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CREATING AN "ENGLISH" LANGUAGE ENVIRONMENT

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Abstract

English is one of the important components in the world of education in this modern era. This is evidenced by all levels of education that have required English lessons in their curriculum. So, this article argues that some features of organizing environment which can provide "English" atmosphere to learners. It aimed at to demonstrate how to create it by dint of using different kind of methods and ways. It explores teaching strategies, abilities teachers' opinion about doing that.

Keywords

Literature, positive mood, considered, qualitative research, opportunities, linguistic meaning.

Introduction

Currently every education sphere demands English language atmosphere. It's assumes a significant part on the world and it is utilized in many fields of life, for example, in legislative issues, financial aspects, social, amusement, instruction, etc. Hamada men (2020) said that It is begun from primary school level to college level which comprises of four abilities to be specific perusing, talking, and composing. However, sometimes, the essence of learning and teaching English seems to be considered inappropriate.This study uses qualitative research with a descriptive approach. Descriptive characteristics not only describe situations or events but also explain relationships, test, hypotheses, make predictions and get the meaning and implications of a problem to be solved. Based on the statement above, this research is focused on analyzing students' perceptions of the existence of activities on students' English skills. In this case is not centered on the teacher but students are also actively asking and expressing their opinions. The results of this study shows that English teaching provide opportunities for English learners to practice using English as a fun and varied learning environment. Not only international schools, but several national private schools also apply this system to their learning at school, both inside and outside the classroom. Even though the time or class hours are limited, the teacher should be able to create a learning atmosphere, as well as a comfortable bilingual environment. So that students can feel the atmosphere of effective English learning. Furthermore, the English teachers become a facilitator for students to improve their ability in mastering English skills especially speaking skills. This activity generally exists from elementary school to high-level education with the aim that students can develop their talents and potential in themselves, as well as create a comfortable English-speaking environment.

Literature review

During writing this extensive research, I have looked through some relevant references and searching some people's opinions related to my topic. One of them is J.Environ(2023) who considered the

following questions during his long- term learning of English: "How to make use of the function of context to make English learning diverse and challenging; how to create a variety of practical forms, such as creating a way to make students interested and able to participate in learning, in order to improve students' language communication ability". I think this statement is true as every single teacher should give these questions to themselves for sharing positive mood and creating English atmosphere among students in the classroom. “Closed captioning isn’t just for the hearing impaired,” writes Joanna Schwartz, a bilingual grade school teacher and founder of Toolbox for Teachers. “If you’re showing video content, turning on closed captioning supports ELL students’ comprehension as well as everyone’s literacy skills… The simple act of using closed captioning improves learning, even for students without learning challenges. The teacher should be ready for the lesson and be in the classroom before the students arrive with any photocopies or items that are needed for the lesson. On arrival, the lesson should start straight away after an introduction, so there is no time wasted. Meacham Mendel Shearson said ‘this is the key to time management-to see the value of every moment. Every minute is an advantage. Discipline is defined as the practice of teaching others to obey rules or a code of behavior, using punishment to correct disobedience. There are several ways to create a positive classroom environment for example:

Build positive relationships. ...

Arrange the physical environment. ...

Set high academic expectations. ...

Provide positive reinforcement. ...

Be open to feedback. ...

Encourage collaboration. ...

Use current curriculum and teaching methods. ...

Since most schools in the world are taught in English, many students feel nervous and shy when they have to speak in English in front of their classmates. In order to make the English speaking environment in school more comfortable for students, there are a few things that teachers can do. First, teachers can create a safe and supportive environment in the classroom by being patient and encouraging when students are speaking English. Secondly, teachers can provide opportunities for students to practice speaking English through activities such as pair work, group work, and class presentations. Finally, teachers can help students build confidence in their English speaking ability by using positive reinforcement and feedback. What makes a language rich environment? The first step in accelerating the acquisition process is to use visual aids. The disciplined class should start on the first day. Students should know what is allowed and what is not accepted. Teachers need to set up some rules for the class. Students need to understand that if rules are broken, there are actions that need to be taken. Some actions can be time-out for younger students, warnings, detention, or visiting the office according to the age of the students. Gerents, considers that the “linguistic meaning is based on usage and experience”, and therefore students should be place in an environment that “trigger their experiences and let them use the language for real purposes” as often as possible. Moreover is sure that “second language acquisition is shaped by the input one receives’ while

Photos herself, considers that the “input the students receive in the classroom can be manipulated in order to make it easier to understand, fitting their needs and level”. She goes further in arguing that “teachers have been doing it over the years, with different strategies such as simplifying the grammar activities or physically highlighting the important points of a particular topic (grammar structures or vocabulary) in the presentations or in the prints that they hand to them”. Nation and Newton also believe that students are capable of understanding a foreign language as the visuals used will “provide conceptual scaffolding, through cultural context or other clues, and it helps with the natural associations of images and words”. Lack off and Johnson, are the specialists who coined a new term called the “Experiential Realism” , based on the assumption that there is a reality “out there”, and that the purpose of “our perceptual and cognitive mechanisms is to provide a representations of this reality” by using multimedia visual aids in the English language class In their studies they found out that more than “two dozen different image schemas and several image schema transformations” appear regularly in people’s “everyday thinking, reasoning and imagination”

Conclusion

The four skills in English, namely speaking, reading, listening, and writing, are closely related to the process of learning English. Apart from having their respective important roles in the learning process, these four skills are also a benchmark for students' abilities and understanding of English. The English club creates an environment that at least allows students to express themselves in their respective English skills. This activity can "fish" the potential that is already inside, but sometimes there are obstacles when showing it. It is found from the personal reflection and class observation that for managing the behavior of individuals or groups different strategies may have to be used such as questioning, role play, rewards, punishment, discussions, paired/group work, observations, switching activities, audio/visuals etc. The teachers' dynamics need to be understood by the teachers, and behaviors or teaching approaches need to be adjusted. Again, learning needs, methods or styles of the learners may be different; in this respect, teachers need to understand the need and preferences of the learners and prepare the lesson plan accordingly to meet the learning objective of all learners rather than certain individuals.

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