Tea Project
Teaching in English for Academics -ULB-

3
Interacting in the Classroom
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3.1 ANALYSING

- To try this out, you should (...).
- Follow the steps in the experiment to show how (...).
- To prove this, you need to (...).
- If you look at it this way, you’ll see (...).
- Think about the ways of testing (...).
- Read the instructions carefully and pick out the points that show / relate to / indicate (...).
3.2 ASKING QUESTIONS

- What do you know about (...)?
- Where did you find out about (...)?
- Can you tell me something about (...)?
- How does this work?
- Have you ever (...)?
- Do you know where (...)
- Can anyone tell me why...?
- What do you mean by the term / the word (...)?
- Why do you think this happened?
- Why didn’t this happen?
- What made this happen?
- What was the reason for this?
- Can you explain to us why?
3.3 CHECKING UNDERSTANDING

- Is that clear?
- Any questions before we start?
- Talk to the person next to you and explain what you have to do.
- What’s the problem?
- If you don’t know the answer, pass the question to someone else.
- Check your answers with the rest of your group.
- See whether your partner agrees with you.
- Compare your answers with your neighbour.
3.4 TASK INSTRUCTIONS

- Choose one of the key words we discussed just now, and place them in the gaps on the chart.

- Match the words to the illustrations.

- In the first box / Next to the box, write / Under the box, write / Draw a quick diagram of / In the last box.

- Re-order the labels.

- Underline the key words in the article – and the key words only.

- Give me an example of (...). Write the words in random order.

- Look at the word(s) in bold / italics / which are underlined.
3.5 COMPREHENSION QUESTIONS

- Is it okay that the course is delivered in English?
- Are you with me?
- Are you OK?
- OK so far?
- Did you get it?
- Did you understand?
- Did you follow me?
- Has everyone fully understood the problem/question/task? (NB don’t use ‘well’ in this context.)
- Is everyone comfortable using this software/database/methodology?
- It seems that some points/areas are not completely clear for some of you.
- Could you share your questions with us?
- Does anybody need any clarification or extra information?
- Are there any specific points that you would like me to clarify/go over again?
- What have you understood from the question?
- What is the question asking you to do?
- How could you avoid this problem?
- Could you summarise what you have understood/learned? What method would you use?
3.6 ENCOURAGING & REDIRECTING

 결정 (Decision)

- That’s good so far.
- You have put a lot of work and effort into this.
- What you have written is clear and interesting. Well done.
- If you perform like this at the exam, you will get a good mark.
- That’s the right idea.
- You don’t seem to have any problems.
- Keep to the point.
- Can you give me a practical example that demonstrates this concept?
- You need to go into more detail here.
- Can you see any connection between what we have just seen and (...).
- What do you mean by that exactly?
- Can you develop your answer / argument a bit more?
- Explain this to me, as if you were the teacher.
- Can you see any connection between what we have just seen and (...).
- Check your facts here.
- Have you thought about (...).
- Can you develop your answer / argument a bit more?
- Maybe you should say more about (...).
- If what you’re saying is correct, does this mean that (...)?
- I don’t quite follow your point here.
- How would you justify your choice of methodology?