

A Study of Interactive Teaching in High School English Classrooms

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Abstract: China's traditional high school English classroom teaching mode is teacher-oriented, based on the knowledge of the textbook, with a single learning method, and students are in a state of passively receiving knowledge in the classroom, unconsciously cooperating with the teacher to complete the classroom teaching tasks. Such a classroom in which the teacher can not well stimulate students' learning motivation, is not conducive to the play of student subjectivity, resulting in low student learning efficiency, the learning effect is not as satisfactory. At the same time, too single teaching methods are not conducive to the cultivation of students' spirit of exploration, creativity and practical skills. Based on this, this paper uses case analysis method to study how to improve teaching quality and students' learning enthusiasm through interactive teaching in high school English classroom, and concludes that the test-oriented teaching method should not be used in the interactive teaching of high school English classroom, and should pay attention to the interaction with students, and actively innovate teaching methods, among which game teaching method and scenario teaching method can effectively promote teacher-student interaction, and enable students to generate interest in learning and improve learning efficiency.

Keywords: high school English classroom, learning effectiveness, interactive teaching, motivation

1. Introduction

In modern education, more and more teachers are using interactive teaching as an important tool to improve student engagement and learning. In the English classroom, the use of interactive teaching can help students better understand the rules and applications of the English language and enhance their speaking and writing skills [1]. Interactive teaching can promote communication and cooperation between teachers and students and develop students' team spirit and independent learning skills. Therefore, interactive teaching and learning in high school English classrooms has become one of the most important ways to improve the quality of teaching and education. This paper discusses the practical methods and practical effects of interactive teaching in high school English classrooms, with a view to provide valuable experiences and suggestions for teachers.

2. Comparisons Between Interactive Teaching and Other Educational Models

Interactive teaching has many advantages over traditional teaching models. The traditional teaching model is usually one-way, that is, the teacher lectures and the student listens. Interactive teaching, on the other hand, focuses more on student participation and interaction, allowing students to participate more actively in the classroom, asking questions and discussing.

The advantages of interactive teaching are mainly reflected in the following aspects:

The first is to improve student participation and learning effect: interactive teaching can stimulate students' interest and increase their participation and enthusiasm. Through interaction, students are able to gain a deeper understanding of the course content and acquire more knowledge and skills.

The second is to cultivate students' independent learning ability: interactive teaching focuses on cultivating students' independent learning ability, so that they can play a more active role in the classroom. This helps students develop independent thinking and problem-solving skills.

The third is to promote communication and cooperation between students: interactive teaching not only focuses on the interaction between teachers and students, but also pays attention to the communication and cooperation between students. Through group discussions, role-plays, etc., students can communicate and cooperate better and improve each other's learning results.

In summary, the interactive teaching mode helps to improve students' participation, learning effect and self-directed learning ability, and also promotes communication and cooperation between students. These advantages can effectively improve the quality of education and teaching, so that students can better grasp knowledge and skills.

3. The Use of Game Pedagogy in Interactive Teaching

3.1. Significance of the Application of Game Teaching Method

As high school students are in a period of adolescence and a paradoxical state of semi-maturity and semi-naive psychology, teachers need to pay attention to stimulating students' potential and developing their comprehensive skills in the process of learning English. Games can maintain students' interest and attention to learning and develop their comprehensive language skills [2].

Through nine years of English study in primary and junior high school, most students have some basic knowledge of English, maintain an interest in learning English, are highly motivated to learn, possess a strong ability to use and imitate language, and have initially developed a sense of English and good study habits. However, there are also a few students who have a weaker foundation and are repeatedly frustrated in the learning process. They gradually lose their interest in English after repeated blows, have weaker participation in class and are unable to use their knowledge of English to communicate with others better. At the same time, high school students also face the tension of the college entrance examination, which increases the difficulty of teachers' teaching ability. Teachers should effectively use games in the classroom to increase students' participation and stimulate their interest in learning, so that students can consolidate and apply what they have learned while playing happily [3].

3.2. Application Example of Game Teaching Method

For example, the textbook contents can be written into a textbook drama and performed by groups of students.

Game Design: Role Play

The teacher adapts Part D into a textbook drama and students work in groups to perform it.

Aside: There were three big birds in a forest.

S1: My name is Carr, I'm bigger than Carter. My singing is louder than Carter's.

S2: I'm Carter, I'm big. My singing is loud.

S3: Hey, everybody! I'm Carroll, I'm the biggest.

S1,2,3: We like singing.

Aside: There were three small birds in the forest. Here they come.

I'm bigger than Alice.

S2: I'm Alice. I'm smaller than Anne.

S3: My name is Amy. I'm the smallest.

Aside: Now, they are going to sing together.

Teachers can use students' linguistic and interpersonal intelligence to stimulate active learning by acting out the dialogue in the form of a script. Pupils have a great enthusiasm for role-playing and they are keen to work in groups to complete tasks. Once the teacher gives the template, pupils can also adapt it to suit their needs. Each student has the opportunity to express himself or herself in a group, and even if a student has a poor foundation, the other students in the group can help him or her. Role-playing exercises students' listening, speaking, reading and writing skills, and group work can also inspire students' interest and confidence. However, some students who are reluctant to speak up do not participate in the game. In order to cater for all students, teachers should take into account students' existing levels when adapting and actively encourage them to inspire their self-confidence and increase class participation.

4. The Use of Situational Teaching Method in Interactive Teaching

4.1. The Significance of the Application of Situational Teaching Method

Learning is a fun thing to do, and to immerse students in the story and character plots of the text will not only increase motivation to learn, but also deepen impressions and improve teaching efficiency in an interactive way [4].

The contextual approach is very applicable to the teaching of English as a subject in high school [5]. At this age, high school students are actively curious and exploring knowledge, but the pressure of studying every day makes them mentally exhausted and their attention is not easily focused and distracted [6]. Contextual teaching methods can enhance students' curiosity and exploration of knowledge, and it is easier for students to focus on questions and activities in the context, and real situations simplify knowledge and make it easier for students to understand [7].

4.2. Example of the Application of Situational Teaching Method

For example, a real situation can be created. Before the new lesson begins, the author hangs the teacher full of clothes and goods to create a real situation, and again says to the students that he or she is a salesman, so that the students can get into this situation. Teaching preparation: word cards for the lesson, real clothes, matching teaching cassette, wall chart to accompany the text. Then start the situational teaching.

Teacher-student interaction

T: I'm a saleswoman today. you are the guests who come to shop. let's see what's happened in the market. Create a real shopping mall situation and then interact with students and teachers.

T: Can I help you? (Teacher asks questions to let students take the initiative to answer the questions and bring them slowly into the situation)

S1: I would like a pair of shoes.

S1: Pretty. How much are they? (Through the previous lessons and pre-reading, a few students learned to use the sentence pattern of asking the price)

T: They are 100 yuan. When we want to buy a pair of shoes, we can say....

Ss: How much are they?

T: Now, I'm a saleswoman. Can I help you? (Guide students to ask questions again and introduce new sentence patterns in the situation)

S2: I'd like a hat.

T: Here are the hats. Which do you like?

S2: I Like the yellow one. How much is it? (Change the sentence pattern when asking the price of a singular countable noun when you want to buy an item)

T: It's 50 yuan.

T: When we want to buy a hat, we can say ...

Ss: How much is it. (The basic sentence patterns are taught in the context, and further teacher-student communication in the context can make students impressed and consolidate their memory.)

S3: I would like a dress. T: What about the red one? S3: I like the red one!

Setting up a shopping situation in a new lesson stimulates students' curiosity and drives their interest in learning, and also perfectly integrates the dialogue content from the textbook, which reduces the tedium and difficulty of learning to a certain extent [8]. The integration of textbook knowledge into the context allows students to bring in visual, auditory and everyday cognitive content to make a deeper impression [9], using the principles of multiple intelligence theory, where students' own intelligence base is not only the basis for the implementation of contextual teaching, but also complements it [10].

5. Conclusion

Whether it is classroom games or situational teaching, the most important thing is to improve the efficiency of the classroom as well as the quality of teaching through interaction with students, so that students can improve their attention and receive knowledge better. For example, the shopping situation created at the beginning of the scenario, with the teacher as the salesperson, is teacher-led and student-led, and the teacher-student interaction supported by the multiple intelligence theory makes the classroom lively and interesting. The problem situation created immediately after the new knowledge is taught expands students' thinking and inspires them to think independently. This all fully illustrates the significant role of adding interaction to the high school English classroom in improving the quality and efficiency of teaching. Through the case study of two innovative teaching methods, game teaching method and scenario teaching method, this paper obtains the solution to improve the interactive teaching of high school English classroom, which can effectively improve students' interest and learning efficiency, further strengthen the interaction between teachers and students in the classroom, and improve the quality of teaching.

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