

English IN CLASSROOM



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Program in Teaching English

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English in Classroom

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Preface

English is important for students as it broadens their minds, develops emotional skills, improve the quality of life by providing job opportunities. English classes often include creative writing exercises and literary exploration.

The purpose of this book is to provide students and those interested with the guidelines for studying English for the primary purpose of language that is to communicate effectively, and spoken English empowers students to express themselves with clarity and confidence. A strong command of spoken English enables students to articulate their thoughts, ideas, and emotions precisely, both in the classroom and beyond.

This book consists of nine chapters. The author hopes that this book will be useful for learners and those interested.

Nikorn Polyiam
July 2023

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Chapter I

Introduction

The first day of class is one of the most important days for students and teachers alike as it sets the tone for the rest of the course or semester. Good first impressions are vital for establishing a rapport and connecting with your students. On the first day of class, both you and the students will probably feel excited and a little anxious. Make sure you have a well-prepared first lesson and keep your objectives for the first class simple and achievable. This helps to establish a solid foundation for the course. Here are a few ideas to help you and the students get the most out of the first class.

To encourage students to speak only in English in the classroom, make sure they know simple transactional phrases that they can use to manage their interaction. Often these phrases come so naturally in the native language that it's difficult to break the habit. To help everyone learn and remember this, make a list of these phrases on the board (or put them on a poster for the classroom) and add additional similar phrases as the need arises.

The Beginning of the Lesson

1.1 First Impressions

Arrive to class early! Coming to class early gives you time to get set up and deal with any issues that arise. When you arrive at class, check that your teaching aids such as the computer, speakers and projector are working correctly. You don't want to be dealing with faulty equipment with a class full of students looking at you as this takes away from your credibility. Furthermore, make sure you are dressed appropriately. Research suggests that clothing affects how people first judge you. A shirt and tie for men or a smart dress for women projects professionalism and boosts your confidence. Making eye contact, smiling and greeting students as they enter the class is also a good idea as it helps to immediately establish a friendly rapport.

1.2 Seating Arrangements

If possible, set up the classroom seating. The physical setup of chairs and tables can significantly influence how students learn. Seating arrangements can also impact how you communicate with your students and how the students interact with one another. Students often make judgements about the class and the teacher by the way chairs or tables are arranged. U-shaped seating is ideal for smaller ESL classes as it helps to create a more relaxed and open atmosphere that encourages student participation. In some situations, classes have tables rather than chairs. In this case, group the tables to form groups of four or five students as this number seems to be ideal for group discussions and collaborative activities.

1.3 Names

It is a good idea for you to start using the students' names as soon as possible. Depending on the country you are in, you may wish to use students' first names or nicknames. On the first day, have name cards for the students to wear, so you and the other students can remember one another's name. You could also draw up a seating plan with the students' names on. Learning a lot of names takes time. Don't be ashamed if you forget a student's name. Be direct, apologize and ask for their name. The more you use the students' names in class, the quicker you will remember them. Students often feel good when you know who they are. It also helps build rapport between you and the students. Games and activities that help students remember one another's names are also useful. Try our [Portraits](#) or [Both of Us](#) activity to help students with names. For younger learners, you can have the students play [The Name Game](#). For more resources, have a look at our [Greetings and Introductions](#) page. Here you will find activities to help students greet each other, find out one another's name, and introduce themselves and others.

In most cases, English teachers' students are from foreign cultures and pronouncing names correctly can be a challenge, so don't be afraid to remind your students to correct you if you mispronounce their names. You could also ask a person from the respective culture or another teacher to help you with more difficult names. In some countries, there is a tradition of learners adopting an English name for

class. However, many students are happier just using their regular name. Therefore, don't insist that students adopt a new name and allow them to decide what name they should be referred by in class.

1.4 Breaking the Ice

On the first day of class, start interacting with students as they gradually enters the class one by one. This could be a simple greeting and welcome and inviting them to take a seat. Having some relaxing music playing in the background can set a comfortable mood and help calm the nerves of both the teacher and students. If you sense that students are comfortable, try engaging them in conversation as this will make you appear more personable and approachable.

1.5 Introducing Yourself

Getting to know and feel comfortable with the teacher is important for students as it can help reduce some of the anxiety associated with language learning. The students will be interested in finding out who you are and what you are like. You should introduce yourself and give some background information about who you are. This helps the students relate to you and begins building the student-teacher relationship that's so important on the first day. Your introduction is also an opportunity to establish your own credibility. Tell the students about your qualifications and teaching experience. This will give the students confidence in your teaching ability. There are many ways to introduce yourself. Think about your own teaching style and do whatever works best for you. To keep energy levels up and reduce boring speeches, try turning your introduction into a game or activity the students can participate in.

A fun way to introduce yourself is to play 'Two Truths and a Lie'. In this game, the teacher writes down three sentences about themselves and explains to students that two of them are true and one is a lie. Try to make this interesting and not use obvious examples as students will spot the false sentence easily. You can also have students play this activity in small groups as a getting to know you activity.

'Two Truths and a Lie' is just one example of the many fun activities you can use. The Who am I game is not only great for

introducing yourself, but you can also gain insight into your students' level of English, which is extremely useful on the first day. Teacher's Question Time is another entertaining way to introduce yourself to the class. This game provides the students with a chance to write and respond to a variety of questions.

1.6 Getting to Know You Activities and Games

A language class should be seen as a learning community, which simply means that for successful learning to occur students will need to interact with and support one another through the process. For that community to develop effectively, it is important that the first class devotes some time to allow students to get to know one another. This is no less important than getting to know the teacher. Therefore, don't forget to include some 'getting to know you' activities in the first lesson. Take a look at our Getting to Know You activities page for communicative resources that help students become acquainted with one another.

Helping students feel at ease in the first lesson, is a good way to facilitate relationship building. There is nothing better to make students feel relaxed than playing a fun ESL game. Playing games in the first lesson makes the students feel less anxious and improves their confidence to communicate and interact. Games not only enable student to student bonding but also help build teacher student rapport. As a way of establishing connections, games that include personal information such as name, age, hometown, favorite music, etc. are usually suitable. The Teach-This First Day of Class Games page has a number of games fulfilling these criteria.

1.7 First Class Activities



Picture 1:

<https://www.teach-this.com/ideas/the-first-day-of-class>

Your students need to understand that they are going to be active participants in your class. Asking students to introduce themselves, ask you a question, talk about their expectations for the course, or introduce a partner are all good activities for the first day of class. Try to keep all the activities you do in the first lesson fun and light. Don't start off with a grammar lesson that is going to kill the mood.

Apart from getting to know your students, an important objective of the first lesson is to get some general awareness of your students' language ability. One way of doing this is to use conversation grid activities that give students the chance to engage in an authentic, independent, and cooperative conversation without direct teacher involvement. These grids can also be used with any topic as teaching or assessment activities. Learners usually enjoy them greatly.

On the first day of class, it is also important to try and get a basic understanding of some of the more popular and common interests shared by the group. This information can be leveraged throughout the course by making conscious choices with materials and activities that pander to these interests. Students are more likely to be engaged with topics that interest them, so it goes that higher engagement can contribute to more effective learning. One way of

getting more insight into student interests is by using activities that help students talk about themselves. Through monitoring these activities and listening actively, you can pick up some useful ideas. Try our [Giving Personal Information](#) page and [Small Talk](#) page for resources to help students talk about themselves.

1.8 Class Rules

It is a good idea to establish class rules from the very beginning. Students need to be clear on your expectations of them as learners and understand what you consider acceptable behavior. However, don't have too many rules and whatever rules you have make sure you stick to them. Students will normally test the rules to see how you react and to see what they can and can't get away with. Stick to your guns and don't bend the rules for anyone or you will lose credibility. Additionally, you will want to go through any other expectations you have for the class, such as homework or in-class participation.

It works well if you elicit class rules from students as they may surprise you and come up with a quite reasonable list of rules. You can also negotiate bonus points and rewards for certain group accomplishments as well as small penalties for transgressions. For example, with homework, students collect points when they turn it in, but fewer points if the homework is incomplete or receive no points if it is not done. Together you can think of a reward if the class reaches a given score, for instance, a different game, music, or video activity. The important point here is that if you set rules on the first day of class in collaboration with the students, there will be greater 'buy in' as they have not simply been imposed from above, and it is more likely students will stick to them.

1.9 The Course

The students are going to want to know the course objectives and the basics of the course syllabus to help them clarify what they must do. Explain to students the significance of the course and how learning English is going to benefit them. In this way, the students will invest their time and energy into studying with you. Try to show enthusiasm for the course content. If you show interest in what you

are teaching, this will rub off on the students. If there are aspects of the course you are not so fond of, consider adapting them or replacing them if possible.

At some point in the first lesson, it's important to go through essential administrative information such as office hours, breaks, assessment, attendance etc. It is also a good idea to explain to students how you plan to teach and deliver the course. For example, if you plan to incorporate a lot of student led learning into the course; try to give students a taste of this on the first day. Also, make sure you set aside a time for the students to ask questions about the class or course. Shy students may wish to come and speak to you at the end of class. Give these students time and try to answer all their questions.

1.10 Phones

Phones are generally an annoyance in the classroom and disrupt teaching and learning. First of all, be sure to set the correct example and turn off or silence your own phone so you don't give the impression of 'do as I say, not as I do'. Just as important, to check school rules before taking any action regarding phones: Don't be so strict about this on the first day of class especially if you haven't discussed class rules with your students. Be reasonable and think of positive ways of dealing with the use of phones in class.

A good idea to stop phone usage is to introduce a small fine for offenders. This turns an annoyance into something that is quite amusing and benefits the community. You can ask the students to suggest a worthy charity on the first day of class and donate the money you receive at the end of the course or semester. Another strategy for dealing with phones in class is to offer offenders a choice of giving the phone to you or having their phone put in a paper bag, stapled shut and left on the student's desk. The bag offers the student reassurance that the phone isn't confiscated, but also stops phone usage as the bag is sealed and if touched makes a loud crinkling noise which discourages the student from touching it. Racks or boxes are also a popular choice to limit phone use. As the students come into class, they put their phone on the rack or in the box and get it back at the end of class. If you're teaching younger students, you can create a points system that rewards students each time they remember to turn

off or put their phones on silent. At the same time, the system can be used to take away points from students who are caught using their phones during class. At the end of each week or month, award small prizes to the students with the most points.

1.11 Age Groups

When engaging with students on the first day of class, take into consideration any special characteristics of the group. One obvious characteristic of all classes is their age range. In this case, the way you would approach the first class with young learners would not be the same as you would with adults. For instance, playing ‘two truths and a lie’ might work well with teens or adults but would not make much sense with a class of 6-year-olds.

We can assume that young learners have not made an active choice to learn English, so going through details of the syllabus and the assessment would seem redundant. However, they will enjoy the class if the teacher plans interesting activities for them such as games, stories, or arts and crafts. In the first class with a group of young learners, it would be better to try and instill in students minds that the purpose of English class is to learn while having fun and making new friends.

The teenage years can be a challenging time, so some teens can be uncertain of many things such as how they feel about themselves and others. It is important to try to create a secure and structured learning environment. While teens are generally motivated and focused, this can change depending on how they perceive the relevance of class content and activities. Keep this in mind when choosing first day activities for a teen group, so, for example, avoid anything that might seem childish.

Adults are usually learning English either for professional or academic reasons. On the first day of class, they tend to be curious about the syllabus, course objectives and assessment. Don’t be surprised, if you are asked some very specific questions about these aspects of the course, so it is important to be prepared to deal with these types of queries. If you have impressive credentials and experience, don’t be shy in sharing these with adult learners as this will help alleviate some of the uncertainties they may have about you

and the course. Even though, in most cases, it will not be their first English class, it is still important to make the first-class fun and easy-going by including activities such as icebreakers.

1.12 Final Thoughts

A lot of time and effort is needed to prepare for the first lesson. However, the results are worth it. An engaging and fun first lesson will put your students at ease and help create a positive learning environment for the rest of the course. No matter how well planned and executed your proceeding lessons are, a lack luster first lesson can leave a lasting negative impression. Therefore, putting in an appropriate amount of preparation into your first lesson will definitely pay off. Good luck!

Many of the strategies utilized to promote effective “first day” and “last day” sessions of classes apply to the first and last moments of individual class sessions. Classic strategies include Gary Smith’s (2008) “First-day Questions for the Learner-Centered Classroom (link is external),” which gains “student buy-in” by asking them to “assess their own learning” and consider how alternate styles might help them achieve their goals.

The “first five minutes” is often heralded as the most crucial, and underappreciated, moment to promote student motivation and engagement. Instructors can deploy a variety of strategies depending on local class culture (adapted from Lang 2016):

Ask Questions – Instructor presents provocative questions about content or concepts at the beginning of class, which can catch student attention and privilege their contributions to learning before the instructor’s. Returning to the same questions throughout class can provide a sense of direction and consistency.

Review Earlier Sessions – Instructor asks students to brainstorm and reconstruct (Lang says “retrieve”) previous content and conversations. This method provides purpose across meetings and helps student’s access prior knowledge.

Reactivate Prior Knowledge – Instructor asks questions, provides brief demonstrations, or asks for elaborations in order to activate student thinking about previous topics. This method helps students build new knowledge upon earlier learning.

Writing Exercises – Instructor guides freewriting, 1- minute paper, or response-to-prompt to help students focus on past and future topics. Following up with think-pair-share activities enhances comprehensive review of materials and promotes class discussion.

There are a number of strategies and tools that instructors can use to engage their students in learning at the beginning of class based on the methods described above as well as other classroom techniques. These tools can be used in tandem with one another or independently.

Anecdotes – Provide a compelling anecdote related to class content. This might be an interesting fact, case, or news story that captures students' attention.

Questions – Present a controversial or compelling question for students to think about related to course content. Instructor can have students write their answers on a note card to be collected later or posed as a clicker question. Students can also carry this out as a Think-Pair-Share exercise. Student responses can be discussed at the start of the class session.

Demonstration – Conduct a class demonstration relevant to the material presented that day.

Summary – Ask students to summarize what they learned last class.

Roadmap – Provide students with a roadmap of the class to scaffold their learning.

Objectives – Present the learning objectives for the class session that day.

Welcoming Students with a Smile

Greeting each student at the door with a positive message brings benefits for both students and teacher, according to a study.

A widely cited 2007 study claimed that teachers greeting students at the classroom door led to a 27 percentage point increase in academic engagement. The problem? It included just three students.

Now a new, much larger and more credible study—comprising 203 students in 10 classrooms—validate that claim: Greeting students at the door sets a positive tone and can increase engagement and reduce disruptive behavior. Spending a few moments

welcoming students promotes a sense of belonging, giving them social and emotional support that helps them feel invested in their learning.

The first few minutes of class are often the most chaotic, as student's transition from busy areas such as the hallway or playground. Left unchecked, disruptions can become difficult to manage, but a proactive approach to classroom management can help students get focused and ready to learn. Rather than address disruptive behavior as it happens, proactive techniques—like greeting students at the door and modeling good behavior—reduce the occurrence of such behavior as teachers and students build a positive classroom culture together.

In the study, when teachers started class by welcoming students at the door, academic engagement increased by 20 percentage points and disruptive behavior decreased by 9 percentage points—potentially adding “an additional hour of engagement over the course of a five-hour instructional day,” according to the researchers.

Ten middle school teachers were randomly assigned by the researchers to one of two groups. The first group started class by greeting their students at the door, saying each student's name while using a nonverbal greeting such as a handshake or nod. The teachers also used pre-corrective statements—reminders of what to do at the start of class like, “Spend the next few minutes reviewing what we covered yesterday.” If a student had struggled with their behavior the previous day, the teachers often gave a positive message to encourage them to improve.

Teachers in the second group attended classroom management training sessions offered by their schools, but they weren't given any specific instructions on how to start class.

Researchers observed classrooms in the fall and spring, looking at academic engagement—how attentive students were to their teacher or classwork—and disruptive behavior, including speaking out of turn, leaving one's seat, and distracting classmates. Both measures improved in classrooms where teachers greeted their students, confirming what many teachers already know: Meeting

students' emotional needs is just as important as meeting their academic needs.

“The results from this study suggest that teachers who spend time on the front end to implement strategies such as the PGD [positive greetings at the door] will eventually save more time on the back end by spending less time reacting to problem behavior and more time on instruction,” the study authors write.

Building Community

Why do positive greetings work? When teachers use strategies like this, they help “establish a positive classroom climate in which students feel a sense of connection and belonging,” the study authors write. “This is particularly important considering the research demonstrating that achievement motivation is often a by-product of social belonging.” In other words, when students feel welcome in the classroom, they're more willing to put time and effort into learning.

Nonverbal interpersonal interactions, such as a friendly handshake or a thumbs-up, can help make greetings feel authentic and build trust—as long as students feel comfortable with physical contact.

When greeting students at your door:

- Say the student's name
- Make eye contact
- Use a friendly nonverbal greeting, such as a handshake, high five, or thumbs-up
- Give a few words of encouragement
- Ask how their day is going

Addressing Underlying Causes Misbehavior

Disruptive behavior is contagious—if one student misbehaves, it can quickly spread to other students. And while most teachers try to respond immediately, punishment often backfires. Research shows that trying to fix student misbehavior may be futile because doing so can spur resistance and more misbehavior instead of compliance.

“Despite overwhelming evidence that such strategies are ineffective, many teachers rely on reactive methods for classroom behavior management,” explain the study authors.

So instead of asking, “How can I fix misbehavior?” teachers could ask, “How can I create a classroom environment that discourages misbehavior in the first place?” In many cases, low-level disruptions and disengagement have less to do with the student and more to do with factors that the teacher can control, such as teaching style and use of stimulating activities. For example, a study found that when teachers encouraged students to participate in classroom activities rather than lecturing to them, students were more likely to stay on task.

Another recent study provides additional insights: When teachers focused their attention on students’ positive conduct and avoided rushing to correct minor disruptions, students had better behavior, and their mental health and ability to concentrate also improved.

Benefits for Teachers

A welcoming classroom environment doesn’t benefit students alone—it can improve the teacher’s mental health as well. Slightly more than half of teachers—53 percent—feel stressed by student disengagement or disruptions. The consequences can be serious: A 2014 study found that “teachers report classroom management to be one of the greatest concerns in their teaching, often leading to burnout, job dissatisfaction, and early exit from the profession.”

All too often, teachers spend time and energy responding to misbehavior with corrective discipline, such as telling students to stop talking or giving them a time-out. These may work in the short term, but they can damage teacher-student relationships while doing little to prevent future misbehavior. Research shows that it can be beneficial for student and teacher well-being to instead focus on creating a positive classroom environment.

The takeaway: Starting class by greeting your students at the door helps set a positive tone for the rest of the day, promoting their

sense of belonging, boosting their academic engagement, and reducing disruptive behavior.

Greetings in English

There are many ways to say hello in English. Sometimes you say a quick hello as you are passing somebody. At other times a greeting leads to a conversation. Friends and family members greet each other in a casual way. Business greetings are more formal.

Greet (verb): to say hello; to welcome somebody

Greeting (noun): saying hello; a polite word of welcome

NB: The opposite of greeting is farewell - saying goodbye.

On the following pages you can listen to and practice greeting people in a variety of situations.

In this lesson you will find:

Tips: language and gestures that native speakers use

Useful phrases: words and expressions that native speakers use

Classroom Language: The beginning of the lesson

1. Informal Greetings

Let's begin by exploring some of the most common informal greetings in English. These can be used amongst friends or family, or even in an informal setting.

1) Hi!

Simple and straightforward, "hi" is often used as a quick greeting in English amongst friends, coworkers, and even family.

2) Hey, Heya or Hey there!

This is another one of the best greetings to use amongst friends or acquaintances.

3) Morning!

A more casual way of saying "Good morning."

4) How are things?

This is one of the more casual greeting phrases used in an exchange.

5) What's new?

Similar to “how are things?”, “what’s new?” is simply a way of saying hello to someone you haven’t talked to in a while.

6) It’s good to see you

As you may have assumed, this one is used when you haven’t seen someone in a while.

7) G’day!

This is short for “Good day,” typically used in Australia.

8) Howdy!

No list of English greetings vocabulary is complete without some unique variations. This is one that’s commonly used in the southern regions of the United States.

9) What’s up?

This can also be shortened to “Sup?”

10) How’s it going?

This is one of those types of greetings that doesn’t always need to be taken literally.

11) What’s happening?

Although a question, this type of greeting can be used in place of “hello!”

12) What’s the story?

This one is popular in Ireland.

13) Yo!

Another one of the simplest greetings words you can use.

Although some of these greetings look like questions, no answers are expected or a standard “good, thank you” or “nothing much” will suffice. These greetings are typically used amongst friends or in more casual situations.

2. Formal Greetings

Now that you’ve learned how to greet someone informally, let’s check out some of the most common formal greetings in English.

1) Hello!

In formal greetings examples, hello is preferred to “hi” or “hey.”

2) Hi there

This is a slightly less formal way to say hello, but still more appropriate than using “hey.”

3) Good morning

You can never go wrong when using “good morning” in greeting sentences.

4) Good afternoon

If greeting someone later in the day, this is a great option.

5) Good evening

If greeting someone during the evening, use this option.

6) It’s nice to meet you

Just don’t say this one to someone you’ve met three times before!

7) It is a pleasure to meet you

Remember, these last two only work when you are meeting someone for the first time.

Practicing Your Greeting Words in English

I hope you enjoy putting these new English greetings to use! You’ll find that greeting people in different ways will help your English sound more natural and you’ll be able to adapt to any situation you’re in. If you don’t have anyone to practice your new English greetings examples with, your lecturer is here to help! I’ve got the perfect place for you to practice your new list of greetings in English you’re interested in.

3. Alternative Ways to Say “How are you?” in English

It’s often said that variety is the spice of life. This is especially true when it comes to food, drink, free-time activities, travel etc. If you’re always doing the same thing, life can become boring. Learning English is the same way!

It can make you feel comfortable and confident to use the same language over and over again, but it also doesn’t give you much of a variety. And over time, if you’re not careful, you may lose the excitement you once had for learning.

Today we’ll take a look at some different ways to say, “How are you?”, and their appropriate responses, in English. It’s one of the

first things you learn to say, and for some reason, many don't ever try other greetings. And the funny thing is, native speakers don't actually say "How are you?" all that often. For us, it's way to use formal and just...well...unnatural.

So, if you want to sound more natural and express yourself more exactly, it might be time to take a look at some new alternatives. As the followings:

1) What's going on?

This is a great, informal way to say hello to someone you already know. It also helps spark a conversation, so you aren't left standing awkward after the initial greeting. It means hello, but it also means, tell me what's currently going on in your life.

Typical responses include: Nothing / Not much / Not much man (if you're talking to younger males)

Now remember, just because you say not much or nothing, it doesn't actually mean not much, or nothing is happening in your life. You probably have a million things going on in your life. It's just a light way to start a conversation.

2) What's new (with you)?

This is another great and informal way to say hi to someone you knows. It's another variation of what's going on? And it's asking for any 'new' life updates from your friend.

Typical responses include: Nothing & Not much. However, you could also include any new pieces of information.

Example: What's new?

Response: Not much. I just saw that new Star Wars movie though. Have you seen it yet?

3) What's up?

A relatively recent addition to the How are you? Family, what's up? is very informal and usually only used with friends and close colleagues. Be careful about using this in formal situations.

Just as the others, it simply means hi!

Typical responses include: This one, like the others, doesn't really require much of a response. Usually a nothing much or not much will do.

Often people will often response with one of the previous responses followed by what they're doing immediately in the moment.

Example: What's up?

Response: Not much! Just hanging out right now and watching some T.V. What are you up to?

4) How have you been?

This greeting is often used after we haven't seen someone in a little while. We wouldn't use this if we just saw the person in the past couple of days. But if it has been a week or longer since you have seen them, feel free to try this one out.

Typical responses include: I'm good, I've been good, I've been alright, Pretty good and you?

5) How's everything?

This is another casual way to say hello to someone you've met before. You don't really want to know everything that they're doing, but you want to know how everything is in general.

Typical response may include: Great, Really good, Not bad, etc.

6) How's it going?

This is a classic in naturally flowing English. Well this is considered a little bit more formal; you can use this greeting for almost anyone and any situation, except for maybe the most formal situations.

It is more a question of hello and some new life updates that you're looking for.

Common responses include: It's going great. It's going well, Not bad, Could be better.

7) You all right?

This is a classic in naturally flowing English. Well this is considered a little bit more formal; you can use this greeting for almost anyone and any situation, except for maybe the most formal situations.

It is more a question of hello and some new life updates that you're looking for.

Common responses include: It's going great. It's going well, Not bad, Could be better.

8) Hey, hey man. Hi.

This is one of the most informal ways to say How are you? in English. It's also one of the most popular. It's short and to the point. It doesn't waste any time getting into the conversation.

This is great for people you know really well.

Note: If you say hey man, make sure you're saying it to a younger male. It wouldn't sound too great if you asked this of your older professor or boss.

Typical responses include: Hey, how's it going? Hey, what's up? Hey, what's new?

9) How's your day going?

This one can be used in both informal and formal settings. It doesn't require a long response but it's a nice way to ask someone whether their entire day has been good or bad up to this point.

Typical responses include: It's going well. Great. Couldn't be better!

10) Long time no see!

This is a classic way to greet someone. And as you can already tell, it's after you haven't seen them for a while.

Here you're not only looking for life updates, but it will usually be followed by one of the other greetings we studied previously. This helps make it sound more natural and to become more precise as to what you're asking.

4. Some more alternative ways to answer

The classic response for many learners when they're asked how they are doing is: "I'm fine, thanks. And you?" To make it worse, it can often sound very robotic and insincere. To sound more natural and bring a little bit more liveliness to your conversation starters, try the following responses.

I'm good

Pretty good

I'm well

To sound positive, make sure the intonation at the end of your statement goes up. If you aren't feeling that up-beat, but you don't want to be a total downer, try some of these alternatives to so-so

I'm OK.
Not too bad.
Same old, same old.
Yeah, all right.
I'm alive!*

*The last one is a sort of joke, but it gets across the point that you are surviving life and everything is ok.

Sometimes things aren't that great, but you don't want to come across as whiny or downbeat. Try these alternatives instead.

I've been better
Better now that you're here.
I can't complain too much.

5. Self-Introductions in classroom

Introducing yourself to a class, whether you are the student or the teacher, can feel daunting. Deciding what and how much to share, overcoming anxiety, and presenting yourself as an interesting and engaged person are steps that will help you introduce yourself with confidence, both in a physical classroom or in an online setting.



Picture 2:
<https://th.wikihow.com>

Method 1: Giving Your Introduction Speech

1) Stand up when it's your turn to introduce yourself. This will make you appear more confident and will help you speak more clearly than if you were to stay seated. It may feel awkward to stand up, but your introduction will be over more quickly than you think.

If you are sitting in the middle of the room, you may want to turn your head from side to side occasionally as you speak so you can address the entire class.

2) Smile when you speak. Even if you are super nervous, smiling will make your voice sound calmer and will help you mask that nervousness. It also shows your classmates and your teacher that you are friendly and approachable. Also, smiling stimulates the production of endorphins, so you are helping yourself to feel a little happier, too!

Scientific studies have shown that making yourself smile when publicly speaking endears others to you as they naturally will want to smile back.

3) Speak with confidence. Chances are that even if your voice is shaky, others won't notice that. You want everyone to be able to hear you, so when you introduce yourself, do so in a clear, loud voice. Don't mumble or stare down at the ground. It's perfectly okay to be nervous—lots of people are when speaking in front of others! But if you can take a steadying breath and project confidence, you'll be through your introduction before you know it.

Try practicing your introduction in a mirror to prepare yourself beforehand.

A lot of the people in your class will be thinking about what they are going to say when it's their turn and may not even be watching you the entire time you're speaking.

4) Give your name first. It's helpful to give your first name, pause, and then give your first and last name, like "Hello, my name is June, June Thompson." The repetition makes it more likely that others will remember your name.

If you prefer to go by a nickname, this is the time to give that detail. Say something like, "Hi, my name is Marcella, Marcella Smith, but you can call me 'Marcie.'"

Include your pronouns in this part of the speech. For example, you can say something like, "Hello, my name is Sydney, Sydney Caldwell. I use she/her pronouns."

5) Share why you are taking the class. If you're in a college course, you can share your intended major. Or if you're taking a class for a certification for a job, you could share what it is you do for work. For example, you could say, "Hi, I'm Mark, Mark Palmer. I'm an Economics major, and this class is helping me get a certification I need to graduate."

If you are only in the class because you have to be (like a general education course that all students are required to take), you don't need to say that—chances are a lot of other people are in the same boat.

6) Offer personable details, like hobbies or interests you have. If you are involved in sports or have pets or like to travel, the end of your introduction is a good place to give this information. You could say something like, "When I'm not studying, I like to train for and run in half-marathons." This gives your classmates and teacher a memorable activity to tie to your name.

Avoid sharing overly personal details, like if you're going through a divorce or recently lost your job. Try to keep things positive and upbeat—you don't want your first impression to be negative or make other people uncomfortable.

Method 2: Writing an Introduction for an Online Course

1) Add a photo if you haven't done so already. It's always nice to be able to put a face to a name, and in an online course, the feeling of community has to form in a different way than in a traditional class. You can usually add a photo to your profile so it shows every time you post, or you could add an additional picture to your introduction post.

If you're uncomfortable with adding a photo for privacy reasons, that is okay! If it was requested by your instructor, just send them an email about your reservations to let them know why you aren't adhering to their guidelines.

2) Keep your tone friendly and professional. Because you're posting online, it can be tempting to slip into an informal way of

“speaking” by using slang or loose grammar, so pay extra attention to your introduction post. Use full, complete sentences, proper grammar, and make sure to proofread before you hit “submit.”

Try reading what you wrote out loud to hear how it sounds—this may help you reword or restructure your introduction for the best flow.

3) Share personal and professional information. Include information about why you’re in the class and about what you do during the rest of your time (either for work or for fun). For example, you could write “Hi, my name is Eric Murphy, and I work during the day at a nursing home. When I’m not working or in class, I like to spend time with my spouse and our 3 rescue dogs.”

You can also share what city you live in if you’re comfortable with that—many students who are in online classes form study groups that either meet in person or online.

Remember that less is more—your classmates will be less likely to read 5 paragraphs than they would 1 succinct paragraph.

4) Respond to your classmates’ posts. This is the best way to start building rapport with everyone. Reach out to others who live in the same area or who share the same interests as you. Chances are if you’re in the same program, you might have multiple courses with them over the next 1 or 2 years.

Having an active presence in your online class will make your overall experience more gratifying, and it’ll also help you engage more with the material.

Method 3: Introducing Yourself as a Teacher

1) Greet students and introduce yourself once everyone is seated. Include your name (what you would like them to address you by), your academic background, and your interests. You could say something like, “Good morning class, my name is John Smith, and you can call me John or Professor Smith. I received my degree in Communications from Y2K College and my masters from ABC University. I just moved to the area recently and enjoy exploring downtown and going hiking with my dog, Bruce.”

It’s helpful to share details that students can identify with, but be wary of sharing overly personal information.

This is also a time you could share any awards you have won, areas of study you are interested in or involved in, publications, or boards you serve on. You want to establish as much credibility as possible.

2) Smile and address the entire room as you speak. Be welcoming and warm, making sure to look around the room as you introduce yourself. If you are nervous, try looking above the heads of the students instead of making direct eye contact. Move your body and walk around the room if you feel comfortable.

Remember that your students see you as the person of authority in the room. Chances are, they won't notice if you are nervous or forget something you had planned to say. Be confident and know that there is always time to cover anything you may have forgotten.

3) Pass out a syllabus/class instructions and answer questions. While you are giving your introduction, pass out the class syllabus so the students can begin looking it over. You can then refer to it after your personal introduction to share your expectations for the class (attendance, participation, structure, projects).

Setting the tone for the class on the first day is an important part of teaching a successful, engaging course. Practice several times before you actually are in front of your students.

6. Time to begin

From the moment that your students arrive, you can start the day on the right foot. These first few moments can set the tone for the day. Your goal is to maintain a well-managed classroom while creating a community of learners. What can you do to start your class well every day? Here are the following sentences that the teachers should say before starting class:

Let's begin our lesson now.

Is everybody ready to start?

I hope you are all ready for your English lesson.

I think we can start now.

Now we can get down to work.

7. Waiting to start

As a teacher, do you feel it is reasonable in today's classroom to expect any-age students to be quiet at all, especially during independent work times and during the time you are giving instructions? Does the "quiet" make you uneasy? I'm sure some quiet students are abused, because some fraction of all kids is abused. But I'm not particularly worried about quiet students. Therefore, these are the following sentences that the teachers can use in their classroom management:

I'm waiting for you to be quiet.

We won't start until everyone is quiet.

Stop talking and be quiet.

Settle down now so we can start.

8. Put your things away

In classroom, teacher asks students to put something in the place or container where it is usually kept:

Put your books and pencils away/ in your bag.

Okay, time up. Close down all the programs but don't turn the computers off.

Put your books away.

Pack your things away.

You may pack away now.

Close your books.

Pack your things away.

9. Register

A wide variety of registers is kept in an educational setting to keep records and is maintained by staff. This includes but is not limited to; Student attendance school register- keeps a daily record of which students are present in the setting and who is absent. This school register is maintained by the teacher:

Who is absent today?

Who isn't here today?

What's the matter with you today?

What's wrong with Jim today?

Why were you absent last Friday, ...?

10. Late

Latecomers disrupt the learning of the rest of the class, give negative attention to the latecomer, disrupt the teacher's train of thought, often become disruptive talkers after they sit down, and then ask questions about what you just explained. For help with many classroom management issues, some of these sentences might work for the teachers:

Where have you been?

We started ten minutes ago. What have you been doing?

Did you miss your bus?

Did you oversleep?

Don't let it happen again.

Conclusion

One of the most important days for students and teachers is the first day of class alike is as it sets the tone for the rest of the course or semester. Good first impressions are vital for establishing a rapport and connecting with your students. On the first day of class, both teachers and the students will probably feel excited and a little anxious. Make sure you have a well-prepared first lesson and keep your objectives for the first class simple and achievable. This helps to establish a solid foundation for the course. Here are a few ideas to help you and the students get the most out of the first class. To encourage students to speak only in English in the classroom, make sure they know simple transactional phrases that they can use to manage their interaction. Often these phrases come so naturally in the native language that it's difficult to break the habit. To help everyone learn and remember this, make a list of these phrases on the board (or put them on a poster for the classroom) and add additional similar phrases as the need arises as follows: First Impressions, Seating Arrangements, Names, Breaking the Ice, Introducing Yourself, Getting to Know You Activities and Games, First Class Activities, Class Rules, The Course, Phones, Age Groups, Final Thoughts, Welcoming Students with a Smile, Building Community, Addressing Underlying Causes Misbehavior, Benefits for

Teachers, and Greetings in English can make classroom management effectively.

Exercise 1

1. What are you most excited about learning today?
2. Why do you think learning about greeting can be useful for you?
3. Why do you think greeting students at the beginning of a lesson is important?
4. How do you usually greet your friends at the start of a class?
5. Can you share an example of a particularly effective greeting you've used?

Chapter II

Simple Instruction



Picture 3:

<https://www.chronicle.com/article/should-we-stop-grading-class-participation>

English teachers need an appropriate classroom instruction for teaching young learners in classroom. Ur (1991, as cited in Debat and Liruso, 2003) defines instructions as "the directions that are given to introduce a learning task which entails some measure of independent student activity" (page no. 16). From Debat and Liruso statement, the instructions are the way that teacher delivers the steps and the rules of some tasks in students activities.

2.1 Common instructions

The class can easily understand as follows:

1) Come in

It means to enter a room or building, used in the imperative when admitting a person.

Example: Come in! (= used when somebody knocks at a door)

2) Go out

It means to leave a room or building, especially in order to do something for entertainment.

Example:

Please close the door as you go out.

Do you want to go out for a drink after work?

It's terribly smoky in here - I'm just going out for a breath of fresh air.

[+ -ing verb] She goes out partying with her friends every weekend.

3) Stand up

It means to be in an upright position on your feet; to get yourself into an upright position on your feet.

Example:

I've been standing up all day and I'm really tired.

It was customary then for children to stand up when the teacher came into the classroom.

4) Sit down

It means to move your body so that the lower part of it is resting on a seat or on the ground:

Example: I sat down on the sofa next to Berbatov.

5) Come to the front of the class

Meaning 1: the part of a building, object, or person's body that faces forward or is most often seen or used:

Example:

The front of the museum is very impressive.

He spilled soup all down the front of his shirt.

He was lying on his front.

The actor walked out to the front of the stage.

The shop front occupies a very prominent position on the main street.

Meaning 2: close to the front part of something:

Example: There's parking space in front of the hotel.

6) Stand by your desks

It means to stand close to the desk.

7) Put your hands up

It means to give someone an indication of the extent of the class response to a very specific question as follows:

You have completed the task.

You have seen a sunset on the horizon

You have read Lord of the Flies

You have been to Paris

You got 7 or 8 out of 10 on the quiz.

8) Put your hands down

Meaning 1: without much effort: easily, without question

Meaning 2: A command for when someone's hands are already up. Keep your hands down is for when their hands are already down.

Example: you can say to somebody who already has their hands up. "Keep your hands down," can be said to somebody who must wait before raising their hands.

9) Hold your books/pens up

It means to take and keep something in your hand or arms. In this I focus on keeping books in hands or arms.

Example:

Can you hold the bag while I open the door?

He was holding up his book.

The little girl held her mother's hand.

He held her in his arms.

[+ obj + adj] Could you hold the door open, please?

Rosie held out an apple for the horse.

All those who agree, please hold up your hand (= raise your arm).

10) Show me your pencil: to make it possible for pencil to be seen.

2.2 A number of instructions can be used at the beginning of a session:

- 1) Pay attention, everybody.



Picture 4:

https://www.teachermagazine.com/au_en/articles/exploring-and-refining-practice

It's happened to us all before. You are in an important meeting. Someone is giving a presentation. A power point presentation starts, then, the next thing you know, everyone is getting up and leaving. You haven't heard a word that's been said. You were staring out the window, not paying attention. You were distracted.

Kids deal with this sort of thing every day in the classroom.

But why did your mind start wandering? And why did you not even notice that you were thinking about, oh I don't know, organizing your sock drawer when you should have been taking notes on the quarterly profit losses?

Metacognitive Awareness is the solution to this problem. It sounds really technical, something that you might hear in a doctor's office, but it's really just fancy talk for paying attention to what the mind is doing. With a little training and some practice everyone can master metacognitive awareness—even kids. Here's how it works:

Recognize when you are off-topic.

As soon as you notice that you are off-track stop yourself.

Now think back to when you started to get off track. What happened? Did you hear some noise in the background?

Identify the distraction.

The ringing cell phone distracted me. Now that you know the source, you are more likely to recognize it when it happens again, and more likely to stay on track.

It may go something like this: A cell phone rings somewhere behind you. You stop focusing on the speaker and...WAIT. That's a cell phone, it rang, and it distracted me. I should re-focus on the presentation. Or ask that co-worker to shut off his phone.

Thinking about thinking

This is really what metacognitive awareness is all about—paying attention to what the mind is doing.

If your mind is active in the classroom and not turned onto autopilot, it is easier to pay attention to what is going on around you. As you learn new things, be aware of your thought process—is this new thing like other things? Can I relate it to something else? Does this make sense?

An active brain is an on-topic brain.

As you learn new things, be aware of your thought process—is this new thing like other things?

Can I relate it to something else? Does this make sense? Do I need to ask any questions? If you flip your mind's switch to "on" the likelihood of not paying attention diminishes.

Practice Makes Perfect.

Metacognitive Awareness, like so much else takes time to perfect. The more that you are aware of what your mind is doing; the easier it is to pay attention. And the less likely it will be that you'll spend entire meetings staring out the window.

2) You need pencils/rulers.



Picture 5:

<https://www.pinterest.com/pin/846747167416350801/>

Preparation: Before class, prepare enough bags of stationery (with all the objects in the song: pencil, pen, book, glue, crayons, ruler, eraser (GB: rubber), scissors, pencil case, stapler, pencil sharpener, tape) so that each student has a bag. It may be easier if you tell your students (or their parents) what to bring in the preceding class – though have plenty of spares for students who forget. For the bags, simple supermarket bags are fine.

3) We'll learn how to...

Effective Lesson Planning



Picture 6:

<https://languageadvisor.net/must-use-objective-discussion-for-your-language-lessons/>

Previewing the lesson gets the students thinking about what they are going to study. It lets the students know what to expect in the lesson, so they can mentally prepare themselves as well as reduce any anxiety they may be feeling. Explain the objectives of the lesson and how they are going to be achieved. It is also very important to explain the significance of the objective and how it will benefit the students. In other words, tell students how the lesson can help them in situations outside of class. For example, the objective of the lesson might be to have students produce outlines as part of the writing process. Some students may not see the point of this and see it as a waste of time. But by simply explaining how outlining can save time and result in better essays and ultimately better grades, it can result in a positive shift in student motivation.

4) Are you ready?



Picture 7:

<https://www.italkenglish.jp/global/kids.php>

Ask this question to find out whether someone is prepared to do something and whether they can start doing it.

Example:

Are you ready (to study the lesson)?

Are you ready to go?

Are you ready to begin?

You can also use "Are you ready for ___?"

Are you ready for school?

Are you ready for dinner?

This phrase appears in these lessons:

"Sir, are you ready to check out?"

"It's nap time! Are you ready for your nap?"

5) Open your books at page...



Picture 8:

<https://stock.adobe.com/th/images/kid-girl-open-book/100095901>

Indirect Speech: The teacher asked the students to open their books.

Explanation: While reporting imperative sentences we use reporting verbs like ask, request, beg, order, advise, and wish etc. to match the mood of the sentence.

6) Turn to page...



Picture 9:

<https://subsplash.com/+62b4/media/ms/+zmtq92q>

"Open your books to page," "go to page," and "turn to page" are all idiomatic. "Open on page" is not idiomatic as a request or instruction.

If you are teaching a class you can say:

"Please turn to page 300 so we can complete the exercise."

"Open your books and turn to page 300 to complete the exercise."

More concisely, you can just say, "Open your books to page 300 to complete the exercise."

7) Look at activity... = engaging classroom activities

There are many such classroom activities teachers can use to ensure the students learn efficiently. They are also a good barometer to gauge how much the students have understood and retained. All these activities will require the students to practically apply their concepts and articulate their knowledge.

8) Listen to this...



Picture 10:

<https://www.slideshare.net/slideshow/classroom-instructions-14966706/14966706>

It means the learners listen to classroom instructions and identify the corresponding picture, songs, letters, etc.

9) Repeat after me.



Picture 11:

<https://www.newyorker.com/humor/daily-shouts/repeat-after-me>

Meaning: A request for the interlocutor to repeat what the speaker says next. Often used in language training.

10) Again, please.

Meaning: You use again to indicate that something happens a second time, or after it has already happened before.

Example:

He reads it again.

Again there was a short silence.

I don't ever want to go through anything like that again.

11) Everybody... means the same as everyone; every person.

12) You have five minutes to do this.



Picture 12:

<https://www.istockphoto.com/th>

It is about using in spoken English to mean a very short time to do something that teacher assigned the students works.

It has a short period of time available (for something) but the teacher can change the number of all time, such as 1 minute, 10 minutes, etc. in the classroom.

13) Who's next? = Whose turn is it now? Like You're next!: It's your turn next!

14) Like this, not like that.

Meaning 1: not the same (as something or someone was formerly) = I know I used to be selfish, but I'm not like that anymore.

Meaning 2: something you say after you describe something and the description is not quit right but you can't think of any other way to describe it;

Example:

- 1) We are going swimming, do you like swimming?
- 2) Not like that, I just like chilling out by the water, not fussed.

2.3 A number of instructions can be used at the end of a session:

Teacher says	Students answer
It's time to finish	O.K.
Have you finished?	Yes or No
Let's stop now.	O.K.
Stop now.	O.K.
Let's check the answers.	O.K.
Any questions?	Yes or No
Collect your work please.	O.K.
Pack up your books.	O.K.
Are your desks tidy?	Yes
Don't forget to bring your ... tomorrow.	Understand

2.4 Instructions can also be sequenced:

First: used to refer to the first thing in a list: (a person or thing) coming before all others in order, time, amount, quality, or importance:

This is my first visit to New York.

I fell in love with him the first time I saw him.

I'm always nervous for the first few minutes of an exam.

Today is the first (of August).

Next: being the first one after the present one or after the one just mentioned:

Who works in the office next to yours?

Take the next street on the right.

Who do you think will be the next president?

Nothing really changes around here. One day is pretty much like the next.

(The) next time you want to borrow something, please ask me first.

I'm so busy it's hard to remember what I'm supposed to be doing from one minute to the next.

She's away for the next few days.

You'll have to wait until your next birthday for a new bike.

Can we arrange a meeting for the week after next?

What do you think you'll be doing this time next year?

We had a big argument, but he called me the next day (= the day after) to apologize.

Excuse me, it's my turn - I was next.

After that: considering all the things that:

Example:

After everything I've done for you, is this the way you treat me?

After everything that he's been through, it's amazing to see what he has achieved.

She decided to resign from her position after everything that happened.

I don't know how he can pretend that things are fine, after everything we saw.

Then:

Meaning 1: (at) that time (in the past or in the future):

Example:

I was working in the city then.

(Formal) I wanted to live in the city, but my then husband (= the man who was my husband at that time) preferred the country.

Give it to me next week - I won't have time to read it before/until then.

I'll call you tomorrow - I should have the details by then.

Meaning 2: next or after that:

Example:

Let me finish this job, and then we'll go.

Give her the letter to read, and then she'll understand.

Finally: after a long time or some difficulty:

Example:

We finally got home at midnight.

After months of looking he finally found a job.

2.5 Comprehension language



Picture 13:

https://x.com/i/flow/login?redirect_after_login=%2Fliteracy_how

Language comprehension is the ability to understand the different elements of spoken or written language, like the meaning of words and how words are put together to form sentences. Language comprehension is one of the building blocks of reading comprehension.

Anyway, Language comprehension is an overarching term used to describe a student's ability to derive meaning from written and oral language. As indicated by the graphic, a student must be capable of both word attack (decoding and sight word knowledge) and understanding language in order to gain meaning from written text.

As is true of any simple multiplication equation, if either of the factors (decoding or language comprehension) is zero, a student's ability to gain meaning will be zero.

Three components of language comprehension include: vocabulary knowledge, background knowledge, and knowledge of text and sentence structures. As the following:

- Are you ready?
- Are you with me?
- Are you OK?
- OK so far?
- Do you get it?
- Do you understand?
- Do you follow me?
- What did you say?
- One more time, please.
- Say it again, please.
- I don't understand.
- I don't get it.
- Like this?
- Is this OK?

Conclusion

A simple classroom introduction that incorporates these elements can significantly enhance the learning experience. By greeting students warmly, clearly stating the lesson objectives, engaging them with relevant questions, providing clear instructions, and checking for understanding, teachers can create a supportive and effective learning environment. The ultimate goal is to make students feel welcome, informed, and ready to engage with the lesson material, thereby setting the stage for a successful educational experience.

Exercise 2

1. What are the key elements you include in your classroom introductions?
2. How do you ensure that your students are ready and focused at the beginning of the lesson?
3. What techniques do you use to introduce the lesson topic effectively?
4. How do you engage students during the introduction?
5. What helps you the most to understand what the lesson will be about?

Chapter III

The End of the Lesson



Picture 14:

<https://www.dreamstime.com/young-asian-woman-teacher-teaching-language-english-student-e-learning-online-home-young-asian-woman-teacher-image196166536>

The end of the lesson is a good time for learners to apply the concepts they have covered during the lesson. This may take the form of collaborative application, through discussion or a group tasks, or it may be independent learning.

Both approaches have their advantages, and it will all depend on the content that has been covered. By applying what has been learnt, students are able to exhibit how they have progressed.

When it comes down to it, progress is what we are in the business of, and the end of a lesson is a key time to check on this. Of course, progress should also be considered over a series of lessons, but we should still look for evidence of progress in individual lessons, no matter how minor.

As students are applying their learning, teachers can circulate, check and react to what they see. The end of the lesson affords the teacher some time to understand what has been learnt.

There are many phrases in English that the teacher can say at the end of the lesson according to the topics as the following:

3.1 Time to stop

The time at the end of the lesson, while students are working on applying concepts and final tasks, can therefore also be a time when teachers pick up and address any misconceptions that may have arisen.

It may be that these misconceptions are on an individual level or a whole class level – what is important is that the teacher is informed about what the class has done well and what they need help with (whether those things are for addressing immediately or to be factored into future lesson planning).

The last section of the lesson is where you will be most active in terms of circulating, especially if like me you choose to do an extended task that requires very little input from the front.

Of course, we check for misconceptions throughout the lesson, but towards the end point you will be more informed about where your students have got to, meaning you can respond more effectively and then adjust the content for the next session or phase of learning. The more informed you are, the more likely it is that you and they will succeed.

The phrases that the teachers say that:

It's almost time to stop.

I'm afraid it's time to finish now.

We'll have to stop here.

There's the bell. It's time to stop.

That's all for today. You can go now.

3.2 Not time to stop

This pattern is used to show that the teachers need students to stop doing something now or that now is the right time to stop doing something in classroom.

The bell hasn't gone yet.

There are still two minutes to go.
 We still have a couple of minutes left.
 The lesson doesn't finish till five past.
 Your watch must be fast.
 We seem to have finished early.
 We have an extra five minutes.
 Sit quietly until the bell goes.
 Why are you packing your bags already? /Did anyone
 tell you to pack your bags?
 One more thing before you goes.

3.3 Wait a minute

Used for getting someone's attention, or when you suddenly think of something important, especially in classroom: 1) just used to tell someone to stop and wait briefly and used to interrupt someone or something because one has noticed, thought of, or remembered something, as the following examples below:

Hang on a moment.
 Just hold on a moment.
 Stay where you are for a moment.
 Just a moment, please.
 One more thing before you go.
 Back to your places

5. Homework

This is your homework for tonight.
 Do exercise 10 on page 23 for your homework.
 Prepare the next chapter for Monday.
 There is no homework today.
 Remember your homework.
 Take a worksheet as you leave.

6. Goodbye

Goodbye, everyone.

See you again next Wednesday.
See you tomorrow afternoon.
See you in room 7 after the break.
Have a good holiday.
Enjoy your vacation.

7. Leaving the room

Get into a queue.
Form a queue and wait for the bell.
Everybody outside!
All of you get outside now!
Hurry up and get out!
Try not to make any noise as you leave.
Be quiet as you leave. Other classes are still working.
It's tidy up time (Eva Vigil suggested it)
Line up (Eva Vigil suggested it)

4. Next time

We'll do the rest of this chapter next time.
We'll finish this exercise next lesson.
We've run out of time, so we'll continue next lesson.
We'll continue this chapter next Monday

Conclusion

A well-executed lesson conclusion is essential for reinforcing learning, assessing student understanding, and setting the stage for future lessons. By summarizing key points, addressing questions, providing feedback, and engaging students in reflective activities, teachers can ensure that students leave the classroom with a clear and confident grasp of the material. The conclusion of a lesson is not merely a formality but a crucial part of the instructional process that significantly impacts students' overall learning experience and success.

Exercise 3

1. What strategies do you use to summarize the key points of the lesson?
2. How do you check for understanding before students leave the classroom?
3. What activities do you incorporate to reinforce the lesson objectives?
4. How do you provide feedback on student performance during the lesson?
5. What are some ways you prepare students for the next lesson during the closure?

Chapter IV

The Language of Spontaneous Situation



Picture 15:

<https://www.englishtutorials.org/quick-english/>

Spontaneous language is the phenomenon in which all or part of a language is constructed based on innate assumptions combined with input from an environment that underspecifies the language. Input signals may be the product of a language or have a less formal source. The resulting language is consistent with the input, though it may not exactly reflect the process by which the input was generated.

The language of spontaneous situations is some common situations in which. If we use English in spontaneous situations:

We relate the target language to the learner's immediate environment;

We take advantage of spontaneous situations to use the target language;

We exploit contexts which are not directly linked to the syllabus (language in use).

Here are some common situations in which spontaneous English can be used:

Spontaneous Situation 1	Common situation
Happy birthday!	Birthday Party
Many returns (of the day)	
..... has his/her 12th birthday today	
... is eleven today. Let's sing "Happy Birthday".	

Put simply, a birthday is a person's yearly celebration of their birth. It is an annual celebration of another year of a person's life. We often sing happy birthday to the person who is celebrating their special day. We also give them a present or put candles on their cake. These are just some of the activities that are done on a birthday.

Birthdays are about celebrating the life of someone. They are not about buying gifts or throwing a party for family and friends. Rather, they are about celebrating a person's life. Birthdays commemorate life in all its wonderful ways and make it more special. Birthdays are important because they remind us that we are alive and have another year to live. Also, birthdays help us appreciate what we have in life: work, family, friends, and so on.

There are many reasons why people celebrate birthdays. Some of them are:

- Birthdays are special, and everyone wants their birthdays to be remembered.

- Most people enjoy sharing special moments with the ones they love, but birthdays attract more attention from loved ones and friends.

- Birthdays are a good way to make happy memories. Whether you are five or fifty, birthdays will remain as one of your most memorable days of the year. This is because birthdays remind us that we have been alive for another year and thanks all those who have helped us reach another birthday.

- Birthdays also bring up many other ways to celebrate our loved ones' lives from family gatherings to elaborate parties with beautiful decorations and gifts that help make your loved one more special than he or she already is.

- Birthdays are also important because it is the day that we get to be proud of whom we are. We get to be glad that we were born on a specific day and date.

Spontaneous Situation 2	Common situation
I hope you all have a good Christmas.	New Year's Day and Christmas Day
Happy New Year!	
All the best for the New Year.	
Happy Easter.	

When you have already spent some time with your family and exchanged great gifts, Christmas is officially over. However, there is no reason to be sad. On the contrary, it means the year's wildest party is right around the corner! Let's get ready for New Year!

You've probably already realized that learning all English words is impossible. There are so many topics to be covered, and so many words and phrases appear every now and then. However, there is a pool of words that you should memorize at a certain level. And speaking of New Year, you must know the following ones.

In English-speaking countries, New Year is a two-day holiday. Why? Simply because people want to celebrate both - the end of one year and the start of the new one. And the change of the year doesn't happen on the same day; technically, it takes two days. That is why you can often hear or read about people celebrating New Year's Eve on December 31st and New Year's Day on January 1st. However, while some people prefer to party two days in a row with no sleep in the same company, others plan to stay awake until midnight on New Year's Eve, go to bed for some time after the countdown, and celebrate New Year's Day with another group of friends or family.

For some reason, English speakers haven't come up with idioms directly related to New Year. Nonetheless, there are plenty of idioms about a new beginning and new start, which are basically what New Year's idioms should be about. We selected the best ones to help you expand your vocabulary this year.

Spontaneous Situation 3	Common situation
Best of luck.	someone will succeed at something
Good luck.	
I hope you pass.	
Congratulations!	
Well done!	

Luck is a force that supposedly causes good or bad things to happen to someone. Best describes something as having the highest quality. If someone has the best of luck, they always seem to have good things happen to them.

The first records of best of luck come from around 1859. It can be used to mean a person is very lucky or successful and has only good things happen to them. Used by itself, best of luck gives a person encouragement and wishes them success in whatever they're trying to do, especially a difficult task.

It's a common statement that people usually say in order to be nice or to end a conversation in my opinion. In most of the cases they don't actually mean it (like they don't actually feel that you need good luck in order to be successful). For example, we ask "how are you" when we meet people, even though we know that in most cases the reply is going to be I'm fine. The statement also differs from country to country, for instance in India the most commonly used phrase is "All the best". As an Indian I have never used good luck. But as being a grad student in Switzerland most of the time I hear "good luck". I personally don't like the statement as I feel like I need the luck to get what I want and it is not based on the hard work or just work that I put in. But then I convince myself by saying that luck favors the people who work. So yeah, I totally agree that it would be really great if people can just stop using good luck and invent something new.

Spontaneous Situation 4	Common situation
Hard lines!	Refusing to allow something or to give people what they want:
Never mind.	
Better luck next time...	

A line can be many things - a cord or string, a linear mark, a short letter, a policy, a range of retail goods, and so on. Given that, and the fact that 'hard lines' isn't obviously derived from any one of them, the door is open for the merchants of conjectural etymology.

I ought to mention at the outset that 'hard lines' has no connection with 'taking a hard line', which is an entirely unrelated expression. Clearly the derivation of 'hard lines' is entirely dependent on which line was being referred to when the phrase was coined. There is a reference to lines in the King James Version of the Bible, 1611, and that is the basis of several early citations of 'hard lines':

Psalms 16:6 The lines are fallen unto me in pleasant places; yea, I have a goodly heritage.

'Lines' here is generally interpreted to mean the demarcation of land for the building of a house. In 1866, the American writer John Greenleaf Whittier, in a prose work titled Margaret Smith's Journal, wrote:

My brother's lines have indeed fallen unto him in a pleasant place.

The context of that piece is a woman's admiration her brother's new home and it's clear that it alluded to the earlier biblical phrase.

Another suggested derivation of 'hard lines' is that the lines are those of a ship, that is, ropes. For an example we can turn to Sir Walter Scott, an inveterate phrase coiner and frequent flyer on these pages, in the novel Redgauntlet, 1824:

The old seaman paused a moment. 'It is hard lines for me', he said, 'to leave your honor in tribulation'.

The nautical association is strengthened by the fact that 'hard line money' was paid to seamen in the 19th century and this was referred to explicitly in the August 1886 edition of the London newspaper The Pall Mall Gazette:

On a Torpedo-boat, besides, there is hard-line money, which makes up for a good many discomforts.

When mentioning anything to do with boats I invariably get correspondence from horny-handed sailors. This one is no exception and several nautical types have informed me that 'hard lying money' was commonly paid to sailors. This was a bonus for those who had to

put up with especially uncomfortable berths or other hardships. The suggestion they all make is that 'hard line money' was just a mishearing of 'hard lying money'.

Both of the above explanations make sense, as etymological guesses often do, but neither is the origin of the phrase. The 'lines' in question here are comments written or said about someone and 'hard' in this case just means 'hard/difficult to accept'. 'Hard lines' began to be used in the late 1600s and was a reference to unwelcome disparaging comments. The earliest example I have found is this piece of strangled verse by Mr. John Cleveland, from his Works, 1687:

When sage George Withers and grave William Pryn
Himself might for a poets share put in;
Yet then could write with so much art and skill,
That Rome might envy his Satyrick quill,
And crabbed Persius his hard lines give o'er,
And in disdain beat his brown desk no more.

This is somewhat difficult to interpret but another example comes from The History of France, 1702, in which the meaning is more obvious:

The innocence of the Princes was declared and published, while the Duke on the contrary was detested as an execrable murderer. These were hard lines to the Duke, who wrote his complaints to the King.

The progression from a written or spoken opinion about a person which showed them in a bad light to 'bad luck, old chap' requires no great linguistic leap.

'Hard lines' isn't used so often in everyday speech these days. Fifty years ago, when hearing about a friend's misfortune, we might have bucked them up with 'hard lines chum'; twenty years ago, it might have been 'hard cheese'. These days, the young seem to prefer 'that's a bit harsh'.

Spontaneous Situation 5	Common situation
Who's not here today?	Teachers know who is absent and who is present in their class by
Who isn't here?	
What's wrong with ... today?	
Who's absent today?	

Spontaneous Situation 5	Common situation
	calling students' names

A roll call is a way of determining a count of people. It is a calling of names to determine those present or absent. It is commonly used in many different situations and by many organizations. It can be called by many different names; it is known as taking attendance in a classroom. It can also serve different purposes such as an honorary listing of names instead of the traditional count of those present. The roll call is common in classrooms, military organizations, political organizations, and prisons.

In classrooms throughout the educational system, calling roll is taken at the beginning of class, and sometimes again at the end. From elementary school to high school and college, roll call is taken from a class list to determine who is at class and who is absent. It is usually taken from an alphabetical list, and is accompanied by a calling of a name by a teacher. The student present will raise a hand or say "here" or "present" to indicate their presence, while an absent student's name will be followed by silence.

A roll call in the military can refer to the act of calling names, the list of names, or a drum measure. In the U.S. Congress, members are not always required to be present. When they are, all of their names are sometimes read out to determine whether a quorum is present. This is to determine whether enough members are present to conduct certain acts of legislation. (Matthew F., August 08, 2023)

Every teacher has their own method. This is for the author:

I count the number of students present in the class. I know how many should be in the class. If those numbers don't match, I ask the other students who is missing. They tell me, and I confirm that they're correct by scanning the room for those people.

I can do this because I teach in a small school with small classes, and I know all of my students very well. They wouldn't lie to me about who is absent or try to sit in a class for a friend or anything like that. It'd be pointless for them to do that. Plus, they're (mostly) good students.

Me: Two of you are missing. Who's absent today?

Students: Tommy and Shanale.

Me: [Confirms that I don't see Tommy and Shanale.] Okay, thank you.

Boom. Quick and easy. The students always know which of their classmates aren't there faster than I could figure it out on my own.

Spontaneous Situation 6	Common situation
Do you feel better today?	To help student feel more comfortable and confident with answering questions
Are you better now?	
Have you been ill?	
What was the matter?	

Asking questions is essential for checking pupil understanding and keeping them engaged with the task at hand. It's crucial to the way students receive and process information and it encourages independent and critical thinking.

There are many advantages to closed questions. They're quick and easy to respond to and generally reduce confusion. They're also particularly useful for challenging pupils' memory and recalling facts.

There are, however, also a number of disadvantages to using closed questions. Students may start to try and guess what you're thinking and give an answer based on that. They may also become anxious that they're going to get the answer wrong, which reduces their willingness to answer. Closed questions limit the child's opportunity to expand on an answer and provide reasoning or opinion.

While both phrases are more or less interchangeable, there is a very subtle difference – the one is locked in time (present simple) while the other is free to process and change (present continuous).

Feel (sense, opinion or perception) is one of those verbs that are normally used in the simple form because they refer to states, rather than actions or processes. However, some of these verbs may be used in the continuous form but with a different meaning. For instance: I am feeling much better now; I feel good to be here.

"How are you feeling today" - The word feeling implies that the person is able to change from feeling to feeling say in physical wellbeing after an injury or illness. - How are you feeling today compared with how you were yesterday? –what’s your state of physical wellbeing today?

"How do you feel today" - The word feel assumes the person is stuck in a feeling - How do you feel today about what happened yesterday? What’s your opinion or perception about yesterday’s event?

Spontaneous Situation 7	Common situation
I'm sorry (about that).	Apologize in English
Sorry, that was my fault.	
I'm terribly sorry.	

It sounds easy, but this is something many people are uncomfortable with. It takes a really mature person to own up or admit that they made a mistake. Hiding it or trying to cover it up frequently leads to trouble and as we say in English, it can come back to bite you! For the sake of your professional and social reputation, it’s much better to be honest and admit you’ve made a mistake.

Of course, students sometimes get emotional about making mistakes. So it is natural to say things to express those feelings and it’s time to apologize. The students have recognized they made mistakes, admitted it and got some of those feelings out.

Now the mature thing to do is to apologize. Of course, they could say, “I’m sorry.” But we have many more options to apologize in English.

Plus, we often use stress to show we’re genuinely sorry with some key words. For example, you’ll want to stress words like SO sorry and REALLY sorry too.

Spontaneous Situation 8	Common situation
Excuse me for a moment.	used to tell someone politely that you are leaving
I'll be back in a moment.	
Carry on with the exercise while I'm away.	
I've got to go next door for a moment.	

If the conversation has gone too long, or you just need to leave, here are some great ways to end a conversation and say goodbye in a polite way.

Ending a conversation politely is sometimes not easy. How do you put an end to small talk with a colleague? And how do you say bye to a potential client and indicate that you hope to see them again?

The first thing you learn when studying English is "hello" and "goodbye". For a good reason –they are very common words we use every day.

When you want to put an end to the conversation, follow these three steps: (1) signal, (2) transition, and (3) goodbye. You may do something similar in your native language but let's take a look at what that sounds like in English.

These are good expressions to use when you're ready to leave a social gathering. It would be rude to say "bye" suddenly and leave in the middle of a conversation. Saying "I've got to get going" lets people know you're ready to start saying "goodbye."

Spontaneous Situation 9	Common situation
Excuse me.	To allow someone to pass or to get out of the way so someone can pass.
Could I get past please?	
You're blocking the way.	
I can't get past you.	
Get out of the way, please.	

You can politely ask someone who's blocking your way to move by using the phrases above.

And you politely say "excuse me," then louder, "excuse me, please," than if the buffoon still doesn't move (or the person he's talking to doesn't cue him in) you yell into his ear, EXCUSE ME PLEASE. If that doesn't work (and it doesn't always) and all you get is a look, then you say, loudly, "May I get past you, PLEASE." Too often, said buffoon has no idea he's blocking the passage, doorway, whatever. Yes, most of the time it's a man talking to someone, and he's too wrapped up in what he's saying to be aware of the world. If he's talking to a woman, she'll notice that he's blocking me, and will

try to move the guy (often by pulling/pushing him by the arm, not interrupting his flow of talk).

Spontaneous Situation 10	Common situation
I'm afraid I can't speak any louder.	
I seem to be losing my voice.	
I have a sore throat.	
I have a headache.	
I'm feeling under the weather.	
Do you mind if I sit down?	

Have you ever been in a social situation where you felt like no one could hear what you had to say? Or maybe you felt like they weren't listening to you over all the loud stimulants surrounding your conversation.

However, you have a quiet voice and it gets strained in loud environments, so there have been many times in my past where you have felt like the group can't hear what you have to say.

So, you would have something witty, or interesting to contribute, but your voice would not carry enough volume to be heard. Other times it felt as though there was never a break in the conversation for you to interject your thoughts. Sometimes people would even talk over what you were saying when you would speak. Or they would ask you to repeat yourself 2-3 times before finally acknowledging what you had said. Needless to say, this was disheartening and made socializing feel like a pain.

Conclusion

The language of spontaneous situations is characterized by adaptability, authenticity, and the ability to think on one's feet. It relies heavily on contextual awareness, emotional intelligence, and non-verbal communication. Developing skills for effective spontaneous communication involves practice, active listening, and the ability to remain calm and confident. Mastery of these elements can lead to more effective and meaningful interactions in a variety of dynamic and unpredictable settings.

Exercise 4

1. What do you consider to be the key characteristics of language used in spontaneous situations?
2. How does the language used in spontaneous situations differ from planned or prepared communication?
3. Why is adaptability important in spontaneous communication?
4. Can you give examples of spontaneous situations where effective communication was crucial?
5. How do you prepare yourself for spontaneous communication in professional or social settings?

Chapter V

The Language of Classroom Management



Picture 16:

<https://www.3plearning.com/blog/why-is-classroom-management-important/>

Effective classroom management is a vital skill for any teacher. As a teacher, you need to juggle an awful lot day-to-day. In order to effectively fulfil your duties in a confident and assuring manner, being able to manage your classroom is essential. Classroom management is a critical skill and knowing exactly how it works can help to ensure success, which is why we have put together this all-you-need-to-know guide.

5.1 What is classroom management?

Classroom management encompasses a variety of skills and techniques that teachers can use to create a high-performing learning environment. At its core, it aims to ensure classes run smoothly, disruptive behavior from students is kept to minimum and teaching materials and activities promote learning. The ultimate goal is to ensure that both the students and the teacher get the most out of the classroom experience. Good classroom management should aim to:

- Create an organized and functional environment for the teacher and students
- Establish opportunities for academic learning and personal growth
- Reduce bad classroom behavior and other disruptions
- Be time-efficient and ensure learning time is always prioritized
- Make sure students are focused, motivated, and productive
- Promote an inclusive environment that caters for all ability levels.

It is important to remember that achieving successful classroom management is an ongoing process. While the above is the core of what effective classroom management is all about, how you approach it can depend on several factors.

Classroom management appears to be one of the most recurring teachers' concerns, namely for beginning teachers. This may be related to the fact that "the ideals that the beginning teacher formed during teacher training is replaced by the reality of school life where much of their energy is often transferred to learning how to survive in a new school culture" (Farrell, 2006, p. 212). Issues such as classroom discipline, dealing with individual differences and mixed-ability classes, organization of class work, relationships with parents, insufficient and/or inadequate teaching materials, overcrowded classrooms, sitting arrangement, noise, and social and cultural activities (Sarıçoban, 2010; Veenman, 1984), to name a few, usually get in the way of teachers, especially in their initial years of teaching. In many settings, such issues tend to constitute real challenges that all teachers must learn to cope with.

Effective classroom management is incredibly important because without it you will not be able to create a learning environment that has a positive classroom culture.

Achieving effective classroom management also reduces the likelihood of suffering from work-related stress and anxiety, and you'll probably find that it leads to greater work satisfaction. Let's face it; we all want to be able to go to work every day with a smile.

Not only will it encourage your students to grow, but you'll also start to perform better as a teacher, which will stand you in good stead when it comes to career progression and development.

Simply put, effective classroom management is essential. Not only will it allow you to do your job properly, but it will also ensure your students fulfil their full potential.

Here are some common situations in which spontaneous English can be used: Source for parts of this list: Willis, J., and Teaching English through English. London: Longman, 1981.

5.2 Organization

Classroom management and organization are intertwined. While rules and routines influence learner behavior, classroom organization affects the physical elements of the classroom, making it a more productive environment for learners. How the classroom environment is organized influences the behavior in it. For example, actions as simple as establishing fixed locations for laboratory supplies and designating specific places for other classroom supplies can have a dramatic effect on classroom organization and, consequently, on learning.

Classroom organization is evident in a room even if no one is present. Furniture arrangements, location of materials, displays, and fixed elements are all part of organization. Effective teachers decorate the room with learner's work, they arrange the furniture to promote interaction as appropriate, and they have comfortable areas for working. They also consider learners' needs in arranging the room by leaving space for wheelchairs to maneuver, having walkways so learners can access what they need with minimal disturbance to others and organizing in such a way as to allow the teacher to freely move around the room to monitor progress. Effective teachers think about

the little details that enhance the use of available space in the classroom including different types of classroom settings for different teaching activities (The Open University, Scotland: 2020).

1) Revising

Can anyone Who can	remember tell me	what we	did talked about learned	last lesson?
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Teacher says: Was it OK/easy/difficult?
Did you find it OK/easy/difficult?

2) Saying what the lesson will be about

What we're going to do today is to	learn about cover	
Today we're going to	read about write about discuss

First Then Next After that finally	I'm we're	going to	learn about read about write about discuss do
The first/next thing I'm/we're going to do is				

3) Signaling the end of one phase of a lesson and the beginning of another

Right / OK / Now

4) Summarizing

So what have we	said/ learned?
So let's	sum up/ summarize
Who can	summarize?

5) Moving on to the next phase

Right	let's	move on (to the next point)
-------	-------	-----------------------------

OK Now	shall we let me can we/I...(?)	go on continue do...
	The next point/question is...	

6) Finishing the lesson

Right OK	let's	stop	there
	I'm/we're going to	finish	here
Next lesson In the next lesson	I'll...		
	we'll...		
	I'm...		
	we're going to...		
Have you finished?			
Do the next activity.			
Move on to the next activity.			

7) Setting homework

For homework	I want you to	do... read... write...
	do... read... write...	

8) Eliciting responses

Put your hands up	You	know...
If		can say...
Hands up if		can tell me...

Who knows...?
Who can say...?
Who can tell me...?
Do you know...?
Does anybody know...?

Can anybody say...?
Can anybody tell me...?
Who wants to start?
Who is going to start?
Who would like to start?
Any volunteers?

9) Moving to another student

Teacher says....	Students respond...
Sit back to back. (one after the other, consecutively)	Yes, teacher.
Anybody else?	Yes/ No
Does anybody else know?	Yes/ No
Do you agree with what ...says?	Yes, I agree.... No, I do not agree...
Is that right?	Yes/ No
Is that OK?	Yes/ No
Are you happy with that?	Yes, I am happy. No, I am not happy.
Any objections? (a feeling or expression of opposition, dislike, or disapproval)	Yes/ No

5.3 Explanation

1) Eliciting opinions

The phrase 'elicit opinion' is correct and is commonly used in written English. It can be used to describe when someone attempts to gain the opinion of another person, such as through a survey or poll. For example, "The survey was designed to elicit opinions of the general public on this controversial issue." Examples of sentences:

What do you	think?
What do you	think about it?

What's your	opinion/view?
-------------	---------------

2) Encouraging learners

There are many ways to encourage a child, but for students of any age, honest, authentic, and persistent messages from adults that have credibility in their eyes are among the most powerful. It all depends on your tone, the situation, and who else is listening. (Teach Thought Staff / October 23, 2018) As the following the list below:

I respect	how you...	when...	
I noticed	when you...	and I think...	
You're improving at...	which I can tell is helping you	by...	
There are a lot of wonderful things about you	but today I'm noticing	that...	
The way you	...and...	is allowing you to....	
You inspire me to be a better student	by the way you...	Thumbs up.	
		You are on the right track now.	
You've worked so hard on that.			
I heard you say how you feel.	That's great,		
Oh, that turned out very well.			
That's coming along nicely.			
I'm proud of the way you worked today.			
You've just about got it.			
That's the best you've ever done.			
You stayed so calm	during that problem.		
That's it!			
Now you've figured it out!			
That's quite an improvement.			
I knew you could do it.			
Congratulations!			

I love hearing your words.	
What a superstar you are.	
You've solved the problem.	
Keep working on it, you're almost there!	
Now you have it.	
Your brain must be working hard, you figured that out quickly.	
I bet you're proud of yourself.	
One more time	and you'll have it.
Great idea!	
You're amazing!	
Terrific teamwork!	
Nothing can stop you now.	
You have such creative ideas.	
That's the way to do it.	
Sensational!	
You must have been practicing.	
You handled that so well.	
I like how you think.	
Good remembering.	
You know just what to do!	
You really are persisting with this.	
You expressed yourself so well.	
You did it!	
I knew you two could figure it out together.	
Excellent job saying how you feel.	
I know it's hard, but you're almost there.	
Fantastic problem-solving!	
I love hearing about your ideas.	
I know that was hard for you, but you stayed so calm.	
Yes!	
Looked at how you help each other.	
You finished faster because you worked together.	
You kept trying!	
Excellent try!	
Think / Try / Come on	You know this

Help	her/him
Let me give you	a clue
hint	
Take your time	

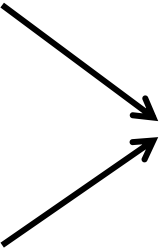
3) Encouraging a learner to continue

Yes, go on
Yes, and what else?
Let move on
Keep going

4) Asking a learner to repeat

Say that again
Say it again
Again, please
Once more
Once more time
More slowly
Repeat it again

5) Acknowledging what a learner says

OK		(falling intonation) = final
Fine		
Right		
Good		
Excellent		
Not so bad		
		(rising intonation) = answer incomplete; go on

6) Praising a learner

Exactly	
That's ...	good very good excellent perfect correct great

7) Correcting

Using correction and feedback in a language class is a somewhat complex topic and, at the same time, a vital part of teaching.

Way to say correcting in classroom	No
	That's (completely) wrong
	Not exactly
	Not quite
	Not really
	That's partly true
	That's part of the answer
	One small mistake
	Try again
	Have another go

8) Emphasizing

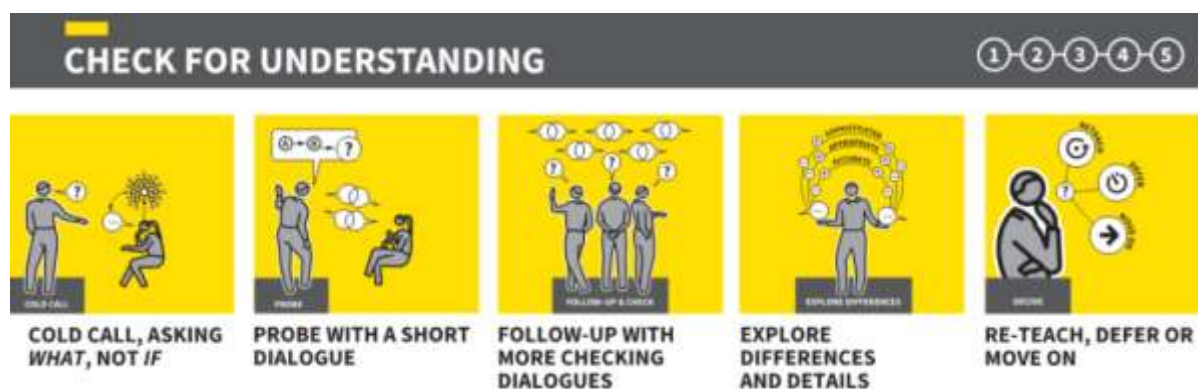
Today's educational strategies emphasize that classrooms are more than a place for learning. Teachers recognize that fostering a positive classroom environment helps students feel safe and motivated with routines and options for learning styles. As an educator, it's useful to learn about strategies and elements for accommodating all learning styles and how to use these elements to create a productive environment in your classroom.

Emphasizing in classroom	This is an important word/concept
	I want you to remember this...
	Make sure you remember this...
	Don't forget this.
	Make a (mental) note of this

9) Checking Understanding

Encourage your students to be reflective thinkers and check for comprehension with interactive notebooks. Divide a simple composition book into two sides: ask your students to complete any assignments on the right side. On the left, leave room for your students to show their understanding of any new material (and the corresponding assignment on the right side) by exploring connections. Periodically check the notebooks for understanding (and a letter grade, if you wish) and adapt accordingly.

In Rosenshine's Principles of Instruction, he stresses the vital importance of Checking for Understanding. However, it always pays to re-read Rosenshine's paper, beyond the headings. In the detail, he suggests several other specific ways that effective teachers were found to check for understanding. Developing this repertoire of methods for different situations, switching between them in planned and spontaneous moments, can make teaching highly responsive, adapting to the feedback students are giving through their responses. This works particularly well in conjunction with Cold Calling, so that all students form stronger habits around focusing their attention, in readiness to share their understanding if and when they're asked. (Rosenshine, B., 2010)



Picture 17:

<https://teacherhead.com/2021/12/02/five-ways-to-check-for-understanding/>

Here are the following ways:

Checking understanding in classroom	OK?
	Is that clear?
	Everybody clear?
	Do you understand?
	Does everybody understand?
	Do you follow?

10) Getting Attention

Getting attention in classroom	Can I have your attention?
	Pay attention
	Listen (carefully)
	Listen to me
	I want you to listen (carefully)
	Look this way
	Look here
	Look at this

11) Drawing attention to a book

Drawing attention to a book	Turn to page...	
	Look at page...	
	Open your book at page...	
	Open your book to page...	
	Go to page...	
	Open on page...	
	Open your book and turn to page ...	to complete the exercise

12) Working things out/ thinking aloud

Let's see / Let me see / Wait a minute /Just a minute

13) Talking to individuals

Can I	see	your book
		your work
Let me	Have a look at	what you have done
		what you have got

14) Forming Groups

Make groups	of four. of	
Move your desks into groups	of four of	people.
Turn your desks around.		
Make a horseshoe shape	with your desks.	
Make a circle	with your desks.	
Make a line	of desks facing each other.	
Make groups	of four desks	facing each other.
Work together	with your friend.	
Find a partner.		
Work in	pairs/threes/fours/fives.	
Work in groups	of two/three/four.	

I want you	to form groups.	
Form groups	of three.	
Here are some tasks for you	to work on in groups	of four.
There are too many in this group.		
Can you join the other group?		
Only three people in each group		
I asked for four people	to a group.	
Everybody work individually.		
Work by yourselves.		
Work independently.		
Ask your neighbor for help.		
Work on the task together.		
Ask other people in the group.		
Ask others in the class.		
Interview someone else.		
Ask everyone in the class.		
Stand up and find another partner.		

15) Giving Instructions

Right	listen carefully. listen
OK	
Now	

This what I want you to do.
What I want you to do is...
What you're going to do is...
Does everybody understand?

Conclusion

The language of classroom management is multifaceted and instrumental in creating a positive and productive learning environment. By employing clear, positive, and respectful language, educators can establish expectations, build relationships, resolve conflicts, and foster a sense of community among students. Effective communication strategies not only contribute to improved classroom

behavior and academic outcomes but also cultivate a supportive atmosphere where students feel motivated to learn and succeed. Continual reflection and refinement of language practices in classroom management are keys to enhancing teaching effectiveness and promoting student growth and development.

Exercise 5

1. What do you consider to be the most important aspects of language in effective classroom management?
2. How does the language used by teacher's impact student behavior and engagement in the classroom?
3. What are some examples of positive language that can be used to reinforce desired behaviors in students?
4. How can language be adjusted to effectively address challenging behaviors or disruptions in the classroom?
5. In what ways does cultural sensitivity play a role in the language of classroom management?

Chapter VI

The Language of Error Correction

Error correction and its importance in the foreign language classroom have received considerable attention during the past decades. According to Corder (1967), correcting learners' errors is substantial in three different ways: First, they tell the teacher about the progress of the learner, and therefore what remains to be learnt. Second, they supply evidence of how a language is acquired and what strategies the learner employs in learning a language. Thirdly, they are indisputable to the learning process because making errors is regarded as a device the learner uses in order to learn

Error correction is a way to develop competence of language learners in a second or foreign language. It can be used in order to attain conscious knowledge of a second or foreign language, and in learning the language's rules.

Error correction is seen as a form of feedback given to learners on their language use. No teacher can deny the fact that correcting the errors made by students when they speak or write is one of the most difficult tasks in language acquisition. Thus, every language practitioner or teacher should consider some the following issues about error correction: the difference between a mistake and an error, how much correction should be made, at what phases the teacher should correct the error and how the teacher can correct the learner without de-motivating him/her.

Error correction in the classroom is a vital aspect of language teaching that requires thoughtful consideration of language use to ensure it is effective, supportive, and respectful. Here's an exploration of the language of error correction in the classroom context:

6.1 Key Aspects of the Language of Error Correction

1. Positive Reinforcement:

- **Example:** "That's a good try! Let's try saying it this way..."
- Using positive language alongside corrections helps maintain students' confidence and motivation. It

encourages them to continue practicing without feeling discouraged by mistakes.

2. Clarity and Precision:

- **Example:** "You used the past tense here, but for this sentence, we need to use the present tense."
- Providing clear explanations of errors and the correct forms helps students understand their mistakes and how to improve. It ensures that corrections are meaningful and actionable.

3. Sensitivity and Respect:

- **Example:** "You made a mistake here, but it's common. Let's work on getting it right together."
- Correcting errors in a gentle and respectful manner preserves students' dignity and encourages them to keep trying. It fosters a supportive classroom atmosphere where mistakes are seen as opportunities for learning.

4. Encouraging Self-correction:

- **Example:** "Can you identify the error in this sentence and correct it?"
- Encouraging students to self-correct promotes autonomy and critical thinking. It helps them become more aware of their language use and take ownership of their learning process.

5. Feedback Mechanisms:

- **Example:** Providing specific feedback on both correct and incorrect language use helps students understand their progress and areas needing improvement.
- Offering constructive feedback that highlights both correct and incorrect language use guides students toward improvement while reinforcing what they've mastered.

6. Balancing Correction Frequency:

- **Example:** "Let's focus on correcting the main points of grammar today, and we'll address other errors next time."
- Adjusting the frequency of corrections helps maintain a balanced approach. It ensures that students receive enough guidance without feeling overwhelmed or discouraged.

6.2 Practical Strategies for Error Correction

- **Recasting:** Rephrasing a student's incorrect utterance into a correct form during conversation.
- **Modeling:** Demonstrating the correct use of language through examples and explanations.
- **Peer Correction:** Encouraging students to help each other identify and correct errors in a collaborative setting.
- **Error Logs:** Having students keep track of their errors and corrections to monitor progress and identify patterns.

6.3 Considerations for Effective Error Correction

- **Level of Students:** Tailoring error correction techniques to match the proficiency level and learning styles of students.
- **Language Learning Goals:** Aligning error correction with specific language learning objectives and curriculum requirements.
- **Feedback and Reflection:** Providing opportunities for students to reflect on their errors, corrections, and progress in language learning.

Conclusion

The language of error correction in language teaching is not only about identifying and correcting mistakes but also about fostering a supportive and effective learning environment. By using appropriate techniques and language, educators can help students improve their language skills with confidence and motivation. Continual reflection and adaptation of error correction strategies are key to enhancing teaching effectiveness and supporting student language development.

Exercise 6

1. What is the best way to correct errors without discouraging students?
2. Should errors be corrected immediately or later?
3. What are some effective error correction techniques?
4. How can teachers involve students in the error correction process?
5. How can cultural sensitivity be maintained during error correction?

Chapter VII

The Four Skills Practice

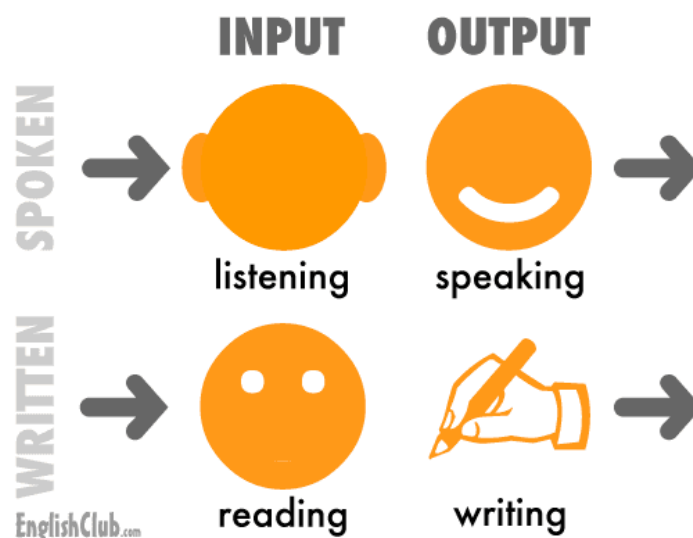
When we learn a language, there are four skills that we need for complete communication. When we learn our native language, we usually learn to listen first, then to speak, then to read, and finally to write. These are called the four "language skills":

Skill #1: Listening

Skill #2: Speaking

Skill #3: Reading

Skill #4: Writing



Picture 18:

<https://www.englishclub.com/learn-english/language-skills.php>

The four language skills are related to each other in two ways:

1. The direction of communication (in or out)
2. The method of communication (spoken or written)

Creating a lesson that integrates all four English language skills—listening, speaking, reading, and writing—can provide students with a comprehensive and engaging learning experience.

Here's a detailed lesson plan that incorporates these skills around a central theme.

7.1 Lesson Plan: The Impact of Technology on Communication

Objective:

Students will improve their listening, speaking, reading, and writing skills by exploring the topic of how technology has influenced communication.

Duration: 90 minutes

Materials Needed:

- A short article or excerpt on the impact of technology on communication
- Audio clip or video related to the topic
- Worksheet with questions and prompts
- Whiteboard and markers
- Computers or tablets (optional for research)

Lesson Steps:

1. Warm-Up (10 minutes)

Activity: Group Discussion

- Divide students into small groups.
- Give each group a few questions to discuss:
 - How has technology changed the way we communicate?
 - What are the advantages and disadvantages of using technology for communication?
- After 5 minutes, have each group share their main points with the class.

2. Reading Activity (20 minutes)

Activity: Reading and Comprehension

- Hand out the article or excerpt on the impact of technology on communication.
- Have students read the text individually.
- Provide a worksheet with comprehension questions such as:

What are some ways technology has changed communication?

How has social media impacted the way we interact with each other?

What are some potential downsides of relying on technology for communication?

- After reading, students answer the questions on the worksheet.

3. Listening Activity (20 minutes)

Activity: Listening for Information

- Play an audio clip or video that discusses the impact of technology on communication. This could be a TED Talk, a podcast episode, or a news segment.

- Provide students with a set of questions to answer while they listen:

What are some examples of technology mentioned in the clip?

How have these technologies changed the way people communicate?

What is one benefit and one drawback mentioned in the clip?

- Play the clip twice to give students a chance to catch all the information.

- Discuss the answers as a class after listening.

4. Speaking Activity (20 minutes)

Activity: Debate

- Divide the class into two groups for a debate on the topic: "Is technology improving communication?"

- Assign one group to argue that technology is improving communication and the other to argue that it is not.

- Give each group 5 minutes to prepare their arguments. Conduct the debate, allowing each side to present their points and rebuttals.

- Encourage all students to participate and provide constructive feedback on their arguments and speaking skills.

5. Writing Activity (20 minutes)

Activity: Opinion Essay

- Have students write a short essay expressing their own opinion on the topic: "Do you think technology has more positive or negative effects on communication?"
- Encourage them to use points from the reading, listening, and debate activities to support their arguments.
- Provide a structure for the essay (introduction, body paragraphs, conclusion) and emphasize the importance of coherence and clarity.
- Collect the essays for assessment and provide individual feedback.

6. Wrap-Up (10 minutes)

Activity: Reflective Discussion

- Ask students to reflect on what they learned during the lesson.
- Prompt them with questions like:
 - What new information did you learn about technology and communication?
 - Which activity did you find most challenging?

Why?

- How can you apply what you learned today to your own use of technology in communication?
- Allow a few students to share their reflections with the class.

7.2 Homework Assignment:

Activity: Research and Presentation

- Assign students to research a specific technology (e.g., smartphones, social media platforms, video conferencing tools) and its impact on communication.
- Have them prepare a short presentation to share their findings with the class in the next lesson.

Conclusion

This lesson plan integrates all four language skills, ensuring a balanced and engaging learning experience. By the end of the lesson, students will have practiced reading, listening, speaking, and writing,

while also deepening their understanding of how technology influences communication.

Exercise 7

1. How can I integrate all four skills into a single lesson?
2. What are effective activities for each of the four skills?
- 3 How can I assess the four skills in an English classroom?
4. What are some challenges students faces in developing each of the four skills?
5. How can technology be used to enhance the teaching of the four skills?

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