classroom discourse in increasing the effectiveness of foreign language teaching, they often lack efficient strategies to encourage learners to use English in their communication with the teachers and their peers. The results of the survey also suggest that there is clear potential in learner-learner classroom communication, which is particularly unexploited compared to teacher-learner interaction. Finally, we would like to stress that while we agree with the commonly held view that the most efficient way of teaching English is by using it as much as possible, we also believe that we can make the most of it only by applying a systematic approach.

References