Application of Interactive Teaching Approach to Oral English Teaching in Junior Middle Schools

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Abstract

There is no denying that the traditional teacher-centered teaching pattern is the main oral teaching approach of our country. We spend much time on it but with low efficiency. However, with the further reform of the new curriculum system, students are required to improve their oral English to a higher level. Under such circumstances, the teacher-centered teaching pattern shows more and more disadvantages. The interactive teaching approach originate from the communicative language teaching focusing on equally communication through interaction among teachers and students, students and students, students and materials in order to arouse their initiative and exploration. The study aims to investigate students'attitudes towards interactive activities on oral English learning, and the effects of interactive theory for oral English teaching.

Key words: Interaction; Interactive Teaching Approach; Oral English teaching in junior middle school

INTRODUCTION

Foreign language teaching methods are supposed to change, develop, keep pace with the time and carry on the innovation of ways. Since the beginning of the reform and opening, China's participation in various diplomatic activities has greatly increased. Especially having joined the WTO, the demand for talent, who are equipped with the ability in speaking has been doubled and redoubled. A student with professional English knowledge, having good command of communication ability in English can gain more popularity in society. So it's vital for junior middle school students to learn English well and the ability of English speaking winds up being really important.

Under the direction of qualified oriented education, the requirement of the new curriculum and the aim for learning English, English methods should combine with China's actual educational situation. In traditional classes, English learning is conducted in a quite fixed method: Grammar-Translation Method. It's a teacher-centered mode, focusing on explanation and imparting language knowledge. Students can be familiar with grammar, vocabulary and language materials, but the development of oral ability lags behind relatively. In all probability, except using the simplest response and greeting language, students can hardly make conversation with appropriate language to express their mind directly. They learn English merely to take a test, and the ability of oral English is excluded from the test, so students don't take it seriously. Such way of English learning has a bad impact on the development of students. Teachers are certainly to blame for such situation. Only teachers insist on inquiring right way to teach, can students have passion in learning English and make progress.

There have been existed other problems in oral English teaching in junior middle schools. Oral English learning is a challenge for those who just enter the junior middle school. Traditional English teaching methods adopt a passive set pattern, called "Duck-stuffing" type of teaching. During the whole class, only teacher is speaking but students are listening. Such traditional education in English teaching has shown some serious drawbacks: dull and depressing classroom atmosphere, boring learning process, low learning enthusiasm and teaching efficiency. Oral English,

as an important part of English teaching, has raised more and more concern that most students are not speaking English, but writing English. Comparatively speaking, relative to writing, listening, reading and grammar learning, speaking has been in a long neglected condition.

Interactive teaching method is a kind of democracy, freedom, equality, and practical teaching methods, which is currently often used in middle school English teaching. It not only can build a good interactive environment, but also can arouse the enthusiasm of teachers and students to participate in the teaching, at the same time reduce the anxiety of the students classroom learning, to cultivate their innovation spirit. Thus the author of this paper conducts an empirical study on oral English teaching in junior middle schools, focusing on how to apply Interactive teaching method to oral English in junior middle schools.

1. LITERATURE REVIEW

1.1 Overview of Interactive Teaching Approach

Under the pressure of Exam-oriented Education in China, essentially, Chinese class attaches much more importance to English writing, reading and listening. The education on the ability of speaking has been neglected for a long term. That is, English, as an instrument of international communication, its teaching aims in most classrooms have gone astray. People are writing English and reading English, instead of speaking English. The term "dumb English" may be exactly set to describe such situation of English teaching, especially oral English teaching in China. However, with the continuous progress of the new curriculum reform, the English-speaking teaching in middle schools has attracted widespread concern. The compilation of new English textbooks attaches great importance to the cultivation of students' comprehensive language proficiency, especially the English-speaking ability. Concerning this issue, Interactive Teaching Approach has been adopted in oral English teaching, which plays a decisive role in improving students' English speaking ability.

The purpose of language teaching is to develop the learner's communicative competence (Li, 1995). Interactive Teaching Approach is a linguistic collaborative activity involving the establishment of a triangular relationship between the sender, the receiver and the context of situation (Swain,1998). It is the interaction between teacher and student, student and teacher, student and student, student and authors of texts, and student and the community that speaks the language (Rivers, 1997). Interactive teaching approach is the implementation of communicative teaching methodology in the past twenty years. According to Brown (1994), interaction is, in fact, the heart of communication; it is what communication is all about. Many researchers argue that the most effective way to develop successful L2 (Second Language)

competence in classrooms is to have learners participate in interaction. There have been a large number of researches in the field of interaction.

Interactive language teaching refers to the teaching method that can make both teaching and learning give full play to their initiative in teaching activities to create an interactive atmosphere of harmony. Teachers can explore the way of how to teach from "teaching", at the same time, students can exploit potentialities and gain wisdom from "learning". According to the essential requirements of teaching, teachers put forward well-designed questions for students to think about and express what they think about. Students' experiencing, practicing, participating, communicating, and cooperating, advocated by the Interactive Teaching Approach, should be done with the guidance of their teachers and be done by both students and teachers. During the whole process of interactive activities, the principle of "Students Body, Teachers Guide" can be fully reflected.

The application of Interactive Teaching Approach fully affirm the subject status of the student. It causes students to accept passively to become the initiative search, and truly become the classroom-hosts. The interactive activities motivate students to think, to explore, to act. Students have an eager for digesting and understanding and to innovate. Students' ability of thinking can be stimulated and their mind can keep active. Usually, teachers create situation, in which students use the language. Then teachers make the finishing point so that students can draw inference about learning language, thereby improving teaching effectiveness. During the practice, students continuously gain language skills and develop intelligence and creativity as well. It has become the pursuit of successful teaching of teachers, cultivating the students with ability through comprehensive improvement and development, which is also the ultimate goal of the application of Interactive Teaching Approach.

Interaction in oral English teaching refers to a method to encourage interaction or communication among class and cultivate a pleasant environment for oral English practice (Zhang, 2011). It values communication and interaction greatly in the teaching process. Teachers are the intermediary between students and knowledge or a revelation to students. They encourage students to join in various language activities, in which language points are inserted, and promote this interaction. They also stimulate students to think about questions and find out answers. The interactive teaching is a corpus function for two sides' activities. It has changed the traditional teacher-centered teaching method, building a new teaching pattern based on the student as a cognitive subject and the teacher as the leading role. In class, there is the equal conversation and cooperation and communication between teachers and students, at the same time, the teachers make students and students to interact, and let students not only gain knowledge generation, they can develop the English

thinking and raise the students "positive emotion". During the interactive process, students get the enlightenment, at the same time, the teachers also develop the ideas, and finally reach the goal of the common development between teachers and students (Zhang, 2012).

1.2 The Main Features of Interactive Teaching Approach

1.2.1 "Student-Centered" Guiding Ideology of Teaching

Teaching activities consist of students and teachers, both students and teachers are the part of Interactive activities(Zhang, 2008). In traditional teaching mode, teacher was the center of class, which inhibited the student's enthusiasm and initiative, bounded the development of innovative talents. The result of both teaching and learning are far from satisfying. However, Interactive Teaching Approach pays attention to the subjectivity of the students, for the role of teachers has changed. Teachers are no longer the center but the organizer, the intermediary and the supporter of the teaching activities. There has been a strong move to change the traditional relationship between teachers and students, with the students become far more active and participate actively in his or her learning(Zhou, 2013). In spite of the change of teacher's role, the importance of teacher cannot be denied, but teachers should find ways to stimulate students learning enthusiasm, avoiding the teacher-centered class. Teachers should insist the "student-centered" guiding ideology of teaching.

1.2.2 Pleasant Interactive Environment

Traditional teaching mode fails to focus on creating situation, paying no attention to make students apply English in the situation of class. And there is a lack of real language learning atmosphere(Zhou, 2013). Due to these, the development of students' individuality has been bounded. Besides, students' ability of learning cannot be bought into full play. The establishment of class situation accounts for a large proportion in Interactive Teaching Approach, which can cause the classroom, the knowledge simple to be easy to understand, its intense practice directivity is extremely obvious. Students who have to study English, especially junior middle school student, have little chance to use English in a complete real language learning situation and environment, so it's essential for teacher to cultivate a pleasant atmosphere for students by adopting various and flexible interactive activities. To create a pleasant and real atmosphere for studying, all useful methods should be applied in class, such as activities like telling stories, pair work, role play, group discussion and so on. Teachers should also make preparation thoroughly for the class. The language materials, such as reading materials, pictures, cards, PPT and so on, should be prepared before class(Kuang, 2015). Necessary vocabularies or sentences that may be used in interactive activities should be shown to students so that students can do better studying in the interactive environment.

2. RESEARCH DESIGN

2.1 Research Questions

In order to test the efficiency of interactive teaching approach in oral English teaching, two questions are to be asked in the following:

• What are the students' attitudes towards interactive activities on oral English learning?

• Do the interactive activities take significant effect on junior middle school students' oral English learning? If yes, to what degree?

2.2 Participants

The participants of study are two class students studying in Fenyi No.2 Junior Middle School in Xinyu. Class A is designed as controlled class and class B is designed as experimental class. Both classes have 60 students at the age of 13-14 years old. They started learning English at Grade 3 in primary schools and they have learned English for about 6 years. They are divided into classes randomly, so there is no specific difference between these two classes and others in this school.

2.3 Instruments

2.3.1 Questionnaire

Before and after the experiment, questionnaires are distributed in the control class and the experimental class. The purpose is to understand the degree of improvement of students' willingness to oral communication after the experiment. The questionnaire is divided into two parts. The first part intends to know the basic information of students, including their name, gender, age and class. The second part is about communicative intention in oral English, which comes from the communicative intention scale of MacIntyre et al. (2001), which is used to measure students' willingness to communicate with others in class. The questionnaire consists of four parts: listening, speaking, reading and writing. According to the needs, author only selected speaking part to measure the students' oral communication intention. The questionnaire lists 25 tasks that students may encounter in oral English class and need to communicate in English. These tasks include role-play, answering questions, group discussion and so on.

The questionnaire of communication intention in spoken English is measured by a 5-level Likert scale. The scale includes: 1. Definitely willing, 2. Probably willing, 3. Half the time willing, 4. Probably not willing and 5. Definitely not willing. The higher the total score is, the weaker the students' intention of oral communication is. On the contrary, the lower the total score is, the stronger the intention of oral communication is.

2.3.2 Pre-test and Post-Test

Pre-test is also very important in this experiment because it can help teachers know students' oral English level and lay a good foundation on next. Pre-test occurs in the first week of the experiment. Post-test is designed

to test students' oral English level again after using the interactive activities in class teaching. All students from two classes are asked to participate them.

The test consists of three parts. Part one: students are required to introduce themselves, such as name, personal interests and family conditions. Then they read the words to test their pronunciation and intonation. The words are all from the word list in the textbook. This part will take 5 minutes. Part two: a 5-minute conversation test. Students are asked to work in pairs to test their basic conversational skills. For example: Who is your favorite teacher? What can you see when you are walking to school?. Part three: a 5-minute discussion test. Students are required to discuss a topic, which are familiar to students.

As for the scoring standard of spoken English test. There are five categories in the grading scale: excellent (90-100 points), good (89-80 points), medium (70-79 points), pass (60-69 points) and fail (under 59 points). Students' oral English level is measured from four aspects: pronunciation, intonation, grammar and vocabulary, fluency and communication ability.

2.4 Interactive Activities

The teaching material used by the experimental class is junior middle school textbook, New Target, Go for it! Grade 9. The experimental period started in September and ended in November, lasting 3 months. One oral English lesson each week.

Grade 9	Unit 2 I think that mooncakes are delicious!
	Unit 3 Could you please tell me where the restrooms are?
	Unit 4 I used to be afraid of the dark
	Unit 5 What are the shirts made of?
	Unit 6 When was it invented?

In these oral English class, guided by the Interactive teaching method, the teacher achieve the teaching goals by leading students to fulfil various interactive activities, which include Question and Answer Mode, Role Play, Pair-Work, Group Work, and so on.

2.4.1 Question and Answer Mode

The question and answer mode in interactive teaching method is different from that in traditional teaching methods. In traditional teaching method, it's just a form that teachers put forward questions and then students answer. Students answer the questions in a passive way. But in interactive teaching method, apart from the form in traditional teaching method, it also encourages that students put forward questions and then students answer, or teachers answer. In the aspect of students, the question and answer mode changes from a passive form into an initiative form. Teachers guide students to find the problems, put forward questions, and finally find out the solution to the problems. In the aspect of teachers, such mode can help teachers to perfect their teaching methods. Teachers and students both benefit from this mode, developing together during the interactive process. However, such question and answer should be arranged

appropriately. It cannot be too much. If the questions are put forward one by one, students will not have enough time to think. Otherwise, students will chime in with others instead of interacting with each other. Meanwhile, teachers should also avoid self-answering. So the question and answer mode in interactive teaching method puts forward higher demand to the English teachers, it needs teachers to make adequate preparation before class so as to deal with all kinds of problems and conditions.

2.4.2 Role-Play

As for role-play, Paulston and Bruder(1976) give the definition that role-play is the interactive practice through playing virtual roles by students with each other. This way asks students to perform extemporaneously to simulate real conditions. Role-play is central to experience. To role-play, all one has to do is to take on a particular character's role and act it out. Role-play usually include three basic part: situation, role and useful vocabulary. The first part is situation, setting the background and the development of the plot, and deciding the tasks that students have to fulfil. The second part is role, this part decides the number of the role and their names respectively. The last part is useful vocabulary, including words, grammars, phrase and so on. These can be accumulated by learning day by day.

In the classroom experience, the author adopts two types of role-play: Case-based role-play and Teacher-directed role-play. As for Case-based role-play, according to the cases in textbooks or other teaching materials, students are asked to act out the case within the stipulated time. Since the performance indiscriminately imitates the textbooks or other materials, there is hardly too much space for students to work with, so they are only given 8 minutes to practice and play out the materials.

For example: Unit 3 Could you please tell me where the restrooms are?

Task: role-play the following conversation; two students a group, one acts as He Wei, the other acts as Alice; students are given 5 minutes to practice, teacher will chose four groups to act out the conversation.

He Wei: This is Fun Times Park ----- the biggest amusement park in my city!

Alice: I'm excited to try the rides!

He Wei: Where should we start? There's Space World, Water World, Animal World…

Alice: Oh, could you tell me where the restrooms are first?

He Wei: Pardon? Restroom? You already want to rest? But we haven't even started yet!

Alice: Oh no, I don't mean a room for resting. I mean… you know, a washroom or bathroom.

He Wei: Hmm… so you mean … the toilets?

Alice: Yes! Sorry, maybe the word "restroom" is not commonly used in China.

He Wei: Right, we normally say "toilets" or "washrooms". They're just over there.

Alice: OK, I'll be quick! I wonder when the park closes today.

He Wei: Nine-thirty, so you don't need to rush!

As for Teacher-directed role-play, according to the needs of teaching, teacher puts forward a concept surrounding the topic and defines the rules of performance. There is a setting and a loose plot. Environmental elements or props are provided, but it's up to students to create their own stories. Students are asked to design the conversation by themselves, which should be closely associated with the topic. Comparing with Case-based role-play, Teacher-directed role-play provides students with enough space to work with rather than provides them with a fixed performance content.

For example: Unit 3 Could you please tell me where the restrooms are?

Task: according to the hint, writing five questions that a tourist might ask about your city. Students are given 10 minutes to design a conversation then role-play conversation with partner, one acts as local people, the other acts as tourist; use the sentence pattern and vocabulary students have learned in this unit.

A: Excuse me, could you please tell me where the nearest bank is?

B: Sure. You go east along the street…

A: …

B: …

2.4.3 Discussion

Discussion in group is an important way among interactive teaching activities. Teachers can divide the whole class into several groups. According to students' life background and language abilities, teachers can select the discussion themes which are close to life as well as interesting, for students to talk about. In order to coordinate, organize and oversee a smooth running of the discussion, teachers can prepare relevant materials for students. After discussion, each group can choose a representative to make an oral presentation about the discussion result of their own group in class. Teachers can make the rule that each time the representative should be different so that every students have a chance to speak. Teachers should listen to the presentation carefully and give particular assessment to each group.

For example: Unit 6 When was it invented?

Task: create an invention. Students are divided into 10 groups, each group has 4-5 students. They are given 10 min to discuss and design an invention; They can draw or write down the details: What's your invention's name? What does it look like? What is it used for? For whom do you create such invention?; When the representative is making the presentation, he or she has to describe in details about their invention, while other students should listen carefully and give an assessment to others' inventions.

Eg: In my group, we want to create a robot, her name is Super Mom. She looks just like human. She cannot say anything but she can help our mom do every housework. When we get up, she has to prepare our breakfast. When the family members are out, she has to clean the house, wash clothes and cook lunch and dinner for the family. So our mother will not be too tired to do all the housework after work.

2.4.4 English Class Games

English class games include jigsaw puzzle, guessing game, hints and tips, brainstorming and so on. Students can consolidate the knowledge they have learned and train their language effectively in a relaxing atmosphere by playing such games. They can stretch students' mind and develop the ability of language application, combining education with recreation.

Example 1: Brainstorming - Unit 2 I think that mooncakes are delicious!

Teacher shows different shapes like roundness, triangle, trapezoid and so on, on the blackboard. According to the shapes, students guess what kinds of things they are related to and in what festivals these things can be seen.

Example 2: Guessing Game - Unit 6 When was it invented?

Task: according to what the following picture say, guess what invention is it?

Teacher uses PPT to show the content, one sentence by one sentence. Until students guess what invention it is, teacher can show the picture of the invention.

A (computer): Hi, everyone! I'm very useful. You can use me to type words, listen to music, watch movies, surf the Internet and so on. I have many keys. People can't live without me now!

B (telephone): Hi, boys and girls! There are many buttons on my body. You can use me to talk with your friends who are far from you. However, now people like my brother better, he is a mobile one.

C (television): Hi, everybody! My shape is like a box. My screen color used to be black and white, but now it's colorful. With the development of technology, I become thinner and thinner.

3. RESULTS AND ANALYSIS

This part presents and analyzes the results of the two questionnaires, pretest and post-test.

3.1 Results and Analysis of the Information Obtained From Questionnaires

3.1.1 Results and Analysis of Pre-Questionnaire

Prior to the experiment, a questionnaire survey was conducted between controlled class and experimental class so that the author can insight students' willingness to communicate, providing the statistic for comparing.

Table 1
Prior Result of the Questionnaire

Class	N	Mean	Standard deviation	Sig. (2-tailed)	t
Controlled class	57	27.04	6.61	.310	1.05
Experimental class	59	25.83	6.12	.311	1.02

Table 1 shows students' willingness to communicate between controlled class and experimental class, prior to the experiment. According to this table, the questionnaire survey has withdrawn 57 copies of effective questionnaires from controlled class and 59 copies from experimental class. The means between controlled class and experimental class are approaching, so are the standard deviations, illustrating that students' willingness to communicate in both controlled class and experimental class are approaching. The chart shows that the numeral number of Sig. is .310 (>.050), explaining that though students' willingness to communicate in experimental class is higher than that in controlled class, there is no significant difference between them.

3.1.2 Results and Analysis of Post-Questionnaire

Table 2
Post Result of the Questionnaire

Class	N	Mean	Standard deviation	Sig. (2-tailed)	t
Controlled class	58	23.08	4.18	.049	1.98
Experimental class	57	21.57	3.94	0.49	1.98

Table 2 shows students' willingness to communicate after the experiment. According to the chart, it can be known that the post questionnaire survey has withdrawn 58 copies of effective questionnaires from controlled class and 57 copies from experimental class. The means between controlled class and experimental class have both decreased. That is, both classes' willingness to communicate has increased. The mean of controlled class is 23.09, which is higher than that of experimental class. So it can be concluded that students' willingness to communicate in experimental class is stronger than that in controlled class. Besides, the numeral number of Sig. is .049 (>.050), which demonstrates that there is significant difference in students' willingness to communicate between both classes.

3.2 Results and Analysis of the Tests

3.2.1 Results and Analysis of the Pre-test

The purpose of this test is to exam the effect of students' oral English teaching. The oral test was divided into two parts. One is the pre-test and the other is the post-test. The oral test mainly focuses on students' communicative competence.

The purpose of pre-test is to test whether there is a significant difference between the control class and the experimental class before the teaching experiment, which can provide a basis for the comparison of the two classes after the experiment.

Table 3
Prior Result of the Test

Class	N	Mean	Standard deviation	Sig. (2-tailed)	t
Controlled class	60	49.95	10.11	.300	-1.05
Experimental class	60	51.85	9.89	.300	-1.05

As can be seen from the table 3, the mean scores of the control class and the experimental class are similar before the experiment, indicating that the oral English level of the two classes is similar. In terms of standard deviation, the values of the two classes are also very close, indicating that the individual differences among students in the classes are not significant. The value of Sig. Is .300 (>.050), which shows that there is no significant difference between the two classes' oral English scores. These data prove the feasibility of the experiment, and the two classes can do a comparative study.

3.2.2 Results and Analysis of the Post-Test

The purpose of post-test is to compare and control the changes of performance between the class and the experimental class after the experiment, and investigate whether the changes are significant, so as to prove whether the interactive oral teaching method can effectively improve students' oral level.

Table 4
Post Result of the Test

Class	N	Mean	Standard deviation	Sig. (2-tailed)	t
Controlled class	60	55.43	15.37	036	-2.12
Experimental class	60	60.93	12.94	036	-2.12

From Table 4, it can be shown that the speaking scores of the two classes after the experiment have been improved. The mean score of the experimental class is 60.93, which is significantly higher than the mean score of the control class(60.93>55.43). In addition, the standard deviation also changed. Compared with the prior experiment, the standard deviation of the control class has increased, indicating that the individual difference of students has increased. On the contrary, the standard deviation of the experimental class did not increase, but slightly decreased. The value of Sig. is.036 (<.050), indicating that there is a significant difference in oral English scores between the two classes after the experiment. Through the data analysis of the two classes before and after the experiment, it is found that the interactive oral teaching method can effectively improve students' oral performance.

3.3 Discussion and Analysis of the Interactive Activities

Both classes used not to organize interactive activities. The most frequently used interactive method is Question and Answer Mode, which is usually only between teacher and students. And students would rather answer the teacher together than answer one by one. The condition is that a great number of students escape from interacting with teacher. Thus, at the beginning of the experiment, experimental students are not so familiar with the new forms of interaction and most of them are so introverted that they take part in interactive activities quite passively. Such situation requires teacher make full preparation, including interesting lead-in, concise and easy examples,

clear task requirements and detailed conclusion. With teacher's guidance and encouragement, students are more and more willing to participate in various interactive activities. The interactive activities, including question and answer mode, role-play, discussion, English games, do really benefit the learning. Students gradually adapt to the new forms of interaction, a relaxed and harmonious class atmosphere has been created. Students' interest can be easily aroused through these interactive activities, so student-centered principle has been reflected.

This paper mainly talks about the application of interactive teaching method for English teaching and learning in junior middle school. Besides, it presents how teacher is supposed to improve students' English learning interest or proficiency. Most teacher pay more attention to passing on the knowledge itself and ignore the cultivation of learning skills. Based on these weakness and problems, the author tries to apply an effective and appropriate teaching method which is the interactive teaching method.

The interactive teaching method which affirms "student-centered" teaching principle, can effectively improve students' oral English proficiency. Interactive teaching method can stimulate the application of language in various aspects, providing students who are at different oral English proficiency level with common opportunities. During the whole process of interactive activities, students continually accept comprehensible language input and make language output, and construct their own language system. One of the most important effect of interactive activities is to encourage students to use what they have learned about the new language in practice. Not only can students improve the ability of speaking while fulfilling the interactive tasks, but also can promote other abilities, like listening, reading, writing and understanding. However, some students' oral English ability are not significantly improved, for some of them have not adapt to the interactive teaching method yet, so they do not participate in interactive activities actively. While some of them have low oral English proficiency, they are afraid of expressing their own thoughts in front of other students, thus they feel terrified to take part in interactive activities. They keep in silence to pass the time in class. For these students, teacher should play a guiding role in guiding such students during the interactive process, assisting them to fulfil the interactive tasks. In addition, teachers are supposed to give such students appropriate encouragement and positive assessment to help them build their confidence in oral English learning.

However, there still exist some problems in the application of interactive teaching method. For example, some students are not truly interactive. They regard interactive tasks as a form in class, for the most of time, they are fake interaction. They do not really participate in interactive activities. Such fake interaction presents that some students only agree to what teacher or other students say without thinking by themselves. It seems that all the students are participating in interactive activities, but merely some students are truly practicing their oral English. What's more, though some students can fulfil interactive tasks actively, they ignore reviewing what they have learned from interactive teaching method after class, so it's easy for students to forget, leading students not to have a good command of interactive skills. It can reflect that the quality of interaction in class is not high, so students cannot do the thorough study.

CONCLUSION

In conclusion, interactive teaching method is an effective teaching method in Junior Middle School. Such method plays an active role for the majority of students, which stimulates students' interest in learning English and increases their confidence in speaking English to a certain extent. However, no method can be used for everything, we can still find some problems during the interactive process, while carrying on the interactive teaching method. Further experiment and research are needed to testify its efficiency and practicality in teaching middle school students oral English.

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