

The impact of interactive modes in junior high school English classrooms on students' oral expression ability

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Abstract: This paper explores the influence of interactive modes in junior high school English classrooms on students' oral expression ability. Through the analysis of different teaching interactive modes, it is pointed out that effective interaction not only enhances students' language application ability but also stimulates their learning interest and increases classroom participation. The research results indicate that the rational application of interactive modes can significantly improve students' oral expression ability and provide specific teaching suggestions for teachers.

Keywords: junior high school English; classroom interaction; oral expression ability; teaching mode; learning effectiveness

1 Introduction

In English learning, oral expression ability is an important reflection of students' comprehensive language skills. With the advancement of the new curriculum reform, the diversification of interactive modes in junior high school English classrooms has gradually become a hot topic in teaching research. Effective classroom interaction not only promotes students' language use but also enhances their communication skills and self-confidence.

2 Classification of interactive modes in junior high school English classrooms

2.1 Basic concepts of interactive modes

2.1.1 Definition of interactive modes

Interactive modes can be defined as the structural arrangements for information exchange and response between teachers and students or among students during the teaching process. Specifically, these modes can be characterized as teacher questioning, student answering, peer discussion, and group cooperation. Different interactive modes emphasize the roles of teachers or students in the classroom, influencing the transmission and sharing of information, which in turn determines students' participation and learning outcomes.

2.1.2 Importance of interactive modes

The importance of interactive modes in English classrooms cannot be overstated. Firstly, they effectively enhance students' language application ability by creating more opportunities for practice and helping them apply what they have learned in real-life contexts. Secondly, good classroom interaction can increase students' learning interest and motivate their participation and expression. Additionally, interaction promotes the development of students' self-confidence, making

them willing to speak up in class and improve their oral skills through continuous practice. Therefore, the scientific and reasonable design of interactive modes is crucial to the success of English teaching.

2.2 Main types of interactive modes

2.2.1 Teacher-led interaction

Teacher-led interaction mode refers to the teacher playing a central role in the classroom and dominating the teaching process. The teacher guides students' learning through questioning, explaining, and instructing. In this mode, the teacher is the center of the classroom, and students' main task is to listen and answer the teacher's questions. Its advantages lie in the teacher's effective control of the classroom rhythm and ensuring the systematicity and coherence of knowledge. This mode is suitable for knowledge transmission and basic knowledge review. However, overly singular teacher-led interaction may lead to insufficient student initiative and limit their opportunities for oral expression, so it should be used with caution.

2.2.2 Student-led interaction

Student-led interaction mode emphasizes students' initiative and participation in the classroom. In this mode, students communicate through group discussions, role-playing, peer assessment, etc., and the teacher's role becomes more of an observer and guide. This mode encourages students to actively explore and express their opinions, greatly enhancing their oral expression ability and self-confidence. Additionally, student-led interaction can cultivate their cooperative spirit and team awareness, laying a foundation for their future learning and life. However, it should be noted that teachers still need to provide appropriate guidance during the discussion process to ensure the achievement of learning goals.

2.2.3 Blended interaction

Blended interaction mode combines the advantages of teacher-led and student-led interaction, emphasizing collaboration between teachers and students. In the classroom, teachers not only provide knowledge guidance but also encourage students to explore independently, creating a positive classroom atmosphere. In this mode, teachers can flexibly adjust interaction methods according to teaching objectives, ensuring both the systematicity of knowledge transmission and students' learning interest and enthusiasm. Through the joint participation of teachers and students, blended interaction mode provides students with diverse learning experiences and is a relatively ideal interactive mode.

3 Impact of classroom interactive modes on students' oral expression ability

3.1 Improving language proficiency

3.1.1 Frequency of language output

Language output is a crucial aspect of enhancing oral expression ability. In teacher-dominated interactions, teachers provide opportunities for output through questioning and explanation. Frequent language output helps students continuously refine their expressive skills in practice and strengthen their grasp of the language. Meanwhile, it also encourages students to overcome their fear of oral expression and boosts their enthusiasm for English learning.

3.1.2 Construction of real communication environments

Effective interactive modes can offer students a genuine communication environment, facilitating the improvement of their oral expression ability. Through hybrid interactive modes, teachers not only impart knowledge but also create communication scenarios similar to real-life situations, allowing students to experience the authenticity of language use during interactions. In such environments, students can practice oral English in various contexts through role-playing, scenario simulations, and other activities. These interactive forms enable students to apply their acquired English knowledge to real communication, thereby enhancing their adaptability and fluency in expression.

3.2 Stimulating learning interest

3.2.1 Positive classroom atmosphere

A positive classroom atmosphere is a key factor in stimulating students' learning interest. In teacher-dominated interactions, teachers' enthusiasm and professional knowledge can motivate students, but overly one-way communication may make students feel bored. In contrast, student-dominated interactions can better foster a relaxed and enjoyable classroom atmosphere. In this mode, students engage in the classroom through cooperative learning, discussions, and performances, enhancing interaction among themselves and reducing the pressure of language learning.

3.2.2 Cultivation of autonomous learning ability

Another method to stimulate learning interest is to cultivate students' autonomous learning ability. In hybrid interactive modes, teachers encourage students to ask questions and participate in discussions, thereby fostering their habit of active exploration. When students have the opportunity to choose their own learning methods and pace in the classroom, their learning motivation increases. This autonomy makes students more likely to engage in English learning and experience a sense of accomplishment.

3.3 Boosting confidence

3.3.1 Gaining a sense of achievement

Gaining a sense of achievement through effective interactive modes is extremely important for students' language learning. In teacher-dominated interactions, when students can correctly answer questions or complete tasks, positive feedback from teachers can enhance their confidence. In student-dominated interactions, through group discussions, role-playing, and other activities, students directly participate in language practice and feel the joy of success when they successfully express their views and ideas. This sense of achievement not only helps improve their language expression ability but also motivates them to actively speak up and try new ways of language expression in future learning [1].

3.3.2 Development of social skills

Another important aspect of boosting confidence is the development of social skills. Through classroom interactions, students hone their communication skills in exchanges with peers. During group activities and mutual learning, students can effectively express their thoughts and listen to others' opinions, which not only enhances their oral communication skills but also boosts their confidence in social situations. Good social skills enable students to communicate more comfortably in daily life and actively participate in various social activities.

4 Case analysis and data support

4.1 Classroom examples under different interaction modes

Example 1: Effectiveness of group discussion

In a junior high school English classroom, the teacher adopted a group discussion format centered around the topic of "healthy living". Students were divided into four groups, each consisting of 4-5 students, and were required to use relevant English vocabulary and sentence structures during the discussion [2]. Prior to the discussion, the teacher provided students with a list of key vocabulary and reference questions to facilitate more effective discussions. During the discussion, students actively participated, exchanged ideas, and practiced their oral expression skills. The teacher circulated around the classroom, offering guidance and feedback as needed. In this interactive mode, students not only improved their language expression abilities but also enhanced their teamwork awareness. Through observation, the teacher noticed significant improvements in students' language fluency and confidence, particularly when expressing personal opinions and engaging in debates.

Example 2: Teacher-guided role-playing

In another classroom example, the teacher guided students in a role-playing activity centered around the theme of "shopping dialogues". The teacher first provided some common expressions used in shopping dialogues and then assigned

roles to each student, with some playing customers and others playing shop assistants. Students needed to engage in role-play dialogues based on the given scenarios, practicing effective communication skills. During the role-playing process, students had to apply the learned language in specific contexts, which helped them better understand and master the practical application of oral expressions [3]. The teacher continuously provided guidance throughout the process, correcting students' pronunciation and grammar errors while encouraging them to try different expressions. Through role-playing, students demonstrated high language proficiency, with many able to independently generate language and confidently attempt new vocabulary and sentence structures.

4.2 Data analysis

4.2.1 Assessment results of students' oral abilities

After implementing different interaction modes, the teacher assessed students' oral abilities, focusing on aspects such as language fluency, accuracy, coherence of expression, and richness of language. The data results indicated that students' oral abilities generally improved after training through group discussions and role-playing. Specifically, students who participated in group discussions saw an average increase of 18% in oral fluency, while 56% of students showed significant progress in oral accuracy. Students who participated in role-playing performed particularly well in coherence of expression, with most students able to confidently and fluently respond to their partners in conversations, resulting in a 20% increase in coherence scores.

4.2.2 Survey data analysis

In addition to assessing oral abilities, we conducted a survey among the participating students to understand their perceptions of classroom interaction modes and their feelings about improving oral expression skills. The results showed that over 80% of students believed that group discussions and role-playing significantly enhanced their oral expression abilities [4]. Especially in terms of confidence and active participation, students generally expressed a greater willingness to attempt using English for communication during interactions. The survey also revealed that students felt that the interaction modes were effective in reducing the reliance on single-teacher instruction in the classroom, making the atmosphere more relaxed and encouraging students to participate more actively in English learning. Such feedback provides important references for teachers to further improve their teaching methods.

5 Teaching strategies for enhancing classroom interaction quality

5.1 Creating an open classroom atmosphere

An open classroom atmosphere helps students relax and actively participate in learning. Teachers can create such an environment through the following methods: Firstly, teachers should show that they value the opinions of their students by encouraging them to boldly express their views, whether on classroom content or teaching methods. At the beginning of the class, teachers can set some simple rules, such as "All opinions are respected and can be freely expressed in class". This makes students feel that their voices are heard, thereby enhancing their sense of participation. Secondly, teachers should avoid overly harsh criticism and instead use constructive feedback. When students answer questions or participate in discussions, even if there are errors, teachers can guide them to correct mistakes through encouraging language [5].

5.2 Promoting diversified interaction methods

Diversified classroom interaction methods can meet the different learning styles and needs of students, promoting the comprehensive development of language learning. Teachers can adopt the following strategies: Firstly, implementing group cooperative learning to allow students to discuss and interact in groups. For example, through activities such as topic exploration, role-playing, and simulated markets, students can use language in real-life situations. This approach increases students' opportunities for oral practice while also cultivating their teamwork abilities [6]. Secondly, utilizing modern

technology to enrich interaction methods, such as using online discussion platforms or applications to enable students to interact outside of class time. This not only expands students' expression platforms but also allows them to practice oral skills in a relaxed atmosphere. Additionally, teachers can arrange activities that require students to communicate inside and outside the classroom, such as video connections with students from other classes or schools, and English corners.

6 Conclusion

This paper studies the impact of interaction modes in junior high school English classrooms on students' oral expression abilities, pointing out that effective interaction can enhance students' language proficiency, stimulate their learning interest, and boost their confidence. Through analyzing teacher-led, student-led, and mixed interaction modes, the importance of classroom interaction is emphasized. It is recommended that teachers focus on diversifying interaction methods in their teaching to promote students' active participation and independent learning, thereby improving their oral expression abilities and overall English proficiency.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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