



Research on the Application of Multiple Interactive Teaching Model in Senior High School English Speaking Teaching

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Abstract: Student-centered education concepts and methods have been widely recognized in the field of foreign languages, and are gradually being implemented in English professional skills courses. However, in the field of professional knowledge theory courses, which are closely linked to improving students' abilities, traditional teaching methods are still used. Under the background of Multiple Interactive Teaching Mode, this article discusses the effectiveness of constructing oral English classroom based on the text content of Unit 2 Traveling around "Listening and Talking" from PEP Edition, in order to improve students' academic ability and comprehensive literacy. It provides useful reference for senior high school oral English teaching.

Keywords: multiple interactive teaching model; speaking teaching; high school English

1. Introduction

As a core element in the field of second language acquisition, interaction plays a crucial role in the language development of English learners[1]. It not only provides learners with the opportunity to communicate in a foreign language in a real situation[2], but also enables learners to promote language development through meaning negotiation and interactive feedback process[3]. Compared with a single form of interaction, the effective combination of multiple interactions can help learners internalize the knowledge provided by the teaching environment, and has a significant advantage in promoting the development of learners' foreign language ability[3].

At present, under the background of the deepening of the new curriculum reform, how to reasonably organize classroom activities to interact with English classroom learning and improve the oral English learning level of senior high school students has become an important topic for English teachers. Thus injecting new vitality into spoken English classroom teaching. The article takes U2 Travelling around "Listening and Talking", Unit 2 of PEP Edition as the material to construct a multi-interactive oral English class, which is helpful to improve students' oral learning effect and enhance their language application ability in a positive interactive atmosphere.

2. The concept of Multiple Interactive Teaching Model

Multiple Interactive Teaching Model refers to the process in which learners adjust their own behavior and cognition through continuous interaction with learning elements, which is an effective motivating factor in foreign language learning. In the existing teaching resources, the common classroom multi-interaction. It includes traditional classroom teacher-student interaction, peer interaction, and student interaction with the teaching material. On this basis, it discusses how to use these interactive relations in teacher education to promote the improvement of students' oral expression and communicative competence. In school education, learners encourage and promote students' self-reflection through diversified interactive forms and diversified ways of teacher education, so as to achieve the goal of "self-learning and self-expression".

3. Theoretical basis

3.1 Communicative Action Theory

In the Theory of Communicative Action, Habermas[4] proposed that social behaviour is divided into four categories: Goal-directed behavior, regulating the behavior of controlling behavior, dramatic and communicative behavior. But he thought the communicative behavior of four kinds of behavior, only the most reasonable. Between communicative behavior is a kind of main body language as the main media interface, follow certain rules in the coordination of activities, through communication, to achieve mutual understanding and agreement between people, is a kind of understanding oriented behavior. He also pointed out that: to make the society to rationalize, only dialogue, negotiate, communicate, build harmony, harmonious interpersonal relationship.

3.2 Symbolic Interaction Theory

The theory of Symbolic Interactionism originated in the United States, is a through analysis the interaction of people in their daily environment, mechanism and regularity of life to the study of human groups sociological theory genre. Mead[5] is considered to be the pioneer of Symbolic interaction theory. "Symbol", "Self" and "Interaction" is the three core concepts of this theory. According to him, "Symbol" refers to all can represent meaningful things, such as language, words and articles, gestures, scenario, etc., is been given a recognized meaningful things. "Self" is the product of social interaction, can be divided into "Lord" and "guest I" two parts. "Interaction" is another core concept in the theory of symbolic interaction. When people have relations with others because of some kind of social behavior, social behavior of these mutual is interactive.

3.3 Constructivism theory

Constructivism is far-reaching psychology theory in the late 20th century. Constructivism theory is that: the significance of learning is active construction process, rather than a passive process of knowledge is the learner under certain social and cultural context, using the necessary learning resources, through positive interaction with others, on the basis of its original knowledge structure for the meaning of negotiation and the process of knowledge construction. The hierarchy and autonomy of multiple interactive teaching modes reflect the constructivist view of learning and follow the principle of autonomy. The social constructivism theory of Vygotsky[6]emphasizes the importance of social environment and interaction. And the best way for learners to enter the potential development zone is to get help from adults or peers who are higher than their current knowledge and skills[7]. Therefore, it is emphasized that teachers and learner peers create scaffolders for learners to promote learners to build on their existing knowledge and experience.

4. The construction of "Listening and Talking" lesson based on Multiple Interactive Teaching Model

4.1 Lead-in

4.1.1 VR technology introduction

The teacher with unit 2 the theme "Travel" as the breakthrough point, choose the Eiffel Tower in Paris morning scene, snow of Beijing the imperial palace and Tokyo crossing three typical scenario, with 360-degree panoramic video to activate students' prior knowledge. Then, the teacher write "Travel Planning" on the board, student A add "Transportation" in the first row, student B add "Budget" in the diagonal back, student C propose "Local Customs" and so on. Through VR technology create true travel situations, awaken students travel experience (situated cognition theory), break the one-way speech solitaire mode, to ensure that students equal participation in different seat fairness principle (class).

4.1.2 Listening task upgrading

Base layer: Teachers using Padlet drag-and-drop ordering listening process about telephone reservation, dig deep dialogue in the listening material logic.

4.1.3 The listening process interaction

For the first time, the teacher asked the students simply listen, understand an idea of the listening material content and theme. After listening, the teacher checks the students' understanding by asking questions such as "What is the main idea of the listening material?" Students raise their hands to answer, and teachers give appropriate feedback and supplements.

The second time when hearing, the teacher will divide the listening material into several paragraphs. After listening to each paragraph, the teacher pauses the play and asks some detailed questions. Let students at the same table question and answer each other to realize the interaction between students.

4.2 Oral practice

4.2.1 Scenario simulation

The teacher creates different travel scenarios according to the content of the travel plan in "Listening and Talking", such as check in at the airport, front desk check-in at the hotel, in tourist attractions consulting information, etc. Role division: The students are divided into different groups to play the role of a simulated travel agency. The students in the group can play the role of a customer group, that is, they can ask for needs according to their identity cards, such as taking the elderly, photographer, parent-child tour; The consultant group, which uses the target sentence to recommend the route, uses the telephone sentence pattern commonly used in the listening material. After the performance, students in other groups can evaluate the performance of the performance group, and put forward advantages and suggestions for improvement in terms of language accuracy, fluency and situational conformity, etc. The teacher will summarize and comment, so as to further improve students' oral expression and appreciation ability.

4.2.2 Panel discussion and debate

Teachers raise open-ended topics related to travel, such as "Is it better to travel alone or with a group?" "Should we always follow a travel guide or explore freely?" Have the students discuss in groups. Students in each group first express their views, and then discuss together to form a unified view of the group, and choose a representative to speak. After the panel representative has finished speaking, other groups can raise different views and debate can begin. For example, for "Is it better to travel alone or with a group?" On this topic, the positive side may think that travel can be arranged freely and experience local culture deeply; In the process of debate, teachers play the role of guides, timely control the pace of debate, correct language errors, and guide students to think deeply about problems.

4.3 Class summary - interactive review to consolidate results

The teacher guides the students to review the key words, phrases and sentence patterns learned in this lesson, as well as common expressions about travel planning and communication. It can be done through interactive ways such as asking questions, filling in the blanks, and making sentences. Finally, one representative from each group will be selected to report the results of the group's reflection to the whole class, and the teacher will summarize and encourage them, put forward further learning suggestions and goals, and help students to clarify their learning direction and further improve the effect of oral English learning.

5. Conclusion

The Multiple Interactive Teaching Model provides an effective teaching idea and method for the second unit of "Listening and Talking", which is a compulsory English course in senior high school. Through the multi-interactive design of classroom introduction to stimulate interest, listening training to strengthen understanding, oral practice to improve expression, and classroom summary and consolidation of results, it can fully mobilize students' learning enthusiasm and initiative, improve students' oral English expression ability, listening comprehension ability, cooperation and communication ability and independent learning ability. In the actual teaching process, teachers should flexibly use multiple interactive teaching modes according to the actual situation and teaching content of students, constantly explore and innovate the interactive forms and contents, create a more high-quality and efficient oral English learning environment for students, and promote the comprehensive improvement of students' English literacy.

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