

Research on Enhancing the Interest of Middle School English Teaching

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Abstract: Under the background of economic globalization and the construction of a community with a shared future for mankind, English has become increasingly important. However, middle school English teaching still faces problems such as exam-oriented instruction, lack of real contexts, and students' low learning interest. This study aims to explore effective ways to enhance the interest of middle school English teaching. Through literature analysis and teaching practice observation, this research systematically examines four dimensions: establishing a harmonious teacher-student relationship, designing interesting teaching activities, creating a positive learning atmosphere, and applying diverse teaching methods. The results indicate that these strategies can significantly stimulate students' learning enthusiasm, improve classroom participation, and enhance their practical language skills including listening, speaking, reading, and writing. Furthermore, interesting teaching helps cultivate students' teamwork spirit, self-confidence, and cross-cultural awareness. In conclusion, implementing interest-oriented teaching strategies provides a practical and effective path for middle school English education, which is of great significance for promoting students' comprehensive development and fostering cross-cultural talents in the context of global communication.

Keywords: Middle School English; English Teaching; Interesting Teaching; Learning Motivation; Teaching Effect

1. Introduction

Under the background of economic globalization and the construction of a community with a shared future for mankind, the importance of English as an international common language has become increasingly prominent. The middle school stage is the key period for the

development of students' language ability. However, the current middle school English teaching still faces many difficulties: the examination oriented teaching focus deviates from the actual use of language, the classroom method is single and lacks the real context, the students accept knowledge passively, and the learning interest is generally insufficient. Educational psychology reveals that interest is the best motivation for learning and the core driving force for students to actively participate in the classroom. How to effectively improve the interest of English teaching and stimulate students' learning enthusiasm has become an important issue for English educators to solve.

On the basis of sorting out the disadvantages of traditional English teaching, this study systematically explores the ways to improve the interest of middle school English teaching from four dimensions: establishing a harmonious relationship between teachers and students, making teaching activities interesting, creating a good learning atmosphere, and using a variety of teaching methods, in order to provide practical reference for front-line teachers, and ultimately promote the comprehensive development of students' language use ability and comprehensive quality.

2. Disadvantages of Traditional English Teaching

Traditional English teaching has played an important role in the past education system, but there are also some disadvantages that can not be ignored, which often directly affect students' learning effect and interest. First of all, the traditional English teaching has a strong test oriented, overemphasizing the test results of the senior high school entrance examination and the college entrance examination, resulting in the teaching content and methods almost entirely around the test. Teachers spend a lot of time explaining test sites and training problem-solving skills, while ignoring the cultivation of students' practical language ability.

This mode of "teaching for the test" makes it difficult for students to communicate with each other in English, even though they can get a certain score on the test paper, and eventually become the victim of "dumb English". At the same time, there is a general lack of real context in the teaching process. The teacher emphasizes the explanation of language knowledge such as vocabulary and grammar, but ignores the specific scene of language use, which leads to the fact that although students master a large number of vocabulary and rules, it is difficult to flexibly use them in practical communication, and the knowledge they have learned is seriously out of touch with real life.

Secondly, the traditional English teaching method is relatively single. In the application of teaching methods, most teachers still rely too much on traditional textbooks and blackboards, which is single and lack of innovation and diversity[1]. The classroom is teacher centered and lacks interactivity and interest. This kind of one-way indoctrination teaching is easy to make students feel boring, difficult to stimulate learning enthusiasm, and even produce weariness over time. In addition, the individual differences of students are often ignored. The "one size fits all" teaching method makes some students unable to keep up with the progress, and this mode can not meet the personalized needs of students. The students with good foundation "can't eat enough", and the students with poor foundation "can't eat", which exacerbates the learning gap[2]. This problem is exacerbated by the lack of practice opportunities. Classroom learning is often limited to book knowledge and written practice. Students lack the opportunity to use language in real life, unable to consolidate and expand what they have learned in practice, and their language ability is difficult to be comprehensively improved.

It should also be noted that language is the carrier of culture, and traditional English teaching pays insufficient attention to the cultural background behind the language. Teachers often only explain the definitions of words and the rules of grammar, but rarely introduce the cultural connotations of English speaking countries, such as historical traditions, values, customs and habits. Although students master the form and structure of language, they have limited understanding of the cultural background, which leads to misunderstanding or improper expression in cross-cultural

communication. In order to overcome the above drawbacks, modern English teaching is constantly exploring new teaching concepts and methods, committed to improving students' language use ability and learning interest, and paying attention to the cultivation of intercultural communication ability, so that students can understand and use English more comprehensively and flexibly, and truly realize the organic integration of language learning and cultural literacy.

3. Enhance the Interest of English Teaching

Learning motivation is considered to be the key emotional factor affecting academic achievement[3], and interest is the best learning motivation, which directly affects the teaching effect. If students are interested in the content, they will actively participate in and interact with each other. On the contrary, they are easy to feel boring and lose motivation. Therefore, it is necessary for English teachers to enhance teaching interest in order to optimize the classroom effect.

3.1 Good and Harmonious Relationship between Teachers and Students

A good teacher-student relationship is the basis of creating a good atmosphere for English learning[4]. When students have a good impression on a teacher, they are interested in the teacher's class and pay special attention to it, and are willing to make great efforts and work hard to learn this course. It has a far-reaching impact on students' learning effect, emotional development and personality shaping.

The establishment of a good and harmonious relationship between teachers and students needs to be based on mutual respect. Teachers respect students' personality and rights, and students also respect teachers' efforts and regulations. On this basis, teachers should actively communicate with students to understand their learning status, hobbies and family background, so as to better pay attention to their growth. Teachers and students should also become partners in common learning. Teachers should encourage students to participate in discussions, ask questions and share ideas, while maintaining their own learning and constantly updating their knowledge and skills. In addition, teachers should pay attention to students' emotional needs and psychological state, and give positive encouragement and guidance when encountering

difficulties; When dealing with problems, we should be fair and just, so that students can feel the power of justice. Students will naturally actively cooperate with the teaching work by winning the trust of students through practical actions such as honesty and trustworthiness, consistency of words and deeds, and concern for students. And the maintenance of all this is inseparable from the continuous reflection of teachers - to examine whether their teaching methods and behaviors really meet the needs and expectations of students, and whether they help to promote the all-round development of students.

3.2 Making Teaching Activities Interesting

Increasing interest in teaching is the key to English teaching reform, which can make students change from passive acceptance to active learning[5]. Such as speaking, singing and games, effectively attract students' attention, stimulate students' interest and enthusiasm in English learning, and effectively improve the efficiency of English classroom teaching with half the effort, and fully explore students' divergent thinking, and learn and think about new knowledge[6].

To make English teaching activities interesting, we can try a variety of strategies. Every student is full of interest in games. Based on the effective implementation of English teaching, teachers can use game teaching method to improve the interest of classroom teaching and mobilize students' enthusiasm[7]. Integrating game elements into teaching, such as word Solitaire, role play, word guessing games, etc., can enable students to learn vocabulary and grammar in a relaxed and pleasant atmosphere, and enhance their ability to remember and use language. Using multimedia resources such as pictures, audio and video (such as watching English movies and listening to English songs) can make the teaching content more vivid and intuitive. In grammar teaching, teachers can organize a brainstorming game: one student speaks a comparative sentence, while other students quickly give a synonymous sentence conversion[8]. Organizing competitions and competitions can also enhance interest. Middle school students are at a stage of speaking and moving and have a strong desire for self-expression. Activities such as English speech, reading and writing competitions can stimulate competitive awareness and enthusiasm

for participation, exercise language skills, and cultivate self-confidence and team spirit.

In addition, personalized teaching can be implemented to provide differentiated content for different students' interests and needs. Teachers can use AI to accurately identify students' learning interests, characteristics, stages and needs through big data analysis, customize personalized learning paths for students, and help students learn efficiently at their own pace[9]. It can also carry out interactive and cooperative learning, such as group discussion and peer review, to encourage students to solve problems and share results together, which can not only improve learning interest and participation, but also help cultivate the spirit of cooperation and communication ability. Setting up a reward mechanism to give small gifts, certificates or additional learning resources to students who perform well or complete specific learning tasks can make students feel a sense of achievement and value, so as to participate in learning more actively. In short, the interest of English teaching activities requires teachers to constantly try innovative methods, and comprehensively use the above strategies, so as to effectively stimulate students' interest and participation in learning, and improve the teaching effect and quality.

3.3 Creating a Good English Learning Atmosphere

To create a good English learning atmosphere, we need to work together from three dimensions: classroom teaching, extracurricular activities development, teacher-student interaction and evaluation feedback, so that in class teaching, after-school activities and continuous improvement mechanism complement and complement each other.

In English class, teachers should maintain good professional ethics, smile, be warm and patient to students, and the teaching language should be humorous and vivid, so as to stimulate students' interest in learning. In classroom teaching, we should give full play to the main role of students, take students as the center, integrate game elements such as English word puzzles, grammar contests, role plays, and cultivate students' teamwork ability. Teachers should also encourage students' interaction, improve their oral expression ability through group discussions, cooperative projects, interactive questions and answers, and design theme courses such as

English film week and English food festival, so as to combine learning with life and make it easier for students to enter the atmosphere of English learning.

Outside the classroom, colorful extracurricular activities are a powerful guarantee for classroom teaching. Teachers can encourage students to participate in English corner, English summer camp and other activities to improve their communicative ability; Provide English learning websites, applications and other resources suitable for middle school students' age and level; Guide students to watch English movies, listen to English songs and read English books. Oral English practice activities can also be arranged, such as English games, recitations, speech contests, word recognition and dictation contests, listening contests, etc., which can be conducted not only between classes, but also in the same grade or the whole school, so as to enrich extracurricular life, consolidate knowledge in class, create an atmosphere for learning English, and cultivate students' interest. At the same time, students are encouraged to use multimedia resources such as English learning software, mobile applications and online courses to assist learning.

In addition, teachers should actively brainstorm, regularly collect students' suggestions on how to improve the interest of different types of courses such as English reading class and writing class, and understand students' real needs and interests through questionnaires, classroom discussions or anonymous feedback, so as to adjust the teaching design. At the same time, the establishment of a scientific and effective English classroom evaluation mechanism should not only focus on students' academic performance, but also cover multidimensional indicators such as classroom participation, learning attitude, and cooperation ability. Through the combination of students' self-evaluation, mutual evaluation and teachers' evaluation, teachers can help teachers find problems in teaching in time, continuously improve teaching strategies, and truly implement the improvement of interest. Through these measures, the combination of in class and out of class, supplemented by two-way feedback and dynamic evaluation of teachers and students, can effectively stimulate students' interest and enthusiasm in learning, and effectively improve the effect of English learning.

3.4 Using a Variety of Teaching Methods

A single teaching method is boring, and even the best teaching method often used will lose its charm. Teachers should change the old teaching methods, establish new teaching strategies, strive to create activity scenes for students, arouse students' curiosity, and use flexible and diverse teaching methods to maintain students' strong interest. Multimedia technology can provide "scaffolding" for classroom interaction[10]. For example, in learning words, multimedia resources such as audio, video and images can be used to enhance students' ability to understand and use words. Use multimedia teaching equipment to display pictures and videos in class, so that students can more intuitively understand and master relevant knowledge. Teachers can also design a specific occasion for students to learn in the scene. This is to enhance students' communication ability in real life and emphasize the actual use of language through interaction with others. When learning new words, we can help students master the pronunciation, intonation and basic grammatical structure of the words through the training of listening and speaking skills and the use of imitation and repetition. For some abstract words, teachers can teach them in phrases or sentences, and can also combine words with games. Such as scrambling to read words, looking at pictures and guessing words, word Solitaire, etc. When teaching sentences, you can have a listening competition to see who speaks the content first and compare who reads it better. The teaching text can adopt various forms such as simulated dialogue, role-playing, story telling, impromptu oral composition, picture speaking and so on according to the content and subject matter. It can also adopt the method of instantaneous memory, such as requiring students to recite a dialogue text within one minute. In reading class, teachers should guide students from passive acceptance to active planning and self-monitoring. Research shows that the training of metacognitive strategies can significantly improve the level of reading comprehension[11], which is also a link that can not be ignored in interesting teaching.

At the same time, teachers should encourage students to actively participate in the learning process, and pay attention to cultivating their learning motivation and autonomous learning ability. Specifically, teachers can provide students with diversified learning resources and

clear learning guidance, such as book recommendation, online learning platform, grammar explanation video, listening practice materials, etc., to help students broaden learning channels. On this basis, guide students to make personalized learning plans according to their interests and actual English level, such as reading an English passage every week, reciting a certain number of words or completing an oral imitation exercise. At the same time, teachers should teach students to conduct self-assessment and reflection, such as by establishing learning files, filling in learning logs, regularly reviewing learning achievements and other ways, so that students can gradually realize their progress and shortcomings. This student-centered learning mode can effectively stimulate the internal learning motivation and make students change from passive acceptance to active exploration. Finally, the role of teachers has changed from the leader of the classroom to the guide and supporter of learning. Students really become the masters of their own learning and continuously improve their comprehensive English literacy in the process of autonomous planning, self-monitoring and self-regulation.

4. Conclusion

This study deeply analyzes the drawbacks of traditional middle school English teaching and its impact on learning effect, and draws key conclusions. There are many problems in traditional English teaching, such as exam oriented, lack of real context, single teaching method, neglect of individual differences, lack of practice opportunities and lack of cultural background. These problems are superimposed, resulting in students' lack of interest in learning and weak language application ability. In view of the above difficulties, the research puts forward the teaching improvement strategies with interest as the core, including establishing a good and harmonious relationship between teachers and students, making teaching activities interesting, creating an English learning atmosphere integrated in and out of class, and using a variety of teaching methods flexibly. Teaching practice and theoretical analysis show that these strategies can effectively stimulate students' learning motivation and enthusiasm for participation, effectively improve their listening, speaking, reading and writing skills, and enhance their language communicative ability and cross-cultural awareness. At the same time,

interesting teaching can also meet the personalized needs of different students, cultivate team cooperation, self-confidence expression and other comprehensive qualities, and provide strong support for the comprehensive development of students.

This study provides an operable and interesting path for middle school English teaching, helps to promote the comprehensive optimization of students' English learning effect, and lays the foundation for the cultivation of cross-cultural talents. However, the implementation effect of interesting teaching may be affected by multiple factors such as school environment, students' foundation and teachers' ability, and the applicable conditions in different teaching situations still need to be further explored. Future research can focus on the following aspects: first, to explore the adaptive adjustment of interesting teaching strategies in different types of schools (such as urban-rural differences, key and ordinary middle schools); The second is to develop more interactive and immersive interesting teaching activities with the combination of artificial intelligence, virtual reality and other emerging technologies; The third is to carry out a long-term follow-up study to evaluate the continuous impact of interesting teaching on students' English ability and learning attitude; Fourth, strengthen the research on teacher training, and explore how to effectively improve the professional ability of front-line teachers to design and implement interesting teaching. Through multi angle and multi-level in-depth research, it is expected to further enrich and improve the theoretical system and practical path of interesting English Teaching in middle schools.

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