

Conference Name: Osaka International Conference on Teaching, Education & Learning, 25-26 September 2026

Conference Dates: 25-Sep- 2026 to 26-Sep- 2026

Conference Venue: Hotel MyStays Shin-Osaka Conference Center, Osaka, Japan

Appears in: PUPIL: International Journal of Teaching, Education and Learning (ISSN 2457-0648)

Publication year: 2026

Jeonghee Han, 2026

Volume 2026, pp. 326-327

DOI- <https://doi.org/10.20319/ictel.2026.326327>

This paper can be cited as: Han, J. (2026). Encouraging Oral English in Non-English-Speaking Contexts: Play-Based Strategies and Classroom Cases from Early EFL Learners. Osaka International Conference on Teaching, Education & Learning, 25-26 September 2026. Proceedings of Teaching & Education Research Association (TERA), 2026, 326-327

ENCOURAGING ORAL ENGLISH IN NON-ENGLISH-SPEAKING CONTEXTS: PLAY-BASED STRATEGIES AND CLASSROOM CASES FROM EARLY EFL LEARNERS

Jeonghee Han

Appleberry English Academy, South Korea

tonyan37@naver.com

Abstract

In many non-English-speaking contexts, young learners are expected to speak English before they feel confident or emotionally ready. As a result, early English education often becomes stressful and accuracy-focused, which can reduce learners' willingness to speak. This presentation explores practical ways to encourage oral English in EFL classrooms through play-based learning, without relying on early phonics instruction or formal academic structures. Based on classroom experiences from a private English academy in a non-English-speaking environment, this session shares case-based strategies used with early learners. The approach emphasizes emotional safety, meaningful interaction, and play as the foundation for oral output. Activities such as role play, storytelling, guided games, and interactive routines are used to create natural opportunities for learners to speak English voluntarily. Classroom observations indicate that when pressure is reduced and engagement is increased, learners begin to produce spontaneous oral English, even with limited vocabulary and without explicit phonics instruction at the early stages. These imperfect utterances are treated as part of natural

language development rather than errors requiring immediate correction. This presentation highlights how play-based oral activities can support confidence, motivation, and willingness to communicate in EFL settings where exposure to English is limited. Participants will gain realistic, classroom-tested strategies that can be applied in non-English-speaking contexts to help young learners move from silence to speech in a low-stress learning environment.

Keywords:

Play-Based Learning, Oral English, EFL Classrooms, Young Learners, Willingness to Communicate