WAYS TO ENCOURAGE MORE USE OF ENGLISH IN THE CLASSROOM

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Abstract: *This article investigates various effective approaches for encouraging students to use English more actively and confidently in classroom contexts. It emphasizes the significance of communicative competence, learner motivation, and exposure to authentic language use. The paper also highlights the teacher's role as a facilitator and motivator in creating a rich linguistic environment. Furthermore, it explores the integration of modern technology and task-based learning to maximize language practice and interaction.*

Keywords*: English communication, classroom engagement, motivation, language exposure, fluency development, task-based learning.*

Introduction: In today's globalized world, proficiency in English has become a crucial skill for academic success, professional advancement, and intercultural communication. Despite this importance, many learners in non-English-speaking countries tend to rely heavily on their native language during lessons, which limits their opportunities for real language practice. To overcome this challenge, educators must create an atmosphere that promotes consistent, purposeful, and confident use of English inside the classroom. Encouraging students to communicate in English not only enhances their linguistic accuracy and fluency but also fosters critical thinking, creativity, and self-expression.

Creating an English-rich environment is the first essential step. Teachers can display classroom instructions, posters, and learning materials in English to help students become familiar with the language in various contexts[45]. Establishing an "English-only" classroom policy, while maintaining a supportive and non-threatening atmosphere, encourages students to use English naturally in everyday classroom interactions such as asking questions, sharing opinions, and collaborating with peers. Communicative Language Teaching (CLT) has proven to be one of the most effective methods to increase language use. Through pair work, group discussions, role plays, and problem-solving tasks, students are exposed to real-life situations where English becomes a tool for

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[45] Harmer, J. (2007). The Practice of English Language Teaching. Pearson Education Limited.

communication rather than just a subject to study. These activities improve not only fluency but also confidence and spontaneity[46].

Teachers' attitudes and methods significantly influence students' willingness to speak English. An encouraging teacher who models fluent English, provides constructive feedback, and praises effort rather than perfection can transform classroom dynamics[47]. Scaffolding techniques, such as providing sentence starters or key vocabulary, help students participate more actively without fear of making mistakes. Moreover, incorporating technology enhances engagement and provides additional platforms for English use. Digital tools such as interactive learning apps, online discussion boards, podcasts, and video creation projects allow students to practice English beyond the classroom walls. For example, creating a class blog or participating in international virtual exchanges connects learners to authentic audiences, thereby increasing motivation and accountability.

Task-based learning is another powerful approach. When students complete meaningful tasks-such as conducting interviews, preparing presentations, or solving real-world problems - they use English for genuine purposes[48]. This approach integrates all four language skills (listening, speaking, reading, and writing) in a natural and purposeful manner. Finally, fostering a culture of positive reinforcement is vital. Reward systems, peer feedback, and reflective learning sessions can motivate students to take ownership of their language development. Encouraging greater use of English in the classroom requires a combination of effective pedagogical techniques, motivational strategies, and a supportive learning environment. One of the most essential aspects is creating a communicative atmosphere where students feel comfortable using English without fear of making mistakes. According to a 2022 study in SFL Education and Practice, students' willingness to communicate in English is strongly influenced by enjoyment, self-confidence, and perceived classroom support. When learners feel emotionally safe and their efforts are appreciated, they are more likely to participate actively and use English spontaneously. Therefore, teachers should foster an atmosphere of respect and cooperation, emphasizing that language errors are a natural part of the learning process rather than failures.

Another important method involves the use of purposeful questioning strategies. Teachers' questioning patterns directly affect students' opportunities to use English. Research conducted by the University of Syiah Kuala (2023) found that teachers who ask

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[46] Brown, H. D. (2001). Teaching by Principles: An Interactive Approach to Language Pedagogy. Longman

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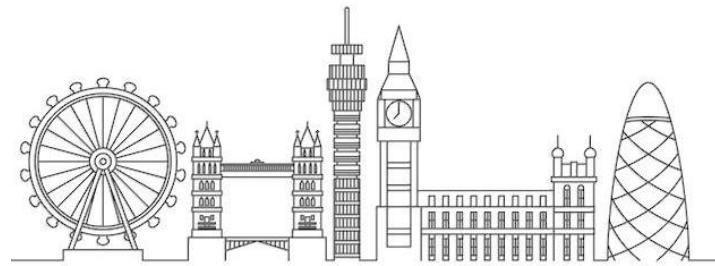
open-ended, thought-provoking questions such as "Why do you think this happened?" or "How can we solve this problem?" significantly increase the amount of student speech in English. In contrast, closed questions that require only one-word answers limit linguistic output. Moreover, allowing "wait-time" after a question gives students time to think and respond in English, improving both fluency and accuracy. Teachers can also encourage follow-up discussion by asking learners to agree, disagree, or paraphrase a peer's response in English, which deepens interaction and reinforces active language use.

Equally important is the design of meaningful communicative tasks that encourage purposeful use of English. Activities such as debates, interviews, simulations, and project-based assignments require learners to use English to achieve specific outcomes. Problem-based learning (PBL) tasks - where students must collaborate to find solutions to real-world issues - have been proven to develop both critical thinking and interactional competence. In such tasks, English becomes a genuine tool for communication rather than a subject of study. Teachers can further enhance motivation by connecting topics to students' lives and interests, thus demonstrating the relevance of English beyond the classroom. Furthermore, peer collaboration and group work provide valuable opportunities for authentic communication. Working in pairs or small groups allows students to exchange ideas, negotiate meaning, and support each other linguistically[49]. Studies show that peer-to-peer interaction reduces anxiety and increases students' confidence to speak English. By assigning specific roles - such as facilitator, recorder, or presenter - teachers ensure that every learner contributes verbally and practices different communicative functions.ge self-assessment by asking.

In conclusion, encouraging more use of English in the classroom requires a comprehensive and dynamic approach that combines pedagogical innovation, psychological support, and technological integration. By creating an English-rich environment, promoting interactive learning, and using authentic communication tasks, teachers can help students develop not only linguistic competence but also the confidence to use English effectively in academic and social contexts. Ultimately, consistent exposure, motivation, and supportive guidance are the keys to fostering lifelong English proficiency.

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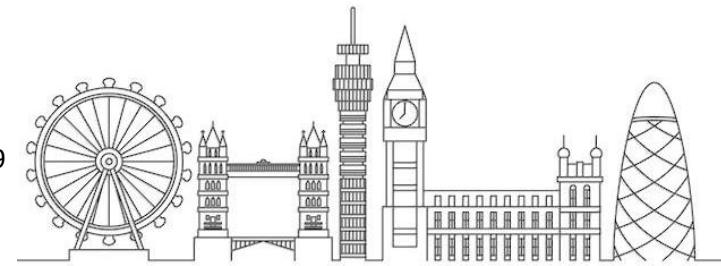
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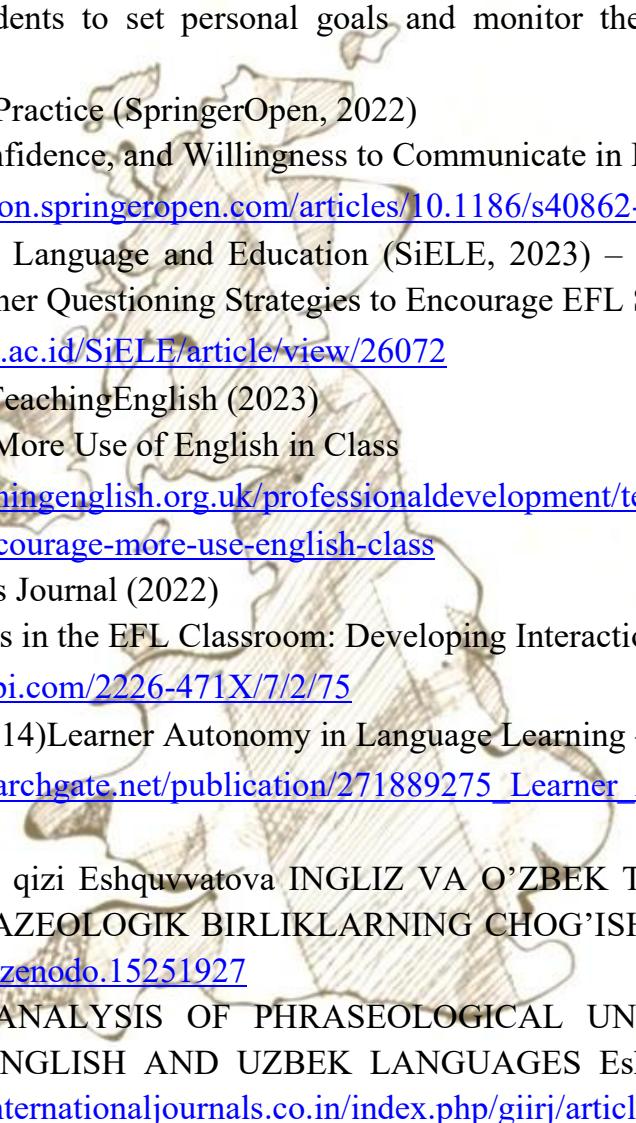
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