

## The Role of Interactive Methods in Teaching English from the Perspective of Intermediate stage school English Teachers

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### Abstract

This study aims to identify the role of interactive methods in learning English from the perspective of middle school English teachers, given the importance of these methods in improving the educational process and increasing its effectiveness. The researcher adopted a descriptive approach, deemed most suitable for the nature of the study. The study sample consisted of 60 middle school English teachers. Data was collected using a questionnaire designed based on previous studies related to the research topic, with the goal of measuring teachers' opinions on the effectiveness of interactive methods in teaching English. The study's findings indicate that the use of interactive methods, such as group work, discussion, educational games, and participatory classroom activities, significantly contributes to enhancing student participation in the classroom. The results also showed that these methods increase students' motivation to learn and help develop their various language skills, particularly speaking and listening. Furthermore, teachers' opinions confirmed that interactive methods make lessons more dynamic and engaging, and help build a positive learning environment based on interaction and collaboration between teachers and students. Based on these findings, the study recommends encouraging English language teachers to adopt interactive teaching methods and providing them with the necessary training courses to support their implementation.

**Keywords:** Interactive methods, English language, Intermediate Stage

## 1-Introduction

English is of great global importance, making it essential for teachers to use effective teaching methods to facilitate language acquisition. Interactive methods have emerged as a powerful tool in English language teaching, offering numerous benefits to both students and teachers. This article explores the role of interactive methods in teaching English, promoting active learning and fostering understanding, with a focus on cultural linguistic competence and engagement. The role of interactive methods in enhancing teaching effectiveness has garnered significant attention in the world of education. As traditional teaching methods continue to evolve, teachers recognize the need to actively engage students in the learning process. This article explores the importance of interactive methods in teaching and offers insights into how to effectively integrate these methods to enhance teaching outcomes. By promoting student engagement, fostering critical thinking, and facilitating personalized learning experiences, interactive methods prove to be invaluable tools for teachers seeking to improve their teaching practices. As a result of the rapid developments imposed by the information age and modern technology, educational development is essential. This necessitates finding new and advanced methods to enhance the use of technology in education. Furthermore, it is crucial to develop teachers' technological skills and competencies. Given the importance of English in our time, it has become imperative to embrace modern developments and globalization, enabling teachers to utilize all modern technological applications, improve the educational process and its outcomes, and produce knowledge in new ways. Therefore, it has become essential to recognize the importance of teachers using all types of modern technology in various teaching and developmental activities (Al-Sarwar, 2018). Educational technologies are considered an essential part of the educational process. Teachers' need to use educational technologies is increasing daily, as these technologies contribute to effective learning and improved teaching quality. Saving time and effort, and making education a continuous process, the use of interactive methods in the educational process helps overcome the problems and difficulties of effective teaching and transforms modern technology into a means of transferring educational experiences. It also contributes to overcoming the problem of curriculum overload and school dropout, and helps in educational planning. Furthermore, it helps address the shortage of qualified personnel and equipment in educational resources and learning materials by disseminating these skills and providing model lessons. It also helps increase student concentration and attention, and addresses the problem of distraction by providing resources that attract and stimulate their interest (Al-Anzi, 2008).

### 1-2 Problem Study

English is a major subject that presents a challenge for many students. Learners often encounter difficulties in learning English due to the limited variety of interactive teaching methods in the classroom, which are fundamental to language learning. Therefore, the use of effective teaching methods becomes particularly important for learning and mastering English. It has become essential to employ modern interactive methods as a means to improve student understanding and raise their educational level. Our educational communities face significant challenges in improving the quality of English language teaching, especially at the intermediate level. Interactive teaching methods are therefore a potential way to enhance student understanding and

motivate them to learn English. This study explores the impact of adopting interactive methods in teaching English from the perspective of intermediate-level English teachers. English is one of the most important global languages, relied upon in education, scientific research, and the job market. Despite the significant efforts made in teaching English in Arab schools and universities, many learners still face difficulties in learning and acquiring basic language skills (Bakir, 2025)

### 1-3 Objective of study

This research aims to identify the role of interactive methods in teaching English from the perspective of middle school teachers.

### 1-4 Limits of study

-Objective Limit: The role of interactive methods in teaching English from the perspective of intermediate stage school English teachers.

-Place Limit: middle schools in Ramadi city in Al- Anbar governorate.

-Time Limit: The research covered one academic year

### 1-5:- definition of study terms

#### :-The Concept of Interactive Methods

1-This is a method or form of effective teaching that enables the teacher to instill knowledge, provide guidance, and modify or develop students' mental abilities. It relies on students' active participation in the learning process, rather than passively receiving information from the teacher. It utilizes educational methods such as virtual labs and educational applications (Latifa, 2017)

2-**Intermediate Stage:** This is a stage of compulsory education that all students receive after completing the basic education stage, represented by the primary grades. It consists of three years (first, second, and third intermediate) and their ages range between 12 and 15 years (Jasim, 2020).

### 1-6:Significance of the study

Important of the research in Enhancing student engagement and motivating them to improve their language skills is crucial, and emphasizing the vital role of the teacher and the strategies available through interactive and active learning approaches in achieving effective student development at this critical stage of their education. Therefore, it is essential to examine the strategies currently employed in teaching English all level, focusing on how to refine and improve the teaching methods used to achieve better English language learning outcomes, and identifying the challenges these strategies may face. Subsequently, suggestions should be offered to enhance these teaching/learning strategies, with a particular emphasis on stimulating linguistic

## 2-Theoretical Framework

presents some interactive methods for learning English that can be used to support English language teaching. These methods are numerous and varied. Websites and blogs on the internet demonstrate that individual efforts can be highly beneficial to this subject, relying on direct dialogue by recording observations related to English language teaching and awaiting responses from users of various websites. This highlights the scientific nature of the approach, which can benefit the educational process at its various stages.

### 2-1- The Concept of Interactive Methods in English Language Teaching

Interactive methods are a set of teaching strategies that rely on the learner's active participation in the learning process through conversation, group work, problem-solving, and simulating real-life situations

These methods focus on making the student the center of the educational process, while enhancing their ability to use the language in authentic contexts

Secondly: The Theoretical Foundations of Interactive Methods

:Interactive methods are based on several educational theories, most notably

Constructivist theory, which posits that learning occurs through the active construction of knowledge

Vygotsky's social theory, which emphasizes the importance of social interaction in language acquisition

Task-Based Learning theory, which relies on using realistic tasks to develop communication skills(Vygotsky,1978).

### 2-2: The Importance of Interactive Methods in Learning English

Interactive methods are a cornerstone of modern English language teaching, as they place the student at the center of the learning process and encourage active participation rather than passive learning. The importance of these methods is evident in several educational, cognitive, and behavioral aspects, which can be summarized as follows

#### 1-Enhancing Learner Motivation

Interactive methods such as language games, group work, and practical activities increase the learner's desire to participate and make them more enthusiastic about learning Studies indicate

that learners who use interactive methods demonstrate higher levels of engagement and (motivation compared to traditional methods( Hsu, H. 2018)

#### 2-Improving Oral Communication Skills

By using role-playing scenarios and collaborative discussions, learners improve their ability to .use language in real-life situations, enhancing fluency and accuracy

These activities provide a safe environment for experimentation and building self-confidence( .Littlewood, 2013).

#### 3-Supporting Active Learning and Self-Construction of Knowledge

Constructivist theory emphasizes that knowledge is not transmitted directly to the student but is .constructed through interaction and participation

Interactive methods help students discover grammatical rules and meanings through experience, .fostering deeper understanding(-Freeman, D., & Anderson, M. 2011)

#### 4-Developing Higher-Order Thinking Skills

Interactive activities such as problem-solving, task-based learning, and collaborative work encourage critical thinking and analysis, contributing to the development of higher-order .cognitive skills in learners( Willis, J. 1996).

#### 5-Enhancing Information Retention

Research has shown that learners remember vocabulary and grammatical structures better when they learn them through interactive activities or practical experiences, compared to rote learning .(Brown, H. D. 2014).

#### 6-Addressing Individual Learner Differences

Interactive activities allow learners to progress at their own pace. Advanced learners can benefit from complex activities, while struggling learners can participate in tasks appropriate to their .level(Harmer, J. 2015)

#### 7-Fostering Collaboration and Teamwork Skills

Collaborative work helps students share knowledge, learn from one another, and use language as .a means of communication rather than an end in itself

These skills are important in social, academic, and professional settings( Richards, J., & Rodgers, T. 2014).

### **:2-3: Interactive Methods in Teaching English**

- Collaborative Learning .

This method is based on group work among students to complete language tasks dialogues, (projects, discussions). (Ismatova, 2023)

-Think-Pair-Share/Discussion.

This method encourages students to think individually, then engage in paired discussions, and (finally participate in group dialogues. ( Karimova, 2023)

-Role-Playing/Simulation .

This allows students to role-play real-life situations (in a restaurant, at a job interview, etc.) to (apply the language in a realistic context. (Rakhimova, 2022)

-Language Games & Interactive Activities .

This includes language quizzes, group activities, or digital games to enhance motivation and (participation. (Ismatova, 2023)

-(Task-Based Language Teaching .

This involves assigning students realistic tasks that require the use of English (projects, research, oral presentations). (Khalilova, 2023)

-Technology-Enhanced Learning .

This involves using digital tools and interactive platforms (such as Kahoot, Quizlet, Padlet) to encourage participation and interaction in learning English. (Rakhimova, 2022)

-Project-Based Learning: Assigning students research projects or presentations in English that (promote self-directed learning and teamwork. (Khalilova, 2023)

- Group Discussion: This involves the ability to communicate and converse with others simultaneously, either within the classroom or through a virtual platform that connects users from around the world in various languages, particularly English, via the internet, using audio and video. (Al-Tuwaiqi, 2020)

### **:2-3Elements of Interactive Learning**

The success of interactive learning depends on several elements, the most important of which are:

-Face-to-face interaction .

-Group processing .

-Social skills .

-Positive interdependence .

-Individual accountability .

Since interactive learning is based on learning through a group or team, these key elements must be effectively implemented for interactive learning to succeed. The following should be considered in each element

-Face-to-face interaction: This interaction encourages learning because students help, cooperate, encourage, and support each other's learning efforts. This interaction, which is conducive to learning, occurs when students explain to each other how to solve a problem

-Group work: This includes a group discussion about how the group achieved its goals and maintained effective working relationships among its members. The group also reviews its work periodically to improve it

-Social skills: Social skills, or collaborative skills, are essential for the group's workflow. Learners must acquire and use skills such as leadership, decision-making, building trust, communication, and conflict management. These skills should be learned just as professional and academic skills are learned. This is where interactive learning comes in, to teach them these skills. Positive Interdependence: Dependence in teamwork is not commendable unless it is of the positive interdependence type. It may happen that there is a lazy individual in the team who prefers to rely on others to do the work for him, but in positive interdependence, the work is distributed among the team members so that each one does his part to complete the work without relying on others. This positive interdependence occurs when the students know that they are connected to others, such that one of them cannot succeed unless all the group members succeed, and vice versa; the failure of the group members is also his failure. In other words, the students must realize that they either swim together or sink together. Individual Responsibility: Although work is done as a group, in the educational environment, responsibility must be individual in order to assess each student's grade separately based on their performance. This ensures that group members understand they cannot intrude and obtain grades based on the work of others.

(Zaitoun, Abdel Hamid 2002)

## **2-5- Interactive learning in an educational**

approach that focuses on the student's active participation in the learning process, making them an integral part of the lesson through activities and discussions. Here are some steps and tools that contribute to implementing interactive learning

1-Practical Activities: By integrating activities such as science experiments, practical projects, or role-playing, students learn through hands-on experience rather than simply listening or reading

2-Problem-Based Learning: Students are asked to think about a real-world problem and try to find solutions, helping them apply theoretical knowledge to practical situations

3-Interactive Discussions: Teachers can create discussion groups where students exchange ideas and listen to each other's opinions, increasing their understanding and engagement

4-Using Technology and Digital Tools: Applications such as Google Classroom, Kahoot, and others can be used to facilitate interactive activities and educational competitions

5-Collaborative Learning: Students are engaged in working groups where they collaborate to .achieve a common goal, enhancing teamwork skills and encouraging them to help one another

6-Immediate feedback: Giving students immediate feedback on their performance helps them .understand their strengths and weaknesses and motivates them to improve

Interactive learning enhances students' comprehension of information and increases their motivation, making the learning process more impactful and engaging(Alsrour, N. (2018).

The importance of interactive methods lies in fostering active participation, enhancing deep understanding of the material, and developing vital skills such as critical thinking, problem-solving, and teamwork. This makes learning more enjoyable and motivating, leading to improved academic outcomes by transforming the learner from a passive recipient to an active .participant in the educational process through activities, discussions, and technology

:Key Benefits

Increased Participation and Motivation: Makes learning enjoyable and engaging, increasing .students' interest and desire to learn

Improved Comprehension and Understanding: Helps students connect theoretical concepts to .real-world applications, fostering a deeper understanding of the material

Developed 21st-Century Skills: Cultivates critical thinking, problem-solving, communication, .collaboration, and leadership skills

Personalized Learning Experience: Can be adapted to suit individual learning styles, supporting .students in different areas

Improved Academic Outcomes: Leads to better performance and results(Bakir, A. M. (2025).

## **2-6: English Language Curriculum**

Like any other curriculum, the English language curriculum must reflect the culture, values, and .principles of the society whose members it serves

Its structure and design must not be isolated from the values that govern the actions and behaviors of its members. This necessitates the development of specific standards for the educational values that must be included in the foreign language curricula taught to learners. This necessity increases when the task of preparing and designing English curricula is entrusted to foreign companies whose sources of educational values and objectives differ from our local (societies. (Ismail, 1992, p. 17)

## Objectives of English Language Learning

To learn the fundamentals of the English language, which will form the basis for future .  
.proficiency

.To learn the basic vocabulary prescribed for this stage .

.To enable students to express themselves orally using simplified English .

.To write simple sentences and to listen to and understand English .

To benefit from the status of English as a global language of communication. (Al-Harbi, 2016, .  
pp. 219-220)

## 2-7: Importance of Learning English

English is considered the primary foreign language used in the world, and most transactions are now conducted in it, including mobile phones, electronic devices, and, most importantly, the computer, one of the most significant inventions associated with English. Mastering computer technology requires a high degree of knowledge of English (Abdullah, 2014). Most jobs in international organizations and institutions now require knowledge of the English language and computer skills, to the point that they have become intertwined. Therefore, English is essential for those seeking knowledge and learning, and for others, as it has become an important language in this field. There is no doubt that English is the most widely spoken language in the world. It is said that one in four people in the world can communicate in English. It is the main language in international political, cultural, economic, and scientific gatherings, and it is the official language of 85% of international organizations. It is the language of many international conferences and the primary language of communication in the technological, commercial, banking, and tourism sectors, and the language of the majority of international organizations

English has become the property of whoever speaks and uses it, regardless of their nationality. English is a way of thinking; proficiency in a foreign language—such as English—is considered a type of intelligence; it is intelligence that adds to an individual's mental resources and is a linguistic tool. English constitutes an important asset for communication between peoples and cultures, and whoever possesses it possesses this tool. The language can change much in the world; due to the military, economic, cultural, scientific, and political influences of the British Empire, and later the United States of America Diversifying teaching methods, using various resources, and employing effective teaching strategies such as learning through play, role-playing, cooperative learning (pairs and groups), and considering individual differences by asking questions to encourage participation at all levels. The teacher should speak 25% of the time, giving students the opportunity to participate 75% of the time to practice the language. This .creates a fun atmosphere in the classroom. Verbal and moral encouragement are very important

The behavioral objectives of the lesson include the three levels: cognitive, psychomotor, and (affective This encourages everyone to speak(Abdullah, 2014)

### 3-3: Previous Studies

-Study( Ali, 2025)

The Impact of Interactive Learning on Developing English Speaking Skills and its Role in Enhancing their Use in University Education

This study aimed to identify the impact of interactive learning on developing English speaking skills and its role in enhancing their use in university education. Methodology: The study used an experimental approach (quasi-experimental design) in addition to a descriptive approach. Two tests (pre- and post-tests) were administered to a sample of (64) male and female students, divided into two groups: experimental and control. A questionnaire consisting of (30) items distributed across three main axes was also used to evaluate the role of interactive learning in enhancing students' self-confidence, increasing their motivation, and providing a supportive learning environment for employing English speaking skills

- Study Bakir 2025)

The Impact of Interactive Learning on Developing English Speaking Skills and its Role in Enhancing their Use in University Education. The aim of this study was to identify the impact of interactive learning on developing English speaking skills and its role in enhancing their use in university education. Methodology: Quasi-experimental and classroom-based. Sample: 64 students divided into experimental and control groups

Results: Interactive learning had a positive effect on speaking skills, favoring the experimental group

-Study( Zalali, 2024):

English Language Teaching Strategies Using Interactive and Active Learning for Primary School Children: Study Objective: To highlight the importance of improving the quality of English language teaching in primary schools through interactive and active learning, and to analyze the current situation and desired outcomes in Algeria

Methodology: A strategic analysis of the current use of interactive and active learning, focusing on students and teachers. Results: The study recommended focusing attention on interactive and active learning methods to enhance student engagement and motivate them to improve their English language skills

-Study(Abd –Raba,2023)

This study aimed to identify the impact of employing the interactive learning strategy on developing thinking skills (lower, intermediate, and higher) among sixth-grade students, and whether the variables of general academic ability, specific academic ability, and gender had an impact on learning with this interactive strategy. To achieve this purpose, a convenience sample of 130 male and female students was taken from the original population of schools affiliated with

the Nablus Governorate Education Directorate in Palestine. The sample was divided into four classes, in accordance with the quasi-experimental approach used in this study, known as the design comparison group-static model. Two classes of males and females, totaling 64 students, were used as experimental groups: the first class included 37 male students and the second class included 27 female students. Both classes were used as experimental groups that studied using the interactive learning strategy. Two other classes were also used. (66): The first group consisted of (38) male students, and the second group consisted of (28) female students. They were used as control groups and taught using the traditional method. After implementing the experiment, the effect was measured using an achievement test whose questions assessed lower, intermediate, and higher-order thinking skills. The t-test showed statistically significant differences between the mean scores of the experimental and control groups on the lower-order .thinking

-Study Al-Khawaja 2019

: This study aimed to investigate the effectiveness of teaching English using interactive whiteboards on the achievement and attitudes of sixth-grade female students towards the language in Jordan. The study attempted to answer the following two questions: 1- What is the effectiveness of teaching English using interactive whiteboards on the achievement of sixth-grade female students? 2- What is the effectiveness of teaching English using interactive whiteboards on the attitudes of sixth-grade students.

-Study Noms (2013).

aimed to examine the role of using modern technology in teaching English as a second language. It discussed various methods and techniques that can help English language learners improve their skills by using technology. The study sought to assess the response of English language students to using modern technology in language learning.

## Aspects of Benefit

The researcher benefited from previous studies in each of the following:

1. Assistance in preparing the study questionnaire.
2. Selection of the stage in which the study was applied, which is the Intermediate level .

## 3-Methodology and Procedures

**:First: Study Methodology**

The researcher used the descriptive method, which is the approach the researcher relied upon to obtain comprehensive and accurate information that portrays the social reality and contributes to .(the analysis of its phenomena (Al-Subhi, 2020)

**Second: Research Sample:** The study sample was selected randomly. The sample included a group of (10) schools in the city of Ramadi, Anbar Governorate, and (60) English language teachers, as shown in Table (1) of the study population

Number of teacher	Schools
4	Al-Sahaf Al-Mukarramah Intermediate School for Girls
6	Al-Rawdah Al-Muhammadiyah Intermediate School for Boys
5	Marbad Intermediate School for Boys
5	Al-Mughira Intermediate School for Girls
6	Al-Raja Intermediate School for Girls
6	Al-Zaytoun Intermediate School for Boys
5	Al-Tahrir Intermediate School for Boys
5	Al-Shumookh Intermediate School for Girls
6	Al-Shumookh Intermediate School for Boys
6	Al-Shafaq Intermediate School for Girls
6	Al-Elaf Intermediate school for girls

**Study Instrument:** The researcher used a questionnaire consisting of (18) items as a data collection tool in this study, with a mean score of (105) points, through a review of previous studies and by utilizing questionnaires from some studies. (Al-Amiri, 2022)

**Instrument Validity:** The questionnaire was reviewed by a panel of experts, and it achieved a validity rate of 80% in terms of item wording and suitability. The final version of the questionnaire consisted of 18 items

- **Instrument Reliability:** The reliability coefficient for the questionnaire items was calculated using Cronbach's alpha coefficient on an out-of-population sample of 20 teachers. The reliability coefficient was 88, and the questionnaire was deemed suitable for studying the study variables. These variables included gender, which was categorized into two levels (male and female)

## **:Discussion of Results**

After applying the scale according to the sample as a whole variable, the following table shows the results of the t-value for a single sample according to the sample variables

:The results showed the following

:First: Research results according to the sample as a whole variable, as follows

Table (2) shows the results of the t-value for a single sample according to the sample as a whole variable

Significance	Tabulated	Calculated	Degrees free	Hypothetical Mean	Standard deviation	Arithmetic mean	Number	Variable
At0.05	t-value	t-value						
significant	2.009	19.18	49	105	4.57	119.4	60	Sample as whole

The table above shows that the sample results indicate the role of interactive methods in teaching English from the perspective of middle school English teachers. This confirms that interactive methods are beneficial for students in learning the language and also enhance teachers' teaching abilities.

Secondly: Research results according to gender variable (male-female) are as follows

Table (3) shows the results of the t-value for two independent samples according to the gender variable (males and females)

Significance	Tabulated	Calculated	Degrees Of free	Standard deviation	Arithmetic mean	number	Gender variable
0.05	t-value	t-value					
No significant	2011	0.93	48	<b>2.051</b>	<b>111.3</b>	32	male
				<b>1.733</b>	<b>118.8</b>	28	female

The table above shows that the results show no difference in the opinions of (male and female teachers) according to the gender variable regarding the role of interactive methods in teaching English from the perspective of the subject teacher at a significance level of (0.05) regarding the role of interactive methods in learning English. This indicates the agreement of male and female teachers regarding the role of interactive methods in teaching English.

## Conclusions :

1-Improved Interaction and Participation: Using interactive methods in English language teaching enhances student participation in the learning process, increases their engagement with the subject matter, and develops their skills

2-Development of Cognitive Skills: Interactive methods contribute to the development of students' critical thinking, problem-solving, and creative thinking skills

3-Increased Self-Confidence: Students' interaction with interactive methods can increase their self-confidence in dealing with complex problems during the learning process

### **Recommendations:**

1-Promote the Use of Interactive Methods: Teachers should be encouraged to dedicate a portion of their classroom time to using interactive methods and activating students' role in the English language learning process

2-Provide Training and Support: Teachers should be provided with ongoing and appropriate training to effectively implement interactive methods and maximize their benefits, and the necessary resources should be made available to achieve this

3-Conduct further research on the role of interactive media in English language learning at different educational levels.

### **Conclusion**

Given the importance of English in all fields, the number of those wishing to learn it increases daily. There is no country in the world that does not teach English in its schools and universities and use it in its dealings with others. The number of public and private institutions offering intensive English language. Recent research and educational practices demonstrate that interactive methods represent one of the most effective trends in English language teaching, contributing to enhanced learner engagement and a comprehensive improvement in language skills. These methods combine social and self-directed learning, leveraging technology to create stimulating and realistic learning environments. Despite the challenges that may arise in their implementation, their benefits in terms of motivation, fluency, and information retention make them a fundamental educational option in the 21st century Therefore, adopting interactive methods should be an integral part of language teaching strategies, aiming to provide a dynamic learning environment that prepares learners for the authentic and effective use of English in their academic.

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