



# ENGLISH IN THE CLASSROOM: *WHO, WHAT, WHEN, WHERE, WHY, AND HOW*

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ENGLISH IN ENGLISH: IMPROVING STUDENT AND  
TEACHER CONFIDENCE

NAMANGAN ACCESS TEACHERS' CONFERENCE

MAY 28, 2021

# Objectives

1. Justify the use of English in the classroom
2. Identify the difference between General English and English-for-Teaching
3. Describe how and when a teacher uses English in the classroom
4. Acquire strategies for increasing English in the classroom

# Discuss with the person beside you

What is the purpose of teaching language?

The purpose of teaching language is to help our learners communicate.

# Why?

- The possibilities of language ‘click’ with learners (Freeman & Katz, 2021)
- Younger learners learn through classroom discourse (Cameron, 2001)
- Older learners need to see & hear language in use



# Why should we use English to teach English?

1. Massive amounts of language input
2. Model positive language use
3. Show how language is used in real life

# Who?

The teacher, who is a *specialist*

General English – the language learners learn and that teachers need to know

English-for-Teaching – the language teachers use to facilitate learning (Freeman et al., 2015)



# Where?

- In your classroom, before, during, and after lessons
- Outside of your classroom – in the halls, on Telegram





# When?

- Managing the classroom
- Understanding and communicating lesson content
- Assessing learners and giving feedback

(Freeman & Katz, 2021)

# Managing the classroom

- Create a smooth learning experience
- Provide clear connections
- Avoid disorganization



# What? – Managing the classroom

Teacher tasks	Purpose	Specialized language
Tell learners how to move	Give directions for an activity	Stand up, please.

# What? – Managing the classroom

Teacher tasks	Purpose	Specialized language
Tell learners how to move	Give directions for an activity	Stand up, please.
Use classroom materials	Give clear instructions how to use the textbook	Open your book to page 78.
Check understanding	Give students chances for extra help	Do you need an example?
Discipline	Create an orderly classroom to facilitate learning	Please raise your hand.

# Understanding and communicating content

- Prepare for the lesson
- Use consistent language
- Create successful opportunities for language practice
- Increase student engagement



# What? – Understanding and communicating lesson content

Teacher tasks	Purpose	Specialized language
Set up an activity	Give instructions and set expectations	Read the dialogue with your partner.

# What? – Understanding and communicating lesson content

Teacher tasks	Purpose	Specialized language
Set up an activity	Give instructions and set expectations	Read the dialogue with your partner.
Communicate lesson goals	Prepare students for learning	Today we're going to continue lesson 1.
Engage students in a topic	Provide motivation for learning	What do you know about...?
Model activities	Increase student understanding	Here's an example.

# Assessing learners & giving feedback

- Assess learners' progress
- Maintain motivation





# What? – Assessing learners and giving feedback

Teacher tasks	Purpose	Specialized language
Respond to a role play activity	Correcting use of target language	Good work. Can you say that again?

# What? – Assessing learners and giving feedback

Teacher tasks	Purpose	Specialized language
Respond to a role play activity	Correcting use of target language	Good work. Can you say that again?
Check comprehension	Provide feedback to students	What is one thing that...?
Give positive feedback	Give motivation	Nice work!
Encourage self-correction	Promote positive language learning habits	What's missing?

# How?

1. Reading the textbook or teacher's book prior to the lesson
2. Writing a script, if necessary
3. Modelling language and activities
4. Staying in English
5. Starting simple and increasing complexity

# Why don't we use English in the classroom?

1. “Students won’t understand” → routine language, model model model!
2. “I have to finish the book” → gradually, routine language will save class time
3. “I don’t know what English to use” → identify tasks and the language associated with them

# For further reading...

Cameron, L. (2001). *Teaching languages to young learners*. Cambridge University Press.

Freeman, D., & Katz, A. (2021). *ELTeach: English-for-teaching 3.0 handbook*. National Geographic Learning.

Freeman, D., Katz, A., Garcia, P.G., & Burns, A. (2015). English-for-Teaching: Rethinking teacher proficiency in the classroom. *ELT Journal*, 69(2), 129-139. <https://doi.org/10.1093/elt/ccu074>

*Thank you!*



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