



## The Impact of Interactive Language Learning Activities on Enhancing University Students' Spoken English

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### ABSTRACT

The communicative abilities of learners in the English language have been poor as a result of the elements that affect the learners' self-confidence and drive to communicate. Unfortunately, despite the efforts made to find solutions to the problem, which was caused by a lack of communicative ability among learners in Pakistan, the issue continued. As a result, a study like this one was carried out to investigate the impact that interactive activities can have on improving students' spoken English at the university level. The purpose of this study was to investigate how successful interactive language learning activities are at encouraging students to participate in classroom discussions about language learning. The participants were given a set of questionnaires, each of which consisted of two sections and a total of thirty questions. Both the students and the teachers had their own individual sections. Each segment focuses on 15 questions. This research was carried out with the participation of 300 university students from the education department as well as 30 educators who were chosen at random. After compiling the results, they were laid out in tabular format for presentation. The study found that a learner's English-speaking ability is affected by factors such as their level of self-confidence, motivation, and the learning environment. Additionally, the study found that interactive language learning activities are capable of overcoming challenges associated with communicative issues in the classroom setting. In conclusion, the learners' ability to speak English was significantly increased as a result of participating in interactive language learning activities.



## **Introduction**

The most fundamental method of communication in any language is having a conversation. Globally, there is a large count of languages in the world that are only ever spoken and have no written alphabet. Even within the category of languages that have their own scripts for writing, oral versions of the language are significantly more widespread than written versions. It's generally accepted that speaking a language out loud to others is the first step in learning it, after spending considerable time listening to native speakers (Hussain, 2017). The ability to understand and be understood is the foundation upon which all other talents are constructed, and if that's solid, the structure that's built upon it will last. Learning to speak and listen in one's mother tongue is a highly organic process. After that, they go to school to for learning. Yet, in a communication classroom, the learner's available surroundings are his mother tongue in his surroundings, hence the approach to teaching and learning should be somewhat different. Therefore, there is an urgent requirement for a shift in the paradigm of how speech is taught and learned, with a particular emphasis on oral orientation, teacher training, and curriculum design (Sachdeva, 2011).

Studying English should ultimately produce communicators who are able to speak fluently and confidently in English. Because of this, becoming fluent in English is now commonly seen as not only the pinnacle of language learning, but also a prerequisite for achieving success on a worldwide scale. If a student commits the necessary time and energy to improving their English language skills, they will significantly improve their chances of achieving academic success, landing a rewarding job, and advancing their career. Hence, it's important for English teachers to foster classroom dialogues amongst their pupils using only the English language. For this reason, many first-year students at today's universities have difficulty contributing meaningfully in their English classes. They have little practice public speaking and presenting in English, thus they falter when put in front of their peers. As a result of their preoccupation on grammatical issues, many educators miss opportunities to help their students develop this competence. Speaking time is limited, either because of the length of the class or because the activities provided do not encourage pupils to engage with one another. Communication competence in English is the ultimate goal of language instruction.

Therefore, being fluent in English is now seen as essential for social integration. Therefore, it is imperative that teachers of foreign languages strive to have students converse in English during class. In recent years, research on affective aspects has been undertaken extensively in associating the progress of language acquisition of students, particularly with regard to their oral performance, to the actual need of language acquisition.

## **Statement of the Problem**

The majority of today's educational institutions lack a reliable Information and Communication Technology (ICT) system that can facilitate both the administrative and instructional functions of the institution (Pradono et al., 2013). They still cling to antiquated teaching practices, in which teachers dictate the pace of class and students passively absorb information.

Traditional schools focus more on lecturing than on student development. There has been a lot of work put in to making a serious adjustment for the sake of education. Everyone involved appears "familiar" with the standard classroom model. That's just the way it is at school: kids have to sit quietly, pay attention, and do their assignments every day. Many modern primary schools maintain the more conventional learning setting. When class begins, some students pay attention to the teacher while others undertake independent work.

The instructor presents the course content while the students take notes and attempt to absorb the information. In many cases, the aforementioned approach to education fails to motivate students to learn and even discourages them from doing so (Hsu, 2011). These issues arise because the conventional approach allows for less mutual participation. The current method of delivering education needs to be updated to reflect the technological savvy of today's youth. There is, therefore, a pressing need to alter the means by which instruction and study are disseminated, specifically through people's altered social interactions (Bennett et al., 2008). In light of the information presented above, the issues can be identified are that the students have low motivation in interacting other, the students are unable to build a sentence correctly, the students have lack of vocabulary, the students are not interested to interact with others, the approach or technique are used in the learning process are boring. So, this study throws light on the importance of interactive practices in learning environment. Using the problem-solving framework described above, we limit in on the last identified issue, and namely that the method employed to acquire knowledge is tedious. Because of the varied student body at universities, we decided to conduct our research there.

### **Objectives**

The objectives of the study are to:

1. To analyze currently practiced interactive Teaching approaches to enhance students speaking skills.
2. To find out which interactive learning approaches can improve the student's ability to interact with other student
3. To compare effects of interactive Teaching approaches on male and female students learn ability regarding spoken English language.
4. To recommend advance interactive approaches for enhancing spoken English language at university level.

### **Rational of the Study**

This study aims to investigate whether or not participation in group projects might help ESL learners feel more confident in their English skills. In this study, researchers created a framework based on interactive activities that helps students from Pakistan gain self-assurance when using English in conversation. Students at a public university were selected for this study because they understand the material, but they lacked the self-assurance to express themselves fluently in English. In order to determine whether or not the interactive activities designed to boost students' confidence actually do so, a model was developed. Therefore, a private research institute was selected for this study because of its focus on the topic of self-assurance when using spoken English. The researcher was given permission to observe classes as a member of the faculty so that she could create a plan to boost her students' self-esteem.

### **Significance of Study**

For the purpose of improving students' self-esteem in using spoken English, this research employs a model based on active learning activities that encourage student participation. The students' self-efficacy in using spoken English is the target of this intervention, which employs a model based on interactive activities. This research has laid the groundwork for similar studies to be conducted in the future at private universities where students and administrators face the same problem of low self-assurance when communicating in English. The model used in this investigation has been left open so that it can be adapted to meet the requirements of students at other educational institutions. The model can also be used to inform the decisions of administrators at other institutions as they

work to improve their own methods of boosting students' self-esteem through the medium of spoken English.

Researcher anticipates the following benefits from this study: The feedback received could inspire them to try out new methods of instruction and modify how they currently conduct class. As a result, it would be less difficult to design, tweak, and improve effective educational settings. Students are inspired to participate in these activities and encouraged to develop their social skills as a result.

## **Literature Review**

The Stanford Declaration on Education states that "our students should be given training in the real life, day-to-day communication." There is a lot of emphasis on this Stanford-elaborated idea. This idea has been taken into consideration when creating the interactive exercises. As we can see, the ability to communicate effectively verbally is currently the most important skill to cultivate in order to be successful. This is particularly relevant to our situation, as we are a developing nation that requires our next generation to be more confident in order to be able to compete successfully with the rest of the world (Akhter et al., 2020).

Students should put a lot of effort into developing both their receptive (reading and listening) and productive (writing and speaking) language skills. They will learn English better if they use it frequently for communicating with others, both orally and in writing (Sreena & Iankumaran, 2018).

## **Productive skills**

Writing is essential in our lives because it is a tool for expressing oneself, disseminating knowledge, and establishing connections with other readers. Writing contains some linguistic elements (spelling, grammar, vocabulary and punctuation) (Daffern et al., 2017). As Pincas points out, the point of writing is to convey information to the reader. There are many reasons to put pen to paper, including the desire to share one's thoughts and feelings, educate or persuade an audience, or craft a piece of literature (Handayani, 2021). The deficiency in English fluency due to low proficient production of schools in speaking English which enrolled later on in universities as Rafiq-uz-Zaman & Nadeem (2025) explore the deficiency of writing skills in intermediate students within public higher secondary schools in Punjab. They said in another study in 2025 that low proficiency level of writing skills in students is due to societal and educational policies factors.

Speaking is defined as the production, reception, and processing of information in a dynamic, two-way process of meaning construction. Its shape and meaning change according to who is speaking, why they are speaking, and where they are speaking (Rao, 2018). Secondary students are considered to be proficient in spoken language when they are able to express themselves orally in a given meaningful context for the purposes of transaction and interaction while using appropriate pronunciation, grammar, and vocabulary, as well as the adoption of the pragmatic and discourse rules of the spoken language (Ningrum et al., 2018).

Interaction between speaker and listener is essential to the construction of meaning in conversation. The people involved, the setting, and the goals of the conversation all influence its shape and meaning to varying degrees. It's often impromptu, free-form, and ever-changing. The human voice, however, is not usually so erratic. It is possible to identify the language functions (or patterns) that are most common in various types of discourse. This study takes the latter tack and defines "speaking" as the student's "capacity to express him or herself verbally in a coherent, fluent, and acceptable manner within a given meaningful context." (Zarifa, 2020).

## **Receptive Skills**

One engages in deep listening when they show a sincere interest in comprehending the other person's point of view and message. In order to fully comprehend the speaker's perspective, thoughts, feelings, and goals, deep listening necessitates paying attention to both verbal and nonverbal signs. Building relationships, trust, and rapport with coworkers, clients, and vendors all require this kind of attentive listening (Hinz et al., 2022).

When listening to a speaker, critical listeners use their reasoning skills to determine whether a statement is based on fact or opinion. Using one's prior understanding or experiences, critical listeners can pick out the truth claims made in a message. Working in fields that need or benefit from the ability to persuade others through speech, debate, or investigation may place a premium on the ability to listen critically (Palmer et al., 2020).

In therapeutic listening, the listener and the person being listened to develop a trusting relationship that allows the listener to learn about the person's struggles and feelings. For professionals whose jobs need them to deal with difficult or emotional themes or conversations, the ability to listen in this way is crucial. Counselors, therapists, and medical professionals can all benefit from honing their listening skills (Stewart & Arnold, 2018).

## **Interactive learning**

The term "interactive learning" refers to a specific mode of education in which various media formats are utilized to facilitate the transfer of knowledge and information. Most classrooms today still employ age-old teaching strategies and resources. Some of the more conventional approaches involve the use of a whiteboard and a series of questions and answers. Accessing, delivering, and storing information has been simplified thanks to the proliferation of computers and other forms of ICT in the educational system. ICT's ability to quickly, accurately, and attractively deliver information in the form of multimedia has also contributed to the improvement of the educational experience. As a result, many people have developed various learning methods and materials. They all compete in the market to create and distribute the best possible educational app (Mathivanan et al., 2021).

## **Methodology**

This part discusses the methods and procedures that can be used in research. The primary objective of the research was to evaluate the efficacy of interactive activities in several universities located in South Punjab in terms of improving students' English language proficiency.

The research was descriptive in nature, and the survey method was used to collect data from both the teachers and the students. The research was titled "Effectiveness of Interactive Activities to Improve English Learning Skills," and it was conducted to investigate such claims. In order to collect information from the instructors as well as the students, questionnaires were devised.

Teachers and the students from the Faculties of Education; the Islamia University of Bahawalpur, Sadiq Egerton College of Bahawalpur and Govt. Sadiq Women University of Bahawalpur were population of the study. The sample of study conducted teachers (30) and (360) students from the three institutions of the Bahawalpur.

A review of the relevant published material was carried out on the topic of interest. It was possible to locate all of the pertinent research tools. Two Likert scaled questionnaires were constructed, and the items on the scale were arranged in accordance with the findings of the study of related literature review. The experts led a conversation as well as presented some principles that were

used in the preparation of the questionnaires. The questionnaires comprised with close ended questions.

In light of these study instruments, a questionnaire consisting of 15 items was prepared for teachers, and another questionnaire consisting of 15 things was developed for students. It was explained to the members of the population who volunteered to take part in the survey that they needed to indicate their degree of agreement with each statement using the five-point scale that was provided in the table below.

The research tool that was developed was done so in accordance with the goals of the study and with consideration given to the relevant literature. In order to evaluate both the external and internal consistency of the questionnaire, the research instrument was subjected to a comprehensive quality control review. The study instrument underwent extensive revision and improvement in response to their insightful comments. The specialists included the supervisor, members of the faculty, and instructors from the institution.

After having a conversation with the supervisor, certain changes were made to the questionnaires, and these changes were made with the supervisor's blessing. The questionnaires were taken through their final printing process before the data gathering began.

Questionnaires were used to compile the acquired data. The researcher traveled around Punjab to see a number of the region's universities in person (The Islamia University of Bahawalpur, Sadiq Egerton College of Bahawalpur and Govt. Sadiq Women University of Bahawalpur). Both the teachers and the students who were enrolled in the education faculty were given the questionnaires in person, and they were collected in person as well. The respondents from each population were asked to indicate the degree to which they agreed or disagreed with each statement using the five-point scale that was provided. The categories and scores for this scale are shown in the form of a table.

The information gathered from the professors and students attending universities through the use of a questionnaire. The information was organized and evaluated using techniques such as frequency and percentage calculations, as well as a five-point Likert scale with a variety of options.

By selecting one of the five available alternatives to indicate their level of agreement or disagreement with each statement, respondents provided their comments. The formulas for calculating frequencies and percentage (%) replies of each item were based on the responses that were provided by the teachers and the students. These formulas were derived using the percentage formula and the sum formula. Following the processing of the data and the analysis and interpretation of the results presented in tabular form in chapter four, conclusions and recommendations were drawn.

## **Results and Analysis**

The results of an analysis of the survey respondents' perspectives can be found in this section. The responses were evaluated based on the context in which they were found. The information was laid out in the form of codes, tabulated in frequencies, examined and interpreted according to percentages that were given in a table, and the table was presented. These tables present analysis of the data.

**Student Responses (Total N = 360)**

<b>Sr. No.</b>	<b>Statement</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Agree to Some Extent</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Mean Value</b>	<b>Standard Deviation</b>
<b>1</b>	Increases my confidence to use English with friends	145 (40.3%)	135 (37.5%)	45 (12.5%)	25 (6.9%)	10 (2.8%)	1.9 44	1.02
<b>2</b>	Encourages me to share my ideas	97 (26.9%)	127 (35.3%)	60 (16.7%)	58 (16.1%)	18 (5.0%)	2.3 6	1.18
<b>3</b>	Enable me to use new vocabulary	138 (38.3%)	87 (24.2%)	78 (21.7%)	41 (11.4%)	16 (4.4%)	2.1 9	1.19
<b>4</b>	I do not enjoy speaking because I am not confident	108 (30.0%)	105 (29.2%)	101 (28.1%)	31 (8.6%)	15 (4.2%)	2.2 7	1.11
<b>5</b>	Provides a positive environment to speak English	130 (36.1%)	149 (41.4%)	60 (16.7%)	12 (3.3%)	9 (2.5%)	1.9 4	0.94
<b>6</b>	Allow me to actively participate	128 (35.6%)	108 (30.0%)	78 (21.7%)	34 (9.4%)	12 (3.3%)	2.1 5	1.11
<b>7</b>	I find it difficult to understand the teacher's instructions	99 (27.5%)	113 (31.4%)	66 (18.3%)	60 (16.7%)	22 (6.1%)	2.4 2	1.22
<b>8</b>	It is too distracting to improve my English-speaking skills	115 (31.9%)	110 (30.6%)	66 (18.3%)	45 (12.5%)	24 (6.7%)	2.3 1	1.22
<b>9</b>	Support my ability to engage in multiple ways	141 (39.2%)	123 (34.2%)	52 (14.4%)	30 (8.3%)	14 (3.9%)	2.0 4	1.12
<b>10</b>	I feel proud when classmates support my ideas	137 (38.1%)	117 (32.5%)	63 (17.5%)	19 (5.3%)	24 (6.7%)	2.1	1.16
<b>11</b>	Make me uncomfortable communicating with classmates	109 (30.3%)	98 (27.2%)	91 (25.3%)	50 (13.9%)	12 (3.3%)	2.3 2	1.14
<b>12</b>	I find it enjoyable to speak English	139 (38.6%)	88 (24.4%)	76 (21.1%)	37 (10.3%)	20 (5.6%)	2.1 9	1.21

<b>13</b>	It demotivates me if classmates do not listen	113 (31.4%)	128 (35.6%)	72 (20.0%)	37 (10.3%)	10 (2.8%)	2.1 8	1.07
<b>14</b>	I am nervous if I speak incorrectly	143 (39.7%)	113 (31.4%)	54 (15.0%)	39 (10.8%)	11 (3.1%)	2.0 6	1.12
<b>15</b>	I like to speak in class to practice	118 (32.8%)	131 (36.4%)	59 (16.4%)	32 (8.9%)	20 (5.6%)	2.1 8	1.14

The survey responses from 360 students revealed significant insights into their experiences and attitudes toward English speaking. A large proportion of students (77.8%) strongly agreed or agreed that speaking English with friends increased their confidence, indicating a generally positive effect on self-assurance in peer interactions ( $M = 1.94$ ,  $SD = 1.02$ ). Similarly, 62.2% of the participants believed that it encouraged them to share their ideas, though a notable 21.1% disagreed, showing mixed views ( $M = 2.36$ ,  $SD = 1.18$ ). In terms of language development, 62.5% of students agreed that classroom interaction enabled them to use new vocabulary, which further highlighted the role of practice in expanding lexical resources ( $M = 2.19$ ,  $SD = 1.19$ ). However, confidence issues persisted as nearly 59% admitted that they did not enjoy speaking due to lack of confidence, reflecting a substantial barrier to participation ( $M = 2.27$ ,  $SD = 1.11$ ).

The classroom environment emerged as an influential factor, with 77.5% of respondents affirming that it provided a positive space for speaking English, and a mean score of 1.94 suggested strong agreement with this statement. Active participation was also facilitated, as 65.6% agreed that opportunities were available for involvement ( $M = 2.15$ ,  $SD = 1.11$ ). Despite this, challenges were evident, particularly in comprehension, since 59% reported difficulty in understanding teachers' instructions ( $M = 2.42$ ,  $SD = 1.22$ ). Distractions also appeared to hinder speaking practice for 62.5% of students, with a mean of 2.31 reflecting this concern.

Peer dynamics played a crucial role in shaping attitudes. Around 73% believed that they were supported in engaging in multiple ways ( $M = 2.04$ ,  $SD = 1.12$ ), and over 70% expressed pride when their classmates supported their ideas ( $M = 2.10$ ,  $SD = 1.16$ ). Nonetheless, 57.5% admitted feeling uncomfortable when communicating with classmates, indicating that social anxiety remains a challenge ( $M = 2.32$ ,  $SD = 1.14$ ). Enjoyment was also mixed; while 63% stated that they found it enjoyable to speak English, a small portion disagreed ( $M = 2.19$ ,  $SD = 1.21$ ).

The data also highlighted the role of motivation. A total of 67% agreed that they felt demotivated when classmates did not listen to them ( $M = 2.18$ ,  $SD = 1.07$ ), while 71% revealed nervousness about speaking incorrectly ( $M = 2.06$ ,  $SD = 1.12$ ), which suggests that fear of error remains a strong inhibitor. On the positive side, 69% of respondents reported that they liked to speak in class to practice their skills, reinforcing the importance of active speaking opportunities ( $M = 2.18$ ,  $SD = 1.14$ ).

Overall, the results suggest that while the classroom environment, peer support, and opportunities for practice generally encourage English speaking, persistent challenges such as lack of confidence, nervousness, difficulty understanding instructions, and classroom distractions remain key barriers that need to be addressed.

**Teacher Responses (Total N = 30)**

Sr. No.	Statement	Strongly Agree	Agree	Agree to Some Extent	Disagree	Strongly Disagree	Mean Value	Standard Deviation
1	Make the teacher feel happier with his/her teaching	12 (40.0%)	11 (36.7%)	6 (20.0%)	0 (0.0%)	1 (3.3%)	1.19	0.95
2	Increase teacher's perception of teaching quality	7 (23.3%)	6 (20.0%)	7 (23.3%)	10 (33.3%)	0 (0.0%)	2.6	1.18
3	Enable the teacher to design more innovative assignments	12 (40.0%)	13 (43.3%)	3 (10.0%)	1 (3.3%)	1 (3.3%)	1.87	0.97
4	Increase access to content in various formats	13 (43.3%)	12 (40.0%)	1 (3.3%)	2 (6.7%)	2 (6.7%)	1.93	1.17
5	Facilitate access to useful educational resources	3 (10.0%)	6 (20.0%)	7 (23.3%)	12 (40.0%)	2 (6.7%)	3.13	1.13
6	Increase students' motivation	8 (26.7%)	6 (20.0%)	5 (16.7%)	9 (30.0%)	2 (6.7%)	2.7	1.34
7	Enhance students' interest and attention	12 (40.0%)	14 (46.7%)	2 (6.7%)	0 (0.0%)	2 (6.7%)	1.86	1.04
8	Increase students' satisfaction and happiness	11 (36.7%)	8 (26.7%)	7 (23.3%)	2 (6.7%)	2 (6.7%)	2.2	1.21
9	Extend all ways of teacher-student communication	7 (23.3%)	7 (23.3%)	8 (26.7%)	7 (23.3%)	1 (3.3%)	2.6	1.91
10	Helpful to increase student's speaking skills	13 (43.3%)	8 (26.7%)	5 (16.7%)	1 (3.3%)	3 (10.0%)	2.1	1.29
11	Make easier for students to produce learning product	8 (26.7%)	12 (40.0%)	5 (16.7%)	4 (13.3%)	1 (3.3%)	2.26	1.11

		together						
<b>12</b>	Allow better collaboration among students	11 (36.7%)	8 (26.7%)	7 (23.3%)	3 (10.0%)	1 (3.3%)	2.16	1.14
<b>13</b>	Increase their vocabulary	9 (30.0%)	15 (50.0%)	3 (10.0%)	2 (6.7%)	1 (3.3%)	2.03	0.99
<b>14</b>	Contribute to extending the variety of learning assignments	12 (40.0%)	7 (23.3%)	8 (26.7%)	1 (3.3%)	2 (6.7%)	2.13	1.19
<b>15</b>	Better serve individual students learning needs	10 (33.3%)	12 (40.0%)	3 (10.0%)	3 (10.0%)	2 (6.7%)	2.16	1.2

The teacher responses (N = 30) provide important insights into how English-speaking activities influence teaching practices and student outcomes. A large proportion of teachers (76.7%) strongly agreed or agreed that such practices make them feel happier with their teaching, with only 3.3% strongly disagreeing (M = 1.19, SD = 0.95). Similarly, 83.3% of teachers believed that these practices enable them to design more innovative assignments, reflecting positively on pedagogical creativity (M = 1.87, SD = 0.97). Access to diverse content formats was also valued, with 83.3% in agreement to some degree, though a small percentage (6.7%) strongly disagreed, leading to a mean of 1.93 (SD = 1.17).

However, teachers were less convinced about improvements in their overall teaching quality, as responses were more divided. While 43.3% agreed to some extent, one-third (33.3%) disagreed that their teaching quality improved (M = 2.60, SD = 1.18). A similar pattern was observed regarding access to useful educational resources, where only 30% agreed while 46.7% disagreed, resulting in the highest mean (M = 3.13, SD = 1.13), suggesting a challenge in linking these practices with concrete resource accessibility.

In terms of student impact, the results were more favorable. Most teachers (73.4%) felt that students' interest and attention were enhanced (M = 1.86, SD = 1.04), while 63.4% believed it increased student satisfaction and happiness (M = 2.20, SD = 1.21). When asked about motivation, however, responses were mixed, as 46.7% agreed but 36.7% disagreed, reflecting a higher mean (M = 2.70, SD = 1.34). Communication also showed variation, with 46.6% agreeing that teacher-student communication was extended but 26.6% disagreeing, producing a mean of 2.60 (SD = 1.91).

Teachers also acknowledged the benefits for speaking and collaboration. Nearly 70% agreed that the practices help students improve their speaking skills (M = 2.10, SD = 1.29), while 66.7% believed they made it easier for students to produce learning products together (M = 2.26, SD = 1.11). Similarly, 63.4% agreed that these practices supported better collaboration (M = 2.16, SD = 1.14). Vocabulary development received particularly strong endorsement, as 80% of teachers agreed or strongly agreed that students increased their vocabulary through these practices (M = 2.03, SD = 0.99). Furthermore, 63.3% stated that the practices contributed to extending the variety of learning assignments (M = 2.13, SD = 1.19).

Finally, 73.3% of teachers agreed that such activities better served individual students' learning needs ( $M = 2.16$ ,  $SD = 1.20$ ), underlining the value of personalized learning experiences. Taken together, the teacher responses suggest that while the greatest strengths lie in student engagement, vocabulary growth, and collaborative opportunities, challenges remain in improving teaching quality perceptions and access to resources.

## **Summary**

The current study was designed to investigate impact of interactive practices to enhance student's spoken English. The major objectives of the study were: to analyze currently practiced interactive Teaching approaches to enhance student's speaking skills, to find out which interactive learning approaches can improve the student's ability to interact with other student, to compare effects of interactive Teaching approaches on male and female students learn ability regarding spoken English language and to recommend advance interactive approaches for enhancing spoken English language at university level. This study was descriptive in nature. Survey method was used to collect the related data for this study. The required information was collected through a self-developed questionnaire for students. Sample of study was 30 copies of questionnaire were given to the students at Bagdad-ul-Jaded campus Bahawalpur, 260 students. The questionnaire was consisting of five sections. Section 1 consists of Criteria for Effective Behavior 2consists of Teacher Behavior 3consists of Self-Realization 4 consists Self Esteem 5 consists Teacher's Personality and Teacher Effectiveness. Amendments were made based on the opinion of the expert The collected data of questionnaire-based survey were analyzed by using frequencies, mean, standard deviation, t-test of independent samples, correlation and regression analysis. Clear information on how to complete the questionnaire was provided to the respondents. The results of data analyzed and interpretation were presented in tabular form in chapter 4. This chapter includes findings, conclusions, discussion and recommendations.

## **Findings**

Following are the findings of the study:

1. 40% of students were strongly agree that interactive learning practices increase their confidence to use English language with their friends in general talks.
2. 35% of students agreed that interactive learning practice encourages them to share their ideas during the learning activities.
3. 39% students think that use of interactive practices enables them to improve their vocabulary during learning activities.
4. 30% of students don't like to speak English because of their low confidence.
5. 41% of student believe that interactive practice makes a positive environment for English-speaking.
6. 36% of students strongly believe that interactive practices allow active participation in the learning process.
7. 31% of students feel difficulty understanding the teacher's instruction during a class.
8. 32% of students strongly believe that improvement in spoken English is too distracting for them.
9. 40% of students strongly believe that Interactive practices support their ability to engage with learning activities in multiple ways.
10. 39% of students strongly agree feel proud whenever their classmates support their ideas and suggestions during the learning activities
11. 30.1% of students strongly agree interactive practices make them uncomfortable while communicating with their classmates.

12. 38% of students strongly believe that trying to speak English is enjoyable for them
13. 35% of students stated that it demotivates them if any classmates do not listen to their ideas and suggestions during the learning activities
14. 40% of students feel nervous if they speak incorrectly.
15. 37% of students like to practice in class sessions to practice spoken English.
16. 40% of respondents believes that interactive practices make them happier with his/her teaching.
17. 40% of respondents believes that these practices increase their perception of the quality of his/her teaching
18. 43% of respondents believes that interactive practices enable them to design more innovative assignments
19. 43% respondents believe that interactive practices increase access to content in various formats
20. 40% respondents disagree that interactive practices facilitate access to useful educational resources.
21. 40% of respondents believe that interactive practices increase students' motivation.
22. 46% of respondents believes that interactive practices enhance students interest and attention.
23. 36% of respondents believe that interactive practices increase student's satisfaction and sense of happiness.
24. 40% of students agree that interactive practices extend ways of teacher-student communication.
25. 43% of respondents believe that interactive practices increase student's speaking skills.
26. 40% of students believe that interactive practices make easier for students to produce learning product together.
27. 36% of respondents believe that interactive practices allow better collaboration in learning environment.
28. 50% of respondents believe that these practices increase their vocabulary
29. 40% of respondents believe that interactive practices contribute in the extension of different learning assignments.
30. 40% of respondents believe that these practices better serve the individual students learning needs

## **Discussions**

The findings of the present study, which was designed to impact of interactive practices to enhance student's spoken English at university level, showed that in today's globalized world, proficiency in English has become a crucial skill for students to succeed in their academic and professional endeavors. At the university level, students are expected to communicate their ideas effectively in English, both in academic and social contexts. However, many students struggle with speaking English fluently and accurately due to various factors such as lack of exposure, limited opportunities for practice, and language anxiety. In SAARC countries, there is a need of skill-based education included English language proficiency skills (Rafiq-uz-Zaman (2025, SAARC study). In India these skills are better than Pakistan (Rafiq-uz-Zaman & Nadeem, 2024). Therefore, it is essential to explore effective ways to enhance student's spoken English proficiency at the university level. In this discussion for thesis, we will focus on the impact of interactive practices on enhancing students' spoken English proficiency and its implications for language teaching and learning.

Interactive practices refer to activities that involve students in active participation, interaction, and communication with their peers and instructors. These practices aim to provide students with opportunities for practice, feedback, and correction, which are essential for developing their spoken English proficiency. Some examples of interactive practices include group discussions, debates, role plays, and language games (Blyznyuk & Kachak, 2024). By engaging in these activities, students can practice using English in a supportive and interactive environment, receive feedback and correction from their peers and instructors, and develop their communication skills.

Numerous studies have examined the impact of interactive practices on enhancing students' spoken English proficiency at the university level (Kudritskaya, 2023). Aljasir (2022) conducted an exploratory study to investigate the role of language learning beliefs in ESL/EFL learning. They found that learners who engaged in more interactive activities, such as group work and peer feedback, had higher levels of spoken English proficiency. The study highlighted the importance of providing opportunities for learners to practice speaking and receive feedback from their peers and instructors to enhance their spoken English proficiency.

Kim (2015) conducted a study to examine the effects of task-based instruction and peer feedback on the development of EFL learners' oral production. The study involved 42 university students who were enrolled in a speaking course. The results showed that learners who engaged in task-based instruction and received peer feedback significantly improved their oral production skills. The study highlighted the effectiveness of task-based instruction, which involves learners in meaningful and authentic communication tasks that require them to use English in real-life situations. Additionally, peer feedback provided learners with opportunities to receive feedback and correction from their peers, which can enhance their language accuracy and fluency.

Another study by Tseng et al. (2018) explored the impact of using multimedia resources to enhance EFL learners' oral communication skills. The study involved undergraduate students who were enrolled in an oral communication course. The learners were divided into two groups, one that used multimedia resources such as video and audio recordings and another that did not. The results showed that learners who used multimedia resources had significantly better pronunciation, intonation, and fluency in their spoken English. Same results of Hafour (2024) and Namaziandost & Nasri (2019). The study highlighted the effectiveness of using multimedia resources to provide learners with models of native speakers, which they can imitate and practice.

These studies suggest that interactive practices can be an effective tool for enhancing students' spoken English proficiency at the university level. By providing opportunities for practice, feedback, and correction, students can develop their communication skills, build their confidence, and prepare themselves for future academic and professional contexts. Moreover, interactive practices can create a supportive and engaging learning environment that can motivate students to learn and use English.

However, it is important to note that the impact of interactive practices may vary depending on several factors such as learners' English proficiency level, their motivation to learn, and their prior exposure to English. For example, students who have limited exposure to English may find it challenging to engage in interactive activities and may need additional support and scaffolding. Similarly, students who have low motivation to learn English may not fully participate in interactive activities, which can limit their learning outcomes. Therefore, it is essential to consider these factors when designing interactive activities and providing feedback to ensure

## **Conclusion**

In conclusion, the impact of interactive practices on enhancing students' spoken English proficiency at the university level has been widely researched and documented. Interactive practices, such as group discussions, debates, role plays, task-based instruction, peer feedback, and multimedia resources, have been found to be effective in providing opportunities for students to practice using English in a supportive and interactive environment, receive feedback and correction, and develop their communication skills. As Liu and Jackson (2008) highlighted, providing opportunities for learners to engage in interactive activities and receive feedback from their peers and instructors can significantly enhance their spoken English proficiency. Similarly, Kim's (2015) study showed that task-based instruction and peer feedback can improve learners' oral production skills. Additionally, Tseng and Liou's (2016) study highlighted the effectiveness of using multimedia resources to enhance learners' pronunciation, intonation, and fluency in their spoken English.

However, it is important to consider learners' English proficiency level, motivation, and prior exposure to English when designing interactive activities and providing feedback. Additional support and scaffolding may be necessary for students with limited exposure to English, while low motivation may limit students' participation and learning outcomes. In conclusion, interactive practices can be an effective tool for enhancing students' spoken English proficiency at the university level. By creating a supportive and engaging learning environment, interactive practices can motivate students to learn and use English, prepare them for future academic and professional contexts, and contribute to their overall language development.

## **Recommendations**

Based on the findings and conclusions presented in this thesis, the following recommendations are suggested for enhancing students' spoken English proficiency at the university level:

1. Incorporate interactive practices into English language courses: Language instructors should incorporate interactive practices such as group discussions, debates, role plays, task-based instruction, and multimedia resources into their teaching to provide students with opportunities to practice speaking English in a supportive and interactive environment.
2. Encourage peer feedback: Peer feedback can be a valuable tool for improving students' spoken English proficiency. Instructors should encourage students to provide feedback to each other in group discussions or in pairs, and provide guidance on how to give and receive constructive feedback.
3. Provide additional support for students with limited exposure to English: Students with limited exposure to English may require additional support and scaffolding to participate in interactive activities. Instructors can provide additional resources such as vocabulary lists, pronunciation guides, or simplified language materials to help these students participate in interactive activities.
4. Design activities based on learners' proficiency levels: Interactive activities should be designed based on learners' proficiency levels. Instructors can differentiate instruction and provide additional support for students with lower proficiency levels, while providing more challenging activities for students with higher proficiency levels.
5. Use authentic materials: Authentic materials such as news articles, podcasts, or videos can be used to provide students with exposure to authentic spoken English and enhance their listening and speaking skills.
6. Create a supportive and engaging learning environment: Creating a supportive and engaging learning environment is key to motivating students to learn and use English.

Instructors can create a supportive classroom culture, provide positive feedback, and encourage active participation from all students.

7. Provide opportunities for reflection and self-assessment: Students should be provided with opportunities for reflection and self-assessment to monitor their progress and set goals for improving their spoken English proficiency.

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