

# Research on Interactive Teaching for English Classroom in Junior High School

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## **Abstract**

Interactive teaching is very important for students to learn English. In the junior English classroom, language is not only a tool for teachers to organize teaching, but also the main source of students' target language input. Therefore, more and more researchers at home and abroad pay attention to it. Classroom interactive language mainly includes questions and feedback. Among them, classroom questions are divided into display questions and reference questions. Junior high school is a very important stage of English learning. This paper will elaborate on interactive teaching and interactive classroom, and analyze the characteristics of junior high school English interactive classroom in detail, so as to provide a theoretical and methodological perspective for studying the relationship between second language acquisition and classroom teaching.

**Keywords:** interactive teaching, English classroom, interactive English, junior English

## 1. Introduction

English classroom is the most important learning place for students, and the language in the classroom is a powerful medium for teachers to organize and control the classroom. In English classroom teaching, the purpose of teacher talk is not only to impart knowledge, but also to organize teaching activities. Teachers should pay more attention to the interactivity of classroom behavior, and take the classroom as a real language environment to create opportunities for students to output language and negotiate meaning as much as possible, so that students can experience the communicative function of language and gradually show it in students' language output. Effective classroom language is helpful to achieve the teaching objectives, teaching contents, and fulfill the curriculum requirements. Therefore, teachers' English classroom language level has an important impact on teaching activities, and is directly related to students' learning results.

Since classroom language plays an important role in guiding students, organizing the classroom and interacting with students, teachers need to use appropriate language in teaching to strengthen the communication between teachers and students in the classroom, improve students' language output and promote second language acquisition. Therefore, teachers should change the traditional role of knowledge disseminator and classroom controller, give full play to their role as organizers, managers, negotiators, information providers and students' learning promoters, and encourage and organize students to use their language knowledge and skills to participate in various forms of classroom communication activities, so as to promote the development of students' language ability. Teachers' use of effective interactive language will promote the classroom effect, the teaching content to be completed and the realization of teaching objectives, and also have a great impact on students' learning behavior, learning confidence and learning enthusiasm.

Classroom language research mainly focuses on the teaching and learning process in the language classroom, including classroom input, output and classroom interaction. For English classroom, classroom language is not only an important tool for teachers to organize teaching, but also an important source for students to acquire language. Therefore, the study of teacher talk, which is an important source of language input for students, can not only expand the research space of second language acquisition, but also help teachers regulate and regulate their own language and improve their ability to use the teaching language. It has strong theoretical and practical significance. Through the research and analysis of junior high school English teachers' classroom language, this paper reveals the characteristics and use of junior high school English teachers' classroom language, and finds out the relevant reasons and problems, so as to provide some practical suggestions for junior high school English teachers in English teaching.

## 2. Interactive Teaching

### 2.1 Basic Idea

Modern linguistic research shows that learners are not passive receivers of knowledge, and they must acquire language through a large number of one word practice activities. Only when

learners are motivated, that is, when learners really feel the need to improve and develop their target language, can language output contribute to language acquisition. Swain points out that learners' output must be accurate, coherent and appropriate in the process of teaching interaction, which will promote learners to improve and expand their necessary grammar knowledge. Long believes that two-way communication is more conducive to language acquisition than one-way communication. It will encourage both parties to negotiate meaning and adjust interactively, thus improving the comprehensibility of language input. However, the traditional teaching method follows the teaching mode of explanation and acceptance. Teachers fill the classroom with cramming methods and require students to memorize by rote. Such a rigid approach completely ignores the cultivation of students' practical language use ability. For English learning, the language environment is the decisive factor, and repeated practice is the key to language acquisition. On the one hand, language input is provided to learners in the form of stimulation and feedback; On the other hand, learners internalize the stimulation by imitating the target language, which is reinforced by feedback, and acquire the language through continuous stimulation and feedback. Therefore, interactive teaching is needed in the teaching process to cultivate students' independent consciousness and innovative ability and realize the unity of teaching and learning.

The interactive teaching theory holds that the teaching process, as an interactive process, is a process of interpersonal interaction and interaction between teachers and students based on various mediations, such as cognition, emotion, attitude and values. The teaching process is a typical interactive process, and its essence is teachers' teaching and students' learning. On the one hand, teachers need to formulate appropriate teaching objectives and adopt reasonable methods to train and educate students. On the other hand, based on the guidance of teachers, students constantly learn and practice in classroom interaction, and then form their self-ability through feedback. The ultimate purpose of interaction between teachers and students is to transmit information and then solve problems. Palinksa put forward the concept of "interactive classroom teaching". He believes that teaching is based on students' active self-construction, and teachers support students' construction process and cultivate students' learning ability.

## *2.2 Methodology*

Teaching interaction refers to the interaction and influence of all relevant things in school teaching, mainly including classroom questioning and teaching feedback.

Classroom questioning is an effective teaching method, which includes the whole process of preparation, teachers' questions, students' answers, feedback and reflection. Specifically, it refers to teachers asking questions in class according to students' knowledge and experience, so as to stimulate students' thinking ability, so that students can acquire knowledge and improve their thinking ability. Therefore, classroom questioning is the basic and important means to implement classroom teaching. In English teaching, teacher questioning has always been an important means of classroom teaching, which can stimulate students to think actively and promote language acquisition. Questioning strategies and questioning forms are the key factors that affect students' enthusiasm in classroom activities. Barnes divided the types of questions into four categories: 1) factual questions, indicating the knowledge that needs to be memorized;

2) Reasoning questions are used to expand students' understanding ability; 3) Open questions are used to spread the students' thinking and the connection to the previous learning contents. There is no standard answer to such questions; 4) Social problems mainly guide students to establish a harmonious relationship with others. In classroom teaching, most of the time, English teachers will use English as the main language and Chinese as the auxiliary language. This shows that teachers pay more attention to the language input of students. Most of the time, English teaching can provide more resources for students to learn the target language. At the same time, due to the limitation of students' overall English level, teachers cannot use the whole English questioning method, which will lead to poor students unable to understand the teacher's questions, thus losing their interest in learning and unable to keep up with the teacher's classroom progress. Therefore, proper English based and Chinese supplemented questioning language can help students understand the meaning of the teacher and enable teachers to express their intentions more completely. In addition, junior high school English teachers tend to call the students with ordinary basic knowledge, which can help them consolidate the knowledge they have learned, stimulate their interest in learning, exercise their oral English, or make the students who are not focused more focused. The proportion of students who choose well and those who raise their hands is very low, which will affect their enthusiasm for learning. After asking questions, most teachers give students enough time to think and answer questions. The time reserved for demonstration questions or relatively simple questions is shorter, while more for reference questions. This can ensure that students have enough time to think, sort out, enrich and improve their answers.

Teaching feedback is an important means for students to understand the target language and acquire the ability. It is an effective source of students' learning ability. Teachers' feedback will greatly affect students' foreign language learning. When students make mistakes, they can find and correct their mistakes through the feedback of teachers. If teachers tend to use positive feedback in class and often give specific feedback to students, it will be conducive to students' self-development. This is because language learning requires people or certain external conditions to stimulate, respond to feedback, and consolidate what they have learned through continuous training, and finally become accustomed to speaking out. Teacher feedback is divided into language feedback and evaluation feedback. Among them, language feedback does not judge the correctness of students' answers, but responds to the content. Its purpose is to prepare for the next dialogue. Evaluative feedback focuses on the correctness of vocabulary or grammar. Teachers can use direct evaluation words or repeat students' words to confirm their correctness. In classroom teaching, most of the feedback utterances of English teachers are positive feedback utterances, and they can guide students to correct their answers and mistakes when they answer wrong. When the students give the correct answers, the teacher will first confirm the students' answers, and then repeat and summarize the bright points in the answers. When a student answers incorrectly, the teacher will give the student corresponding hints, encourage and guide the student to correct his own answers, or ask other students to correct the student's answers. It should be noted that if the teacher's feedback language is monotonous or simple, it is not conducive to students' effective learning, and it will also reduce students' interest in English learning and their enthusiasm to answer questions, and it is not conducive to students' deep thinking. If the teacher can provide targeted and rich feedback, it

will make the students have a sense of identity, and can more effectively help the students to think deeply and internalize and construct the learned knowledge, so as to improve the enthusiasm to answer questions and the confidence to learn the target language well.

### **3. Interactive Classroom**

#### *3.1 Interactive Mode*

With the development of education reform, the traditional teaching mode should be changed , Breaking the traditional teaching pattern and establishing a new teaching mode that can meet the requirements of the development of the times and cultivate creative talents have become the urgent task of education. The interactive teaching mode is guided by modern teaching thoughts and theories, and fully embodies a new teaching mode with teachers as the leading and students as the main body.

Therefore, in the interactive teaching classroom, the core purpose of English teaching is to organically integrate the teacher's classroom guidance with the students' autonomous learning, transform the students' simple learning process of memory, imitation and training into an independent, cooperative and communicative inquiry process, fully display the students' personality while giving full play to the teacher's guiding role, and form a good virtuous circle of English learning.

#### *3.2 Interactive Characters*

This paper analyzes the characteristics of teacher talk in junior high school English interactive classroom and shows the effect of interactive classroom talk. The characteristics of interactive classroom mainly include questioning and interactive feedback.

In junior high school English teaching, teachers' questions are usually demonstrative questions and reference questions. The demonstrative question refers to the question that the questioner knows the answer, while the reference question refers to the question that the questioner does not know the answer. In order to make more communication in the classroom, teachers should use less display questions and more reference questions. This requires that teachers should pay more attention to examining and testing students' mastery of the knowledge points mentioned by teachers and students' ability to retrieve answers in reading. On the other hand, the type of questioning is closely related to the content of the investigation. In order to understand the students' ideas and views, teachers will ask more reference questions, while in order to test and inspect the students' mastery of knowledge, teachers will give more consideration to presenting questions. Before asking questions, teachers need to make a lot of preparations according to the progress of the class, so that students can follow the teaching content step by step, and create relevant situations familiar to students according to their language level, so that students can have something to say when they output the language.

Interactive feedback is the evaluation of students' achievements or the correction of students' mistakes. In the process of teacher-student interaction, no matter whether the students' answers are correct or not, teachers should give feedback to form a complete and meaningful interaction. Teachers' effective positive feedback can not only encourage students to continue to participate

in the interaction, but also lead to the emergence of the next interaction activity. In order to enhance students' confidence and enthusiasm for learning English, junior high school English teachers tend to give positive feedback in the use of feedback language. However, most of the time, they generally praise the students with correct answers, and prompt and encourage the students with no or wrong answers to answer questions. Multiple rounds of interaction can help teachers and students negotiate meaning and guide students to output more target language.

#### 4. Conclusion

In junior high school English teaching, teachers should pay more attention to the interactivity of classroom behavior, and take the classroom as a real language environment to create opportunities for students to output language and negotiate meaning as much as possible, so that students can experience the communicative function of language and gradually show it in their language output. At the same time, English teachers should change the traditional role of knowledge disseminator and classroom controller, give full play to their role as organizers and managers of the classroom, take teaching objectives as the main basis, and on the basis of fully understanding students' English level, encourage and organize students to use their language knowledge and skills to participate in various forms of classroom communication activities, so as to promote the development of students' language ability.

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