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A Study on the Application of Interactive Teaching in Senior High School English Classrooms

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Abstract

Against the background of the 2025 General High School English Curriculum Standards, interactive teaching has become a vital approach to realize competency cultivation and the integration of teaching, learning and assessment. Conventional teacher-centered lecture-based teaching makes students receive knowledge passively and lacks sufficient English output opportunities, which hinders the comprehensive development of students' four core competencies. Based on second language acquisition and constructivist theories, this paper briefly sorts out the theoretical foundation of classroom interaction, analyzes prominent practical dilemmas in frontline senior high English classrooms, designs targeted interactive activity schemes for listening, speaking, reading and writing modules, and puts forward multi-dimensional optimization paths. The research provides operable classroom cases and theoretical references for English teachers to build interactive classrooms, mobilize students' initiative of language expression and improve the overall quality of English teaching.

Keywords

Senior High English; Interactive Teaching; Classroom Interaction; English Core Competencies; Integration of Teaching; Learning and Assessment

1. Introduction

Language is essentially a tool for interpersonal communication, which means authentic English learning cannot exist without continuous dialogue, viewpoint exchange and meaning negotiation between teachers and students. The new curriculum standards clearly require teachers to abandon the single knowledge-indoctrination mode, build equal and relaxed multi-dimensional interactive channels, and take students' active language practice as an important standard to judge effective classroom teaching.

From the perspective of second language acquisition, Lyster & Ranta (1997) proposed the concept of negotiation of form after long-term classroom observation. They verified that real-time interactive dialogue and teacher feedback can help

learners detect deviations in their interlanguage, reduce repeated systematic errors and speed up the internalization of target language rules. Constructivist learning theory also holds that students cannot truly master language knowledge only by listening to teachers' one-way explanation; only through peer discussion and group cooperative interaction can new knowledge combine with their original cognitive experience and form stable long-term memory.

However, most senior high English classrooms still have obvious defects in interactive design. Most class hours are occupied by grammar explanation and exercise training, and classroom interaction is limited to simple closed questions with fixed standard answers. There is a serious lack of open thematic discussion and situational simulation that can trigger deep thinking. In such rigid learning environments, students gradually lose enthusiasm for active expression, and even develop obvious foreign language anxiety when speaking English publicly, which restricts the long-term improvement of their comprehensive communicative competence.

Domestic foreign language education experts have carried out preliminary research on interactive teaching. Wang Qiang sorted out several common organizational forms of classroom interaction, and Liu Runqing and Dai Manchun analyzed how interaction promotes second language input and output. Nevertheless, most existing studies only stay at the macro theoretical level. Few researches combine the teaching characteristics of listening, speaking, reading and writing to design layered interactive tasks, nor construct a complete closed-loop system covering pre-class design, in-class implementation, post-class evaluation and teaching adjustment. Based on this research gap, this paper conducts targeted research on the whole-process implementation strategies and supporting guarantee paths of interactive teaching in senior high English classrooms.

2. Theoretical Support and Core Connotation of English Classroom Interactive Teaching

2.1 Theoretical Basis of Interactive Teaching

2.1.1. Constructivist Learning Theory

Constructivism subverts the traditional view that learning is passive knowledge acceptance and defines learning as active meaning construction based on learners' own cognitive reserves. Classroom interaction provides a cooperative communication platform for every student. During teacher-student dialogue and group discussion, students exchange information, collide viewpoints and correct cognitive misunderstandings, transforming mechanically memorized language points into flexible and usable language resources to achieve real knowledge internalization.

2.1.2. Input-Output Hypothesis in Second Language Acquisition

Balanced comprehensible input and effective communicative output are two essential prerequisites for second language acquisition. Classroom interaction allows teachers to adjust the difficulty of teaching content in real time according to students' instant feedback, ensuring learning materials match students' zone of proximal development. Meanwhile, interactive tasks such as group debate and situational speech force students to organize language independently to express personal ideas, greatly increasing the frequency of active oral output and improving students' comprehensive English application ability.

2.1.3. Integration of Teaching, Learning and Assessment Theory

The core of integrating teaching, learning and assessment lies in taking evaluation as a bridge connecting teaching design and students' learning behavior to realize circular optimization of the whole teaching process. Interactive teaching naturally embeds evaluation into every classroom session. Teachers can capture students' knowledge blind spots and individual learning difficulties through observing interactive performance, deliver targeted corrective feedback on the spot, and take students' participation enthusiasm and cooperative performance as formative assessment indicators, forming a complete cycle of teaching adjustment and learning effect inspection.

2.2. Concept and Classification of Interactive Teaching

Classroom interactive teaching refers to a student-centered teaching mode centered on equal dialogue and information exchange. Teachers design layered communicative tasks according to unit objectives and students' differentiated language levels, forming three types of interaction with different functions. Teacher-student interaction includes targeted questioning, real-time error feedback and language demonstration, responsible for guiding students to revise cognition and expand thinking. Student-student interaction covers pair dialogue, group discussion and peer writing revision, creating a low-pressure communication environment suitable for introverted students and learners with weak foundations. Whole-class interaction mainly includes theme sharing and classroom debate, which helps realize full-class resource sharing and multi-angle viewpoint collision.

2.3. Practical Value of Interactive Teaching

Interactive teaching effectively relieves students' foreign language anxiety and stimulates internal learning motivation, transforming passive forced learning into active autonomous exploration. A large number of interactive practice links increase oral output frequency, fundamentally improving the long-standing “dumb English” problem in middle school teaching. Diversified interactive activities cover all dimensions of English core competencies: group discussion cultivates logical and critical thinking; cross-cultural situational interaction shapes inclusive cultural

awareness; long-term group cooperation develops autonomous learning and communication skills. Besides, real-time interactive feedback helps teachers grasp students' learning difficulties in class and dynamically adjust teaching progress to improve classroom efficiency.

3. Current Predicaments of Interactive Teaching in Senior High English Classrooms

Combined with long-term classroom observation records and semi-structured interviews with frontline teachers, this paper summarizes four major restrictive factors hindering high-quality interactive teaching, each bringing continuous negative impacts on daily teaching effects.

3.1. Outdated Exam-Oriented Teaching Concept Restricts Students' Independent Expression Space

Most teachers are deeply influenced by exam-oriented logic, regarding the improvement of written test scores as the primary teaching goal. They generally view interactive activities as a waste of limited class time that could be used for grammar explanation and exercise training. Teachers occupy absolute dominance over classroom rhythm, rarely reserving sufficient independent discussion time for students, and intentionally suppress divergent viewpoints inconsistent with standard answers, which fundamentally blocks the generation of effective classroom interaction.

3.2. Single and Superficial Interactive Activities Lack Deep Thinking Guidance

Most classroom interaction stays at shallow mechanical links such as simple Q&A and text reading recitation. Teachers seldom design open exploratory tasks that guide multi-angle deep thinking. Even if group discussion is arranged occasionally, vague task objectives and insufficient guiding strategies lead to idle chatting or switching to Chinese communication among students, failing to achieve expected language interaction and thinking collision.

3.3. Ignoring Student Differentiation Leads to Uneven Classroom Participation

When designing interactive tasks, most teachers fail to carry out layered design according to gaps in students' language foundation and expression ability. Unified task difficulty creates two extreme situations: students with weak foundations cannot understand task requirements and dare not speak, while top students occupy most speaking opportunities for a long time. This participation polarization makes interactive teaching only benefit a small number of students and cannot cover all learners in the class.

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4. Modular Interactive Teaching Design Strategies for Listening, Speaking, Reading and Writing

4.1. Interactive Teaching Strategies for Oral English

Oral class is the most suitable carrier for immersive interactive language practice. Teachers can arrange paired situational role-play, small-group thematic debate and impromptu speech sharing every unit. During communication, indirect feedback such as restatement and metalinguistic prompts should be adopted to guide students to self-correct language errors, fully protect students' self-esteem and expression enthusiasm, and encourage personalized viewpoints rather than rigid template sentences. Meanwhile, layered speaking tasks with different difficulty levels should be set for students at different levels to ensure every student has matching expression opportunities.

4.2. Interactive Teaching Strategies for Reading Teaching

Interactive design runs through pre-reading, while-reading and post-reading links to integrate language practice and thinking training. In pre-reading, brainstorming activities guide students to predict text themes and author's attitudes based on titles and illustrations; in while-reading, groups cooperate to draw logical mind maps to sort out context clues and argument layers; after reading, whole-class debate around controversial viewpoints in the text guides students to carry out multi-angle analysis, so as to realize the organic combination of classroom interaction and thinking quality cultivation.

4.3. Interactive Teaching Strategies for Writing Teaching

Break the single teacher marking mode and take peer revision as the core interactive link of writing class. Teachers formulate unified evaluation rubrics covering language accuracy, structural logic and viewpoint innovation, and students exchange compositions to put forward targeted revision suggestions. After revision, typical excellent and flawed works are selected for whole-class shared evaluation, so that students can learn from each other's strengths and make up for deficiencies in mutual communication.

4.4. Interactive Teaching Strategies for Listening Teaching

After finishing listening exercises, organize students to share key information captured in audio materials interactively. Teachers replay difficult listening segments, analyze the root of students' listening errors through teacher-student dialogue, and guide students to master information screening skills. Group retelling tasks are arranged after class, allowing students to complement each other's missing information through interaction and consolidate the ability to extract effective listening information.

4.5. Closed-Loop Interactive Teaching Mechanism Based on Integration of Teaching, Learning and Assessment

In the pre-class preparation stage, teachers design layered interactive tasks matching unit teaching objectives, and predict possible communication obstacles in student interaction to formulate targeted guiding schemes. In the in-class interactive stage, combine three forms of interaction, reserve sufficient independent communication time for students, and provide real-time guidance and error feedback. In the post-class evaluation stage, take interactive participation frequency and oral output quality as formative assessment indicators to record students' growth track. In the teaching optimization stage, summarize common problems in classroom interaction according to evaluation data, adjust task difficulty and activity forms in the next unit to realize iterative optimization of interactive teaching.

5. Multi-Dimensional Optimization Paths to Promote Effective Interactive Teaching

5.1. Renew Teaching Philosophy and Build Equal Interactive Classroom Atmosphere

Teachers should thoroughly interpret the requirements of the 2025 English Curriculum Standards, abandon the single score-oriented teaching concept, and firmly establish a student-centered classroom view. Teachers need to build equal and respectful teacher-student relations, tolerate students' language errors and divergent viewpoints, and create a relaxed low-anxiety classroom atmosphere, so that students dare to express their true ideas in English freely.

5.2. Strengthen Teachers' Ability to Design High-Quality Interactive Tasks

Schools carry out systematic teaching and research training to improve teachers' interactive design ability. Organize open demonstration lessons of excellent interactive teaching and share operable classroom activity cases; grade-level teaching research groups jointly design layered interactive tasks suitable for each module; invite university foreign language experts to carry out special training on interactive teaching theories and deep questioning skills to help teachers master the

ability to guide students into deep interaction.

5.3. Diversify Activity Forms and Implement Differentiated Layered Task Design

Reduce mechanical repetitive drill links in daily teaching, and increase open, exploratory and cooperative interactive tasks such as cross-cultural comparison, story rewriting and thematic investigation. Design simple basic interactive tasks for students with weak foundation, and set high-level innovative discussion tasks for advanced students, ensuring that learners at all levels can obtain suitable interactive participation space.

5.4. Perfect Diversified Evaluation System and Add Special Interactive Assessment Indicators

Completely break the single score-centered evaluation mode. Integrate teacher evaluation, student self-evaluation and peer evaluation, and set clear scoring standards for classroom participation initiative, oral expression logic and group cooperation performance. Record students' daily interactive performance into electronic learning portfolios, and give positive recognition and targeted improvement suggestions to students with active performance, so as to form long-term internal driving force for classroom interaction.

6. Conclusion

Interactive teaching is an indispensable reform path to implement competency-oriented education under the new curriculum standards. It completely changes the traditional one-way knowledge indoctrination mode, builds multi-way communication channels among teachers and students, and provides abundant immersive language practice opportunities for all students in class.

At this stage, the popularization of interactive teaching is restricted by outdated teaching concepts, single activity forms, uneven student participation and imperfect evaluation mechanisms. This paper systematically sorts out the theoretical basis and educational value of interactive teaching, analyzes four typical classroom predicaments in practical teaching, constructs modular interactive activity schemes covering listening, speaking, reading and writing, and builds a complete closed-loop teaching system integrating teaching, learning and assessment. Four targeted multi-dimensional optimization paths are proposed for frontline teachers and school teaching management.

To achieve real effective classroom interaction, teachers must always adhere to the student-centered and competency-oriented teaching principles, reasonably design layered and open interactive tasks according to students' actual language levels, and rely on diversified formative evaluation to continuously stimulate students' willingness to communicate in English. Looking forward to follow-up research,

scholars can carry out long-term empirical tracking experiments to verify the actual influence of different interactive activities on students' four core competencies, and explore the application value of digital intelligent teaching tools in enriching interactive forms, so as to provide more abundant and operable practical schemes for senior high English teaching reform.

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