A Survey of Interactive Teaching Mode in English Class in Junior Middle School—A Case Study of TT Middle School in QY City

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Abstract

Interaction is the essential part of English learning with both language input and output. Interaction plays a significant role for language learners, especially second language learners. Therefore, in the course of interacting, it's necessary for language learners to master some interactive strategies. However, interaction is highly demanding for English learners. It is the weakness of middle school education as well as one of the main problems middle school education is faced with. In addition, as a result of the influence of the exam-oriented education, English teachers are apt to neglect the cultivation of students' interactive consciousness and the training of students' interactive ability.Taking FG Junior Middle School in QY city as an example, this thesis analyzed how to give play to the advantages of Interactive Teaching Mode in junior middle school English class so as to enhance students' interest and level of English learning. Meanwhile, it discussed the effects of Interactive Teaching on English learning as well as influence factors of Interactive Teaching on the basis of Interaction Hypothesis. It's proved that Interactive Teaching Mode is effective in English class in junior middle school through an experiment.

Keywords

interactive strategies; Interactive Teaching Mode; junior middle school English class

1. Research Background

Compulsory Education English Curriculum Standards (2022) put emphasis on fostering students' communicative competence, such as verbal ability and writing ability. However, from Chinese traditional English teaching methods, teachers always think highly of cultivating students' reading and writing abilities while they spend very little time on students' nurture of listening and speaking ability. Therefore, it is vital for us to transform our teaching principles. We should provide more chances for students to communicate with each other in class. Interactive Teaching Mode is a good way to make it come true.

During my internship in TT Middle School, we were arranged to listen to classes and observed how the highly experienced teachers deliver lessons. In the course of observation, we found that teachers in Grade 8 and Grade 9 seldom interacted with students. Firstly, most teachers only asked students to underline or take notes of some important words or sentence patterns. Secondly, students needed to remember the grammar points, which led students to pay excessive attention to the structure rather than the usage in real conditions. Finally, one of the principal tasks of students was to recite the passages so as to improve their writing skills. They believe all of these can truly promote their learning efficiency. As a matter of fact, both teachers and students'

interest and passion in English were lower and lower. Meanwhile, teachers in Grade 7 were better at interacting with students by means of various activities. Students were equally more enthusiastic in class.
Considering the unfavorable situation of English classes in TT Middle School, we carried out research to find out what effects Interactive Teaching may bring to the students' English learning and what factors may impact Interactive Teaching.

2.The Theoretical Foundations

2.1 Interactive Teaching

Interactive Teaching, as a special kind of interpersonal interaction, is defined as the mutual effect and influence of various forms and nature between teachers and students happening in class. In particular, Interactive Teaching of junior middle school English refers to Interactive Teaching methods adopted in the classroom, based on the cognitive rules and interest of students in junior middle school as well as knowledge points specified in the syllabus, so that teachers and students can effectively interact with each other and acquire knowledge. As we all know, compared to the traditional teaching methods, Interactive Teaching is student-oriented, in which students' acceptance of knowledge has to get rid of the monotonous acceptance. Instead, students can take advantage of their initiative in class.
The basic principles of Interactive Teaching are listed as follows.
1) Principle of subjectivity. One of the primary characteristics of Interactive Teaching is student-oriented in class. Teachers should provide as many opportunities as possible for students to engage in class, activating them to think about problems, ask and answer questions as well as write down what they learn.
2) Principle of procedure. Teachers should instruct students to explore and discover knowledge rather than only give them a final answer. Students can develop their thinking abilities in the process of exploration.
3) Principle of communication. Teachers create a communicative environment so that students can express themselves freely. If needed, teachers can offer some advice to them.
4) Principle of creativity. The core of teaching is the re-creation of students. Teachers should set a good example before fostering students' creative thinking, such as innovation consciousness and innovation spirit.
5) Principle of feedback. It is just an indispensable principle of any teaching mode. What teachers should do is to timely grasp the situation of students' learning so as to provide timely and accurate feedback.

2.2 Interaction Hypothesis

Interaction Hypothesis appeared for the first time in Long's Input, Interaction and Second-language Acquisition published in 1981, in which he raised doubt on foreigner talk. It is built on Krashen's input hypothesis theory, which is the core of Krashen's language acquisition theory.
Krashen brought forward a famous formula "i + 1" in his input hypothesis theory, in which "i" refers to the current level of the language learner and "1" refers to language material that is above the current level of language learners. He maintained that only when we understand the language with structures which are slightly higher than where we are now can we learn it. Understanding here means that the acquirer is concerned with the meaning of the information rather than its form, and that learning acquisition occurs only when the learner has developed an understanding of the meaning of the information. Krashen's input

hypothesis suggests that formula “i + 1” requires language learners to input information from the language text according to their own understanding, without the language teacher deliberately guiding students to input textual information. Once the language learner has input a sufficient amount of information on their own, their subsequent language acquisition will automatically provide this input.

In his Interaction Hypothesis, Long (1983) criticized the input hypothesis for failing to distinguish between input and interaction, and for highlighting the intelligibility of input while overlooking the role of interaction in second language acquisition. He also stated that learners should take an active part in the input of comprehensible language. Learning a language successfully should not only count on listening to the structure of the language. What learners should do is to employ the comprehensible language input they receive in a timely manner to interact and communicate with others, thus facilitating language acquisition. In addition, the theory indicates that both parties maintain communication through interactive adjustments during the communication process, which includes both the adjustment of language form and the negotiation of meaning. These two aspects of adjustment are more beneficial to the learner’s understanding than merely adjusting the form of linguistic input.

3.Literature Review

Interactive Teaching has been widely researched by scholars all over the world since its emergence, whether at home or abroad.

3.1 Foreign Research on Interactive Teaching Mode

Overseas research on Interactive Teaching Mode is relatively early, emerging in the late 1920s as well as prevailing in the 1970s. It was widely recognized in Western countries in the 1990s. So far, it has a history of over one hundred years with a rich theoretical system after a long time of research and practice application.

Long (1983) put forward that if language input is to be used as data for second language acquisition, it must be understood by learners. When speaking to a non-native speaker of the target language, the native speaker makes speech modifications to the target language so that the input information can be understood. According to the research on conversation between native speakers and non-native speakers, he held the view that it’s more significant to alter the interactive structure than modify input when talking with each other. Because the former is more extensive and more consistently observed as well as often occurs when the latter does not.

Ellis (1999) regarded interaction as discourse jointly built up by the learners and his counterpart, and input is the result of interaction. By comparison to native students, the talk directed by second language learners contains simpler grammar and more repetition. Furthermore, it is slower because of more and longer pauses. From his part, teacher talk takes place in one-to-many interactions, in which the learners may have different levels of proficiency and in which it is likely that only a few students provide limited feedback for teachers. Teachers must reach for an average level of the class’s proficiency by ascertaining the nature and extent of the modifications on the basis of knowing about the proficiency of a class.

Lester (1994) proposed and confirmed a hypothesis about the interaction, namely that negotiated interaction is more conducive to second language comprehension than non-interaction. He also revealed that it is task

difficulty that probably impacts the relationship between interaction and moment-to-moment comprehension. Depending on what he said, if the overall task we encounter is more difficult, negotiated interaction will appear more effective.

Nunan (1989) brought forward Di Pietro's approach to developing interactive skills, also known as strategic interaction, an interactive approach based on improvisation or scenarios. He maintained that learners can make use of problem situations and scenarios in class to rehearse real-world language because they might meet the same situation in the real world.

3.2 Domestic Research on Interactive Teaching Mode

Research on Interactive Teaching started late in our country. Now it has made a remarkable success, but still has enormous potential for development. However, in the Interactive Teaching Mode, although to a certain extent there is interaction in which the teachers actively ask and the students passively answer, the interaction is often superficial and inefficient because English teachers do not understand the concept of Interactive Teaching thoroughly and do not attach enough importance to it, so they often fail to mobilize students' subjective initiative.

Gong (2021) suggested that innovative English teaching methods, such as situational teaching, group collaborative learning and flipped classroom, can give full play to students' learning subjectivity, and effectively strengthen teacher-student interaction and student-student interaction in English class, thus improving the quality of junior middle school students' interactive English learning.

Qing (2021) took a middle school in Mianyang City as an example and answered two questions by means of three research methods of questionnaire survey, personal interview and classroom observation: 1) What are the effects of Interactive Teaching towards junior middle school students' English learning? 2) What are the factors affecting the implementation of Interactive Teaching? The research showed that 1) the Interactive Teaching Model has a positive impact on students' interest in learning English, their attitude to learning and their achievement; 2) Now the implementation of the Interactive Teaching Mode in junior middle school is still affected by many factors such as teachers, students and the teaching environment. Faced with the limited factors above, the author brought forward the following suggestions: 1) Teachers should transform the traditional teaching concept, making students actively participate in class with the help of Interactive Teaching Mode; 2) It is the correct ideas and methods of interaction that teachers need to pass on to students so as to strengthen students' awareness of interaction; 3) The existing evaluation methods had better be adapted to combine formative and summative assessment.

Han (2018) conducted a study, applying the Interactive Teaching Mode to two classes in Grade 8 of Xingren School in Xingren County. Through a questionnaire survey and data SPSS17.0 data analysis, she understood the current situation of traditional teaching methods and Interactive Teaching Mode in Xingren middle school. She was also guided to analyze the problems with the help of Interactive Teaching Mode Theory, as well as proposed strategies based on traditional teaching methods and Interactive Teaching Mode.

Liu (2020) asserted that getting pre-introduction implemented fully can make Interactive Teaching better. Before the formal class, what a teacher needs to do for a good pre-introduction is to make a general summary of the content of the class and lead in the class in a reasonable way, such as the use of stories or life cases, which will make students more interested in English class, let students concentrate on learning English, as well as provide a qualitative improvement for teachers' teaching.

3.3 Requirements of Teaching in English Curriculum Standards (ECS)

ECS (2022) mentions explicitly that students should maintain an interest in learning and take the initiative to engage in practical language activities, pay attention to listening, be willing to communicate and experiment on learning, as well as learn to explore independently and cooperate in learning. In detail, ECS (2022) enumerates three levels of students' English learning on the stage of compulsory education. According to ECS (2022), students of junior middle school need to achieve Level 3.

With regard to language competency, ECS (2022) stresses that learners can use the language they have learnt to communicate with others on a daily basis concerning relevant topics, with correct speech, intonation, diction as well as coherent expressions. When it comes to cultural consciousness, ECS (2022) attaches great importance to ability in cross-cultural communication in English, as well as basic manners and communicative styles in different countries. As for thinking ability, it often relates to the discourse. Based on the information obtained, we can synthesize, conclude, summarize, discriminate and judge the main points, discover the rules, establish a logical correlation, think independently, discover and analyze problems and solve them creatively. Regarding learning ability, one of the primary objectives that students need to achieve is to learn to cooperate with others in learning activities and work together to complete learning tasks, as well as actively think and explore in the learning process.

4.Research Design

4.1 Research Objectives

The research is to find out the real situation of Interactive Teaching Mode in English class in junior middle school. We will analyze and summarize whether Interactive Teaching can have positive effects on English learning. The influence factors towards Interactive Teaching will also be dealt with in this chapter. There are two questions listed as follows. 1) Can Interactive Teaching bring positive effects on English learning? 2) What are the factors affecting the application of Interactive Teaching?

4.2 Research Subjects

We choose students from Grade 7 in TT Middle School as research subjects. There are a total of 100 students, including 50 male students and 50 female students.

Grade 7 is a transitional period of English learners, a link between primary school and junior middle school. According to my survey, students in this school come from different areas and their educational background is quite different. Ordinary observation of class makes me realize that their level of English is quite different. Only a small proportion of students behave well in class. However, students with weak foundation are also active in class. So, it is imperative for us to instruct their enthusiasm for English learning so as to bridge the gap with fundamental requirements of ECS (2022) which require students to maintain their interest in English learning and take an initiative to engage in language practice. Meanwhile, Grade 8 students pay little attention to English class, resulting in a dreary classroom atmosphere. Grade 9 students are confronted with intense pressure from College Entrance Examination so that teachers always show them the key and important points. Therefore, Grade 7 students are selected as research subjects.

4.3 Research Methods

In the process of carrying out the internship in TT Middle School, we apply questionnaire investigation, interview and classroom observation to ensure the validity and reliability of the research.

4.3.1Questionnaire Investigation

The questionnaire was amended and adjusted according to questionnaires from Qing Lingling's thesis. By means of INM SPAA statistics, the reality of the questionnaire is 0.759 and the validity is 0.768. The questionnaire is composed of three parts, including introduction of the questionnaire, personal information and 15 items on Interactive Teaching. We divided the items into three dimensions, including students' awareness of interaction in class, current situation of interactive English teaching and students' performances in English class. In order to ease students' anxiety and acquire valid data, we have explained the questionnaire in detail, especially concerning answering questions in anonymity and based on their factual situation. Therefore, all the students take the questionnaire seriously. We delivered the questionnaires to 100 students of different classes in Grade 7, including 50 male students and 50 female students
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4.3.2 Interview

The interview is based on an interview with Qing Lingling's thesis. Our primary objective of utilizing this way is to search for influence factors in Interactive Teaching. We design five questions relevant to my subject. In order to collect reliable information, we invited 5 male students and 5 female students, who are responsible and conscientious, to have a one-to-one interview. Interview is a convenient way to know whether the students are familiar with interactive ways. We can capture the most realistic responses of students immediately.

4.3.3Classroom Observation

Given the requirement of practice school, we needed to listen to the class of senior teachers so that we could learn some teaching methods and skills. We were required to listen to their classes at least four times a month. However, I went to visit the class as soon as I was free. In the course of giving ear to the class of senior teachers, I had further study English teaching, especially the effects of Interactive Teaching and influence factors of Interactive Teaching.

4.4 The Design of Complete Teaching Sample

1) Teaching content
We choose Section A of Topic 2 of Unit 3 in the English textbook for a case study of the implementation of the Interactive Teaching Mode.
2)Analysis of students
Some students had learnt words and sentences about careers when they were in primary school so that they are fully aware of the relevant words, phrases and sentences and can use them in a simple way.

3)Teaching aims

In terms of knowledge, students can spell and write new words and sentence patterns. In terms of ability, students can utilize the basic expressions of communicative functions such as greeting and asking occupations learned in this course to communicate. In terms of emotion, students can learn how to love life and care about others by talking about family members and work.

4)Teaching procedures

Pre-listening

Step 1

We showed students a video, which presents different careers. After watching the video, we showed some funny pictures about careers and encouraged students to describe their parents' careers.

Step 2

We asked a student to come to the front and act as a teacher. We instructed him to ask the other students what their parents do one by one. They answered his questions by themselves or with the help of us.

Justification: Teachers leaded in the class with a small video, which introduced the key word career and also captured the students' attention. Classroom interaction was actually done by asking questions and inviting students to act as teachers.

While-listening

Step 1

Students were called upon to pay attention to the questions on the PPT. After listening, they needed to tell whether the questions were correct or not based on what they had learnt. After finishing them, students were required to proofread their answers with their group members. Finally, students in different groups tried their best to compete to answer the questions and we corrected their mistakes. Here are four questions shown on the PPT.

Listen to the tape for the first time and mark T (True) or F (False).

(1) Kangkang's mother is a teacher.

(2) Kangkang's father is a teacher, too.

(3) Kangkang and Michael are classmates.

(4) Michael's parents are office workers.

Step 2

Students were asked to listen to the tape for the second time. In this part, they needed to complete the table for what Kangkang's and Michael's parents do. Then two students from different groups were invited to write down their answers on the blackboard. After that, we invited other groups' students to check their answers. Eventually, we checked the answers together as a whole class. The table is as follows.

Table 1. Listen to the tape for the second time and complete the table.

Character	Job
Kangkang's mother	
Kangkang's father	
Michael's mother	an office worker
Michael's father	

Justification: Activities like group interaction and group competition help to achieve the objective of classroom interaction. The correction of incorrect answers by other students is actually a part of the student-to-student interaction.

Post-listening

Step 1

We invited some excellent representatives in English class to read the dialogue and asked the other students to listen to them carefully. Then we also invited some students to describe the difference between students and tape. We could give them some tips when necessary.

Step 2

We let students read the dialogue after me twice and asked them to read it together. And we would correct their pronunciation when they read wrongly.

Step 3

We had students work in groups to practice the dialogue in character and then had them perform it in front of the class.

Step 4

We asked students to make up a new dialogue with their teammates based on what they had learnt in this lesson and show their performance.

Step 5

We finally counted the scores of each group and drew prizes for the two groups that performed the best in this lesson.

Justification：We designed a variety of activities to stimulate students' interest and make them really take ownership of the classroom.

Summary and Homework

Step 1

One student was invited to summarize the main content of this lesson. We supplemented or corrected according to the students' answers.

Step 2

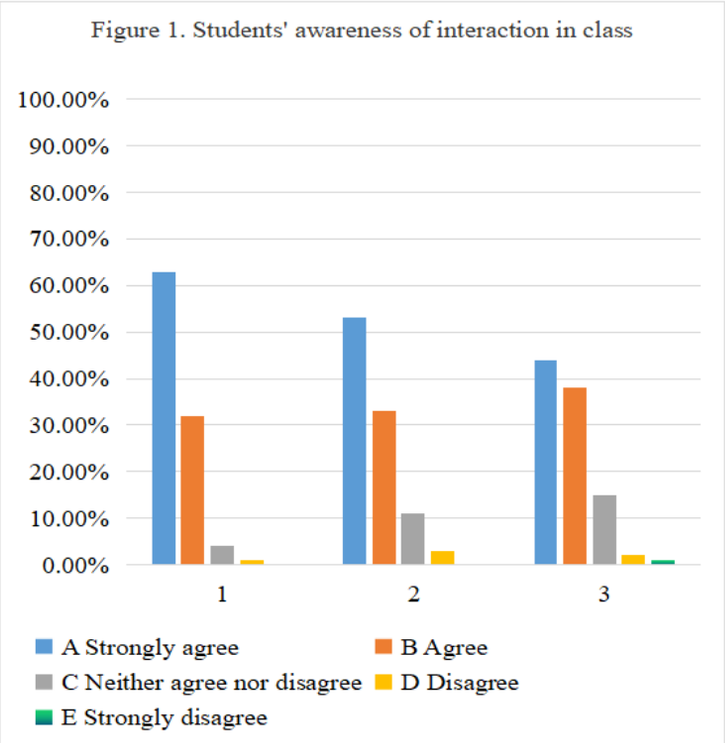
Students were required to make surveys about what their classmates' parents do and form tables. If time permits, they could make up new dialogues according to the tables.

Justification: Through summary and homework, we helped students clarify the learning objectives of this lesson again and consolidate what they have learnt.

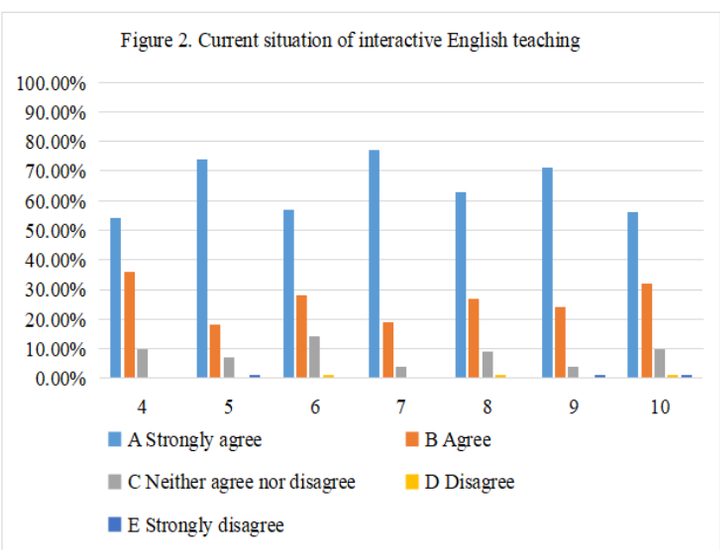
5.The Research Results and Analysis

5.1Results and Analysis of Questionnaires

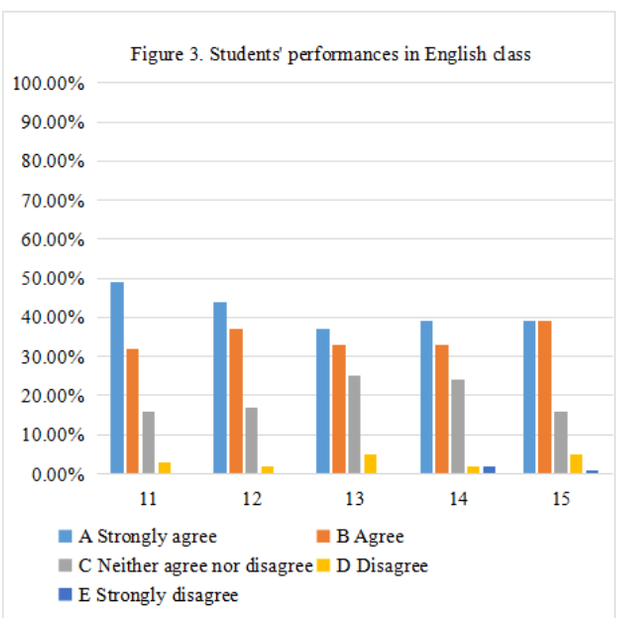
In order to find out the effects of Interactive Teaching on English learning as well as its influence factors, we designed a questionnaire from three aspects: students' awareness of interaction in class (Items 1, 2, 3); current situation of interactive English teaching (Items 4, 5, 6, 7, 8, 9, 10); students' performances in English class (Items 11, 12, 13, 14, 15).



As is shown from Item 1, almost all students maintain that T-S interaction is most significant in English learning, which proves that students in this school are under a strong sense of T-S interaction. With respect to Item 2, nearly 90% of the students are T-S interaction oriented, while less than 5% are teacher's explanation oriented, indicating that students are more interested in learning English in an interactive environment. As far as Item 3, only 3% of the students don't like to discuss in class when faced with questions and about 80% stand ready to talk about issues with classmates. It shows that most students are well aware of the benefits of using interactive communication in English lessons and know how helpful it can be in solving English problems. The data from the three items indicate that students place a high value on interaction in English lessons.



From the data of Item 4, about 90% of the students hold that teachers usually ask students to answer questions in class, which suggests that teachers are aware of the importance of interacting with students in class. With regard to Item 5, there are only 1% of the student opposing teachers offering enough time to students when putting forward a question. It indicates that teachers consciously instruct students to think about questions in class. According to Item 6, the data suggest that about 85% of the students assert that they are often required to correct the non-principled mistakes of classmates, which can propel students to concentrate on the class and develop their observation skills. Item 7 shows that students are always encouraged to pose questions in class. It means that teachers attach great importance to developing students' independent learning habits and interest in English learning. In regard to Item 8, we can find that teachers provide a few opportunities for students to take action in pairs or work in groups. Therefore, students have lots of chances to communicate and discuss with their classmates, as well as improve their spoken English. From Item 9, nearly all the students consider that it was the application of multimedia in interactive English teaching that made their studies more efficient. Apparently, if possible, English teachers can choose to make full use of multimedia in English class rather than only using monotonous teaching aids. As for Item 10, nearly 90% of the students believe that their classes are often centered on T-S interaction, proving that teachers give enough opportunities to students so that they can express themselves creatively.



According to Item 11, there are only 3% of the students agreeing that their English classes are inactive, which reflects that most students devote high interest and passion for English class. From Item 12, about 80% of the students contend that they are active in class. It's safe to say, students in class are always ready to interact with teachers and classmates, which suggests students' high enthusiasm and energy. Item 13 reflects slightly less initiative in class than the other performances, as 70% of the students usually take the initiative to answer the questions posed by the teachers. Item 14 indicates that it is creative answers that more than 70% of the students can give when open questions are posed. It is clear that the creativity of the students is considerable. As for Item 15, only 6% of the students are not fond of discussing in class. Input and output are equally significant in English learning, but there are some students paying little attention to the discussion, which requires teachers to reflect on how to conduct students in class discussion.

5.2 Results and Analysis of Interview

In order to collect more reliable information, we chose 10 students as research subjects, including 5 boys and 5 girls. During the interview, we asked them five questions on Interactive Teaching.

From Question 1, we can find that all the students are fond of interacting with teachers and students. There are mainly three factors explaining it. Firstly, students believe that interaction can not only help them master the knowledge, but also be beneficial to their communicative skills, especially their oral competence. What's more, interaction can strengthen their emotional ties and understanding with each other. Eventually, students are of the opinion that teaching is integrated into teachers' teaching and students' learning. Interaction between teachers and students is an essential component of teaching procedures. Had it not been for the interaction between teachers and students, we would not have real teaching.

Table 2. The patterns of Interactive Teaching in English class

T-S interaction	questions and answers
	English riddles
S-S interaction	group work
	competition
	class games
	role-play

From Question 2, there are rich interaction patterns in this school, as is shown in the table above. From their viewpoint, some patterns of interaction in English class are easy and some are creative. The easy patterns, like questions and answers, as well as group work, are designed only for carrying out the class tasks and drawing students' attention. However, creative patterns are aimed at improving students' comprehensive ability, such as competitions, English riddles and story tellers.

According to my research, self-assessment and peer assessment are also good options for class interaction.

Table 3. Difficulties of English Interactive Teaching

Student 1	low enthusiasm, poor concentration
Student 2	poor spoken English, lack of language environment
Student 3	poor spoken English, uneven proficiency of English
Student 4	low enthusiasm
Student 5	low enthusiasm, students' shyness
Student 6	low enthusiasm
Student 7	poor spoken English, uneven proficiency of English
Student 8	lack of language environment, uneven proficiency of English
Student 9	students' shyness
Student 10	low enthusiasm

From Question 3, the negative attitude toward English class is one of the crucial factors influencing Interactive Teaching. Some students pay little attention to class interaction even though they know any of these

answers. Students' uneven English proficiency can also affect English class. Some students have a good basic level of English, while some even can't speak words and sentences, which makes interaction more challenging. Students' shyness can also make students seldom participate in English classes. Some of these students would perform well if they were enthusiastic.

From Question 4, all the students reckon that Interactive Teaching is beneficial to their English learning. They approve that interaction in English class can not only boost their interest in English, but also improve their oral competence on account of making them actually attend English class by creating an English-studying environment. What's more, they have the idea that the environment will actually have an impact on introverted students. In their opinion, if a student easily feels shy or embarrassed, they will benefit from repeated interaction in English classes, which will help them gradually build up their confidence and adjust to communication with others.

According to Question 5, students give us some suggestions on how to make interactive classes better. Firstly, they believe that elementary knowledge is crucial to interactive class. Students should have a fair command of fundamental knowledge, such as phonetic rules, rudimentary words and simple sentences. Secondly, as teachers, we should praise students more often, especially for those who answer the questions incorrectly so as to lift their confidence. Finally, teachers should observe students carefully. We should provide more chances for students who study well but are shy rather than only ask passionate students to perform in class. For students who tend to be introverted, we should offer to put questions onto them in order to build up their confidence and enthusiasm.

All of these are students' main opinions, which have given some information on what positive effects Interactive Teaching bring on English learning and what factors affect the application of Interactive Teaching.

5.3Results and Analysis of Classroom Observation

On arriving at the TT Middle School, I was responsible for the teaching task of the two classes in Grade 7. In addition, I had to listen to lessons during my teaching. We were arranged to attend lessons by experienced teachers at least four times every month. In the course of listening to their lessons, not only did we learn how to put our theoretical knowledge into practice, but we can also learn how to conduct a class, especially the art skills of managing naughty students.

Figure 4. Time distribution of interaction in different grades

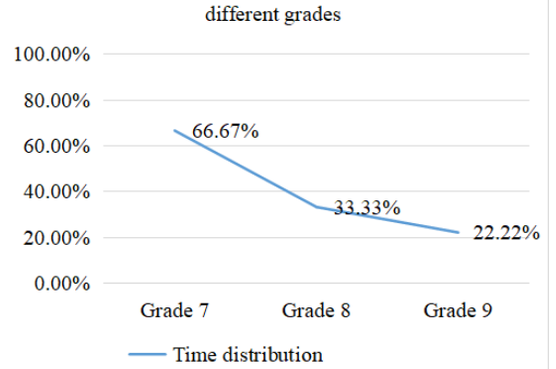
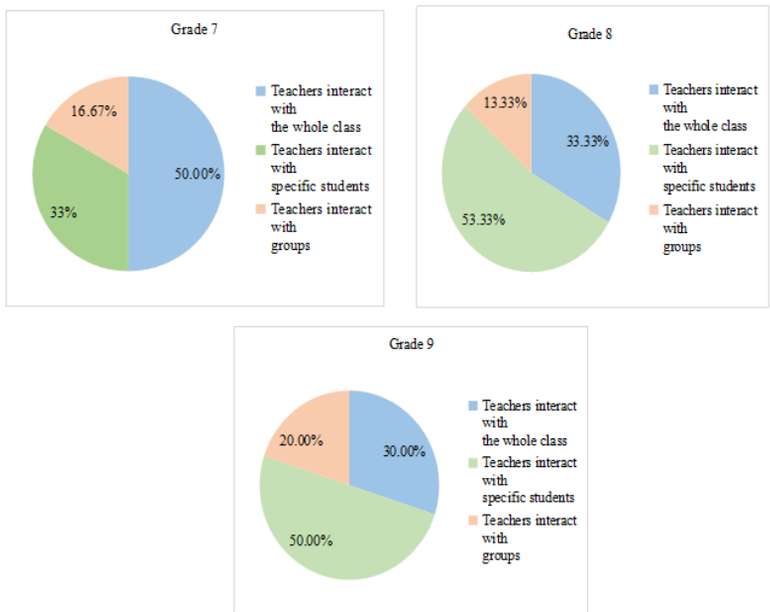


Figure 5. Time distribution of interaction in class



From Figure 4, it's apparent that there is a downward trend in time distribution of interaction from Grade 7 to Grade 9. There is no difficulty for us to find that teachers in Grade 7 made use of Interactive Teaching more often than the other two grades. From Figure 5, teachers in Grade 8 and Grade 9 tended to interact with specific students while teachers in Grade 7 were apt to interact with the entire class. In addition, teachers in all three grades had little interaction with the groups. In the subsequent paragraphs, we will list three main influence factors, comprising students, environment and teachers.

As for students, they are in a transitional period when they are transforming from elementary school students to junior middle school students. Whether in behavior or psychology, they appear more vigorous and enthusiastic. What's more, compared to students of Grade 8 and Grade 9, they are more inclined to show themselves. Students of Grade 8 and Grade 9 are more sensitive in psychology and shyer in behavior. They often appear passive in English class, answering questions only when asked by teachers and rarely offering to answer the questions.

As for environment, students in Grade 7 are faced with less stress in their studies. They have more chances to acquire interactive activities in English classes. However, students of Grade 8 need to prepare for the exam taken in the whole province next semester. As for students of Grade 9, middle school entrance examination is their primary task. Therefore, there is no exaggeration to state that students in these two grades focus on the key points and exercises, but pay less attention to interactive activities.

As for teachers, teachers in Grade 7 usually made use of Interactive Teaching in English classes. They are so experienced that they have the capability to design the best class for students. With both professional and practical knowledge, they know how to conduct an interactive lesson well, such as the design of interactive activities, the management of the class and the skills of directing students. As for personality, they also appear dynamic in daily life. However, faced with study pressure, teachers in Grade 8 and Grade 9 have to concentrate on imparting key knowledge so that they have to teach English by means of traditional and stiff ways.

5.4 Major Findings

5.4.1Effects of Interactive Teaching Towards English Learning

The effects of Interactive Teaching on students' English learning can be demonstrated in their learning attitudes and learning habits.

First of all, Interactive Teaching can enhance students' interest and confidence in English learning. According to interview and classroom observation, students in Grade 7 showed more interest and passion than students in Grade 8 and Grade 9 as a result of the use of Interactive Teaching Mode. In particular, there were some introverted students in the classroom. When using traditional teaching methods, they played passive roles in classes and rarely sat for activities. Instead, in interactive classes, they became more outgoing and passionate than before, capable of communicating and cooperating with the students.

What's more, it's apparent that students became more independent than before after using Interactive Teaching Mode for a period of time. Students could not only solve problems by themselves, but also collaborate with others to cope with group work. When we put forward the questions and asked them to deal with them by themselves, students would think over carefully, trying their best to solve the problems, such as looking up textbooks and other learning materials. However, if asked to work in groups, students were prepared to think about and talk about the problems with their teammates instead of keeping silent all the time. Whether to solve the problems independently or not, they have changed their learning habit of waiting for teachers' answers passively. By the way, under the Interactive Teaching Mode, they were apt to be creative than before. For instance, when facing difficulties, they were not satisfied with only acquiring an answer, but tended to think up as many results as possible.

5.4.2Influence Factors of Interactive Teaching

Influence factors on the implementation of Interactive Teaching can be divided into three parts as follows.

First and foremost, factors from teachers are the main cause influencing the result of Interactive Teaching. As we all know, different teachers have diverse understanding of Interactive Teaching. Some teachers are able to develop a scientific understanding of the Interactive Teaching Model. However, some teachers are influenced by the Western ideology of a modern civilization where reason is paramount and the traditional Chinese value of pragmatism, so that the content of education, the way in which education is delivered and the mode of evaluation are all clearly focused on the transmission of knowledge and skills. The teacher's ability to control the interaction between students and teachers in the classroom also affects the effectiveness of the implementation of interactive classes, which is reflected in the teacher's ability to process the interactive content on the teaching materials, control the interactive objects, control their emotions, as well as master the teaching materials and the classroom.

What's more, factors from students are also the critical factors of Interactive Teaching. Students are the subjects of Interactive Teaching. Especially, students in middle school are not mature enough to control what they say and do. They are at a critical stage of forming the correct values and need the proper guidance from their teachers. Teachers should design attractive teaching content according to students' personalities and psychological development characteristics. There is no difficulty finding that so many students in middle school are prone to be touchy and introverted. They are easier to feel embarrassed if they don't perform well in class, so we need to provide them with a more relaxing and comfortable environment. If possible,

we can talk to them one by one, encouraging them to strengthen their willingness and motivation to engage in classes. As for outgoing and outstanding students, we can guide them to set a good example in the classroom. Meanwhile, dealing with naughty students in class is also the key to the effective implementation of interactive classes.

Last but not least, factors from the environment are also worth mentioning. Interactive Teaching tends to be formalized in its implementation. Long influenced by exam-oriented education, the idea of teachers wanting students to master more knowledge to get high marks is deeply rooted. Since the teacher's aim does not exactly match the function of Interactive Teaching, teachers become formal when they carry out operational class interaction.

6.Conclusion

6.1The Enlightenment of the Research

In nearly a semester of teaching, the effectiveness of the Interactive Teaching Mode in the junior middle school English class has been verified. The effective interaction between teachers and students in classroom teaching is mainly aimed at cultivating students' ability to communicate with others in everyday life. In the classroom teaching practice, we think we can make efforts from the following aspects.

Firstly, our primary task is to update our educational philosophy and enhance interactive awareness under the guidance of the ECS (2022). As English teachers, it is important for us to read the ECS (2022) carefully and change the traditional classroom teaching in which teachers only focus on imparting knowledge and skills to students, without regard to the overall development of their bodies and minds. We strive to cater for the needs of students at different levels in the classroom and allow students to internalize this new knowledge through effective class interaction.

Secondly, in the new educational concept, the teaching content should better reflect the concept of interaction. In terms of teaching design, we can adopt the form of collective lesson preparation at grade level to try to deliver the content to students in an interactive way so that we are in a position to truly meet the teaching requirements of the ECS (2022).

Eventually, we believe that it is feasible to use Interactive Teaching Mode in English classroom after this study. However, the Interactive Teaching Model does not apply to all learning environments. We should choose the most appropriate interactive teaching method according to the actual situation as well as students' situations, rather than simply copying domestic and foreign models.

6.2The Limitation of the Research

There are some limitations in conducting the study.

First of all, time limited, the research only lasted for about four months, which was not long enough to collect scientific data as much as possible. If possible, we need more time to observe students' potential and problems.

What's more, as a result of the restriction of space, the research area is not large enough. We can only collect information in TT Middle School so that the result is not generalizing. Thus, our findings also need to be combined with those of other good experts and more practice needs to be done to demonstrate the re-

search's finding.

Last but not least, due to a lack of experience, whether the questionnaire or interview in the process of investigation, we only designed and distributed the questionnaire and interview questions for students. However, we neglected teachers' viewpoints from which we could acquire numerous scientific information. As a result of this, the research is not as scientific as expected.

In a word, more exploration by experts and teachers is needed if we hope that Interactive Teaching will play a more active role in English teaching in junior middle school. Only through continuous study and research can we improve English teaching and develop students' comprehensive skills.

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