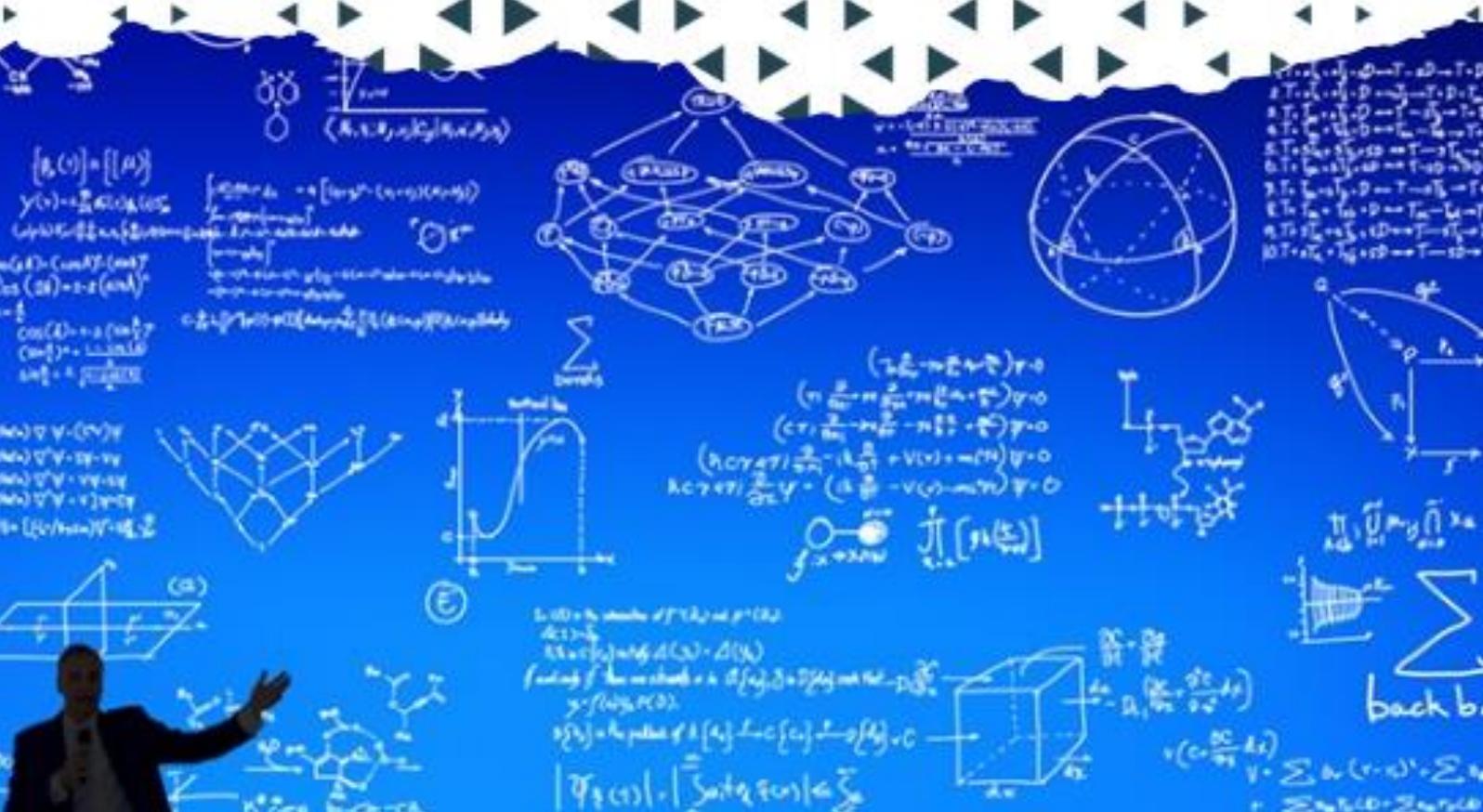




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## WAYS TO ENCOURAGE MORE USE OF ENGLISH IN THE CLASSROOM

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**Annotation.** This thesis examines practical strategies to encourage increased use of English in classroom settings across different age groups and proficiency levels. The study highlights methods that foster authentic communication, enhance student motivation, and promote active participation. Special attention is given to creating a supportive environment, task-based learning, interactive activities, and integrating technology. It also explores the benefits of incorporating students' personal experiences and creative tasks into lessons to boost language use. The findings demonstrate that deliberate, well-structured strategies can significantly improve learners' fluency, confidence, and communicative competence.

**Key words:** English use, classroom interaction, motivation, communicative competence, active participation, task-based learning, engagement, creativity, speaking, listening, multimedia.

**Introduction.** Learning English as a foreign language is often challenging because it requires continuous practice and active engagement. Students may acquire vocabulary and grammar rules through study, yet they often struggle to apply this knowledge in speaking or writing due to fear of errors or limited opportunities. Encouraging students to use English consistently in the classroom is therefore critical for their progress (Ur, 1996; Harmer, 2015).

The responsibility lies with teachers to cultivate learning environments that promote active participation and minimize communication barriers. This involves designing lessons that are not only instructive but also engaging, stimulating students to experiment with language and express ideas freely. This thesis explores methods and strategies that effectively increase English usage in classrooms, drawing on both theoretical foundations and practical applications (Scrivener, 2010; Thornbury, 2005).

Creating a positive classroom atmosphere is one of the most effective ways to promote English use. When students feel supported and safe from criticism, they are more likely to participate actively. Teachers can provide regular, constructive feedback, recognize effort, and encourage peer

collaboration to reduce anxiety and foster confidence (Cameron, 2001; Scrivener, 2010). For instance, group discussions, pair work, or small collaborative projects allow learners to interact in English naturally, while minimizing fear of mistakes. Clear classroom guidelines that prioritize English communication and gently discourage native language use help maintain consistent practice throughout lessons (Thornbury, 2005).

Integrating task-based learning encourages students to use English for real purposes. Activities such as role-plays, problem-solving tasks, debates, or information gap exercises require students to communicate meaningfully. For example, a lesson where students simulate a travel agency scenario demands they ask questions, provide information, and negotiate solutions in English. Interactive games, quizzes, and multimedia tools can further enhance engagement, making lessons enjoyable while reinforcing language skills (Wright, Betteridge & Buckby, 2006). Such approaches transform abstract grammar and vocabulary practice into practical, memorable experiences.

Regular speaking and listening activities remain crucial. Teachers can implement structured exercises like "think-pair-share," storytelling sessions, or group discussions to provide opportunities for verbal interaction (Nation & Newton, 2009; Harmer, 2015). Listening exercises, such as following audio instructions or summarizing recordings, help learners internalize language patterns. Incorporating student presentations or peer interviews further encourages spontaneous English use. These methods not only improve language proficiency but also develop confidence and interpersonal skills.

Encouraging creative expression also strengthens English use. Assignments that allow students to write stories, create dialogues, or perform skits connect language learning to personal experiences, increasing emotional engagement and retention (Rinvolucri, 1990; Hadfield, 1990). For example, asking students to describe their favorite hobby in English or create a mini-news report stimulates imagination and provides a practical context for applying new vocabulary and structures. Creative tasks also give learners a sense of ownership and pride in their work, motivating further participation.

Finally, technology offers additional avenues to increase English use. Online tools, educational apps, videos, and podcasts provide diverse and authentic input, while encouraging practice outside the classroom (Harmer, 2015; Nunan, 2003). For instance, students can record short presentations, participate in virtual discussions, or complete interactive exercises that simulate real-life communication. The combination of technology and active



classroom participation reinforces learning and maintains high engagement levels.

**Conclusion.** Encouraging students to use English consistently in the classroom is vital for developing fluency, confidence, and communicative competence. Teachers can achieve this through supportive classroom environments, task-based activities, interactive speaking and listening exercises, creative projects, and the integration of technology. Implementing these strategies ensures that learners engage with English meaningfully and enjoyably, transforming lessons into dynamic learning contexts, educators can significantly enhance both motivation and proficiency, resulting in a long-term impact on language acquisition.

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