

THE USE OF LANGUAGE IN A SECOND LANGUAGE CLASSROOM

¹OLASEINDE, Felicia Olufemi; ²AYODELE Christian Junior & ³OLASEINDE, Basirat Oluwafunmilayo

¹Department of Arts and Language Education

²Department of Guidance and counseling

^{1&2}Faculty of Education, Ekiti State University, Ado Ekiti, Nigeria

³Department of Arts and Social Science Education
Faculty of Education, University of Ibadan

Abstract

Language use in the classroom (especially in a second language classroom) is crucial to the overall success of the teaching and learning process. This paper therefore examined the use of language in second language classrooms. Learning a second language is quite different from learning a first language and this requires certain specialty. This is a position that highlights the types of classroom language and the roles of the teacher in a second language classroom. The type of classroom language discussed includes: Instructional talks, management talks and Interaction talks. The roles of the teacher include but not limited to being a manager, a facilitator and a resource person. Teachers' use of language in the classroom performs various functions which include explanation of the teaching content and regulation of behaviour among others. It is concluded that the way the teacher uses language is crucial to the success or failure of the teaching and learning process. It is recommended that teachers should use classroom language in every lesson taught and when used it will aid and students vocabularies.

Keywords: classroom, interaction, knowledge, language, teacher, use.

Introduction

The teacher is an educator who teaches an academic discipline with specific student population. In elementary or primary schools, they call them primary school teachers. In secondary schools, these are the academic subject teachers. The teacher is a leader in collaboration, innovation and professional development, who explores any and all avenues to promote student achievement and whose reach sometimes extends outside the classrooms as an influencer at the school, district state or national level. He is a licensed teacher in an elementary or primary school, secondary classroom and tertiary institutions. Liu and Song (2021) note that, language serves as a fundamental tool for teaching and learning in the

classroom. Language facilitates instruction, comprehension, communication, critical thinking, self-expression, and assessment, creating an enriching and interactive learning environment for students.

Alsheri (2017) asserts that, a classroom language is the language that is typically used by teachers, students and other members of a school community in the classroom setting. Teachers' language refers to how teachers talk to students. It sets the stage for how students will respond to the teacher. Effective teachers' language encourages student's effort and work, and reinforces positive student behaviours. It can help students redirect and reflect on their behaviour. This can include specific vocabulary, grammar and structures

that are often used to facilitate learning and communication in the classroom. The teachers' classroom language makes teaching and learning easier to communicate with the students; they can deliver instruction clearly in every classroom activity, manage classroom activities, improve the students' speaking skill, and reach the purpose of learning effectively and systematically.

Therefore, the learner needs to be taught not only in a language that he understands very well but that the teacher on his part has to make himself clear enough (through the use of classroom language) for the students to understand what is being taught. The role of language in classroom instruction is so great that it is no gainsaying that language plays an important role in the instructional processes that take place in the classroom. Classroom Language are classified under these basic types of classroom discuss: Instructional Talks, Management Talks and Classroom Interactions.

1) Instructional Talks

Instructional talk is used to present teaching, that is, it is used in teaching the lesson. These are the contexts in instructional talk:

- a) Giving explanations
- b) Giving directions
- c) Giving Corrections
- d) Asking questions
- e) Answering questions

2) Management Talks

Management talk is used in handling classroom activities. This is the classroom language which is used for the ongoing activities within the classroom that are not inherently part of the lesson. It can be concluded that management talks are the utterances or transactional expressions used to guide teacher and students during their interactions in the classroom from the

beginning of the lesson to the end. These are the contexts in management talks

- a) Greetings
- b) Checking presence
- c) Giving instruction
- d) Giving direction
- e) Giving announcement
- f) Giving advice
- g) Encouraging students
- h) Giving praise
- i) Giving punishment
- j) Giving thanks
- k) Making humor
- l) Asking questions
- m) Answering questions
- n) Closing activities

3) Classroom Interactions

There should be interaction between the teacher and the students and among the students during classroom activities. It facilitates smooth teaching and learning processes and can improve learners' communication skills. It is used each day during classroom activities between the teacher and the students. Classroom interactions focuses on the language used by teachers, especially teacher's questions and students' responses, teacher's and students' feedback for sequential interaction between teachers and students, which can be either teacher-student interaction or student-student interaction.

Classroom interaction is the interaction between teachers and students in the classroom. Classroom interaction stimulates students' interest in classroom communication. Goronga (2013) asserts that classroom interaction engages students in the teaching and learning process. This means that interactions in the classroom can encourage students to get involved in the class activities and this helps students to share with each

other the information they gain from the lesson. It is through interactions in the classroom that the learning process among students occurs as they share knowledge or understand one another. This means that interaction in the classroom encourages students to share their experiences among one another with what they have learnt.

Further examples of classroom language for different functions are given below:

1. Greetings

- Good morning everybody.
- Good afternoon everybody.
- Hello, everyone.
- Hello there, James.

2. Questions

- How are you today?
- How are you getting on?
- How's life?
- How are things with you?
- Are you feeling better today, David?

3. Introductions

- My name is Mr/Mrs/Ms Kolade. I'm your new English teacher.
- I will be teaching you English this year.
- I will be having five lessons with you each week.

4. Promptings

- Let us start our lesson now.
- Is everybody ready to start?
- I hope you are all ready for your English lesson.
- I think we can start now.
- Now we can get down to work.

5. Waiting to start

- I'm waiting for you to be quiet.
- We won't start until everyone is quiet.
- Stop talking and be quiet.
- Settle down now so we can start.

6. Commands

- Close your books.
- Put your books away.
- Pack your things away.
- Sit down
- Stand out your pen
- Bring out your pens

7. Interrogation

- Who is absent today?
- Who is not here today?
- What's the matter with Joy today?
- What is wrong with Joy today?
- Why were you absent last Friday?
- Where have you been?
- We started ten minutes ago. What have you been doing?
- Did you miss your bus?
- Did you oversleep?

In a classroom setting, effective use of language is essential for both teachers and students. Teachers need to be able to teach their lessons clearly and effectively, while students need to have the necessary language skills to participate in classroom activities, ask questions, and express themselves. When teaching and learning take place, it seems not all the teachers are committed to using the language of instruction; whereas, while using language in classroom interaction, it will make the students familiar with the vocabulary and instruction which the teacher uses frequently. Teachers communicate to the students in the language they understand so that students can understand the language of instruction or the materials that the teacher uses during learning process. Meanwhile, when the students listen to the teacher's language use in classroom interaction; they learn not only about language alone but also how to use the language in realistic context (Zulfah, 2015).

Furthermore, when the teacher ignores the use of classroom language, the goal of teaching process could not be achieved. Besides that, there is need to understand teachers' language use

which is very important for the students in learning a new language. If the materials or instruction given by the teacher using target language are not clear to the students, they will not get the information passed to them by the teacher during the learning processes; hence they might fail to answer questions correctly during examination period. Moghadam, Narafshan and Taadini (2021) believe that the use of students' first language in language classroom situation is becoming an option as long as it is limited by the need of the language itself.

Teachers' Role in the classroom language management

When teaching a second language, the role of a teacher is to use much of the classroom language as possible. Butova, Dubskikh, Kise and Chigintseva (2019) opine that teaching and learning increased the amount of the language used and make the language used in the classroom more authentic. While the teachers use classroom language; what they say to students and how they say it is one of the most powerful teaching tools which help students to learn and understand. Through careful use of language, students would be learning and gain academic skills and knowledge. Teachers educate the students by introducing the language, giving tasks, using repetitive drilling techniques and leading them through the contents.

Bella and Zainil (2020) opine that the teacher has complete control of the class and the lesson, when it comes to the pace of a lesson, which means that everyone in the class is taught on the same level. For the teachers, classroom language makes teaching and learning easier while communicating with the students. They can deliver instruction clearly in every classroom activity, manage classroom activities, improve the students'

speaking skill, and reach the purpose of learning effectively and systematically. Roles are not related to the behaviour of the teacher alone. It involves the use of the teacher's method of teaching as well. Teachers' roles can be seen as active or passive and they are related to each other. These are the various roles of a teacher in language teaching:

Teacher as Learner

Aguirre, Bustinza and Garvich (2016) say that, a teacher is a learner. As the teacher continues to pass information to the students, the teacher continues to learn following educational strategies and new approaches to teaching. There are many changes and new developments in the educational system; still the role of a teacher is to continue learning with just little changes. When a teacher plans according to the learners' perspective and starts teaching the language, students can receive the information without any hesitation or communication crises. Teachers are professional learners. Good teachers are able to incite students with a desire to learn. Effective teachers are able to stimulate students to learn specific types of languages. Teaching is guiding another person to find opportunities for them to learn something.

Teacher as Facilitator

The teacher is the best facilitator to the students. As a facilitator, he/she has to support and direct students in learning the language for them to be self-explorers. Leona et al. (2021) explain that, it is the duty of a teacher to create the best learning environment which will transform the students' lives in societal, intellectual and linguistic occurrences. As a facilitator, the teacher's job is to support every student to do their best thinking and practice. The teacher encourages the full participation of students, promotes

mutual understanding, and cultivates shared responsibility among students.

Teacher as Organiser

Teacher as an Organiser is the most important and difficult role he/she has to play. Fitria (2020) states that, teacher has to look at the planning and structuring of learning activities as fundamental to success in language teaching and learning. The success of many activities depends on good organisation and on the students knowing exactly what they are to do.

It is the teacher who plays the main role in planning, organizing procedures and resources, arranging the environment to maximize efficiency, monitoring students' progress and anticipating potential problems. They keep the classrooms organised and tidy, they also plan ahead so that activities would come together well and thoroughly prepared for each lesson and activity.

Teacher as Resource

The teacher acts as a resource by helping the students in providing additional information for them. Kamelia (2019) explains that the teacher is a kind of walking resource centre; he or she offers help when needed, with whatever they lack when performing communicative activities in the language. The teacher must make himself or herself available so that the students can consult him or her when they wish.

Teacher as Assessor:

Assessment is a way of bringing out students' knowledge through continuous feedback. The teacher assumes this role to see how well students are performing or how well they performed. The role of a teacher is not complete just by teaching the language only, assessment is an essential role in making students to

learn perfectly. Feedback and corrections are organised and carried out in order to know whether the students are following and understand what the teachers are teaching them. There are varieties of ways we can grade learners, the role of an assessor gives teachers an opportunity to correct learners. Hadiatmi, Wilian and Yusra (2020) explain that; the assessments can be carried out in language teaching, conducting quizzes, by giving some tasks, through verbal feedback etc. Assessment makes a teacher plan for his/her future teaching techniques and guide the learners the best way to learn the language.

Teacher as Manager

The role of a teacher in the management of language class is very important. A teacher has to develop his/her course plan and syllabus well and handle the class very well within the specified time, he has to cover academic work as well as interpersonal skills needed by the students through various techniques. Perfect classroom management by a teacher that used the major mechanisms will definitely lead to the success of teaching and learning programmes or activities.

Classroom management is the linchpin that makes teaching and learning achievable in the teaching learning process. It is the teacher who plays the main role in planning, organizing procedures and resources, arranging the environment to maximize efficiency, monitoring students' progress and anticipating potential solutions to possible problems. Effective classroom managers are nearly always good planners. They are waiting at the door when the children come in, starting from the very first day of school, they teach the rules about appropriate students behaviour.

Teacher as Evaluator

Alshenqeeti (2018) sees evaluation as a personal process that is related to academics. A teacher has to be an effective evaluator in evaluating the students. Students have learnt through the mistakes committed. As an evaluator, teacher should focus on the areas of competence rather than on the weaknesses; each and every student should adhere to positive expectations. The teacher keeps expectation fluid and current and work by sharing them with students rather than keeping the expectations unspoken or believing that students should discover them.

Teacher as Guidance

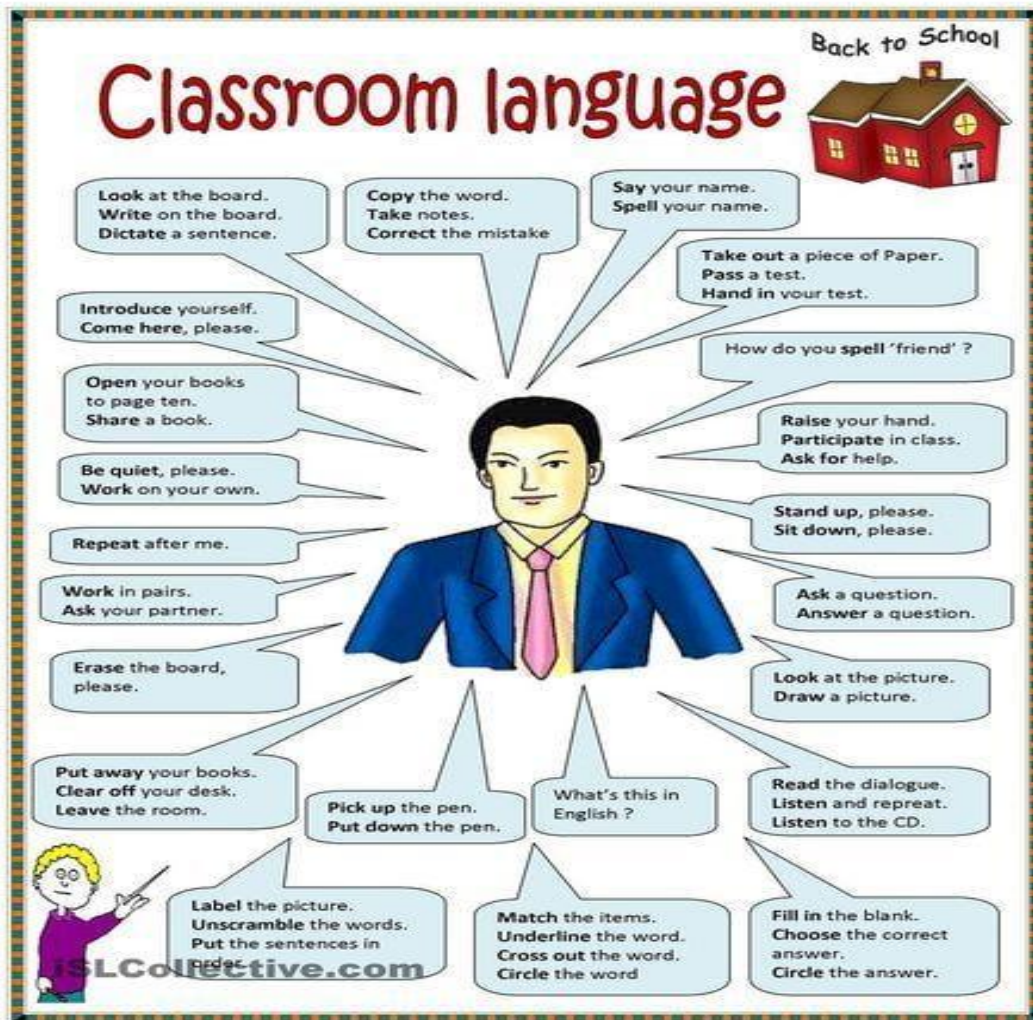
The teacher acts as a guide, provider, adviser, and he helps students to clarify ideas. He needs to identify students who are having problems and difficulties in learning the language and offer individual counsel to students who need it. By doing these, teacher becomes an ideal guide in shaping the future of the students.

Teacher as Role Model

Albaladejo, Coyle and Larios (2018) assert that teacher should be a role model to the students; this goes beyond the classroom. For a teacher to be a role model, they must influence the students throughout their whole lives. Honesty, affection and fairness, for example, are not only learned from parents but also from teachers. For that reason, a teacher must be fully aware that his behavior has a great impact on the personal development of the students.

Phrases for classroom language use

There are phrases for classroom language use; they are to be used by language teachers in the classroom, the phrases are concise and straight to the point to ensure a steady workflow and positive classroom environment. Examples of such phrases can be seen in the diagram below:



The goal of a teacher is to use much of the language as possible. When reviewing a day in the classroom, one of the most frequent ways that language is used is in the daily routines. Teachers can take the opportunity during these daily routines to maximize the use of the language while promoting its use by the students.

Functions of Classroom language during Teaching and Learning

Haselow (2021) explains that language plays a crucial role in classroom learning; it serves various functions that facilitate the acquisition and dissemination of knowledge. The key functions of the classroom language are:

1. **Instruction and Explanation:** Language is used by teachers to deliver instructions and explain issues to students. Through verbal and written communication, teachers provide step-by-step guidance on tasks, assignments, and concepts. Clear and effective language helps students understand the contents being taught and this promotes learning.
2. **Comprehension and Understanding:** Language enables students to comprehend and understand the subject matter. They listen to the teachers' instruction, the students read textbooks, and engage in discussions to grasp new

- information. Language skills such as listening, speaking, reading, and writing helps to interpret texts and play a vital role in comprehending and internalizing knowledge.
3. **Communication and Collaboration:** Language serves as a medium for communication and collaboration among students. It allows them to exchange ideas, discuss concepts, ask questions and provide feedback. Effective communication skills enable students to articulate their thoughts, express their opinions, and actively participate in classroom activities that foster a conducive learning environment.
 4. **Critical Thinking and Analysis:** Language plays a significant role in developing critical thinking and analytical skills. Students use language to analyze and evaluate information, draw conclusions, and engage in higher-order thinking. Critical thinking is the ability to analyze, evaluate, and synthesize information from various sources and perspectives. It is a crucial skill for learners of any language, as it helps them to communicate effectively, understand different cultures, and develop their own opinions and arguments. Language teachers can foster critical thinking in the classroom by using various strategies and activities that challenge students to think beyond the surface level of language and engage with deeper meanings and implications
 5. **Expression and Creativity:** Language provides students with a means of expressing themselves and showcasing their creativity. Through writing, speaking, and artistic endeavour, students can express their thoughts, emotions and ideas. Language allows them to explore different literary devices, experiment with writing styles and engage in creative expression that promotes individuality and self-expression.
 6. **Vocabulary Development:** In the classroom, students encounter new words, technical terms, and academic language specific to different subjects. Through reading, listening, and participating in class discussions, they acquire new vocabulary, understand word meanings in context, and their overall language skill is enhanced.
 7. **Reflection and Metacognition:** Language enables students to reflect on their learning process and engage in metacognitive thinking. They use language to assess their understanding, identify areas of improvement, and set learning goals. Through self-reflection, journaling, and classroom discussions, students develop a deeper awareness of their own learning strategies and progress.
 8. **Assessment and Feedback:** Language plays a crucial role in assessment and feedback processes. Teachers use language to provide feedback on students work, evaluate performance, and offer suggestions for improvement. Students use language to explain their reasoning, defend their arguments, and demonstrate their knowledge and skills during assessments.
 9. **Cultural Understanding and Appreciation:** Language is closely tied to culture, and classroom language provides opportunities for students to understand and appreciate

different cultures. Through literature, multicultural texts, and discussions on diverse topics, students gain insights into various cultural perspectives, practices, and tradition that foster intercultural competence and empathy.

Strategies employed in teaching language in the classroom

When teaching language in the classroom, there are several strategies a teacher can employ to facilitate teaching and learning. While introducing the language to the new students or beginner teach them step by step, from simple to complex. Start with short commands, maybe just one word such as “Sit”. Then the teacher can progress to a longer command, such as “Sit down please” and eventually students can learn alternate phrases that mean the same thing, for example “Take a seat” Make sure the students know what this language is used for. Do not leave them out of the learning process; they should know that the more they use the language, the more they will develop and that these forms are meant to help use the language in the most natural way possible. Once the concepts are introduced to the students, the teacher should ensure that the language is used with them. Employ the concepts as much as possible so that the students become accustomed to them and they are able to use them as well. Use prompts such as language ladders or visuals to help students learn and remember the language.

Functions of the teacher's language

Fields of work such as the teaching profession are characterised by a high degree of communication and require adaptable communicative skills from the speaker. One of the most important tasks is speaking to someone and speaking with one another. This task is largely realised in dealing with specific teaching subjects, which are developed with the help of different teaching aids. In addition to textbooks, worksheets, films, etc. The teacher's language is the most important means of conveying teaching contents to the students. It can be used to define and describe existing objects that are not present or can be represented in a different way, so that the students can develop the ideas themselves. Successful representation depends precisely on illustrative language.

Language itself is a subject of teaching in language teaching, and can be considered on the meta-level (Sieberger-Nager2015), in this context, the teacher's highlighting of the factual and relational aspects plays an important role in pointing out problems and disturbances in the exchange of information and in supporting the students in both factual and interpersonal communication. At the same time, both aspects are also expressed in the teacher's language itself and are interdependent. While the factual content is being communicated, the teacher's personal attitude towards his students and the subject matter is reflected in his communicative behaviour.

Teacher's language leads to mutual encouragement, inhibition, or to success or failure in the classroom. Cekaite (2017) pleads in this context for a sensitive handling of language in classroom communication. Furthermore, the teacher serves as a

role model; he himself serves as a medium of learning. By perceiving and processing the teacher's linguistic utterances, students' learning processes and linguistic competences are influenced. Accordingly, the teacher's communicative goals should be pursued; likewise, the oral communicative competences of the students should be consciously promoted, as this is the general educational goal which should be achieved. However, the teacher also serves as a model with regard to the students' motivation to learn. The teacher's attitude towards the lesson and his subject, which, for example, shows commitment, inventiveness, unwillingness, etc, can have effect on the students' motivation to learn.

Teacher's language also serves to regulate behaviour in the class community by using language forms such as instructions, requests or admonitions. It is therefore an expression of the teacher's leadership style (Saito et al. 2018), the education of students results from the preceding functions and forms of language. For example, by promoting linguistic competences and manners, by serving as a language model and by encouraging reflection on interpersonal exchanges, the teacher influences the students' values. The forms of language already mentioned, which can be supplemented by praise, recognition, encouragement, advice and rebuke, also have an educational influence on the students.

Conclusion and Recommendations

For the teachers, language makes teaching and learning easier to communicate with the students. The use of the language by the teacher is very important so that students get used to using language expressions in interacting in the classroom. The

teachers would deliver instruction clearly in every classroom activities, manage classroom activities, improve the students' speaking skill, and reach the purpose of learning effectively and systematically. This will help the teachers to achieve the objectives of teaching and learning. The students also seem very enthusiastic in the learning process. Using classroom language makes students very active and happy to do all things that their teacher instructed. The teacher should conduct language interventions in situations that are representative of real life for the students whenever possible so that the actual uses and functions of language are learned. The teacher should choose reading materials that reflect the student's language experience, familiar vocabulary, sentence structures and sentence patterns; this will help the students in learning more classroom language. Students should be encouraged to create sentences using provided words, whether nouns, verbs, or adjectives. Such tasks provide practice in flexibility and elaboration of language. Similarly, the students' ability to describe cause and effect events can be facilitated through the use of sentence and story completion tasks.

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