

### Course Outline

Nakhon Pathom Rajabhat University  
English Program Course No.: 1554606  
Credit : 3 (3-0-6)  
Curriculum: Bachelor of Education  
Instructor : Ms. Putsadee Pathumarak  
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Semester /Academic Year: 2/2019  
Pre-requisite: -  
Class venue: HS 401

Faculty of Humanities and Social Sciences  
Course title: English Classroom Language

Type of course: Core course  
Instructor Code : 4081  
Tel. : 0819862868

Co-requisites: -

### Learning objectives

Students are able to:

1. use English in classroom in various situation correctly;
2. communicate in English in classroom effectively.

### Course description

Exploration and practice of English classroom language use, including greeting, thanking, compliments, instructions

### Semester Long Plan

| Week | Content                                                                                                                                                      | Teaching-learning Activities                                                                                                                                                                                                                                                                                                                                                                              | Materials                                                                                          |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| 1-2  | Orientation : Course outline<br>Introduction<br>What is classroom language?<br>Why should we use classroom English?<br>Unit 1<br>The beginning of the lesson | - Describe course outline, course objectives, assessment.<br>- Do pre-test.<br>- Ss do discussion/brainstorming activity.<br>- Teacher presents the meaning of classroom language and its important<br>- Teacher gives examples of classroom English used at the beginning of the lesson.<br>- Ss practice classroom English used at the beginning of the lesson.<br>- Ss do oral practice and role Play. | Course outline<br>Questionnaire,<br>Pre-test English<br>Classroom<br>Power Point<br>Handout unit 1 |
| 3    | Unit 2 Checking attendance                                                                                                                                   | - Ss do discussion/brainstorming activity.<br>- Ss do dialogue practice.<br>- Teacher explains and gives examples of classroom English used for checking attendance.<br>- Ss practice the classroom language for checking attendance<br>- Ss do language activities.<br>- Ss do oral practice.<br>- Ss do role play.                                                                                      | Handout: Unit 2<br>Role-play card<br>Unit exercise                                                 |



| Week | Content                                                 | Teaching Activities                                                                                                                                                                                                                                                                                                                                                                                  | Materials                                           |
|------|---------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|
| 4    | Unit 3<br>Physical conditions in the classroom          | <ul style="list-style-type: none"> <li>- Ss do discussion/brainstorming activity.</li> <li>- Ss do dialogue practice.</li> <li>- Teacher explains and gives examples of classroom English used for talking about physical conditions in the classroom.</li> <li>- Ss do language activities.</li> <li>- Ss do oral practice.</li> <li>- Ss do role play.</li> </ul>                                  | Handout: Unit 3<br>Role-play card<br>Unit exercise  |
| 5    | Unit 4<br>Getting organized: seating, books, blackboard | <ul style="list-style-type: none"> <li>- Ss do discussion/brainstorming activity.</li> <li>- Ss do dialogue practice.</li> <li>- Teacher explains and gives examples the appropriate forms about organizing the room.</li> <li>- Ss do language activities.</li> <li>- Ss do oral practice.</li> <li>- Ss do role play.</li> </ul>                                                                   | Handout: Unit 4<br>Role-play card<br>Unit exercise  |
| 6    | Unit 5<br>Introducing different stages of the lesson    | <ul style="list-style-type: none"> <li>- Ss do discussion/brainstorming activity.</li> <li>- Ss do dialogue practice.</li> <li>- Teacher explains and gives examples of the appropriate forms when the teacher wants to introduce lesson and define the aims of new stages in a lesson.</li> <li>- Ss do language activities.</li> <li>- Ss do oral practice.</li> <li>- Ss do role play.</li> </ul> | Handout : Unit 5<br>Role-play card<br>Unit exercise |
| 7    | Unit 6<br>Using visual aids                             | <ul style="list-style-type: none"> <li>- Ss do discussion/brainstorming activity.</li> <li>- Ss do dialogue practice.</li> <li>- Teacher explains and gives examples of the appropriate English used for setting up and referring to simple visual aids.</li> <li>- Ss do language activities.</li> <li>- Ss do oral practice.</li> <li>- Ss do role play.</li> </ul>                                | Handout: Unit 6<br>Role-play card<br>Unit exercise  |
| 8    |                                                         | <b>Midterm Test</b>                                                                                                                                                                                                                                                                                                                                                                                  |                                                     |
| 9    | Unit 7<br>Tape recorders and other electrical equipment | <ul style="list-style-type: none"> <li>- Ss do discussion/brainstorming activity.</li> <li>- Ss do dialogue practice.</li> <li>- Teacher explains and gives examples of the appropriate English forms used for handling electrical equipment in the</li> </ul>                                                                                                                                       | Handout: Unit 7<br>Role-play card<br>Unit exercise  |



| Week | Content                                                        | Teaching Activities                                                                                                                                                                                                                                                                           | Materials                                           |
|------|----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|
|      |                                                                | Classroom.<br>- Ss do language activities.<br>- Ss do oral practice.<br>- Ss do role play.                                                                                                                                                                                                    | Handout: Unit 3<br>Role-play card<br>Unit exercise  |
| 10   | Unit 8:<br>Dividing the class up: choral, individual and teams | - Ss do discussion/brainstorming activity.<br>- Ss do dialogue practice.<br>- Teacher explains and gives examples of the appropriate English forms used for dividing the class up: choral, individual and teams<br>Ss do language activities.<br>- Ss do oral practice.<br>- Ss do role play. | Handout: Unit 8<br>Role-play card<br>Unit exercise  |
| 11   | Unit 9<br>Dividing the class up: pairs and groups              | Ss do discussion/brainstorming activity.<br>- Ss do dialogue practice.<br>- Teacher explains and gives examples of the appropriate English forms used for dividing the class up: pairs and groups<br>Ss do language activities.<br>- Ss do oral practice.<br>- Ss do role play.               | Handout: Unit 9<br>Role-play card<br>Unit exercise  |
| 12   | Unit 10<br>Interruptions: late comers, things lost             | Ss do discussion/brainstorming activity.<br>- Ss do dialogue practice.<br>- Teacher explains and gives examples of the appropriate English forms used for interruptions: late comers, thing lost<br>- Ss do language activities.<br>- Ss do oral practice.<br>- Ss do role play.              | Handout: Unit 10<br>Role-play card<br>Unit exercise |
| 13   | Unit 11<br>Control and discipline                              | Ss do discussion/brainstorming activity.<br>- Ss do dialogue practice.<br>- Teacher explains and gives examples of the appropriate English forms used for controlling class and discipline<br>- Ss do language activities.<br>- Ss do oral practice.<br>- Ss do role play.                    | Handout: Unit 11<br>Role-play card<br>Unit exercise |



| Week  | Content                                               | Teaching Activities                                                                                                                                                                                                                                                                                                                                             | Materials                                           |
|-------|-------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|
| 14    | Unit 12<br>Ending the lesson or a stage in the lesson | <ul style="list-style-type: none"> <li>- Ss do discussion/brainstorming activity.</li> <li>- Ss do dialogue practice.</li> <li>- Teacher explains and gives the examples of the appropriate English for ending the lesson or a stage in the lesson</li> <li>- Ss do language activities.</li> <li>- Ss do oral practice.</li> <li>- Ss do role play.</li> </ul> | Handout: Unit 12<br>Role-play card<br>Unit exercise |
| 15-16 | Students' work                                        | - Students presents their work                                                                                                                                                                                                                                                                                                                                  | Students paper                                      |
| 17    |                                                       | <b>Final examination</b>                                                                                                                                                                                                                                                                                                                                        |                                                     |

**Note :** Time duration is flexible. It depends on the environment, university schedule, and unforeseen circumstances.

**Evaluation :**

|                                       |       |
|---------------------------------------|-------|
| 1. Class attendance and participation | 10 %  |
| 2. Class assignments                  | 40 %  |
| - exercises                           |       |
| - oral presentation                   |       |
| - role play                           |       |
| - quizzes & test                      |       |
| - etc.                                |       |
| 3. Midterm Test                       | 20 %  |
| 4. Final exam                         | 30 %  |
| Total                                 | 100 % |

**Grading Criteria:**

|                        |                        |
|------------------------|------------------------|
| A = 80-100             | C = 60-64              |
| B <sup>+</sup> = 75-79 | D <sup>+</sup> = 55-59 |
| B = 70-74              | D = 50-54              |
| C <sup>+</sup> = 65-69 | E = 0-49               |

**Requirements:**

1. Eighty percent attendance is required to be eligible to take the final exam. Students who are absent more than three classes will fail the course.
2. Students more than 15 minutes late to class will be marked absent.
3. Students who come to the class late more than two times are marked absent.
4. For each absence, one point will be deducted from the class attendance points.
5. If you will miss an exam or an important quiz due to a serious illness, you must contact the instructor and provide a note from your doctor.
6. Participation points are earned on the basis of active involvement by the students, that is, offering ideas and opinions during discussions, and frequently asking and answering questions.
7. Please turn off mobile phones during class.

8. Dress up properly according to the regulations of the University.
9. Do the assigned exercises and hand them in by the appointed time.

#### Textbook and References:

##### 1. Textbook

Willis, Jane. *Teaching English through English: A Course in Classroom Language and Techniques*. Longman

##### 2. Reference

Hughes, Glyn S. *A Handbook of Classroom English*: Oxford, Oxford University Press, 12<sup>th</sup>, 2000.

#### Websites :

<http://www.Talkenglish.Com/lessonsubcategory.aspx?Idcategory>.  
<http://www.better-english.com/exerciselist.html>  
<http://www.Englishclub.com/business-english/index.him>  
<http://www.Rong/chang.com/business.htm>  
<http://www.ego4u.com/en/business-english/communication>  
<http://www.e4thai.com>  
<http://www.Englishtown.com>  
<http://www.About.com>  
<http://www.pt.britishcouncil.org/journal/j0955sg.htm>  
etc.

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