

Original Paper

A Study on the Application and Effectiveness of Interactive Language Teaching in College English Classrooms

Yuqing Wang¹

¹ College of Art and Design, Xi'an FanYi University, Xi'an, Shaanxi, China

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Abstract

With the acceleration of globalization and the deepening of China's opening up to the outside world, the importance of English as an international common language is becoming more and more prominent. As an important part of higher education, the teaching quality of university English is directly related to the cultivation of students' English application ability. However, the traditional teaching mode of university English is often teacher-centered, focusing on the transmission of language knowledge and neglecting the cultivation of students' language application ability and independent learning ability. Therefore, it is particularly important to explore a more efficient and interactive teaching mode. This study aims to explore the application of interactive language teaching and its effects in college English classrooms, with a view to providing reference for the reform of college English teaching.

Keywords

Interactive language teaching, college English, teaching mode

1. Introduction

In today's globalization, the importance of English as an important tool for international communication is self-evident. As a compulsory course at the higher education level, college English undertakes the important task of cultivating students' comprehensive English application ability. However, for a long time, the teaching mode of university English has been relatively single, teacher-centered, focusing on the transmission of language knowledge and neglecting the cultivation of students' language application ability and independent learning ability. This teaching mode leads to students' lack of interest in learning and weak language application ability, which makes it difficult to meet the social demand for high-quality English talents. Therefore, exploring a more efficient and interactive teaching mode has become an urgent need for the current reform of college English teaching. Enrich and improve the theoretical system of university English teaching mode, and provide theoretical

support for the application of interactive language teaching in university English classroom. Provide a set of operable teaching models for university English teachers to help them better implement interactive teaching, improve teaching effect, and cultivate students' language application ability and independent learning ability. To meet the social demand for high-quality English talents and to contribute to the internationalization of China's economic and social development.

2. Literature Review

2.1 Definition and Connotation of Interactive Language Teaching

Interactive language teaching is a student-centered teaching mode that emphasizes two-way interaction between teachers and students and cooperative communication between students and students. In this teaching mode, the teacher is no longer the sole transmitter of knowledge, but the guide and facilitator of students' learning; students are no longer passive containers of knowledge, but the main body actively participating in the learning process and actively constructing the knowledge system. Interactive language teaching focuses on cultivating students' language application ability, independent learning ability and creative thinking ability, and stimulates students' learning interest and motivation through diversified teaching activities and real language situations.

2.2 Theoretical Basis of Interactive Language Teaching

2.2.1 Constructivist Theory

The theory of constructivism holds that learning is a process of actively constructing knowledge, and learners continuously construct and improve their own knowledge system through interaction with the environment. In interactive language teaching, teachers provide students with rich language input and authentic language situations, guide students to use language in communication, and thus promote the construction of students' language knowledge and the enhancement of their application ability.

2.2.2 Humanistic Theory

Humanistic theory emphasizes the self-realization and all-round development of human beings, and believes that education should pay attention to students' individual differences and inherent needs, and stimulate students' interest and motivation in learning. In interactive language teaching, teachers focus on students' subjectivity and participation, respect students' individual differences and learning styles, and promote students' comprehensive development through diversified teaching activities and personalized instruction.

2.2.3 Socio-cultural Theory

Socio-cultural theory holds that learning is a socialization process in which learners continuously acquire new knowledge and skills through interaction and communication with others. In interactive language teaching, teachers encourage cooperative learning and communication and interaction among students, and improve students' language application and socialization skills through group discussions, role plays and other forms of activities.

2.3 The Current Application of Interactive Language Teaching in College English Classroom

In recent years, with the deepening of educational reform and the development of information technology, the application of interactive language teaching in college English classrooms has gradually increased. Many teachers have begun to try to adopt interactive teaching methods such as group discussion, role-playing and case study to stimulate students' interest and motivation in learning, and to improve students' language application ability and independent learning ability. However, due to the deep-rooted traditional teaching mode and the limitation of teaching resources, there are still some problems in the application of interactive language teaching in university English classrooms, such as teachers' lack of experience in interactive teaching, students' low participation, and imperfect evaluation system of teaching effect.

2. Application Strategies of Interactive Language Teaching in College English Classroom

3.1 Creating Authentic Language Situations

Authentic language situation is the foundation of interactive language teaching. Teachers can create a close to real language environment for students through multimedia teaching means, physical display, role-playing and other ways. For example, when explaining tourism English, teachers can play video materials of tourist attractions to let students feel the atmosphere of tourism; when explaining business English, teachers can simulate the scene of business negotiation and let students do role-playing and dialog practice. Through the real language situation, students' learning interest and motivation are stimulated and their language application ability is improved.

3.2 Adopt Diversified Teaching Activities

Diversified teaching activities are the key to interactive language teaching. Teachers can design rich and diversified teaching activities, such as group discussions, debates, case studies, role plays and so on, according to the actual situation of students and teaching objectives. These activities can not only improve students' language application skills, but also cultivate their teamwork and critical thinking skills. For example, when explaining the topic of environmental protection, teachers can organize group discussions and debates for students to express their views and opinions on the importance and measures of environmental protection; when explaining literary works, teachers can allow students to read the text aloud in roles or role-play in order to deepen their understanding and feelings of the contents of the works.

3.3 Focus on Students' Subjectivity and Participation

In the academic practice of interactive language teaching, students are given the core subject position, they are not only the recipients of knowledge, but also the active participants and creators of the classroom. Teachers should play the role of a wise guide, fully respecting students' individual differences and learning styles, just like an educational gardener carefully cultivating each unique seedling. We advocate and actively encourage students to become the center of the classroom, through the questioning to stimulate their deep thinking, through the discussion to promote the collision of their

thinking, through the feedback to help their self-reflection and growth. Teachers carefully design a series of inspiring questions in the classroom, which act as keys to guide students to actively open the door to knowledge. Students are no longer passive recipients of knowledge, but active explorers and constructors, they around the issue of warm discussion, express their own views, the formation of multiple views of the convergence and integration. Teachers adjust teaching strategies and methods flexibly according to students' real-time feedback and performance, in order to maximize the satisfaction of students' learning needs and enhance their learning effect and experience.

3.4 Enhance the Interaction and Communication between Teachers and Students

Teacher-student interaction is the core element in the theoretical framework of interactive language teaching. In this process, teachers are not only the transmitters of knowledge, but also the guides and emotional supporters of students. By building a close and in-depth teacher-student relationship, teachers build a bridge for students to communicate, so that the transfer of knowledge and emotional communication can be carried out smoothly. Classroom questioning is a direct reflection of teacher-student interaction. Teachers' well-designed questions are like lighthouses of knowledge, guiding students in the direction of in-depth thinking. Students respond positively and speak enthusiastically, showing their desire for knowledge and enthusiasm for exploration. After the class, the teacher is transformed into a personalized learning consultant, through one-on-one tutoring and communication, in-depth understanding of the students' learning status and needs, to provide targeted guidance and assistance. With the rapid development of information technology, online communication has become a new platform for teacher-student interaction. Through social media tools such as WeChat and QQ groups, communication and interaction between teachers and students can cross the limitations of time and space, forming a closer and deeper connection. Teachers encourage students to learn from each other and cooperate with each other to explore the ocean of knowledge, forming a good learning atmosphere and community.

4. The Influence of Interactive Language Teaching on the Teaching Effect of College English Classrooms

As an innovative teaching mode, interactive language teaching plays a pivotal role in college English classroom teaching. It greatly improves the effect of classroom teaching by creating a real language environment and designing diversified teaching activities, and has a far-reaching impact on students' language application ability, independent learning ability, learning interest and motivation as well as overall development.

4.1 Improve Students' Language Application Ability

Interactive language teaching emphasizes the practicability and applicability of language by simulating real language situations, such as role-playing, group discussion, situational dialogues and so on, so that students can learn and use language in practice. This kind of teaching method not only helps students understand and master language knowledge, such as grammar, vocabulary, sentence patterns, etc., but

more importantly, it can improve students' language skills such as listening, speaking, reading, writing and translation. In the interactive process, students need to constantly use the language knowledge they have learned to communicate and express themselves, thus practicing and improving their language application skills. This practical teaching method enables students to better adapt to future language application scenarios and enhances their practical language skills.

4.2 Cultivate Students' Independent Learning Ability

Interactive language teaching focuses on students' subject position and participation, encouraging students to actively participate in classroom activities and independent learning. By designing diversified teaching activities, such as independent learning tasks, online interactive discussions, project-based learning, etc., students are guided to actively explore language knowledge and develop their independent learning habits and abilities. At the same time, teachers can also provide personalized guidance and support according to students' individual differences and learning needs, and help students establish the framework and methods of independent learning. This teaching method not only improves students' learning efficiency, but also cultivates their innovative thinking and problem-solving abilities.

4.3 Stimulate Students' Learning Interest and Motivation

Interactive language teaching stimulates students' learning interest and motivation by creating vivid and interesting language situations and diversified teaching activities. In activities such as role-playing, case analysis and gamified teaching, students can show their talents and creativity through imitation, performance and cooperation, thus gaining a sense of achievement and self-confidence. This sense of achievement and self-confidence will further stimulate students' motivation and enthusiasm, making them more willing to engage in English learning. At the same time, teachers can also give timely feedback and encouragement to students according to their performance and needs, helping them recognize their own progress and shortcomings, and further stimulating their desire for knowledge and spirit of exploration.

4.4 Promote Students' Overall Development

Interactive language teaching not only pays attention to the development of students' language application ability and independent learning ability, but also focuses on cultivating students' comprehensive quality and ability. Through diversified teaching activities such as teamwork, critical thinking training, social skills development, etc., students can better exercise and improve their teamwork spirit, critical thinking ability and social skills. These comprehensive qualities and abilities are crucial to the future development of students, which not only help them achieve better results in the academic field, but also help them better adapt and cope with various challenges in the workplace and life.

5. Case Study on the Application of Interactive Language Teaching in College English Classroom

5.1 Case 1: The Application of Group Discussion in College English Reading Classes

5.1.1 Case Background

The teacher of an English reading class in a university used the teaching method of group discussion with the aim of improving students' reading comprehension and teamwork. The class consisted of 40 students, divided into 10 groups of 4 students each. The teacher assigned the reading tasks and related questions in advance, and asked the students to have group discussions and report the results in class.

5.1.2 Teaching Process

The teacher first introduced the reading task and related questions and guided students to understand the main idea and detailed information of the article. Students grouped into small groups for group discussion, exchanging and exploring the questions raised by the teacher. During the discussion, the teacher goes around and gives timely feedback and suggestions. Each group selects a representative to report the results of the discussion, and the teacher summarizes and evaluates the results and points out the problems and shortcomings of the students in the process of discussion. Finally, the teacher will reflect and adjust the teaching strategies and methods according to the discussion results and students' feedback.

5.1.3 Teaching Effect

Through the teaching method of group discussion, the students' reading comprehension ability has been significantly improved; at the same time, the students' teamwork spirit and expression ability have also been practiced and improved. In addition, the teacher continuously improves the teaching strategies and methods through students' feedback and suggestions, which improves the teaching effect and students' learning experience.

5.2 Case 2: Role Playing in College English Speaking Classes

5.2.1 Background of the Case

The teacher of an English speaking class in a university uses role-playing as a teaching method, aiming to improve students' oral expression and social skills. The class consisted of 30 students divided into five groups of six each. The teacher assigned the role-play tasks and related scenarios in advance and asked the students to role-play and act them out in class.

5.2.2 Teaching Process

The teacher first introduced the role-playing task and related scenes and guided the students to understand the character traits and demeanor of the characters. Students worked in groups to prepare for the role-play, including writing the script, assigning roles and rehearsing the performance. During the preparation process, the teacher makes rounds to guide and give timely feedback and suggestions. Each group performs the role-play while the teacher and other students watch as audience and give comments and suggestions. During the performance, the teacher can interrupt and give guidance or correct mistakes. Finally, the teacher summarizes and evaluates the performance and points out the problems and deficiencies of the students in the performance process; at the same time, encourages the

students to continue to work hard and constantly improve their oral expression and social skills.

5.2.3 Teaching Effect

Through the teaching method of role-playing, students' oral expression and social skills are significantly improved; meanwhile, students' creativity and imagination are also exercised and improved. In addition, teachers continuously improve teaching strategies and methods through students' performances and evaluations, which improves the teaching effect and students' learning experience.

6. Optimization Strategies for the Application of Interactive Language Teaching in College English Classrooms

6.1 Strengthening Teachers' Training and Improving Teachers' Qualification and Ability

Teachers are the core implementers and driving force of interactive language teaching. Therefore, strengthening teacher training and improving teachers' professionalism and teaching ability is the first task to optimize interactive language teaching. Schools should establish a regular teacher training mechanism and organize teachers to participate in professional learning and exchange activities, which not only cover the cutting-edge of language teaching theories, but also involve the sharing of teaching skills and practical experience. At the same time, teachers are encouraged to devote themselves to teaching research and practice activities, and to explore and innovate new methods and strategies of interactive language teaching through project declaration and teaching case study seminars, so as to improve the quality and effect of teaching.

6.2 Improve Teaching Resources and Facilities to Lay a Solid Foundation

Perfect teaching resources and facilities are an important guarantee for the smooth implementation of interactive language teaching. Schools should increase the investment in teaching facilities and resources, including the enrichment of library collections, the modernization and upgrading of voice rooms, and the extensive configuration of multimedia classrooms. At the same time, schools should actively introduce and develop high-quality teaching software and resource platforms, such as online language learning systems and virtual reality teaching tools, etc., so as to provide rich and diversified, convenient and efficient support and guarantee for interactive language teaching.

6.3 Build a Scientific Evaluation System to Promote the Improvement of Teaching Effect

Establishing a sound teaching effect evaluation system is an important means to optimize interactive language teaching. Schools should formulate a scientific and reasonable teaching effect evaluation standard and index system, covering multiple dimensions such as students' learning outcomes, participation and satisfaction. Through regular teaching evaluation and feedback mechanisms, problems and deficiencies in interactive language teaching can be found in time, and targeted improvement measures can be proposed. At the same time, students are encouraged to actively participate in teaching effectiveness evaluation activities, and valuable opinions and suggestions are collected through questionnaires and symposiums, which provide important references for the continuous optimization of interactive language teaching.

6.4 Pay Attention to Students' Individual Differences and Implement Personalized Teaching

Focusing on students' individual differences and learning needs is an important way to optimize interactive language teaching. Teachers should have a deep understanding of each student's individual characteristics, learning styles and interests and preferences, and adopt the teaching strategy of teaching students according to their abilities and needs. Encourage students to choose their own learning materials, methods and progress according to their own interests and needs, in order to stimulate their intrinsic learning motivation and enthusiasm. In addition, we strengthen the communication and exchange with students, establish a teacher-student relationship of equality, respect and trust, timely understand the learning situation and needs of students, and provide them with personalized guidance and assistance services to promote the overall development and growth of each student.

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