

USING CLASSROOM LANGUAGE DURING THE LESSON

*Suponova Durdona**Email: durdonasuponova@gmail.com**Xudoyberdiyeva Maknuna**Email: mkhudoyberdiyeva2810@gmail.com**Navoiy Pedagogical Institute**The faculty of English language and literature 4th year students***ABSTRACT**

In a school room setting, superb conversation plays a fundamental position in facilitating gaining knowledge of and retaining an attractive environment. Teachers who master the art of the use of fabulous and superb language at some point of classes can significantly decorate scholar understanding, participation, and overall educational performance. This article explores key strategies and methods for using classroom language correctly to maximize the getting to know experience. The find out about investigated how scholar tutors of Big Buddies Club, a neighborhood provider tutoring English to elementary school students, discovered and used school room language in the prep training and tutoring program.

KEY WORDS: student tutors; classroom language; prep training; BBC programm, classroom language words.

INTRODUCTION

In a classroom setting, effective communication plays a crucial role in facilitating learning and maintaining an engaging environment. Teachers who master the art of using appropriate and effective language during lessons can significantly enhance student understanding, participation, and overall academic performance. This article explores key strategies and techniques for utilizing classroom language effectively to maximize the learning experience has been a difficult problem for most students of all stage of education due to the language complexity[1] and its position as a overseas language which is never spoken with its native audio system [2]. Helping college students cope with their problems, the roles of English instructors come to be significant. Mukminatien [3] suggests that teachers should provide college students with ample enter for acquisition in the classroom and encourage them to use the target language either in or outside the classroom. Another advice is that instructors provide chance for college students to do presentation as it is helpful to motivate them to talk their thoughts in an organized way [4]. In addition, to beautify students mastering and actively articulating their idea has additionally been proposed by means of Britz, et al. [5]’s "learning thru teaching" and Gartner and Riessman [6]’s new model of learning,

“learning through teaching”. Students, then, ought to produce the target language in the structure of both spoken or written actively in or outside the classroom to improve their language learning. Inspired by means of the idea of “learning via teaching”, a community service application known as Big Buddies Club (henceforth BBC) was established by way of a Peace Corps volunteer and an English teacher of an Islamic senior excessive faculty in October 2010 [7]. It is a volunteer club run by students equipped to instruct basic school college students that combines English and neighborhood service. The volunteer saw the opportunity when parents dwelling in the neighborhood asked her to instruct their kids English. Considering that it would provide the college students new experiences, then she alongside with the English instructor and eleven students founded the club. BBC goals to facilitate students to boost their English knowledge and competencies as well as to practice them meaningfully in the real existence by means of helping fundamental college students to analyze English through interactive mastering methods. To meet the requirement to be in a position tutors, the volunteer and English instructor as supervisors furnished them with some trainings on educating English to young learners, lecture room instructions, and lesson planning. In addition, reflection session became a movements when the student tutors done that day’s activity.

What BBC has finished is a type of neighborhood engagement pedagogy or service-learning [8]. Although service-learning is not a part of high college curriculum, the community carrier done through BBC is included as a service-learning for the scholar tutors use their English information to fulfill the real want of children in the community. Furthermore, the pastime is also known as cross-age tutoring in which the tutor is countless years older than the tutee [9]. Access Center [10] defines cross-age tutoring as a peer tutoring method joining students of specific ages, with older college students performing the position of tutor and younger students performing the role of tutee. Teaching English to the younger ones benefits student tutors in some ways, such as the enchancement of their conversation talent [11], the improvement in the language areas including speaking capabilities in terms of grammar, comprehension, vocabulary acquisition and fluency [12], the expand of their English talking skill, their self-confidence to communicate the language, and their motivation to improve their spoken English [13]. Yet, question about whether college students with unprofessional English expertise deserve to be tutors for younger newcomers would possibly arise. Students can serve as tutors with the requirement that the student tutors get sufficient education to act as equipped tutors prior to the tutoring application [14]. Moreover, Heath and Mangiola [15] country that college students deserve to be tutors no count number what their level of knowledge are, via getting to know via audiovisual materials, modeling, and discussion with instructors and other tutors. Furthermore, they emphasize that

when college students possess the responsibility to teach themselves to be competent fashions for the tutees, their efforts will be recommended for the tutees.

Effective Use of Classroom Language During Lessons

1. Clarity and Simplification:

When delivering a lesson, it is essential for teachers to use clear and straightforward language that students can easily comprehend. Avoid using jargon or complex vocabulary that may confuse learners. Instead, break down concepts into simpler terms and provide relatable examples or analogies to aid understanding. Regularly check for comprehension by encouraging questions and seeking feedback from students.

2. Positive Reinforcement:

Positive reinforcement is a powerful tool for motivating students and fostering a supportive classroom environment. Use language that acknowledges and celebrates students' efforts, achievements, and contributions. Offer constructive feedback in a positive manner, focusing on areas of improvement rather than shortcomings. Encourage students to set goals and recognize their progress, creating an atmosphere of encouragement and growth.

3. Questioning Techniques:

Effective questioning techniques can stimulate critical thinking, encourage active participation, and deepen comprehension. Use a variety of question types, such as open-ended, probing, and hypothetical questions, to prompt students to think critically and express their thoughts. Wait for an appropriate amount of time to allow students to process and respond to questions, fostering a classroom culture that values thoughtful engagement.

4. Active Listening:

Active listening is a fundamental aspect of effective communication in the classroom. Demonstrate attentive listening by maintaining eye contact, nodding in acknowledgement, and providing verbal cues such as "I see," or "Go on." Repeat or rephrase student responses to validate understanding and show that their contributions are valued. This approach encourages active participation and ensures that students feel heard and respected.

5. Clear Instructions:

When providing instructions for activities or assignments, be concise, specific, and explicit. Break down complex tasks into manageable steps, using language that is accessible to all students. Consider using visual aids, demonstrations, or real-life examples to clarify instructions further. Encourage students to ask questions if they need further clarification, ensuring that everyone understands what is expected of them.

6. Use of Visual and Nonverbal Communication:

Incorporate visual aids, such as charts, diagrams, or multimedia presentations, to complement verbal instructions and explanations. Visual aids can enhance comprehension, particularly for visual learners. Additionally, utilize nonverbal cues, such as gestures, facial expressions, or body language, to emphasize key points, create a positive classroom atmosphere, and convey enthusiasm and engagement.

7. Differentiation:

Recognize that students have diverse learning styles, abilities, and backgrounds. Differentiate your language and instructional strategies to accommodate the needs of all learners. Use a variety of approaches, such as auditory, visual, and kinesthetic techniques, to cater to different learning preferences. This ensures that all students can access and engage with the lesson content effectively.

8. Scaffolding:

Scaffolding refers to providing temporary support and guidance to students as they develop their understanding and skills. Use language that gradually builds upon prior knowledge and helps students bridge gaps in their understanding. Break down complex concepts into smaller, manageable steps, and provide clear explanations and examples to assist students in grasping new ideas.

9. Encouraging Collaboration and Discussion:

Promote a collaborative learning environment by using language that encourages students to work together, share ideas, and engage in meaningful discussions. Pose thought-provoking questions or present real-world scenarios that require collaborative problem-solving. Use language that fosters respect, active listening, and constructive feedback among students, enabling them to learn from and with each other.

10. Varying Pace and Tone:

Maintain an appropriate pace and tone of speech during lessons. Speak clearly, enunciate words, and vary your tone to convey excitement, enthusiasm, or emphasis on important points. Adjust your pace based on the complexity of the content and the needs of the students. Speaking too quickly may overwhelm learners, while speaking too slowly may cause disengagement. Find a balance that keeps students attentive and engaged.

11. Building Vocabulary:

Actively teach and reinforce vocabulary relevant to the subject matter. Introduce new terms, provide clear definitions, and encourage students to use them in their own explanations and discussions. Incorporate vocabulary-building activities, such as word games, vocabulary journals, or contextual exercises, to help students expand their academic language skills.

12. Empowering Student Voice:

Create opportunities for students to express their thoughts, opinions, and ideas during lessons. Encourage them to articulate their understanding, ask questions, and

engage in respectful debates or discussions. Use language that validates and values student contributions, fostering a sense of ownership and empowerment in their learning experience.

13. Consistency and Structure:

Establish consistent routines and structures for classroom language. Use predictable language patterns for giving instructions, providing feedback, or transitioning between activities. Consistency helps students develop a sense of familiarity and enables them to focus on the content rather than decoding new language patterns.

Here are some common classroom language phrases that can be used during a lesson:

1. "Good morning/afternoon, class!"
2. "Let's begin/start, shall we?"
3. "Please take out your textbooks/notebooks/pens."
4. "Pay attention, everyone."
5. "I'd like to introduce a new topic today."
6. "Does anyone have any questions before we move on?"
7. "Let's review what we learned in the previous lesson."
8. "Please turn to page [number] in your textbooks."
9. "Let's work on an exercise/activity together."
10. "Can someone volunteer to share their answer?"
11. "Raise your hand if you need help."
12. "Let's have a group discussion about this topic."
13. "I will now demonstrate how to solve this problem."
14. "Take a few minutes to work on the assignment independently."
15. "Time is up. Let's go over the answers together."
16. "Make sure to submit your assignments by [deadline]."
17. "Great job, everyone!"
18. "I'm proud of your progress."
19. "Remember to study for the upcoming test/quiz."
20. "Class dismissed. Have a wonderful day!"

Here are some additional classroom language phrases that can be used during a lesson:

1. "Let's start with a warm-up activity to get our brains warmed up."
2. "I want you to work in pairs/groups to complete this task."
3. "Please listen carefully as I explain the instructions."
4. "If you have any doubts or need clarification, feel free to ask."
5. "Let's break into smaller discussion groups and share our ideas."
6. "Remember to take notes as we go along."

7. "I would like each of you to contribute to the discussion."
8. "Let's do a quick recap of what we've covered so far."
9. "Let's watch a video related to this topic to deepen our understanding."
10. "I encourage you to think critically about this concept."
11. "Can someone give an example to illustrate this idea?"
12. "Let's analyze this passage/text together."
13. "I'm going to assign you a project to work on individually/in groups."
14. "Take a moment to reflect on what you've learned today."
15. "Let's summarize the main points of today's lesson."
16. "I'm going to hand out a worksheet for you to complete."
17. "Please keep the noise level down and focus on your work."
18. "Remember to proofread your work before submitting."
19. "Let's have a class debate/discussion on this topic."
20. "I'm going to provide you with some additional resources for further study."

These phrases can help create a dynamic and interactive classroom environment, fostering student engagement and participation in the learning process. These phrases can help create a structured and engaging learning environment during your lessons.

CONCLUSION

The effective use of classroom language is a vital skill for teachers to create an optimal learning environment. By employing strategies such as clarity and simplification, positive reinforcement, effective questioning techniques, active listening, clear instructions, and the use of visual and nonverbal communication, educators can enhance student understanding, engagement, and overall academic performance. Mastering these techniques fosters a positive classroom culture and empowers students to become active participants in their learning journey. Remember, effective classroom language is tailored to the needs of the students, promotes engagement and understanding, and creates a positive and inclusive learning environment. By implementing these strategies, teachers can optimize student learning and promote academic success.

REFERENCES

- [1] U. Widiati and B. Y. Cahyono, "The Teaching of EFL Speaking in the Indonesian Context: The state of the art," *Bahasa dan seni*, vol. 34, pp. 269 - 291, 2006.
- [2] C. Sutarsyah, "Vocabulary constraint on reading texts," *TEFLIN Journal*, vol. 19, 2008.
- [3] N. Mukminatien, "The problem of developing speaking skills: Limitations of second language acquisition in an EFL classroom," *English Language Education*, vol. 5, pp. 1-10, 1999.
- [4] A. Purjayanti, "Presentation in speaking class," presented at the The 51st TEFLIN International Conference, Bandung, Indonesia, 2003.

- [5] M. W. Britz, J. Dixon, and T. F. McLaughlin, "The effects of peer tutoring on Mathematics performance: A recent review," B.C. Journal of Special Education, vol. 13, pp. 17 - 33, 1989.
- [6] A. Gartner and F. Riessman, "Peer tutoring toward a new model," ERIC Clearinghouse on Teaching and Teacher Education, pp. 1-7, august 1993 1993.
- [7] A. Herlianawati, "Laporan hasil pelaksanaan program relawan Peace Corps di MAN Tlogo tahun 2010-2012 dan program-program keberlanjutan," MAN Tlogo Blitar, Blitar, Indonesia 26 March 2012 2012.
- [8] National Service Learning Clearinghouse. (2010). What is Service Learning?
- [9] J. Gaustad, "Peer and cross-age tutoring," ERIC Digest, vol. 79, 1993.
- [10] Access Center, Using Peer Tutoring to Facilitate Access. Washington DC: Author, 2004.
- [11] D. Hedin, "Students as teachers: A tool for improving school," Social Policy, vol. 17, pp. 42 - 47, 1987.
- [12] M. D. Rekrut, "Teaching to learn: Cross-age tutoring to enhance strategy acquisition," presented at the the Annual Meeting of the American Educational Research Association, San Francisco, CA, 1992.
- [13] N. Ismail, I. S. M. A. Albakri, and S. Elias, "The Benefits of ESL Community Service Project on ESL Student Tutors," English Language Journal 2011.
- [14] D. Derrick. (2015) Engaging students as tutors, trainers, and leaders. English Teaching Forum.
- [15] S. B. Heath and L. Mangiola, "Children of promise: literate activity in linguistically and culturally diverse classrooms," NEA School Restructuring Series, 1991.