Classroom Language: Preparing the Pre-Service Teachers for Successful Classroom Interactions

Ririn Pusparini* & Esti Kurniasih

Department of English Education, Universitas Negeri Surabaya, Indonesia

*Corresponding email: ririnpusparini@unesa.ac.id

Abstract: Classroom Language: Preparing the Pre-Service Teachers for Successful Classroom Interactions. Objective: This study aims to investigate how pre-service teachers (PSTs) employ classroom language for Opening, Running, and Closing the Lesson in the classroom. **Methods:** A qualitative method was applied where the data were gathered through questionnaire sheets and an observation checklist. Thirty students in the second year of the English Education Study Program in Surabaya, Indonesia, participated in this study. **Findings:** The findings reveal that PSTs have applied classroom languages appropriately and successfully for eight components of basic teaching skills. Nevertheless, three components that do not vary are the language expressions attributed to opening the lesson for checking attendance, varying stimuli for setting and cleaning up teaching media, and organizing the small group discussion. **Conclusion:** The findings can be valuable input for the teacher of an education program to be more concerned with the teacher candidates' language variations to prepare them for successful classroom interactions.

Keywords: classroom language, pre-service teachers, classroom interactions.

Abstrak: Bahasa Kelas: Mempersiapkan Calon Guru untuk Keberhasilan Interaksi Kelas. Tujuan: Penelitian ini bertujuan untuk menginvestigasi bagaimana mahasiswa calon guru menerapkan bahasa kelas (classroom language) untuk membuka, melaksanakan, dan menutup pembelajaran dalam kelas. Metode: Metode kualitatif diterapkan dimana data dikumpulkan melalui lembar kuesioner dan observasi kelas. Tiga puluh siswa di tahun kedua dari program studi pendidikan bahasa Inggris di Surabaya, Indonesia, berpartisipasi dalam penelitian ini. Temuan: Hasil penelitian menunjukkan bahwa partisipan telah menerapkan bahasa kelas dengan tepat dan sukses untuk enam komponen dari ketrampilan dasar mengajar. Namun, tiga komponen yang terkait ungkapan bahasa yang tidak partisipan variasikan meliputi membuka pelajaran untuk memeriksa kehadiran, mengatur dan membersihkan media pengajaran, dan mengorganisasikan diskusi kelompok kecil. Kesimpulan: Temuan ini dapat menjadi masukan yang berharga bagi program pendidikan guru untuk lebih memperhatikan variasi bahasa yang calon guru gunakan dalam menyiapkan mereka untuk kesuksesan berinteraksi dengan peserta didik di kelas.

Kata kunci: bahasa kelas, calon guru, interaksi kelas.

To cite this article:

■ INTRODUCTION

Interaction is very pivotal for everyone. Through interaction, one can exchange ideas, thoughts, and opinions; share experiences; help and understand each other, and maintain good social relationships with others as well. Regarding its importance, a language medium is needed to interact with others. The use of language is varied based on the context. For instance, informal language is employed when someone interacts with peers or colleagues in an informal situation. On the contrary, formal language is applied when someone is interacting with other (older) people in formal situations, for example, during the teaching and learning process, in a formal meeting, and so on.

In dealing with the language used in the class, several essential things should be taken into account. One of them is that the use of classroom language and expressions should fit into the classroom activities done by both the teacher and students during the teaching and learning process.

Classroom language can be understood as the everyday language that teachers and students regularly use in the classroom. It consists of requests, questions, imperatives or statements of encouragement, praise, and others. For example, "Could someone clean the whiteboard?" "Who can tell the content of the first paragraph?" and others. Employing the appropriate classroom language during the teaching and learning process will make the students understand the teacher's meaning or message easily and clearly. In addition, effective two-way communication between the teacher and students will run successfully. Unfortunately, many teachers still need help applying classroom language appropriately and optimally. This fact is due to the influence of the use of the mother tongue during the lesson. Related to the use of the mother tongue in the learning process, Ellis (2008), Krashen (1982), and Yphantides (2009) consider the mother tongue as a hindrance in acquiring or learning

the target language. Besides, the teacher's lack of classroom language variations also creates unsuccessful classroom interactions.

A number of studies on Classroom Language have been conducted (Bella & Zainil, 2020; Van Canh & Renandya, 2017; Hapsari Oka & Artini, 2022). Bella and Zainil (2020), for example, for example, analyzed three English teachers at SMPN 4 Muara Bungo in terms of their classroom language regarding the language input and their reflection on their classroom language. The findings revealed that teachers spoke six types of classroom language from the beginning until the end of the lesson. They were simple instruction, dealing with the language of spontaneous situations, the language of social interaction, pair-group work, question types, and dealing with errors. Among those six types of classroom language, question types are the dominant classroom language found in the teaching and learning process. While from the teachers' reflection on their classroom language, it was found that the average of the teachers' English classroom language use showed a low percentage, which is only 45,4%. It proves that teachers in this study needed to provide comprehensible input to the students. It is due to the students' and teachers' proficiency. Therefore, the teachers in this study need to improve their English proficiency so that they can use more English in the classroom.

Meanwhile, Van Canh and Renandya (2017) examined the correlation between teachers' English proficiency and classroom language use and showed that teachers' general proficiency significantly affects the way they use language in the classroom to promote learning. Another previous study conducted by Hapsari Oka and Artini (2022) analyzed how classroom language is used by one of the EFL teachers who teach English to eighth-graders of SMPN 2 Amlapura, Karangasem and why it is used. From the finding, it was found that the purposes of using

classroom language are to motivate the students to be more active during the teaching and learning process, instruct or organize the classroom, and guide the students in using English naturally.

From the previous studies, it is obvious that classroom language is essential to be learned and mastered, exclusively by the candidate teachers, since classroom language and its variations are needed to create successful classroom interactions between teacher and students. It deals with the variations of classroom language employed in the stages of learning activities, such as opening the lesson, running the lesson, and closing the lesson. Therefore, the researchers are interested in conducting this study in order to assist pre-service teachers in interacting or communicating with their students during the teaching and learning process. This research focus is then elaborated into three following research objectives: (1) How do pre-service teachers employ classroom language in the opening of the lesson stage; (2) How do pre-service teachers employ classroom language in the running of the lesson stage; and (3) How do pre-service teachers employ classroom language in closing the lesson stage.

Literature Review

Classroom language, in general, is defined as expressions used in interaction in the classroom between teachers and students (Leona et al., 2021), like giving requests, asking questions, praising, checking the understanding (Ellis, 2008), and instructing (Bilash, 2011). More specifically, Martriwati et al. (2018) define *classroom language* as the segments of discourse—sequences of a unit of language arranged to produce interaction for particular functions. It focuses on the function of units of language *language* as the segments of discourse—sequences of a unit of language arranged to produce interaction for particular functions. It focuses on the function of units of

language larger than the sentence. From those definitions, it can be concluded that classroom language is the everyday language teachers and students regularly use. It consists of requests, questions, imperatives or statements of encouragement, praise, and others. For example, "Could someone clean the whiteboard?" "Who can tell the content of the first paragraph?", "Well done," "Excellent," and others.

As previously stated, classroom language is essential for both teachers and students. By employing the appropriate classroom language, students can fully catch the meaning of the language and relate it to real communication (Bella & Zainil, 2020; Hadiatmi et al., 2020). For instance, students will be familiar with phrases uttered by the teacher and later use those phrases in real communication. Besides, using suitable classroom language can motivate students to be more active during English lessons (Whitehead, 2021). In addition, classroom language can also enrich the students' new vocabulary (Habibi, 2017; Zarei & Afshar, 2014). Also, employing the appropriate classroom language enables the teacher to organize the classroom and to guide the students in using English naturally (Sujarwo, 2020; Wichadee, 2011; Widyahening, 2018).

For the implementation of classroom language, language variations are applied during the teaching and learning process, particularly during the implementation of the learning stages, such as in Opening the Lesson, Running the Lesson, and Closing the Lesson. Those learning stages have different activities. Opening the Lesson stage, for instance, consists of such activities as a greeting, praying, checking attendance, checking the physical conditions in the classroom, getting organized: blackboard, seating, and books, stimulating the students' motivation to learn something (brainstorming), apperception, and telling the students the learning objectives. Meanwhile, five teaching skills in running the lesson stage: the teacher explains

the learning materials, displays or sets visual or/and audio teaching media, clears up the teaching media, asks the students questions related to the learning materials, and varies the stimuli (e.g., singing a song, doing role play or playing language games), and organizes small group or class discussions. In closing the lesson stage, the teacher can do several activities like reviewing the learning materials or drawing conclusions on the material students have learned, doing reflection, setting or giving homework or announcement for the next meeting, praying, and leave-taking. Giving appraisal and reinforcement and checking and controlling the students' discipline can also be conducted during the learning process (Willis, 1981).

1. Opening the Lesson

The beginning of the lesson is a natural and motivating opportunity for the teacher to help her students to get used to listening to English. They can also learn to give simple replies in English. The first few minutes of most lessons follow the same pattern, meaning she can build up useful language routines and exchanges. Gradually she can introduce a new language to these same routines. If students can take part from the very beginning, it adds to their confidence and shows them that the language they are learning works. Moreover, it is a good idea to remind students that the phrases they hear and use at the beginning of the lesson are also helpful outside the classroom.

Some expressions of classroom language used in opening the lesson are: greeting (i.e., "Good morning," "how are you all today?"), checking the attendance (i.e., "Right! I am going to call the roll", "who is absent today?"), and stimulating the students' motivation to learn something, as in the example below:

Teacher : "Do you remember these pictures?"
Students : "Yes, Mam."
Teacher : "Look! We did this last lesson, didn't we?"
Students : "Yes, Mam,"

2. Organizing the Class

The classroom environment itself plays an important role in students' language learning. A positive classroom environment offers opportunities for students to use English and encourages them in their learning. Creating a positive environment includes two aspects: the material (for example, how the furniture is arranged, what is displayed on the wall) and the immaterial (the relationship between the students and the teacher and the atmosphere created by the teacher). Different environments can support different types of interaction and create different types of learning opportunities – from practicing set phrases to using language spontaneously.

Some expressions of classroom language used in organizing the class for checking the physical conditions in the classroom can be seen in the dialogue below;

Teacher : "It's rather hot in this room, isn't it?"
Students : "Yes, Sir."
Teacher : "Would you mind turning the fan on, please?"
Students : "No, not at all."
Teacher : "Thank you."

In getting organized: blackboard, seating, and books, the expressions used in the classroom are presented in the dialogue below;

Teacher : "Now. Please could someone clean the whiteboard?"
Students : "Me, Sir."
Teacher : "Thank you. Well, now turn your chair around; after that put all your

other books and papers away
except your English book."
Students : "Alright, Sir."

Moreover, the classroom language used to control and discipline the class can be "quiet, please", "no more talking", and "quiet now".

3. Explaining the Lesson or Learning Materials

Lessons usually consist of a number of clearly marked stages. The short phrases that begin and end these stages are important because they structure the lesson and help students follow what is going on. Students get used to these phrases quickly because they occur in every lesson. Because there are several alternatives, they will also hear a variety of forms. In this way, their receptive vocabulary grows, and they are encouraged to guess the meaning of unknown words from the context. It is often a good idea to accompany a particular instruction with a distinct gesture, at least at the beginning. This way, the teacher helps her students remember the instruction and allows her to introduce alternative forms.

The following dialogue is an example of classroom language used in explaining the lesson or learning materials,

Teacher : "First, we're going to practice this. Then, I want you to learn a dialogue about ….. Next, I want you to practice asking questions about …. At the end of the lesson, if there's time, we'll do some games. Can you get the point?"
Students: "Yes, Mam".

4. Asking Questions

As one of the basic teaching skills, the teacher's questions can be delivered during or after explaining the learning materials. The goal of asking questions is to check the students' understanding of the materials being studied on that day. In asking questions, the teacher can use some of these expressions: Who can answer question number 1?; Who can tell the content of the first paragraph?; Whose turn is it?; What does the text talk about?; What is the main idea of this text?; and others.

5. Giving Reinforcement

The same as asking questions, giving reinforcement can be done during the learning process. It can be given in the beginning, whilst, or post activity. Reinforcement is given as a teacher's response (feedback) to students' answers. The goal of giving reinforcement is to give students support, praise, and encouragement. The teacher can reinforce students by saying these expressions: Well done!, Good, Very good, Excellent!, and others.

6. Varying Stimuli

Varying stimuli can be given before starting the lesson, in the middle of the lesson (as an ice breaker), or before closing/ending the lesson. This teaching skill aims to make the class fun and more enjoyable so that students will not get bored with the lesson. These stimuli can be conducted by applying language games, role play, or singing a song.

7. Organizing Small Group or Class Discussions

Small group discussion is usually conducted after the teacher has explained the learning material. It is only sometimes conducted in every meeting. The implementation of this small group or class discussion depends on the characteristic of the exercises done by the students. One thing that the teacher should remember is that when she applies this small group or class

discussion, she must be able to be a good facilitator. Here, she must be able to treat each group fairly and manage the process of discussion well..

The following dialogue is an example of classroom language used in organizing small groups or class discussions:

Teacher : "Now. I'll divide you into several groups. In groups of four. In your groups, you're going to write a short paragraph about ….."
Students : "Understood, Mam".

8. Closing/Ending the Lesson

Most lessons probably end in the same way: the teacher tries to draw things to a close, set any homework, possibly review the lesson, and perhaps make a few announcements. It is another situation where students can become familiar with a limited but recurring range of everyday phrases. Much of what is said at the end of the lesson is connected with what has happened in the previous forty minutes, so it has great personal relevance to the students, especially if the teacher can exchange a few words with individual students as they are leaving the classroom. This regular interaction helps them to develop their listening skills and also to build up their confidence. The teacher can use the end of the lesson to boost students' motivation and give them a positive sense that they have been active participants in the lesson and are making progress.

The following dialogue is an example of classroom language used in closing / ending the lesson:

Teacher : "Well, everyone. Finish the sentence you are writing, then put your pens down. It's time to clear up ….. Come on! Finish now. OK?"

Students : "Yes, Mam".

Moreover, the expressions used in setting homework in the classroom are presented in the dialogue below;

Teacher : "Well, students … at home do the exercise on page 9. Write it out neatly on paper and give it in tomorrow morning".
Students : "Yes, Mam".

■ METHODS

This paper applies a descriptive, interpretive qualitative method that describes how pre-service teachers employ the classroom language in the Opening the Lesson, Running the Lesson, and Closing the Lesson stages, including identifying the various languages PSTs use for classroom interactions.

The participants of the study are thirty pre-service teachers (PSTs) in the fourth semester. The data of the study are the result of a questionnaire and field observation. The instruments used are the questionnaire sheets that are used to describe what classroom languages the participants have got or learned from campus. Besides, classroom observation was conducted to identify how the participants employed the classroom language in the Opening the Lesson, Running the Lesson, and Closing the Lesson stages. In other words, the study investigations were attributed to how they varied the classroom language for classroom interactions and whether the language used was appropriate or not. Regarding teaching simulation, the participants worked in groups. There were six groups of five students each. Their job description is as follows:

To obtain the data, the researchers conducted some procedures: (1) distributing the questionnaire at the half of the semester before

Table 1. Job description for each students

Student	Basic Teaching Skills
1	Opening the lesson and organizing the class
2	Explaining the materials,
3	asking questions, and giving reinforcement
4	Varying stimuli
5	Organizing the small group discussion and closing

the participants conducted teaching practices; and (2) doing classroom observation by completing the observation checklist and recording the activities. After the data were obtained, the researchers then conducted the steps of analyzing and describing the data: (1) reading the results of the questionnaire and classroom observation; (2) analyzing the data by using the provided instruments; (3) discussing the result of analyzing the data; (4) drawing a conclusion; and (5) presenting the findings.

■ **RESULTS AND DISCUSSION**

Before conducting classroom observation, a questionnaire was distributed to get data about pre-service teachers (PSTs) learning classroom language before teaching practices. Henceforth, the classroom observation was conducted to get data on how PSTs employed the classroom language in opening the lesson, running the lesson, and closing the lesson stages.

The Classroom Language Employed in Opening the Lesson Stage

Even though the opening of the lesson stage activities run in a short time, it is completely significant. Allday and Pakurar (2007) assert that the first several minutes of a class period is crucial for completing a variety of administrative tasks, like taking attendance or collecting assignments. Moreover, Emmer, E., Evertson, C., and Worsham (2006) argue that it can be very challenging for teachers to achieve and maintain student on-task behavior. In other words,

teachers will prepare students' conditions before learning the materials so they can learn well and achieve successful study sessions.

Considering classroom language employed in opening the lesson stage, the data obtained from the questionnaire presented that six participants in all groups have employed appropriate language expressions as proposed by Willis (1981), covering greetings, checking attendance, stimulating the students' motivation to learn something, and checking the physical conditions in the classroom. Moreover, they also informed that all kinds of language expressions regarding classroom instructions had been learned, including classroom language used for brainstorming and ice-breaking.

Considering the questionnaire data, they are consistent with classroom observation data that six participants in all groups employed the classroom language appropriately in the opening of the lesson stage. In greetings, for example, participants in groups 2 and 3 opened the class by saying, "*Hello, students, good morning.*" Other participants in groups 1 and 5 greeted students by saying, "*Good morning, students,*" and participants in groups 4 and 6 only said, "*Good afternoon.*" Even most of them (participants in groups 1, 2, 4, and 6) greeted students and followed by asking students to pray exclusively when the class was in the first period. They used the same language, "*let's pray together,*" and asked one of the students to lead. Then, almost all participants (participants in groups 1, 2, 3, 5, and 6) also asked about students' conditions. Participants in groups 1,2,

and 6 said, "*How are you?* While a participant in group 5 used the language of *How, do you feel today? Do you feel happy today?*" Moreover, the Participant in group 3 also made a short conversation with the students to know their condition as the following dialogue:

Teacher : "Do you feel good today?"
Students : "Yes, Mam."
Teacher : "Danny, you look handsome with your new hairstyle."
Danny : "Thank you, Mam."

The language expressions used in this stage can bring a positive atmosphere in the classroom because what the teacher says can be a stimulus indicating their attention to the students. Besides, the language used can reinforce students' appropriate behavior, as Allday and Pakurar (2007) explained that a simple pleasantry, merely greeting a student with his or her name, will increase student on-task behavior.

In checking the students' attendance, all participants in 6 groups have conducted the activity well. Nevertheless, three participants in groups 2,3, and 5 used the same language expressions: "*Let me check your attendance,*"; and Participants in groups 1 and 4 said, "*Who is absent today?*" Even a Participant in group 6 used inappropriate language by saying, "*I will absent you now .*"No one used the language variation like "*I am going to call the roll*" or "*I will take the register*" for this activity. Although it did not significantly impact the learning objectives, they still have to enrich their language attributed not only to taking attendance but also other language variations since teachers' classroom language is one of the primary sources for the students to get English input (Bella & Zainil, 2020).

All participants in six groups have used classroom language appropriately for telling the learning objectives before entering the main activities or whilst activities and organizing the class. For telling the learning objectives, two participants in groups 1 and 4 applied the language expressions, such as; "*We will discuss about.....*" while Participant 3 said, "*Well, student, what you will learn today is about.....*" Participants in groups 2 and 5 used the language "Today, our material is ….." another Participant in group 6 said, "*The text that we will discuss is ....*"

Furthermore, the participants also practiced the classroom language appropriately for organizing the class, like the language expression used by Participant in group 1: "*Now, if you found any rubbish below your desk, pick it up and put it in the bin.*" Similarly, a Participant in group 5 said, "*It is quite messy. Tidy up and put the rubbish into the bin.*" Other Participants in groups 2 and 6 applied the language "*It is hot. Turn the fan on, please!*" (group 2) and "*The class is hot. Could you open all windows, please?*" (group 6). Furthermore, participants in groups 3 and 4 emphasized the room lighting by saying, "*The room is dark, and we need to switch on the lamp. Please help me to switch on the lamp*" (group 3), while a participant in group 4 said, "*Could you please open the window so that the sunlight can enter our class.*"

Likewise, in getting organized: the blackboard, seating, and books, all participants in six groups applied various languages to give instructions. A participant in group 1 said, "*Would you please clean the whiteboard?*" Two Participants in groups 2 and 5 only said, "*Clean the board, please!*" Meanwhile, a Participant in group 3 applied the language: "*Now, prepare your English book, book note, and pen*"; and Participants in groups 4 and 6 said, "*Please, tidy up your seat and open your book page ....*"

Before the lesson began, three participants from groups 1, 2, and 5 established

rules to control and discipline the students' behavior in learning. In other words, students need to know the expected behavior from them during the lesson for their misbehavior can be avoided and an effective learning environment can be achieved (Paramita et al., 2020; Woodcock & Reupert, 2013; de Jong et al., 2013; Clunies-Ross et al., 2008). Paramita et al. (2020), for example, emphasized that classroom rules can anticipate or avoid students' misbehavior in the teaching and learning process in the classroom. The language expressions used by a participant in goup 1 in establishing classroom rules were "*Before we start the lesson today, I have some rules in this class.*" Other Participants expressed, *"These are rules for our today's class"* (group 2) and *"Still remember our agreement about rules during the classroom activities?"* (group 5)

Moreover, what language the participants used to stimulate the students' motivation to learn something is crucial. The language like "*Do you still remember what we have learned at the last meeting?*" used by three participants in groups 2,4 and 5 will be able to activate students' prior knowledge. Then, the students can be better prepared for the materials that they will learn. Sharafi-Nejad et al. (2016) assert that when students' prior knowledge is activated, they become conscious of what they know about the topic before learning it. Meanwhile, a participant in group 1 involved students in a game stimulating their motivation. She said, "*To move up your mood, I have a game for you. It is called a flash card game.*" Similarly, two Participants in groups 3 and 6 engaged students to move their bodies for a while to do ice-breaking by saying, "*To make us fresh, let's move our body. Follow my instructions*" and *"Students, stand up, please! Follow my instructions*!"

The Classroom Language Employed in Running the Lesson Stage

Based on the results of a questionnaire, six participants from all groups informed that they had learned the classroom language used in running the lesson stage. They used classroom language to explain the lesson or learning materials, asking questions, giving reinforcement, varying stimuli, and organizing small group or class discussions. In addition, they also admitted that they have sufficient knowledge or skills in employing the classroom language in running the lesson stage.

The data obtained from classroom observation revealed that six participants from all groups have applied the classroom language appropriately to explain the lesson or learning materials and give appraisal and reinforcement for the students' efforts. The classroom language they applied was what Participant 1 expressed; "*Today we are about to learn…. What is …? Please get familiar with …. I will ask you some questions regarding….*" Three other participants in groups 2, 5, and 6 emphasized the students' understanding of the materials by saying, "*Is that clear? What part is not clear yet?*" (group 2), "*I have explained the lesson. Is there a question?*" (group 5), and "*First, you are going to learn about …Do you get the point?*" (group 6). The other two participants in groups 3 and 4 used language like "*I will explain the material. Listen to me carefully. If you have a question, you can raise your hand.*"

Similarly, in asking questions, six participants for all groups have used a number of language expressions, like "*Here comes my first question, what is…?*" (group 1) and "*I will give you three minutes to answer the questions. Who wants to answer number 1? (group 2) "Please tell us the answer to number 1! What about number 2, 3, …?*" (group 5), "*Do you agree with the answer? Any other opinions?*"

(groups 3, 4, and 6).

Then, they say, "*Well done, good, great (participants in groups 1, 3, and 4), "good, very good, excellent, perfect*" (participants in groups 2, 5, and 6) to give appraisal and reinforcement. All the language variations used by the participants are easily understood by students in the learning process. Henceforth, these language expressions can guide students to learn the materials and use the language naturally (Hapsari Oka & Artini, 2022).

In varying stimuli for applying language games, role play, or singing a song, six participants in all groups have successfully applied the languages for these activities. The classroom language participants in groups 1, 4, and 6 used was: "*We will play a game, but before that, please listen to my instructions carefully. Is it clear? Let's start!*" Likewise, Participants in groups 2, 3, and 5 said, "*You are going to play a game. Count one to..., then the one who gets the same number will be one group*."

Meanwhile, only two participants from two groups (groups 3 and 6) used the language in the activities of displaying or setting visual or/and audio teaching media and clearing up the teaching media. They only used the language for distributing/setting the visual media, like "*Can you pass....(cards, pictures, papers, and others)?*" No language for displaying/setting visual media, like "*Can you see the picture? Is it clear enough?*" or/and audio teaching media is applied. Likewise, no participants in all groups employed the classroom language to clear up the teaching media, although almost all used media in the practices. For this, even when technology is integrated into pedagogy, it is a challenge for PSTs to have competencies in using a variety of classroom languages, not only dealing with displaying or setting and clearing up the teaching tools but also operating them.

Then, in organizing the small group or class discussion, six participants in all groups have applied the classroom language appropriately, like what the Participant in group 1 said, "*You are going to work in pairs, with a friend next to you. Can be on the left or right hand.*" Similarly, two participants said, "*Work in pairs. Look for a partner. If you do not have a partner, you can join with friends behind or in front of you.*" (groups 2 and 6). Furthermore, other participants applied a language, like "*I will divide you into.....groups. One group consists of five to six students*" (Participant in group 3) and "*We are going to work in groups. Make a group consists of .... In your groups, you are going to write....*" (participants in group 4 and 5). Unfortunately, no participants employed the language for choosing a leader for groups. They need to vary the language for pointing the leader of group work since a group leader can encourage greater participation and more responses from the group members (Greig, 2000). Then, the classroom languages, like "*Choose a leader for your group!*" *"Who is the leader of your group?*" is necessary to employ.

The Classroom Language Employed in Closing the Lesson Stage

Concerning the questionnaire results, all participants explained that they had learned the classroom language for giving homework, drawing a conclusion on the material students learned, reflecting, and leaving-taking. Further, they said their skill or knowledge of the classroom language in closing the lesson stage is sufficient.

Based on the classroom observation, six participants in all groups have applied various languages to give homework and leave-taking. Participant in group 1 expressed, "*Thank you, students. You are great today. For homework, please do ... See you*". Likewise, two Participants said, "*This is the end of our class. Your homework is exercise.....Do it in*

pairs! (group 2) "*Do it in a group of ....*" (group 4) *See you, class*". The other three participants used the language: "*Thank you, students. You have done well today. For homework, I want you to do .... See you* (groups 3, 5, 6) *Wassalamu'alaikum*" (group 6).

In drawing a conclusion on the materials and reflection, the classroom language applied by six participants in all groups is varied enough. For example, participants in groups 1, 5, and 6 applied a language like "*Ok/Well, students, what have you learned today?*" Other language expressions used by participants 2 and 4 were "*Before we end it, let us review it once again. So, what have we learned today?*" Moreover, a Participant in group 3 said, *"What can we conclude for our materials today? Do you get difficulties in learning the materials?"* All the language expressions applied by the participants are significant because students will be more aware of their learning. In other words, students will know what they have learned and understood through the teacher's reflection questions (Richards & Lockhart, 2007).

■ **CONCLUSIONS**

As a future teacher, the pre-service teacher needs to be concerned and learn classroom language since the language used in the classroom can achieve successful interactions between teachers and students. Henceforth, positive classroom interaction can establish a good learning environment.

In teaching practicum for EFL context, PSTs basically have been able to select and employ a variety of classroom languages dealing with opening, running, and closing the lesson stage. Nevertheless, the PSTs still need to improve their competence in employing the language variations attributed to opening the lesson for checking attendance, varying stimuli

for displaying or setting visual or/and audio teaching media and clearing up the teaching media, and organizing the small group discussion. Thus, it must be badly considered by the teacher of the education program to prepare the candidate teachers better to achieve successful classroom interactions.

From all interpretations in this study, three limitations should be considered: first, the classroom observations might be limited since the participants conducted teaching practicum in groups, and each group was observed only once, lasting 20-25 minutes. Besides, the number of participants might also limit the results.

Hence, repeated observations and more participants could provide more reliable information for the study. Eventually, the specific research site where PSTs conducted teaching practicum in class or on-campus might be a factor interfering with the research findings. Therefore, conducting a similar study in various setting contexts may yield more fruitful information about PSTs' competencies in using a variety of classroom languages. Then, the teacher education program will also get more information to prepare PSTs for real teaching practicum in schools.

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