

# CLASSROOM ENGLISH FOR BILINGUAL INSTRUCTION

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## **A. Introduction**

Before teachers deliver materials to the students during the class, they prepare everything related to their teaching covered in the lesson plan. The lesson plan states the steps of teaching, teaching procedures with various terms commonly used in the teaching and learning process. Because of the various terms, different teachers use different terms and sometimes the teachers themselves get confused. The steps of teaching, however, can mainly be divided into three main parts: opening, main teaching-learning activities, and closing.

The following are details of activities that the teachers should do in each of the steps of the teaching in order that the teaching and learning process can smoothly run.

1. Opening: Warming up
  - a. Attracting students' attention (interesting and relevant media are used, e.g. pictures, caricatures, real objects, realia)
  - b. Directing students' attention (involving students through questions and answer activities leading to the topic)
  - c. Arousing students' motivation (question and answers activities leading to students' willingness to learn to acquire the intended competencies)
2. Teaching –learning Activities  
Depending on the subject matters.
3. Closing
  - a. Summarizing
  - b. Making students aware of the usefulness of the skills to use the expressions.

## **B. Classroom English used in the steps of teaching**

When we teach, we use language to do our job. When we teach using English we need specific English called English for teaching or commonly called Classroom English.

Classroom English is English used in the classroom for teaching. Based on the stages of teaching, we can divide the classroom English into three big categories: beginning of the lesson, the main teaching-learning activities, and closing the lesson.

### **1. Beginning of the lesson**

#### **a. Greeting**

- 1) Good morning class/ everyone/everybody  
Good afternoon everybody/boys and girls/children  
Good morning, Bill  
Hello, everyone  
Hello there, Alice.
- 2) How are you today?  
How are you getting on?  
Are you feeling well today?  
I hope you have recovered from your cold, Bill.  
How's thing with you?  
How's life?
- 3) I hope you are feeling well.  
I hope you are all feeling fit today  
I hope you have all had a nice /good weekend/holiday.  
How about you, Bill? What did you do during ....?
- 4) Let me introduce myself. (for the first meeting only)  
My name is ... and I am your ... teacher.  
I'll be teaching you .... This year.  
I've got five lessons with you.

#### **b. Transition to work**

- 1) It's time to start now.  
Let's start our .... lesson now. (shall we?)

Is everybody ready to start?

I think we can start now.

It's time to start.

Let's begin class now.

2) I'm waiting to start.

I'm waiting for you to be quiet.

We won't start until everybody is quiet.

Stop talking now, so that we can start.

Settle down now, so we can start.

Stop talking and be quiet.

c. Checking for the roll (to check students' attendance, the teachers can use the following expressions)

1) Who is absent today?

Who is missing?

Who isn't here?

Is everyone here?

Has everybody seen Bill today?

What's wrong with Bill today?

What's the matter with Alison today?

Has anybody any idea where is Bill today?

2) Who was absent last week?

Who wasn't here last Monday?

Who missed last Wednesday's lesson?

You weren't in the last lesson, Bill. Where were you?

Who was away last Friday?

d. Stating the topics

1) Everybody, today we going to discuss .....

Today we are going to talk about .....

Our today's topic is .....

Our today's discussion is .....

2) Stating the learning objectives

At the end of the lesson, you will be able to .....

At the end of the lesson, you can .....

At the end of the lesson, you're able to .....

- e. Dealing with lateness. If there is a student coming late, the teacher can ask the student using the following expressions:

- 1) Why are you late?

Where have you been?

We started ten minutes ago. What have been doing?

Did you oversleep/ miss your bus?

What do you say when you are late?

- 2) I see. Well, sit down and let's get started.

Please hurry up and sit down. We've already started.

That's alright. Sit down and we can start.

Have a seat and get started.

Be seated and get started.

- 3) Try not to late next time.

Try to be on time next time.

Don't let it happen again.

Let this be the last time.

That's the second time this week.

I'll have to report you if you're late again.

## **2. Main Teaching-learning Activities**

- a. Commanding

- 1) Open your book. Close your book. Be quiet.

- 2) Alison, try number two.

You say it, Tom.

You boys, listen now.

- 3) Do be quiet, now.

Do try to hurry up.

- 4) Just sit down and be quiet.

Just put that book away.

- 5) I want you to finish this at home.

I would like you to try exercise 24A.

I expect you to prepare down the page 35.

- 6) I don't want you to spend too much time on this.

I wouldn't like you to do this exercise in a hurry.

I don't expect you to write anything on the book.

b. Requesting (add please to soften the command)

- 1) Tom, please come here.

Tom, come here, please.

Come here, Tom, please.

Please come here, Tom.

- 2) Would you like to write on the board?

Do you want to try the next one?

Could you share with Ann?

Will you do it at home?

Can you say that again?

- 3) Could you please try number 7 at home?

Would you come out to the front, please?

Please will you try to remember your workbook?

Can you write that on the board, please?

c. Repeating and responding

- 1) Louder, please.

Say it louder.

Say it a bit louder, please.

Once again, but louder.

Say it so that everyone can hear you.

I can't hear you. Say it again, but this time louder.

- 2) More clearly

Speak more clearly.

Carefully, does it.

Slowly does it.

Not so quickly. I can't follow.

3) Again, please.

Once more.

Once again, please.

Once again, but more fluently

### 3. End of lesson

#### a. Stop working

1) It's ten to ten. We'll have to stop now.

It's almost time to stop.

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

I make it almost time. We'll have to stop here.

I make it just gone five past. We'll have to finish there.

There is the buzzer/bell, so we must stop working, now.

All right. That's all for today, thank you.

Right. You can put things away and go.

That will do for today. You can go now.

2) It isn't time to finish yet.

The buzzer/ bell hasn't gone yet.

There are still two minutes to go.

We still have a couple of minutes left.

#### b. Setting homework

1) This is your homework.

This chapter is for your homework

This is your homework for tonight/ today.

For your homework, would you do exercise 10?

Prepare the last two chapters for Monday.

#### c. Parting

1) Goodbye

Goodbye, boys and girls.

G'bye, everyone.

Bye-bye, children.

- 2) See you again on Thursday.

See you tomorrow afternoon again.

I'll be seeing some of you again after the break.

I'll see you again next year.

- 3) Have a nice weekend

Have a nice holiday.

Enjoy your holiday.

I hope all have a nice vacation.

d. Clearing the class

- 1) Will you please go out?

Everybody outside.

All of you, get outside now.

Harry up and get out now.

- 2) Get out quietly.

Not so much noise, please.

Try not to make so much noise as you leave.

### C. Conclusion

Classroom English is English used for teaching and learning process in the classroom. There are various fixed expression used for opening the class, organizing students' activities, explaining points, clarifying students' statements, and so forth. We can learn the expressions and practice them as often as possible to get used to them. Use them whenever you teach in your class. Practice makes perfect. So, keep on practicing and don't give up easily.

### D. References

Hughes, Glyn S. 1990. A Handbook of Classroom English. Oxford: Oxford University Press.

P3B, UNY. 2010. Training Classroom English for Bilingual Instruction.

