

# 溝通式 (全英語) 教學

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# 全英語溝通式教學

英語教學的「生活化」、「趣味化」及「多元化」是國小英語教學的趨勢

課堂內70%以上的英語授課可以增加學生接觸英語的機會



# 有效的全英語溝通式教學

溝通 必需要有 共同的語言

That's it !

“ **classroom language** ”



# Communicative Language Learning

- An approach to language teaching that emphasizes **interaction as both the means and the ultimate goal of study.**



# CLASSROOM LANGUAGE

May I join the class/group?

Can I come in?

Can you explain it once more, please.

I don't understand. Could you repeat that, please?

May I go to the toilet, please?

Sorry, for being late.

May I go out please?

Could you help me please?

What does ..... mean in our language?

What do we have to do now?

What page are we on?

May I open/close the window?

I'm ready. May I start it?

How do you say ..... in English?

What is the homework?

I could not do my homework because ....

Do we have to hand in this exercise?

How is this word pronounced?

I was absent on the last lesson.

How do you spell that word?

Do we have to write this down?

I don't have a .... Can I borrow one?

# CLASSROOM LANGUAGE

Can you repeat please?

What does ... mean?

How do you spell this word?

How do you say ... in English?

How do you pronounce this word?

I don't understand

I'm sorry, I didn't hear

Like this?

Is this OK?

Is this right?

Speak more slowly, please.

Can you explain that again?

Is this correct?

What do you mean?

I've finished.

I can't hear the CD

I've done this.

Can you help me, please?

Teacher, I have a question.

Which book?

I can't see the board

Who, me?

Can you step aside?

What page are we on?

Can you speak louder, please?

Can you play the CD again, please?

When is the exam?

When is the homework for?

# What is classroom language?

b) “Pens down and listen ,please.”

c) “How do you spell it? “

d) “That’s not right. Try again. “

e) “Whose turn is it? “

f) “Sit down, please.”

g) “What does this mean?”

h) “Could you say that again? “

i) “May I borrow your ruler? “

j) “Why did you write that? “

k) “You have five more minutes.”

l) “Shall I go first? “

m) “What page are we on? “

# Definition of Classroom Language

- The language used in an English language classroom as part of the procedure, e.g. greetings, asking permission, getting learners' attention, giving instructions, giving feedback, etc. It's usually used repetitively.



# So why use classroom language?

- Fill in the gaps below.

<b>a. it is widely believed</b>	<b>b. when and where</b>
<b>c. an additional benefit</b>	<b>d. on the tip of the tongue</b>
<b>e. acquire their mother tongue</b>	<b>f. as a matter of fact</b>
<b>g. need fine-tuning</b>	<b>h. come to understand</b>

# The importance of classroom language

Young learners \_\_\_\_\_ through constant exposure to and usage of language. \_\_\_\_\_ that lexical chunks, or commonly used phrases, aid acquisition.

By hearing chunks of language used in relevant contexts many times, young learners \_\_\_\_\_ the meaning of each chunk. Eventually they are able to produce the phrases themselves in appropriate contexts to express themselves accurately. Young learners do not analyse the grammar of such chunks – they just know \_\_\_\_\_ to use them, through repetition and successful usage.

Learners of second languages can also acquire lexical chunks in the same way.

\_\_\_\_\_ of lexical chunks is how they aid fluency. By having a store of such chunks \_\_\_\_\_, speakers don't have to think so hard about every word they say, which would slow down speech. They can produce the appropriate chunk at the appropriate time without much thought, and so concentrate on other aspects of speech, which may \_\_\_\_\_, such as grammar and discourse.

# So why use classroom language?

## - Conclusions

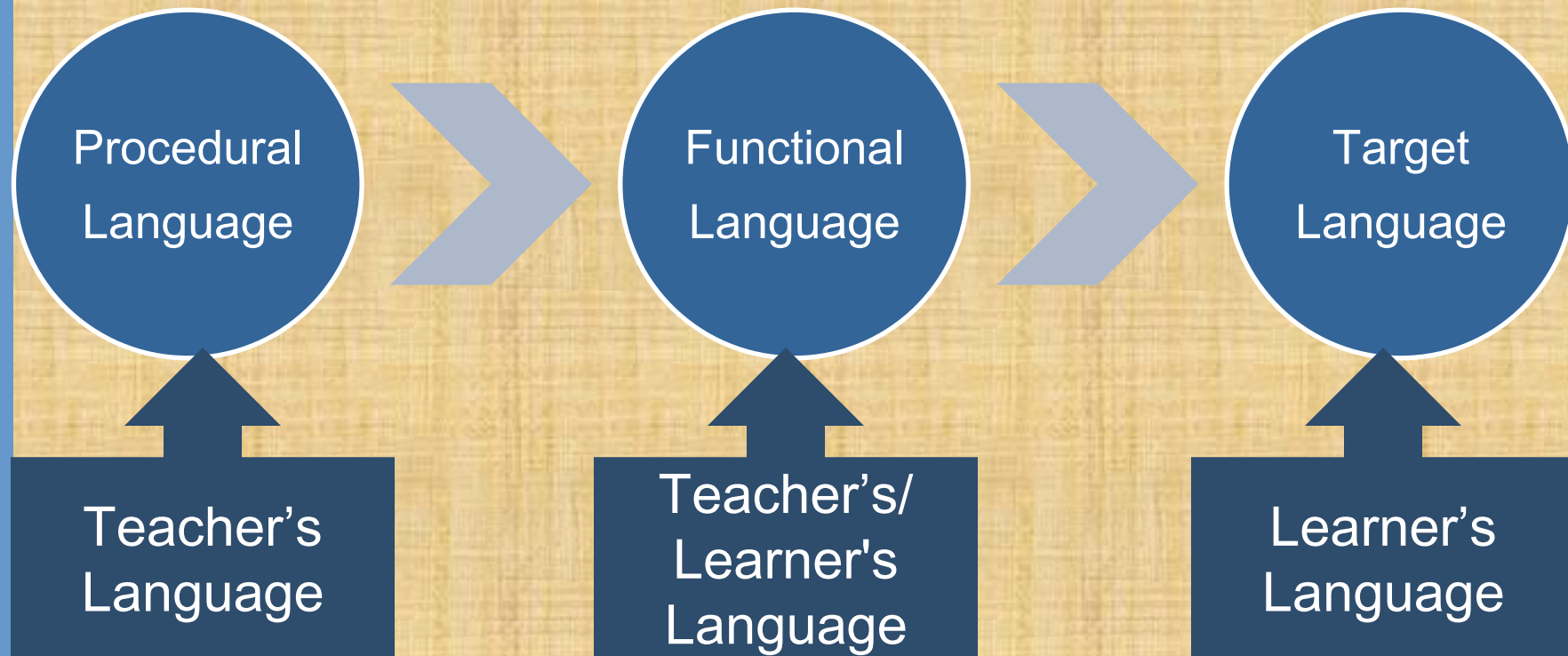
It makes sense then, that teachers of English as \_\_\_\_\_ should use \_\_\_\_\_ in the classroom as much as possible.

Classroom language, such as greetings, instructions, giving feedback, etc. contain examples of lexical chunks and tend to be used \_\_\_\_\_.

If such language is said in English, learners will gradually \_\_\_\_\_these phrases in the same way as a native speaker would. Learners should also be encouraged to use such phrases themselves, in order\_\_\_\_\_.

<b>lexical chunks</b>	<b>to aid fluency</b>	<b>acquire</b>
<b>repetitively in context</b>	<b>a foreign language</b>	

# Classroom Language



# Procedural Language

- **Open your book to page ....**
- **First, you need to...**
- **After that,.... Then,....Finally....**
- **You'll need to work in pairs/groups.**
- **Everyone needs to take part.**
- **You have ten minutes to complete this task.**
- **Extra points will be rewarded for using only English.**
- **When you hear the bell ring, switch partners.**

# Functional Language

- What does “Bingo” mean?
- What is “寶藏” in English?
- How do you spell “dinosaur”?
- Can you repeat the rules again, please?
- Speak more slowly, please.
- Can you help me (with that) , please?
- I’m done./I’m finished.
- What shall we do next?
- What do we have to do now?

# Greeting

- Good morning/afternoon, Ms. Chang.
- How do you do?
- Good day.
- What's up?
- How have you been?
- How is everyone doing?
- How are you today?
- How are you doing?

# Getting learners' attention

- Listen up!
- Stand in a line.
- Attention, please.
- Listen!
- (Clap hands)

# Asking for permission

- May I go to the restroom?
- May I borrow your ruler?
- May I come in?
- Let's go together, shall we?
- May I open/close the window?
- Do you mind not eating/drinking here?

# Asking for clarification

- Can you say that again, please?
- I don't understand. Can you help me?
- Can you explain it to me again, please?
- Would you repeat it again, please?
- Is that clear?
- Do you understand what I mean?

# Doing pair work / group work

- You three are partners.
- You two in a group.
- You first.
- OK. I'll go first.
- Whose turn is it?
- Your turn, then my turn.
- You start first, and I'll follow you.

# Playing a game

- Let's play a game!
- How about playing a game?
- What games do you like to play?
- Do you know how to play the game?
- Do you like this game?

# Giving feedback

- Good job!
- Well done!
- Awesome!
- Brilliant!
- Excellent!
- Two thumbs up!
- Super! Superb!
- Try again!

# Saying goodbye

- See you later.
- See you tomorrow.
- See you next week.
- See you next time.
- Let's call it a day.
- Class dismissed!

# The 3 Rs in Classroom Language

- **Recycle**
- **Reuse**
- **Remember**



## L1 and L2 use –

### When is using the mother tongue OK?

#### Classroom situation

L1/L2?

1. Explaining how to play a game to intermediate learners.
2. Intermediate learners comparing their answers to a gap-fill activity.
3. Explaining the meaning of a word to intermediate learners.
4. Comforting a learner who is upset.
5. Elementary learners discussing a reading comprehension task.

## L1 and L2 use –

### When is using the mother tongue OK?

6. Explaining a grammar point to elementary learners.
7. Talking to learners about their weekend.
8. Stopping two learners from fighting.
9. Explaining how to do a pair work activity to elementary learners.
10. Explaining a grammar point to intermediate learners.

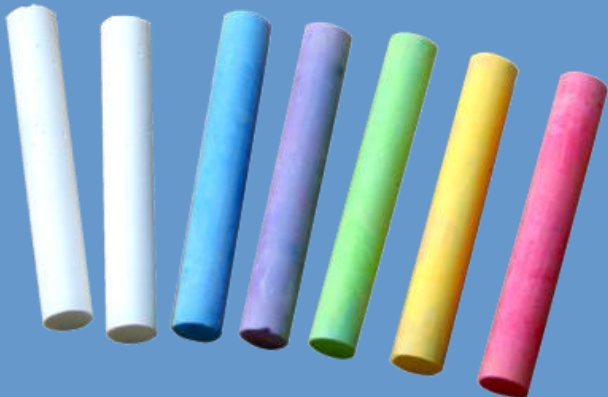
# Dos and don'ts

- Demonstrate, rather than explain an activity, if possible.
- **Explain the whole activity before learners begin, especially if it is a long and complicated one.**
- Elicit as much information from the learners as possible.



# Dos and don'ts

- Use language that learners will be able to understand easily.
- **Use language that is above the learners' level.**
- Use confident learners with a higher level of English to demonstrate activities.



# Dos and don'ts

- **Give out materials before you give the instructions.**
- **Give instructions in stages if necessary.**
- **Give out materials after you give the instructions.**



# Dos and don'ts

- Make sure all the learners can see the demonstration before you start.
- Save time by producing all the information yourself.
- Check that learners have understood your instructions by asking specific questions about the activity procedure.



# Dos and don'ts

- Ask learners “Do you understand?” at the end of your instructions
- Always have an instruction-giving stage, no matter what the activity.
- Only give instructions if necessary- some activities can be learnt while doing others don't need instructions.

