

Expectation and Classroom English

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Chapter One

The main goal of the visiting program is to enable English teachers from Taiwan to learn sufficient knowledge from the visit and apply this knowledge in Taiwan so that the teaching in Taiwan can be improved. I would like to thank those who are involved in this two-week education program for giving us the opportunity to learn the latest teaching knowledge.

Chapter Two

Before the training, I set my observation target on teaching phonics or cooperative learning. But during the visit, I was more impressed by the models teachers set and the environment they maintain at school.

Thanks to the arrangement by Bixby's Principal Mrs. Rosalie Sinapi's, I met many great teachers and had great experience with them. They are Mrs. Sherry Friend for Grade 4th, Ms. Lee for Grade 2nd/3rd, Ms. Conci for Grade 3rd, Mrs. Padilla for K2, Mr. Hernandez for SDC, Mrs. Arzt and Mrs. Bower for Grade 1st. Their teaching and the good behaviors of their students impressed me so much. I'm grateful to all of them. Special thanks go to Mrs. Arzt, Mrs. Bower, Ms. Conci, Ms. Lee and Mrs. Sherry Friend, for their kindness, passion and sharing.

Chapter Three

During the three-day learning, I focused mainly on two parts: expectations in their environment and classroom English. Expectations shown in the campus help create a friendly and clear directions. Classroom English helps teachers from Taiwan use more authentic language to teach.

A. Expectations

Students are clear with expectation from the teachers from the beginning of a school day.

1. Bixby creed in every classroom: it goes, "As a Bixby school student, I know I am the main person in charge of my education. Today is a new day, and I will do my best to act with responsibility. If I want to be respected, I know I have to show respect to others. I am an important person with high goals for myself. I will not let myself or my community down. Determination plus discipline plus hard work will equal success."



2. Slogans with Expectations combined **Caring, Learning, Responsibility** and **Respect** in classroom, hallway, bathroom, cafeteria, and playground.

Wildcat Classroom expectations:

Caring: Help your peers and be kind to them in class.

Learning: Stay on task.

Responsibility: Bring your homework and supplies daily.

Respect: Listen to your teacher.

Wildcat Bathroom expectations:

Caring: Tell an adult if something is wrong.

Learning: Use the bathroom at recess and lunch.

Responsibility: Keep the restroom clean.

Respect: Do not play in the restroom.

Wildcat Hallway expectations:

Caring: Keep our halls clean.

Learning: Use the walls to learn what others are learning in class.

Responsibility: Keep the halls clean and quiet.

Respect: Walk nicely and safely in the hall.

Wildcat Playground expectations:

Caring: Play with your peers in a friendly way.

Learning: Play the games as you were taught.

Responsibility: Seek an adult when you need help.

Respect: Follow the playground rules.

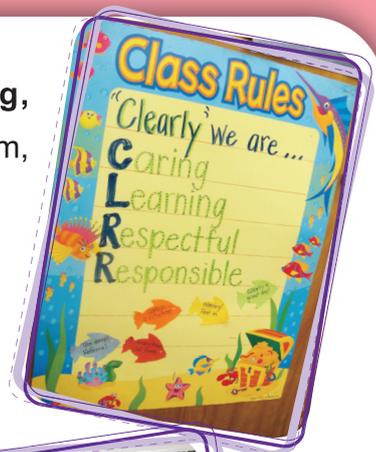
Wildcat Cafeteria expectations:

Caring: Do not waste your food.

Learning: Use an inside voice.

Responsibility: Keep the cafeteria clean.

Respect: Listen to the noon aides.





3. In staff room: It takes a team to educate a child.

4. At the entrance of multipurpose room:

- (1) Cafeteria-Students only in the cafeteria.
- (2) Parents may wait outside for students.



5. In multipurpose room: famous quotes and words of wisdom.

- (1) It's all about: respect, trust-worthiness, caring, leadership, citizenship, honesty, tolerance, fairness, attitude and responsibility.
- (2) Be the best you can be: share, respect others, keep promises, be truthful, play fair, show kindness, obey the rules, and cooperate.
- (3) Be a STAR student: Show respect, Treat others with kindness, Always be safe, and Reach for the stars.
- (4) Think straight A's: Attitude, Attendance, Achievement.
- (5) Honesty sometimes takes courage, but it's the right thing to do.
- (6) Attitude: the difference between winners & losers.
- (7) Reach for the stars! Aim to be a perfect wildcat in Bixby Elementary.
- (8) The best preparation for tomorrow is doing your best today.
- (9) Trustworthiness: keeping your word, doing what's right for yourself and others.
- (10) Welcome to our school-where children and learning come 1st.
- (11) If you dream it, you can achieve it.
- (12) The best students in the world are learning here.

6. Ten promises to keep in staff's restroom:

- (1) I shall applaud self-discipline.
- (2) I shall celebrate the Beethoven, the Shakespeare, and the Picasso in every child.
- (3) I shall help my students rejoice in reflection.
- (4) I shall honor creativity even among those who can't draw a straight line with a ruler.
- (5) I shall hug.
- (6) I shall be glad that chocolate pudding is messy.
- (7) I shall lionize diversity.
- (8) I shall help children enjoy the here and now.
- (9) I shall celebrate competence.
- (10) I shall extol inexpensive materials.



7. Classroom expectations differ from grades to teachers.

Example 1: To 2nd Graders

- ★ Keep hands, feet, and objects to ourselves.
- ★ Listen and follow directions from the teacher.
- ★ Raise your hand before speaking.
- ★ Treat others with respect.
- ★ Complete all homework and class works.

Example 2: UA Time to 1st Graders

- ★ I work quietly.
- ★ I am responsible with materials.
- ★ I complete Must Do's first.
- ★ I use a quiet voice when working with a partner.
- ★ I ask questions before teacher begins group time.

Example 3: Writing Unknown Words

- ★ I say the word slowly and write down what I feel and hear.
- ★ I checked the word to see if I wrote each sound I felt and heard.

Example 4: Writing Position

- ★ Sit up tall. Feet flat. Hand on paper. Pencil ready!



B. Classroom English

1. Calling Attention

- ★ Eyes and hands. (with Gesture)
- ★ Hands together.
- ★ Hands on your head.
- ★ Come on up.
- ★ Come on up here.
- ★ Stop what you're doing.
- ★ Thank you for not chip-chatting.
- ★ Thank you for not talking.
- ★ Hey guys, you have to be quiet.
- ★ You're learning right now.
- ★ Everybody bottom down.
- ★ Almost as quiet as in the library.
- ★ Put your chanting away.
- ★ Edward, does your talk help your learning?
- ★ Does your talk help your group members to learn?
- ★ Does your talk help your class to learn?
- ★ You guys.
- ★ Come on guys.
- ★ Books flat.



2. Teaching Reading

- ★ I'm gonna give you the sound.
- ★ You've gone too far. Turn it back.
- ★ Point to the title.
- ★ Listen and point.
- ★ Give me a detail something you learn.
- ★ What is the story about?
- ★ Can you give a sentence?
- ★ Follow along the story.
- ★ How do you know what letter follow the g?
- ★ Your eyes have to see.
- ★ What did the story start with?
- ★ Here they have the main idea.
- ★ Let's keep reading.
- ★ See if he got it by accident.
- ★ What's that picture about?
- ★ What do you think the topic is?
- ★ Show me the topic.
- ★ What do you see at the bottom?
- ★ Can you say captions?
- ★ Before we begin to read, what makes it a ...?
- ★ Did we read this yet?
- ★ We're gonna read.
- ★ Who remember this word?
- ★ Repeat after me.
- ★ Stop there.
- ★ Listen to what I read.
- ★ You won't see this in a narrative book.
- ★ Skip over this part.
- ★ "Sirius", see there's a pronunciation for "s".
- ★ We're going to read chapter 3.
- ★ If you're ahead or slow, it's fine.
- ★ We read with our eyes.
- ★ Read like you're talking.
- ★ But now we're going to read out loud.
- ★ Do they try to cheat you?
- ★ Put your fingers on it.
- ★ What's the answer?
- ★ (science) Can you use magnify glass?
Look at your finger.
- ★ It's making it bigger. Does it get bigger? Find krill.
- ★ How much do you think a whale need with a meal?
- ★ It would be very very tiny.
- ★ Have you ever heard ...?
- ★ Yes, they are words. This is all information.
- ★ What's this word "often"?
- ★ Before I write the topic I need...
- ★ What do you feel? Windy, cold.
- ★ Feel the ...
- ★ Now we're not only seeing.
- ★ Ellen, can you read it for us?
- ★ I need a reader. Can you read the first sentence again?
- ★ Read the next sentence.
- ★ I'll read with you.



3. Teaching Writing

- ★ Remember, complete sentence.
- ★ If you did not pass, you can take it home.
- ★ What's wrong with it (word, sentence, phrase)?
- ★ Where should I put the "r"?
- ★ What is a detail? Big or small?
- ★ What kind of animal do you see in the story?
- ★ When you write a story, can you write...?
- ★ I like the way you change the sentence...
- ★ When you write, I'm gonna watch us how to write.
- ★ How could I start a...
- ★ Can we possibly write it all? That's too much for me.
- ★ Why doesn't xxx be our topic?
- ★ If you finish that part please close your book.
- ★ This book gives me a good example.
- ★ Does it help?
- ★ I need a big idea.
- ★ What else can I say?

- ★ What can I say?
- ★ I'll make me through this for a reason. Listen guys.
- ★ What can we say?
- ★ She's choosing the word I want.
- ★ How about...? Now what can we say?
- ★ Go ahead, say it.
- ★ Is it OK if we use?
- ★ Show me thumbs up if you like the sentence.
- ★ Look at the first word.
- ★ They are not the same.
- ★ Let's read it. Everybody read it.
- ★ Shall we change it or leave it?
- ★ What can we say next?
- ★ Well, what is this called?
- ★ Can you say...?
- ★ What do you need?

4. Praise and Encourage

- ★ Way to go!
- ★ Remember you guys bring me so many ideas.
- ★ That's a challenge.
- ★ That's her first nonfiction book.
- ★ Let's give her quiet round applause.
- ★ Keep going.
- ★ There it is.

- ★ Here is a hard part.
- ★ We're OK.
- ★ Let's go. Set it up.
- ★ Sorry, wrong one.
- ★ That's a lot.
- ★ That makes teacher feel so happy.
- ★ They feel so great.





5. Other Situations

- ★ I need a teacher for Edward.
- ★ Edward, can Christina be your teacher?
- ★ Don't raise your hand.
- ★ I'll come back to you later.
- ★ Captain, pass it.
- ★ Captain bring up the
- ★ Add them on the board.
- ★ You may sit down.
- ★ Let's move on.
- ★ Please close your books.
- ★ Switch in one minute.
- ★ Show me your hands.
- ★ You'll finish it some other time.
- ★ We're gonna move to...
- ★ Come here. Come observing the weather.
- ★ What's the weather?
- ★ We're doing what? We're doing observing.
- ★ We're looking...
- ★ Now I'm gonna cover your eyes.
- ★ If you have this, open it up.
- ★ Come, sit down.
- ★ Stay by the door.
- ★ How can I start with today?
- ★ I'm gonna give you back your folder.
- ★ Here's your group.
- ★ Cover the top.
- ★ Wait for everybody in your group.
- ★ It's your responsibility
- ★ Turn it over.
- ★ Put your name on the top.
- ★ Leader, count how many people.
- ★ I don't see it.
- ★ Share teacher learned for one minute.
- ★ Teachers are still learning and which is good.
- ★ When Mom cooks, does she cook hard? So what should we do now?
- ★ How does the game work?
- ★ Please back to your seat. 5, walk, 4, 3, 2, 1.
- ★ What somebody gives you, what would you say?
- ★ Please stand, pushing your chair. Wait for your group's name.

Chapter Four

Some said knowledge is gained in action and for action. I believe every experience is meaningful. An experience is a complete experience. Feelings would melt into and bring out actions. Through listing out what I've observed in Bixby, I reflected the teaching I've been doing.

To create a kind English environment benefits not only our students, but also the teachers.

