

## USING ENGLISH IN THE CLASSROOM: CREATING AN ENGLISH ENVIRONMENT

**Barnoxon Yigitaliyeva**

EFL student at Ferghana State University, yigitaliyevabarnoxon85@gmail.com

**Sharofat Pakirdinova**

EFL teacher at Ferghana State University

**Abstract:** This study examines the role of using English as the primary medium of instruction in foreign language classrooms. The aim is to explore how an English-rich environment affects students' communicative competence and engagement. The study is based on classroom observations and widely used communicative teaching strategies. The findings indicate that consistent exposure to English, combined with interactive activities and supportive classroom practices, improves students' fluency and confidence. However, limited use of the native language may still be necessary for clarification. Overall, the study highlights the importance of balancing exposure and support in language learning.

**Keywords:** English environment, communicative competence, classroom interaction, language acquisition, EFL teaching

**Annotatsiya:** Ushbu tadqiqot ingliz tilini chet tili sifatida o'qitiladigan sinflarda asosiy aloqa vositasi sifatida qo'llashning ahamiyatini o'rganadi. Tadqiqotning maqsadi ingliz tiliga boy muhitning o'quvchilarning kommunikativ ko'nikmalari va faolligiga ta'sirini aniqlashdan iborat. Tadqiqot sinf kuzatuvlari va kommunikativ yondashuvga asoslangan metodlarga tayangan. Natijalar shuni ko'rsatadiki, ingliz tilidan doimiy foydalanish, interaktiv mashg'ulotlar va qo'llab-quvvatlovchi muhit o'quvchilarning ravonligi va ishonchini oshiradi. Shu bilan birga, ayrim holatlarda ona tilidan cheklangan foydalanish zarur bo'lishi mumkin. Umuman olganda, tadqiqot til o'rganishda muvozanat muhimligini ta'kidlaydi.

**Kalit so'zlar:** ingliz tili muhiti, kommunikativ kompetensiya, sinfdagi muloqot, til o'rganish, EFL o'qitish

**Аннотация.** Данное исследование рассматривает использование английского языка как основного средства общения в классах, где он изучается как иностранный. Цель работы — определить влияние англоязычной среды на коммуникативные навыки и активность учащихся. Исследование основано на наблюдениях и коммуникативных методах обучения. Результаты показывают, что постоянное использование английского языка, интерактивные задания и поддерживающая атмосфера способствуют развитию беглости речи и уверенности учащихся. Однако в некоторых случаях ограниченное использование



*родного языка является необходимым. В целом подчеркивается важность баланса в процессе обучения.*

**Ключевые слова:** *англоязычная среда, коммуникативная компетенция, взаимодействие в классе, изучение языка, преподавание английского*

## INTRODUCTION


In many contexts where English is taught as a foreign language, students have limited exposure to the language outside the classroom. As a result, the classroom becomes the main space where meaningful interaction in English can occur. However, in practice, both teachers and students often rely heavily on their first language, which reduces opportunities for real communication. Previous research suggests that increased exposure to the target language supports language acquisition and fluency development (Krashen, 1985; Long, 1996). This paper explores how creating an English-rich classroom environment influences students' engagement and communicative ability.

**Methods.** This study is based on classroom observations and common teaching practices used in English as a Foreign Language (EFL) settings. The focus is on strategies that encourage the use of English as the primary medium of communication. These include teacher talk in English, interactive activities such as group discussions and role-plays, and the use of visual aids to support comprehension. In addition, attention is given to classroom atmosphere, particularly how teachers respond to errors and encourage participation. Rather than relying on translation, meaning is conveyed through gestures, examples, and simplified explanations. These approaches are widely discussed in communicative language teaching frameworks (Harmer, 2007).

**Results.** The findings indicate that classrooms where English is used consistently tend to show higher levels of student participation. Students gradually become more comfortable listening to and using English, even if their initial understanding is limited. Over time, they rely less on their native language and develop better fluency. Interactive tasks such as pair work and role-play appear to be particularly effective. They create situations where students must actively use English to express ideas. Furthermore, a supportive environment—where mistakes are treated as part of learning—reduces anxiety and encourages students to speak more freely. However, the results also suggest that completely eliminating the native language may not always be practical, especially for beginners. In some cases, brief use of the first language helps clarify complex instructions and prevents confusion.

**Discussion.** These findings align with established theories of language acquisition. For example, Krashen (1985) emphasizes the importance of comprehensible input, which can be achieved when teachers use English supported by context and visuals. Similarly, Long's





Interaction Hypothesis (1996) highlights the role of communication in developing language skills. At the same time, the results show that balance is essential. While maximizing exposure to English is beneficial, ignoring students' needs can lead to frustration. Teachers must therefore adapt their language use based on students' proficiency levels and provide support when necessary. Creating an English environment is not simply about enforcing rules; it requires thoughtful planning, appropriate strategies, and a positive classroom culture. When these elements are combined, the classroom becomes a space where students feel both challenged and supported.

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