

SUGGESTING THE WAYS OF CREATING ENGLISH ATMOSPHERE IN THE CLASS

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Annotation: *This article is about how to create english speaking environment in school through an advanced use of visual aids. Good for ANY languages! With the help of this article we may create a perfect English environment during the lesson especially while teaching process. Then this article shows the 5 main ways which encourages the students to love the English language. So this material gives a perfect suggestions to teachers for improving their English namely their background knowledge, why I notice the background knowledge and general English? This is mainly because teachers can not create perfect English atmosphere without background knowledge. Finally, some challenges to create English atmosphere among teachers and reasonable instructions to prevent from them.*

Keywords: *tips, Atmosphere, strategies, challenges, effective supports, positive classroom, keep the class interesting, Inclusive classroom, classroom climate, innovative strategies, classroom environment, English language curriculum.*

INTRODUCTION

An English-speaking environment refers to a setting where the primary language of communication is English. Creating an English-speaking environment means surrounding yourself with English as much as possible. It's about immersing yourself in a world where English is the main language you hear, speak, write and read. The first, basic step you can take is to use visual aids for speeding the acquisition process up and avoiding your students to feel overwhelmed. Fear, frustration, shyness or lack of interest: there are so many reasons why students don't speak the target language in the classroom. It is the source of life for everyone. It directs the life of everyone and determines the proper growth and development. The good or bad quality of our life is depending on the quality of our natural environment. Our need for food, water, shelter, and other things depends on the environment around us. How to create English speaking environment in school? More general-wise, how to create language-rich environment in any language classroom? The first, basic step you can take is to use visual aids for speeding the acquisition process up and avoiding your students to feel overwhelmed.

Fear, frustration, shyness or lack of interest: there are so many reasons why students don't speak the target language in the classroom. What to do, then?

There is one practical and pretty easy-to-implement strategy you can put into use right away. It's about creating a safe, supportive and encouraging environment for taking all your students to get engaged with your speaking activities. This article is a step-by-step guide for the language teachers who want to build trust in the classroom by making the most out of visual aids.

How can we create perfect English atmosphere.

Ways to encourage more use of English in class

- 1) Always present yourself as an English speaker, right from the start.
- 2) Don't be tempted to lapse into the students' language to explain, regain control or reply to a question. ...
- 3) Don't be tempted to slow down.

In this article, we will discuss our 5 top tools for engaging those more difficult to reach students who just seem to be going through the motions and aren't really involved in their English classes. You can read through them all or just pick those you like the sound of.

- 1) Demonstrate the importance of English in your student's world
- 2) Get to know your classes.
- 3) Emotional deposits and how to use them
- 4) Activities do matter
- 5) Put yourself in your student's shoes.

So, let's get started and investigate a range of approaches for engaging students and ensuring they enjoy and get the most from their learning experiences.

DISCUSSION:

From the results of the questionnaire, it could be seen that most of teachers shared the same opinion on the use of full English on the teaching and learning activities. It could also be viewed that they also had the similar belief that using full English is a must in school so that students could use and understand English well. They also had an equal perspective that speaking the mother-tongue language, Indonesian in this case, could decrease the input of English received by the students. They also shared corresponding view that most of them felt comfortable in speaking English by conditioning the students to speak English all the time in the class, establishing rules to always speak English in teaching and learning time, and making the students understand the instruction without having to switch to Indonesian. They also mentioned that using English in the class while teaching did not make them feel frustrated.

However, the results of the interviews stated contrary impressions. From the very first category of English proficiency of the teachers, where the teachers shared their concern of not being able to speak English all the time in the class due to their lack of confidence in speaking 'good' English. They also stated that they felt desperate to speak English all the time in the class because they were afraid the students would not understand them. Thus, the condition made them switch to Indonesian whenever they felt the need to. Their concern then continued in school policy where they insisted that the proportion of English used in the class must be supported by school policy which rules to maximize the use of English also outside the class. Then, they complained about the heterogeneity level of students' language performance, which was one of the problems faced by the teachers in using full English in the class. Next, the teachers also mentioned about their classroom management skills, which became the obstacle in their teaching. They brought this problem up by stating that they had no motivation to encourage student to speak English in the class due to the difficulty in deciding effective strategy that could maximize the students' ability to use full English during learning process and the inability to make students understand the instruction given fully in English. Finally, the teachers told about students' attitudes toward English as a barrier in allowing them to use full English in the classroom. They said that the students were reluctant to speak English and they kept coming back to Indonesian during the learning process. This condition led the students to feel uninterested to continue with the lesson.

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