

USING CLASSROOM LANGUAGE IN ESL LESSONS

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ANNOTATION

The article explores the essential concepts underpin classroom language research and also provides an overview of major researches and studies on classroom language discourse, pedagogies, and practice in English teaching and learning.

ANNOTATSIYA

Maqolada sinf nitqini o'rganishga asos bo'lgan muhim tushunchalar o'rganiladi, shuningdek, ingliz tilini o'qitish va o'rganishda sinfda til nutqi, pedagogika va amaliyot bo'yicha tadqiqotlar haqida umumiy ma'lumot beriladi.

Keywords: appropriate, clunky, real-life topics to converse confusion, utilize

English is one of the most valuable tools that humans have. We couldn't have ideas that could be expressed to others, nor could we engage in the activities that are typical of the communities we create for ourselves. Most students overlook the significance of listening comprehension abilities because their attention is so focused on reading and writing that they fail to see the relevance of establishing competent listening comprehension skills as a requirement. According to similar data, second-language learners must first learn to interpret the spoken language they hear in order to acquire the language.

Effective language use requires utilizing language that is appropriate for both the pupils and the situation. Teachers and students use language in the classroom to accomplish certain goals known as classroom functions. These goals differ depending on whether they are sought by instructors or students. Classroom functions for instructors may include coordinating activities and teaching, effectively moving between course stages, and explaining crucial topics.

Students will acquire more practice listening to and reacting to spoken English if the teacher uses it the bulk of the time in class. This will aid pupils in "picking up" terms and idioms outside of textbook jargon. Furthermore, the vocabulary used in the lecture is occasionally clunky and forced. However, situations in the classroom allow for the use of authentic and natural English. Furthermore, if the lecturer uses English to speak to the class about real-life topics, students will get the feeling that English is more than just a textbook language. Of course, it goes without saying that professors should not always use English.

There are two basic approaches to utilizing English in the classroom:

- (1) It can be used in the class itself to introduce a text, ask questions, provide examples, and so on.
- (2) It can be used for things that are related to but not part of the teaching: monitoring attendance, conversing with students, managing the class, and so on. The teacher can spend a few minutes at the start of a lesson speaking with the class about the themes.

Using English to converse with students in this manner not only provides a chance for practical language practice but also creates an English atmosphere in the classroom. More significantly, it makes contact with the class and assists pupils in feeling calm and ready to study. That is one of the reasons the Ministry of Education has urged teachers to utilize English as much as possible in secondary EFL classrooms. Classroom English, on the other hand, is essential for both students and teachers. Students can learn how to use English in functional settings in class, such as asking the teacher for help, expressing confusion, requesting repetition, testing for understanding, working with a partner, and so on.

When teaching a class, the teacher must deliver several directions to manage the lesson, such as starting or stopping an activity, instructing pupils to execute or refrain from specified behaviors, and so on. These are usually fundamental commands and instructions that are repeated in later classes. As a result, if the instructor explains them in English, the pupils will be able to learn them rapidly. Here are several examples:

Stand up, please. Open/Close your book.

Sit down, please. Come here, please.

Repeat after me. Be quiet, please.

Listen carefully. Pay attention.

Raise your hand if you have any question.

Open your book and turn to page 72.

Stand up, please. Open/Close your book.

Sit down, please. Come here, please.

Repeat after me. Be quiet, please.

Listen carefully. Pay attention.

Raise your hand if you have any question.

Open your book and turn to page 72.

It is good to use English in class if it can be done properly and without too much trouble. However, there are times when it is preferable to speak the pupils' native language. An explanation in English might be quite perplexing, especially if pupils are unfamiliar with the word. It would be preferable to provide examples in English first, followed by a translation of the word. The use of students' native language has the advantage of allowing the problem or lesson to be communicated more quickly and readily, giving more time for practice. In terms of utilizing English in class, it gives beneficial listening practice and assists students by providing some of the vocabulary they require.

It is crucial to consider the language to be used for specific educational goals and ensure that the language chosen is appropriate. Fitting language will be adequately graded, orderly, and straightforward, with the right degree of formality for the learners. If the instructor fails to plan or consider the language he or she will use, he or she may use terminology that is overly complex. This would not benefit the students' education.

Here are a few examples of frequent classroom functions used by teachers:

Instructing is the process of informing pupils what to do at various points throughout the class. The wording used to convey directions is generally urgent, especially for younger pupils and beginners, such as '**Open your textbooks to page 10**'. Other types of language can be utilized by pupils at higher levels. For example, for this exercise, you will work in groups.'

Explaining: A teacher might explain to pupils how to do an activity correctly, how to organize a project, the meaning of certain words, or why a correction is required. As an example, a teacher may say something like, 'The project work will be displayed on the walls; therefore, we must be sure that everything is clear and looks excellent.'

Correcting: Students can be corrected by using language to demonstrate where or how they made an error.

Checking for understanding is done throughout the lessons. However, it is most commonly done after a new language has been introduced, as well as towards the end of a class, to give the instructor the information needed to organize the following lesson.

The language used in the classroom should be appropriate for the purpose of the classroom. It must be appropriate for the pupils' level as well as their age. For example, when dealing with elementary school pupils, it is not proper to use formal language, and when dealing with older students, it is not appropriate to use babyish language.

The language used must be graded to meet the kids' linguistic level as well as their age. This entails opting to use classroom terminology that is at or below the pupils' language level. Grading implies that the language employed is appropriate for the students' comprehension.

Language must be appropriately sequenced in order to provide children with learning opportunities. Sequencing is the use of language in a logical order. This is particularly true for descriptions, explanations, and directions.

Students can learn classroom language by constantly hearing it used. As a result, it is critical to employ the same classroom language for all classroom functions in the early stages of learning. Simple phrases can be built up to fit the pupils' age and skills.

It is critical to evaluate what language will be used for various classroom activities as well as to ensure that the language used is appropriate. Appropriate language will have the appropriate amount of formality for the pupils and will be properly graded, sequenced, and clear.

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