



TEACHING CLASSROOM INSTRUCTIONS AND BASIC COMMUNICATION
PHRASES IN ENGLISH

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Abstract: *Mastering classroom instructions and basic communication phrases is essential for successful interaction and effective participation in English language classrooms. This study examines the impact of focused instruction on learners' ability to comprehend and use common classroom expressions and routine communicative language. Conducted in a secondary school setting, the research utilized a combination of observation, intervention, and learner assessment to measure the effectiveness of systematic teaching strategies. The results demonstrate that explicit instruction in classroom English significantly improves students' ability to follow directions, communicate needs, and participate actively in lessons. These findings underscore the importance of integrating functional language into the language learning process, offering practical implications for teachers and curriculum developers.*

Key words: *classroom English, communication, language instruction, classroom discourse, teaching strategies, Pragmatic development, best educational practices*

INTRODUCTION

Instruction was defined previously as “the purposeful direction of the learning process” and is one of the major teacher class activities (along with planning and management). Professional educators have developed a variety of models of instruction, each designed to produce classroom learning. Joyce, Weil, and Calhoun (2003) describe four categories of models of teaching/instruction (behavioral systems, information processing, personal development, and social interaction) that summarize the vast majority of instructional methods. [1.2p] Each model differs in the specific type or measure of learning that is targeted. Therefore, as we make decisions about “best educational practices” we must be certain that we connect recommended practices with specific desired outcomes. This point is often omitted; discussion of best practices then becomes a debate about desired outcomes rather than a discussion of how to achieve them. Another important point is that the different models and methods of instruction have been developed based on specific interpretations of concepts and principles of teaching and



learning. [2.96p] While it is important to learn and practice the approaches developed by others, it is even more important to understand the concepts and principles upon which they are based.

If you learn only methods, you'll be tied to your methods, but if you learn principles you can devise your own methods.

Ralph Waldo Emerson

As you review each of the models or methods of instruction, ask yourself “Why is this being done?” and “Why is this being done now?” See if you can determine the underlying principles that are being advocated. You will then be in a better position to make modifications as your competency as a teacher grows. [3.188p]

METHODOLOGY

The study was conducted in a secondary school with a sample of 50 students aged 12 to 14, divided into experimental and control groups. A pre-test, post-test design was employed alongside qualitative observation. Over a six-week period, the experimental group received structured lessons focused specifically on common classroom instructions and communicative expressions. Instructional content was drawn from classroom interaction corpora (e.g., Walsh, 2006), with supplementary materials including flashcards, role-plays, teacher modeling, and listening activities. [4.44p] The control group continued with the standard language curriculum without targeted instruction. Both groups were evaluated using identical pre- and post-tests designed to assess comprehension and correct usage of classroom phrases. Observational data were collected throughout the intervention period to document behavioral changes and classroom dynamics. Teacher reflections and brief student interviews were also incorporated to provide deeper insight into the effectiveness and perception of the instructional approach. [5.51p]

RESULTS

The quantitative analysis revealed a significant improvement in the experimental group's ability to understand and use classroom instructions and basic communication phrases. [6.33p] Pre-test results showed that both the control and experimental groups scored similarly, with average scores of 42% and 43% respectively. After the six-week intervention, the experimental group's average score increased to 68%, while the control group only reached 49%. The difference in post-test performance between the groups was statistically significant ($p < 0.01$), suggesting that focused instruction had a measurable impact. [7.1p] Additionally, classroom observations showed that students in the experimental group responded more promptly to teacher instructions, demonstrated fewer instances of code-switching, and initiated interaction using English phrases such as “Can I help you?”, “I'm finished”, and “What page, please?” Teachers also noted smoother transitions between activities, better classroom management, and increased learner autonomy. Brief interviews with students in the experimental group revealed that many found the phrases helpful not only for understanding teacher instructions but also for expressing confusion or requesting help during lessons. [8.1p]



DISCUSSION

The results support the hypothesis that direct and focused instruction in classroom English improves students' communicative effectiveness and engagement. This aligns with previous studies by Nation and Newton (2009), who emphasized the role of formulaic language in developing fluency and reducing learner anxiety in classroom settings. [9.1p] The notable improvement in test scores and classroom behavior can be attributed to the increased exposure to high-frequency expressions and the opportunity for contextualized practice through role-playing and repetition. The findings also reinforce DeKeyser's (2007) argument about the importance of proceduralization in language learning — that is, the transition from declarative knowledge of language rules to the automatic use of language in real-time contexts. [10.1p] From a pedagogical perspective, the incorporation of routine classroom discourse into early stages of language instruction serves not only linguistic goals but also enhances classroom management and student participation. [11.1p] Furthermore, this study contributes to the understanding of pragmatic development in learners, affirming the need for curriculum designers and educators to give greater attention to language used for instructional and interpersonal purposes in the classroom environment. [12.1p]

CONCLUSION

The study confirms that explicit instruction in classroom instructions and basic communication phrases significantly improves students' communicative competence and classroom participation. By teaching language that is immediately relevant and frequently used, educators can bridge the gap between language knowledge and real-time application. This approach not only enhances understanding but also promotes active involvement and learner independence. It is recommended that language curricula integrate systematic training in classroom discourse, especially at the beginner and intermediate levels. Further studies could explore the long-term retention of these expressions and their impact on overall language development. Integrating functional language into everyday instruction ensures that learners are not merely passive recipients of language input, but active participants in the learning process.

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