

Language in education - Instructions

Valieva Nasiba Khadiyatullaevna
National University of Uzbekistan
e-mail: valieva_nasiba@mail.ru

Abstract

In the present article we tried to illuminate the importance of giving instructions in the classroom. Some viewpoints of distinguished scholars on classroom language learning serve as the basis of this research. Instructions in the classroom have educational and communicative value. Owing to the skillful role of educator the learners encounter with language literacy and become motivated to produce at least short conversation. As an output of an educational institution we get a well-organized, possessing wide world view member of society who is ready to generate his/her gained knowledge, new ideas and energy in the development of the country.

Key words: educator/teacher, learners, classroom language, instructions, communication, scaffolding, friendly environment, society.

As it's well known the main participants of Education process are **teachers** and **learners**. Giving instructions is of great importance in education. The most part of our learning process we have in the classroom. The communication between an educator and the learners plays significant role in the becoming of a personality. Classroom language has been in the focus of the methodologic and linguistic studies since the middle of the XXth century.

Classroom language learning was the focus of research studies in the 1960s and early 1970s. Such issues as teacher preparation and experience, class size, learners' need and attitudes, lack of well-defined classroom process and lack of agreement on what constituted successful learning were investigated. However, researchers' attention is now being directed to the social dynamics and discourse of the classroom. [1]

The early studies of **classroom language** shared a number of common assumptions, drawn from work in sociolinguistics. For example, sociolinguists hold that differences in oral **communication** reflect social variables, such as gender, ethnicity, social class, and age. When children enter school, their mode of oral communication has been influenced by these factors; they also already work within a communication system, which consists of language structure (sound structure, inflection, syntax), content (meaning), and use (purposes of communication, appropriate forms of communication). Knowledge about meaning, language functions (pragmatics), discourse genres, and more complex syntax continue to develop during schooling and into adulthood.[2]

Vygotsky's social constructivist theory is the starting point for the discussion of major themes and research trends in classroom language research and their relationship to literacy learning. In particular he introduced the notion **scaffolding** which broadly means the classroom interaction. Through dialogue and associated nonverbal interaction, teachers provide graduated assistance to novice learners as they attain ever higher levels of conceptual and communicative competence.[3]The use of scaffolds in both regular and special education classrooms reflects a continuum from interrogation sequences to instructional conversations.[4]

Questions remaining to be addressed include how instructional conversations are actually used in literacy **instruction**, and how they affect the motivation of individual students to read and write for a variety of communicative purposes. Educators should be encouraged to implement more discussion-based activities -- such as debating, questioning, clarifying, and elaborating -- which can be initiated in the classroom by the teacher or students. Such activities employ instructional conversations to varying degrees and assist students in developing effective strategies for comprehension and expression as tools of inquiry. [5]

Obviously, the use of oral language in classroom has become the most important issue in the theoretical and practical studies of the language.

Value of using English when giving instructions

In teaching English as a foreign language success of the learning depends on the environment. When teacher from the very beginning of the academic year conducts the lessons in English students will try to react to whatever teacher asks them in the same language too. One of the first things a teacher does is giving instructions. Teacher can ask or order, urge or make students do activities. Students learn by listening to the teacher, minding the tone of the voice and situation. Along with giving instructions it is advisable to focus on the structure and language. Creating the friendly and English-speaking environment a teacher not only facilitates to overcome the language barrier but also encourages them to be involved in the activities. Educator invokes the classroom conversation by asking the everyday questions, such as: Who is absent today? What is your home task? Why are you so noisy today? Do you want to know your test results? Surely, these kinds of questions demand the learners' reply but don't influence the classroom environment. On the other hand, if the educator changes these questions into instructions he/she may provoke the funny and **friendly environment** which will influence the further flow of the lesson. For example:

1. *Stand up those who are absent today.* - will provoke humoristic effect and teacher will be able to see which of the learners are attentive to his words.

2. *Remind me please your home task.* - have learners to tell him their task.

3. *Don't be so noisy I can't hear a fly buzzing around my ear.* - in humoristic way urge the learners to be quiet.

4. *If you are interested in your test results ask me one by one in alphabetic order according the first letter in your name.* - involve learners to make order for asking the question.

Purposes of giving instructions may be different for instance, in the classroom to do any activity, in the street giving directions to the strangers to find their way, when doctor administers a medicine we follow his/her instructions, suggesting somebody a way out in confusing situation and etc. We can find ourselves in a variety of situations demanding giving instructions. So teaching the instructions in English supports learners to mingle into the English-speaking environment and be conventional in any situation.

Characteristic of effective instructions

Although to give instructions may seem an easy task, teacher may fail in getting the right output. The basic requirements to the successful instructions may be the first, the usage of simple words and expressions that convey instructions must be understandable, clear. The second, instruction shouldn't contain a lot of words. It must be short. The next is - it must be in logical order. Suppose you give instruction to answer the questions based on the text, but your learners don't know what the text is about. Obviously, it brings to the failure and will slow down the pace (flow) of the lesson. And the last, minding English grammar when giving instructions one should use imperative sentences. But it doesn't mean that you should sound harsh. To prevent the unwilling circumstances the teacher has to introduce some words and constructions in order to sound polite, for example: please, can you...? Do you think you can....? Emilia, can you help Maria with the text?

Hence, we can give instructions using not only imperative form but also question form structures. Besides the instructions may be declarative ones. In other words, the affirmative and interrogative sentences together with imperative ones may imply the instruction.

For instance:

You have five minutes to do this.

It's time to finish.

I'm waiting for you to be quiet.

Methodologically, giving different types of instructions during the lesson have significant impact on the learners' motivation. It's up to the educator and his power of imagination to sustain the friendly environment

within the classroom. To vary the process of giving instructions here we present a handful of them to use in your classroom:

1. Write the instruction on the white/black board.
2. Write the instruction on the piece of paper and let a learner read it aloud to the rest of the class.
3. Silent instruction, i.e. miming/gesticulating.
4. Stick the instruction on the outside of the door and ask a learner go out and read it then come back and tell to the classmates.
5. "Traffic light" instruction is good for starting or finishing some activities in class. Educator raises the Red coloured paper, then changes it with yellow one and swap with the green one implying the attention, becoming ready and starting reading the text/ doing the work/ writing exercise/essays/having discussion, etc. The process of finishing the activity requires the reverse order of colour signals.

Classroom language

TEACHER'S CLASSROOM LANGUAGE

- I'm waiting for you to be quiet
- Sit down and be quiet.
- Stop talking and be quiet.
- Settle down.
- I'm going to call the roll.

- Good morning everybody. How are you today?
- Take out your books and materials.
- Put all your other books and papers away.
- Let's begin our lesson now.
- Is everybody ready to start?
- Have you done your homework?
- We are going to correct the homework first, then, we will...
- Fulanico, can you start reading please?
- Maria, go on please.
- Maria next.
- Emilia, can you help Maria with the text?

- Open your books at page ...
- Turn to page...

- Pay attention everybody.
- Raise your hands / Put your hands up.
- Put your hands down.
- Are you ready?
- We finished on page....
- We will continue with the(first, solar system) chapter.

- Do you understand the topic?
- Are there any questions?
- Are you with me?
- What part do you find difficult to understand?
- Come up to the (black) board.
- Come to the front of the class.

- Let's check the answers.
- Does everyone agree with Fulano's answers?
- Repeat what (your classmate) (Fulano) said.
- Any other answers?
- Why did you choose that answer?

- Copy the information on the board.
- Write that down.
- Take note of that.
- Don't write in the books.
- Use a pencil to write in the workbook.

- Repeat after me.
- Put your bags on the floor.
- Only books and pencil cases allowed on the desk.
- Stand up.

- You have five minutes to do this.
- It's time to finish.
- Have you finished?

- We'll do the rest of this chapter next time.
- We'll finish this exercise next lesson.
- We've run out of time, so we'll continue next lesson.
- We'll continue this chapter next Monday.

- This is your homework for tonight.
- Do exercise 10 on page 23 for your homework.
- Study tonight because tomorrow I will test you.
- Prepare the next chapter for Monday.
- There is no homework tonight.
- Remember your homework.

- The bell hasn't gone yet.
- That's all for today. You can go now.
- It's time to stop / finish. Pack up your books. You can go.[6]

The above list of the classroom instructions contains a lot of lexical and grammatical material to study. On one hand the words used by teacher regularly during the lessons are easily memorized by learners and expand their lexicon. Consequently, learners have these words in their active vocabulary and may easily operate with them when teacher asks to give instructions to the friends or do some role-playing activities: act like the teacher in the classroom. The learnt expressions support to maintain the class communication. On the other hand the range of words used in classroom instructions may be a **good tool** in teaching or revising grammar rules. In every order there is a verb, a noun, pronoun, or phrasal verb (verb + preposition), etc.

For instance, **Parts of the speech**

Verb	pronoun	noun	phrasal verb	collocations
do	it	exercise	Come up	Pay attention
copy	that	text	Are you with	Pack up your
repeat	them	words	me? (to be	books.
give	me	pen	with=follow)	Turn the page
use	this	pencil	Turn to	

Type of the sentence

- Any other answers?
- Fulanico, can you start reading please?
- Take note of that.
- We finished on page....

Tense forms: When giving instructions Present simple, Present Progressive, Present Perfect and Future simple may be used.

- This is your homework for tonight.
- I'm waiting for you to be quiet
- We are going to correct the homework first, then, we will...
- We'll do the rest of this chapter next time.
- Have you finished?

Negative and Positive instructions

- Do exercise 10 on page 23 for your homework.
- Don't write in the books.

Role of educator/teacher

-What is education?- It is when **teacher** teaches and learner learns.

-How do we get knowledge? -We read books, do exercises, observe others and try ourselves.

-Does anyone tell us what is advisable to read or what is reasonable to do in some situations? -Parents, teachers, friends.

-Who taught your parents, teachers, and friends?- TEACHER.

-What does the teacher do?- Educate us.

-How does he/she educate us?-Explains the new topics, tells us to do different tasks, shows the examples.

-How do you know that you get good knowledge?- Teacher asks the questions, we do the test and write compositions for which **teacher** evaluates us.

Behind all these questions and answers is teacher's hard work, patience and love to profession. Teacher prepares for each lesson, searches new material every time, analyses it, adapts to the level of learners, discusses with the colleagues, improves it then checks the learners knowledge by preparing tests, quizzes, worksheets and etc. During the lesson teacher instructs learners what to do and how to do assignments. And not only during the lesson after the lessons teacher stays at the school/campus to give more information/practice with learners the learning skills etc. Moreover, in the everyday life teachers help, instruct, give advice not only at their workplace but everywhere appealing to the society to live by the rules.

The communication between the educator and the learner has strategic importance for the future of the society. Starting from the primary school teachers order the children to repeat the words or actions and have them do so. Teachers write books in which they write the tasks to fulfill, for instance, *Read the text and answer the questions* or *Write the sentences with fact and opinion adjectives*. At collage teachers instruct student how to cope with different tasks: to write an essay, make winning presentations and so on. The role of a teacher is very important in our society. As an output of educational institution we get a well-organized, possessing wide world view member of society who is ready to generate his/her gained knowledge, new ideas and energy in the development of the country.

References

- 1.Sandra J.Savignon Communicative language teaching:Linguistic Theory and Classroom Practice,p.21
- 2.Scott, C. (1995). Syntax for school-age children: A discourse perspective. In M. Fey, J. Windsor, & S. Warren (Eds.), *Language intervention: Preschool through the elementary years* (pp. 107-141). Baltimore, MD: Paul H. Brookes.
- 3.Wilkinson, L.C., & Silliman, E.R. (2001, February). Classroom language and literacy learning. *Reading Online, 4*(7). Available: http://www.readingonline.org/articles/art_index.asp?HREF=/articles/handbook/wilkinson/index.html
- 4.Tharp, R.G., & Gallimore, R. (1988). *Rousing minds to life: Teaching, learning, and schooling in social context*. Cambridge, UK: Cambridge University Press.
- 5.http://www.readingonline.org/articles/art_index.asp?HREF=/articles/handbook/wilkinson/index.html
6. <http://www.eslflow.com>
7. Training the Trainers, Training Toolkit, Tashkent 2009

Contact

Valieva Nasiba Khadiyatullaevna

Str.I.Muminov1/2-17

Tashkent-100041

Uzbekistan

e-mail address: valieva_nasiba@mail.ru