

## Language Usage within English Classrooms: A Comprehensive Exploration

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**Received:** May 31, 2023, Manuscript No. jflet-23-109944; **Editor assigned:** June 02, 2023, PreQC No. jflet-23-109944 (PQ); **Reviewed:** June 16, 2023, QC No. jflet-23-109944; **Revised:** June 21, 2023, Manuscript No. jflet-23-109944 (R); **Published:** June 28, 2023

### Introduction

The widespread instruction of English takes place in classrooms worldwide, catering to learners spanning various age groups, from young pupils in primary school to retirees who engage in English studies during their post-retirement phase. The designation of English in academic literature can differ based on national, societal, and theoretical perspectives on teaching and learning. It may be referred to as a foreign language, a second language, or an additional language. This Special Issue comprises eleven papers centered on the theme of language practices within English classrooms, with language practices serving as the common thread throughout all contributions. The Call for Papers invited both empirical and conceptual submissions employing diverse theoretical frameworks and methodologies, as long as the primary focus was on language practices in English classrooms, regardless of the terminology used to describe English. The scope extended to investigations of language practices across various age groups and contexts. Additionally, studies concerning classrooms at all educational levels were welcomed, encompassing both linguistically homogeneous and linguistically diverse settings, such as multilingual English classrooms. Several contributions delved into the realm of teacher beliefs and teacher cognition.

### Description

One study by Whyte centered on EFL teaching in France, where primary school class teachers have been mandated to teach the subject for two decades. This research involved analyzing questionnaire responses from teachers, linking their beliefs to their reported practices. The findings highlighted a three-fold division among teachers and their approaches, categorized as grammar-oriented teaching, communicative-language teaching, and a skeptical stance. While no correlation was found between participants' age and their teacher beliefs or teaching practices, those incorporating a wider range of classroom activities tended to possess more in-service training and higher English proficiency. In a German context, Rovai and Pfingsthorn examined pre-service EFL teachers and their perceptions of what constitutes a "good" or "bad" teacher. They also investigated the participants' evaluations of differentiation approaches designed to cater to learner needs, including anxiety and confusion surrounding vocabulary and grammar. Their findings unveiled a general consensus among participants regarding the importance of supporting individual learners' needs, but an incomplete understanding of how to effectively implement such support. The submission criteria extended to studies investigating the beliefs or ideologies underlying the practices of teachers or learners, provided these were linked to classroom practices. Methodologically, a wide array of approaches was considered,

encompassing qualitative methods such as linguistic ethnographies, conversation analysis, interviews, and video-based language research, quantitative techniques involving quantifiable measures to analyze language practices, and mixed-methods studies amalgamating survey data and qualitative classroom data. Additionally, conceptually oriented papers offering robust theoretical discussions about classroom practices and the teaching/learning of English, including language policy, were also sought.

### **Conclusion**

The unforeseen pandemic circumstances during the initial Call for Papers added an extra layer of complexity to education globally in 2020 and 2021. Despite this, the substantial number of submissions reflected the determination of scholars to contribute to this Special Issue, resulting in high-quality research. All accepted contributions, having undergone rigorous review processes, meet the exacting standards set for this Special Issue on language practices within English classrooms across primary to higher education levels. The gratitude of the editors extends to the authors and reviewers for their invaluable contributions.