

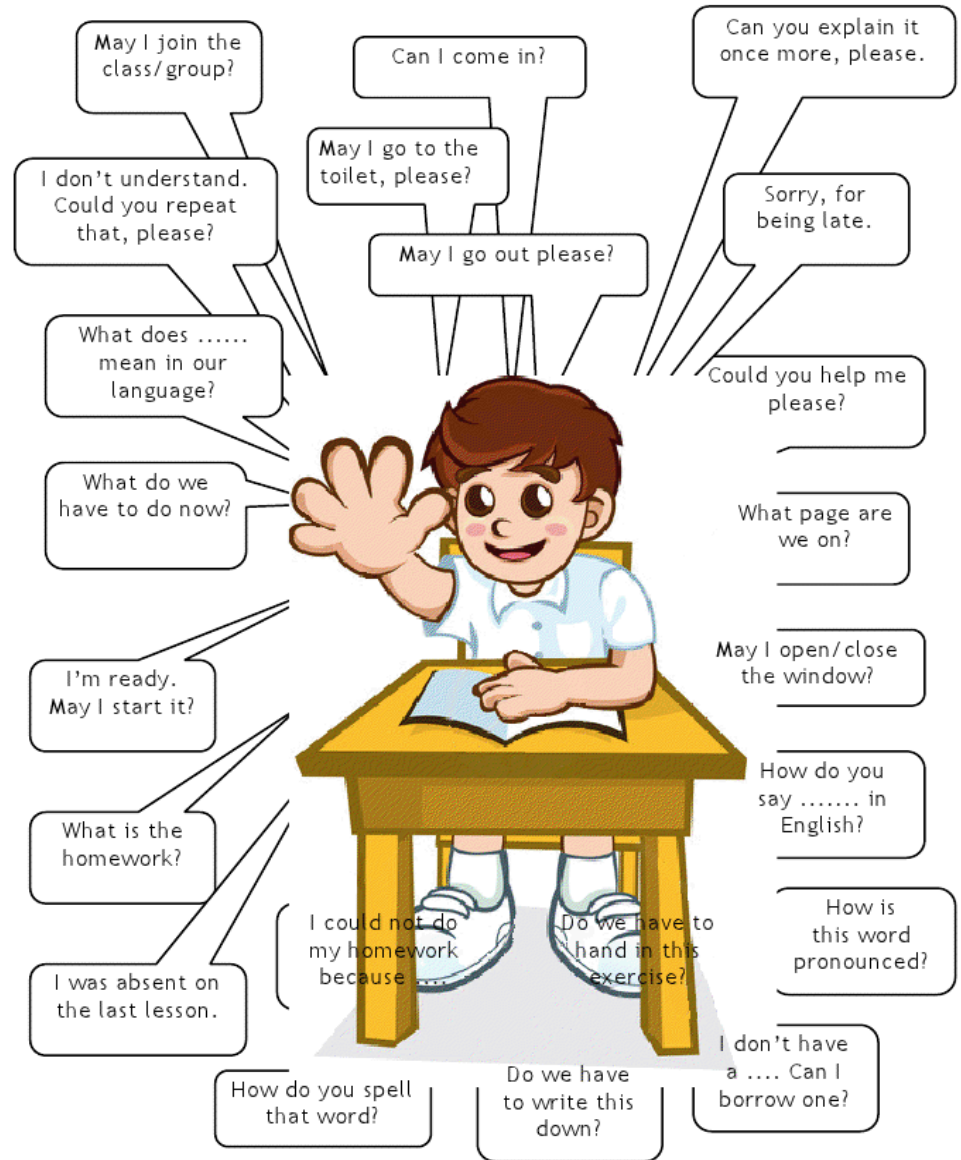
# CLASSROOM LANGUAGE

## Classroom Language

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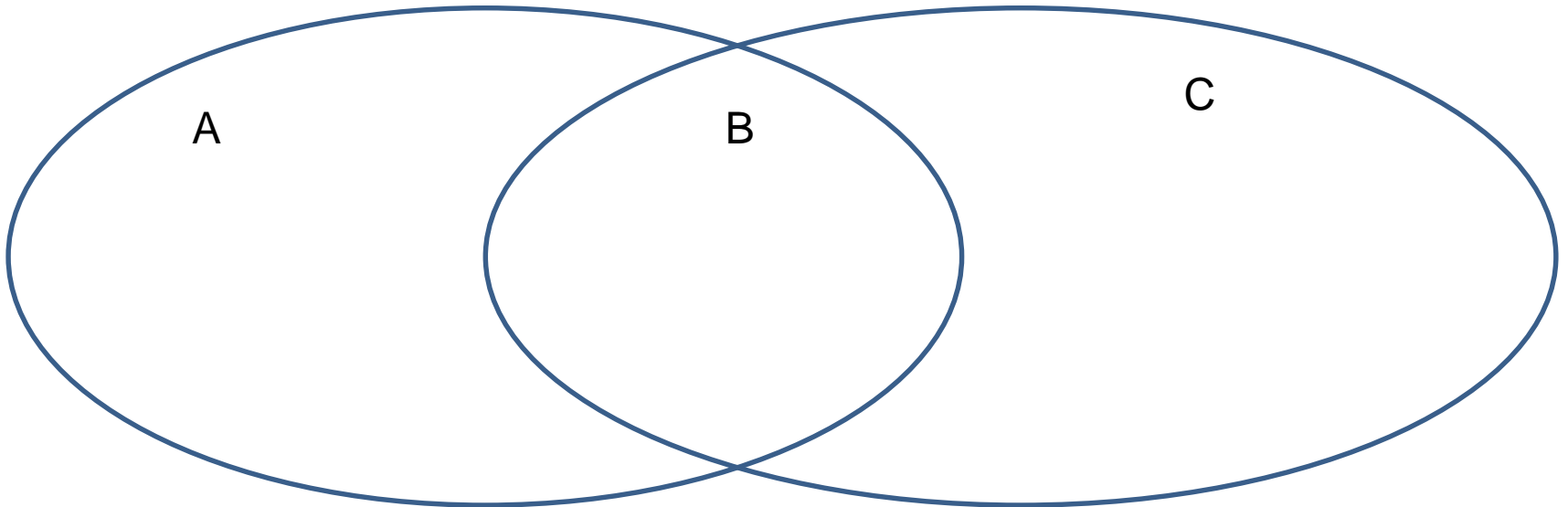


# Learning Outcomes

- To **explain** how classroom language aids language acquisition
- To **understand** when L1 or L2 is more beneficial for learners in the classroom
- To **teach** classroom language in context to young learners and help them to practice using it
- To **give** instructions for various activities effectively

# What Is Classroom Language?

- Who says what?
- A: Teacher's language
- B: Teacher's or Learner's language
- C: Learner's language



# What Is Classroom Language?

Pens down and listen, please.

How do you spell “eraser”?

May I go to the restroom?

Where’s the dictionary?

That’s not correct. Try again.

Whose turn is it?

What does it mean?

Could you say that again?

Why did you write that?

Shall I go first?

# What Is Classroom Language?

Good morning. How are you today?

Repeat after me. "Picnic."

Sit down, please.

Sorry I'm late.

You have three more minutes.

Let's play a game. Are you ready?

Can I borrow your ruler?

What page are we on?

I'm ready. May I start it?

Do we have to write this down?

# Definition of Classroom Language

- The language used in an English language classroom as part of the **procedure**, e.g. greetings, asking permission, getting learners' attention, giving instructions, giving feedback, etc. It's usually used **repetitively**.

# Why Use Classroom Language?

- Young learners **acquire** their mother tongue through **constant exposure** to and usage of language. It's believed that **lexical chunks**, or **commonly used phrases**, aid acquisition.
- By hearing chunks of language used in relevant contexts many times, young learners come to understand the meaning of each chunk. Eventually they are able to produce the phrases themselves in appropriate contexts to express themselves accurately. Young learners do not analyze the grammar of such chunks --- they just know when and where to use them, through **repetition** and successful usage. Learners of second language can also acquire lexical chunks in the same way.

# Why Use Classroom Language?

- It makes sense then, that teachers of English as a foreign language should use **lexical chunks** in the classroom as much as possible. Classroom language, such as greetings, instructions, giving feedback, etc. contain examples of lexical chunks and tend to be used **repetitively** in context.
- Learners will gradually acquire these **phrases** in the same way as a native speaker would. Learners should also be encouraged to use such phrases themselves, in order to aid **fluency**.



# Why Use Classroom Language?

- An additional benefit of lexical chunks is how they aid **fluency**. By having a store of such chunks on the tip of the tongue, speakers don't have to think so hard about every word they say, which would slow down speech. They can produce the appropriate chunk at the appropriate time without much thought, and so concentrate on other aspects of speech, which may need **fine-tuning**, such as grammar and discourse.

# Components

- Procedural Language
  - Functional Language
  - Target Language
- 
- Activity
  - Production
  - Feedback for teacher

# My Classroom Language

- Work in your group to produce at least two examples of classroom language suitable for your learners for each classroom situation in the table below.

Greeting	Doing pair work
Getting learners' attention	Playing a game
Asking for permission	Giving feedback
Asking for clarification	Saying goodbye

# Greeting

- Hi, teacher.
- Good day.
- What's up?
- What's happening?
- Are you OK?
- Anything wrong?
- What's the matter?
- What's wrong with you?

# Getting learners' attention

- Look at me.
- Eyes on me.
- Stand in a line.
- Attention, please.
- Listen!
- (Clap hands)

# Asking for permission

- May I go to the restroom?
- May I borrow your ruler?
- May I come in?
- Let's go together, shall we?
- How about calling it a day?
- May I open/close the window?
- Is it OK to turn on/down the radio?
- Do you mind not eating/drinking/smoking here?

# Asking for clarification

- Can you say that again, please?
- I don't understand. Can you help me?
- Can you explain it to me again, please?
- Would you repeat it again, please?
- Can you speak it louder and slower, please?
- Do you mean “yes” about this question?

# Doing pair work

- You first.
- OK. I'll go first.
- Whose turn is it?
- You two in a group.
- You three are partners.
- Your turn, then my turn.
- You start first, and I'll follow you.



# Playing a game

- What does “Bingo” mean?
- What are the rules of this guessing game?  
How do we play?
- Can you tell me how to play (this game)?
- How about playing a game?
- What games do you like to play?

# Giving feedback

- Good job!
- Well done!
- Awesome!
- Brilliant! Excellent!
- Two thumbs up!
- Super! Superb!
- Try again!

# Saying goodbye

- See you later, alligator.
- See you a while, crocodile.
- See you tomorrow.
- See you next week.
- See you next time.
- Let's call it a day.
- Class dismissed!

# Make your own classroom functional language card

Ask	Answer
<p>What does “Bingo” mean? How do you spell “Bingo”? Can you repeat that, please? What do we have to do now? What’s next? What shall I do now? Do I need to write it down? May I go to the restroom? May I borrow your marker? Can you explain it one more time? What page are we on? How do you say 老闆 in English? I’m ready. May I start it now? What is the homework?</p>	



Thank you for listening