



English as a Medium of Instruction (EMI)
Module 4: Task 2 – Complete 4 Readings
Article 4.1: *Useful Phrases for Teaching in English*

You can teach students useful English phrases for both listening and speaking. For listening, students will learn more from your lectures if they understand where you are going with your points, like a road map. For speaking, you can teach them phrases they will need in their careers or education. This article will discuss both types of phrases that students might need.

Listening: Phrases you'll use when you teach in English

Using phrases or key words to guide your students through your lecture outline or your class session is very helpful. This way, you can help students learn the course material, but also not need to simplify any content or avoid key terms or phrases.

Phrases related to classroom management and teaching

Use these phrases to guide students through class time or your lecture. This list begins with phrases that can be used toward the beginning of a class and ends with those that are more useful at the end.

- “Good morning/afternoon ... I hope you are all doing well today. Let’s begin today’s class by”
- “Please turn to page/section”
- “First of all/first, today,”
- “Next, what I want you to do is”
- “You will have 20 minutes to do this activity.”
- “Are you all ready to move on?”
- “Please consider ...”
- “An important point in this area is ...”
- “We just discussed ... does anyone have any questions about this topic?”
- “How are X and Y different/similar?”
- “Yes, that is the correct answer.”
- “You are correct about ... but your answer isn’t quite complete. Please consider ...”
- “Can someone volunteer to summarize in your own words the main points we just discussed?”
- “You make a very good point.”
- “I like the way you explained your answer/idea on that.”
- “Sorry, I didn’t quite understand what you said. Can you say that again please?”
- “In conclusion, ...”
- “Let me sum up”
- “It looks like our class time is up, so we will finish this chapter/section/activity next class.”



- “That’s all for today—we’ll see you next class.”
- “For next class, remember that your XYZ assignment is due.”
- “Be sure to bring XYZ to our next class.”

Phrases related to clarifying concepts

Giving Examples

- “For example/instance, ...”
- “To illustrate this point, consider ...”
- “... illustrates this point/situation.”
- “A is illustrated by B in the following way ...”
- “As illustrated by X, Y is ...”

Describing Objects, Diagrams, Tables, Graphs, Figures, Illustrations, etc.

Use spatial words to refer to parts of a diagram or table:

- “On the top left, we can see ...”; “On the bottom right, please notice ...”; “In this section,”
- “The third column shows us that ...”
- “The Y axis shows us that ...”
- “This graph demonstrates the trend that ...”
- “As illustrated in this figure, there is a dramatic/slight increase in the area of ...”

Showing Cause and Effect

- “X causes Y reaction to occur.”
- “One effect of X is Y.”
- “There are three main effects due to A: X, Y, and Z.”
- “Because of X, Y occurs.”
- “If you do X, then Y will occur.”

Showing the Strength or Certainty of Claims or Results

Use “hedging” words to indicate less certainty or strength. When you use a hedging word, your listener or reader knows that you will be discussing results that have different interpretations or are unclear:

- “The results seem to demonstrate that ...”
- “I usually suggest that ...”
- “This effect may be due to ...”
- “It is possible that ...”

Use “boosting” words to indicate more certainty or strength (note: do not overuse these since they can make a speaker or writer seem overly sure about topics, even when evidence might not be conclusive):

- “These results conclusively show that ...”
- “These findings prove that ...”
- “I always suggest that ...”
- “This effect is undoubtedly due to ...”

Expressing Opinions

- “I consider X to be very interesting.”
- “Personally, I think/believe that ...”
- “It seems to me that ...”
- “To be honest, it seems to me that ...”

Now that you have thought about phrases to help students understand your lectures, you can consider phrases that you can teach them for speaking in their careers.

Read the following case study from Dra. Delba Barros, a psychologist and a professor at Universidade Federal de Minas Gerais, Brazil, a public university. Notice how she moves from highlighting useful phrases in her lectures to then helping students identify useful phrases for their own careers. Students need useful phrases for both listening and speaking, as Dra. Barros explains below. You can reflect on how you might help students notice useful phrases for their careers as well.

Case Study: Teaching English phrases for students’ careers

~ Prof. Dra. Delba Barros

I am the lecturer of a course “Getting from College to Career: Managing your Own Career,” offered to Brazilian and international undergraduate students in order to help them move into the workplace. The course is taught in English. We discuss career planning with students from different areas and countries in order to help them prepare for our globalized world.

For EMI classes, it’s helpful to teach my students phrases that I’ll use in my lectures. This helps them understand me. Some of these phrases will be ones that they can use when they look for a job or when they start their careers. That means I am teaching them English phrases that will prepare them for their careers, especially interviews.

After introducing key vocabulary and using it in my lecture, I show students how to use that those words in phrases in the context of a working professional. Students then watch a TED Talk or other video about the class subject; I am careful to find a video with the key vocabulary and one that will be interesting to them. Students like these activities because they know they will need these useful phrases so that they can be successful.

Here are some of the phrases my students find useful:

- “When I graduate, my professional goals are ...”
- “In order to meet my goals, I plan on ... [doing these things]”
- “I need English in my career because ...”
- “My English proficiency is ...”
- “I am polishing my language skills by ... [doing these things]”



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- “My professional strengths are ...”
- “Values important to me in my career are ...”
- “I have done these things to prepare myself for my dream job ...”
- “I will demonstrate my competencies to my future employer by ... [doing these things]”
- “A large network is important to build a career, so I will [do these things] to leverage my network.”
- “I will look for job opportunities at... [specific organizations, city/region and countries]
- “I intend to look for internship opportunities at ... [specific organizations, city/region]

In this way, I prepare my students to understand what I say in English in class and also to describe themselves and their goals in life. This helps them in my class, but also for their future careers.