

Research on the application of Interactive Teaching Mode (ITM) in college English oral teaching

Limei Xu

PhD student

Changchun University

Changchun, China

68340775@qq.com

ORCID 0000-0000-0000-0000

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Abstract

The Information Technology Teaching Model (ITM) provides new opportunities for educational reform. This study explores the application of ITM in college English oral teaching, emphasizing the teaching philosophy of multi-directional communication and student-centered approach. Through interaction, it stimulates students' participation, improves their oral expression, interest, and teamwork abilities, and enhances teaching effectiveness. In practice, ITM follows specific principles and is implemented through various modes such as group collaboration, project learning, and role-playing. The role of teachers is transformed into organizers and guides, while students become active participants. Research has shown that IT significantly improves students' oral proficiency, learning interest, and teamwork ability, allowing teachers to adjust teaching strategies more effectively.

Keywords

interactive teaching mode, college English, oral teaching.

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Introduction

Interactive teaching mode (ITM) is not a newly emerged concept, and many scholars have interpreted it from different perspectives. L. Hui (Hui, 2024) pointed out in his research on the application of ITM mode in high school English reading teaching under the background of the «double reduction» policy that interactive teaching mode emphasizes breaking the traditional one-way output of knowledge by teachers through diversified interactive forms, and promoting multi-directional communication and cooperation between teachers and students, as well as among students. It puts students at the center and uses various teaching methods to stimulate their active participation in the classroom teaching process, enabling them to acquire knowledge and enhance their abilities through interaction (Hui, 2024). From the perspective of ecological linguistics, L. Wang believes that interactive teaching mode is to create a language learning ecological environment, in which teachers and students, as well as students themselves, form a mutually influential and mutually reinforcing relationship (Wang, 2019). For example, in middle school English classes, through interactive activities such as

group discussions and role-playing, students can use their learned knowledge to communicate in real language contexts, thereby achieving language acquisition and application.

Materials and research methods

The interactive teaching mode has distinct characteristics. Firstly, it has bidirectionality. Unlike traditional «cramming» teaching, in interactive teaching, information is no longer transmitted unidirectionally from teachers to students. L. Dong (Dong, 2024) found that there is a two-way information exchange between teachers and students when studying the online interactive teaching mode of vocal music in universities. Teachers not only impart knowledge, but also timely understand students' learning situation from their feedback and adjust teaching strategies. For example, in vocal class, after students sing, the teacher provides targeted guidance based on their performance, and students can also raise their own learning problems to the teacher (Dong, 2024).

Secondly, interactive teaching models have diversity. There are various forms of teaching activities, including classroom discussions, group cooperative learning, case analysis, role-playing, etc. J.S. Ortiz (Ortiz, 2024) mentioned in his research on interactive teaching in virtual environments that various forms of interaction can meet the learning needs and styles of different students. For example, in the teaching of brewing process, hardware in the loop approach is used to enable students to conduct practical operations and interactions in a virtual environment, enhancing their practical abilities and understanding of knowledge (Ortiz, 2024).

Furthermore, the interactive teaching model emphasizes autonomy. It encourages students to actively participate in the learning process and exert their subjective initiative. H. Habiddin found through the use of interactive teaching methods in chemistry education that students are able to independently explore and solve problems in this mode. For example, when learning about buffer solutions, students can actively think and answer unfamiliar types of questions through interactive teaching, improving their learning ability (Habiddin, 2024).

Results and discussion

The interactive teaching mode has demonstrated many advantages in the teaching process. From the perspective of students, it helps to improve their oral expression ability. In interactive teaching, students have more opportunities to express their opinions and thoughts. In college English oral teaching, students can continuously exercise their oral expression ability through interactive forms such as group discussions and classroom speeches, thereby becoming more confident and fluent in practical communication (Hui, 2024). The interactive teaching mode can also enhance students' interest in learning. Diversified interactive forms can break the monotony of traditional teaching and make the learning process more interesting. L. Wang found in her research on interactive teaching in junior high school English that students have a higher level of participation in interactive classrooms and a significant increase in learning interest (Wang, 2019). For example, through role-playing and other activities in English classrooms, students can learn English in a relaxed and enjoyable atmosphere, which can stimulate their enthusiasm for learning. In addition, interactive teaching mode is conducive to enhancing students' teamwork ability. Group cooperative learning is one of the common forms of interactive teaching. In group activities, students need to collaborate with group members to complete tasks together. This not only cultivates students' communication skills, but also teaches them how to leverage their strengths in a team and improve their teamwork abilities (Ortiz, 2024). From the perspective of teachers, interactive teaching models can improve their teaching effectiveness. Through interaction with students, teachers can more accurately understand their learning situation and needs, thereby adjusting teaching content and methods to make teaching more targeted. L. Dong found in his research on vocal teaching in universities that teachers can better guide students and improve teaching quality through interactive teaching (Dong, 2024).

The construction of interactive teaching mode in college English oral teaching should follow certain principles.

1. The principle of subjectivity emphasizes the subject status of students in the teaching process. As mentioned by J. Zou in her research on the «three in» educational practice path of college English oral courses under blended learning mode, students are the masters of learning, and interactive teaching should

revolve around their needs and development (Zou, 2024). Teachers should design diverse interactive activities to encourage students to actively participate, such as organizing group discussions, English debates, and other activities, so that students can exercise their oral expression skills in practice.

2. Situational principle. C. Zheng points out based on the theory of affective filtering that language learning needs to be conducted in real or near real contexts. Teachers should create rich language contexts so that students can naturally use English for communication in the context. For example, simulating scenarios such as airports, restaurants, and shopping malls, allowing students to play different roles and engage in dialogue in these contexts, enhancing their practical language proficiency (Zheng, 2024).

3. The principle of cooperation. Collaborative learning is crucial in interactive teaching. X. Sun found in her research on French conversational oral teaching that group cooperation can promote communication and mutual progress among students (Sun, 2023). Teachers should group students reasonably, guide them to cooperate with each other, complete oral learning tasks together, and cultivate students' teamwork spirit.

In order to effectively implement the interactive teaching mode of college English oral communication, various specific modes can be adopted.

1. Group cooperative learning mode. T. Li mentioned in her research on strategies to enhance the oral expression ability of college normal students that students should be divided into groups to discuss specific English speaking topics, such as «planning for future careers». Each member of the group is required to express their own opinions, and then engage in communication and summarization within the group. In this process, students can not only exercise their oral expression ability, but also obtain different ideas and ways of expression from other classmates (Li, 2024).

2. Project based learning mode. Yi Huang adopted project-based learning in the reform of «1+X» course certification integrated English oral teaching in vocational colleges. The teacher assigned a project task related to English application, such as «designing an English tourism promotion plan» (Huang, 2023). Students need to divide into groups to complete tasks such as data collection, proposal writing, and oral presentation. Through project-based learning, students can apply English speaking skills to practical projects and improve their ability to use English comprehensively.

3. Role playing mode. Zh. Xiaoxia applied this model in the teaching design of oral English courses for English majors in application-oriented private universities. Teachers designed some classic English scenes based on the teaching content, such as movie clips, drama scenes, etc., and had students engage in role-playing. During the process of imitating characters, students can better grasp the pronunciation, intonation, language rhythm, and emotional expression, and improve their oral proficiency (Xiaoxia, 2023).

In the interactive teaching mode of oral English in universities, the role of teachers has undergone a transformation.

1. Teachers are organizers and guides of teaching activities. M. Wang emphasized in the reform and practice of practical oral courses in universities based on the «output oriented» teaching philosophy that teachers should carefully design various interactive teaching activities to ensure their smooth implementation (Wang, 2023). For example, when organizing an English speech competition, teachers need to determine the theme, establish rules, and arrange judges in advance to provide students with a good platform for presentation.

2. Teachers are still facilitators of student learning. Ya. Hui (Hui, 2023) pointed out in an empirical study on the backlash effect of public English teaching in universities in a multimodal environment that teachers should pay attention to students' learning process and provide timely encouragement and support. When students encounter difficulties in oral expression, teachers should patiently guide them, help them overcome difficulties, and enhance their learning confidence (Hui, 2023).

3. Teachers are also feedback providers for students' learning. W. Ruoxi's research on oral teaching for English majors in universities based on input-output theory suggests that teachers should provide timely and accurate feedback on students' oral performance (Ruoxi, 2023). After students complete their oral tasks, teachers should point out their strengths and weaknesses in pronunciation, intonation, grammar, and expression content, and provide improvement suggestions to help students continuously improve their oral proficiency.

Under the interactive teaching mode, students' roles have also undergone significant changes.

1. Students become active participants in learning. L. Zhang found in her research on implementing ideological and political education in college English oral online learning communities that students need to actively participate in various interactive activities, such as classroom discussions and group projects. Students are no longer passive recipients of knowledge, but acquire knowledge and enhance their abilities through their own thinking and practice (Zhang, 2023).

2. Students are still explorers of knowledge. Y. Fu found that when designing an English oral teaching assistance system, students actively explore relevant English knowledge based on their interests and needs in interactive teaching. For example, when preparing for an English speech, students will actively search for information, learn relevant vocabulary and expression methods in order to better express their views (Fu, 2023).

3. Students are contributors to team collaboration. In group cooperative learning, each student should leverage their strengths and contribute to the success of the group. L. Wang mentioned in his research on strategies for cultivating English oral proficiency and constructing an evaluation system that students should learn to listen to others' opinions, communicate effectively and collaborate with group members, and jointly complete oral learning tasks (Wang, 2024).

The use of interactive teaching mode in college English oral teaching has a significant effect on improving students' oral expression ability. Through a variety of interactive activities, students have gained more opportunities to speak English. L. Hui pointed out, interactive teaching breaks the traditional one-way knowledge transmission mode of teaching and creates a multi-directional communication platform for students. In the group discussion session, students express their opinions around specific topics, which not only exercises their ability to improvise, but also helps them learn how to organize language and clearly articulate their viewpoints. For example, in group discussions on «environmental protection», students need to use relevant English vocabulary and sentence structures to express their views on environmental issues and propose solutions. In this process, students constantly try to express complex ideas in English, gradually overcoming the tension and shyness of expression, and improving the fluency and accuracy of oral expression. At the same time, classroom speeches and other activities also provide students with opportunities to showcase their oral skills in public, allowing them to exercise themselves on a larger stage, enhance their confidence, and use English more freely in practical communication (Hui, 2024).

The interactive teaching mode significantly enhances college students' interest in learning English speaking skills. Traditional English oral teaching often focuses on teacher lectures, with a single form that can easily make students feel bored and lack motivation. In contrast, interactive teaching mode makes learning content vivid and interesting through various interactive forms such as role-playing and scenario simulation. L. found in her research that when students participate in these interactive activities, their learning enthusiasm is fully mobilized (Wang, 2019). Taking role-playing as an example, the teacher sets up an English movie scene and asks students to play their respective roles, imitating the pronunciation, intonation, and tone of the characters for dialogue. During this process, students can not only experience the joy of learning English, but also gain a deeper understanding of the application of English in different contexts. This immersive learning experience has led to a shift in students' attitudes towards English oral learning, from passive acceptance to active participation, greatly enhancing their interest in learning. In addition, interactive forms such as group competitions also increase the challenge and fun of learning, stimulate students' competitive awareness, and encourage them to actively engage in English oral learning.

The forms of group cooperative learning in interactive teaching mode play a key role in cultivating students' teamwork ability. In group activities, students need to collaborate with classmates with different personalities and learning abilities to complete oral learning tasks together. J. Ortiz emphasizes that through this collaboration, students learn to listen to others' opinions, leverage their respective strengths, and work together to solve problems (Ortiz, 2024). When completing an English project task, team members need to collaborate and divide tasks, some responsible for data collection, some responsible for writing proposals, and some responsible for oral presentations. During this process, students need to constantly communicate and coordinate their work with each other. When there are differences of opinion, they need to learn to negotiate and

compromise in order to achieve a common goal. Through multiple experiences of group collaboration, students' sense of teamwork has been enhanced. They understand that the power of a team is greater than that of an individual, and have learned to contribute their own value within a team, laying the foundation for better adaptation to team work in the future.

The interactive teaching mode has also brought positive changes to teachers' teaching and significantly improved teaching effectiveness. Teachers can more accurately understand students' learning situations and needs through interaction with them. L. Dong found that the two-way information exchange between teachers and students enables teachers to adjust teaching strategies in a timely manner when studying the online interactive teaching mode of vocal music in universities (Dong, 2024). In interactive English speaking classes, teachers can understand students' mastery of knowledge and existing problems through their classroom performance, participation in group discussions, and level of oral expression. For example, when students encounter difficulties in applying a certain grammar point, teachers can adjust the teaching content in a timely manner, increase relevant exercises and explanations. At the same time, as organizers and guides of teaching activities, teachers can better utilize their professional abilities in interactive teaching, provide more targeted guidance for students, thereby improving teaching quality and achieving better teaching results.

Conclusion

The interactive teaching mode has shown great value and potential in college English oral teaching. Theoretical analysis reveals its definition, characteristics, and advantages. This model is student-centered, establishes a multidimensional interactive system, and promotes mutual growth between teaching and learning. In practice, the roles of teachers and students undergo a transformation, with teachers becoming guides and facilitators, while students become active participants. These changes have significantly improved students' oral skills, learning interests, and teamwork abilities, while also enhancing the quality of teaching.

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Исследование по применению интерактивного режима обучения (ИМ) в устном обучении английскому языку в колледже

Лимэй Сюй

Аспирант

Чанчуньский университет

Чанчунь, Китай

68340775@qq.com

ORCID 0000-0000-0000-0000

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Аннотация

Модель обучения информационным технологиям (ИТМ) открывает новые возможности для реформы образования. В данном исследовании рассматривается применение ИТМ в устном обучении английскому языку в колледжах, подчеркивается философия преподавания, основанная на разнонаправленной коммуникации и личностно-ориентированном подходе. Благодаря взаимодействию,

ИТМ стимулирует участие учащихся, улучшает их устную речь, заинтересованность и умение работать в команде, а также повышает эффективность обучения. На практике ИТМ следует определенным принципам и реализуется с помощью различных форм, таких как групповое сотрудничество, проектное обучение и ролевые игры. Роль преподавателей трансформируется в роль организаторов и проводников, в то время как студенты становятся активными участниками. Исследования показали, что это значительно повышает уровень владения устной речью у студентов, повышает интерес к обучению и способность работать в команде, позволяя преподавателям более эффективно корректировать стратегии преподавания.

Ключевые слова

интерактивный режим обучения, английский язык в колледже, устное обучение.

Исследовательский проект в области социальных наук Департамента образования провинции Цзилинь (номер проекта: JJKH20240733SK).

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