



CLASSROOM LANGUAGE

GETTING STARTED WITH A (COMPLETELY) NEW LANGUAGE

Idioma estranger i la seva didàctica

Maria del Mar Suárez Vilagran (2008)





TEACHING TIPS

- VERY YOUNG LEARNERS:
 - Introduce English slowly
 - Gestures, actions, movements, facial expression
 - Repeat familiar activities (songs and rhymes)



TEACHING TIPS

- VERY YOUNG LEARNERS:
 - Repeat in English what children say to you in their L1.
 - Use a puppet.
 - Use drawings and photos
 - Tell stories using pictures for support



TEACHING TIPS

- YOUNG LEARNERS:
 - Teach the class useful phrases about language use.
 - Give instructions in English.



CLASSROOM LANGUAGE: Some theory

- In the early stages of the teaching of a foreign language, it is important:
 1. to provide the learners with **comprehensible input** (language they can understand but not necessarily produce themselves), and
 2. Not to force the learners to give verbal responses which are beyond their productive competence.

RELATIONSHIP WITH L1 ACQUISITION

- This reflects the **silent period** theory which takes place when a child acquires its **first language** and comprehension of language is shown by gestures or actions and not by verbal responses.
- This means that a **higher degree of teacher input** is needed with primary-level learners to allow for this silent period.



WHAT IS MEANT BY “COMPREHENSIBLE INPUT”?

- immediate needs of the learners
- instrumental value
- functional - used in everyday contexts



WHAT IS MEANT BY “COMPREHENSIBLE INPUT”?

- highly contextualised and often easily demonstrated physically making comprehension easier

- ROUTINE – REPETITION- NO LINGUISTIC EXPLANATION



WHAT IS MEANT BY “LEARNING BY DOING”?

- cognitive perspective: knowledge is developed through a process of building on meanings.
- ability to think in abstract terms until the age of about twelve
- only after a period of practice learners use the language independently of the context



8 common areas of classroom communication

- Simple instructions
- Language of spontaneous situations
- Social interaction
- Pair and group work (classroom layout)
- Question types and orders
- Using audio-visuals
- Dealing with errors
- Evaluation



HANDOUT 1: CLASSROOM LANGUAGE

- Translate and classify the functions



1. SIMPLE INSTRUCTIONS

- Come in
- Go out!
- Stand up.
- Sit down.
- Come out to the front of the class.
- Stand by...
- Put your hands up.
- Put your hands down
- Show me your pencil / rubber / ruler...



1. SIMPLE INSTRUCTIONS

- A qui li toca ara?
- Anem a corregir.
- Alguna pregunta/dubte?
- Així, no aixà.
- Who's next?
- Let's check the answers.
- Any questions/doubts?
- Like this, not like that.



2. DEALING WITH THE LANGUAGE OF SPONTANEOUS SITUATIONS

- PHOTOCOPY: TASK 1 MATCHING SITUATIONS TO THE EXPRESSIONS

2. DEALING WITH THE LANGUAGE OF SPONTANEOUS SITUATIONS

- Qui falta avui?
- On és la/en...?
- Què li passa a en/la... avui?
- Qui va faltar el (dilluns, dimarts...)?
- Who's not here / away/ missing today?
- Where is...?
- What's wrong with...?
- Who was away on (Monday, Tuesday, ...)?



2. DEALING WITH THE LANGUAGE OF SPONTANEOUS SITUATIONS

- Ja et trobes millor avui?
- Què et passava?
- De seguida torno.
- Seguiu amb l'activitat
- Perdona...
- Do you feel better today?
- What was the matter?
- I'll be back in a minute
- Carry on with that activity.
- Excuse me...



3. THE LANGUAGE OF SOCIAL INTERACTION

- Good morning, everyone.
- Good bye.
- See you tomorrow.
- See you on Monday...
- Have a nice weekend...
- PHOTOCOPY "THE LANGUAGE OF SOCIAL INTERACTION" p. 20-21



4. PAIR AND GROUP WORK

DYNAMICS: distribute students in the class / gym/ playground depending on the type of work.

- Teacher-whole group.
- Small groups
- Pair work
- Individual work
- One to one (teacher-student)
- Small groups to small groups.
- Pair to pair



4. PAIR AND GROUP WORK

- How do you say “canvieu el torn/ara al revés/ara que comenci l’altre”...?

Change round.



5. QUESTIONS AND ORDERS

- Yes/no questions
- Wh- questions
- Rules for our classroom banner (photocopy)
- Task: do a similar banner for the P.E. class



6. USING AUDIO-VISUAL AIDS

- PHOTOCOPY P. 41



7 & 8 ERRORS AND EVALUATION

- See first exercise.




CLASSROOM LANGUAGE: REVISITED

- Use English in class as the main language.
- Use **gestures**, mime actions, and show pictures to help children understand.
- Let children use their L1 for communication to start with.



CLASSROOM LANGUAGE: REVISITED

- **Recast / rephrase** in English what children say to you in their L1.
- Answer children in English as much as possible.
- Use their L1 for support when you do a new activity or if no one understands.

- 
-
- Establish routines and classroom language in English.
 - REMEMBER: The more English the children hear, the more they will learn. They will learn gradually – they won't say everything perfectly to start with. Encourage them by responding positively



GREETINGS AND FORMS OF ADDRESS

- Good morning / good afternoon / Hello / How are you?



CHECKING ATTENDANCE

- Let's call the roll / let's take the register / let's check to see who is here / Is everyone here? / Is anyone away? / No-one absent today? / Who is missing? / Let's all count to see if everyone is here.
- Remember to answer 'I'm here'.
- So, everyone is here except... / So, only two people away.



EVERYDAY INSTRUCTIONS – ORGANIZING THE CLASSROOM AND DISCIPLINE

- Get your books and pencils out.
- Open your books on page... // Turn the page over.
- Pick your pencils up.
- Move the tables back.
- Turn your chairs round to face the wall.
- Put all your things away.
- Close the window beside you. (etc.)



COMMENT POSITIVELY ON THE WORK DONE

- That's lovely/fantastic/wonderful / very neat // That's really good // Good job // Well done! // I really like it!



STATIONERY

- pencils
- markers
- paint brushes
- plasticine
- cardboard
- eraser
- folders
- blackboard
- pencil sharpener
- notebook
- stickers
- crayons
- rulers
- scissors
- sheet of paper
- cards
- chalk
- envelopes
- highlighters
- pins
- watercolour
- felt-tipped pens
- paints
- glue
- cleaning cloth
- sponges
- desks
- rubbers
- felt
- temperas



Task

- Make a list of the materials you need in the P.E. classroom and upload it to the glossary on Moodle.