Interactive Teaching: Activities and the Use of Technology in EFL Classroom

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ABSTRACT
A variety of technologies are all around us in our homes, offices, and schools. Today, students are familiar with number of applications of computer network technology such as multimedia, email, electronic journals, databases, World Wide Web, chat, blog, audio social media and video conferencing etc. Technology plays a positive role in promoting activities and initiatives of the students in English classroom. Interactive teaching and technology put the emphasis on communication, interaction, and discussion between teachers and students as well as the positivity of teachers and students in the teaching and learning process. The fact that by providing technology and applying interactive teaching can make the students be active and creative so that the teacher should know how to provide the technology in teaching and learning process. The aim of this paper is to explore some activities in interactive teaching and provide how to apply them in EFL classroom by providing the use of technology such as digital storytelling, podcast, clipped students, conversation analysis from YouTube, apposite arguments, and Powtoon.

Keywords: interactive teaching; technology; activity

INTRODUCTION
Technological innovations have gone hand –in hand with the growth of English and are changing the way in which we communicate. Language learning also appears to influence the development of communicative skills. In fact, computers can offer foreign language learners more than drills; "they can be a medium of real communication in the target language, including composing and exchanging messages with other students in the classroom or around the world" (Oxford, 1990, p. 79). By involving in an email exchange with a native speaker, learners receive plenty of authentic target language input from their exchange partner while maintaining the unrehearsed communicative context. Interactive teaching is not something new or mysterious. When the teacher asks questions in class, assign and check homework, or hold class or group discussions, it means the teacher already teaches interactively. Interactive teaching is just giving students something to do, getting back what they have done, and then assimilating it yourself, so that you can decide what would be best to do next. According to Butefish (1999, as cited in Wang & Zhu, 2013) , interactive teaching is the process whereby teachers and students communicate for the successful completion of a learning task. The emphasis in this description should be on communication which has been support by Mathias (1997), "Communication between the teacher and learner is made interactive".

Today, students are familiar with number of applications of computer network technology have been utilized such as multimedia, email, electronic journals, databases, World Wide Web, chat, blog, audio and video conferencing etc. It's proved that multimedia technology plays a positive role in promoting activities and initiatives of student and teaching effect in English class. Jonnassen, Peck, & Wilson (1999) suggested that the learning necessary for our technological future will have five characteristics: active, constructive, intentional, authentic, and cooperative. The fact that by providing technology and applying interactive

teaching can make the students be active and creative so that the teacher should know how to provide the technology in interactive teaching. The aim of this paper is to make the concept of interactive teaching clear, explain some activities in interactive teaching and provide how to apply them in EFL classroom by providing the use of technology.

RESULTS AND DISCUSSION

Interactive Teaching

According to Chang, Jones & Kunnemeyer (2002), the interactive teaching has shifted the focus of teaching from the teacher and teaching materials to the learners and learning outcomes. Meanwhile, Wang & Zhu (2013), interactive teaching directs the students into the learning process. The position of student is participant not just embracer. It was found that the interactive teaching makes the students become the center of learning by a series of learning activities. The students pay more attention to what they have learnt not just the teachers have taught. Its effect on learning is better than the traditional teaching approach. Abrahamson (2006) argued that interactive teaching is the teaching method which is just giving students something to do, getting back what they have done, and then assimilating it yourself, so that what would be best to do next can be determined. Through Abrahamson's definition, it can be seen that the interactive teaching requires build interaction that is communication between the students and the instructors in teaching process, and the purpose is to direct the instructors to do effective teaching. Good lecturers are interactive lecturers. In my opinion, interactive teaching put the emphasis on the intercourse, communication, interaction, discussion between teachers and students as well as the positivity of teachers and students in the teaching and learning process. There is variety of interactive teaching and learning strategies as well as many ways to group and classify methods respectively. One option is to divide them into five basic groups: a) problem solving approaches and methods; b) collaborative learning approaches and methods; c) discussion-methods; d) role play, simulations, games; e) interactive assessment. Often it is a combination of different mentioned above strategies that is implemented.
by the teachers.

Technology in EFL Classroom

According to Roblyer (2003), technology may enable the learner to be more actively involved in his or her own learning. While technology may enhance the classroom and engage today's student more effectively, most do not believe it replaces the need for a structured, content-driving learning process that is grounded in theory. To be effective, technology-based tools must accompany appropriate pedagogy (Laurillard, 2002). Technology facilitates the storage, transmission, and retrieval of information in multimedia on an individualized, interactive basis (Romano, 2003): In an information age, technology could be regarded as a vital way to keep up-to-date in terms of accessing and communicating information. (King 2003, p. 5) affirms that: Educational technology application and innovation hold the potential to greatly impact educational practice; as we consider such application, we face an opportunity to truly transform our perspectives of the profession, our paradigms of what learning experiences are like, and our dreams of what can happen.

The emergence of new technology and research about how people think is changing the classroom. New generations of educational technology are moving towards models and theories that are expected to provide the insights necessary to advance educational technology research in promising new directions (Samaras, Giouvanakis, Bousiou, & Tarabanis, 2006, as cited in Sessoms, 2008). There are some reasons why the teacher should use technology: it improves instruction, computers are mindtools, new technologies challenge us to rethink our students` work, it offers exciting opportunities for critical thinking, and technology can help us meet

students at their appropriate reading and learning level. here may be several reasons why instructors ultimately adopt technology for classroom use. Burbules & Callister (2000) in suggest technology can be used well or poorly, and thus its effectiveness is dependent on how it used, by whom and for what purpose. Instructors use varying amounts of technology in their classes. For example, some professors utilize PowerPoint slides or similar technology extensively or moderately throughout a course, while others seldom or never use technology. For some, it may help them to create better organized, more focused lectures. For others, they believe that the use of technology benefits students by engaging them more in the classroom and allowing them to listen more closely without transcribing every word that is spoken.

Providing Technology in Interactive Classroom Activities

Digital Storytelling

Digital storytelling is a multimedia text incorporating images complemented by a narrated soundtrack to tell a story. It encourages students to engage with each other. It provides students with a variety of modes that they can use to find and use their own authorial voice through multiliteracies. Thus, it is an application used to explore multiliteracy and can be applied to the EFL context (Gillespie, 2009). The types of digital stories can be categorized into the following three major groups: 1) personal narratives: stories that contain accounts of significant incidents in one's life, 2) historical documentaries: stories that examine dramatic events that help to understand the past, and 3) stories designed to inform or instruct the viewer on a particular concept or practice.

Condy et al. (2012) argued that digital story is a multimedia text incorporating still images complemented by a narrated soundtrack to tell a story or present a documentary that can propose students to interact with each other. Moreover, Anggeraini & Afifah (2017) developed digital storytelling as the teaching media of reading short stories. It can be concluded that this media can help the students understand the main point of the short stories, improve the students` reading score, and rise their interest to read short stories. To sum up, the digital story telling can be used in order to motivate the students in learning English and make the teachers to be creative in designing the meaningful digital storytelling.

Podcast

Dudeney & Hockly (2007, p.86) stated that podcast is an audio and/or video file that is 'broadcast' via the internet and can be downloaded to a computer or mobile device such as MP3 player for listening/viewing. Podcasting has a significant potential as a modern learning tool for English learners. It can be used to record English teacher's lesson or a student conversation. It can be used to create a homework assignment or even be part of a test. Students can use podcasts to interview each other about what they learned during the week. They can create a newscast, hold a debate, or run a radio show. Students could read their own essays or stories. Podcasts can also be used to record guest speakers and make their presentations available online. It is already widely utilized in language learning, especially for offering authentic content and the act of recording it. The teacher also can upload some podcasts and use them in listening and speaking activities.

Clipped Students

Sketchley (2013) stated that one of the activities by providing video in EFL classroom that is clipped students. The teacher can follow these instructions:

- Ask learners to record 2 second clips with their phones or tablets related to their day – it could be a recording of the street, a weekend trip or an object.
- During the academic term or few weeks you may have them, they will start to collate a lot of 2 second clips. Make sure

you have access to a laptop or computer so that you can start to save their video files for editing later.

- Hopefully with all the submission of video files during the day, you will be able to create a video composition. Use basic video editing software such as iMovie or Windows Movie Maker and add some generic background music.
- You could use the video as a presentation for the school with new students or show it as part of an end of year/term party. The students will find this incredibly motivating and fascinating to watch.

Conversation Analysis from YouTube

According to Watkins & Wilkins (2011), YouTube and other online videos are most immediately observed through sight and sound, creative teachers can easily find new ways to use them in listening and speaking or English conversation classes. YouTube is a video-sharing website in which the content has been uploaded by individuals, organizations and some media corporations. Users of the site can watch, download and upload an unlimited number of videos. Conversation analysis from YouTube is well suited for intermediate to advanced students, and it can create a heightened awareness of effective conversation techniques as well as common conversation problems that can be avoided. In the activity, students view teacher-selected clips (or browse YouTube and select clips for themselves) that demonstrate effective or ineffective conversational techniques to reinforce material taught in class. For example, students can find film or TV clips featuring conversations that suffer because of a lack of follow-up or clarification questions. Alternatively, students might search for videos in which a conversation is effective because the members are supportive by using phrases to elicit more information from each other. By searching through YouTube conversations for targeted discussion techniques, students are critically evaluating discourse and immersing themselves in English. Student effort can be assessed by the number of illustrative conversations found on YouTube and how well the conversations demonstrate concepts discussed in class.

Opposite Arguments

This activity provides pair students up who disagree about an answer to an opinion question given by discussing a hot topic in social media status. Have them debate, representing the side they originally believed to be wrong. Having students examine an opinion contrary to their own will force them to think critically about arguments on both sides and will lead to a broader understanding of the topic under discussion. This activity can build students` critical thinking.

Using Powtoon

One of the animation programs used for this concern is Powtoon (www.powtoon.com). It is a web-based animation software that allows teachers to quickly and easily create animated presentations by manipulating pre-created objects, imported images or videos, provided music and user created voice-overs making the teaching- learning process more engaging and enjoyable for students. It not only uses slides to which text and images can be added to, but it also allows animation and the incorporation of sound or music, available in the same application or through an external source. The result is a product that mixes the look or the appearance of a PowerPoint Presentation with a comic book. Pais, Nogues, and Munos (2017) conducted both qualitative and quantitative research and concluded that Powtoon was a motivating tool used to create interactive materials through animation and videos and it could develop the ICT related abilities.

CONCLUSION

Teaching without interaction is not effective. The interaction has been treated as one of the most important characteristics of education, training and more generally of learning. So the interactive teaching is very important

pedagogical practice in teaching process. Interactive teaching and technology put the emphasis on the intercourse, communication, interaction, discussion between teachers and students as well as the positivity of teachers and students in the teaching and learning process. There some activities deal with technology that the teachers can use in interactive teaching which is digital storytelling, podcast, clipped students, conversation analysis from YouTube, apposite arguments, and Powtoon.

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