

# Enhancing English Language Teaching through Interactive Learning Activities

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## Abstract

*The effectiveness of interactive learning activities in improving English Language Teaching (ELT) in various educational situations is examined in this research. It looks at different interactive approaches, such as cooperative learning, task-based learning, and communicative language education, and emphasizes how beneficial they are for improving language proficiency, communication abilities, and student engagement. This study emphasizes the significance of integrating interactive components into ELT curriculum design and classroom instruction, drawing on both theoretical frameworks and empirical data. Future research directions and their practical implications for educators are also covered.*

*The process of teaching English to non-native speakers is called English Language Teaching (ELT), sometimes referred to as English as a Foreign Language (EFL) or English as a Second Language (ESL). It includes speaking, listening, reading, and writing, among other language skills. Through the facilitation of language acquisition and competency, English language learners will be better equipped to communicate in the language for a variety of contexts, including social engagement, professional progress, academic research, and cross-cultural interchange. Both official educational environments like classrooms, universities, and language centers, as well as more casual ones like online resources, language exchange programs, and individual tutoring, can be used for English language teaching (ELT).*

**Keywords:** Practical Implications, Theoretical framework, professional Advancement.

## Innovation in English Language Teaching

There is innovation everywhere. In contemporary culture, the word "innovation" has come to represent a quick fix for a significant discovery. Like any slang term, however, innovation's actual meaning has been twisted. Any company's values should be centered around innovation. Widening stage enterprises, in particular, are urged to think creatively and unconventionally in order to solve difficulties. However, in order to innovate effectively, we need to clear up any confusion surrounding the phrase and define what it isn't. The following is by no means an exhaustive discussion, but I think we may better understand how innovation actually functions if we can expose some common misconceptions about it.

Around the world, language instruction at all levels heavily incorporates technology. Advances in Language Learning Technologies have contributed to the growth of self-motivated learners who achieve their desired outcomes and remain inspired. The following are some benefits of language learning technologies:

1. Engagement
2. Improvement in Academic Ability
3. A Paradigm Shift in Teaching and Learning
4. An Assessment Shift
5. Collaborative Learning Enhancement
6. Lower Learning Anxiety Level

### **Digital Platforms**

When we talk of Innovations in English Language Teaching, we think of these online resources:

1. Facebook
2. Edmodo
3. Moodle Cloud
4. Schoology
5. Google Classroom

With the help of digital platforms, educators and students can build a space where they can collaborate, host classes on the cloud, ask questions to improve learning, and construct several assessment kinds. A corpus is an assembly of written works. Electronic authentic language databases that can be accessed online or as desktop software are referred to as corpora, the plural form of the word corpus. These days, corpora are available for research purposes to examine linguistic frequencies, structures, etc. The following are a few tools made possible by text analysis:

1. Linguee
2. Vocabulary Profilers
3. TOEIC Word Lists
4. New General Service List and Academic Word List

Teachers can now communicate with other educators through the Internet in order to seek realizations that will improve their own and their students' lives. Online professional development courses are offered; some need payment for participation, while others are free. Many of us now have the ability to access the internet and a vast array of apps while on the road thanks to the advancements in mobile technology and the proliferation of smartphones.

There are several methods to communicate online with people outside of the classroom; these are a few of the most popular methods.

1. You can collaborate on tasks using Skype when you're not there. You can easily share collaboration with the people who matter to you, no matter where they are, with Skype's text, voice, and video features.

2. Zoom provides feature-rich mobile apps for iOS and Android, full screen and gallery view, HD video, HD Voice with essential voice identification, and binary stream for binary screens.

### **Digital Resources**

There are many different digital resources available for authentic materials. Here are a few that you should look into:

1. Voice of America English News
2. Youtube
3. Facebook

Video conferencing (VC) is still a very sensible approach to allow students to work together remotely and to welcome guests into the classroom.

### **Video Conference Helps to:**

1. Expose learners to local English speakers and for facilitating artistic exchanges.
2. Bring specialist English teachers into classrooms for face to face teaching.

Numerous free options are available for use, including FaceTime, ooVoo, Skype, iChat, and Flash Meeting, all of which are cost-free and devoid of advertisements. Do some research on those tools and let us know which one you would utilize in the event that a video conference was required in the classroom. These days, game-based learning necessitates the use of video and computer games that are particularly designed to produce learning outcomes. It is made with the subject matter and gameplay in mind, and then evaluates the learner's capacity to hold back and apply what they have learned to a real-world story.

Digital Game-Based Learning is appealing to students with the following elements:

1. Competition that provides motivation for students to start and finish the game.
2. Engagement means that students want to play and have fun.
3. Immediate Rewards help learner's comeback for more.
4. Immediate Reinforcement and Feedback must be instantaneous.

The majority of kids in many areas of the world who have grown up with computers and games understand this, and the idea of utilizing increasingly "smart" mobile phones for "digital play" is well-known. Some teachers are utilizing video games into their classes in order to profit from their kids' use of this kind of technology.

Look for some tasty games that might be used in an English classroom to help students become more focused on the subject.

There is no denying the prevalence of mobile technology or the fact that smartphones and their features are significantly more interesting than middle class. One of the most popular places to download applications and look for the best ones to help language learners advance their language skills is the Playstore or App Store. How can we select such apps from among the hundreds of ones that are available online?

A formal or informal education program that blends traditional classroom techniques with online digital media is known as blended learning. Both the teacher and the student must be present in person, and the learner has some degree of control over the path, time, location, and pace.

Modern evaluations aim to examine a wide range of skills, which is reflective of our contemporary beliefs about teaching and learning. For instance, it can involve evaluating the pupils' aptitude for:

1. To participate in a pair work oral activity.
2. To skim a text and quickly look for key information.
3. To tell a story.
4. To follow instructions.
5. To plan and organize an article.
6. To write for a specific group or genre.

In the context of educational technology, a virtual learning environment (VLE) is a Web-based platform used for the digital components of courses, typically offered by educational institutions. VLEs normally

1. Allow participants to be organized into cohorts, groups, and roles.
2. Present resources, activities, and interactions within a course structure.
3. Provide for the different stages of assessment.
4. Report on participation, and have some level of integration with other institutional systems

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