

# Lecture 5. Classroom English

1. Lesson opening.

2. The main part of the lesson.

3. The end of the lesson.

4. Corrective Feedbacks

# 1. Lesson opening



**Opening:** lessons begin in a particular way the procedures the teacher uses to focus the students' attention on the learning aim of the lesson



**The main part:** the lesson proceeds through a series of teaching and learning activities used to attain the goals of a lesson.



**The end:** the lesson reaches a conclusion

# The opening of a lesson



occupies the first  
5 minutes



consists of “the  
procedures the  
teacher uses to focus  
the students’ attention  
on the learning aims of  
the lesson” (Richards  
& Lockhart, 1994)



is the moment when  
the teacher can  
decide whether the  
learners would be  
engaged in the  
lesson or not  
(Scrivener, 2012).

# In the opening, the teachers explains:

the aims of the lesson,

how the lesson is connected to the previous ones

what activities they are going to do.



# At the lesson opening teachers should pay attention to:

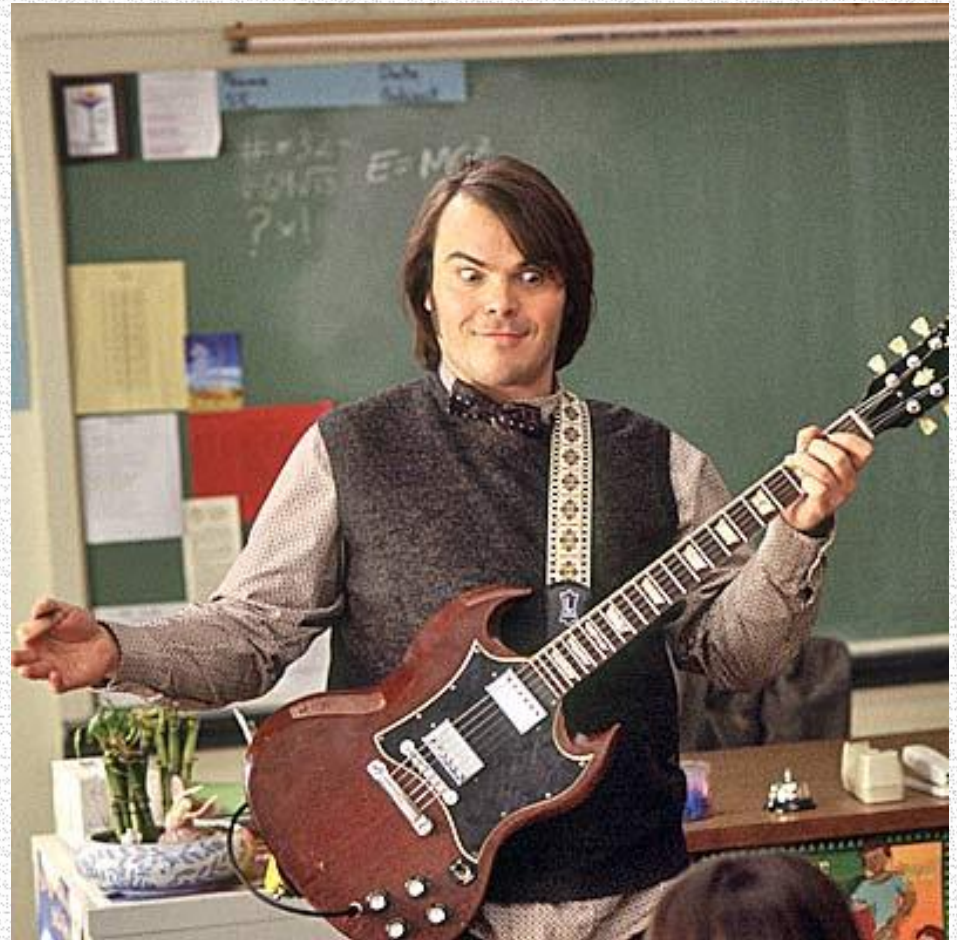
creating the atmosphere,

encouraging motivation,  
confidence or  
participation,

preparing the students to  
be ready for the lesson,

eliciting relevant  
knowledge and  
experience,

providing an organizing  
framework for the lesson.



# At the beginning the teacher uses phrases for the following purposes:



# Introductions

My name is Maiia Ivanivna. I'll be teaching you English this year.

I'm your new English teacher.

I've got five lessons with you each week.

# Greetings

Hello, everyone.

Good morning, everybody.

How are you getting on?

Are you feeling better today, Vlad?

What a lovely day!

What a rainy day!

It's very cold today, isn't it?

## Time to begin

- Let's begin our lesson now.
- I hope you are all ready for the lesson.
- I think we can start now.
- Is everybody ready to start?
- Now we can get down to work.
- It's time to begin, please stop talking.
- I'm waiting for you to be quiet.
- Settle down now so we can start.





## Put your things away

- Pack your things away.
- Close your books.
- Put your books away.



## Register

- Who is absent today?
- Why were you absent last Friday, Denis?
- What's the matter with Anna today?

## Late

- We started ten minutes ago. What have you been doing?
- Did you oversleep?
- Don't let it happen again.
- Where have you been?

# Variants of beginning a chat



Well,	did you have a good did you enjoy the did anyone do anything interesting during the		weekend? holiday?
What did you do Tell me what you did		last night? yesterday after school? at the weekend? on the holidays?	
Can Could	you tell us	more about that?	
		what the	football programme party
Oh, you've got a new		shirt dress	on.
		hairstyle book. It's very nice.	

## d Exploitation

### 1 Unexploited dialogue

Mr Short has just entered the classroom. It's the first lesson after the weekend. He misses a lot of chances to get his students talking. What are they?



T: Good morning.  
Ss: Good morning.  
T: How are you?  
Ss: Very well, thank you.  
T: Did you have a good weekend?  
Ss: Yes.  
T: Did you play football?  
Ss: Yes.  
T: Good. Have you done your homework?  
Ss: Yes.  
T: OK, can you collect it, Kumah, while I take the register?

T: What else did you do at the weekend?  
S: Yes, Tse? I went to a party.  
T: What was it like? Did you enjoy it?  
S: Yes.  
T: Why?  
S: -----

T: Who did you play with?  
S: My team.  
T: Tell us how the game went.  
S: -----

T: Did anyone travel anywhere at the weekend?  
S: Yes. I ----- went to my village.  
T: Oh, did you? What was the journey like?  
S: -----  
T: And what happened when you arrived there?  
S: -----

### 2 Possibilities for exploitation\*

What did the students in Mr Short's class (see 1) actually say? What could he have done to get them to talk more?

A few ideas he could have used are found in the 'balloons' below. Draw lines to link each 'balloon' to the part of the dialogue he could have expanded. One line is done for you.

### 3 Oral practice

In groups of 3 or 4.



Taking turns to be the 'teacher', practise expanding the dialogue in 1, using the ideas in the 'balloons', adapting them to suit the interests of your students. Use the English from Sections **b** and **c** in this Unit too. Each 'teacher' could take one 'balloon' to start with. See Appendix A for a list of teaching points that could be based on this part of the lesson.

## 2. The main part of the lesson

Presentation

Practice

Production



# Presentation

The “presentation” of an ESL lesson generally introduces:

- the topic,
- grammar points,
- vocabulary,
- key expressions to be taught.

**Recommended time:**

5 minutes (out of a 45-60 minute lesson)

**Role of the teacher:**

Leader

**Suggestions for presentation activities:**

A quick video or another type of visual works pulls students in. Asking lots of questions to get students engaged with the new material works great, too.



# Practice

Students begin to practice with the target language. This is a guided section of the class, one in which the role of the teacher is to give examples and monitor student responses.

## **Recommended time:**

10 minutes (out of a 45-60 minute lesson)

## **Suggestion for a practice activity:**

Pairing English expressions in question and answer form.



# Production

The students produce the language practiced. The teacher should simply monitor students at this point, interfering only to help with major mistakes or to clarify instructions.

## **Recommended time:**

Each production activity should take around 10-15 minutes, including time to set up and instruct (out of a 45-60 minute lesson)

## **Suggestions for production activities:**

Active and engaging games are key at this point, even when instructing one-on-one.



## Instructions to be used at the beginning of a session

- Open your books at page...
- You need pencils/rulers.
- We'll learn how to ...
- You have five minutes to do this.
- Turn to page ...
- Look at activity five.
- Listen to this dialogue.
- Repeat after me.
- Who's next?





## Comprehension language

Do you follow me?

What did you say?

Say it again, please.

## Other common instructions

Come in.

Go out.

Stand by your desks.

Stand up.

Sit down.

Come to the front of the class.

Put your hands up.

Put your hands down.

## Giving instructions

- Open your books at page 75.
- I want you all to join in.
- The whole class, please.
- All together now.
- Come out and write it on the board.
- Listen to the tape, please.
- Get into groups of four.
- Finish off this exercise at home.
- Could you try the next one?
- I would like you to write this down.
- Would you mind switching the lights on?
- Who would like to read?
- Which topic will your group report on?
- Do you want to answer question 4?
- Can you all see the board?



## Sequencing

- First/ First of all, today, ...
- After that/ Then
- Right. Now we will go on to the next exercise.
- Have you finished?
- Whose turn is it to read?
- Which question are you on?
- Next/ Next one, please.
- Who hasn't answered yet?
- Let me explain what I want you to do next.
- The idea of this exercise is for you to ...
- You have ten minutes to do this.
- Your time is up.
- Finish this by twenty to eleven.
- Have you found the place?
- Are you all ready?



## Supervision

- Stop talking.
- Look this way.
- Listen to what ... is saying.
- Leave that alone now.
- Be careful.

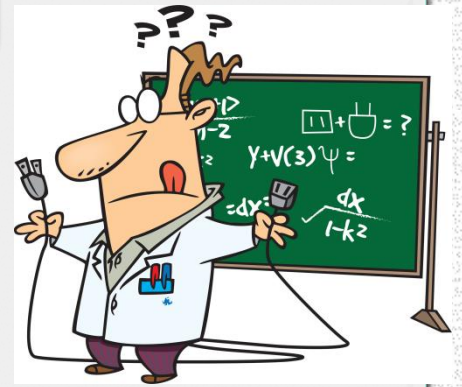


## Questions

- Do you have any questions?
- Now I'm going to ask you some questions.
- Who knows the answer?
- Raise your hand.
- Try to answer by yourself.
- Try again.
- Use a full sentence please.
- Say it in a loud voice.
- Again, please.

## Responding to questions

- Yes, that's right,
- Fine.
- Almost. Try again.
- What about this word?



## Reference

- As I said earlier, ...
- While we're on the subject, ...
- In the background you can see ...
- The church was started in the last century.
- This is a picture of a typically English castle.
- Let me sum up.

## Encouragement



- That's interesting!
- Don't worry, I'm sure you'll do better next time.
- I'm really impressed. I knew you could do it!
- Have a go! Have another try!
- Practise makes perfect.
- Good! Excellent! Well done! That's great!
- That's much better! You're really improving.
- Your marks will get better if you practise more.
- Stop making excuses.
- Your marks are getting better all the time.

# 3. The end of the lesson

The final part of the lesson :

serves to reinforce what has been learned in a lesson

integrates and the reviews the content of the lesson

prepares the students for further learning

# At the end of the lesson the teacher:





## Expressions to finish the lesson

- There's the bell/ That's the bell. It's time to stop
- We've run out of time
- The next class is waiting (outside/ to come in)
- You'll be late for your next class (if you don't stop now)
- We'll have to finish this tomorrow/ in the next lesson
- Look at the time/ What time is it now?
- 30 seconds to finish that activity. It's nearly time to go
- That's all (we have time) for today

## Hometask

- Copy tonight's homework from the board
- Circle these exercises in your workbooks
- Do exercise 10 on page 23 for (your) homework
- Do the next exercise tonight, and we'll check it tomorrow
- Check your answers at the back of the book and ask me tomorrow if you have any questions
- Learn this list of words (for homework/ by tomorrow)
- There is no homework today
- Take a worksheet as you leave.
- What do you have to do before the next lesson?

# 4. Corrective Feedbacks

**Feedback types  
(after Craig Chaudron):**



**Explicit Correction**

**Recast**

**Clarification Request**

**Metalinguistic Feedback**

**Elicitation**

**Repetition**

The teacher gives the correct variant

## Explicit Correction

The teacher **tells** the student he/she is wrong, and then **provides the correction.**

*Student: "He eated."  
Teacher: "No, that's wrong. He ate."*

## Recast

The teacher **repeats** the student's answer **correctly.**

*Student: "He eated"  
Teacher: "He ate".*

## Clarification Request

*The teacher hints that some mistake has been made*

The teacher **indicates** that the student's utterance needs to be repeated or reformulated

Student: *"He walk to the shore"*

Teacher: *"What?"*

## Metalinguistic Feedback

The teacher **repeats** student's utterance, or **asks questions** related to the mistake **without providing the correct form**

Student: *"He walk to the shore"*

Teacher: *"No. You need to put an 's' on the verb if the subject is he, she, or it."*

# Elicitation

*The teacher leads the student to give a correct variant*

The teacher uses various strategies to elicit the correct form from the student.

The student:  
*“Yesterday, he walks to school”*

Teacher (1): *“No, Yesterday he ...”*

Teacher (2): *“How do we talk about the past in English?”*

Teacher (3): *“Please say that again correctly”.*

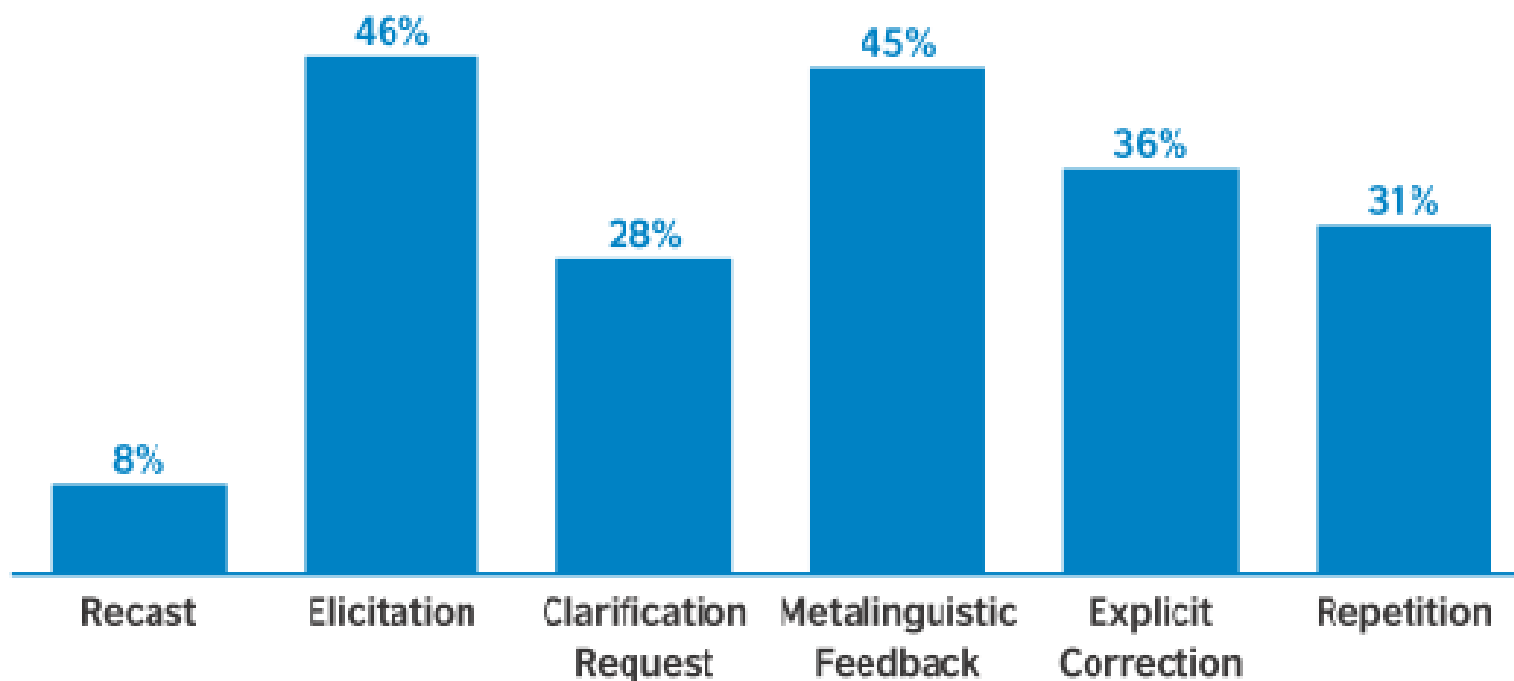
# Repetition

*The teacher repeats the mistake of the student*

The teacher repeats a learner's incorrect utterance, usually with marked intonation or volume to highlight the error.

*Student: "He eated."  
Teacher: "He eated?"*

# Effectiveness of corrective feedbacks





# Giving feedback to students



- Magnificent!
- Right!
- Very good.
- Well done.
- That's correct.
- That's right.
- That's quite right.
- It depends.
- That's much better.
- You've improved a lot.
- Have a guess.
- You're halfway there.

- You've almost got it.
- You were almost right.
- There's no need to rush.
- We have plenty of time
- Unfortunately not.
- I'm afraid that's not quite right.
- Not quite right. Try again.
- Good try, but not quite right.
- You can't use that word here.
- Have another try.
- Not exactly.

# Written Feedback Tips

ww	Wrong word
wf	Wrong form
wo	Wrong word order
coll	Collocation error
t	Incorrect tense
p	Punctuation problem
sp	Spelling mistake

# Written Feedback Tips

st	Not appropriate style
	's' missing
	Not clear/difficult to understand
	Should be connected
rep	Repetition
	Something missing
	Not necessary

In the modern world there exist <sup>=^</sup> very big problem. It is the transportation problem. <sup>Rep.</sup>  
Our big beautiful cities suffer because <sup>Sp</sup> traffic jam and dirty environment. <sup>Coll.</sup> Every  
day thousands of people can not reach their destinations <sup>WW</sup> in time.

In my opinion the best solution for this problem is the wide use <sup>^</sup> public transport.

<sup>St.</sup> But some people think that ~~the~~ using public transport leads to reduce <sup>WF</sup> (the) comfort (of  
their life) and in addition it requires ~~the~~ huge financial resources.

<sup>WW</sup> But I think that exist very important reasons <sup>WO</sup> to start using public transport more  
widely.

The most important reason why we have to do it is that we have to defend the environment. ~~The~~ <sup>ww</sup> Toxic gas <sup>^</sup> of transport impacts on environment very bad and <sup>^</sup> addition leads ~~us~~ to health hazard. ~~The~~ <sup>Coll.</sup> Thousands of people suffer <sup>^</sup> allergic diseases and the main reason is the dirty environment.

The second reason is that if we reduced amount of vehicles on the road we <sup>^</sup> reduce the amount of road accident because there is the clear link between them.

Finally I want pay attention on continually growing price of fuel. For example <sup>in</sup> my country in <sup>^</sup> last month price of fuel <sup>^</sup> increased by 40 cents. I think that everyone want <sup>^</sup> to save their budget and the using public transport is the good possibility to do that.

In conclusion I want to repeat that the wide use <sup>^</sup> public transport is the real way to help our cities to be more comfortable and more healthy.

**THANK YOU  
FOR YOUR ATTENTION**

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