial to provide basic technology in classrooms, such as computers, projectors and audio systems. By using these technologies, teachers can spare themselves some annoying work and provide materials making classes easier and more attractive. New technology can greatly enrich the learning experience and give new dimension to language classes. However, there are still many difficulties which either prevent or limit successful integration of technology in language classes. The ample development of technology has brought various teaching methods, techniques and tools. Analyzing the integration of technology in interactive teaching, a definition can be given of interactive teaching, focusing on teacher-student interaction, student-student interaction and cooperative learning. Nevertheless, integration is seen as both a tool and method uncontrolled in initial phases. New technologies present obstacles for teachers, such as discomfort with new technologies, insufficient technology, fixed time schedules at universities, old-fashioned organization and emphasis on information transfer, not development of thinking. It is also elaborated how technology simplifies teachers' work, brings improvement of teacher-student interaction and creates participation (Mahamamad Qoitassi & Jafar Mahammad Sharif, 2015). An innovation in language classes with technology includes examining how Cooperate working helps to improve student's interaction and how this technology provides new methods for language class design. Traditional language classes focusing on information and communicative competence are examined. Technology encourages innovated language classes by offering new modernized methods and tools and new design possibilities such as pair work and group work classes for larger classes. With the use of tools such as learning management systems, interactive whiteboards and screen casting programs, language classes can be diversified and improved. New things could be tried such as a flipped classroom and blended learning. Technology can bring easy and time-saving preparation, easy distribution of materials, promotion of group work and extra online learning possibilities (Titiek Murniati & Sanjaya, 2017).

Benefits and Challenges of Using Technology in Language Classes

This subsection discusses the benefits and challenges of using technology in language classes. Some benefits of technology in classes are interactivity and motivation, especially for students with low proficiency in English. Another benefit is access to authentic sources of information. On the downside, there are challenges. Teachers need to invest time and effort to prepare for classes using technology, and they need to know technology well enough to use it in class. Another consideration with technology in language classes are the limitations in connection problems and facilities. Technology has been viewed as a media that can help create an interactive class. The benefits of this are outlined, including students' participation, and more

interaction in language classes. Technology also allows language students to have access to authentic resources, which are expensive and hard to get for students (Mahamamad Qoitassi & Jafar Mahammad Sharif, 2015). Both advantages and disadvantages to the technology use, in general, are provided, and defined clearly what technology is. Some disadvantages were not emphasized enough; such as students' lack of attention when technology makes class fun. Students might miss basic points because of their attention to the fun side.

In language teaching, language teachers need to invest time and effort to prepare technology-based classes. Teachers also need to be familiar with technology and ensure that technology works well in class. There are foreign language teachers who do not take technology course. Teachers who are not trained and familiar with technology do not know what technology they can use in class. Oftentimes faculty technology training classes do not meet foreign language teachers need. Also, it is hard to imagine that technology training would not aim toward more work and preparation of class. Another consideration with technology is that teachers are often required to develop and enhance teaching while facilities need to be fixed or developed first (BATTENBURG, 2013).

Assessment and Feedback in Interactive Teaching

Assessment and feedback are essential components in interactive teaching approaches, as they are instrumental in understanding and improving the learning process. All types of assessment may be broadly grouped into two categories: formative assessment and summative assessment. Formative assessment is a continuous, ongoing process that enables teachers to gauge how their students are progressing with the course contents as it unfolds. In contrast, summative assessment is a method of evaluation that is typically adopted at the conclusion of a course or a segment of a course (WANG, 2015). Conducting both kinds of assessment allows the teachers to diagnose where students may be having difficulties in their learning and where adjustments within the teaching scheme are warranted.

With regard to student assessment, constructive feedback is crucial to support the process of language learning. Feedback can foster language development by providing information on the nature of a task, arousing student awareness of their language use, and guiding students to evaluate their language output themselves (Soler Costa, 2014). The feedback from the teachers can take diverse forms, including whole-class feedback, individual feedback to selected students, and general remarks for all students. Provided the feedback is timely and is followed by a period for student reflection and the opportunity to practice, such feedback can contribute to improving language learning.

Formative and Summative Assessment Strategies

Formative and summative assessment strategies. Educational assessment is an ongoing process that uses systematic and organized methods to gather, synthesize,

and interpret information to evaluate students' performance and the learning process. A complete and conscientious assessment process includes a variety of different assessment methods. In terms of the purpose of assessment, the systematic and organized methods of evaluating students' performance can be classified as either formative or summative assessment strategies (WANG, 2015). Formative assessment is play an interactive and inviting role during the learning process by identifying and closing the gaps between students' current knowledge or skill level and what they are expected to achieve. The aim is to monitor and improve learning, and it often involves providing ongoing feedback and opportunities for reflection and adjustment (Zhang et al., 2024). While summative assessment can usually provides a final judgment of the students in the form of grades, scores, or certificates. The summative assessment evaluates the extent to which the desired outcomes have been accomplished at the end of an instructional unit, course, or programme. Until now, the classification of the two strategies of educational assessment is still prevailing. Many practitioners and researchers have been helping educational practitioners improve the way they assess students on these two different ends of the spectrum. Formative assessment is considered to be more beneficial in an interactive teaching. The application of formative and summative assessment strategies is illustrated in the following sections.

In interactive English classes, a variety of formative and summative assessment strategies have been adopted and adapted to evaluate students' performances, provide timely feedback, and help instructors to adjust their instructions accordingly. Many formative assessment strategies are quick and timely, where participation rates in communication, and classroom response systems can be recorded automatically, and students' responses in in-class tasks would be collected instantly to evaluate their understanding. Providing timely feedback to students is relatively easy and cheap, as the online quizzes and multiple-choice tests could automatically generate and send immediate performance reports or grades. Furthermore, some strategies require students' self-reflection, where they are asked to evaluate their own performances or efforts in side tasks relative to their peers. Participation and in-class performance would usually be given consideration in grades, where attendance criteria are set to improve participation, and everyday performance is evaluated on a daily basis. On the opposite end of the spectrum, there are summative assessment strategies applied in interactive teaching.

Inclusive Practices in Interactive Teaching

The English language classroom is a microcosm of the world we live in. It encompasses children from many countries and social backgrounds. As a result, some students may have learning, socio-emotional, and physical disabilities that prevent them from acquiring the second language as required; and others may speak the second language very well, far better than those who share the same mother tongue

and text-book exposure. The importance of keeping a group of interacting individuals on task has been discussed as controlling off-task behavior and maintaining students' focus on the planned activities (Peng, 2022). However, this is never easy in a mass classroom where the teacher is in the front and the mass of students sits on benches behind. This immeasurably complicates the management of teaching and learning. Many students with different backgrounds and degrees of second-language mastery may feel frustrated and neglected when they hear and receive the same input in the same age-group cohort and follow the same goals as those of better-off peers. In addition to students who may come from different social backgrounds at the start class, those who are slightly off-the-text-book due to the lack of socio-emotional maturity, or slightly ahead due to Olympiad exposure may pose difficulties in keeping participation equal and harmonious in whole-class interaction, especially in fronted exploration (Roseni, 2014). Many may share the same cultural insufficiency because of which the teacher's and other students' input seems culturally loaded and thus baffling. All of these realities challenging the one-size-fits-all educational ethos would complicate task-management and prevent fluency in face-to-face communication in the second language.

Against the backdrop of demand for more dialogic and participatory pedagogy and objectives for promoting active student engagement in learning, inclusive practices can be construed as those to accommodate individual learning needs borne of diverse backgrounds and thus allocate every learner equal access and opportunity to learning by focusing attention to relevance and thereby building a shared intent. To weave the one into the fabric of the interactive teaching methods, it is necessary to start with an understanding of diversity in the framework of interactive teaching methods and how that diversity may impact effectiveness. Teaching method, format, and procedure would then be elaborated on to accommodate the identified diversity in a whole-class-fronted collaborative oral corrective feedback and discussion of sitcoms.

Supporting Diverse Learners in the English Language Classroom

As English is one of the most widely spoken languages in the world, there is an increasing need to learn it. At universities, the first level of education after secondary schooling, students are supposed to know the language while studying various courses. However, as there are different secondary schools in countries, it cannot be guaranteed that all students will have the same level of proficiency in English. Hence, in an English language classroom, it is presumed that there will be a wide range of students' speaking skills from novices to excellent speakers. This diversity arises not only from the backgrounds but also from other factors such as interests, attitudes, learning styles, and the aim of learning (R. (Julia) Biloon, 2016). Despite the spread of English, some people are still very hesitant to use it. One of the forms in which students are challenged to use English is speaking in front of their

fellow students. If they do not feel competent, they may refuse to speak in such cases. Since many courses require classroom participation, this often results in failure. This paper discusses English as a foreign language (EFL) students' attitudes towards using English and their participation in speaking activities, the role of the English teacher, and how needs analysis is important to understand students in a mixed ability EFL classroom. Focusing on the students' background and interests and applying different strategies to meet their needs, it is possible to establish an interactive classroom situation, where students broaden their previously gained knowledge and feel confident to participate (Toliver, 2018).

Professional Development for Interactive Teaching

To have interactive teaching in English classes in a broader sense, certainly, educators also need to facilitate relevant opportunities and resources for professional development. These may be in the forms of seminars, workshops, training, publications, and even State/Artificial Intelligence-supported resources and networks. First, Provincial Establishments of Education and State Educational Agencies have to always organize some seminars and workshops to encourage teachers to have such teaching in such classes. Related institutions such as Teacher Training Institutions, Educational Quality Assurance Institutions, and Teacher Associations may also organize similar activities. Those activities have to involve some experts or facilitators who can provide resources, knowledge, and skills on how to conduct such teaching. Those activities may also invite teachers who have already had it so that participants will have a holistic comprehension of interactive teaching in English classes. Secondly, there should be publications and proven materials that educators can read, see, and practice in their English classes ((Singgih) Widodo, 2004). In this regard, journals, both printed and on the internet, and audio-visual CDs, both hard copies and digital ones, would support teachers to have an in-class demonstration of such teaching. Thirdly, government support, both central and local, might also facilitate networks. The possible forms of networks are teacher communities or associations to share and discuss teaching experiences or practitioners-club to discuss classroom phenomena. In line with this, educational institutions such as TVRI, RRI, and the local government have to broadcast regular motivational talk shows having themes related to interactive teaching and learning (Widiatmoko, 2017).

Apart from an opportunity and network, those teachers also need to develop the desire to have interactive teaching. Commonly, there are at least three responses that teachers have of such teaching. First, teachers with a positive perception of this concept would not doubt trying it. Second, teachers with a neutral perception may need intrapersonal encouragement to have this teaching strategy. Third, teachers with a negative perception would not try interactive teaching in English classes regardless of the opportunities or facilities provided.

Training and Resources for Teachers

At the heart of English Language Teaching is the English language classroom, where teachers and learners interact to enact learning. For the English language learner, this foregrounds the focus on teacher competence. It has, however, been established that learners come to the classroom with a considerable amount of knowledge about teaching and learning based on their home, school, and social experiences. It can be assumed that they bring with them notions of good, bad, and effective teaching along with expectations of particular teacher behaviors, attitudes, roles, and actions (Widiatmoko, 2017). Existing structures of teacher education programs will be examined alongside a consideration of how teachers and learners might engage meaningfully with prevalent discourses of English language learning. Professional development refers to the expansive, planned training, and support provided to teachers in order to facilitate the acquisition and development of competencies flexible enough to meet the particular demands of the instructional context (Roseni, 2014). It has been proposed that teachers be supported through ongoing processes of professional development that include an integrated system of initial teacher education, mentoring, and continuous in-service development aimed at ensuring appropriate and effective pedagogical practices in the English language classroom. Ongoing processes of professional development are especially relevant in the context of current efforts to encourage interactive teaching in countries where such an approach is not culturally valued. Further support needs to come in the form of continuous and ongoing instructional resources that include a variety of instructional materials adapted to suit the instructional context.

Case Studies and Best Practices

Case studies showcasing the successful implementation of interactive teaching methods in English language programs provide valuable insights and practical examples for teachers and educational institutions. These case studies illustrate the effectiveness and positive impact of interactive approaches on students' engagement, motivation, language skills development, and overall learning outcomes. By analyzing diverse contexts, challenges, and strategies employed, these case studies contribute to a growing body of knowledge and best practices in the field of language education.

One notable case study involves the implementation of interactive teaching methods in a large university English language program with diverse student backgrounds. This study explores the challenges of student-centered approaches in large classes and highlights the incorporation of group discussions, role-plays, and multimedia resources. The findings demonstrate that despite logistical difficulties, interactive methods fostered students' participation, confidence, and critical thinking, underscoring their relevance in large classroom contexts (Peng, 2022). Another case study focuses on a bilingual education approach blended with interactive teaching

methods in an English secondary school. It highlights how techniques like think-pair-share, poster presentation, and peer feedback encourage students' involvement and language skills enhancement. This case study emphasizes the significance of teacher training and institutional support in effectively implementing these methods (Roseni, 2014).

Successful Implementation of Interactive Teaching Methods in English Language Programs

Focusing on successful implementation, this subsection analyzes case studies and best practices that demonstrate the efficacy of interactive teaching methods in English language programs. It highlights strategies, outcomes, and key elements contributing to successful implementation, offering valuable lessons for educators. Rapidly growing international communication and cooperation had brought the need for learning foreign languages, especially English. It is estimated that there are at least 200 million people being educated in the English language (Peng, 2022). To meet the English teaching needs, many countries have compromised the quality of English language education, which had taken place particularly in the primary and middle schools. After years of learning, quite a lot of students are not able to communicate properly in English. Although the traditional way, usually teacher-centered training with machine-like practices, emphasizes a lot of grammar and vocabulary, the accuracy level of students in using English is still low. Interactive teaching and all-inclusive teaching were diagnosed as problems of the modern curriculum (Roseni, 2014). These teaching methodologies actively involve students in the learning process, allowing them to affect their own and one another's learning. Their origins can be traced back to the works of Dewey, Vygotsky, Dewey and Piaget, and Freire. The successful implementation of teaching methods exclusively depends on various factors.

Conclusion

Interactive teaching approaches are gaining more attention from educators and researchers worldwide for their potential benefits for both students and teachers in the context of higher education (Peng, 2022). This paper investigates the impact of various interactive teaching methods, including brainstorming, group discussions, and role-play, on improving students' motivation and participation in English classes at Tianjin Polytechnic University. The findings suggest that interactive teaching can stimulate students' interest in class, which increases their attention and engagement, thus creating an effective language learning environment. Group discussions and debates encourage students to express their opinions and think critically, while role-play helps develop their speaking and listening skills and boosts their confidence (Roseni, 2014). Interactive teaching also reduces the pressure on teachers and allows them to better understand students' learning needs. Given these implications, the following suggestions for improving English interactive teaching are proposed. First,

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teachers should use various interactive teaching methods, including group discussions, role-play, and debates, to encourage different levels of student participation. Second, teachers should integrate technology into interactive teaching, such as using multimedia, online platforms, and social media to support interactive activities and increase student engagement. Third, teachers should provide appropriate guidance and feedback on interactive activities, such as setting clear objectives, monitoring progress, and evaluating performance. Finally, teachers should foster a supportive and inclusive classroom environment for interactive teaching, which values diversity, respect, and collaboration.

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