



HOW TO MAKE ENGLISH LESSONS MORE INTERESTING FOR STUDENTS

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Abstract: *This article examines practical ways of making English lessons more interesting and engaging for students in secondary special and technical education. It discusses the main reasons why learners often lose interest in language classes, analyzes psychological and pedagogical factors that influence motivation, and presents a range of modern methods and techniques — including games, technology, project-based learning, and communicative activities — that can be used to increase students' involvement and enthusiasm. The article also offers practical recommendations for teachers who wish to create a more dynamic and student-centered classroom environment. The findings suggest that combining variety, relevance, interaction, and positive emotional atmosphere is the key to sustaining long-term interest in learning English.*

Keywords: *English language teaching, student motivation, interactive methods, classroom engagement, communicative approach, technology in education, project-based learning.*

Introduction

Teaching English as a foreign language has become one of the most important tasks of modern education, especially in technical and vocational schools, where students need practical language skills for their future professions. However, many teachers face a common challenge: students quickly lose interest in lessons that are repetitive, purely grammar-based, or disconnected from real life. Boredom in the classroom not only reduces motivation but also slows down the process of language



acquisition itself, since learners who are not emotionally engaged tend to retain less information and participate less actively.

The purpose of this article is to analyze the main factors that make English lessons uninteresting and to present effective pedagogical strategies that can transform ordinary lessons into engaging, meaningful, and memorable learning experiences. The article is based on an analysis of contemporary methodological literature and practical classroom observations, and it aims to provide teachers, especially those working in technical schools, with concrete tools for increasing student interest and participation.

1. The Importance of Motivation in Language Learning

Motivation is widely recognized as one of the strongest predictors of success in second language acquisition. Students who are motivated tend to spend more time practicing, take more risks in using the language, and recover more quickly from mistakes. Motivation in language learning is generally divided into two types: intrinsic motivation, which comes from personal interest and enjoyment of the learning process itself, and extrinsic motivation, which comes from external rewards such as grades, praise, or career opportunities.

In technical schools, many students study English because it is a compulsory subject rather than out of personal interest, which means that extrinsic motivation often dominates. The teacher's task, therefore, is to gradually shift students toward intrinsic motivation by making lessons enjoyable, relevant, and connected to their future professional needs. When students see a clear purpose for learning English — for example, understanding technical instructions, communicating with international specialists, or using English at work — their motivation naturally increases.

2. Common Reasons Why English Lessons Become Boring



Before discussing solutions, it is important to understand why students often find English lessons uninteresting. Several common reasons can be identified based on classroom practice and pedagogical research.

First, an overreliance on textbook exercises and grammar drills without any communicative or creative component makes lessons monotonous. Second, a lack of variety in classroom activities — when every lesson follows exactly the same structure — reduces students' curiosity and attention. Third, topics that are too abstract or far removed from students' real lives and future professions fail to capture their interest. Fourth, insufficient use of visual aids, technology, and interactive tools makes lessons feel outdated compared to the digital environment students are used to outside the classroom. Finally, a tense or overly strict classroom atmosphere, where students are afraid of making mistakes, discourages active participation and open communication.

3. Methods and Techniques to Increase Student Interest

Modern methodology offers many effective techniques that can be used to make English lessons more dynamic and engaging. Below are some of the most effective approaches.

Games and competitions. Language games such as word puzzles, vocabulary races, role plays, and quiz competitions create a relaxed and enjoyable atmosphere while reinforcing language structures. Games also introduce an element of friendly competition, which naturally increases students' engagement and willingness to participate.

Use of technology and multimedia. Incorporating videos, songs, podcasts, mobile applications, and interactive presentations helps students connect with authentic language use and makes lessons visually and audibly stimulating. Technology also allows teachers to bring real-world content, such as short news clips or professional videos related to students' specializations, directly into the classroom.



Project-based and task-based learning. Assigning students meaningful projects — such as preparing a presentation about their future profession in English, creating a short video, or designing a poster — gives them a concrete goal and encourages them to use the language actively and creatively rather than mechanically.

Communicative and interactive activities. Pair work, group discussions, debates, and role-play scenarios based on real-life or professional situations allow students to practice speaking in a low-pressure, meaningful context. These activities also develop cooperation and critical thinking alongside language skills.

Integration of professional content. Since students in technical schools are training for specific careers, connecting English lessons to their field of study — for example, using technical vocabulary, reading simplified professional texts, or simulating workplace communication — makes the subject feel directly relevant and useful.

4. The Role of the Teacher and Classroom Environment

The teacher's personality, attitude, and teaching style play a decisive role in shaping students' interest in the subject. A teacher who shows enthusiasm, patience, and genuine interest in students' progress creates a positive emotional atmosphere that encourages participation. Establishing a supportive classroom environment, where mistakes are treated as a natural part of learning rather than a source of embarrassment, helps students feel more confident about speaking and experimenting with the language.

Furthermore, variety in lesson structure — alternating between individual work, pair work, group activities, and whole-class discussion — keeps students mentally active and prevents the fatigue that comes from repetitive routines. Positive reinforcement, timely feedback, and recognition of students' effort, not only their correctness, also contribute significantly to sustained motivation over time.

5. Practical Recommendations for Teachers



Based on the analysis above, several practical recommendations can be formulated for teachers who wish to make their English lessons more interesting.

First, teachers should plan lessons with variety in mind, combining different types of activities within a single class rather than relying on one repetitive format. Second, authentic materials such as songs, short videos, and real-life texts should be used regularly to connect classroom learning with the outside world. Third, technology should be integrated purposefully, not simply as decoration, but as a tool that supports communication and creativity. Fourth, lessons should be linked, whenever possible, to students' future professions, since relevance is one of the strongest sources of motivation in technical education. Fifth, teachers should create a friendly, low-anxiety atmosphere where students feel safe to make mistakes and take part actively. Finally, regular use of group and pair activities helps develop both language skills and social confidence, making lessons more lively and student-centered.

6. A Sample Lesson Idea Based on Interactive Principles

To illustrate how the principles discussed above can be applied in practice, consider a sample lesson designed for technical school students on the topic "Talking About Your Future Profession." The lesson begins with a short warm-up game, such as a vocabulary chain activity, in which students name profession-related words one after another, building excitement and activating prior knowledge in a relaxed way. This is followed by a brief authentic video showing a young specialist describing a typical working day, which introduces new vocabulary in context and gives students a real model of language use.

After watching the video, students work in pairs to discuss questions related to their own future careers, practicing the target vocabulary and structures in a meaningful, personalized way. The main part of the lesson involves a small group project: students prepare a short poster or mind map presenting the skills, tools, and daily tasks associated with their chosen profession, using simple English phrases.



Each group then presents their work to the class, which develops speaking confidence and public presentation skills. The lesson closes with a quick, informal quiz game that reviews the vocabulary in a fun and low-pressure format, reinforcing what has been learned while leaving students with a positive final impression of the lesson.

This example demonstrates how combining a warm-up game, authentic multimedia, pair discussion, a short project, and a closing activity can transform a single lesson into a varied, student-centered experience that maintains attention and motivation from beginning to end. Such lesson structures can easily be adapted to different topics and levels, making them a practical model for teachers seeking to increase student engagement on a regular basis.

7. Evaluating the Effectiveness of Engaging Lessons

It is also important for teachers to reflect on and evaluate how well their lessons succeed in engaging students, rather than assuming that any new activity automatically increases interest. Simple, informal methods of evaluation can be highly useful in this regard. For example, observing the level of student participation during an activity — how many students speak, ask questions, or volunteer answers — provides immediate feedback about engagement. Short anonymous feedback forms, asking students which activities they enjoyed most and why, can also help teachers understand students' preferences and adjust future lessons accordingly.

Another useful approach is to track changes in students' willingness to use English outside of structured exercises, such as during free discussion time or informal classroom interaction, since spontaneous use of the language is a strong indicator of genuine engagement and growing confidence. Teachers may also compare students' performance and attitude before and after introducing new interactive techniques, noting whether attendance, attentiveness, and homework completion improve over time. Continuous reflection of this kind allows teachers to refine their methods, discard activities that do not work well for their particular



group, and gradually build a personalized set of strategies that reliably keep their students interested and motivated.

8. Challenges Teachers May Face and How to Overcome Them

While interactive and student-centered methods bring clear benefits, teachers who try to introduce them may encounter certain practical challenges, especially in technical schools with limited resources. One common difficulty is a shortage of equipment, such as computers, projectors, or stable internet access, which can restrict the use of multimedia and online tools. In such cases, teachers can rely on low-tech alternatives, including printed pictures, simple board games, flashcards, and role-play cards, which require little or no technology but still add variety and interaction to the lesson.

Another challenge is managing large classes, where organizing group work or individual speaking practice for every student can be time-consuming. Careful planning, clear instructions, and well-structured group roles can help maintain order while still allowing meaningful interaction. Time constraints within the curriculum may also make teachers hesitant to include games or projects, fearing they will not cover the required material. However, well-designed interactive activities can be built directly around the existing syllabus, so that engagement and curriculum coverage are achieved simultaneously rather than treated as competing goals.

Finally, some students may initially feel shy or resistant to more active forms of participation, particularly if they are used to passive, teacher-centered lessons. Gradually introducing pair work before larger group activities, offering positive encouragement, and allowing students to choose topics that interest them can help build confidence over time. Recognizing these challenges in advance allows teachers to plan realistic, sustainable strategies rather than abandoning interactive methods after initial difficulties.



Conclusion

Making English lessons interesting is not a matter of occasional entertainment but a fundamental pedagogical strategy that directly affects the quality and effectiveness of language learning. Understanding the causes of student disengagement allows teachers to design lessons that are varied, relevant, and interactive. By combining games, technology, project-based tasks, communicative activities, and a supportive classroom atmosphere, teachers — especially in technical schools — can transform English lessons from a routine obligation into a meaningful and enjoyable part of students' education. Ultimately, an interesting lesson is one where students not only learn the language but also want to keep learning it, which is the true measure of successful teaching.

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