

CLASSROOM ENGLISH

Adapted from Hughes (1990)

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To start with...

- Talking about classroom language means talking about what **language expressions** are used to present an **instruction in a classroom**
- We will talk about the language based on (1) its chronological order: **opening, main activity, and ending**, and (2) its four main functions: **organizing, interrogating, explaining, interacting**

Organizing

- The language of organizing is used **to direct** and **to manage the interaction** between a teacher and his/her students
- It can involve several sub-functions such as:
 - **Giving instructions**
 - **Sequencing**
 - **Supervising**

Interrogating

- The language of interrogating in the classroom mostly aims at eliciting information, ideas, opinion, and reasons from the students.
- It also becomes important as a trigger to stimulate active continuing conversations between the teacher and his/her students.
- It can include:
 - Asking questions
 - Replying to questions

Explaining

- The language of explaining is used in the occasions where a teacher needs to make his/her students translate, paraphrase, summarize, define, or make correction.
- For the teacher, it is a language to give information related to people, places and events, or a verbal commentary accompanying pictures, slides and films.
- The language of explaining here is then sub-categorized into:
 - Metalanguage
 - Reference

Interacting

- The language of interacting here is mostly about the use of expressions to (1) maintain social relations such as greeting, leaving, apologizing, thanking, congratulating, etc., and (2) indicate appreciation, pity, sympathy, interest, surprise, anger, disappointment, etc.
- Two sub-functions from it include:
 - Affective attitudes
 - Social ritual

Two important notes:

- Classroom language can be realized in three important ways:
 - **Commands:** “Close the door, Ahmad”
 - **Requests:** “Could you (please)close the door, Ahmad”
 - **Suggestions:** “I think it’s better to close the door”
- The success of delivering your classroom language is also influenced by your ability of managing and modifying your use of **segmental** and **supra-segmental** aspects of English

OPENING

- Study the following expressions:

a. Greetings:

- Good morning, boys and girls/children/everybody
- Hello, everyone
- Hello there, Budi
- How are you today, (Nia, Ani, etc.)?
- How's life?
- How're things with you Dina?
- Are you feeling better today, Fajar?
- I hope you are all feeling well today
- I hope you have all had a good/nice weekend/holiday

Continued...

Students' possible responses:

- Good morning, (Mam, Sir)
- Hello, Sir/Mam
- I'm fine/very well, thank you, how are you?
- It's good, how about you?
- Yes Mam, I'm getting better, thank you. How about you?

Continued...

b. Transition to work

- It's time to start now
- Let's start our lesson now (shall we)?
- Is everybody ready to start?
- Let's get started
- Let's go now
- I think we can start now
- We won't start until everyone is quiet
- Stop talking now so that we can start
- Put your things away
- Put that book away

Continued...

c. Absences

- Who is absent today?
- Who is missing?
- Who isn't here?
- What's wrong/the matter with Andi today?
- Has anyone seen Dona today?
- Who was absent last time?
- Who missed last Friday's lesson?

Continued...

d. Lateness

- Why are you late?
- Where have you been?
- What do you say when you are late?
- I see. Well, sit down and let's get started.
- That's all right. Sit down and we can start.
- Try not to be late next time
- Don't let it happen again, alright?
- Try to be here on time next time
- Why don't you try to go earlier next time

MAIN ACTIVITIES

- When it comes to main activities, there are many options, different situations and activities; therefore, the language used will vary according to the contexts.
- What will be presented here are just some from many possibilities.

Continued...

a. **Distribution of books or learning materials**

- Give out the books, please
- Pass out the exercises, please
- Pass these (to the) back
- Take one and pass them on
- Has everybody got a book?
- Have you all got a copy of the exercise?
- Is there anyone who hasn't got a copy?
- One book between two
- One book to every three pupils
- Three students to each book
- You will have to share with Ratna
- Share with Anton this time

Continued...

b. Books out, find page

- Get your books out
- Books out, please
- Takeout your worksheets
- Open your book at page 12
- You'll find the exercise/text on page 255
- Look at page 81
- Look at exercise 5A on page 25
- It's somewhere near the front/back/middle of the book
- Now turn to page 19
- Turn over (the page)
- Over the page
- Next page, please
- Turn back to page 18
- Now look back at the last/previous chapter

Continued...

c. Collect, put away

- Stop working now
- Pens/pencils down
- Put your pens/pencils down
- Time is up. Stop writing.
- I'm afraid it's time to stop
- Close your books
- All books closed, please
- Turn your books over
- Collect the books in
- Pass the sheets to the front
- Don't forget to put/write your names on them
- Hand in your papers as you leave
- Leave your tests/sheets on the desk as you go out

Continued...

d. Position on page

- It's at the bottom of the page
- It's on the right/left
- It's on the top left-hand corner
- Paragraph three, line four
- (The) third paragraph, (the) fourth line/sentence
- The first line in the second paragraph/in paragraph two
- Ten lines down/up
- Line five, (the) seventh word

Continued...

e. Reading, understanding

- Read the passage silently/aloud
- Have a look at the title
- Let's read
- You start (reading), Anto
- Let's take turns reading
- One after the other, please
- Go on reading, Heri
- Next (one), please
- Do you understand
- Is there anything you don't understand
- Is anything clear?
- Are there any questions?
- Any difficulties?
- Let's have a look at some of the difficult points
- The meaning of this word is similar to "clever"
- I'd like to draw your attention to the word "velocity" in line four

Continued...

f. Listening, writing, exercises

- Now, listen carefully
- Listen and repeat
- All together after the tape
- Listen to the tape carefully
- What did s/he say?
- Copy this down in your notebooks
- take this down in your exercise books
- Do the exercise in pencil
- Try it in ink
- Use a pen/pencil
- Try exercise 7
- Answer the first five questions
- If you get stuck, skip the question
- Let's go through the exercise
- Let's check the answers
- How many did you get right/wrong?
- What's the answer to number 1?
- Let's go on to number 2

Continued...

g. Acting out

- Now, let's act out the dialogue
- Come out to the front and show everybody else
- Let's watch Shinta and Shanti acting the conversation out
- You be Mr. Smith
- Who wants to Nicole?
- Who would like to read the part of Sam?
- Let's rehearse first
- Some applause for the actors and actresses
- Please give a big hand for the performers
- Pretend that you are a marketing manager
- Imagine that you are really sick
- Act as if you are angry

Continued...

h. Come out, write

- Come out to the blackboard, please
- Go to the board
- Go up to the blackboard
- Whose turn is it to write the sentence up?
- Come (out) and write that sentence on the board
- Write that on the board
- Step aside so that the class can see what you have written

Continued...

i. Attention, Read, Clean

- Everyone look at the blackboard, please
- Look at the pattern on the board
- Are the sentences on the board correct?
- Can you see anything wrong with the sentences?
- Read out the sentences on the board
- Whose turn is it to clean the board?
- Clean the board, please, Bill
- Leave the answers on the board

ENDING

a. Stop Working

- It's ten to ten. We'll have to stop now.
- It's almost time to stop
- All right! That's all for today, thank you
- It isn't time to finish yet. There are still 5 minutes to go
- One more thing before you go
- We'll finish this next time
- We'll continue working on this chapter next time

Continued...

b. Setting homework

- This is your homework (for today/tonight)
- Prepare the last two chapters for Monday
- Finish this off at home
- Complete this exercise at home
- There will be a test on this next Wednesday

Continued...

c. **Valediction (the act of saying goodbye)**

- Goodbye, (boys and girls)
- Bye-bye, children
- See you again on Tuesday
- I'll see you again next Wednesday
- Have a nice weekend/holiday
- I hope you all have a nice vacation
- Tomorrow we'll meet in room 14
- I'll see you in room 7 after the break



That's all folks...

Thank you