



Study of Interactive Teaching Method to Enhance Oral English Ability of Seventh-Grade Students of Junior High Schools in Changchun City, Jilin Province

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Abstracts

Background and Aims: In the era of globalization, interactive pedagogy is used to enhance students' interest in learning, stimulate the internal motivation to learn oral English, and improve the sense of participation and language learning outcomes. The study aimed to assess the impact of interactive pedagogical learning methods on students' oral English ability and satisfaction. The significance of this research lies in innovating teaching methods and improving spoken English. By designing practice activities with clear goals, students are guided to participate in interactive practice learning.

Methodology: This study utilized a pre-experimental design featuring a one-group pretest-posttest model. The sample selected in this study was 30 students in grade 7 of the No.1 Junior High School in Changchun City, Jilin Province (1 class) in the academic year 2023, which was derived from a cluster random sampling method. The research tools were (1) Course lesson plan, (2) Oral English Quiz, and (3) Student satisfaction questionnaire. Conduct pre-test and post-test on the sample using the Oral English Quiz, and analyze the mean, standard deviation, paired sample t-test, and one-sample t-test of the data using statistical software.

Result: After using learning through the Interactive Teaching Method, the oral English ability improved by 13.75%, surpassing the predetermined criteria of 70% and the difference was statistically significant at 0.01. Based on the scores from the prestatistical student satisfaction questionnaire, the overall results of the Interactive Teaching Method on oral English ability by students are at a high level ($M=4.81$, $SD=0.39$).

Conclusion: Research has confirmed that the use of interactive teaching methods can significantly improve English speaking ability, stimulate students' interest in learning, develop their independent learning ability, increase their motivation and initiative, and meet their individual learning needs. This is the new trend of education in the future.

Keywords: Interactive Teaching Method; Oral English; Oral English Ability; Junior High Schools

Introduction

In 2014, the Higher Education English Teaching Guidance Subcommittee of the Ministry of Education formulated and promulgated the “National Standard for the Quality of Undergraduate Teaching in English Majors” (New National Standard) by the national development strategy and practical needs. The “New National Standard” places greater emphasis on cultivating students’ English proficiency and personalized development. (Ministry of Education, 2014)

“In 2019, China proposed a project to develop hybrid rice for African countries to help them have a bright future tomorrow.” On October 12th, in a collective interview at the National Hybrid Rice Engineering and Technology Center in Changsha, Hunan, a famous Academician suddenly switched to English to answer reporters’ questions. At the age of 90, the Academician became popular on the internet due to his English proficiency. Netizens (Friends online) joked, “It’s never too late to learn, that’s what the post-90s generation should look like. In the same year (2019), a primary school student became famous on the internet for using sitcoms to teach foreign languages to netizens. His fluent spoken language makes it hard to believe that he is just a 9-year-old child. From the elderly at the age of 90 to primary school students at the age of 9, from cooperation negotiations between Chinese and foreign enterprises to communication greetings in daily life, communicating in English is no longer unfamiliar to most Chinese

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Citation



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people. English learning has become a compulsory course for education at all levels of academic education.

From 2021 onwards, among the three subjects of Chinese, Mathematics, and English, a new oral quiz will be added to the English subject with a full score of 150 points, with a total of 50 points in the speaking and listening quizzes, which will account for one-third of the total score, and the computer-based listening and speaking quiz will be implemented twice a year. Up to now, spoken English in Beijing, Guangdong, Shanghai, Guangxi, and other places has long been included in the college entrance examination, and in terms of the high school entrance examination, the English listening and speaking quiz has covered 32 cities in 10 provinces across the country. According to the plan of the Ministry of Education, all provinces and cities in the country must enter the college entrance examination reform pilot in the fall of 2019, and all provinces and cities in the country will adopt the new college entrance examination plan in 2022. To adapt to this policy, the Ministry of Education has strengthened the application of "special delivery classrooms", "famous teacher classrooms," and "famous school online classrooms". On March 16, 2020, the Ministry of Education issued the "Guiding Opinions on Strengthening the Application of the "Three Classrooms", requiring that by 2022, the normalized on-demand application of "special delivery classes to stores", "famous teachers' classrooms" and "famous school online classrooms" in primary and secondary schools will be fully realized. Promote the effective bridging of regional, urban-rural, and inter-school disparities, and promote the realization of high-quality and balanced development of education. This means that in the future, oral English scores will account for a large proportion of the college entrance examination.

At the same time, "China's embrace of globalization and participation in global governance inevitably rely on foreign languages as a tool for communication and exchange with the world to expand China's voice in the world, it is necessary to participate in the rulemaking of various international organizations and conferences. China has a considerable number of staff positions in some international organizations, but cannot select personnel to perform their duties. One major reason is that the selection of high-level compound language talents is slightly insufficient. Out of a total of approximately 10000 employees at the World Bank headquarters and country offices, only about 200 are from China. A representative of China to the United Nations Food Organization has publicly revealed that the organization employs approximately 3200 people globally, but only 50 Chinese employees. We want participating in global governance requires a large number of professionals who are familiar with the principles and policies of the party and the state, understand China's national conditions, have a global vision, are proficient in foreign languages, are familiar with international rules, and are proficient in international negotiations." It is necessary to strengthen the construction of global governance talent teams, break through talent bottlenecks, do a good job in talent reserves, and provide strong talent support for China's participation in global governance. With China's accession and the acceleration of the construction of "the Belt and Road Initiative", foreign exchanges are expanding day by day, and "speaking" plays an important role in interpersonal exchanges. The ability to 'speak' is one of the essential qualities for people in social interactions. English is one of the main tools for international communication worldwide and is known as the second mother tongue. Oral communication is a very important means of communication, a tool for exchanging ideas, and a cultural carrier. Teaching English well is an art, learning oral English well is a wealth, and oral English classroom teaching plays a very important role in improving students' oral communication skills. (Liu et al, 2019)

With the deepening of the reform of English teaching, oral English teaching has attracted great attention. The new "English Curriculum Standards" also put forward clear requirements for this. The new junior high school English curriculum standard (2017) pointed out: "Based on compulsory primary school English teaching, consolidate and expand students' basic knowledge, develop basic skills of listening, speaking, reading and writing, cultivate the practical ability to initially adapt to communication in English orally and in writing, and lay a solid foundation for continued learning and use of English" This requires teachers to change their educational concepts, from examination-oriented education to quality education,





and change "dumb English" Fully aware of the importance of oral teaching, we strive to explore effective oral English teaching methods and continuously improve the quality and level of English teaching.

"Oral English course" aims to equip students with fluent and accurate spoken English skills. It focuses on improving pronunciation, vocabulary, grammar, and conversational skills, enabling students to communicate effectively in English in various settings.

Course Contents

1. Basic Pronunciation Rules: Covers vowel sounds, consonant sounds, syllable division, and stress patterns.
2. Daily Vocabulary: Introduces words and expressions commonly used in daily life, such as greetings, shopping, and travel.
3. Grammar Essentials: Review basic grammar structures like sentence types, tenses, and models.
4. Conversational Topics: Discusses a range of topics relevant to students' interests and backgrounds, fostering meaningful discussions.
5. Listening Activities: Includes listening to native speakers, podcasts, and other audio materials to improve comprehension.

The teaching methods used in this Course are traditional.

Traditional oral English teaching methods usually refer to a teacher-led teaching method that focuses on the transfer of grammar and vocabulary knowledge, and relatively little attention is paid to actual oral communication and expression. In this mode, teachers focus on grammar rules, vocabulary usage, and sentence structure, and help students consolidate what they have learned through exercises such as reading aloud, memorization, and translation. Students are often passive recipients of knowledge and rarely have the opportunity to actively participate in speaking practice and interaction. This traditional teaching method is characterized by a focus on the systematization and accuracy of knowledge, but often lacks the context and context of practical application. It may place too much emphasis on grammatical and lexical correctness and neglect the development of students' oral fluency and naturalness. At the same time, due to the lack of a real communication environment and interaction opportunities, it is often difficult for students to truly improve their oral expression skills and self-confidence. (Yu, 2017)

The researcher interviewed 5 teachers on using traditional methods for oral English, as follows: They mentioned that the teacher-centered approach can be quite effective for teaching grammar and vocabulary. However, when it comes to oral skills, students need more opportunities to practice in a real-world context. Unfortunately, the traditional method doesn't always provide that. And teaching oral English using the traditional method for years. The main problem is that students often lack the confidence to speak freely. They rely heavily on me to guide the conversation, which limits their ability to express themselves independently. One of the biggest challenges with the teacher-centered method is engaging all students. It's easy for some to get left behind or lose interest, especially if they feel like they're not getting enough speaking time. This can lead to a significant gap in learning achievement." Students often have difficulty applying what they learn in class to real-life situations. The traditional method doesn't always prepare them for the spontaneous nature of conversation, where they need to think on their feet and respond quickly." "While the teacher-centered approach can be efficient for delivering content, it doesn't always foster a supportive learning environment. Students may feel intimidated or afraid to speak up, which can hinder their progress in oral English." The interviews reveal that while the traditional teacher-centered method can be effective for teaching certain aspects of English, it presents significant challenges when it comes to developing oral skills. Teachers identified issues such as limited speaking opportunities, a lack of real-world context, difficulty engaging all students, and a potentially intimidating learning environment. To improve students' learning achievements in oral English, teachers may need to consider incorporating more student-centered activities and providing additional support and encouragement. The five interviewed teachers also gave the average score of the students under the traditional teaching method, with an average score of 46. This is based on an assessment of the overall oral English proficiency of the class; however, a score of 46.2 indicates that the overall oral English proficiency of the class is in





the lower to average range on a perfect score. This may mean that most students have some difficulty or inadequacy in oral English.

By collecting the oral English scores of 200 junior high school students as a sample, the actual data analysis of the scores of secondary school oral English students showed that the students' oral English scores were generally low, especially in the higher segments. According to the survey, about 40% of students have a passing score above the passing line, but only about 10% of students have achieved excellent (85 points or more), and some students still have a large gap.

The traditional teacher-centered teaching method is the main oral teaching method in China. We spent a lot of time, but it was very inefficient. They do not stimulate students' self-directed learning, and what they learn is difficult to apply in reality. However, with the further reform of the new curriculum system, students are required to improve their spoken English to a higher level. In addition, with economic development, social progress, and more frequent interaction between the countries. In this context, the teacher-centered oral teaching model presents more and more drawbacks.

From the information mentioned above, the traditional teaching method cannot foster students' oral English ability effectively.

The interactive teaching method was applied as an innovative teaching method at Harvard University in 1918. In teaching practice, this method has been continuously developed, and a series of teaching methods that emphasize teacher-student interaction are collectively referred to as interactive teaching methods, which have been hailed as Harvard University's flagship "case teaching method". Interaction is undoubtedly the core of interactive teaching methods, and the soul of interactive teaching methods lies in creating new teacher-student relationships in the curriculum and exploring a new teaching paradigm that is different from the traditional emphasis on "teaching". Interactive teaching is a teaching method to create a multilateral interactive teaching environment, in the process of equal communication and discussion between the teaching parties to achieve the collision and integration of different perspectives, thereby stimulating the initiative and exploration of both teaching parties, to achieve the improvement of teaching effect, interactive teaching method can better meet the deep learning needs of students in the current era of oral English, interactive teaching method as an efficient learning plan attracted the attention and attention of teachers and students. As far as the current junior high school English teaching is concerned, it can improve teaching efficiency and help students learn English more effectively. Interactive learning methods can improve students' speaking skills, especially in junior high school students' fluency, accuracy, and complexity of oral expressions.

(Yuan and Li, 2017)

The significance of interactive teaching is that it changes the traditional way of teaching and makes teaching more lively, interesting, and effective. Here are the main implications of the interactive teaching method:

Increase student engagement and initiative: The interactive teaching method encourages students to actively participate in class discussions and activities, present their ideas and questions, and interact with teachers and classmates. This type of teaching stimulates students' interest and curiosity in learning, allowing them to participate more actively in the learning process.

Promote knowledge, understanding, and application: Through interactive teaching methods, students can gain a deeper understanding of knowledge as they need to think, analyze, and solve problems in the process of engagement. At the same time, this teaching method can also help students apply what they have learned in real life, improving their practical and problem-solving skills.

Develop critical thinking and innovation: The interactive teaching method encourages students to come up with their own ideas and solutions and to discuss and communicate with others. This teaching method develops students' critical thinking and innovation skills, enabling them to better adapt to the needs of society and work in the future.

Enhance teacher-student interaction and collaboration: The interactive teaching method emphasizes teacher-student interaction and collaboration, creating a closer connection between teachers and students.





This teaching method can promote the exchange and communication between teachers and students, enhance mutual understanding and trust, and create a better atmosphere and conditions for teaching.

To sum up, the significance of the interactive teaching method lies in the fact that it can promote the interaction and cooperation between the teaching and teaching parties, improve students' interest and initiative in learning, cultivate their innovation ability and teamwork ability, and establish a good teacher-student relationship and classroom atmosphere to achieve better teaching results. (Cui, 2016)

From the information mentioned above, the researcher intends to do the research entitled Study of Interactive Teaching Method to Enhance Oral English Ability for Seventh Grade Students in Junior High Schools.

Research questions

1. What is the students' oral English ability before and after learning through the Interactive Teaching Method?
2. How is the students' oral English ability level after learning through the interactive teaching Method compared with the determined criteria at 70 percent?
3. What is the student's satisfaction with the interactive teaching method after learning through the interactive teaching Method?

Research objectives

1. To compare the students' oral English ability before and after learning through the Interactive Teaching Method.
2. To compare the students' oral English ability after learning through the Interactive Teaching Method with the determined criterion of 70 percent.
3. To assess the student's satisfaction with the Interactive Teaching Method after learning through the Interactive Teaching Method.

Literature Review

Interactive teaching methods have become increasingly prevalent in recent years, which has been of tremendous help to the teaching and learning of English as a English language, as well as the teaching and learning of any other language. Multiple studies conducted in a variety of locations have come to the conclusion that studying with the Interactive teaching method has a positive impact on the students' capacity to speak English.

Rusli (2019) conducted a study in the education field, constantly venturing into many creative forms. Interactive learning is a hands-on approach to boost students' engagement and confidence. With innovation, interactive learning enables students to reinforce critical thinking and problem-solving abilities in second language acquisition. Thus, this research aims to design and create a new interactive tool for second language teaching that can benefit both teachers and ESL students. This teaching and learning tool can be used for the 4 basic skills in ESL classrooms, namely reading, listening, speaking, and writing. A total of 30 students from a rural public secondary school were involved in this study. This interactive tool can help in building students' motivation in learning, especially among the low proficiency students, and create autonomous learners who enjoy and have fun while learning English. In conclusion, it is hoped that this research could add knowledge to the field of interactive tools and promote creativity among second language teachers.

Du et al (2016) researched that allowing students to take the initiative to learn, think independently, and be good at communication is what interactive teaching emphasizes. It is also an important way to cultivate students' innovative spirit and ability. With the demand for innovative talents in modern society, cultivating innovative ability has become an extremely important direction and task of modern education. Teaching should not only teach students some ready-made common sense and conclusive knowledge, but also teach students to use known knowledge to acquire unknown knowledge, use what they have learned





to solve problems creatively, and develop innovative thinking and habits. In teaching, if there is an atmosphere of active participation, full interaction, continuous exploration, and innovation between teachers and students and between students, it will be conducive to the development of students' intellectual potential, the improvement of their comprehensive quality, and the cultivation of their innovation ability. Interactive teaching aims to create a multilateral interactive teaching environment so that different perspectives can collide and blend in the process of equal exchange and discussion, stimulate the initiative and exploration of both teaching and learning, and improve the teaching effect.

Yuldashev (2019) researched that Interactive learning is a special form of organizing cognitive activities of college students. It implies quite specific and predictable goals: the development of students' intellectual abilities, independent thinking, and critical minds; the achievement of speed and durability of learning material, deep penetration into the essence of the studied phenomena; development of creative potential - the ability to "see" the problem; originality, flexibility, dialectic, creative imagination, ease of generating ideas, the ability to conduct independent search activities; the effectiveness of the application of professional knowledge and skills in real production practice. The leading features of interactive music are:

- Polyphony. This is an opportunity for each participant in the pedagogical process to have their point of view on any problem under consideration.
- Dialogue. The dialogue between the teacher and the students implies their ability to listen and hear each other, to be attentive to each other, and to help shape their vision of the problem and their way of solving the problem.
- Thought activities. It consists of organizing the active mental activity of the teacher and students. Not the translation by the teacher of ready knowledge into the student's consciousness, but the organization of their independent cognitive activity.
- Meaning. This is the process of conscious creation by students and the teacher of new meanings for themselves on the problem being studied. This is an expression of his attitude to phenomena and objects of life.
- Freedom of choice.
- Creating a situation of success. Leading conditions for creating a successful situation - an optimistic assessment of students.
- Reflection. This is introspection and self-esteem by participants in the pedagogical process of their activity and interaction.

Yu (2019) conducted research that, with the continuous advancement of internationalization, English learning has become an important part of the current quality education. College English as a compulsory course in the high school learning stage not only occupies an important position in the college entrance examination but also cultivates students' language ability. It is also of great significance. However, due to the problem of language differences, students also face some difficulties in learning college English. In the college oral English classroom teaching, how can teachers better carry out English classrooms, how to better help students master classroom knowledge, improve their English learning ability, develop good study habits and independent thinking ability, become the current college oral English teaching the top priority. Through the use of interactive teaching mode, the communication between teachers and students is realized to a large extent, which effectively promotes the classroom teaching process and better realizes the goal of college oral English teaching. Looking at the current college English oral teaching in China, there are certain problems, especially as a language subject, which cannot achieve good communication, and the problem of uneven development of students' listening, speaking, reading, and writing skills is always present, which is also hindering students' English. In the current college oral English teaching, teachers try to realize the development of students' English learning through interactive teaching, and bring more attention to students, to effectively promote the comprehensive development of teaching, improve the teaching content, cultivate interest, and explore students' English learning.

The above analysis shows that scholars in China and the West have conducted extensive research and exploration of Interactive teaching methods. These studies have laid a solid foundation for future research, development, and application of Interactive teaching methods.

Conceptual Framework

Based on the content of this study, the independent variable is the Interactive teaching method,



learning on seventh-grade students from the No.1 Junior High School in Changchun City, Jilin Province, which is based on modern educational psychology, educational behavior, and educational methods. Based on these theories, the researcher applied the theories to a new method of teaching, which effectively enhanced the oral English ability. On the other hand, students' proficiency in oral English is the focus of this analysis, which is the dependent variable.

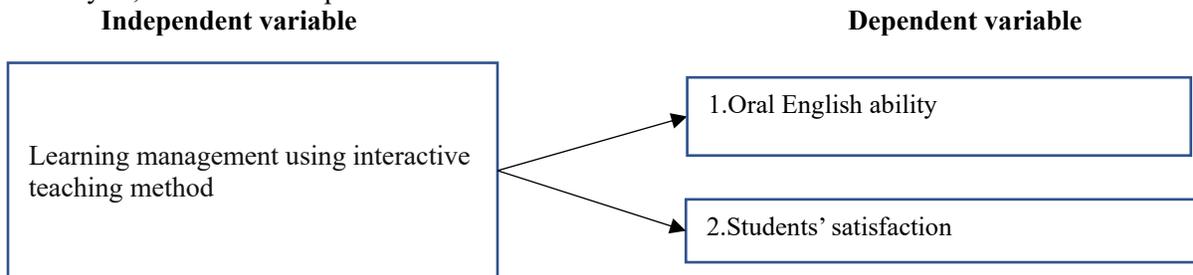


Figure 1 Conceptual Framework

Methodology

1. Population and sample

The study population consisted of students in seventh Grade students from the No.1 Junior High School in Changchun City, Jilin Province. The school was chosen because of its successful experience in providing English-speaking programs and the diverse student body from diverse backgrounds in various places. Students who can join this school show that they also have a broad interest in learning English. This group of students has been carefully selected to focus on the transition from seventh grade to the level of spoken English fluency.

1.1 The population of this study is 194 students (9 classrooms) in seventh-grade students from the No.1 Junior High School in Changchun City, Jilin Province.

1.2 The sample of this study is 30 students in grade 7 of the No.1 Junior High School in Changchun City, Jilin Province (1 class) in the academic year 2023, which was derived from the cluster random sampling method.

2. Research instruments

Research instruments were the tools for collecting data. The research instruments that were used in this study were:

2.1 Instruments for Measuring Students' Oral English Ability

Evaluate Interactive Teaching Method. The researcher created the evaluation form for lesson plans.

2.1.1 An expert group composed of five experts evaluates the evaluation form. The experts were required to hold the title of professor or associate professor and have at least 5 years of research experience in the relevant field. The five experts include three from China and two from Thailand in a field related to education. After collecting data, analyze the collected data to determine the appropriateness and consistency of the lesson plans. If the average score of appropriateness and consistency assessed by a group of experts is higher than 3.51, it means that the components of the lesson plans have good appropriateness quality and internal consistency. After obtaining the expert evaluation results, the developed teaching model was revised and improved according to the expert's suggestions. The lesson plans to be assessed are specifically categorized into four areas, which are learning aspects (e.g. Learning objectives covered the learning behaviors in terms of knowledge, skills, and attitude), instructional strategies aspects (e.g. The teaching method is consistent with the teaching objectives), instructional media aspects (e.g. Teaching methods include individual activities and group activities), and Assessment of teaching (e.g. Learning outcomes can be applied to the real-life situations)

2.1.2 It was found that the mean score of appropriateness was at 4.81 and the standard

deviation was at 0.39, which means the lesson plans had the quality at a very high level. Therefore, applying the lesson plans of learning through using Interactive teaching methods to the teaching of seventh-grade students from the No.1 Junior High School in Changchun City, Jilin Province can improve students' Oral English Ability.

2.2.2 Satisfaction Questionnaire (5-point Likert scale)

The questionnaire is provided to 5 experts for a content validity check and suggestions. The quality of the questionnaire is considered according to the Index of Item Objective Congruence (IOC) obtained from the achievement test evaluation form. The IOC of each item of the satisfaction questionnaire was between 0.80-1.00. The result of analyzing the IOC index showed that 15 items in the satisfaction questionnaire were appropriate and could be used in the satisfaction evaluation of learning through the Interactive teaching method. The Cronbach's Alpha coefficient of the reliability of the student satisfaction questionnaire is 0.718, which is greater than 0.7. This showed that the internal consistency of the student satisfaction questionnaire met the requirements.

3. Data collection

The procedures of data collection were as follows:

3.1 The samples were given the pretest of Oral English Ability with constructed instruments.

3.2 The samples were taught by learning through the use of the Interactive teaching method. The entire experiment lasted 4 months, including instructional time (24 class hours) and testing time (1 day). Instruction using learning through the Interactive teaching method was divided into three parts: before class, in class, and after class. During this phase, the students will engage in the intervention, which includes learning through using Interactive teaching methods to improve their Oral English Ability.

3.3 After finishing the instruction, the samples received the post-test by using the same instrument that was used in the pretest.

3.4 The students were given the students' satisfaction questionnaire.

4. Data analysis

In this study, data were analyzed using the statistical program according to the research objectives

4.1 This study's data must meet the following requirements: Dependent variable that is continuous (i.e., interval or ratio scales). The paired measurements must be recorded in two separate variables. In related samples, the subjects in each sample are the same. This means that the subjects in the first group are also in the second group. Random sample of data from the population normal distribution (approximately) of the difference between the paired values no outliers in the difference between the two related groups. There are two hypotheses they are the null hypothesis, $H_0: \mu_{\text{pretest}} = \mu_{\text{posttest}}$ and the alternative hypothesis, subscript hypothesis $H_1: \mu_{\text{pretest}} < \mu_{\text{posttest}}$. If the sample mean is equal to the population mean, the one-sample t-test can be expressed as $H_0: \mu = X$. If the sample mean is not equal to the population mean the one-sample t-test can be expressed as $H_{01}: \mu \neq X$.

4.2 Compare Oral English Ability before and after learning through using the Interactive teaching method by using the t-test for dependent samples.

4.3 Compare Oral English Ability after learning through using the Interactive teaching method with the determined criteria set at 70 percent by using a t-test for one sample.

4.4 Assess the student's satisfaction with learning by using the Interactive teaching method by using the arithmetic mean and standard deviation.

Research Results

The results were presented according to the research objectives as follows:

1. The result of comparing the mean score of the students' oral English ability before and after learning through the Interactive Teaching Method.

The table below shows descriptive statistics and t-tests for dependent samples as analyzed by the statistical package program. This table aimed to answer the research objective about whether learning through the Interactive Teaching Method was able to enhance students' oral English ability.



Table 1 The result of comparing the mean score of the students' oral English ability before and after learning through the Interactive Teaching Method.

| Group | n | Pretest scores | | Posttest scores | | t | p |
|--------------------|----|----------------|-------|-----------------|-------|---------|------|
| | | M | SD | M | SD | | |
| Experimental group | 30 | 68.63 | 6.014 | 93.67 | 4.490 | 46.80** | .001 |

**p<0.01

As presented in Table 2, the mean score of the pretest of students' oral English ability was 68.63 (SD=6.014), and the post-test of students' oral English ability was 93.67 (SD=4.490). Moreover, it aimed to examine the different scores before and after learning through the Interactive Teaching Method to enhance students' oral English ability. The result of this table showed that after learning through the Interactive Teaching Method in the classroom, posttest scores of students' oral English ability were greater than pretest scores at the .01 level of statistical significance ($t_{29}=46.80, p=0.01 < .01$). The average scores of the study developed increasingly higher than pretest scores.

2. The result of comparing the mean score of the student's oral English ability after learning through the Interactive Teaching Method with the determined criterion set at 70 percent of full scores.

The table below shows descriptive statistics and t-tests for one sample as analyzed by a statistical package program. This table aimed to answer the research objective about whether learning through the Interactive Teaching Method was able to enhance students' oral English ability.

Table 2 The result of comparing the mean score of the students' oral English ability before and after learning through the Interactive Teaching Method, with the determined criterion set at 70 percent of full scores.

| Group | n | Full score | Criteria score | M | SD | t | p |
|--------------------|----|------------|----------------|-------|-------|---------|-------|
| Experimental group | 30 | 100 | 70 | 93.67 | 2.930 | 46.80** | 0.001 |

**p<0.01

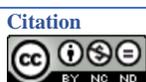
As presented in Table 3, the mean scores of students' oral English ability after learning through the Interactive Teaching Method were 25.03, and the standard deviation was 2.930, which was statistically higher than the criterion of 70% at the .01 level of statistical significance ($t_{29}=46.80, p=0.01 < .01$).

3. To assess the student's satisfaction with the Interactive Teaching Method after learning through the Interactive Teaching Method.

The result of the mean score of satisfaction after learning through the Interactive Teaching Method. The table below shows descriptive statistics as analyzed by the statistical package program. This table aimed to answer the research objective about whether learning through the Interactive Teaching Method was able to enhance satisfaction.

Table 3 The results of students' satisfaction after learning through the Interactive Teaching Method.

| NO | ITEM | M | SD | Level of appropriateness |
|----|---|------|------|--------------------------|
| 1. | Enjoys learning through an interactive teaching method to enhance oral English learning | 4.76 | 0.43 | Very High |





| NO | ITEM | M | SD | Level of appropriateness |
|-----|---|------|------|--------------------------|
| 2. | An interactive teaching method learning helps personalize learning | 4.93 | 0.25 | Very High |
| 3. | Enjoy the classroom atmosphere of learning Oral English through an interactive teaching method | 4.63 | 0.49 | Very High |
| 4. | Interactive teaching methods are designed to meet the developmental level of students. | 4.83 | 0.37 | Very High |
| 5. | Hope to continue learning through interactive teaching methods to improve oral English learning | 4.73 | 0.52 | Very High |
| 6. | The interactive teaching method combines new knowledge with existing knowledge | 4.86 | 0.34 | Very High |
| 7. | The interactive teaching method promotes interest in learning after learning Oral English | 4.70 | 0.46 | Very High |
| 8. | The interactive teaching method learning makes it easy to get a sense of achievement after learning oral English. | 4.86 | 0.43 | Very High |
| 9. | The interactive teaching method learning improves collaboration skills | 4.86 | 0.34 | Very High |
| 10. | The interactive teaching method learning can improve English speaking effectively. | 4.86 | 0.34 | Very High |
| 11. | The interactive teaching method learning to improve creativity | 4.73 | 0.52 | Very High |
| 12. | The interactive teaching method learning improves problem-solving skills. | 4.83 | 0.37 | Very High |
| 13. | The interactive teaching method improves the efficiency of learning oral English. | 4.83 | 0.37 | Very High |
| 14. | The interactive teaching method learning improves independent learning | 4.83 | 0.37 | Very High |
| 15. | The interactive teaching method learning improves academic performance | 4.93 | 0.25 | Very High |





| NO | ITEM | M | SD | Level of appropriateness |
|----|---------------|------|------|--------------------------|
| | IOC | 4.81 | 0.39 | Very High |
| | Overall Total | 4.81 | 0.39 | Very High |

Based on the results, we can state the following:

As shown in Table 4, the overall results of the Interactive Teaching Method to Enhance Oral English Ability by students are at a very high level with (M=4.81, SD=0.39). Thus, it was concluded that students' satisfaction of the students after receiving of Interactive Teaching Method after learning through the Interactive Teaching Method was very high.

Discussion

1. Students' Oral English ability and academic performance significantly improved after learning through the Interactive Teaching Method. The seventh-grade students in the experiment used the "Interactive Teaching Method" in the "Oral English Ability Course" to take the pretest of academic achievements. The average pretest score of students' academic achievements was 68.63 (SD=6.01), and the 70 average post-test score of students' academic achievements was 93.67 (SD=4.49).the Statistical significance level is .01 ($t_{29} = 46.80, p=.001$). This is because the researcher used the interactive teaching method which included six teaching steps: Step 1: Draw attention to the situation; Step 2: Throw out questions to encourage thinking; Step 3: Ask random questions to get feedback; Step 4: Guide the commonality; Step 5: Ask the results twice; Step 6: Systematically summarize the solid results. Step 3 especially allows students to practice the language. This was by Zhou's (2022) research, which mentioned that through an interactive teaching method, teachers can better focus on the developmental needs of students, provide them with appropriate support and challenges, and this teaching method not only improves students' learning and academic performance but also promotes their holistic and individualized development. Highlighting students' main position, stimulating students' interest in English learning, creating a relaxed classroom atmosphere, mobilizing students' enthusiasm, and cultivating students' sense of classroom participation, which coincides with the requirements of quality education. By implementing interactive teaching methods, teachers can help students focus and make the entire teaching and learning process not only interesting but also more efficient.

2. After the "Interactive Teaching Method" method was adopted for students' Oral English ability, the scores of the seventh grade 30 students' Oral English ability were both higher than the 70% standard, with statistical significance of 0.01 (M=93.67, SD=4.490, $t_{29}=46.80, p=.001$). The experiment has statistical significance and feasibility. This research on "Interactive Teaching Method Learning in Oral English Ability" used the oral English Ability evaluation form from nine aspects: Fluency, Accuracy, Complexity, Appropriateness, Coherence, Relevance, Interactivity, Comprehensibility, Communicative Effect, from 20 items focusing on training and assessment of students. The Interactive Teaching Method significantly improves students' learning initiative, improves students' participation in the teaching process, stimulates students' thirst for knowledge, and activates their thinking. Students learn to gradually identify and solve problems in learning and grow as independent learners. Encourages students to speak boldly and share their ideas, strengthens the interaction between teachers and students, and builds high-quality teaching classrooms.

3. Course satisfaction survey is a kind of questionnaire survey, supplemented by online evaluation, to understand students' satisfaction with the course content and teaching methods. Through the survey,





educational institutions can better grasp the needs and expectations of students, improve the teaching methods and content, and improve the learning effect and satisfaction of students. The Interactive Teaching Method can motivate the students' satisfaction. The score of the students' satisfaction on the learning management using the Interactive Teaching Method was 4.63-4.93, and SD was 0.25-0.52; the total Mean score was 4.81, and the total SD was 0.39. Which was statistically significant. From the analysis of the student satisfaction table, it can be seen that the overall effect of the Interactive Teaching Method on students' oral English ability is at a very high level ($M=4.81$, $SD=0.39$). In summary, this study first improved students' satisfaction with the teaching process of learning Interactive Teaching Method Learning through six compact and related teaching steps, and then made the class more interesting by asking questions and creating situations, so that students no longer felt bored in learning, but felt relaxed and happy. While gradually teaching students to adapt to the new method, it also improves their oral English ability and independent learning ability. It improves students' thinking ability and communication ability, improves students' participation, effectively improves students' oral English scores, and greatly improves students' satisfaction with this teaching method.

Conclusion

Through comparative analysis of the students using the Interactive Teaching Method Learning pretest and post-test, after the intervention of the Interactive Teaching Method Learning, the impact of learning through the interactive teaching method on students' Oral English Ability is obtained. The conclusion is as follows: (1) Students' Oral English ability scores after using the Interactive Teaching Method Learning were higher than before at a statistically significant level of 0.01. (2) The Oral English ability skill test scores of the students after using the Interactive Teaching Method Learning were higher than the standard of 70% at the 0.01 statistical significance level ($M=93.67$, $SD=4.490$). In this study, the satisfaction of teaching and the Interactive Teaching Method Learning approach were assessed using software. The results indicate that students' satisfaction is high level ($M=4.81$, $SD=0.39$) with Interactive Teaching Method Learning. The classroom practice of the Interactive Teaching Method Learning improves students' independent learning ability and meets their individual learning needs. It helps to improve students' Oral English ability.

Recommendation

Recommendation for implication

Based on the findings from the study, the following recommendations are made:

1) Teachers should innovate more Collaborative Learning Activities, and encourage group discussions, debates, and role-playing activities that require students to communicate in English. These collaborative exercises not only practice speaking but also develop critical thinking, listening, and negotiation skills. By working together, students can learn from each other, receive immediate feedback, and feel more comfortable taking risks with their language use.

2) In teaching, Design lessons and activities that mimic real-life situations where English is used. For instance, creating mock interviews, presentations, or simulations of everyday conversations can help students feel more confident when speaking English in practical contexts. This approach also exposes them to a wider range of vocabulary and language structures.

3) Feedback and Reflection: Provide regular and constructive feedback to students on their speaking performance. Encourage self-reflection, where students analyze their strengths and areas for improvement. Regular assessments and discussions on speaking skills can help students set achievable goals and track their progress over time.

4) Multimedia and Technology Integration: Leverage multimedia resources such as videos, podcasts, and online platforms to enrich students' listening and speaking experiences. For instance, watching English movies or news clips and discussing them in class can expose students to idiomatic





expressions and varied accents. Additionally, using educational apps or software that focus on speaking practice can provide tailored feedback and reinforcement outside of class time.

5) Cultural Immersion: Integrate cultural elements into language lessons to deepen students' understanding of English-speaking cultures. Cultural activities like celebrating holidays, trying traditional foods, or discussing cultural norms can help students develop a more nuanced understanding of the language and feel more at ease when interacting with native speakers.

6) Peer and Teacher Coaching: Implement peer coaching or mentoring programs where more advanced students can assist their peers in speaking practice. This not only benefits the learners receiving coaching but also reinforces the coaching students' language skills. Similarly, teachers can offer one-on-one coaching sessions to address individual needs and provide targeted support.

7) Project-Based Learning: Assign projects that require students to communicate and collaborate in English, such as creating a short film, conducting research, or organizing an event. These projects motivate students to use English creatively and effectively, as they apply their language skills to solve real-world problems.

By incorporating these further suggestions into the Interactive Teaching Methodology, educators can create a more dynamic and immersive learning environment that effectively promotes English speaking abilities among students.

Recommendation for further research

With the rapid development of globalization, the Interactive Teaching Method Learning in the field of education is becoming increasingly widespread. In the future, there are several research prospects in the following areas:

1. All of the students are from the No.1 Junior High School in Changchun City, Jilin Province. One school cannot represent all ordinary schools, so the Interactive Teaching Method Learning still needs to be verified in more ordinary colleges and universities, to make the experimental results more convincing.

2. The practice time of the Interactive Teaching Method Learning is relatively short, and the number of classroom experiments is limited. To better test the influence of Interactive Teaching Method Learning on the cultivation of students, teachers also need to use Interactive Teaching Method Learning to conduct more effective empirical research in the classroom for a long period.

3. Insufficient real-life contextual practice: Although the speaking tasks are designed for real-life scenarios, they may still not be able to cover a variety of daily communication situations fully and lack comprehensiveness.

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