

Samarkand region national center for training  
pedagogues in new methods

Ruziyeva N.Z

# Methods for developing speaking skills

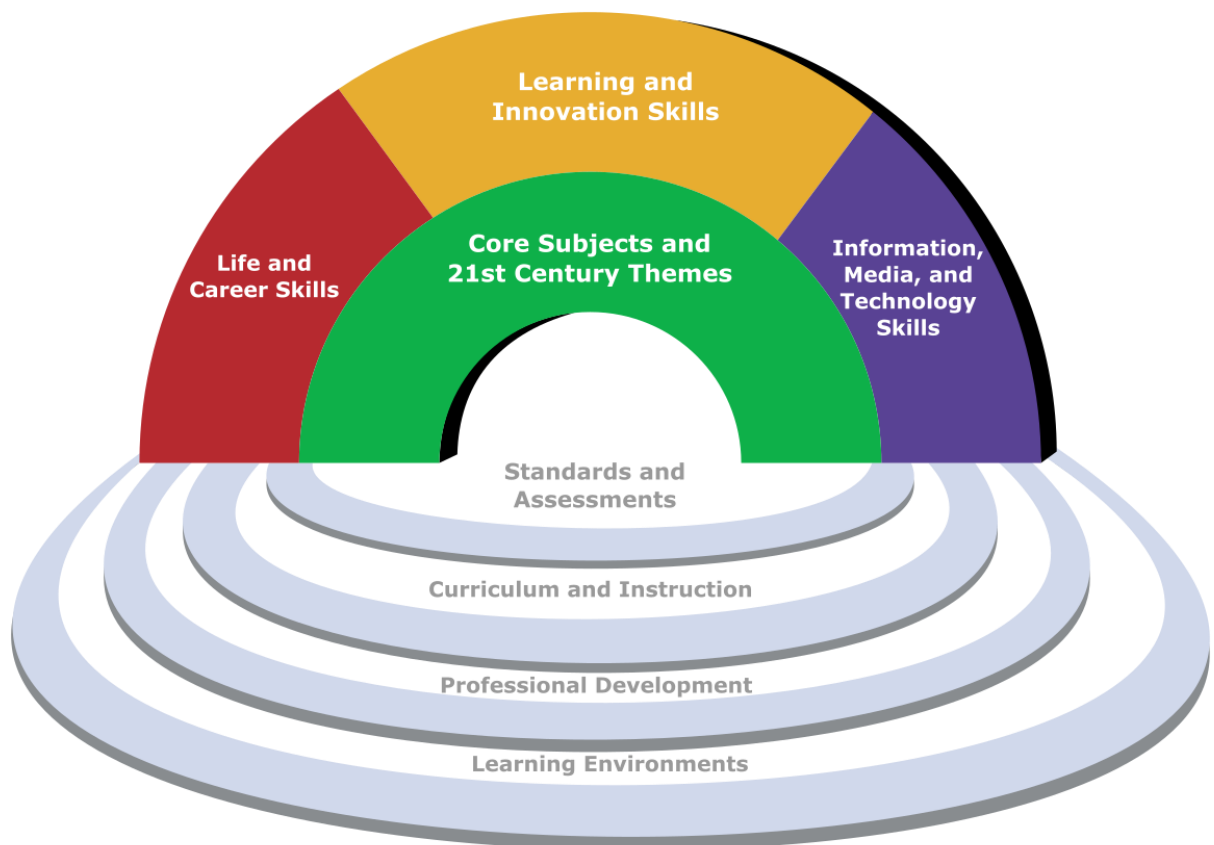


Figure 1 - P21 Framework for 21st Century Learning

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## **Methods for improving speaking skills, Samarkand -2023, 52 pages**

**Manual author:** **Ruziyeva Nigora Zohidjonovna** – Teacher Trainer at Samarkand Region national center for training pedagogues in new methods

**Reviewers:** **Yakubjanova M.K** – teacher trainer at national center for training pedagogues in new methods  
**Rustamova Z.T** – Senior teacher of Foreign Language Department of Samarkand International Institute of Technology

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### **Introduction**

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Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts". Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. In order to teach second language learners how to speak in the best way possible, some speaking activities are provided below, that can be applied to ESL and EFL classroom settings, together with suggestions for teachers who teach oral language.

### **What Is "Teaching Speaking"?**

What is meant by "teaching speaking" is to teach ESL learners to:

Produce the English speech sounds and sound patterns

- Use word and sentence stress, intonation patterns and the rhythm of the second language.
- Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- Organize their thoughts in a meaningful and logical sequence.
- Use language as a means of expressing values and judgments.
- Use the language quickly and confidently with few unnatural pauses, which is called as fluency.

### **How to teach speaking**

Now many linguistics and ESL teachers agree on that students learn to speak in the second language by "interacting". Communicative language teaching and collaborative learning serve best for this aim. Communicative language teaching is based on real-life situations that require communication. By using this method in ESL classes, students will have the opportunity of communicating with each other

in the target language. In brief, ESL teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task.

## **Activities to promote speaking**

### **Discussions**

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. For example, students can become involved in agree/disagree discussions. In this type of discussions, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentences like “people learn best when they read vs. people learn best when they travel”. Then each group works on their topic for a given time period, and presents their opinions to the class. It is essential that the speaking should be equally divided among group members. At the end, the class decides on the winning group who defended the idea in the best way. This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others. For efficient group discussions, it is always better not to form large groups, because quiet students may avoid contributing in large groups. The group members can be either assigned by the teacher or the students may determine it by themselves, but groups should be rearranged in every discussion activity so that students can work with various people and learn to be open to different ideas. Lastly, in class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.

## **Role Play**

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One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and..." (Harmer, 1984)

## **Simulations**

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Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, as Harmer (1984) suggests, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

## **Information Gap**

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In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

## **Brainstorming**

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On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

### **Storytelling**

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Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Storytelling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

### **Interviews**

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Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

### **Story Completion**

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This is a very enjoyable, whole-class, free-speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from

the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

### **Reporting**

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

### **Playing Cards**

In this game, students should form groups of four. Each suit will represent a topic. For instance:

- **Diamonds:** Earning money
- **Hearts:** Love and relationships
- **Spades:** An unforgettable memory
- **Clubs:** Best teacher

Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group. For example: If the topic "Diamonds: Earning Money" is selected, here are some possible questions:

Is money important in your life? Why?

- What is the easiest way of earning money?
- What do you think about lottery? Etc.

However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences.

## **Picture Narrating**

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This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

## **Picture Describing**

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Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

## **Find the Difference**

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For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

## **Suggestions for teachers in teaching speaking**

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Here are some suggestions for English language teachers while teaching oral language:

Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.

- Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.
- Reduce teacher speaking time in class while increasing student speaking time. Step back and observe students.



- Indicate positive signs when commenting on a student's response.
- Ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more.
- Provide written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice..."
- Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.
- Involve speaking activities not only in class but also out of class; contact parents and other people who can help.
- Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.
- Provide the vocabulary beforehand that students need in speaking activities.
- Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

## Techniques for teaching speaking

This unit looks at a number of different techniques we can use to help our students with their speaking skills, specifically *group work*, *warmers* and *controlled practice*. In the video you will see teachers in Thailand organising activities, giving instructions and leading controlled practice. John Kay gives advice to focus teachers on these classroom techniques. This unit contains a short video, interactive reflection activities and PDFs with additional activities, answer key and further opportunities for reflection. If you are a teacher trainer and are planning to use the material in a face-to-face context, there is a set of trainer notes for each topic.

Having your own classroom, I mean, an exclusive classroom for teaching English as a foreign language which you don't have to share with teachers of other subjects, for instance: maths, geography, history, etc. facilitates your job. In my

country, Argentina, teachers in state schools move from classroom to classroom with their teaching material: CD player and CDs, posters, flashcards, books, dictionaries instead of students going to the language classroom. So, displaying visual material on the walls and leave it there for students to refer to, is nearly impossible because break time is only five minutes long, not enough time to prepare the classroom before hand. Besides there are about 9 teachers more apart from you, that teach other subjects, who also need the walls to hang their stuff. I hope it weren't like that.

Speaking is a fundamental language skill. It is the primary way in which we communicate information. When we ask how well we can function in a second language, we ask the question “how well do you speak...?”, so it is the ability to speak well which best represents our proficiency in another language.

As teachers, however, we must be mindful that speaking involves more than simply using words to articulate what we are thinking, and there is more at play than simply asking students to say the words that they know.

## **1. Communicative competence**

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Being a ‘good speaker’ requires a range of skills beyond accurate grammar, vocabulary and pronunciation, though these are the basic building blocks that enable a message to be understood.

An effective communicator chooses the words they use, and the way in which they speak to different people in different situations, whether that is ordering a sandwich at a snack bar or giving a keynote speech at an academic event.

**The skills involved in how we interact with others in different ways are called communicative competencies:** teachable skills which frame the language used in interaction in different settings.

Speaking as a language skill involves these competencies much more than it requires accuracy of language, so when we talk about ‘teaching speaking’, we are talking about something different from grammar or vocabulary practice.

Speaking can be used to practice new language (as is common in question-answer tasks or role-plays held after specific language instruction, but this kind of activity may not teach the skill of speaking itself.

## **2. Teaching speaking as a set of competencies**

Just as we can instruct, present and practice specific grammar features to students, the component competencies which make up speaking as a pure language skill can also be broken down and presented systematically.

Some useful language sub-skills which can be turned into practice activities are:

- Avoiding repetition
- Responding appropriately while listening
- Turn-taking techniques
- Politeness
- Circumlocution (talking around unknown words using known language)
- Extending ideas

**Notice that none of these sub-skills make specific reference to grammar, vocabulary or pronunciation, though obviously these are necessary for students to communicate what they want to say.**

In order to bring the focus onto these competencies, it is therefore advisable to lead speaking tasks on topics that are familiar to students, and using language that is within their ability. Taking the strain of new language out of speaking activities allows students to focus on the pure sub-skills listed above.

This is similar to the way in which native speakers are ‘trained’ for public speaking or assertiveness in social situations: as native speakers, they are comfortable with the structure of their own language, but want to develop other skills which go along with that.

## **3. Discourse and organization of message**

**Many of these features of speaking fall into the category of discourse – the organization and style of a message as it is delivered in different situations.**

When teaching speaking in a given context, think about how people actually speak in that situation.

Find recordings of people interacting in restaurants, banks, or wherever your lesson will be set, and think about the functional steps of the interaction as it happens.

You will probably find that most interaction that you listen to is quite formulaic and predictable, so can be used as a structure for the dialogues that you present and practice in class, only with the organisation and ordering of the speech as the focus of the class rather than the specific language used.

Taking an opposite approach, think of situations where the above list of competencies is common.

For example: *we often use circumlocution when we are talking about complex, technical subjects, like when we describe a problem we are having with a gas cooker, car engine or plumbing; we may not know the exact name of the part which is not working, but we can still communicate it to a gas fitter, mechanic or plumber.*

This is a useful life skill, and one which can be used to harness second-language speaking for language learners.

#### **4. Restricted and free speaking**

Again, as with grammar and vocabulary, we can incorporate these target competencies into standard formats of lessons – we can present the feature of speech through an audio or video task, and then ask students to practise applying the feature in a restricted task.

Gapped dialogues, ordering lines in a script, or choosing the best alternative from three different responses in a conversation, for example.

Again, as long as the learners are playing with language they already know, their ‘discourse brains’ will be more engaged and they will have more focus on the competencies they are learning.

Free speaking tasks should be exactly that: student-student interaction which does not have too many limitations.

- Give students a topic or situation and ask them to script out a typical interaction in that situation.

- Assign roles to different students, so that they can practise speaking to different ‘people’, and see how they flex their ideas when talking to their boss as compared to their 7-year-old daughter.

This will open up the features they are learning in application to different types of speech.

Finally, be aware that although your learners have been focusing on these great features of spoken communication, they have not yet had the opportunity to fully apply these until they have spoken totally freely, without a script, or notes to work from (after all, native speakers don’t carry scripts around with them to use in sandwich bars, though they do have an ‘expected script’ in their mind which informs their use of language), by participating in a speaking event with another student or students.

The same dialogue that was used in free practice can be repeated, though with different participants to ensure spontaneity and flexibility with language. Only then can you say that students have truly applied what they are learning by the end of the class.

### **Techniques of Teaching Speaking**

Speaking is a crucial part of the language learning process. Techniques are needed in which they use to help themselves expand their knowledge of the language and their confidence in using it. Some techniques are presented primarily based on Pollard as describes below. Pollard states students need to feel that there is real reason for speaking. This is often referred to as the communicative element. For example that the students are communicating something the others do not know or that the others would like to hear about. All aspects of teaching are important to introduce variety and to choose topics that think will interest your students. Some techniques to involve real communication include: information gap, tasks involving an element of persuasion, problem solving and role play.

#### **1. Information gap**

Each student in the group has some information required to complete the task or activity. The aim is to share the information and to complete the task. Students do

not know what the others are going to say and as such it imitates real life conversation.

## **2. Discussions: reaching a consensus**

Choose one of the following subject: 10 things to take into space, 10 things to take to a desert island, 10 things to take into a desert. Ask students to work alone and brainstorm 10 things they would take with them. Alternatively, prepare a list of 20 objects and each person chooses ten from list. Ask students discuss their lists in pairs and to come to a consensus.

## **3. Discussions: moral dilemma**

A variation on the theme of consensus. Explain to students that a single mother who does not have much money has been caught stealing milk. She explains why she did it: to feed her young children. Give students roles, for example store detective, social worker, and shoplifter's friend. Allow time for preparation in group: all the social workers together, all the store detectives work together, and all the friends work together. When everybody is ready, regroup the students so that there is 1 store detective, 1 social worker and 1 friend in each group ; students say how they would deal with the situation. They have to convince each other that their opinion is the valid one.

## **4. Discussions involving opinions**

Try to use topic that will generate varying opinions rather than having everybody agrees. Typical examples include life in the city and life in the country, environmental issues, and traditional and alternative medicine. You can also use controversial subjects and topics that are currently in the news. Discussions involving opinions work well in a group that has something to say.

## **5. Debates**

This involving choosing a controversial topics; one speaker presents one point of view on the topic and a second speaker presents a differing opinions. Debates are good at advanced levels. It is a good idea to give some input on the topic matter first.

## **6. Spontaneous conversation**

real uncontrolled conversation breaks out in class. Students communicate something about themselves that others are interested in ( something the student did at the weekend, a film they saw, a place they visited). If time allows, it is good to allow this type of conversation because it has a real communicative purpose. The teacher's role throughout is to prompt, help with language or communication difficulties. Correction should be kept to a minimum and carried out at the end of the discussion. This type of conversation can be excellent when it is spontaneous but it works less well if the teacher contrives to make it happen.

### **7. Role play**

This involves students taking on a role and carrying out a discussion with each person playing their role. For example, the local council wishes to introduce a new system and location for dumping waste. Some students play local councilors others are local residents, others are members of environmental organizations and others are managers and employees of the company being asked to carry out the work. The teacher describes and sets up the situation. The students prepare in groups, those playing the same role prepare together. Then, they form new groups to carry out the discussion.

In this present study, role play is one of the techniques that can be used in Think Pair Share in which the teacher can set many topics or situations. Students pretend they are in various social contexts and have a variety of social roles. The teacher gives information to the learner such as who they are and what they think or feel in pair or group discussion and students have to carry out the discussion.

### **Some interactive teaching activities for in the interactive classroom**

*Interactive teaching* is all about instructing the students in a way they are actively involved with their learning process. There are different ways to create an involvement like this. Most of the time it's through

- teacher-student interaction
- student-student interaction
- the use of audio, visuals, video
- hands-on demonstrations and exercises

You encourage your students to be active members of your class, thinking on their own, using their brains, resulting in long-term memory retention. Not only the students' knowledge will improve, but their interest, strength, knowledge, team spirit and freedom of expression will increase as well.

In this blog post, I will talk about the use of interactive methods for teaching, encouraging more dedication towards the lesson material. We will see some interactive teaching tools, interactive teaching ideas, and interactive teaching games.

Not only will I talk about the use of interactive methods of teaching, but I'll also give you some examples of methods used in the present classroom as well.

### **Effective interactive teaching strategies to encourage speech in your classroom**

First, I want to put some activities in the spotlight. The following interactive student activities are three of the most effective ways to encourage more speech in your classroom.

#### **1. Think, pair and share**



Set a problem or a question around a certain topic, and pair up your students. Give each pair of students enough time so they can reach a proper conclusion, and permit the kids to share their conclusion in their voice. This way your students will be engaged, communicating, and remember more of the class than ever before.

#### **2. Brainstorming**



Interactive brainstorming is mostly performed in group sessions. The process is useful for generating creative thoughts and ideas. Brainstorming helps students learn to work together, and above all, learn from each other. You'll be surprised by all the great ideas they come up with! Check out these 8



fun brainstorming apps you can use in your classroom, or use BookWidgets' Mindmap widget to structure thinking.

### **3. Buzz session**



Participants come together in session groups that focus on a single topic. Within each group, every student contributes thoughts and ideas. Encourage discussion and collaboration among the students within each group. Everyone should learn from each other's input and experiences. As a teacher, you could give your students some keywords to spark the conversation.

Of course, there are many other interactive teaching ideas as well. I split up the activities in different categories:

- Individual student activities
- Student pair activities
- Student group activities
- Interactive game activities

#### **Individual student activities**

### **4. Exit slips**



These are best used at the end of the class session. You'll ask the students to write for one minute on a specific question. It might be generalized to "*what was the most important thing you learned today*". Then, you can decide if you are going to open up a conversation about it in your next class. You can ask them if they still remember what they wrote down. Need a digital exit slip template? Try this one from BookWidgets and learn more about the possibilities of an exit slip. Looking for inspiration? Check this out! You will find 60 examples of digital exit tickets.

### **5. Misconception check**



Discover students' misconceptions. See if students can identify what is the correct answer when given a false fact. It's useful when going over a previous lesson. It encourages students to think deeply and wager all the possibilities.

## 6. Circle the questions



Make a worksheet or a survey that has a list of questions (make them specific) about your topic, and ask students to circle (or check) the ones they don't know the answers to. Then, let them turn in the paper.

Create corners concerning different questions that were circled. Let your students work on the extra exercises and explanation in the corners, individually. As your students will all have circled different questions, you have to give each student a different and *personalized* order to visit the corners.

## 7. Ask the winner



Ask students to silently solve a problem on the board. After revealing the answer, instruct those who got it right to raise their hands (and keep them raised). Then, all other students have to talk to someone with a raised hand to better understand the question and how to solve it next time.

## Student pair activities

### 8. Pair-share-repeat



After a Think-pair-share experience, which I've written about in the first interactive learning lesson idea, you can also ask students to find a new partner and share the wisdom of the old partnership to this new partner.

### 9. Teacher and student



Let students brainstorm the main points of the last lesson. Then, pair up your students and assign them 2 roles. One of them is the teacher, and the other the student. The teacher's job is to sketch the main points, while the student's job is to cross off points on his list as they are mentioned and come up with 2 to 3 points that the teacher missed.

### **10. Wisdom from another**



After an individual brainstorm or creative activity, pair students to share their results. Then, call for volunteers who found their partner's work to be interesting or exemplary. Students are often more willing to share the work of fellow students publicly than their work. Of course, you can always encourage sharing their objectives as well.

### **11. Forced debate**



Let students debate in pairs. Students must defend the opposite side of their personal opinion. It encourages them to step away from their own beliefs and teaches them to look through a different colored glass once in a while.

Variation: one half of the class takes one position, the other half takes the other position. Students line up and face each other. Each student may only speak once so that all students on both sides can engage the issue.

### **12. Optimist/Pessimist**



In pairs, students take opposite emotional sides of a case study, statement, or topic. Encourage them to be empathic and truly "live" the case study.

You'll discover some good solution proposals and your students will learn some exceptional social skills.

### **13. Peer review writing task**



To assist students with a writing assignment, encourage them to exchange drafts with a partner. The partner reads the essay and writes a three-paragraph response: the first paragraph outlines the strengths of the essay, the second paragraph discusses the essay's problems, and the third paragraph is a description of what the partner would focus on in revision if it were her essay. Students can learn a lot from each other and themselves as well! Here are 10 more creative self-assessment ideas.

### **Student group activities**

#### **14. Board rotation**



This interactive learning strategy is even more interactive than others! Divide your class into different groups of students and assign them to each of the boards you've set up in the room. Assign one topic/question per board. After each group writes an answer, they rotate to the next board. Here, they write their answer below the first answer of the previous group. Let them go around the room until all the groups have covered all the boards. Not that many boards in your classroom? Try using tablets and BookWidgets' interactive whiteboard.

#### **15. Pick the Winner**



Divide the class into groups and let them work on the same topic/problem. Let them record an answer/strategy on paper or digitally. Then, ask the groups to switch with a nearby group and let them evaluate their answer. After

a few minutes, allow each set of groups to merge and ask them to select the best answer from the two choices, which will be presented to the complete class.

## 16. Movie Application



In groups, students discuss examples of movies that made use of a concept or event discussed in class, trying to identify at least one way the movie makers got it right, and one way they got it wrong. Think about movies showing historical facts, geographical facts, biographies of famous people, ...

### Interactive game activities

Create an interactive classroom full of interactive learning games. Games are so much fun for students since it doesn't feel like learning. With BookWidgets, you can make interactive learning games like crossword puzzles, pair matching games, bingo games, jigsaw puzzles, memory games, and many more in minutes (and there's a Google Classroom integration as well).

## 17. Crossword puzzle



The crossword game is perfect to use as repetition activity. Choose a list of words and their description, and BookWidgets creates an interactive crossword for you. The crossword game transforms these boring lessons into a fun experience. Here you can read more about how to create them and for which topics you can use them (not only for teaching languages)!

## 18. Scrabble



Use the chapter (or course) title as the pool of letters from which to make words (e.g., mitochondrial DNA), and allow teams to brainstorm as many words relevant to the topic as possible. You can also actually play scrabble and ask students to form words from the newly learned vocabulary.

## 19. Who/what am I?



Tape a term or name on the back of each student. You can also tape it on their forehead. Each student walks around the room, asking “yes or no” questions to the other students in an effort to guess the term. Of course, the term has something to do with your lesson topic.

## 20. Bingo



Bingo is a fun game that can be used for all sorts of exercises: language exercises, introductory games, math exercises, etc. Take a look at this blog post with all the different bingo possibilities here. You’ll be surprised about how many interactive lesson activities you can do with just one game.

Want to create a bingo game yourself? You can start for free right here:

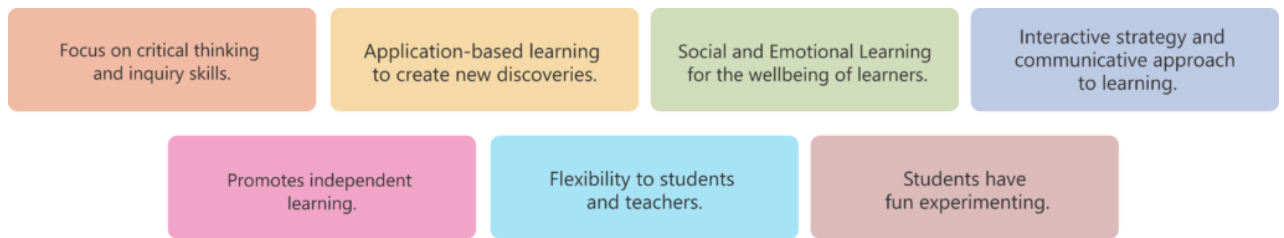
### Wrap up

That’s it! Like in any list, you could add many other interactive lesson ideas. I could go on for quite a while myself. But what about you? Share your creative, interactive classroom ideas in our Facebook Group. This way, we can build out this article with many more great ideas!

How Interactive teaching surpasses traditional education?

The traditional classrooms were teacher-centered. Teachers transmitted information and students received it. When you were in school, you studied what the teacher taught, did homework, gave exams, and passed to the next class. But teachers have now adopted a modern and interactive approach to teaching-learning. .Interactive teaching methods are better than conventional teaching styles- .Interactive teaching methods are better than conventional teaching styles-

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### **Importance of interactive teaching methods.**

Interactive teaching methods benefit both teachers and students. Students feel motivated.

1. It's easy for teachers to assess the level of achievement.
2. Teachers have room for flexibility.
3. Learning process is enhanced and student output is maximized.

.How to implement interactive learning in the classroom?

Teachers play the biggest role in making their teaching interactive. You can use interactive teaching methods to engage your students in these ways:

#### **Interaction with self**

Hands-on interactive teaching activities students can do on their own.

Ex: Lego models, Math games for thinking, Brainstorming Mind maps

#### **Student-Student Interaction**

Interactive collaboration activities students can do in pairs or groups.

Ex: Group discussion, Scavenger hunt, Field trips

#### **Teacher-Student Interaction**

Interactive strategies and activities involving teachers and students.

Ex: Flipped classroom, Interactive Q&A, storytelling

#### **Interaction through multimedia**

Activities involving multiple media. Using EdTech tools, text, images, video, and sound to engage learners.

Ex: Educational movies, Interactive TV, Smartboard.

**Here are some interactive teaching strategies for teachers**

## **Think-Pair-Share**

Ask a question or problem. Then pair your students. Let them solve the problem and conclude. Now give them individual chances to present the conclusion in their own words. This activity is the perfect example of interactive teaching: Thinking skills + Student Interaction + Collaboration+ Communication.  
Ex: Give a Math puzzle. Call each pair in front. One partner solves the puzzle on board while the other explains the solution/answer.

## **Buzz Sessions**

This is a fun interactive method of teaching. Make session groups: Every group has a separate topic to discuss. Give prompts to students. Help them lead the conversations. Let each student present their ideas and thoughts. Students should learn from others in the group and build new knowledge.

## **Exit/Entry Slips**

You can distribute these cards to your students before (Entry slips) or after (Exit slips) teaching a lesson. Teachers ask reflective questions- What do students expect from the lesson/topic? What did they learn? What they didn't like, etc. Teachers improve their teaching methods based on students' written responses.

## **Peer review writing**

This is an interactive teaching style for language learning and writing. Students exchange their essays or thesis with their classmates. Then their peers write the essay's strengths, problem points, and areas to improve. Peer review writing helps each learner get objective feedback from their peer.

## **Interactive games**

Online Interactive games increase student participation, promote social and emotional learning, and develop competitive and team spirit. They're entertaining and involve multiple senses. Interactive teaching games boost student interaction, focus, motivation, and problem-solving skills (Lieberman, Debra., 2006).



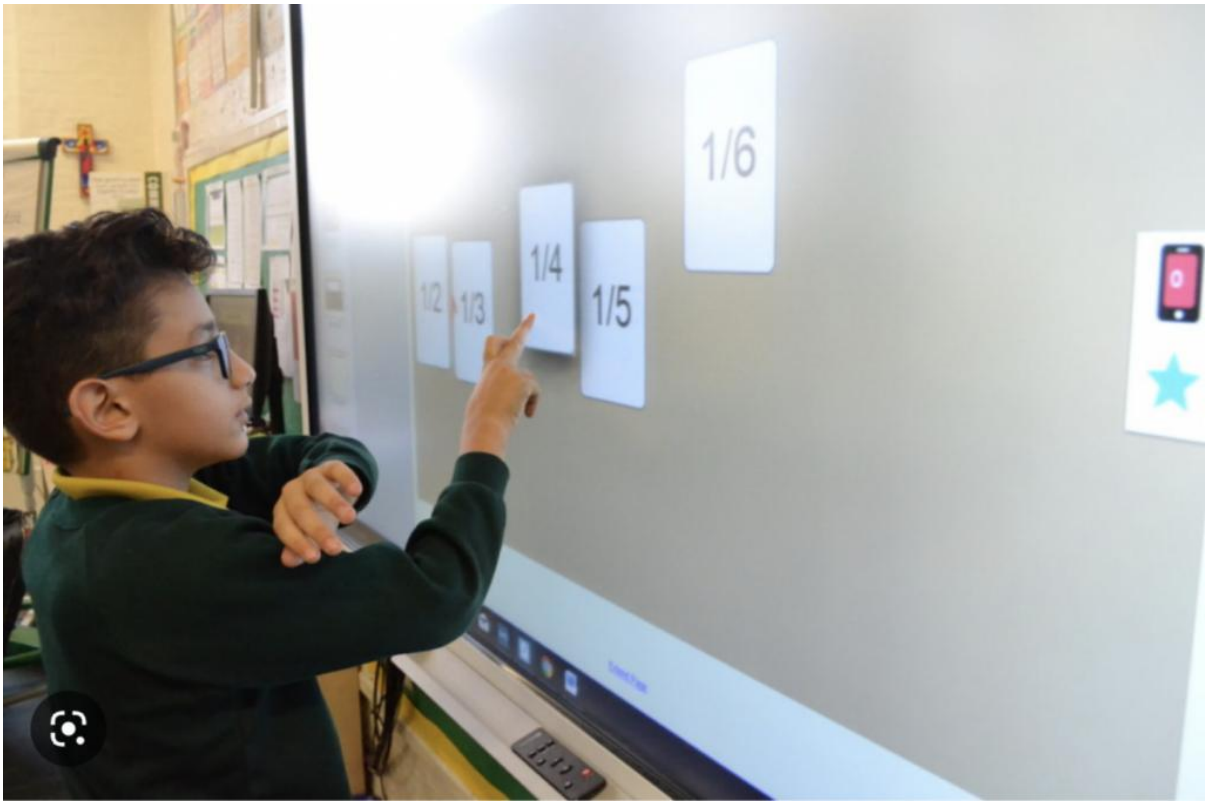
## **Interactive worksheets**

These are paper worksheets with interactive learning features like voice instructions and choosing responses. You can create interactive worksheets using online interactive teaching tools. Interactive worksheets increase student engagement and are more interesting than regular worksheets. They build functional thinking skills in students.



## **Role play activities**

These interactive teaching strategies make students think, plan and act. Students also interact with their classmates to prepare for roles and dialogues. You can make students enact history lessons and literature characters or teach them moral values. Students can do role plays in pairs, groups, or with the teacher.



### **Interactive Learning Stations**

Learning stations are interactive activity corners in your class. Groups of students rotate from one learning center to another and complete the tasks set up by you. Learning centers enhance student activeness and creativity, as per a 2021 study.

Ex:

Corner 1- A concept demonstration.

Corner 2- A laptop is kept for students to watch videos about it.

Corner 3- Teacher asks open-ended questions about the topic.

Corner 4- A hands-on activity to apply or create knowledge.

### **Icebreaker Activities**

Interactive Icebreaker activities start conversations with learners and make them comfortable. These are great for the first day of the session or before teaching a new concept. Icebreaker games and interactive questions boost communication between students and teachers.

Ex: Riddles, Questions with Jenga, and Pictionary.

## **Role reversal**

Lessons become interesting when teachers and students exchange roles. Students understand teachers' challenges and teachers open up with students. It encourages interactive learning, self-learning, and responsible behavior.

Ex: Ask students to prepare a topic and teach the whole class. You sit with other students and act like them.

## **Interactive and collaborative whiteboards**

Students can open an interactive whiteboard on their devices and collaborate with the whole class.

Ex: Divide the class into groups and give students a creative drawing task. Each student will give their input on the interactive whiteboard on their device. Make sure you're regulating the activity to avoid nuisance.



## **Interactive demonstrations and presentations**

Make your presentations and lecture demonstrations interactive by adding polls, quizzes, and brain breaks.

Ex: An Interactive Science demonstration.  
Give a Physics demonstration.  
Now ask students to carry out the procedure in lab and record findings.  
Divide students into groups to discuss data.

### **1.1. Background and Significance**

Teachers must cultivate the ability of pupils to apply at the same time; they must achieve the overall development of hearing, speech, reading, and writing. Interactive teaching language function refers to the process of communication between teachers and students and between students and students. In this process, students gain knowledge and exercise their abilities. The teaching model is transformed from an open, passive learning into an active learning process, which will help them form a new learning structure model. Interactive teaching mode is a unified process of mutual influence and restriction. Through the information exchange and interaction, mutual understanding and teaching reciprocity are formed. Therefore, interactive teaching has attracted increasing attention. Interactive technology refers to a technology that transforms a traditional space into a novel interactive space through an advanced video motion capture system and a mature three-dimensional game engine. Interactive technology breaks the traditional static space model and integrates the audience into a part of the space.

### **1.2. Related Work**

The Internet of Things is considered the future Internet, which includes billions of intelligent communication “things.” Li S systematically reviews the definition, architecture, basic technology, and applications of the Internet of Things. Al-Fuqaha A first provides a brief overview of the Internet of Things and then describes some technical details related to the technology, protocol, and applications of the Internet of Things. Sicari S et al. mainly put forward challenges and solutions for the security problems in the IoT and put forward practical suggestions [1].

The difficulty of graduates' employment has always been a prominent problem in China. The international financial crisis has made the current employment situation more severe. Zhang Y analyzed in detail the current status of entrepreneurship in our country's universities, combined with the entrepreneurial education model, and innovatively proposed a plan [2]. Functional dependence and the association rule are two important concepts in the database system and are also difficult points in teaching the introduction to the database system. Functional dependence is the theoretical basis for the normalisation of a relative shape, which reflects a relationship of limitation between characteristics in relation. Extracting connection rules is an important research content in data analysis. Yao makes full use of the relationship between functional dependence sets of elements and proposes an algorithm to extract association rules based on functional armafd, which enriches the teaching concept of functional dependence. In addition, the application of data dependence to the extraction of correlation rules is introduced. They will further study the interconnection rules and data dependence [3].

### **1.3. Innovation**

(1) Since teachers can upload their online software and exercises collected on the IoT to the IoT, a large collection of courses in terms of things, students can choose their own English learning resources according to their own circumstances and progress. (2) The selection of teaching materials is often guided by teachers due to the differences in learning ability and learning process of each student in a class. The teaching materials will gradually be dominated by students, and many extracurricular learning opportunities will remedy the lack of class time, and they will get more time to interact with teachers.

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## ***2. CE Interactive Teaching Mode Based on the IoT***

### **2.1. Limitations of Interactive Teaching Mode**

First, it seeks only formal interaction. This kind of interactive teaching is usually called "programmed interaction between teacher and students." Although teachers are well designed, this knowledge transfer can largely predict students' reactions.

The interaction depth is not enough, and most of them are shallow interactions [4]. Because interactive technology requires a way of displaying images, interactive technology is now mainly divided into two parts: projection interactive technology and video interactive technology. Therefore, how to deepen the level of interaction and fully mobilize pupils' abilities is a problem that must be solved in multidimensional interactive teaching. The ground interactive technology is an interactive technology that displays the display effect picture on the ground, and the ground interactive technology is generally realized through the projection interactive technology.

Secondly, although teachers have achieved interaction in the teaching process and fully mobilized the subjective initiative of students, only a few students' interest has been aroused, and most students are in a depressed, passive, and stagnant learning state. There are differences in the amount of knowledge, personality characteristics, psychological characteristics, family status, intelligence, and so on. It is precisely because of the differences of these interactive resources that teachers can not enjoy the monopoly of these resources in the classroom, which will eventually lead to polarization of learning results [5].

Third, some teachers do not really understand the nature of interactive teaching, mistakenly equate interactive teaching with rigid teaching activities in the classroom, or understand the interaction as "integration" with students, and think that students' discussion activities and classroom game activities are interactive teaching [6]. So, the basic knowledge and skills of primary school students do not meet the standard. On the contrary, it is easy to cause many students to develop a bad habit of disrespect for classroom discipline and freedom.

Fourthly, the interaction is mainly focused on teachers. Teachers are still the initiators and controllers of classroom interactive teaching, playing the role of "judge" and "referee." The illusion to students is that they must interact with teachers as much as possible in class, and the interaction with students is not important [7]. In addition, because the number of students is much higher than that of teachers, the interaction ratio between one teacher and multiple students is

totally different. This will inevitably lead to a single form of interactive teaching, to a large extent, to prevent students' initiative and creativity.

Fifthly, in the teaching content, there are many cognitive interactions. The topics discussed are all learning contents, but there is little interaction in emotion and values. This situation is not interactive teaching. This is an important factor, and this is also a common problem in college English classes.

Sixth, the content value of cooperative learning is not high, and the lack of necessary preparation before group cooperation and the provision of discussion time are unreasonable, which will cause students to lose interest in group topics, and the cooperation between students is not active enough. Such group interaction cannot achieve a good teaching mode and will eventually waste classroom teaching time [8]. The application of interactive technology in homes, schools, and playgrounds is mainly divided into two categories: one is children's game products and the other is children's playgrounds.

## **2.2. Types of Interactive Teaching**

Each teaching process has its own unique behavior orientation. The behavior orientation of interactive teaching can be divided into three types: one is the interaction between teachers and students; the other is the interaction between students and students; the third is the self interaction of students.

### **2.2.1. Teacher-Student Interaction**

On the issue of teacher-student relationship, people have been more concerned about the attitude and the teacher's role in this regard, hoping to create a harmonious relationship. However, this does not mean that students, as a person with independent personality and self-construction abilities, play their own role. In the interactive classroom, the teacher is not an initiator, but a promoter, and the situation of teacher and student is equal [9]. Through this interactive form, students' wisdom and thoughts can be shared and inspired, and students' knowledge structure can be established to improve students' writing ability and teachers' teaching ability.

### **2.2.2. Interaction among Students**

According to the theory of interactive teaching, only interpersonal interaction can produce a beneficial learning result. This shows the important role of interaction in learning [10]. However, the traditional teaching method has only teacher-student interaction, which is considered negative or irrelevant. Especially in written teaching in China, this situation is more common. In general, the teacher decides, examines the subject, selects the material, and designs the layout of the article and then the student continues writing; the student's composition is always completed in her own circle of thought. The teacher then corrected the pupils' compositions, and the pupils improved their learning in response to criticism.

### **2.2.3. Students' Interaction**

Self-interaction refers to the internal communication. In this process, students are the only object of communication. Emotional communication and language expression are complex psychological activities. In this sense, self-interaction mode is the ultimate goal [11].

### **2.3. Teaching Mode Based on the IoT**

The Internet of Things is an extension and expansion network based on the Internet. A large network is formed to realize the interconnection of people, machines, and things anytime and anywhere. The Internet of Things (referred to as IOT) refers to real-time collection of information sensors, radio frequency identification technology, global positioning system, infrared sensors, laser scanners, and other devices and technologies that need to be monitored, connected, and interacted. Objects or processes, collecting various required information such as sound, light, heat, electricity, mechanics, chemistry, biology, and location.

Through various possible network accesses, realize the ubiquitous connection between things and people, and realize the intelligent perception, recognition, and management of things and processes. The Internet of Things is an information carrier based on the Internet and traditional telecommunications networks. The application field of the Internet of Things involves all aspects. The application in the field of infrastructure such as industry, agriculture, environment, transportation,



logistics, and security has effectively promoted the intelligent development of these areas, making the limited resources more reasonably used and allocated, thereby improving the efficiency and benefit of the industry.

### **2.3.1. The combination of English teaching and the IoT**

The combination of the IoT and English content can improve students' English proficiency at the fastest speed. Through all kinds of possible network access, realize the ubiquitous connection between things and things and things and people, and realize the intelligent perception, recognition, and management of things and processes. The Internet of Things is an information carrier based on the Internet and traditional telecommunications networks. We introduce the IoT in the original English learning process, such as listening to lessons, taking notes, and writing, to guide students to actively use tools for extracurricular entertainment and communication [12, 13]. Radio frequency identification technology is a simple wireless system consisting of an interrogator (or reader) and many transponders (or tags). It transmits radio frequency information to the reader through an antenna, and the reader is a device that reads the information. Because sensors give ordinary objects a new life, they have their own data transmission channels, storage functions, operating systems, and specialized applications, thus forming a large sensor network. This allows the Internet of Things to monitor and protect people through objects. The use of IoT can provide a very strong internal incentive for students. The Internet business of things is just beginning. One of the core concepts of cloud computing is to continuously improve the processing capacity of the "cloud" and continuously reduce the processing burden of the user terminal and finally simplify it into a simple input and output device and enjoy the powerful computing processing capabilities of the "cloud" on demand. In these circumstances, if you want to find good work in the future, you must rely on English, the Internet, and the Internet for the things that have developed in recent years [14]. The IoT places English in an international environment. Students can also learn according to their own comfortable rhythm. The Internet of Things is an extended and expanded network based on the Internet. It is a large network formed

by combining various information sensing devices on the network, realizing the interconnection of people, machines, and things anytime and anywhere.

### **2.3.2. Six Functions of the IoT in English Teaching**

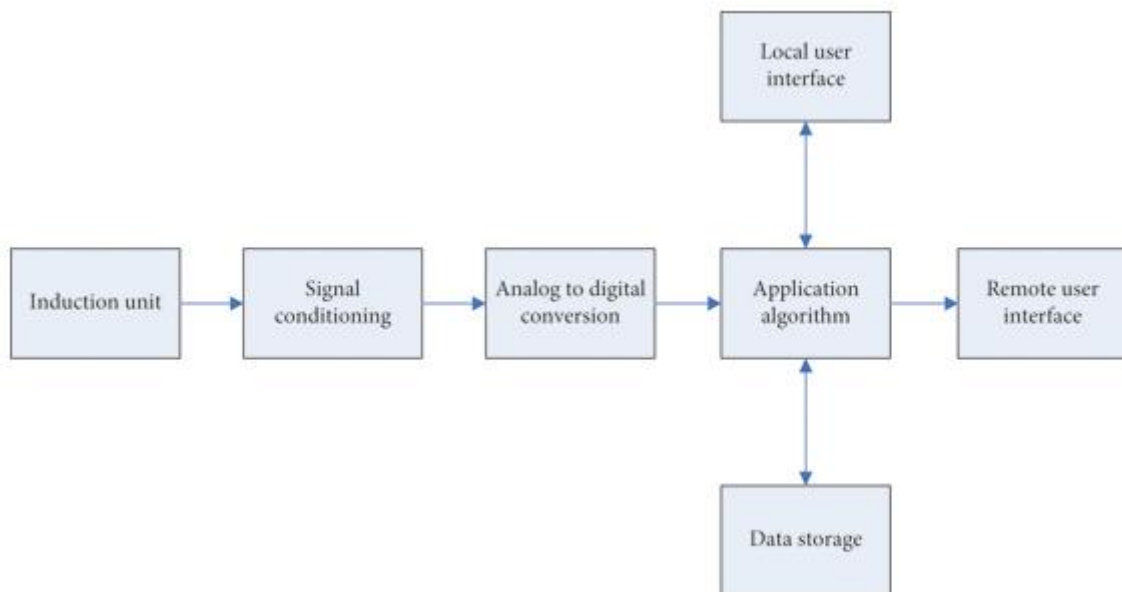
(1)Information retrieval and acceptance: they include some language activities such as a large virtual library, and these include activities just like looking for and obtaining information in the library. According to the principle of information retrieval technology, the information to be stored includes not only the original document data, but also pictures, videos, and audio. First, the original information must be converted into computer language and stored in the database; otherwise it cannot be machined.(2)Disclosure and provision of information: publishing blogs written by students in English on the Internet can play a role in communication and mutual learning.(3)Internet communication: this mainly refers to the exchange activities through e-mail or chat room on the Internet of Things (QQ: e-mail chat with foreign friends).(4)Cooperation and learning: this mainly involves cooperation between two distant pupils or classes, i.e., to participate in some English activities together. We can communicate with foreign teaching classes in the classroom and create websites to guide students on both sides to study the history, geography, climate, and environment of each other's cities. Through this way of communication, students can gain more extracurricular knowledge.(5)WeChat group learning: in the initial stage, create a class WeChat group. In addition to delivering important information in Chinese and English, the messages in the WeChat group should be delivered in English [15]. The biggest advantage of creating a class-based WeChat group is that it can let students learn English in entertainment and form a pleasant English learning atmosphere.(6)Internet of Things can provide a good environment for learning English. At this stage, many students are Internet fans. Due to the characteristics of the modern college students, the student may be an appropriate network boot and the network will combine learning English, so students become addicted to the Internet enthusiasts learning English.

## 2.4. Smart Sensors

Network communication technology has also seen a rapid development. Digital sensors are with low intelligence. Therefore, intelligent, structured, and networked sensors have become the development direction of new sensors, and intelligent sensors are thus born. Unlike the analog sensor and the digital sensor, the smart sensor has the function of processing information. For example, in industrial production, the use of analog sensors and digital sensors cannot quickly measure and control certain product quality indicators (such as composition, surface finish, colour, taste, and viscosity) [16, 17]. However, if it is an intelligent sensor, it can quickly measure some quantities (such as temperature, pressure, and processes that are functionally related to product quality indicators during production and processing). The microprocessor can calculate, store, and process the data measured by the sensor [18]. It can also adjust the sensor through the feedback loop. It is the core of the intelligent sensor. Sensor technology is an important part of realizing, testing, and automatic control. In the test system, it is used as an instrument positioning, and its main feature is that it can accurately transmit and detect a certain form of information and convert it into another form of information.

The smart sensor consists of about seven parts, as shown in Figure 1. The sensing unit detects the information from the outside, and through signal regulation, it can process the signal and prepare for the analog-to-digital conversion of the data [19]. Application algorithm refers to the material and software of the application layer, to convert the collected data into user-defined units, data classification, signal analysis and processing, alarm monitoring, recording time stamps in memory, running a control loop, or making the result closer to the measurement point; the algorithm provides “intelligence” for the intelligent sensors. Data storage is used to store sensor identification and structure information, time mark data, scale data, and user display settings. Almost all or part of the sensor files are stored in the corresponding sensor storage units, such as historical users and manufacturers, user manuals, and installation process. The local user interface is a standard component

through which the user's language and terminology can be corrected and displayed in front of the end user. The remote user interface is connected to the end user and can be used for calibration, diagnosis, data acquisition, and daily monitoring.



**Figure 1\_**

Basic structure unit of intelligent sensor.

### *3. Experimental research on interactive teaching mode of CE based on the IoT*

#### **3.1. Research Object**

(1) Questionnaire method: through the questionnaire survey of college professors at five different levels of schools in our province, we can understand and analyze the limitations of current English teaching in college, the attitude of college professors, the understanding, and the use of the computer network and submit proposals for designing the interactive method of teaching the Internet of Things in the next step. (2) Experimental analysis: this study selected two natural classes in our city as the research object. These students have been with the same English teacher since their freshman year. The students in the two classes have a stable English foundation. Therefore, the two classes are selected as the objects of the

comparative experiment, and the experiment will be carried out by sophomore. The two classes are sophomore (5) and sophomore (6). Sophomore (5) is selected as the experimental class, and sophomore (6) is the control class. Before the experiment, it is necessary to implement a pretest for the students in the two classes. The average scores of the two classes are almost the same.

### **3.2. Experimental Steps**

The experiment uses literature review methods and comparative analysis to carry out the experiment. Experiments and questionnaires are the research tools used before the experiment. The two classes were tested in early September 2018, and the test papers were the English test questions of the final freshman examination of our university from 2017 to 2018. The paper consists of five parts. The main problem is the type of hearing, multiple choices, cloze, reading comprehension, and written expression. The total score is 100. Finally, this paper makes detailed statistics of the scores of the two classes in each part of the test, aiming to make a comparative analysis of the students' listening, writing, and reading achievements of the two classes.

### **3.3. Welch *t*-Test**

All experimental data in this section are analyzed by statistical software. Student's *t*-test is used when the variance of two populations is unknown but equal. When the sample size and variance of two populations are not equal, Welch *t*-test can be used: where  $\bar{x}$  and  $\bar{y}$  are the sample mean values in sets  $X$  and  $Y$ . In Welch *t*-test, the original hypothesis and alternative hypothesis were  $H_0: \mu_1 = \mu_2$  and  $H_1: \mu_1 \neq \mu_2$ . The critical value  $t_{\alpha/2, df}$  needs to be calculated according to the significance level  $\alpha$  and the degree of freedom  $df$  to determine the rejection region. When  $|t| > t_{\alpha/2, df}$ , it is rejected; otherwise is accepted.

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## *4. Experimental analysis of CE interactive teaching mode based on the IoT*

### **4.1. Teaching Mode Based on the IoT**

University teachers can build a website of auxiliary teaching through network technology and their own teaching ideas, divided into several different topics, such

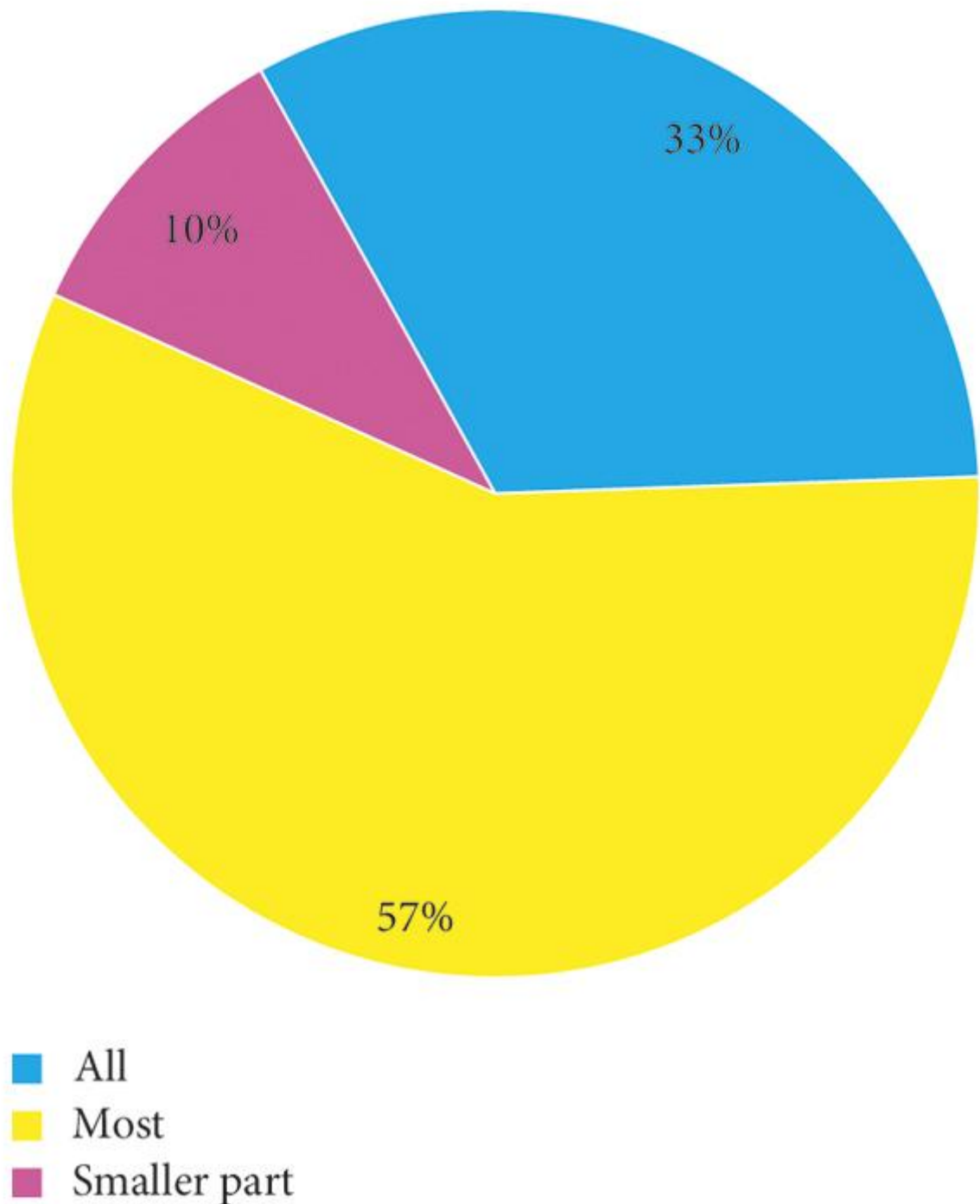
as courseware download and online testing. In the courseware download center, students can download their own teaching courseware anytime and anywhere according to their learning progress, to realize personalized learning to the maximum extent. In the online test column, teachers upload various types of test questions, which are classified according to the degree of difficulty. Students can choose different types of test questions according to their English level. Table 1 shows the role of interactive teaching mode based on the IoT.

### **Table 1\_**

The function of interactive teaching mode.

As shown in Table 1, the students are very satisfied with the interactive teaching mode. 80% of the students think that the teaching mode is very effective.

First of all, the teacher establishes a WeChat group with the class as the unit and elects a manager to maintain the daily affairs in the WeChat group. Secondly, teachers should formulate a set of group rules according to students' requirements or actual situation. For example, in the WeChat group, English must be used for communication. In addition, the biggest advantage of the WeChat group is that it can create a positive and relaxed learning atmosphere for students. Then they can learn English with an entertainment attitude. Figure 2 shows students' knowledge in class after the experiment.



**Figure 2\_**

Students' mastery of knowledge in class.

As shown in Figure 2\_, the situation of students' classroom knowledge has changed. After receiving the teaching, 57% of the students think they have mastered most of the English classroom knowledge, and 33% of the students think that they have

mastered all English knowledge, and a small part of the students think they have mastered a small part of the knowledge.

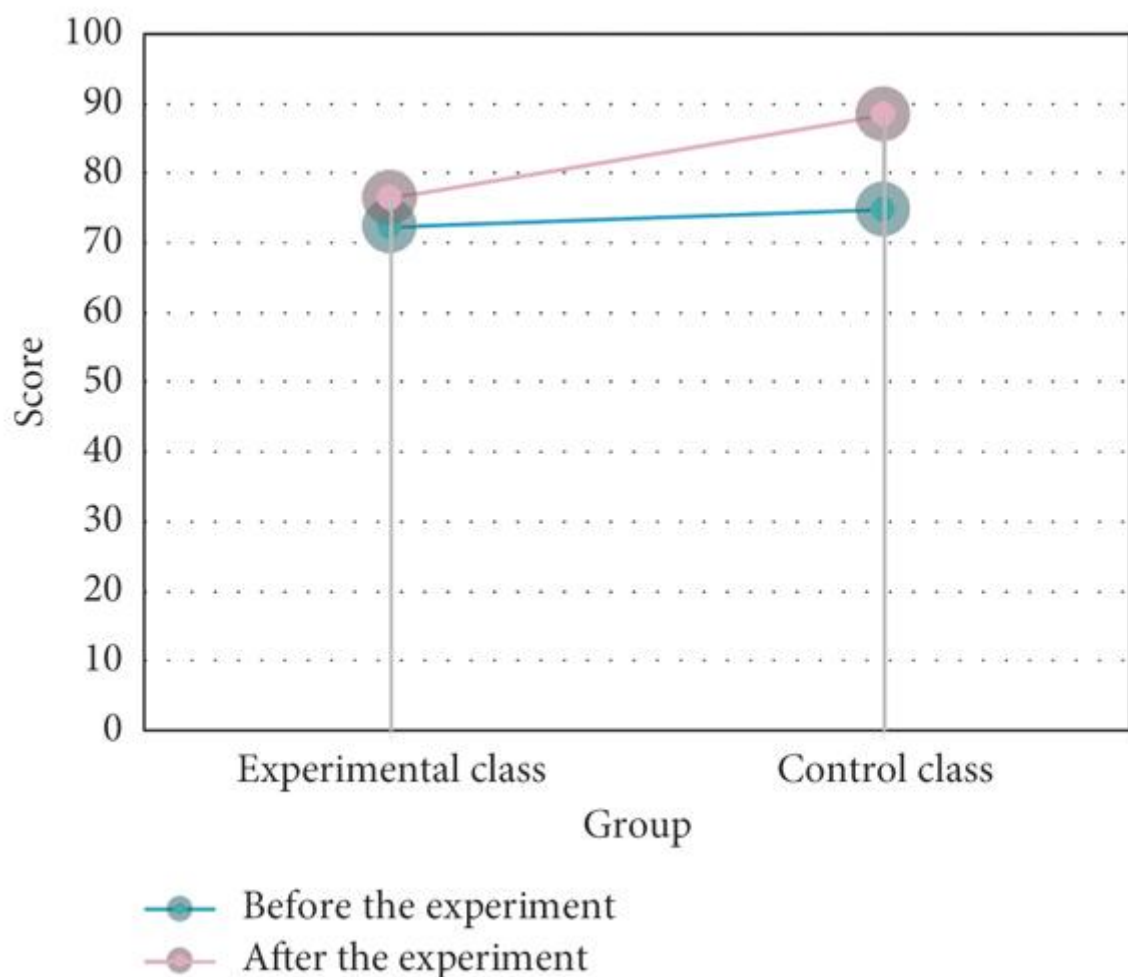
#### 4.2. Test Average Scores of the Two Classes before and after the Experiment

The experimental results of the two classes are not accurate enough to avoid the experimental results. And the number of students in these two groups is the same, and the consistency of the experimental samples should be kept as much as possible. Table 2 is a comparison of basic information of students.

**Table 2\_**

Two classes of student's basic situation questionnaire.

The average scores of the two classes before and after the experiment are shown in Figure 3.





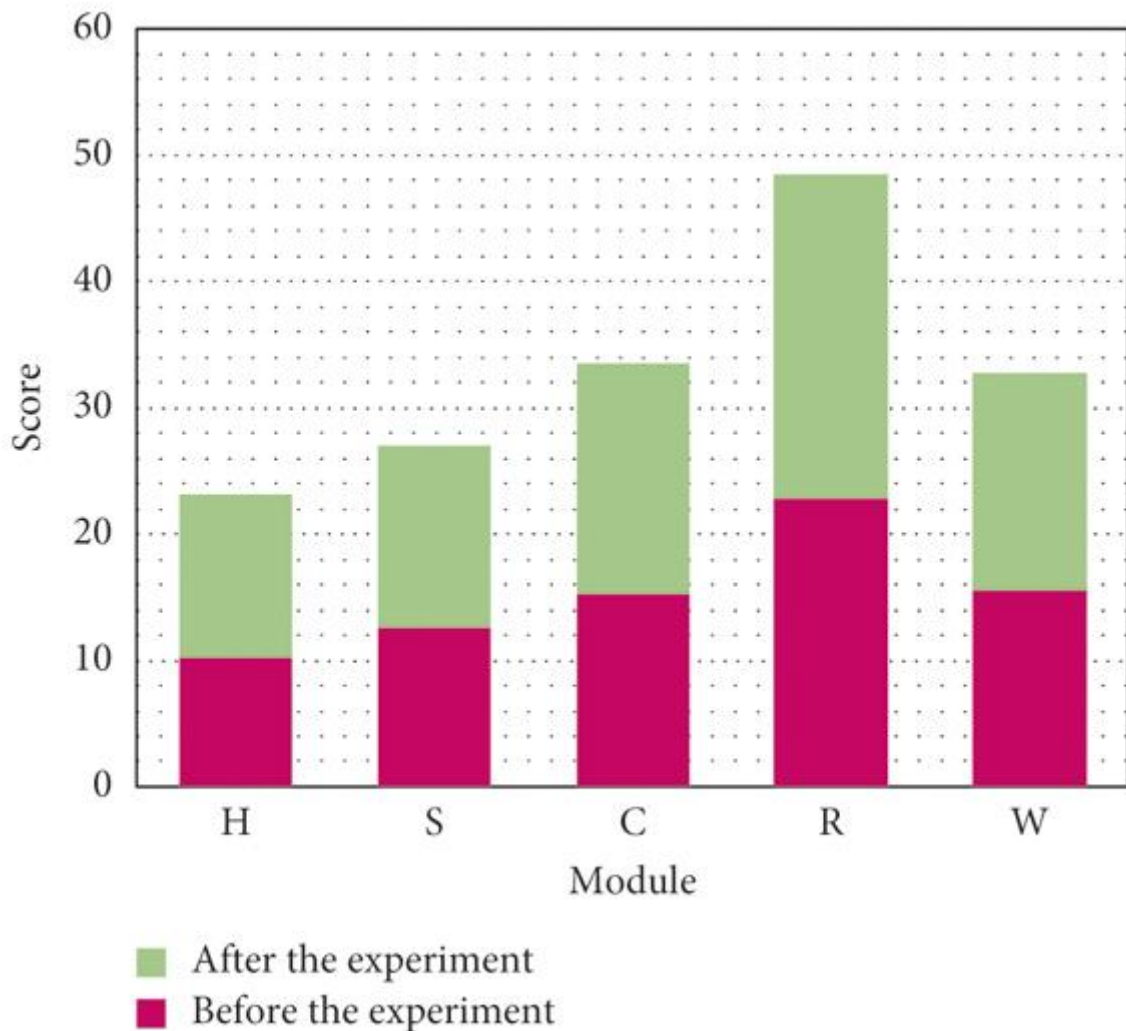
### **Figure 3\_**

Changes in student average scores.

Analysis of the data in the chart shows that, after the experiment, the average English scores of the two classes have increased to varying degrees. Compared with the pretest, the average score of the posttest has increased by 13.6 points, and compared with the pretest, the average score of the control class increased by 4.2 points.

#### **4.3. Comparative analysis of the Scores of each part of the experimental group before and after the experiment**

Under the background of the new curriculum reform, the demand for updating College English teaching mode is increasing to strengthen the construction of interactive teaching mode. Teachers' recognition of interactive teaching has been improved. In addition, the teachers interviewed all mentioned that today's students generally have a smart phone, and they also have computers at home. Even if they do not, the school's computer room can start the borrowing scheme to meet the students' learning needs after class. The hardware facilities for experimental teaching are not a problem. The English test paper is divided into five parts: listening (H), single choice (s), cloze (c), reading comprehension (R), and written expression (W). The scores of each part of the experimental group before and after the experiment are compared as shown in Figure 4.



**Figure 4\_**

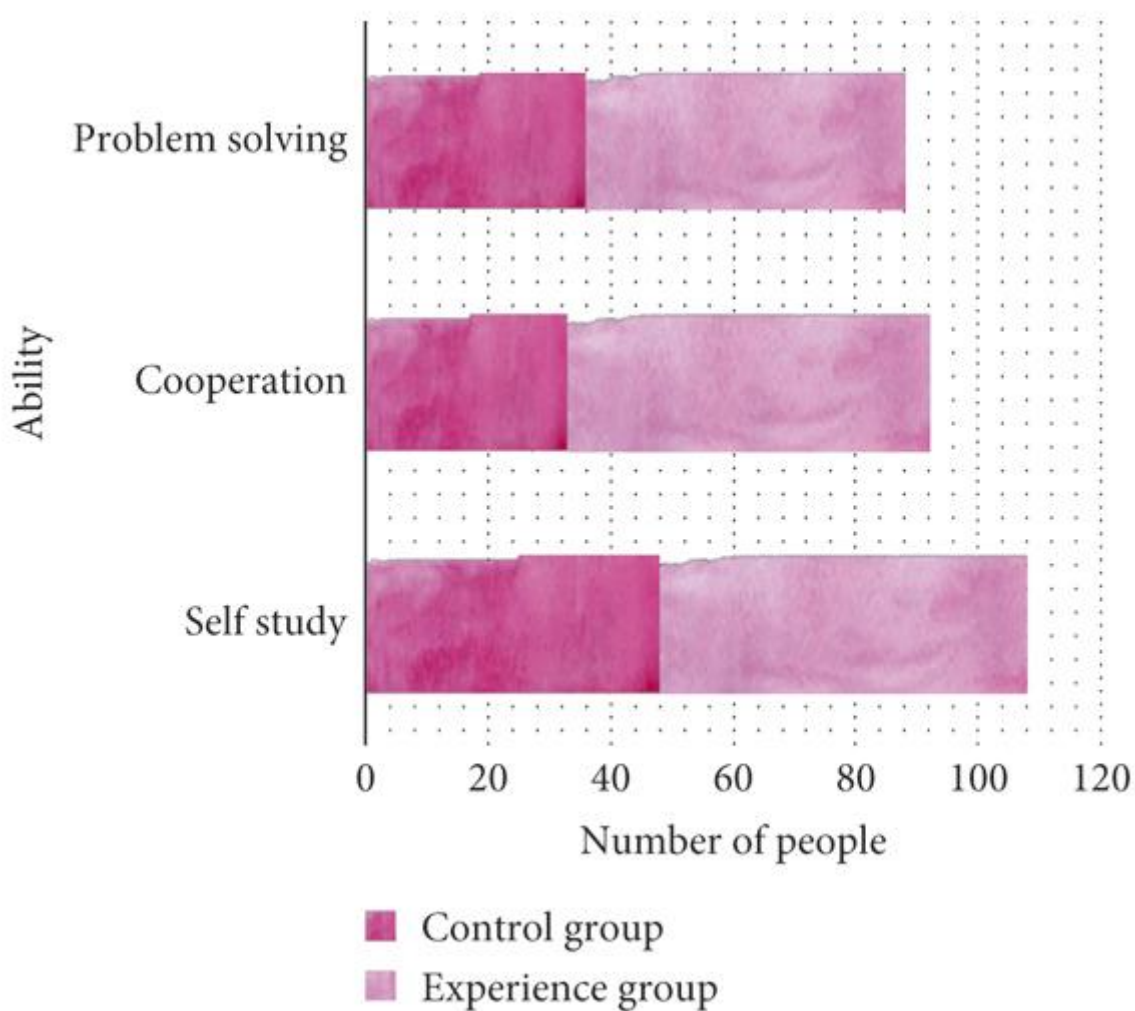
Before and after the experiment, the scores of each part of the experimental group.

The scores of all parts of the experimental class students have increased; the most obvious is that the scores of cloze and reading comprehension have increased the most. In the test before the experiment, the average listening score of the experimental class is 10.3, and after the experiment, the average score of listening has increased to 12.9. By using the interactive teaching method and the overall method of hearing and writing, pupil hearing has improved significantly and the teaching result has improved significantly. Prior to the experiment, the average score of pupils' written expressions in the experimental class was 15.6 and the average score of pupils' written expressions after the experiment was 17.1. The

score in the unit of one selection was also increased from 12.6 before the test to 14.4.

#### 4.4. Ability Analysis and Comparison of Teaching Mode

The content of the interview mainly focuses on students' self-evaluation, cognition, cooperation, and problem-solving ability. Figure 5 shows the ability analysis and comparison of CE interactive teaching mode based on the IoT.



**Figure 5\_**

Capability analysis and comparison of CE interactive teaching mode based on the IoT.

From the figure, we can know that the experimental groups are better than the control group in self-study, cooperation, and problem-solving ability under the new teaching mode environment. College English interactive teaching provides a new learning method. Therefore, all students can participate in learning and stimulate students' learning motivation and belonging in learning and promote the friendship among students. Therefore, the interactive method is bound to be welcomed by students.

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### *5. Conclusions*

Although this study has its inevitable limitations, under the guidance of the interactive teaching methods, it can improve students' writing level. This study can be used as a supplement to interactive case analysis to help develop interactive cases. This study can also serve as an example for College English teachers. Most importantly, it can also provide materials for students and teachers to further study English teaching. It can be seen that the interactive teaching method is effective for the improvement of performance.

Both teachers and students must understand autonomous learning correctly. As a teacher, its leading role cannot be ignored; otherwise students will lose control of learning, because modern educational technology is not only a teaching tool but also an entertainment tool. If used improperly, it may backfire. Students should not regard "independent learning" as "free learning," nor should they believe that they are not restricted by teachers and can do whatever they want. On the contrary, students should realize that "successful learners usually have strong self-management abilities." They not only have the skills and strategies to participate in various learning activities and solve various learning difficulties, but also can choose their own learning methods according to the specific learning tasks. This is the real self-learning. Only in this way can the Internet of Things assisted learning achieve the desired effect.

Teachers can upload the online materials and exercises they collected to the IoT through the upload function. Students can choose their own English learning

resources. This learning method can significantly improve student achievement. Book selection is often guided by the teacher. Because it is different in the same class, with each student's learning ability and learning progress, the book does not fully meet the class to learn English. A large number of after-school learning opportunities make up for the lack of classroom books, and students can have more time to interact in class.

### **Interactive Classroom Activities**

Students learn through their participation in the attainment of knowledge by gathering information and processing it by solving problems and articulating what they have discovered. Each activity below provides students with opportunities to deepen their learning by applying concepts and articulating new knowledge and many of these activities also provide the instructor feedback about the students' learning.

### **Entry/Exit Tickets**

Entry & Exit tickets are short prompts that provide instructors with a quick student diagnostic. These exercises can be collected on 3"x5" cards, small pieces of paper, or online through a survey or course management system.

- Entry tickets focus student attention on the day's topic or ask students to recall background knowledge relevant to the day's lesson: e.g., "Based on the readings for class today, what is your understanding of \_\_\_\_\_?"
- Exit tickets collect feedback on students' understanding at the end of a class and provide the students with an opportunity to reflect on what they have learned. They can be helpful in prompting the student to begin to synthesize and integrate the information gained during a class period. For example, a muddiest point prompt: "What was the muddiest point in today's class?" or "What questions do you still have about today's lecture?"

Advantages of entrance and exit tickets include: participation of each student, prompt for students to focus on key concepts and ideas, a high return of information for the amount of time invested, important feedback for the instructor that can be useful to guide teaching decisions (e.g., course pacing, quick

clarification of small misunderstandings, identification of student interests and questions).

### **Free Writing/Minute Paper/Question of the Day Exercise**

These are activities that prompt students to write a response to an open question and can be done at any time during a class. Writing activities are usually 1-2 minutes, and can focus on key questions and ideas or ask students to make predictions. These activities give students the opportunity to organize their own thoughts, or can be collected by the teacher to gain feedback from the students. Advantages include developing students' abilities to think holistically and critically, and improving their writing skills.

### **Ice Breakers**

Ice Breakers are low-stakes activities that get students to interact and talk to each other, and encourage subsequent classroom interactions. They can be useful at the beginning of the semester: for example, asking students to introduce themselves to each other and what they would like to learn in the course. Advantages of icebreakers include: participation of each student, the creation of a sense of community and focusing students' attention on material that will be covered during the class period.

### **Think–Pair–Share**

This type of activity first asks students to consider a question on their own, and then provides an opportunity for students to discuss it in pairs, and finally together with the whole class. The success of these activities depends on the nature of the questions posed. This activity works ideally with questions to encourage deeper thinking, problem-solving, and/or critical analysis. The group discussions are critical as they allow students to articulate their thought processes.

The procedure is as follows:

1. Pose a question, usually by writing it on the board or projecting it.
2. Have students consider the question on their own (1 – 2 min).
3. Then allow the students form groups of 2-3 people.

4. Next, have students discuss the question with their partner and share their ideas and/or contrasting opinions (3 min).
5. Re-group as a whole class and solicit responses from some or all of the pairs (3 min).

Advantages of the think-pair-share include the engagement of all students in the classroom (particularly the opportunity to give voice to quieter students who might have difficulty sharing in a larger group), quick feedback for the instructor (e.g., the revelation of student misconceptions), encouragement and support for higher levels of thinking of the students.

### **Case Studies and Problem-Based Learning**

Case studies are scenarios that apply concepts learned in class to a “real-life” situation. They are usually presented in narrative form and often involve problem-solving, links to course readings or source materials, and discussions by groups of students, or the entire class. Usually, case studies are most effective if they are presented sequentially, so that students receive additional information as the case unfolds, and can continue to analyze or critique the situation/problem.

Guiding questions lead students through the activity. The questions should be designed to develop student’s critical thinking by asking students to distinguish between fact and assumptions, and critically analyze both the process they take in solving the case study as well as the solution itself. Example questions include:

- What is the situation? What questions do you have?
- What problem(s) need to be solved? What are some solution strategies? Evaluate pros/cons and underlying assumptions of these strategies.
- What information do you need? Where/how could you find it?
- What criteria will you use to evaluate your solution?

There are many collections of case studies publically available in a variety of disciplines.

Problem-based learning activities are similar to case studies but usually focus on quantitative problems. In some cases the problems are designed to introduce the material as well as provide students with a deeper learning opportunity.

The advantages of problem-based learning activities and case studies include developing students problem solving and decision making skills, develop student's critical thinking skills encouraging critical reflection and enabling the appreciation of ambiguity in situations.

### **Debate**

Engaging in collaborative discourse and argumentation enhances student's conceptual understandings and refines their reasoning abilities. Stage a debate exploiting an arguable divide in the day's materials. Give teams time to prepare, and then put them into argument with a team focused on representing an opposing viewpoint. Advantages include practice in using the language of the discipline and crafting evidence-based reasoning in their arguments.

### **Interview or Role Play**

Members of the class take the part or perspective of historical figures, authors, or other characters and must interact from their perspective. Breakdown the role play into specific tasks to keep students organized and to structure them so that the content you want to cover is addressed. Preparation work can be assigned for outside of class, so clearly communicating your expectations is essential. Advantages include motivation to solve a problem or to resolve a conflict for the character, providing a new perspective through which students can explore or understand an issue and the development of skills, such as writing, leadership, coordination, collaboration and research.

### **Interactive Demonstrations**

Interactive demonstrations can be used in lectures to demonstrate the application of a concept, a skill, or to act out a process. The exercise should not be passive; you should plan and structure your demonstration to incorporate opportunities for students to reflect and analyze the process.

1. Introduce the goal and description of the demonstration.
2. Have students think-pair-share (see above) to discuss what they predict may happen, or to analyze the situation at hand ("pre-demonstration" state or situation).
3. Conduct the demonstration.



4. Students discuss and analyze the outcome (either in pairs/small groups, or as a whole class), based on their initial predictions/interpretations.

Advantages of interactive demonstrations include novel visualizations of the material and allowing students to probe their own understanding by asking if they can predict the outcome of the demo. They are also a venue for providing applications of ideas or concepts.

### **Jigsaw**

A Jigsaw is a cooperative active learning exercise where students are grouped into teams to solve a problem or analyze a reading. These can be done in one of two ways – either each team works on completing a different portion of the assignment and then contributes their knowledge to the class as a whole, or within each group, one student is assigned to a portion of the assignment (the jigsaw comes from the bringing together the various ideas at the end of the activity to produce a solution to the problem). In a jigsaw the activity must be divided into several equal parts, each of which is necessary to solving a problem, or answering a question. Example activities include implementing experiments, small research projects, analyzing and comparing datasets, and working with professional literature. The advantages of the jigsaw include the ability to explore substantive problems or readings, the engagement of all students with the material and in the process of working together, learning from each other, and sharing and critical analyzing a diversity of ideas.

### **Conclusion**

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Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. With this aim, various speaking activities such as those listed above can contribute a great deal to students in developing basic interactive skills necessary for life. These

activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them.

All in all, when planning a speaking skills lesson, be aware that using language in speech is not necessarily practice of speaking as a language skill. Developing the range of competencies that make 'a good speaker' takes focus on the ways that we speak to different people, and the ways we construct what we are saying. This is independent from the grammar and vocabulary we use in real life, so should be kept separate from pure language input in the language classroom.

Latest trends like educational technology, personalized learning, and gamification have revolutionized classrooms. Teachers need to adopt new teaching methods to bring out the best in students.

The interactive teaching approach blends modern pedagogies, active learning, and EdTech tools. There are many advantages of interactive teaching methods. You can ensure maximum engagement and participation of students by applying interactive teaching strategies. Brainstorming, buzz sessions, interactive teaching games, and Q&A are some examples of interactive teaching activities. You can also use online interactive teaching tools and apps to make interactive lessons.

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