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Classroom Instructions in Teaching English

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I hereby declare that I worked on this diploma thesis independently and that the information I used has been fully acknowledged in the text and included in the reference list. I agree that the diploma thesis will be stored in the library of the Faculty of Education at Charles University and used for other academic purposes.

Prague 2013   Linda Ševčíková

Abstract

The diploma thesis Classroom Instructions in Teaching English aims at presenting basic principles of giving instructions during English lessons and their practical use. The thesis is divided into a theoretical and a practical part. The latter is further separated into a list of textbook instructions and a list of instructions used in classes. The theoretical part describes an important relation of instructions and the classroom situation as well as the dependence on the immediate response from the students. The ensuing part deals with applying the theoretical principles in practice. The author gathered instructions used in the third edition of New Headway series textbooks and instructions used by teachers in English lessons at various types of schools (the age of the observed students ranged from 7 to 18 years old) not only to illustrate usage of the theoretical principles in practice but also to show the differences between textbook and classroom instructions and to present a sample of instructions that are used at several schools in the Czech Republic.

Key Words

classroom instructions, English as a second language, English classes, classroom communication, classroom situation, teaching methods, textbooks, language skills

Abstrakt

Diplomová práce Instrukce ve výuce anglického jazyka si klade za cíl představit zásady instruování v hodinách a jejich praktické použití. Práce je rozdělena na teoretickou a praktickou část. Praktická část obsahuje seznam učebnicových instrukcí a seznam instrukcí použitých v hodinách. Teoretická část popisuje důležitý vztah zadávání instrukcí a specifické situace ve třídě, jakožto i závislosti pokynů na reakcích studentů. Navazující část pojednává o užití výše zmíněných principů v praxi; sestává z instrukcí shromážděných z třetího vydání řady učebnic New Headway a z instrukcí zaznamenaných během náslechových hodin na různých typech škol se studenty ve věku od 7 do 18 let. Cílem praktické části je kromě ilustrace užití teoretických zásad v praxi srovnání instrukcí z učebnic a instrukcí z hodin. Seznam zaznamenaných instrukcí

slouží také jako vzorek jazyka používaného v hodinách angličtiny na několika českých školách.

Klíčová slova

instrukce ve vyučování, angličtina jako druhý jazyk, hodiny anglického jazyka, komunikace ve třídě, situace ve třídě, vyučovací metody, učebnice, jazykové dovednosti

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Introduction

Instructions are an essential part of classroom communication, for they are the means of leading a class and when correctly used, they help to achieve the lesson aim. Choosing the proper instructions needs at least a little effort. Even though teachers usually do not think about all the possible motives that lead them to the final wording, there are sound theoretical principles that enable teachers to select an appropriate instruction in the given situation. One of the aims of this thesis is to present relevant theoretical ground mainly to provide general rules for proper instructing. To illustrate the theoretical principles and to provide an extensive list of instructions, the thesis contains those used in the New Headway textbooks as well as those collected during observing English lessons.

Chapters 1 through 8 describe the theoretical background for giving instructions in English classes. The general, most fundamental principles are given in the first chapter. The following chapter presents the framework underlying the whole instructional process. Apart from the theoretical principles, many variables should be taken into account. Since the age of the students, the language used and the overall situation in the classroom influence the classroom communication vastly, the proper instructions result from the knowledge of the theory as well as from adaptability to the particular conditions. The specifics of situation in a classroom are described in chapter 3; the influence of the age of the students is described in chapter 4. The next two chapters deal with particularities of classroom communication. Albeit the thesis mainly focuses on instructions in English, the importance, advantages, and disadvantages of using the L1 are discussed in chapter 7. The last chapter of the theoretical part presents various teaching methods and corresponding instructions.

The second part of the thesis is focused on using instructions in practice. The core of the second part are instructions gathered from the third edition of the New Headway textbooks series from A1 to C1 level and the instructions recorded while visiting forty-four English classes at several Czech schools and two individual lessons. The age of the observed students ranged from 7 to 18 years old. The students' language skills varied

from A1 to B2 level. Chapter 9 is a commented list of the textbook instructions divided into several groups according to their prevalent objective. With the classroom instructions, listed in chapter 10, another section, instructions used for controlling the students' behaviour, was added. Despite the original plan was to accompany the thesis with audio recordings of some of the observed lessons, the teachers did not give the approval for the recording. Hence, only the transcripts are given. The lists should not merely serve as samples, but they could also offer examples and inspiration for miscellaneous possibilities of instructing.

1. Basic Principles

The ability to give proper instructions is one the most important teaching skills. Instructions are the means of leading a lesson and of its progression. When instructions are reasonably used, students know what to do and a lesson progresses easily forward. Instructions are a vital part of the teaching – learning process, which moves the lesson onward and carries the information of what is needed to be done and in which manner. Furthermore, instructions can serve as a source of the target language. On the other hand, wrong or unclear instructions might cause confusion, misunderstanding and demotivation of both – the students and also the teacher, who is not able to manage the lesson and reach the set aim successfully.

An instruction can be defined as "detailed information on how to use something or how to do something" (Hornby 674). Other definition used in Instructional Approaches says that "Instruction is curriculum-related, professionally-informed decision that teachers purposefully enact to enhance learning opportunities for students. Effective instruction is interactive and it is designed to accommodate students' learning needs and styles through a variety of teaching practices" (Instructional Approaches 2). In this thesis an instruction should be understood as a direction, regulation or edification used in an English class, which a teacher aims at students.

As teaching and learning is an interactive process, both parties need to be actively involved. Even an excellent instruction will not work properly, if the students are not willing to cooperate. Instructions help teachers to organize the work so that their goals could be achieved. Even if learning or acquisition is spontaneous and direct instructions are nod needed, the specific situation of a classroom with its limitations must be taken into account. A lesson usually has limited timing, within which the lesson aim should be achieved hence instructing the students is inevitable. However, it does not mean that during a lesson there is no place for natural acquisition and spontaneous learning. Each student is different with different abilities and approach; some students are perfectly able to work with almost no instructions given, some students need to be explicitly told what to do and how. Due to this fact teachers need to distribute their attention among a

number of individual students, which is not always possible. Instructions should be then constructed to be understandable to the weakest students in the class.

There is always need for a plan made before a lesson, which helps the teacher to achieve the intended goal of the lesson and to structure it. The instructions used are based on the plan, but the plan should be flexible. For beginning teachers, it is crucial to prepare a detailed plan with timing included and to predict possible difficulties that might happen during the lesson. For experienced teachers, a detailed plan does not have to be a necessity, they might exploit their experience, but it is always important to prepare the structure and to set the aim before the lesson starts. Some teachers write their lesson plans and add also the instructions they are going to use. A well prepared plan allows the teacher to act confidently and orderly, and finally, organize the class well. Even if a teacher sees their goal, it might be necessary to change the strategy; so the order of the instructions, even though prepared, could change according to the feedback received from the class. A plan is the basis, but it definitely should not be taken as a strict rule. The given instructions should reflect the plan and the situation in the classroom. As Malamah-Thomas says: "Reaction modifies next action," (7) and "The most important start is to know what to do," (11).

1.1. Guiding principles

The principles of using instructions may vary according to the culture, the age of the students, the aim of the lesson and many other factors. The thesis focuses on the environment of English language lessons in Czech classes. Within the Czech culture, a teacher is considered to be the authority of a classroom and the manager of a lesson. Teachers are the people who organize the work, instruct students and initiate the majority of a classroom interaction. Recently, the class leading tends to be more democratic and there is a tendency to reduce the teacher's talking time in behalf of the students' talking time. The trend is also to use English as much as possible and start teaching English in the first class of a primary school, if not a kindergarten. All these changes allow teachers to use more communicative approach and instruct the students in English. A teachers' status of the authority has also undergone several changes. Many teachers tend to act more as advisers or guides and this influences their instructions

usage. The teaching – learning style as well as the language used has tendency to shift from strictly directive to mutual cooperation.

It is probably not possible to set exact rules for how to instruct correctly. Giving instructions is so closely related to the situation and given class conditions, which determine the usage that an instruction that does not work well in one situation, might work within the same group of students with slightly different conditions. It is very important for teachers to know their students and to consider their knowledge when choosing the manner of the instructions. Learners should be taken as active participants thus the possible success raises from the cooperation. Feedback is also a really important part. The core of any instruction is the grouping, the timing and the task itself. That does not mean all of the core parts must be uttered. The teacher might write them to the board, they might be implied or evident from the context, e.g. "Open your books." is clearly understood as it is the whole class who is instructed and they should carry out the action at that moment. To follow instructions well, students must know who should do what and when.

Teachers should decide what number of students working together is appropriate for the given task. The size of a group ranges from one person to the whole class. There are several ways how the groups can be formed: the teacher can call up the students their names, point at them, set the grouping with the help of lots, let the students to create groups according to their own decision; use a grouping game (e.g. slips of paper with famous couples for the students to find their partner) or with the help of gestures etc. It is useful to consider the nature of the students before the grouping process: setting the task before grouping is usually better. Since the students might tend not to listen properly when the teacher is explaining an activity while they are grouping or when they already are in the newly created groups, the teacher should control the behaviour and give the principles before any disturbing activity might begin.

Apart from thinking over the number of the group members, it is important to consider also the individuals involved. Combining people according to their level, abilities, personality etc. is difficult, but worth. Combination of friends causes nice atmosphere, on the other hand it might lead to pointless chatting instead of working on the task.

Strong students grouped together will probably create a well-working and successful group; however, grouping strong and weak learners could also be a success. The weak could be pushed by the stronger, who could help them and explain possible problems in a different way than the teacher does, which might be beneficial to both sides. Weak students put together could feel more comfortable and less stressed to use English. Grouping people that do not like one another could be tricky, but it can cause highly competitive atmosphere. Therefore, the task's aim is the criterion according to which the grouping should be done. The above mentioned possibilities show the necessity to think the instruction over before uttering it.

Due to the limited time for a lesson or a course it is usually necessary to set clear timing for a task. The set time limit teaches students to organize their work and progress efficiently. The teacher should be aware of the demands of the task to be carried out and ideally he or she should try to perform the task themselves before instructing the students to find out how much time is needed. Sometimes it is possible to intentionally give deficient time limit to make the students do their best, or with reading just for gist, but in ordinary cases, the class should get enough time to do what is needed. It is useful to remind the students of how much time is left; especially in cases they cannot check it themselves. This should be done prudently and regularly, to provide them with the track of time.

To be effective, the instructions must also be flexibly used and adapted for needs of the class. As each class is different even an experienced teacher must notice nuances in the atmosphere and the students' behaviour to create an effective teaching style. Instructions should also be diverse and dynamic not to bore or frighten students, but to provoke independent thinking and active approach to learning.

To provide such instructions, teachers themselves should act in accordance with what they are uttering. An instruction which is supposed to be dynamic will probably not work well if uttered in an insecure way, with bored face expression etc. The classroom climate is also important. Students should not be worried while at the same time the conditions should provoke students to do their best.

Due to the fact that teaching combines elements of art as well as science it is important to balance the teacher's approach and not to try to use just intuitive or just practical attitude; combination of both is needed. Each teacher should acknowledge instructional circle: firstly, it is important to assess students' needs in the moment before giving instructions, which will help to choose an appropriate approach. Secondly, the instructions should be delivered in appropriate manner. The students' feedback is then assessed, which leads back to the first step and if needed through the whole cycle again. The feedback should act as the basis for further communication.

With every instruction given, there should be a constant structure. The process begins with some intention in the instructor's mind. Then the instruction or question follows answered ideally by the listener's reaction. The final stage is the instructor's follow-up. The structure gives the instructing process the rhythm, which does not need any explanation and which is a part of classroom culture. It facilitates the teaching – learning process and saves the limited time for the lesson (Gavora 91).

2. Instructional framework

Instructions depend on other teaching process features as they are a part of it. In the previous part, their dependence on the aim and on the situation was commented on; the next part focuses on the instructional framework, which is a complex structure of mutually interconnected processes and events. The framework depicts the system of instructional approaches and their relation to the curriculum and educational goals. The division is taken from the Instructional Approaches handbook and it is further commented on.

2.1. Instructional models

The instructional models (Instructional Approaches 14) are the broadest level of the instructional practices. They act as a means for selecting strategies and methods to be used by teachers. According to Models of Teaching by Joyce and Weil (1986) four instructional models can be recognized. These four models are recognized: information processing, the personal model, social interaction and the behavioural model.

Information processing focuses on the acquisition of information. The students listen to the teachers and individually analyse the information given. The cognitive approach serves as the basis for the model, which deals with processing of the informational input. The teacher is aware of learning styles of the students and the knowledge helps them to plan lessons.

The personal model concerns developing an individual self – the concept and organizing unique self – building productive relationships. The students work individually and learn how to use their abilities.

The third model is called social interaction; it builds on group or collective work, and social relationships. The students work to use their abilities in a society and assert themselves within the collective.

The last model is behavioural; it is based on the stimulus – reinforcement technique. The instructions should be aimed to balance students' behaviour with their self-concept. Learning is separated into smaller tasks which lead to the behavioural change and to the

information acceptance and integration into the individual background. Obviously, more than one model might be used within a lesson according to its needs.

The instructional models serve as the starting point for creating the instructional style that is going to be used. There is often a psychological theory behind the model concepts which influence the way the learning process is understood.

2.2. Instructional strategies

Within each of the instructional models mentioned above several strategies that might be used and which determine the approach to achieve the goals (Instructional Approaches 15) are contained. The authors divide the strategies into direct strategies, indirect strategies, interactive strategies, experiential learning and independent study.

The direct strategy is commonly used. It is teacher directed (Instructional Approaches 16), so the teacher is in the centre of the activities and he or she leads them. The prevalent direct methods are lecture, didactic questioning, explicit teaching, demonstrations and drilling (Instructional Approaches 16). It is effective in case a teacher needs to inform many students. The approach is usually deductive; it moves from a general rule given by the teacher to specific examples. This strategy is applied mainly in higher grades and with more experienced learners. It is easier for them to keep attention for longer time and to follow the speech even in the target language. Younger learners need frequent change of activities and long speech could discourage and bore them so they would give up listening and cooperating.

The indirect strategy is achieved through inquiries, problem solving, decision making, and discoveries (Instructional Approaches 16). This approach is much more students centred and exploits methods as reflective discussion, cloze procedure, problem solving, guided inquiry etc. (Instructional Approaches 16). It is more time demanding, on the other hand the students participate more actively, which increases the effectivity. It activates the students' curiosity and fosters their creativity. When actively involved, the students not only learn but also acquire a lot and remember more. The teacher's role is something between a facilitator, a supporter, and a resource centre. The teacher arranges the background situation and should avoid being just a passive participant of the lesson,

even if the focus is on the students. Since this approach might be time consuming it is not suitable for every task and every lesson. Further, the fact that the results are not easily predictable should be taken into account (Instructional Approaches 17).

Another possible strategy is the interactive one. The teacher using this strategy instructs the students to discuss, share information and cooperate (Instructional Approaches 17). One of the essential decisions to do is the grouping. This can be done according to the relationships among the students, number of the students, the students' abilities and level or just randomly. With this approach students broaden their social and communicative skills as well as the knowledge of the curriculum (Instructional Approaches 17). It is useful not to divide the students into the same groups every time; cooperating with other classmates gives them the opportunity to practise social abilities and coping with other people's communicative styles.

Experiential learning is a practical strategy. Several phases of the experiential learning are mentioned: experiencing, sharing, analysing, inferring, and applying (Instructional Approaches 18). The strategy is students centred and deals with students' personal attitude to cognition and applying the skills in solving problems and orientation in a new situation. Students should draw insights into the problem and try to understand with the help of trying, cogitation and applying. Students remember more when they are allowed to try things on their own, which also increases their inner motivation to learning (Instructional Approaches 18).

The last category is called independent study. The focus is on improving individual work of a student (Instructional Approaches 19). The strategy provides the students with opportunity for self-improvement with the help of the teacher. The students practise using of their responsibility and personal abilities, which should increase their personal potential. Students rely mainly on themselves during the studying (Instructional Approaches 19).

Naturally, the above mentioned strategies can be combined and alternated within a lesson or even within a task. They serve as useful background to be considered before planning a course or a lesson in detail.

2.3. Instructional methods

After choosing the strategy the teacher must pick an appropriate method (Instructional Approaches 21) as the way how to achieve the chosen aim. The methods are picked according to the strategies. With each above mentioned strategies several methods will be stated as examples.

Direct Strategy Methods

Methods that are used with the direct strategy are a lecture and a didactic questioning (Instructional Approaches 21). A lecture is teacher-centred; the students are usually passive. This method is not appropriate for young learners as certain amount of systematic concentration is needed. Whether a lecture is successful or not depends mainly on the teacher, their experience and knowledge. He or she should also be able to engage and motivate the students and explain the problem comprehensibly. Even if nowadays methodology suggests reducing the teacher talking time, the lecture can be very useful due to exposing the students to the fluent target language speech. It might be successfully used when not much time is at disposal. However, there are several disadvantages of a lecture, e.g. it could be boring or insufficiently motivating for many students. Another danger lies in overloading students with too much information. Such mistakes could cause loosing students attention and interest.

A didactic questioning is also led by the teacher but unlike a lecture the students are much more involved (Instructional Approaches 21). The teacher expects them to react to the questions which push the learning process. Asking questions can recall skills and previous experience, it provides practice to the students and feedback to the teacher. Frequently asked wh-questions could be supplemented by more open questions about reasons. With explaining their previous answers, the students get more involved in the topic and they have to think about the roots of the problem they are dealing with.

Indirect Strategy Methods

An indirect strategy methods count the concept formation; the students are provided with data, which are further organized, studied, generalized or explained (Instructional Approaches 21). This helps them to find connections between the information given and

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their background knowledge. The students also learn how to apply and use the new information and practise their personal skills.

Another possibility is using an inquiry (Instructional Approaches 21). The students are asked to gather information about the given topic. They have to communicate, broaden their interpersonal skills, select and process the gain information. The method works with motivation and curiosity of the students to learn something and come to know something new. Running an inquiry contains several activities such as creating hypothesis, preparing relevant questions and coming with solutions (Instructional Approaches 22).

Interactive Strategy Methods

For the interactive strategy group interaction is used (Instructional Approaches 23). The number of members of the groups is set according to the aim of the activity. The bigger the group is the better organization is needed. The students gain skills useful in everyday life when they work in a large group. Their communicative skills are improved and well led discussion might also build relationships and positive classroom climate. The students practise supporting their ideas, accepting other opinions, and taking turns. If the discussion is interesting for the students, it can provide reasons for further study of the topic.

The teacher can accelerate learning with appropriate questions, hints or prompts that make the students to think more deeply about the subject matter or help them to see the problem from a different point of view. Too much information included within the very question lowers the students' motivation, whereas unclear questions cause confusion and unwillingness to learn (Instructional Approaches 24).

Within smaller groups, the students have more possibilities to take turns in their discussion and more possibilities to explain themselves, listen and get feedback. They can also easily watch their colleagues' body talk. Through the interactive group work, the students broaden their personal skills and are enriched by the other students' knowledge and abilities. Peer teaching can be more effective than gaining information from the teacher (Instructional Approaches 25), especially with a group of teenage

students, for whom their peers are very important and considered as a reliable source of information.

Experiential Strategy Methods

Learning based on the experiential strategy is represented by a simulation method, for which the classroom situation is to the extent of possibility adapted to a real life event (Instructional Approaches 25). Although the problem presented is artificial, it should contain some real aspects so that the students can find it useful. The students become active participants, who create the situation and deal with it. They can be acting out, using vocabulary and ideas that would be needed in real life, which helps them to get ready for coping with similar situation in real life. The more students get involved in the simulation and become absorbed, the bigger the benefit they gain is. The teacher must be careful not to interrupt too much and focus mainly on fluency and using the target language. Another possibility of making the students experience their subject matter is focused imaging method (Instructional Approaches 25).

Independent Study Strategy Methods

For the independent study either assigned tasks or learning contracts might be used. The assigned tasks are assignments for which a teacher provides the students only with instructions; however, he or she is not helping with fulfilling it. Such tasks are directed to students to make them work individually. The contracts represent agreement between a teacher and students which develops the students' responsibility and attitude to the subject matter as it makes the students to be active in planning lessons and choosing the subject matter, learning style etc. With the latter, the advantage is that they allow students to work at their own pace using their own ways. Students are responsible for the choices they make to achieve the goal (Instructional Approaches 27). With that method, the teacher has the possibility to communicate with the students one by one and apply utterly individual approach, so the instructions and the whole exchange is accurately directed to the student and can respect his or her learning style and specifics.

2.4. Instructional skills

The last category is the most specific one. Planning, presenting, questioning, evaluating, direction-giving, and demonstrating fall into the teaching skills (Instructional Approaches 27). Realization of the above mentioned skills depends on the particular teacher, their experience and the students the teacher is dealing with. Every teacher builds his or her specific instructional skills, which form the basis of the teaching process. However, even an experienced teacher should be willing to learn and broaden his or her knowledge. While implementing the teaching skills or strategies, the age should be taken into account as well as the cultural specifics, the level, the expectations, the abilities and also the mood of the class. These skills will develop throughout the whole career of the teacher.

2.5. Making instructional choices

The teacher should base his or her instructional choices on information about the class (Instructional Approaches 38). The decisions might be spontaneous but should not be impetuous. According to American psychologist Carl Rogers, teachers are responsible for the classroom climate, they should know the purpose of their activities, organize the class, and work as flexible resources (Instructional Approaches 38). However, a teacher is unable to know every possible thing. He or she should be aware of this fact and act according to that.

Before the teacher gives the instructions he or she should take into account variables as the desired outcomes, learning sequence, degree of the students' responsibility, suitable interaction patterns, the amount of possible useful adjustments and possible limitations (Instructional Approaches 38). The priorities should be set and compromises made if needed. The chosen instructions should lead to the expected outcomes (Instructional Approaches 39).

3. Classroom situation

To achieve successful communication it is vital to be willing to communicate and share some mutual background which helps the participants to orientate themselves in the situation. The classroom situation differs from the common life in many ways. People in a classroom were gathered together for the purpose of learning, which is the common ground for the teachers' and students' mutual interaction (Malamah-Thomas 14). The language used in a classroom is a part of a specific school culture. School communication conventions differ from the conventions used in everyday life. Same words or gestures might be used nevertheless the meaning is not the same. The gesture usually perceived as "Come here!" is interpreted as "Come to the blackboard!" in a classroom (Gavora 34). Specific grammar and gestures are employed within a classroom. With the sentence: "We should raise our hands, shouldn't we?" (Gavora 34) the teacher actually does not speak to all the participants including him or her, but the sentence has the meaning of a command or a reminder of a rule that has just been broken. Some teachers and also some students use very specific formulas for communicating, which are certainly not used anywhere else. The students learn about the language and the culture explicitly or implicitly. Explicit learning is based on everything the students hear or experience, the implicit learning means reading between the lines (Gavora 71). In case the language used is not the mother tongue of the students, they need to learn also the terminology and vocabulary of the target language to understand (Gavora 72).

There is a predetermined hierarchy of a superior teacher and the rest of the group. Such a hierarchy should be understood in a way of experience, skills, function, qualification and age (Gavora 40). A teacher's superiority is also partly given by the society. It depends on a teacher which teaching style he or she chooses. According to Gavora, there are distinguished two basic communication rules, which are autocratic and liberal. With using the autocratic rules, the teacher has right to start speaking any time he or she wants, the teacher also chooses the subject, speaks to anybody he or she wants for how long he or she chooses and with any posture (41). However, even with the liberal attitude towards the students, their roles are not utterly equal and the teacher is

dominant. The activities in such a class are less strict; the students do not have to stand while talking to the teacher; they are allowed to initiate talk or digress (Gavora 41). Clearly, the chosen attitude widely influences the instructional style.

The style a teacher communicates in is more or less stable; even if it develops during the teaching experience. Hence, the students can predict the teacher's behaviour after some time of monitoring (Gavora 52).

Although the primary aim of teachers is to teach students the required curriculum, students are also exposed to the social influence of their classmates and the teacher while this aim is being achieved. The social aspect of learning is an important one; the teacher's instructions might sometimes be simultaneously a means for achieving a social purpose as well as a methodological device (Malamah-Thomas 18). It can be illustrated on a simple question "What did you do at the weekend?" in which the teacher shows their social interest but there is also a possibility of practising Past Simple. An implicit instruction is hidden behind the question, making the student to use the past tense.

Despite the fact that the school situation is artificial in many regards, the classroom interaction teaches students how to behave in a group and helps them to find their style of interpersonal behaviour. School success and failure shape students' attitude to work, to other people and also to themselves. Teachers should always remember they affect their students in many ways and they should strive to create appropriate conditions for learning. Nevertheless, the students are also active participants of the interaction and they shape the process of learning and teaching as well.

As learners are individual personalities, it is important for the teachers to treat them according to that fact as much as possible. Even among the students of the same language level there are significant differences not only in using the language but also in their self-esteem and courage to express themselves. An important fact to consider is that the approach the teacher shows might affect the students' communicative and learning abilities. The students, who are considered to be low achievers by the teacher, are treated subconsciously in a different manner than the average or fast learners. The

teacher could have a tendency to spend less time with such a student, which might cause a failure syndrome (Nelešovská 84). A student suffering from the syndrome tends to run defensive mental mechanism resulting in passive attitude. This might be misinterpreted as laziness or lack of interest. It is supported by the theory on learned passivity by Theodor Good (Gavora 70). The theory says that some teachers evoke passive behaviour with some students by not calling them up as often as the other students, with the model being adopted by the students, who start to participate less and less. A teacher should be careful while instructing the class and use various ways how to express themselves when communicating with a low achiever. The instructions given must be utterly clear and the student should be sometimes given a task that is easily achievable for them as the success is highly motivating and helpful in overcoming the feeling of inferiority.

Cooperative Principle Used in a Classroom

While studying classroom interaction the Cooperative principle is a notion which should be taken into consideration. The principle was introduced by Paul Grice and contains maxims of quantity, quality, relation and manner (Yule 37).

The maxim of quantity is a tenet claiming that a communicating person should make his or her contribution as informative as required but not make it more informative (Yule 37). By observing the maxim a speaker should not repeat information and overburden the listener with redundant information. Within the classroom situation this is especially connected to thorough selection of information provided to the students. Too much information will probably cause demotivation and confusion; too little information will usually lead to incomprehension. The maxim could be used as a warning against uttering too many directions or questions at once. The students might not be sure what they are expected to do. The older the students are, the more pieces of information they are able to absorb at once, nevertheless the teacher should check if they understand. Also, it depends on the aim of the teacher. Using an instruction "Take a pen or a pencil and start writing" might be considered as violating the maxim due to the fact that it is not possible to write without a writing instrument hence it is redundant to mention that. The teacher's aim, however, might be to revise the vocabulary and to remind the

students of the words "pen" and "pencil" used in a context. Likewise, a teacher might decide to tell deliberately less and it is up to the students to find the non-uttered meaning and fill the gaps in the utterance with their knowledge.

The maxim of quality claims that the participants should not say what they believe is false and should not say that for which they do not have adequate evidence (Yule 37). This contributes to the trust among the participants, which is essential in the classroom. On the other hand, the teacher might find it useful to play a devil's advocate and say something which is wrong or controversial just to provoke the students' response. A sentence "We use 's' in the second person plural," should provoke the students to correct it and prove their knowledge of the grammatical rule. Such a sentence is also an instruction even if it does not look as one. The teacher actually means "Tell me if this is right and if not, correct it."

The maxim of relation simply says to be relevant (Yule 37). Being relevant supports understanding in the classroom and saves the limited time for a lesson. It probably will not contribute to the success when a teacher starts asking the students to comment on different types of tenses and skip from one topic to another when he or she finds out the students have forgotten some older subject matter, while the topic of the lesson is e.g. passive. In case the troublesome part is not time demanding or it is easy to recall, revision could be useful. However, changing the subject from one to another during a lesson is generally confusing.

The maxim of manner directs to be perspicuous, avoid obscurity and ambiguity of an expression, to be brief and orderly (Yule 37). The manner of utterances is very important, especially while giving instructions. Clarity is one of the most serious requirements and it is essential for students to comprehend what they are being told. An instruction of teachers who are not sure what they should do cannot be unambiguous. For example, the sentence "Do exercise five, or maybe do it as your homework," causes confusion. Teachers should think instructions through before they utter them. It is obviously not possible to avoid ambiguity in all cases, but it should not happen often. When an ambiguous statement is uttered, the teacher should follow it with a clear one and make sure the students understand what they are supposed to do. Another example

of such a vague instruction might be quite commonly used: "Make groups!" or "Clean the blackboard!" (Podlahová 85). Such instructions usually will not work well as essential details were omitted. In the former cases the number of the members of each group was not set. In the latter case no one particular was chosen to carry out the action.

4. Age of the Students

One of the major factors that influence what to teach and how to teach is the age of the learners. Every age group has different attitude and abilities, and even though it is not possible to state that all teenagers or all adults are the same, it is essential to take the age into account when giving instructions (Harmer, The Practice of English Language Teaching 37).

Children

Young children do not often have previous experience with the target language so the teacher usually deals with total beginners (Harmer, The Practice of English Language Teaching 38). It is important to start with realizing the nature of young learners and be able to benefit from it. Children mostly like games and they expect learning to be fun. While playing games, the participants get involved and acquire knowledge spontaneously. Children are usually not shy to repeat and they are able to react even to an unknown language without difficulties. With the ability to react spontaneously to a contextualised utterance without understanding every word, they are an ideal target to be addressed in English only. Children tend to be curious and enthusiastic, which helps them to be fast learners. It is helpful to use the new vocabulary in familiar situations, when the students feel safe and they can concentrate only on the new item. The teacher can rely on the fact that the students are able to recognize the key words in the fluent speech and react according to them in the context of the background situation. They will probably understand the sentence: Would you mind opening the door? (Hughes 7), even if they have no previous experience with polite requests. The key words 'opening' and 'the door' accompanied with the teacher's looking towards the closed door should be enough input for them to understand.

Possible difficulties might rise from the fact that children have limited attention span and they often need more of the teacher's attention. The positive atmosphere is crucial during the lessons. Teachers should use variety of resources, various teaching aids and they should try to switch activities quite often or whenever the learners start becoming bored or tired. With this type of learners, various songs, riddles and rhymes might be successfully used. Frequent revision is essential.

The instructions for young learners ought to be short, clear, easy to remember and especially when uttered in English, accompanied with an illustrative action or a visual aid to make the context clear. As children like imitating, it is useful to utilize the tendency with prompts to repeating, practicing the pronunciation or the rhythm of the language. The more a teacher uses a particular instruction the easier the learners remember the sound and the meaning of it. Usually there is no need for translation, the context is enough and the children usually do not get nervous because of the fact they do not know all the words uttered. To instruct young learners, short and direct orders are widely used. Usual instructions used with young learners:

"Come here!", "Sit down!", "Stand up!", "Go to the window!", "Clap your hands!", "Stamp your feet!", "Close your eyes!", "Fetch me the doll!", "Put your hand on your head!", "Open your pencil case!", "Take your shoes on!", "Put the teddy bear on the chair!", "Turn around!", "Sing a song!", "Repeat after me!", "Point to the door!", "Show me something red!", "Touch your nose!", "Give it to me!", "Take an apple!", "Draw a house!" "Say your name!" "Count to ten!"

The common way of teaching young children has a lot of similarities with the Total Physical Response method which will be dealt with further.

Children, who are able to read and write, are more capable of coping with longer lasting activities. They can pay attention for a longer period of time and they understand more sophisticated explanations. Even with the children, who have no previous experience with a teacher using talking exclusively in English, it is possible to reduce the mother tongue to the minimum. However, it should not be considered as a mistake to use it from time to time. Teachers should monitor their students and notice, whether they know what they are supposed to do and whether they understand the basics of the content. As Jeremy Harmer says, "The best activity in the world is a waste of time if students do not understand what it is they are supposed to do," (How to Teach English 4). After giving an instruction, it is crucial to check, whether the students understood. There are several ways of doing that e.g. asking them to repeat the instruction, translating it to the mother tongue, reformulating it, etc. Albeit really young children cope with a teacher using only English usually very well, as the learners get older they

might feel more insecure in the case they do not understand. It depends to a large degree on a teacher to motivate them even at the cost of using the mother tongue at times. It always depends on the nature of the learners and on the teacher's ability to recognize it and act delicately according to it. An important base for a good instruction is the knowledge of the class.

Teenagers

Teaching and instructing teenagers differs mainly in the character of the students. Unlike children, the teenagers do not usually take a teacher's authority for granted and also teacher's instructions tend to become the subject of testing before following them. Teenage students also assess the teacher's personality and appearance. Young children often follow the instructions just because of the fact the teacher said so, older children and teenagers tend to look for good reasons for following. The authority for the teenagers is represented by their peers and classmates. They often build their self-esteem and look for their identity. A teacher should manage to control the lessons and simultaneously be sensitive. Students have great learning capacity and they are also able to think in abstract concepts. With using instructions it is important to provoke their engagement and be conscious of their need for identity (Harmer, The Practice of English Language Teaching 39). It is possible to use indirect instructions as: "Could you tell me...", "Do you know...","" What do you think about...", "What do you think is the reason of...", With asking for their opinion the teacher could heighten their interest to participate.

On the other hand, it is important to admit that also the students of secondary schools and high schools need the certainty that the lesson was prepared and it has a good structure. The fact that they think about their teacher's behaviour and utterances more and probably also in a critical way does not mean that it is wrong to tell them directly what to do and how. Even if they would not admit that, they still need to be guided and in the majority of cases they would not appreciate total freedom in the classroom. Furthermore, even though they are not children anymore, they might enjoy games, role-plays and other activities usually associated with children.

Adults

With teaching adults a teacher meets mature personalities with their previous learning experience which is a source of expectations. Adults are able to deal with possible boredom and many of them appreciate more direct instructions and absolute clarity of what they are supposed to learn and do. They should see the purpose and the aim of their activities. The teacher should also choose such tasks that would diminish the fear of failure (Harmer, The Practice of English Language Teaching 40). The instructions differ from those in children's classes mainly by the fact that the direct instructions are used less and there is much more place for instructions in the form of a request. Sentences as: "Could you open your books, please," have the form of a polite request but the meaning is a command. We do not typically use these with children. Adults will probably also appreciate explanation of what is the subject matter good for and why they are supposed to do what they are asked to do. As the teenagers do, the adults will not follow an instruction just because it was given by the teacher. The students appreciate to know the aim of the course and of the lesson.

With all the age groups it is important to adjust the language, the topic and the materials used to the level of students (Harmer, The Practice of English Language Teaching 45). However, it is not necessary to adjust all tasks to the exact level of the students' language skills. It is challenging and motivating when the students are exposed to the language slightly above their level. They still need to understand the context, but it is not necessary for them to understand each word. Such communication helps to improve their language skills and also increases their ability to use the context for understanding. The teacher should expose the students to the language they are supposed to use later (Harmer, The Practice of English Language Teaching 52). It is not necessary to expose the students just to the formal or RP English. Reasonable usage of informal or colloquial language can help the students to come into contact with the living language, which will prove useful whenever they leave the classroom and meet foreigners in real life situations (Hughes 7). The learning and so the instructions should be meaningful and one of the most important targets for the students should be the ability to use the language and to understand. With using mainly school language the students might get the feeling that English is a language of no practical use. Instructions in the target

language that lead not only to answering study questions could be really helpful. Expressions as: "Could you open the window, please?", "What did you do yesterday?", "What are you doing?", "Could I borrow your pen, please?", "What is the time, please?", etc. show the language in the light of everyday usage, which is important. It is not rare that the students are able to talk about linguistic phenomena, but expressing their everyday life events causes difficulties. This might be highly demotivating for many language learners. On the other hand, much of the classroom language can be used in real situations and vice versa.

5. Verbal classroom communication

As any other type of communication, the classroom interaction starts with a primary intention, which is uttered and decoded (Nelešovská 42); the basic functions of a teacher's utterances are mediation of information, accessing the subject matter, adding more information to the students' background, checking students' understanding (Nelešovská 42) and influencing the students' activities and behaviour. The students create the meaning of whatever is uttered together with the teacher.

Students' classroom verbal expressions are of different nature than the expressions they use at home. It is mostly a teacher who initiates the verbal exchange at school, however, the teacher should bear in mind that the most effective communicative form is a dialogue used whenever it is possible (Gavora 67).

5.1. Classroom Language Functions

For expressing instructions teachers do not use strictly the imperative sentence types e.g. "Open your books." Other types as declaratives, e.g. "I'd like you to copy this to your notebooks." or interrogatives, e.g. "Could you be quite, please?" can function as directives and are widely used. The type of the structure which is used depends on the situation in the classroom and the aim and the approach of the instructor. The aim of the declarative sentence in this case is not to express the speaker's preferences but it is uttered to let the listeners know what are they expected to do. Nevertheless, the declarative sounds less stringent and tends to have much more neutral tone. The interrogative's aim is not to gain missing information, but the speaker expects action as the required respond.

Many authors use different types of division of the instructions from a number of points of view. This chapter is mainly based on A Handbook on Classroom English by Glyn S. Hughes. Basic division of the classroom language used for organisation, interrogation, explanation and interaction is introduced (8 – 12). For organisation, teachers use giving instructions, sequencing and supervision. A teacher uses appropriate instructions to run activities and control the students' behaviour. Commands, requests, suggestions and their combinations are used for achieving the intended goal. When instructing in

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English the students to do a recurrent activity, the phrase gets fixed in the students' mind more easily.

Organization

Commands used are often imperative, with the negative form to prohibit something and teachers usually use naming to make a command more personal and more difficult not to follow (Hughes 15). Following illustrative examples were taken from Hughes: "Don't you help him, Mark!", "Alison, you try!", "Say it, Tom", "Don't anybody move!" Neutral commands might be emphasized: "Do be quite now!", "Just put the book away!" which might express the teacher's annoyance (15). A teacher can also introduce commands with verbs as want, like, expect, prefer etc. Several examples of such structures might be given: "I want you to close your books.", or "I'd like you not to disturb those who are still writing." (Hughes 16). Possible grammatical devices for expressing commands are also an object with a past participle ("I want it to be done."), a gerund ("I prefer this work being written."), "that" and a verb phrase ("I insist that you learn it."), modal auxiliary verbs ("You should read it after yourselves."), verb "to be" and "to" ("You are to work.") The commands might be softened for example by using structures as "I'm afraid" (Hughes 16).

Well-structured instructions in a meaningful sequence help to a teacher to conduct the class effectively. The students usually orientate themselves in a lesson better when the teacher checks the current lesson stage or the activity progress, clearly introduces a new part, sets time-limits, checks the students' capability of starting a new stage or changes the activity ("First of all....", "Next one...", "Let me explain what I want you to do next.", "Finish this by...", "Are you ready?") (Hughes 9).

The teachers can use requests to make things happen. They are considered to be more polite than commands and they also present another English language input the teacher could expose their students to. A command might be turned into a request by adding "please", or intonation (Hughes 17). The teachers do not need to be afraid of using very polite structures as "Would you be so kind to..." especially with more skilled students and more advanced classes. It is also possible to express despair or even anger with a request form: "I wish you would listen", "Can't you even try?" (Hughes 19).

For supervising, expressions to getting the attention, warnings and threats are usually used. ("Now may I have your attention, please?", "Do not disturb!", "If you don't stop talking right now, you'll be given an extra task for homework!") (Hughes 10). Threats, if used, are usually expressed in the mother tongue to make the students really understand and to show that the threat is really meant, however, it is possible not to switch and use English for these too. When using English, it is important to use correct structures, which are usually phrasal verbs or set expressions. Notwithstanding the situation is suddenly of a different type than the learning – teaching one, the language used for moderation of the students' behaviour could also work as a source of vocabulary. The structures as for example "Behave yourself!", "I've just about had enough of your unpunctuality (Mothejzíková, Classroom Instructions 18)", or "Pay attention!" are mostly used in the classroom situation, which makes them rare to be heard in ordinary conversation. A teacher can take advantage of almost every situation to introduce related language expressions.

Interrogation

It is a process that consists of two main sequences; asking and replying. The teacher should ask clearly having the aim on their mind. An information gap is by with uttering a question. It pushes the conversation and also the teaching – learning process further and it serves s the basis for communication. A well asked question is a very useful means of teaching. After the students' reply there is the teacher's feedback needed that assesses the answer. Even the teacher should monitor the feedback given by his or her students as it helps him or her to understand whether the aim of asking was fulfilled. The well interpreted feedback also shows whether there is a need to change the current strategy. The feedback should also work as encouragement for further cooperation.

Questioning covers large part of the teacher's talking time. Two basic types of questions are widely used: the questions to which the teacher can provide the answer and the questions to which the answer can be provided just by the students (Hughes 34). The first group consists of the subject matter questions, testing, and comprehension questions, while the second group covers questions about the students' progress,

opinion questions, preference questions, or wh- questions (Hughes 34). Examples of such questions might be "Who wrote that on the blackboard?", "Who broke the chair?"

Other division includes yes-no questions ("Do you understand?"), alternative questions ("Is it true or false?"), wh- questions ("What are you supposed to do?"), echo questions (S:"It was in 1667." T:"It was in 1667?"), which indicate the student has made a mistake, surprise, or mishearing; indirect questions ("Do you think we should omit the auxiliary verb in this sentence?") (Hughes 35 – 41).

Special attention should be paid to test questions. Due to the fact that the students usually do not receive any further explanation of the instructions given or written, the testing questions should be well asked. The students should be guided to write such an answer as the teacher expects by the questions used; therefore the questions as "How much do you know about...?" are not suitable. Such a question answered with "Nothing," by the student is tricky to correct and grade, because the answer was probably truthful and correct and the student reacted exactly to the teacher's question. The communicative failure is caused by the wrong asking in that case. It is important to avoid such obscurity within oral asking too, but in that case there is always possibility to correct oneself or react immediately to the student's answer.

Explanation

The explanatory instructions use often metalanguage in case the students are advanced enough to understand it. The teacher makes the students to produce, translate, paraphrase and use the English language in various ways ("Give a sentence using the Past Simple.", "Find an example of a subordinate clause.") (Hughes 10). The teachers explain also with reference, giving background information, further commentary to teaching aids or the subject matter (Hughes 10). The commentary should be interesting and it is better when well-arranged with expressions as "Let me give you some information...", "To sum up..."

The everyday classroom interaction between the teacher and the students uses usual social phrases as "Would you mind if I open the window", and expresses affective

attitudes and relationships. The participants express their emotions, which are integral feature of any social behaviour including the teaching – learning process (Hughes 11).

Acoustic Instruments of the Speech

An important part of classroom communication is not only what is said, but also how it is said. The acoustic instruments of speech are worth consideration. It is possible to achieve various meanings with changes of the voice strength, pitch, rhythm, dynamics, intonation, pace and pausing (Nelešovská 45). The accent helps to divide the fluent speech to logical parts, highlights the important parts and raises the emotional impact of the speech (Nelešovská 45). Regular rhythm is pleasant to hear, however, the irregular one indicates change and captures attention (Nelešovská 45). Natural intonation is important; the monotonous intonation causes boredom and the listeners might easily get lost in the speech, which is especially dangerous when the speaker's aim is to instruct or explain. The pace of the utterance changes with the emotions involved (Nelešovská 46). Generally, the more emotional the utterance is the faster is the pace. Other factors influencing the pace are the environment, content of the information and the aim (Nelešovská 46). The dynamics of the speech draws the listeners' attention especially in case the speakers themselves are interested in the topic. A teacher, who is bored with the subject, cannot impress the learners. The pausing within the speech can be divided into physiological (breathing), logical (to identify the structure of the speech) and psychological (Nelešovská 46). It is important to pause in a balanced way not to disturb the listeners and to maintain the fluency of the speech.

6. Non-verbal classroom communication

As in any other social interaction, non-verbal communication is very important in the classroom. Humans communicate mainly through the body language, even if it does not have to be always realized by the participants. The body language and the tone can completely change the meaning of the words. Furthermore, the non-verbal communication tends to be straighter compared to words. According to Albert Mehrabian, the final meaning is composed of 55% of body language, 38% of tone and the quality of voice and only 7% of words (Nelešovská 46). Therefore, it is crucial to take this fact into account and think about the body language used during lessons.

Among the features of non-verbal communication belong facial expression, look, kinesics, postures, gestures, haptics, proxemics, tone of the speech, appearance and environment (Nelešovská 46). The most important pieces of information communicated via non-verbal means are emotions, impression, influence, hierarchy and interest (Nelešovská 47). Notwithstanding the formal division, the information is usually conveyed by the combination of the devices described.

Facial Expressions

Although it usually comes naturally, it is very important as well as useful to observe face expressions and incorporate them into decoding the message. According to the information obtained via this communication channel the teacher can easily adapt his or her attitude to fit the situation in the classroom. Every person has the ability to decode facial signals to some extent; however, women and introvert people usually do better (Nelešovská 47). Seven primary emotions (and their opposites) can be recognized: happiness, surprise, fear, joy, serenity, contentment and interest (Nelešovská 48). Each part of a human face shows a different emotion. Teachers themselves might find useful using facial expression not only to accompany their words but they could take advantage of using only facial expressions to communicate meaning from time to time. The instructions produced in this way are time saving and effective provided that the students are familiar with it. They can have the same or even stronger impact on the students than ordinary verbal instructions. It is possible to regulate students' behaviour

with frowning, smiling, raising eyebrows etc. These media do not disturb the students while doing an activity.

Look

A teacher can communicate with the students with fixing their eyes on them or another chosen target (Nelešovská 49). A teacher can call students up, warn them, point out a mistake, and draw the students' attention just with the look. The length of the look is crucial. Long lasting gaze is considered to be negative and is mainly used as warning (Nelešovská 50); it could be replaced with "Do be quiet", "I know what you are doing", or "Stop that". Other properties of look include but are not limited to frequency, sequence, looking away, the shape of the eyes and their movement (Nelešovská 50). A teacher is able to use their look for instructions of "Put it down", Fetch this or that", "Go there", "Come here" show directions, with closing their eyes it is possible to suggest disagreement or a mistake.

Kinesics

Kinesics studies expressing emotions via muscle tension (Nelešovská 51). Even emotions are an important part of instructing the others; the emotion that is shown influences the meaning and the overall tone of the utterance. Everybody has probably experienced the changes of body tension when one is nervous or angry. The muscles become constricted, the face expressions change and even if the person tries to sound nice and relaxed, the body would probably reveal the real feeling.

Gestures

Gestures are culturally based (Nelešovská 53); therefore it is important to know something about the culture of the foreign students in case of having any in the class. A gesture utterly accepted in the domestic culture might have completely different meaning in other culture and the students might get easily confused. The gestures are used knowingly or unknowingly. Apart from culturally based gestures there are gestures typical for particular people.

During the teaching process, almost every teacher develops their own gesture set to suggest specific information. These aids are useful especially when the teacher does not

want to disturb students' work or speech, but there is a need for a correction or other type of intervention. Despite the high degree of personality of these gestures, some are common; e.g. using teacher's fingers to indicate third person singular with showing three fingers, word order with touching fingers one by one, wrong word in a sentence with touching the particular finger (in case there are five words in the sentence and the third one is incorrect, the teacher can easily touch his or her third finger to show what is needed to be corrected). The fingers are also used for drawing in the air. A teacher might indicate punctuation, diacritics, numbers, searched for word and many other notions. Many teachers use their fingers also for calling up the students, which, however, might be considered as impolite in some cases. Ordinary usage of pointing is used to instruct students to name things, move things or focusing attention to something.

Hands and arms might be used to suggest switching words or letters, a pause, a full stop. Clapping or waving hands draws the students' attention, calms them down or suggests the beginning or the end of a lesson. Gestures are used for directions as "Sit down", "Stand up", "or Turn around"; strong disagreement can be shown; order to start or finish an activity in progress may be given in this manner.

Using gestures might be very effective, but the students need to understand them and the teacher should use them naturally. Gestures used just to create effect are suitable only to some extent, overusing could trail off comically with probable loss of the aim.

Proxemics

Proxemics deals with personal space of an individual. Four types of distance between two people can be recognized (Nelešovská 54). Intimate distance probably cannot be found at school; personal distance is the distance of friends or family members and it is approximately from 45 to 75 centimetres, social distance differs from 120 to 360 centimetres and this is the distance of people that know each other; the last distance type is called public, which ranges from 360 to 760 centimetres and it is typical distance between lecturer and students (Nelešovská 55).

With getting close to their students a teacher should know what he or she wants to achieve. Territoriality is important for every person and it is clear that entering the

personal zone without being invited to do so is considered as a mark of disrespect, threat or obtrusiveness. The words used from improper distance gain different meaning. The closer the teacher gets to a student, the more serious and urgent the utterance is.

Appearance

As a teacher works with people, he or she communicates also with their appearance. Hence a scruffily looking teacher might be considered not caring much about the job. Especially teenagers notice the teacher's appearance and tend not to respect a neglected looking teacher. Generally speaking, trim teachers are taken more seriously and are considered to be more appropriate for their job (Nelešovská 56).

Communication via acts

The teacher's actions and the manner in which they are carried out might also be taken as a kind of instruction (Nelešovská 57). In many situations imitating the teacher's activity is the best way to learn something. It works not only with young children and it is very illustrative. A teacher demonstrates the students he or she is monitoring them while passing their desks, he or she can make the students open their books just with opening the teacher's copy etc. It always depends on the agreement between the teacher and the students and on the situation to decide whether it is more useful to apply verbal or non-verbal way. Students, especially young children or the learners who do not understand English yet can be instructed with the example of the desired activity, demonstrated by the teacher.

7. Using L1 language in English classroom

Young children, who do not talk yet, do not learn their mother tongue; they rather acquire it. They are exposed to the language all the time and from the combination of context, the language itself and the reactions, they begin to understand and later also produce. On the other hand, learning is considered to be "gaining knowledge or skill by studying, from experience, from being taught" (Hornby 731). Basically, learning is an intended activity, whilst acquisition tends to be natural. In a classroom there is a place for both. Students learn using rules and having a conversation, but they can also incidentally acquire the language just by being exposed to it.

As the students are exposed to the target language, they get more familiar with it and develop the sense for the language. It is important and useful to use the target language as much as possible in the classroom. On the other hand, it does not mean that using the mother tongue should be abandoned. According to Hughes "the teacher should feel free to use the L1" (9). It might be useful when explaining something or whenever he or she finds it necessary. A possible modification is using English first, so the students have chance to practise listening skills and then switch to the mother tongue so that everybody understands (Hughes 9).

While managing lessons in English, the teacher "removes the barriers between practice and genuine use," (Hughes 11). Instructing the students in English fits to the concept of natural acquisition, due to the fact that the instructions do not have to be necessarily related to the subject matter of the class. Also the students might have a chance to use general structures as "I'm sorry", "Could you repeat that?", "Tell me if you're cold and I'll close the window." The target language might be successfully used in giving instructions, sequencing, supervising, asking, replying, metalanguage, reference, affective attitudes, and social rituals (Hughes 11). The students have chance to guess the meaning from the context and also from the reactions of their classmates, who understand the instruction.

Using the L1 in a classroom is safe. The teacher knows that the students understand well and he or she does not have to feel anxious about making mistakes, especially in case the teacher is a beginner or is not sure enough about using proper English.

On the other hand, using mainly English, or English only is a marvellous opportunity to expose the students to the target language in use. There is a danger of incorrect use, which leads to students' retaining the wrong language. Wrong pronunciation, spelling, usage of words or grammar, especially when repeated can cause problems; moreover, some teachers might be afraid to tell the students they had made a mistake even if the students noticed. They may feel embarrassed or they could be afraid of losing their authority. However, everybody might make a mistake and when a teacher realises they did so, it is worthy to reveal it and give the correct version. Otherwise the authority of the teacher may decline if the students find out the mistake was made. Since learning a foreign language is a never-ending process, nobody would expect a non-native teacher to know everything. It is essential for teachers to realize that it is not embarrassing to, for example, look up a word in a dictionary in case the teacher does not know it or it has just slipped their mind. However, the teachers should take for granted that it is beneficial to study the language further and keep in touch with the correct English even when they feel skilled enough to run the lessons in proper English. There is always a danger of forgetting or decreasing the level of the language when a teacher uses the classroom English all the time and communicates with less experienced speakers, who their students mostly are.

Consequently, it is much more demanding to lead the lesson in English only for non-native speakers; nevertheless it is also much more beneficial. The teacher needs to know the structures well, especially when the mother tongue word order or grammar differs a lot from the English structures, which is common. A typical example might be the question "What do you call that in English?" which is often uttered as "How do you call that in English?"(Mothejzíková, Classroom Instructions 6). It does not sound really native and is probably based on the direct translation from the L1.

With using the English only, there is also another danger besides the incorrect input. The students might feel stressed or unwilling to cooperate and stick to the L1 during the

lessons. Especially group of students who were used to use also or mainly the L1 might find such a change demanding and some students may even feel uncomfortable. The teacher's possible reactions in such a situation depend on the age of the students and the group's character. With every solution it is important not to embarrass the students and make them understand that mistakes are ordinary part of learning. It is also important for a teacher to be consistent and stick to the rules he or she introduced. The teacher should follow them as the students do to let them know that using English is an integral part of the lesson.

The amount of using the L1 should be up to the teacher, who considers their experience and the English language level as well as the follow-up reaction from the students. The teacher ought to make sure he or she does the best to expose their students to the correct language. It is better to switch to the L1 when explaining grammar and the students are confused with the English used or when the teacher needs immediate and correct reaction from the students and there is not enough time for trying whether they are able to guess the meaning from the context or ask one another. To mention just one example it is needed in case of the students are doing something dangerous, which the teacher must stop immediately.

8. Instructions used in different teaching methods

Even though an ordinary English class is usually not based exclusively on one method, it is useful to acquaint oneself with different methods used in teaching English and the types of instructions that the methods use. The teacher's choice of which method is he or she going to use in the class depends on the students, their age, level and expectancies but also on the teacher's aim and his or her language skills and self-confidence. Usually the methods are combined to gain the best of each. The next paragraphs present the common methods with examples of illustrative instructions. The information about the methods was taken from the Techniques and Principles in Language Teaching by Larsen – Freeman and supplemented with the author's personal experiences.

8.1. Grammar - translation method

This method aims to make the students able to read, translate and write in the target language, whereas communication is not in the focus. The teacher and the students have their traditional roles (Larsen-Freeman 11). The teacher is the one who mostly starts conversation and leads the whole lesson. The students tend to be passive. Tasks as dealing with vocabulary, reading, translating and writing, and comparing with the mother tongue are typical for this method. Thus corresponding instructions prevail. Examples: "Read the text.", "Find cognates in the text.", "Give a synonym/antonym/hyponym to...", "Fill in the blanks.", "Read the rule.", "Learn the poem by heart.", "Use the words in sentences.", "Translate the given passage."

8.2. Direct method

Unlike the grammar – translation method, the direct method does not allow any translation. The class is run in the target language with the help of demonstration and visual aids, e.g. drawing, reformulation, pantomime etc. (Larsen-Freeman 23). As the students usually read and speak aloud in English, their communicative skills and pronunciation are improved. The students are more active than in the grammar – translation method; they ask questions and give orders to one another in order to learn how to communicate. The grammar is taught inductively (Larsen-Freeman 29).

Important parts of the direct method lesson are reading aloud, questions and answers, conversation, fill-in-the-blank exercise, dictation, paragraph writing (Larsen-Freeman 31). According to the method's principles, the instructions used are uttered in English and they are expressed not only by the teacher but also by the students. The students address one another and also the teacher. The students are asked to repeat, utter and read things; they also write and do gap-filling. Commonly used instructions might be: "Read the first paragraph, please.", "What do we call this in English?", "Repeat after me!", "Act out!", "Could you tell me who's absent?"

8.3. The Audio-Lingual Method

It is an oral-based approach, which uses drilling of grammatical patterns as a teaching technique (Larsen-Freeman 35). The students learn vocabulary and the structures by repeating and using English only. The meaning is conveyed with the help of visual aids and pantomime, in the similar way as in the direct method. The teacher tries to make the students to use the language structures automatically (Larsen-Freeman 45). As the students acquire the language presented by the teacher, it is essential that his or her English level is good enough. The students can easily acquire wrong models with drilling incorrect structures. For the drilling, dialogues are mainly used (Larsen-Freeman 45). The instructions used are given in English with the teacher usually initiating any verbal exchange. Examples of possible instructions: "Memorize the dialogue and act it out.", "Repeat after me.", "One more time.", "Use this word within the sentence given.", "Complete the dialogue.",

8.4. The Silent Way

This method's aim is to develop the students' autonomy in learning. The teachers are quite passive; they interfere just when it is necessary, so the main part of work is up to the students (Larsen-Freeman 64). The teachers are not silent all the time, though their silence helps the students to focus and to work on their own. Many visual aids, such as coloured rods, colour charts etc., are used to replace words and with their help the students talk and give and get instructions. The teacher starts with common background or something the students know already. The language learning starts with primary sounds, for which specific coloured chart is used (Larsen-Freeman 65). The teacher

gives more clues than instructions and the speaking itself takes place mostly among the students. When instructions occur, the native language is mostly used (Larsen-Freeman 67). There is no fixed syllabus; the students create the syllabus during the process of learning according to their needs (Larsen-Freeman 65). The instructions given by the teacher usually serve to start an exchange among the students; e.g. "Take the green rod," which is then followed by similar instructions from the students to their classmates. Most of the instructions are carried out with the help of pointing to the chart, to other things, touching the rods etc. "Where is the white rod?", "Point to the yellow one." The rods might be used also to indicate more difficult structures: "If you give me a blue rod, I'll give you two green ones," (Larsen-Freeman 69). The teacher also uses pantomime and gestures to instruct the learners, e.g. they can move their palms outwards to indicate the pronounced structure should be longer (Larsen-Freeman 69).

8.5. Desuggestopedia

Also known as suggestopedia is a method that deals with overcoming possible language barriers the students might have (Larsen-Freeman 81). It is based on pleasant studying environment, classical music, possibly also new identity for the students to make them feel safe and to create positive atmosphere that supports learning process (Larsen-Freeman 81). The teacher is the authority for the students and he or she leads the lessons (Larsen-Freeman 81). The students should rely on the teacher and let them to guide the learning. They are usually given handouts with texts to study in English and also in their mother tongue (Larsen-Freeman 81 – 82). The texts are then further read, studied and acted out. They are also presented by the teacher while classical music is playing to make the atmosphere relaxed and also support concentration. Games, dramatizations, songs and other interactive activities are often used (Larsen-Freeman 82). The mother tongue is used with the translations given and also when necessary during the lessons. However, as the students gain more language skills, they use English more and more (Larsen- Freeman 83).

Instructions might differ from those in an ordinary lesson; an important teacher's aim is to create positive feelings: "First, you will all get to pick new names – English ones. It

will be fun," (Larsen-Freeman 74), "Close your eyes and listen.", "Imagine you're somebody else.", "Choose your occupation.", "Put your worksheets aside and just listen."

8.6. Community language learning

The teacher deals with the students as with whole personalities and participants of varied relationships (Larsen-Freeman 89). They use microphones and tapescripts of their own recordings for further studying. The teacher works mainly as a counsellor (Larsen-Freeman 98) and gives the students opportunity to lead their studying and take responsibility for it. The teacher uses instructions in the native language, especially in the beginning to instruct the unskilled students what to do and he or she just translates most of the time so the focus is on the accurate repetition (Larsen-Freeman 101). The teacher should be skilled and confident in his or her use of English as it is the students who choose the topic and the structures to translate most of the times. The teacher should feel comfortable with that.

The instructional samples: "Repeat after me.", "Try again.", "Whenever one of you would like to say something, raise your hand and I will come to you. Say what you want to say in your mother tongue and I will give you the English translation," (Larsen-Freeman 90). "OK. Let's listen to your conversation. Just listen to your voices in English. See if you can recall what you said and say it again in your mother tongue," (Larsen-Freeman 92). "Translate your sentence."

8.7. Total Physical Response

The method is based on the way a baby acquires its mother tongue naturally. It is the way of listening, reacting to the directions given and understanding the situation before the baby starts speaking (Larsen-Freeman 108). The teacher uses directions in the context, which are followed by action so that the students understand what is meant by the language. Usually, the learning process starts with easily understandable and easily practicable instructions such as: "Sit down!", "Stand up!" "Fetch me the banana!", "Point to the picture!" which are followed by the teacher's and the students' reaction or answer. After some time of practising, the teachers do not act according to their own

instruction anymore and let the students to carry out the action themselves to show they understand. When the students acquire the commands, they start giving the orders themselves with the classmates responding (Larsen-Freeman 112). In this method, the context is of high importance.

8.8. Communicative Language Teaching

The main aim of this method is to make the students able to communicate in the way that they can also predict and reveal the hidden meaning; they know what to say, how, who to and when (Larsen-Freeman 121). A lot of authentic materials are used for the students to come into contact with the language in its natural context (Larsen-Freeman 132). The whole classroom communication is run in the target language. Every chance for English exchange is welcomed, so the teacher uses role plays, conversation, games, questions and answers to create the opportunities. Listening is also important part of learning, because to communicate successfully a student needs also to understand well, not just to produce. Typical instructions: "Give other possibility how to express that.", "Make statements about how probable do you consider this to happen.", "Give your opinion on the issue.", "Put the words in the sentence given into the correct order.", "Think about the communicative intention of the speaker.", "Tell a story according to the pictures given."

9. Textbook instructions

Since the authors of textbooks are not present in a classroom, they instruct the readers indirectly. The most significant feature of such a way of instructing is that the authors cannot explain themselves further and cannot get immediate feedback. The readers work just with what is written so the text must be unambiguous. Naturally, there is a teacher to help and to explain any possible difficulties; however, textbooks should be self-explanatory enough since they are made for the students, not for the teachers.

The author has chosen the Third Edition New Headway textbook series for illustrating the instruction usage. The series contains textbooks and workbooks from A1 to C1 level and it is aimed at teenagers and adults. It covers listening, reading, speaking and writing tasks, but the main focus is on the speaking and conversation practising. The author has chosen the series not only because it is widely used and popular among students and teachers but also due to the fact that the textbooks are well organized and they are based on various teaching methods. Lots of authentic materials are used and everyday as well as formal English is introduced. This contributes to their suitability and versatility in various English classes. Furthermore, the series is also suitable for autodidacts. The instructions and the examples used throughout the textbooks are self-explanatory and understandable without difficulties. To help the students understand as well as possible, the authors use graphic means, e.g. underlining, encirclement, italics etc. The photos and pictures the written text is accompanied with are also of help; as often used, they provide comprehensible background.

With listing and grouping the instructions used in the New Headway the author decided to illustrate the above mentioned theoretical principles on practical examples extracted from the textbooks of the series. The instructions used are grouped according to their function into Listening, Speaking, Writing, Reading, Grammar and Vocabulary and Other Tasks sections. Typical or special instruction examples are further commented on. As the wording of the instructions often reiterates, each version is mentioned once. Proper names were replaced with X and Y, numbers of pages and exercises were replaced with # and other overly specific details were replaced with x, y or z.

Listening tasks are mainly aimed at comprehension or acquiring the correct accent and pronunciation. With the help of listening the students usually check their exercises and do gap filling tasks. Therefore, the listening tasks often require integrating other language skills as reading or writing. The instructions reflect such combination of needed activities and they are often compound. The Headway textbooks include many tasks that instruct the students to use more language skills while fulfilling them. Some of the instructions used are general; some include specific information about what to focus on during the listening task.

Among the speaking tasks in Headway belong mainly asking and answering, commenting, reformulating, describing, acting out, pronunciation, conversation and talking. Many of the tasks start with wh-questions which function as warm-up exercises and lead to speaking activities. The questions usually introduce the topic of the lesson or revise the previous topic.

The reading tasks in Headway are aimed at reading aloud and reading to oneself. Reading is usually connected with listening or paraphrasing. It is also a good basis for further discussion or it serves as a correct model for writing tasks. The selected texts are mostly authentic materials chosen with respect not only to the age of the students but also to the applicability of the covered topics.

The writing exercises are not so plentiful in the A1 level textbook. However, they are incorporated in higher number in more advanced level books. The instructions are simple at the beginning and get more complex as the students acquire more skills. From the A2 level further the students are asked to write longer passages of text. The expected length is usually 250 words there. Yet, even with simple instruction structures the students are often asked to use combination of skills to perform the task.

Instructions for grouping used in Headway are designed mainly for ordinary language classes, which are able to form larger groups. The students are mostly asked to work on their own or in pairs. Usually, the instructions contain grouping specification, however, sometimes further explanation is needed e.g. in case an instruction reads "ask and answer in groups." Since the textbooks are focused on the ability to use the language,

the majority of the tasks should be performed in pairs or groups to create the opportunity to interact.

The section of Other Tasks contains the types of instructions, which did not fit into the previous ones. They usually function as supportive instructions that lead to the activities accompanying the main tasks. The instructions fulfilment is often a non-verbal performance.

The instructions used for grammar and vocabulary tasks were joined into one section, because they are closely related. Many wh-questions are used for telling the students what to do or say as they should be able not only to use grammar or vocabulary, but also to explain the basic rules or define the words they deal with.

9.1. Listening

Which x [are linked /are stressed/do you hear/etc.]? The question is an alternative to an order e.g. Say, which x are linked/stressed. The teacher can use such a question instead of using a direct instruction. The answer will be the same in both cases. Such wording resembles more everyday life situation than the classroom one, where orders are much more used and expected.

Listen. Such a brief instruction would be used mainly for the beginners. Instructions for more skilled students tend to be longer and more complex; they can also contain more information about the task. However, there is no need to avoid short instructions even with higher levels.

Listen again.

Listen to x.

Listen to x. Which answers sound more polite? What are the differences? The brief instruction supplemented with wh-questions gives the students more precise idea of what to concentrate on mainly.

Listen to x. Which conversation is more successful? Why? Asking about reason involves the students into the subject matter and makes them express their thoughts. They simultaneously practise listening, speaking and they need to think about the language.

Listen to x. What is the pronunciation of x?

Listen to the two phone conversations and look at the business cards. Listen again and answer the questions. Notice how we say email addresses. Listen and complete the email addresses. Before the students start listening, they already know the type of conversations and they also know what to focus on. On the basis of that, they are able to predict what language they are about to hear.

Listen to X from Chicago. Complete the information about her family. – This is a more specific variation to the above mentioned general instruction. The extra information provided functions as the background, which helps the students to predict what the listening might be about.

Listen to X talking to his mother. This is another example of an instruction containing information that helps the listeners to predict the register used during the speech. The prediction could contain the expected degree of formality (the language used in this case will be probably informal), the relation between the speakers (due to the fact the speaker is talking to his mother they will be probably close to each other) etc.

Listen to X talking about y. Circle the times. The meaning of an instruction might be emphasized with a symbol. The circle around the verb makes utterly clear what the task is and even the students who do not understand the word circle will probably understand the symbol.

*Listen to the conversation. What does the woman want to do? Why is the man **not** happy?* – This is another example of highlighting the negative form used in an instruction. As the instructions and questions used in a classroom have mainly positive form, the authors want to make the instruction maximally clear even if there is a change of the form.

Listen to them. What do they like? What don't they like? What do they say? Write the adjectives. Talk about x with a partner. The instruction is enriched with wh- questions which apart of being the reasons to the listening provide examples of possible conversational topics of the follow-up activity.

Listen to four conversations from Seamus's day. After each one, answer these questions. Even if it is not explicitly set, the students need to read the questions before the listening to know what to focus on.

Listen carefully to x.

Listen for x.

Listen and complete x.

Listen. Complete x with y you hear.

Listen again and complete x with the exact words you hear.

Listen to x. Complete y.

Listen to x. Complete y with the exact words used.

Listen and check. Checking via listening to the native speakers is frequently used in the Headway series.

Listen again and check.

Listen, check and practise.

Listen and check x.

Listen again and check and compare.

Listen and check. What extra information do you hear?

Listen and check, then listen and repeat.

Listen and repeat. / Listen and repeat x. / Listen and repeat x, first as y and then as z.

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Listen, read and repeat.

Listen again and repeat x one by one.

Listen and read about x. / Listen to and read x.

Listen and compare.

Listen and write x. / Listen to x. Write in y. / Listen to x. They all contain y. Write y_1 or y_2. / Listen to people spell x. Write x. / Listen to x and write y you hear.

Listen to x with words that sound like those in column A, but have a different spelling and meaning. Write them in column B.

Listen to x. Tick what X says. / Listen and tick x you hear.

Listen and find out.

Listen and <u>underline</u> x. With underlining the word "underline" the instruction helps the students to understand without difficulties and not to forget to do what is required.

Listen and choose x.

Listen and practise x.

Listen to the pronunciation of x. Practise y.

Listen and identify x.

Listen and fill the gaps with x.

Listen and respond to x using y. / Listen to x and respond.

Listen again and mark x

Listen to X's directions to x. Mark the route on the map.

Listen to x and answer the questions.

Listen to x. Answer the questions.

Listen to x and guess the answers to the questions.

Listen to x and discuss y. / Listen to x. After each one, discuss these questions.

Listen to x and concentrate on y.

Listen to x. Take notes. / Listen to x. Take notes and compare them in groups.

Group A, listen to x and take notes. Group B, listen to y and take notes.

Listen to x and make notes about x.

Listen to x. Take notes after each person to complete y.

Listen to x and try to identify y. / Listen to x. Try and identify y.

Listen to x and use it as a dictation. Elect one student to write on the board while the rest of the class helps.

Listen carefully to x and decide what y's talking about.

Listen to x. Correct the false statements in y. / Listen to x. Correct y.

Listen only to x. Are these [statements /sentences/etc.] true or false? Correct the false ones.

Listen to X being x.

Listen to x and give the answers.

Read and listen to x. Are the sentences true or false?

Read and listen to x. / Read and listen to x again.

Read conversation A and listen to conversation B. What are the differences?

Write two of x on each line according to the sound.

Write x you hear.

Write down x. Dictate them to your partner. Ask your partner to read them back to you.

Look at the pictures and listen to x.

Look at the letters of the alphabet. Listen. Practise them. Listen and practise the groups of letters. This is a listening task focused on the pronunciation matter. The instructions guide the students to proceed from a simple task to a more complicated one.

*Say three things x and y **didn't** do.* – This instruction highlights the negative form on the basis of the prediction that the students would expect to be asked to focus on things x did. When uttered, the word in bold (the textbook uses italics) should be stressed to preserve the effect.

After each x say which is more polite.

There are # mistakes in y. Say 'Stop!' when you hear a mistake.

Tick x you hear. / Tick x they mention in y.

Complete x. / Complete x with words you hear.

Notice x. / Notice how we say x. / Notice x and y.

Put x in the order you hear them.

Put a number 1 – 6 next to x.

Pay attention to x. / Pay particular attention to x.

Number x in the order you hear them.

Try to remember x.

Replace x with y you heard.

Be careful with x.

Find examples of x and y in the conversation.

Check x.

Close your book and listen to x.

You will hear x. The information about what the students are about to do helps them to predict and prepare for the task. Even the sentence is not an instruction as such, it is useful background of the instructions that follow and it makes them more understandable.

You are going to hear X, Y and Z talk about x. Listen and complete the chart.

You are going to read and listen to x.

9.2. Speaking

At the beginning, there are several examples of wh-questions, which serve to encourage the students to speak. Some questions are more open, e.g. What do you think...? and give the opportunity to speak more freely and practise spontaneous interaction.

What's your name? Say your name.

Where are you from?

What's your job?

Are blind dates a good idea? Why? Why not? Why do people go on blind dates?

What do you think the people are saying?

Who painted it? What is it called? What time of day is it? Where are the people? Who are they?

What are the answers to the questions in exercise #?

Look at the picture. What things can you see?

Find out all the star signs in the class. Which is the most common? Do you think it's interesting or necessary to know the star sign of your boyfriend/girlfriend?

Have you visited a market in another country? If yes, describe it.

What are the typical problems that young people have? Write down three and compare your ideas with a partner.

What do you think happens at the camp?

What do you think?

What do you know about them?

Can you explain the title?

What would you do if you were leader of the world? Share your ideas with the class. Whose ideas do you think are best?

What are the jobs of the people in your family? Tell the class.

Do you agree?

Why is it different?

Say x.

Say x round the class. / Say x as a class.

Say x your teacher writes.

Choose a name. Stand up and say hello.

Stand up in alphabetical order and say your names.

Say three things you like from pictures 1 – 15.

Listen, then try saying these quickly to a partner.

Say x aloud in two ways.

Say why x. / Say why.

Say the word in phonetics, then write the homophones.

Say x to your partner according to the emotion.

Talk about x.

Talk about x, using [this /these/that/those/etc.]. Point to or hold the things. Even if pointing to things or holding them might be considered to be appropriate technique to young learners, such coordination of physical motions and the language usage enforces understanding and clarifies the context the structures are correctly used in.

Talk about x. Use y. The instruction restricts the vocabulary or the grammatical structures the student should use. It serves to practise the subject matter.

Talk to a partner x using y. Due to the fact that the speaking skills are gained via talking to someone, the instructions usually contain grouping or set clearly who should talk to whom.

Talk about them to find differences. / In groups, talk about x.

Talk to the students in the class. / Talk to a partner. / Talk to a partner about x.

There are ten differences. Talk about the pictures to find them.

Talk first about X, then about Y. The instruction restricts the talk not in a way of using vocabulary, but it sets the structure that should be observed.

Talk together as a class.

Talk about x in groups. Decide y in your group and tell the class.

Now talk about it for one minute without stopping. Your partner will time you.

Ask questions.

Ask about x. / First ask about x, then ask about y.

Ask the class for advice. / Work with a partner and ask for and give opinions about x.

Ask another team. / Ask your teacher questions about x. / Now ask your partner the same questions about x. / Ask your teacher some of the questions./ Stand up, and ask everyone in the class. / Ask the other groups. / Ask three students the questions and complete x. / Ask each other about x. / Ask X the questions. / Ask X the questions and complete the questionnaire.

Ask questions and try to find x with other students in the class.

Ask questions and write the answers.

Ask your partner to match x and y to tell z. / Ask another pair of students to respond with the correct x.

Ask another question for more information. / React to x and ask questions for more information. / Ask for more information, using x.

Ask and answer. / Ask and answer questions. / You each have different information. Ask and answer questions.

Ask and answer questions to complete x.

Ask and answer with a partner. / Ask and answer questions with a partner. / Ask and answer the question with other students. / Ask and answer questions with a partner about x.

Ask and answer the questions in small groups. The term small groups will be probably specified by the teacher; otherwise it could be ambiguous and cause confusion in the class.

Ask and answer the questions about x. / Ask and answer questions about x. Use y. / Show your list to your partner and ask and answer questions about x. / Ask and answer the questions in exercise # about x.

Ask and answer about x using y. The instruction sets clearly what should the students talk about and what structures should they use. It is another example of instruction used mainly for practising the learned structure or revision.

Ask and answer questions, using x to help you.

Ask and answer to find out more. Report back to the class. / Ask and answer yes no questions to find out x.

Take it in turns to ask and answer questions. / Take it in turns to ask and answer questions to find x.

Ask and answer the questions to guess x.

Ask and answer questions between groups.

Ask and answer questions with another partner.

Answer questions. / Answer the questions in the quiz. / Look at the photos of x and answer these questions.

Answer the questions about X.

Answer using x, and add some information. / Answer your teacher's questions using x from exercises # and #.

Answer with the correct x from y.

Answer your teacher.

Reply using x, then continue the conversations. / Reply using x. Make any necessary changes. / Reply to these questions using x. Add some information.

Reply to these sentences in a polite way.

Reply to these lines with x.

Respond to these statements in different ways.

Respond to them, using one of the exclamations in exercise #.

Respond to the statements or questions. Use x in brackets.

Give true answers about x.

Give your personal reactions to x using y. / When you are ready, give your feedback using x from y.

Give examples and discuss with the whole class.

Give your talk to the class. Answer any questions.

Give reasons for each statement in x. / Give an answer for each request.

Give your partner directions to get to x from y. / Give your partner directions, but do not say what the place is.

Give X advice.

Can you give any examples?

Give true answers.

Introduce your partner to the class.

Practise saying x. / Practice telling x and responding with your partner. / Practise spelling x with [speed /rhythm/etc.]. / Practise saying x, paying attention to [stress/rhythm/etc.]./ Practise saying x, pay attention to [stress/rhythm/etc.]. / Practise saying x with correct [stress /intonation/etc.]. / Practise saying x with [contracted /weak forms/etc.]. / Practise saying x with a partner. / Practise reading it aloud. / Practise the polite way of asking.

Practise the conversations. Your teacher will give you a role card. Prepare what you're going to say, then act it out. / Practise the conversations again. /Practise the conversation. Then close your books and do it again.

Practise with a partner. / Practise the conversations with your partner, paying particular attention to x. / Practise x with your partner. / Look at the tapescript on p # and practise the conversations with a partner. B should try to sound sarcastic. / Close your books and practise with a partner.

Practise x on your own. / Practise x in groups of three. / Practise x with other students.

Listen and practise x. / Listen and practise saying x in pairs.

Then practise again using x.

Make sentences about x. / Make sentences using x. / Make sentences using x. Join the sentences with y and z.

Make conversations. / Make similar conversation with x. / Make more conversations with x. / In pairs, make conversations from the chart. B needs to decide how to sound –

[sincere/sarcastic/etc.]. / Make similar conversations between X and Y. Use the prompts and x.

Make a list of x and discuss with your class.

Make comments about x. Some of your sentences might be [indirect questions/etc.].

Make suggestions. Use x.

Make true sentences about x starting with y. / Make true sentences with x.

Make a sentence about x. Add [because/etc.] and say y.

You have a friend at your house. Make him or her feel at home! Offer some of these things. The introduction preceding the instructions serves to give the background and present the situation which requires specific usage of language.

After each one (conversation), discuss these questions. / When you have finished, discuss these questions. / In groups, discuss the questions. / Listen to the four people. After each one, discuss these questions.

Discuss x with your group. / Discuss x in groups. / Discuss with your group, then with the class./ Discuss x with a partner and then with the class. / Discuss in groups and share information. / Discuss x with a partner. / In groups, discuss one of x. / Discuss with your teacher and other students how you x. / Discuss as a class. / Discuss x as a class.

Discuss the problem on the card until you all agree on what to do next.

Keep discussing until x. You might succeed, or you might fail!

Discuss what happens next in the stories. / Discuss what to tell your parents about x.

Your teacher will give you roles. Students A, B, C and D work for a company called x. Student E works for a market research company. Student F works for an advertising agency. Look at your role cards. Discuss what you know, and use your own ideas to plan a campaign. Even if the instructions for the task are more complicated, the words used are simple and they reiterate, e.g. word "work". There is no need for showing the

richness of the language, because the aim is that the students should understand. Outside the classroom, an ellipsis or a substitution would be probably used, however for the purpose of clarity, it is not done here.

Discuss these questions and try to work out the rest of the story.

Tell the class. / Tell the class x. / Tell your group. / Tell the similar x around the class. Begin with these sentences.

Tell the class x, using y.

Tell x to a partner in your own words. Use the pictures to help.

Tell the class about x. / Tell your partner about x. / When you've read x, tell your partner about it.

Tell each other about x, using your answers to y to help you.

Tell x to the class. / Tell x in your own words. / Tell x to a friend.

Tell the class, paying particular attention to x.

Tell the class and show any photos you have brought.

Work with your partner to retell x in your own words, using the pictures to help.

Imagine, you are at x you read about. Tell your partners what you can see.

Look at the pictures only and tell the story again.

Choose a few nationalities that you know. First describe them in stereotypical fashion then discuss how much you experience of them fits the stereotype. What is your nationality stereotype? Are you like that? The instructions are structured to make clear what is supposed to be done first and what next. All the ideas to the following discussion are set at the beginning so that the students are not disturbed during the discussion.

Describe x. / Stand up and describe x. / Describe x on p #.

Describe x in your own words.

Describe someone in the room. Who is it?

How would you describe x?

Describe x to the class.

Work with a partner and try to describe each one.

Find a picture in a magazine, or use the one your teacher gives you. Describe it to a partner, without showing it. Can your partner draw it? The last part of the instruction is set as a challenge more than an order. It might provoke the students' willingness to fulfilling the task more than an ordinary direction to do something.

Use x in your response. / Use different ways of x.

Work with a partner. You are in x. Use these situations. Change roles after three conversations.

Use the photos to introduce x. / Use x to talk about X with your partner. / Use x to ask and answer about y. / One of you is going on x. The other sets lots of problems. Use the ideas below to help you.

Use x and give more information in your replies.

Use x, summarize y, but don't give too much away.

Compare x.

Compare and exchange x.

Work out and compare x, and decide on y.

Compare with a partner.

Compare x with another student. / Compare x with a partner. / Compare x with the class. / Compare x with a partner than the class.

Compare x using [comparative forms /superlative forms /etc.].

Compare it with x.

Compare x and y, using your answers.

Compare and swap x.

Complete x.

Complete the questions then ask and answer them about x.

Interview each other.

Work in groups to prepare an interview with X.

Have a class debate.

Have more conversations. / Have conversations with a partner. Phone [a hotel /a bank/ etc.]. / Have similar conversations.

Think of three questions to ask your partner about each of x. Have conversations. Try to sound interested and keep the conversation going.

Act x.

Act x to the class.

Work with a partner and act out x together.

Try to remember more of each conversation and act some of them out with a partner.

You could act some of x out and make them longer!

Begin with x. Act out your conversations to the class.

Learn x by heart and act it out to the class. / Learn two x and act them to the class.

Choose one of x on p #. / Choose one of x in y and make it longer. / Choose one of x and make up a conversation using y.

Choose two x and learn them. / In pairs, choose two of x and talk about: x_1, x_2, x_3.

Choose some of x in y on p #. Practise them with your partner. / Choose some of x from exercise # and continue them.

Choose x. Then ask and answer questions about x_1, x_2, x_3 etc.

Choose from the list below and have conversations.

Choose a topic you feel strongly about, something local to your situation perhaps, or one from this list.

Choose a card. Then choose someone in the room and discuss with your group how you think he or she would react in that situation. Write down their prediction. When is your turn read out the situation card to the person you chose. Ask him or her how he/she would react. If your prediction is right, your group scores a point. If it is wrong, challenge them and explain why you are right. The whole class votes to make a final decision. The game needs longer introduction and clear instructions. Everybody must understand before they start playing. It is explained step by step and the sentences used are short. The teacher will probably re-explain and make sure everybody understands before the game begins, however the instructions used in the book should be sufficient for understanding the task.

Continue x.

Continue reporting x.

Continue x with a partner. Use y with the other z on the list.

Conduct a survey of x of your class using y.

Explain x.

Explain x to your partners from the other groups. / Explain x to a partner who read the other x. / Explain x to the others in your groups.

Read the situation on the card below and talk together until you all agree on what to do. Your teacher will give you next card with more information and more decisions. Keep discussing each situation until you get to the end of the activity.

Read the letters around.

Share [experiences /ideas/etc.] with the class. / Share x with a different group and explain the meanings.

Share [experiences /ideas/etc.] as a class.

Roleplay x with your partner.

Roleplay [a conversation/being customers and waiters in a restaurant/etc.].

Pay attention to x.

Brainstorm ideas as a class.

Appoint a spokesman from each group.

Notice x.

Find out about x.

Find people with the same x as yours.

Find a partner from the other group and report what you heard.

Match x with y to [make sentences /tell X's life story/etc.].

Play the x game around the class.

Justify your x.

Report x.

Report x, using y.

Buy the things you need in the market. Take turns to be the seller. It is not necessary to introduce a task with information that the students are going to have a role play or they should imagine a situation. Everybody understands that they are going to pretend.

Begin like this.

One of you is X.

Plan x. Include information on y.

Remember to add x.

Work together to agree on x.

One of you is X and the other is Y. Continue their conversation.

With a partner, think of a reason to get together this weekend. Arrange a day, time, and place to meet. When you have finished, tell the class when and where you're meeting.

When you have finished, swap information.

Do a class survey. Go around the class. Everyone must make a statement about themselves or give an opinion about something. The others in the class must respond.

Recite the poem around the class.

When you're ready, conduct the debate.

Take turns to read aloud x and give an exaggerated reply.

Suggest x for y.

Your teacher will give each of you a card with information about the murder. You can't show your card to anyone else, but you can say what's on it. Work as a class to solve the murder. The best way to do this is through cooperation, knowing when to speak and when to listen. When you have finished, discuss these questions.

In groups, prepare to give a presentation to the rest of the class using some of the vocabulary you have practised.

Work with a partner to try and predict what happens.

9.3. Reading

Read x. / Read the title and x below.

Read x around.

Read x more carefully. / Read the information about x carefully.

Read x with y.

Read x on this page. Are the sentences true or false, according to x?

Read x quickly. The mentioning of the pace of reading is an important part of the instruction. As it was mentioned in the theoretical part, while provided with lesser time for a task, the students need to work in different ways than usually which contributes to their language progress. Especially with reading, they learn to predict and guess, which is an important skill applicable in real life.

Read x to the class. / Read x to another pair.

Read x. Where do x - y go?/ Read x. Who is writing? Who to? Where is he?/ Read x. Who are the people? Why was there a newspaper story about them?

You can read x.

Read through these lines of x.

Group A read about x. Group B read about y.

Then read x aloud.

Quickly read x.

Read about x.

Read and listen.

Read and listen to x. / Read and listen to x again.

Read x. Use a dictionary if necessary.

Read and comment on x.

Read x. Match them with y. / Read x and match them with the correct y.

Read part one of x and answer the questions. Read part two and answer the questions. Read part three on p #.

Read x and decide on y.

Read x and check your answers.

Read x and put y in the correct place.

Read x. Put the events into chronological order. / Read x and put them in the correct order.

Read x and discuss, which is the best word to complete the lines. Use a dictionary if necessary.

Read x aloud to each other, concentrating on y.

Read x and number them in order.

Read x. Explain them.

Read x to find out.

Read aloud x. Guess who wrote them.

Read x and note any features that are typical to x.

Read x and reconstruct it with a partner. Read y and compare it with yours.

Read the text about x. Write a topic from A in the paragraph headings 1 – 6.

Read them aloud and write them.

Read x and complete it using y and z in the box. / Read and complete x about you.

Read x aloud to the class and compare ideas.

You are going to read about X and Y. / You are going to read about X and Y. The x below appear in the texts. Try to guess which x go with which y. Write X or Y.

You are going to read and discuss x.

Read x and add y to z.

Listen and then read x aloud, with feeling.

Look at x. / Look again at x. / Look at x. How important is each one to you? 1 = very important; 5 = not important. / Look quickly at x.

Look at x and read x quickly.

Look at x. Find more examples.

Look quickly through x.

Share your x as a class, reading some of them aloud.

Take the roles of A and B and read the conversation aloud, using x to help you.

Find x. / Find examples of x. / Find x and put the symbols on the letter.

Find x in the text. / Find more x in the texts and underline them. / Find x in the text that match y. / Find similar x to these in your article.

Find out about x.

There is one mistake in each of these sentences. Find it and discuss why it is wrong with a partner.

Match the photos with a part of the text. – The students are expected to read even if it is not explicitly expressed within the instruction. However, it is clear that the reading part is necessary for fulfilling the task.

Match x with y.

Match x to make y.

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Write the correct question heading for each paragraph. Once more, the task is to read the text to be able to come up with a fitting heading. Even if the writing task is the only one explicitly mentioned in the instruction, it is the reading which must be done.

Put x into the story.

Put the paragraphs of x in the correct order. / Put x in the correct order. There is more than one answer. / Work together to put x in the correct order.

Here are eight x. Decide which four are about your article.

First decide x. / Work with your partner and decide x.

Practise reading aloud x with a partner. / Practise reading x aloud, taking turns to read a verse each.

Do the quiz about x. Circle a, b, c, or d. Turn to p # and find out y.

Check x and put y in the correct order.

Check x in the text. / Check your answers to exercise # and #.

Compare x about X: Work with a partner and find differences in y.

Turn to p # and compare x.

Compare x using your answer to exercise #.

Study the text again and answer the questions about x.

Underline x and y which helped you decide.

As you read, underline at least three things that you find [interesting /surprising/ etc.].

Choose the most suitable x.

Divide x into paragraphs, then match the paragraphs to y.

Summarize each x in three or four sentences.

Mark x. Practise saying them.

Complete x with a suitable y from exercise #.

Answer the questions on x.

Tick x which appear in y.

What do you think the article will be about? The sentence instructs the students to predict on the basis of the title or the context. The tasks are often complex and contain a pre-task and a follow-up activity.

According to x, are these statements true or false?

Discuss what happens next in the stories.

Think of a heading for each one and compare them with others in the class.

9.4. Writing

Write x. / Write the x your teacher says. / Write x you hear. / Write a description of x. / Write questions with x and y. / Write x that are true for you at the moment. / Write a postcard to a friend. Write about x. / With your partner, write x that include y. / In your team, write x comparing y. / Then write a text similar to x, giving your own opinions. Write about 150 words. / Write x. Write 150 – 200 words.

Write x from the box. / Write x from exercise #.

Write the x in the correct place. / Write x in the correct place.

Write about x. / Write questions about x. / Write about x, using the adjectives. / Write similar questions about x. / Write a paragraph about x. / Write a similar letter to a penfriend about x. / Then write about it. / Write four paragraphs about x. Begin each paragraph with y. Write 100 – 150 words. / Write a talk about your [future plans/ dreams]. Mark x and y.

Write down x. / Write down three reasons x. / Write down on a piece of paper three things x. / Write down x on a piece of paper, and give it to your teacher. / Think of five things that x. Write them down.

Write the questions for your quiz in your group.

Write your CV and a covering letter for a job that you would really like to do and are well qualified for.

Write an informal letter to another student in the class (about 250 words). Ask a few questions about the other person's life, and then give some news about yourself. Invite the other person out, and give some suggestions for a time and place to meet.

Brainstorm the arguments for and against one of the topics below. Then write an introduction, the pros and cons, and your conclusion (about 250 words).

Write x in about 200 words. First write some notes about it. Next write some personal opinions.

Write an email to [book a room in a hotel].

Write an email to X. Give x, describe y, and say z. Ask about x.

Write a paragraph about you. Use x to help you. / Write questions to ask your friend about x. Use all of y. / Write the story using x. Use as many [adverbs/adjectives] as you can. / Write a postcard to X, but use y once only! / Write x. Use y to help you. / Write x in about 250 words. Describe it and give reasons why you like it. Use y to link your sentences. / Use x to help write X's biography. Use x to help link your ideas. Write a biography of x that interests you.

Write x using the prompts. / Write a paragraph about x using y. / With a partner, write some conversations for these situations, using x. / Write x again, using the correct form of y.

Write x and compare with a partner.

Write x and read it to the class.

Write x. Include y. / Write x. Try to include some y. Mark z. / In groups, write a short newspaper article for one of these headlines. Include some of x you have practised.

Write x. Check your work carefully for mistakes!

You are going to write x. / You are going to write for and against essay. Write a list of pros and cons for one of these topics. Use your ideas from x to write four paragraphs. Write about 250 words. / You are going to write x. Before you begin, think about these things.

Research and write about x.

Choose a subject and write a 230 – word essay. First, brainstorm arguments for and against. Then organize your arguments into a plan. Make sure you write a general introduction to the issue and paraphrase the essay question. Use phrases you found in exercise # to introduce arguments, and the linking words in exercise #.Try to illustrate you arguments with examples. State the arguments you agree with last. Make sure you summarize the main idea and give a clear opinion in your conclusion.

Work with a partner and rewrite x to [make it more natural].

Read their reply and write back to x.

Make notes of x. / Make some notes about x. / Make notes to answer x.

Make a list of x. / Make a shopping list each. / Group A make a list from X's point of view.

Make true sentences about x

Make a similar chart for x.

Make them into x.

Complete x. / Look at the pictures and complete x.

Complete the sentences about x.

Complete the sentences below with x. Use as many different ones as possible, but not always! / Complete the text with x.

Complete this sentence in any way you can. / Choose extract B or C on p # and complete x in 200 – 300 words.

List x.

Rewrite x with y in brackets.

Rewrite x about y.

Rewrite x and make it sound more y by [changing and adding adjectives and adverbs].

Rewrite x in a more suitable way. / Rephrase x in different ways to make them more emphatic.

Which parts sound too informal? Replace them with x.

Use your notes to write a paragraph about x. / Use x to write y for X. Write about 200 words. / Use x from exercise # and y below.

Summarize each x in one or two lines.

Combine these sentences about x to form a natural sounding paragraph.

Fill in x.

Put x in order, and write them into y.

Put x into the correct place in each paragraph.

Divide the information into five paragraphs.

Continue x with one of these lines.

Continue rewriting x, adding more detail to make it more interesting.

Join x in different ways using y.

Organize x into logical paragraphs with logical linkers. End x with y.

Match and write questions a – f from p # with answers 1 – 6 in x.

9.5. Grouping

[Work] alone.

[Discuss/work/etc.] with a partner. / Work with a partner. Take it in turns to be the operator. / With a partner, [discuss x/do x/etc.].

[Discuss/ask and answer/etc.] with another partner. To follow the instruction the teacher should set the rules for making different pairs.

[Discuss/work/etc.] with a partner, then with the class. / [Discuss/work/etc.] with your partner and then the class.

[Discuss/work/etc.] in pairs

[Discuss x/work/etc.] in groups. / [Discuss/work/etc.] in groups A – D. / In groups, [discuss x/do x/etc.].

[Discuss/work/etc.] in groups of (number). / [Discuss/work/etc.] in groups of four. Three of you are x One is y.

[Discuss/work/etc.] in (number) groups. The size of the groups must be specified to make the instruction utterly clear. When it is not written in the instructions, the teacher should group the students.

[Discuss/work/etc.] in two groups. Group A: Read about the singer. Group B: Read about the writer.

[Discuss/work/etc.] in small groups. Even this instruction will be probably specified by the teacher to make clear what the term small groups mean. Students can be charged with the task of grouping as well in case they are competent enough.

[Discuss/work/etc.] in teams.

[Discuss/work/etc.] x as a class. /[Discuss/work/etc.] together as a class.

[Discuss/work/etc.] with your group, then with the class.

[Talk] to a partner.

Find a partner from the other group. / Find a partner from each of the other two groups. / Find partners from the other two groups. / Find a student from the other two groups.

Divide into # groups.

One half of the class will be x, and the other half y.

9.6. Grammar and vocabulary

When is it a? When is it an? The wh-questions are useful. They combine an opportunity for speaking with explaining grammar, defining a vocabulary item etc. With higher level students, they might often replace the usual instructions. A question presents a variety to a usual order; in this case it could read "Name the days of the weekend." The question sounds less strict. Several examples of wh-questions that are used to instruct the students are quoted.

What is the Past Simple of these irregular verbs?

What day was it yesterday?

Which list has plural nouns, A or B?

What is going to happen? Use the verbs.

What happens when the adjective ends in –y?

Which two tenses are used in the text? Give examples of both.

What are the past forms of the verbs from the article? Which are regular? Which are irregular?

What tense are nearly all the verbs in the article? How do we form the question and negative? Write the Past Simple of the regular verbs.

These adjectives are irregular. What are the comparative and superlative forms?

How many sentences can you make from the chart?

Which of these inventions do you think is the most important? Mark them 1 for the most important to 8 for the least important.

How could you describe the following both honestly and tactfully?

Which parts sound too formal? Replace them with words on the right.

What is the British English for these words? Use a dictionary if necessary.

Where possible, change the verb forms in these sentences from simple to continuous or continuous to simple.

Complete x.

Complete x in y. / Complete x in a suitable way.

Complete x with y. / Read and complete x with y. / Complete x with y from the box below. Careful, only six of y are used. / Complete x, either with y, or with z.

Complete x about y.

Complete x using y.

Complete x for y.

Complete x from y.

Complete x to describe y. Use z from the box. / Complete x using y. Use each y once only.

Complete each of x to show y.

Complete the sentences. Use the idioms above. If necessary change the form of the verb. The first letter of each missing word is given.

Complete x and compare y.

Match x and y.

*Match x in **A** with y in **B**.*

Match x with y. / Match x in A with y in B and z in C.

Match [halves/parts/etc.] to make sentences.

Match x to y.

Match [the sentence halves/parts/etc.].

Make [sentences/questions/etc.]. / Make correct x. / Make [polite/negative/etc.] forms of x.

Make [sentences/questions/etc.] with x.

Make a list of x. / Make a list of as many x as you can think of. Use y to help you.

Make more incorrect x. Give them to a partner to correct.

Make x using y. Join x with z. / Make x more [polite/emphatic/etc.]using y.

Make x by combining [words/expressions/etc.] from A with as many y as possible from B. Use your dictionary to help.

Make [negative/positive/etc.] x about y.

Make x more [polite/emphatic/etc.]. Use y.

Make x to illustrate the meanings to the other group.

Make x more [interesting] by adding y.

Tick x.

Tick the correct x.

Say x.

Say x round the class.

Look at [plurals/infinitives/etc.]. Say [plurals/infinitives/etc.] of the other words in exercise #.

Say all x.

Write x. / Write the correct x. / Here are the answers to some questions. Write the questions.

Write down x.

Write x in y.

Write x in. / Each of x has one y missing. Write it in.

Write x about y.

Write x or y.

Write [Past Simple/infinitives/etc.] form of x.

Write x that show different meaning.

Write [synonyms/antonyms/etc.] for x.

Write x, using y.

Write ↑ if [question tag/intonation/etc.] goes up and ↓ if it goes down.

Write definitions of x and test the other students. / Write [opposite/negative] of x. Remember that y.

As a class, write all x that you know on the board.

Write x next to y. / Write x next to y according to z.

Read x and write y that fit best.

For each x, write y.

Write x to illustrate their [use/differences in meaning/etc.]. Use y.

Rewrite x.

Rewrite x with y. / Rewrite x, beginning with y.

Rewrite [sentences/structures/etc.] as one x beginning with y.

Rewrite x using y. / Rewrite each x in different ways, using y.

Rewrite x as [relative clauses/indirect questions/etc.]. Leave out y if possible.

Correct x.

You will hear incorrect x. Correct them using y.

Correct the mistakes in x.

Correct each other's x.

Use x to [write/form/etc.] y. / Use x to make more y.

Use x to write [sentences/text/etc.] about y.

Use x in [answer/sentence/etc.].

Use x. / Use x once only.

Use a dictionary, if necessary. / Use a dictionary to help you guess. / Use your dictionary to check new words. / Use your dictionaries to find x. /Use a dictionary to help.

Use x once only. Where do you think is the best place to use it?

If you x, use [present tense/past tense/etc.].

Use the prompts to x.

Use either x or y. (If both are possible, use y.)

Use x to help you.

Find one piece of information about x.

Find x in y. / Find one mistake in each x. / Find the mistakes in A. Use the symbols to mark them, but don't correct them. / Find [words/expressions/etc.] in the text which

mean the same as the following. / Find [colloquial words/formal expressions/etc.] in x and express them less [colloquially/formally/etc.].

Find x that completes y.

Find words for x.

Find examples of x. / Find examples of x and y. / Find examples of x, y and z in [tapescript/text/etc.]. / Find more examples of x.

Find [words/expressions/etc.] with similar meaning. / Find [words/expressions/etc.] that mean approximately the same as these.

Find more x and underline them.

Find x about X.

Find [words/word pairs/etc.] linked according to meaning.

Find x to replace y.

Find [idioms/phrases/etc.] and try to work out their meaning from the context. Use a dictionary if necessary. .

Find x which [introduce/describe/etc.].

Choose x. / Choose the best x. / Choose the correct x. / Careful! Choose x.

Choose x to complete y. / Choose x which completes y correctly.

Choose x and give a definition to the class. Can they guess x?

Choose x and write y using x.

Choose x and make them longer.

Choose x to describe y.

Choose the correct x to complete y.

Choose x to illustrate y.

Put x in the correct order.

Put x in the correct place in the sentence. Where necessary, change x to y.

Put x into [box/tale/etc.].

Put x in brackets in [past/correct form/etc.]. / Put x in brackets in [past/correct form/etc.] and make any necessary changes.

Notice x.

Notice that x.

Check x in your dictionary.

Check the meaning of x.

Check any new x. / Check any unknown x.

Check x. Demonstrate some of them.

Look at x. / Look at x. Can you guess their meaning?

Look for x.

Look at x and find y.

Look at x and write y.

Look around the room you are in. Find x.

Look them up in a dictionary and check the pronunciation.

Look at the words that go with x, y and z.

Underline x. / <u>Underline </u>x.

Underline the words or expressions the writer uses to introduce recommendations.

Underline [relative clauses/etc.]. Explain the use of commas.

Underline x that [expresses/introduces/etc.] y.

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Underline x in y. / Underline all x in y.

There are six paragraphs. In each one, underline [words/expressions/etc.] that would be useful when y.

Underline the examples of x.

<u>*Underline*</u> *and correct the mistakes.*

Read and complete x with y.

Read x and correct the mistakes.

Read x and choose y.

Read x and discuss whether they should be completed with a [defining or non-defining relative clause/definite or indefinite article/etc.] or whether both are possible.

Read the dictionary entry on x. Use it to help you decide which of y are correct.

Read [text/article/etc.] and put x into a suitable form.

Read and listen to x in American English. Try to convert them into British English.

Describe x.

Mime x to your partner.

Compare x.

Compare x with a partner.

Compare x using [comparative/superlative] forms of the adjectives.

Compare the use of x.

Compare the use of x in y.

Compare x. Which y are used? Which sounds better in context?

Discuss x.

Discuss x. There are several possibilities.

Discuss which x best complete y.

Discuss the meaning of x.

Draw a line between x and y.

Express x in [more formal English /etc.].

Join x with y.

Join x in different ways using y.

Mark x in y.

Replace x with y. / Replace the underlined x with y. / Replace some of x with y. /Replace x in italics with suitable y. / Replace x with y. Make any necessary changes.

Rephrase x. Use the prompts.

Rephrase x so that they sound [softer/etc.]. Use y.

Rename x according to y.

Explain x to X.

Explain how.

Divide x into y and z. Use a dictionary if necessary.

Divide x into y groups.

Take turns to x.

Think of x.

Ask for x.

Ask for x using y.

Change x using y.

Add x to y.

Identify x in y. / Identify x used in y.

Reply using x.

Label x, using y.

Extend x to illustrate y.

Swap with a partner.

Test your grammar.

Study x and find y.

Link x with y.

Note all x.

Try to use x for y.

Do the same with x.

Place x in the correct place.

In pairs, decide which [line/part/etc.] in B best continues [line/part/etc.] in A.

Circle x.

Before you listen to x check that you understand [words in italics/highlighted parts/etc.].

Fill any gaps with x.

Give some more examples.

9.7. Other tasks

Look at x. / Look at x again.

Look at x and find y.

Look up [new words/phrasal verbs/etc.] in your dictionary.

Don't look at x.

Look at x on [the right/the left/etc.]. / Look at x on p #.

Look in [your bag].

Look around [the classroom].

Look out [of the window].

Go to x. / Student A go to p #. Student B go to p #.

Complete x.

Complete x with y.

Complete x and mark y.

Point to x.

Find x.

For every x, try to find y.

Find x on [the map/the page/etc.].

Find x in [the text/in the room/etc.].

Find x. Bring it into class and tell the class about it.

Tick x. / Tick the correct x.

Cross x.

Cross out x in y.

Learn x.

Learn x by heart.

Stand up! The sort of instructions that leads to physical activity is often used with small children, with Total Physical Response method or in games. It is a good means how to excite the class.

Close your [eyes/books]! Closing the students' eyes might be really helpful during listening exercises. The other senses sharpen and the students are able to perceive more. The instruction is used mainly before listening exercises.

Close your books and close your eyes.

Close your eyes and think about x.

Sing x.

Sing x to X.

Show x. / Show X.

Don't show x!

Mime x to your partner.

Follow [the instructions/ the directions]. This instruction might function as a simple order to explain the students what they are supposed to do, or alternatively, it might be used as a rebuke. The difference lies in the intonation of the speaker and in the context. However, as the instruction is written in a textbook, it is certainly not understood as a rebuke.

Think of x.

Think of x that you would like to tell people about. It could be y, z, etc.

Think of x for y.

Think of x. Draw a plan of it on a piece of paper.

Cover x.

Memorize x.

Copy x.

Use x. / Use x to help. / Use x if necessary.

Use x from exercise #.

Use x to add y before and y after each sentence.

You will use x later.

With a partner, draw x on a piece of paper.

Choose x. / Choose one x only. / Choose x you think are/is correct.

Choose x for each y.

Choose someone in the classroom, but don't say who.

Choose from x. / Choose x from y, but don't tell your partner.

Each group choose x and learn it by heart.

Write ✓ or ×, then look at the answer key.

Write x from y according to z.

Write down all x you know which contain y.

Write the words from x beside their [phonetic transcription] in y.

Compare x. / Compare x in groups.

Compare with [the class/ a partner/other pairs/etc.]. / Compare your x with X's.

Pay attention to x.

Check x. / Check you know x.

Check x with [your teacher/ a partner/etc.].

Check your answers to exercise x. / Check your answers on p x.

Imagine x. / Imagine you are x.

Translate x.

Name some x.

Name x in [the photo/ the picture/ etc.].

Test [your partner/ the other students/etc.].

Begin like this.

Put x in order 1 – 6.

Put ✓ or × in x.

Put x or y after each z.

Put the x events in chronological order.

Which ones do/don't x? Put an ×.

Give x to your teacher.

Give any x that you know.

Your teacher will give you x.

Do or mime x to a partner.

Do the quiz to discover x. Write Y for yes, N for no, and S for sometimes.

Make x.

Make guesses about x.

Match x in A with y in B and z in C. / Match x with y.

Match x and y.

Mark x.

Mark x on y.

Mark x true, false, or don't know.

Decide on x.

Decide whose x is [the best /the most interesting/etc.].

Prepare x, then be ready to y.

Underline x.

Underlie x in y.

Remember x. / Try to remember x.

Notice x.

Ask your partner to x.

Answer x.

Research x about y.

Research x of y.

Divide the blackboard into # parts.

Appoint x to y.

Turn to p #.

Number x 1 – 5.

Devise x. Choose y of your own, or one of the following.

Add x of your choice.

Can you work out x?

10.   Lesson Instructions

Instructions used in English classes differ from textbook instructions in many ways. A significant feature of a classroom instruction is that they are produced and received in the same time and they are based on the situation. The teacher can aim the instructions directly to the students he or she knows. The instructions can be modified according to the conditions; they can be reformulated, clarified and commented on. The students are important partners in the process of instructing.

The list of instructions used in English lessons is aimed to serve as a sample of the observed lessons. The instructions listed in this section were gathered by the author while visiting forty-four English classes. The age of the observed students varied from 7 to 18 years old and the language levels ranged from A1 to B2. The classes took place at elementary schools and grammar schools in Jirkov, Chomutov, Březno u Chomutova, Chanov and Praha. Two individual lessons for three students aged 8 and 9 were also included. There was a native speaker, twelve women and two men among the fourteen observed teachers. Several lessons were held in English only, while some of the teachers used Czech widely. The Czech instructions were used mainly for organization, classroom management and clarifying ambiguities, however, some teachers used Czech more than English and the students were not accustomed to communication in English. The Czech instructions are not listed. The majority of the used instructions were not generalized in the manner the textbooks instructions were. As the instructions used in practice are often personalized and aimed at a concrete goal, generalization would divest them of their significant feature which is the adaptation to the situation. Proper names were replaced with symbol X and x was used also for unimportant details. The numbers of pages or exercises were replaced with #. Other parts of the instructions were left unchanged. On the other hand, identical and much alike instructions were left out. Due to the fact that many nonverbal devices were used in the classes, the author included them in the list too. They are referred to at the end of each part and they are marked off with not being written in italics. The instructions were classified in the same manner as were the textbook ones, nevertheless one category was added. As the teachers need to manage the class, they use variety of commands to deal with the

students' behaviour. Rebukes, corrections, reminders and telling-offs were used quite often hence the author decided not to integrate them into the Other Tasks category. Although the rebukes were mostly uttered in Czech, some teachers use various English and nonverbal means to maintain order in the classroom. Unlike textbooks, which do not contain instructions to solve behaviour as they cannot react to it, teachers use such commands very often. Every teacher develops their own strategy how to deal with students' behaviour and they adapt the commands to the class they teach.

Many observed teachers used the English language only, a few also addressed students mainly in Czech during the classes, which is commonly understood as improper. However, there were situations in which the Czech language helped to reach the aim better. A definite rule about using the L1 in instructions probably cannot be given. It is important to find an effective balance between exposing students to the correct language input and making the instructions as clear as possible.

The native speaker's lessons took place at a grammar school in a class with 16 year old students present. Even if the teacher was the only native speaker whom the author observed teaching at a Czech school, it is possible to point out several differences which can be found when comparing her lesson managing with the others. She was addressing the students only in English even if she knew some Czech words and phrases. The lesson did not have strict rules and the students felt free to ask the teacher many questions. She was trying to involve the students into the discussion as much as possible and the majority of tasks were set with help of questions. The class resembled a seminar or a colloquium more than an English lesson as the teacher wanted everyone to take part.

As the observed lessons were of various types, the communication between the teachers and students differed a lot. The instructions used at the primary schools were usually short, often repeated several times and frequently translated to the L1 if not uttered only in the mother tongue. The teachers mostly used fixed phrases, simple orders and questions. On the other hand, the instruction used during the individual lessons for the three primary school pupils were given in English and it was obvious that the pupils are accustomed to that. The advantage for the teacher in the individual class is that there is

much more time for the pupils and space for individual approach. The pupils were also approximately on the same language level and they were used to addressing the teacher in English when they wanted to ask a question or needed further explanation.

Rather different classes were witnessed by the author at the primary school in Chanov, which is attended mostly by pupils of Romany origin. The school is situated in an isolated part of the town of Most, where a Romany community lives. The pupils are rarely in contact with English elsewhere than at school and the pace of the lessons is quite slow. The instructions given differ mainly in the fact that the teachers use much more nonverbal devices and illustrative aids. Due to the temperament of the pupils a lot of songs, riddles and physical activities are included to prevent them to lose attention too often. Observing the Chanov classes was important for the author to confirm the assertion that individual and cultural specifics of students are a significant factor to be taken into account during the classroom communication and that it is very important for the teacher to adapt the lesson and the language used to the needs of the given students.

High percentage of the commands in children's classes was aimed at physical activity as moving, drawing or singing. Students at grammar schools were addressed mainly in English, the instructions were more complex and it was not necessary to repeat the assignments and the commands much. The instructions used were in almost all cases clear and understandable and the teachers were used to checking whether the students understood the assignments before any activity started. The checking was done usually in English too, though the majority of specifications or a further explanation was done in Czech. The author has witnessed only one lesson in which the usage of instructions was generally problematic. It was a lesson for 8 year old students at a primary school, where the teacher addressed the students partly in Czech and partly in English, however, she combined the languages in a way, which was confusing. She usually began an instruction in English, after few words she switched to Czech and did not check whether the students understood. When the children did not work well, she was changing the tasks frequently without letting the children finish anything properly. One of the most serious problems in the lesson was apparently lack of set timing. The students did not know how much time they should spend with particular tasks. As a result, every student

was working in his or her own pace on a different task without knowing what the teacher requires. Motivation and clear managing together with a bit of enthusiasm shown by the teacher would help to solve many troubles in the class.

To sum up, it proved evident that instructions are a crucial part of any lesson and teachers should be aware of the fact that with clear instructing it is much more likely to reach the lesson aim and to keep students engaged in the class. On the other hand, violating the theoretical rules lead to confusion and cause troubles with reaching the given aim. In addition, it was apparent that enthusiastic attitude and motivation help to push lessons forward.

10.1. Listening

X, do you think it is true?

Can you predict any information?

What do you expect to be said? Can you think about any arguments she could use to convince her parents? Make notes.

What do you think can occur in the listening?

Listen and repeat means?

I'll play you a song. Can you read the instructions?

Listen!

Listen! Listen carefully! The teacher changes her voice and sounds energetically in the second sentence.

So just listen, right? / Just listen. Don't read, don't write, just listen.

Listen once more.

We will listen now.

Now we're going to listen once more. Open your books at page # and look at the tapescript.

I'd like you to listen to another writer.

X. Listen to X all of you. / Let's listen to X. / Listen to me.

Listen to the radio and try to remember as many words as possible.

Today we are going to listen to a story.

Now, so we were listening to people and their problems and now we'll listen to the rest of the programme and answer some questions, so X, can you read the questions?

Listen and underline the correct words.

Listen and repeat after me. / Listen and repeat the words.

Listen and match.

Listen and match the numbers with the correct pictures.

Listen and check what you've written. Correct any mistakes.

Listen and write numbers.

Listen and fill the gaps.

Listen and mime.

Listen and show me the right picture.

Listen and put up the right pictures.

Listen and choose the correct answer.

Listen and then answer the questions.

Enjoy the listening! Ready, steady, go!

Open your textbooks, page # and we'll listen to some people. / Open your textbook on page #, let's listen again.

You're going to watch a 15 minute programme called X.

There is a story, you can see some pictures. I'll play the story.

Read the questions before the listening and make sure you understand them.

You will hear an interview with a famous film star. Close your eyes and listen carefully. You'll hear it twice.

You'll hear it just once, as in a real situation.

If necessary I'll play it once more.

Write down what you hear.

At first, write down the questions, then, you will listen and try to find the answers, right?

Focus on the intonation.

Close your eyes, it might help.

Use the tapescript.

The teacher touches his ears while preparing the CD. It is a sign for the students to listen.

10.2. Speaking

What can we do for our environment?

What does annoy your parents?

What about picture #, X?

X, how do you train your memory?

Say that after me. / Say after me.

Say it! / Say it with me.

Say at least something.

Tell us about X.

And now tell me your opinion.

Start talking, now!

Tell me what it is about.

Tell your partner about your experience.

Who knows the correct answer? Tell us!

Tell me what you are doing.

I'll ask you to tell me something about what you've been discussing.

I'll tell you the pronunciation and you'll repeat it.

X will tell us everything she knows about William Shakespeare.

Oh, come on, it's interesting! Speak up!

You can speak in Czech.

Speak English please.

You should be speaking for two minutes from now!

Start speaking.

Stop speaking. / OK. Stop speaking and you can sit down.

We will speak about animals.

Let's speak about your holidays.

One of you will speak and one will do pantomime, then you'll swap it.

You'll be talking about x.

Can I ask you to have the presentation? I'm sure you'll manage.

You're going to talk it through.

Stop talking.

Few more minutes for your talk.

You are going to ask and answer the questions.

Ask about X.

Ask and answer about the topic.

Ask your friend. / Ask somebody.

Ask about your partner's opinion.

Ask for a piece of advice.

I'll ask you a question and you'll have 40 seconds in your pair to discuss it.

Answer the questions and give advice.

Answer the questions in exercise #.

Answer the questions.

You have 2 minutes to ask and answer the given questions.

Imagine there is possibility of organizing the Olympic Games in our country. Find advantages and disadvantages and discuss them in pairs.

Imagine one of you is a famous star and the other is a journalist. Make an interview.

X and Y, come here and have the interview. Don't read it, just speak.

Interview your partner.

You'll run an interview.

Let's present the interviews.

We're going to have a class discussion.

You have to come up with something that would compare the things, come on, you know that very well.

Act it out. / Act the interview out.

So come on and act it out for us – it's better without the book.

Would you act it out?

You'll act it out.

Could you act it out for the class?

Decide whose idea is the best.

Decide who will be the speaker.

Decide within your group whether you agree or disagree with the statement.

One of you decides on one topic and you'll tell all of us.

One of you is going to describe the drawing as precisely as you can and the other is going to draw it according to the description.

Describe your partner.

Could you describe the picture, X?

Four minutes for the discussion.

Start your discussion, now!

OK, stop discussing.

Finish your discussions.

You'll be discussing in groups.

Now discuss the topic. Support your idea.

Discuss in pairs. / Discuss it within your groups.

Last minute for the discussion.

Try to be finishing your discussion.

Wait! You can't discuss the matter without definition.

Discuss in English!

Comment on the geography of Britain, X.

Could you comment on it further?

Repeat. / Repeat that. / Repeat, everyone. / So, X, repeat.

Could you repeat?

Repeat after me.

Give three reasons why.

Give me your opinion, X.

X, select one person and tell us what you remember.

In English!

Don't give up! Try to convince them!

Don't use Czech, please.

Fight for your opinion!

X, try to be polite.

Express yourself in a polite way.

We'll try similar conversations in pairs.

Try to pronounce it correctly.

Try to be fluent.

Spell it!

X, could you spell it for Y?

And the spelling is?

Explain it, please. / Explain the rules, X.

Find a place to have a conversation.

You can modify the story; you don't have to talk about everything.

Pronounce it, everybody.

You'll get cards with adverbs and you'll speak with your partner.

We are going to start the lesson with introducing ourselves.

Pick a slip of paper with a topic on it. Read the topic. OK, you have 2 minutes to talk about it. Start!

In your groups, agree on X. Everyone in the group must agree with the proposal, otherwise, you must persuade them or change your mind.

Intonate as if you were angry. We all should recognize the mood from your voice.

The teacher points with her finger to the student who should talk.

The teacher calls the students by their names with no other instruction to make them speak.

10.3. Reading

What they are talking about and what is the problem? The question is used to make the students prove they understand the text.

You were reading an article. Could you remind me, anything you remember?

X, now would you continue?

Read the article. / Read the instructions. / X, read the last article. / Read it one more time. / Read it. OK? / Read it again. / Yes, that's it. Read it.

Read what you've written, please.

Now we are going to read. / Now we're going to read the second part of the text.

Can you read exercise #, can you read the instructions? / Can you read the questions? / X, can you read exercise # for us? There are some questions so X, what are the questions? / X, can you read us the instructions, exercise #?

Could you read the instructions, X?

Open your textbooks on page # and read the instructions to the exercise #. Could you, X?

X, will you start reading, please? / Can you start reading X?

May I ask you to start?

Next, what about the second paragraph? Read it.

So let's start reading.

X, read it from the middle.

X, read the questions aloud, please.

Read it for the information.

You're going to read one by one in a row.

Read it slowly form the board. Start slowly! Pronounce carefully.

Read it carefully and answer the questions.

You're going to take turns while reading.

Read the questions, translate them and answer. / Read the instructions and translate them. / I want you to read the article and translate it.

Read and match.

Read and find the correct answer.

Read the correct answer to the question.

Read and fill the box. / Read the text and fill the gaps with the correct option. Only one option is correct.

Read the word and tell it quietly to your friend. This is a simple instruction to the game in which the pupils who are sitting in a row must whisper a word to their partner's ear. The last pupil in the row then utters the word aloud and they compare if the word is still the same as it was at the beginning.

Read the newspaper article and tell me what it is about.

OK, I'd like you to read the article and underline all differences that you find between teenagers then and now.

Underline the unknown vocabulary while reading.

Start reading your sentence.

So, X, let's start and I want you to read the article about y.

Look at the card and read it for yourself.

OK, ladies and gentlemen, you have 20 seconds to look it through.

X, continue, please.

OK, well done, you can continue.

X, go on.

Carry on!

OK, stop.

You can stop reading.

Please, finish it, X.

Translate. Don't read.

So I guess you'll need the tapescript, so check it.

So, Living on a houseboat (the title of the article)*, here we go, 3 minutes, enjoy!*

OK, X, please.

And the last sentence, X, try it.

Now X, next part.

Go through the text.

Skim it.

The teacher calls the readers by name.

The teacher points to the students who should start reading.

10.4. Writing

Write it down. / Write it down, everybody.

Write the topic of the lesson and today's date. What day is it today?

Write it bigger [on the blackboard].

Write what you hear.

Write a postcard to a friend.

Write names of five animals. / Write your name and your telephone number. / Write the new words. / Write numbers from 1 to 8. / Write the words from the chart.

Write five sentences about your friend. / Write a short text about your personal opinion. Support your ideas in the text.

Write a short story or a poem so that each sentence begins with the letters that you are given in the correct order.

Now take a piece of paper all of you and write an invitation to a party or whatever comes to your mind. Then swap the invitations with your partner and write a reply.

Write down arguments that you would use if you were her.

Open your notebooks and write two ideas how we can help and one idea how we destroy our environment.

X, take the marker and write the correct verb form.

Come to the blackboard and write it.

Listen and write. I'll dictate you the words and you'll write them down.

The topic is x. Write down everything that comes to your mind about it. Brainstorming!

Your homework is to write the sentences down. It will be 6 sentences.

Your task is to make a poster. Look at the steps. You've got about four minutes.

If you don't have any questions, you can start writing.

Copy that.

Put the phrase down.

Make sure you know what to write about before you start.

You can note your ideas before the discussion starts.

Fill in the crosswords.

How do you write it? Spell it, X.

Look at the picture and write the word.

Choose and write the correct word.

The teacher gives a student a marker. They know they are supposed to go to the board.

10.5. Grouping

Work alone. / Do that alone. / Try to work alone. / You should do that alone.

One at a desk!

Work on your own.

Work individually.

You have to work in pairs. / Make pairs. / Divide into pairs. / Now you'll work in pairs.

Please make pairs according to the colours. The students were given coloured slips of paper.

Work with a classmate from another group.

Choose a partner.

You're going to find your partner with the help of these slips of paper. Don't show your slip, read it and look for a suitable partner. The teacher gave each student a slip of paper with a famous person. The students were looking for a classmate who has a slip of paper with the famous person's partner, e.g. Romeo and Juliet, Tom and Jerry etc.

You'll speak with your partner.

You two together, you three together. The teacher is pointing at the students she wants to group.

Ladies together.

Four groups!

And now we'll make two groups. / Make two groups: boys and girls.

Make groups of three. The teacher is calling the members of the groups by their names.

Join the other group. / Join any group you want, but hurry up!

There will be three groups of three and one group of four.

I'll divide you into two groups. The teacher divides the students with pointing at them. She creates the groups nonverbally with imaginary cutting the class in the middle.

X, choose your teammates. There should be four members in each team.

X will join girls.

Boys will be working together and girls will be working together.

You're going to be divided in four groups.

OK, so I'm going to be nice and we're going to do it together.

10.6. Grammar and Vocabulary

[An English word]? The teacher wants the student to explain the word.

New word; and what does he do? The teacher wants the students to explain the occupation of the person whose job was mentioned in the text they were reading.

We haven't checked exercise #, can we start reading?

The active sentence was?

There is a picture. What is it?

How would you ask?

How do you write it?

What's this in English?

Can you look at the box and match the information?

What does it mean?

How do you say that in English?

How do we pronounce it?

Can you spell it for me?

Could you give me a past participle of x?

Could you explain the meaning? Don't translate, you can give an example.

What is the past form of x?

Is it regular or irregular?

Is this correct?

Is X right?

Is that right?

Do you agree?

Look at it once more and try to remember these animals.

Look at the snake! The teacher wants the student to correct himself according to a picture of a snake above the blackboard, next to which the third person singular rule is written.

You're looking for somebody with the same verb.

Give me the passive form of x. / Give me the English word for x. / Give me the Czech equivalent. /Give me a synonym to x. / Give me the main the verb in past participle.

Come here and show us where his stomach is. There was a picture of a man on the board. The students were practising body parts.

Copy the table from the board and fill the verb forms. Work alone.

X, can you read us...choose one sentence and read us what you have.

X, read the instructions for exercise #, page # and the others, listen! / Read the instructions for the next task. / Read your answers.

We'll read the answers one by one. X, could you start, please?

Change the word order.

Your task is to write the words if you think they are bad or not that bad and we'll discuss it.

So, please, fill exercise #.

Fill the gaps. / Fill it with the correct words.

Fill in the correct verb form.

Do the gap filling.

You're going to fill the gaps with appropriate phrasal verbs. Use your notes.

Use the dictionaries.

We can check it. So let's have a look, X, answer the question, please.

Check together.

Let's check it!

Put the verbs into the correct form.

Put your hand into the box, but don't look. Touch one thing and tell me what this is.

You have to divide the sentences into active and passive.

Don't forget to write active, passive, present, future [sentence].

Write it into the correct column.

Write down the new vocabulary items.

You've got the pronunciation and your work is to write the Czech translation.

Please, get ready your mini tests.

Guess the meaning according to the context.

Guess what this is. The teacher has a picture covered with a paper. Then she moves the paper aside a little bit and the pupils guess what there is in the picture.

Try to guess what the idioms mean.

Match these words with the pictures [on the blackboard]. Now go to your seats and write it down. / Match the word with the correct definition.

Choose one word and translate it.

Choose for or since.

Touch and say what this is. The teacher wraps a pupil's eyes with a scarf and gives a pen/a pencil/a rubber etc. to them.

Revise the adverbs. / Revise the alphabet.

And now tell me the translation of x.

Tell me what it means.

Tell me where the ball is. The teacher puts the ball in a box. Then she changes the position of the ball and asks the pupils: *Where is it now?*

Complete the table. / X, go there [to the blackboard] and complete the sentence.

Please, complete the sentences with the words form the box.

Make questions.

Make pairs of the words that go together.

Make sure you've checked your work for mistakes.

Please, be careful it's at both sides, one past simple and irregular verbs. I'd say about 8 to 10 minutes for you.

Doesn't matter, just try! The teacher encourages a student who was afraid to speak aloud.

X, can you translate?

Let's translate.

Yes, you can translate it.

The first sentence, please.

Just finish the sentence.

Draw a book. Draw a table. Draw a window. – The teacher dictates the things in English and the pupils draw.

Draw a monster. It has got big ears, two noses, small eyes, five legs etc.

Test your partner.

Correct it!

Correct yourself! / Correct X!

Name five animals. / Name a farm animal.

Underline the unknown vocabulary.

A teacher uses three fingers to suggest the student should use "s" in the third person singular.

A teacher crosses her arms to make the student change the word order.

A teacher shows behind her back with her forefinger to make clear the student should have used past tense.

A teacher shows two fingers to indicate the student should have used plural.

10.7. Other tasks

Who's absent?

Who's not here?

Open the windows please.

Open it. / Now open it again.

Open your textbooks and look at page number #. / Open your textbooks at page #. / Open your book, page #. / Open your exercise books, please. / Open your notebooks.

You can open your eyes now.

I'll say the alphabet quietly and you will stop me.

Tell me what you are supposed to do now, X. / Tell me what the capital of Wales is. / Tell me what your homework was. / Tell me who's missing.

Look at the board. / Look at the board, there is your homework there. So your homework is on page #, exercises #, # and #.

Look it up. / Look it up in your dictionaries.

Look here!

Look at me everybody!

Look at the pictures.

Now look at exercise #. / Look at page #.

X and Y, distribute the dictionaries. / X, distribute the tests, please. / I'll distribute the working sheets.

Everyone draw a weirdly looking person. Don't show each other.

Draw pictures.

You can't draw it.

Draw a slip of paper.

Show me Edinburgh on the map.

Show it!

You'll be given slips of paper each.

Give the chalk to X.

X will give you directions.

OK now give me a moment.

Each of you will get a blind map. Your task is to fill it.

Get ready.

Get up!

Get back to your seats.

Revise with your blind maps.

We're going to revise.

Put all the pictures into the chart. We're going to play Bingo.

Put down the chairs.

Put your pen under the chair.

Put your finger into the book and close it.

Put the chairs up.

So now, please put everything in your bags.

Everybody put up your hands if you agree with the statement.

Repeat the instructions.

X, come to the map and show us the river Thames.

Come and draw it on the blackboard.

Come to the blackboard.

Come here! / So, X come here and you'll show it on the map.

You'll be coming to the board one by one.

X, come and sit here.

Please, come here. / Now X come here.

Copy the chart.

Take your exercise books, page #, exercise #.

Take your tests.

Take your time.

We're going to take turns.

On Monday we celebrate the Earth Day. Take some comfortable clothes.

We're going to play a game.

We'll play the Bingo game. Get ready.

You're going to work with your books now.

Point to X. / Point to your nose.

You can sit down. / Sit down.

X, sit down, Y go there [to the blackboard] and correct it.

OK, let's start, exercise #. / Right now let's start.

You can start, girls.

X, you begin.

Two minutes to finish your work.

Who hasn't finished the task, do it as your homework.

We've got 10 minutes.

You should finish within 10 minutes.

Stop time!

Time's up!

Pick one.

Now please vocabularies (the teacher wants the students to prepare their vocabularies).

Number # all together please. /Exercise #.

X, what about next one? / X, next one.

Page #. / Page # in your exercise book. / Your student books, page #. / Page # all of you, page # now. Yeah, look at this page.

You have 15 minutes for that. / OK, so 30 seconds for you.

10 minutes should be sufficient.

Two more minutes.

Ten minutes until the ending.

Last minute!

Five minutes should be sufficient, maybe ten.

Turn the page.

Think about it.

Try it. / Just try.

Try to translate it.

Just try to remember this information.

Somebody tell me who is absent today.

X, could you find Y on the map?

Learn it by heart.

X, clean the blackboard please.

Would you clean the board?

Who's in charge? So, X, clean the blackboard.

Clean your desks and you can go. / Clean your desks and after the bell rings, you can go.

Colour the picture.

You can hand in your tests. / Hand it in.

Enjoy!

OK. Questions? Here we go – five minutes, enjoy!

Are you ready? Here we go!

Is it clear? X, what are you going to do?

You have to do it tomorrow.

Check the timeline.

Now we're going to check your homework.

Go away.

Ready, steady, go!

You can go back to your places.

All right, fine, here we go!

Help him.

You'll help each other.

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X, select one.

X, choose one – x or y. And now, translate.

X, switch off the light, please. / Switch off the light, X.

Back to your seats!

Stand up!

Mingle around, now!

Move here with your exercise book.

Watch it carefully!

Hurry up!

Quickly!

Second attempt.

Use your books.

Make a circle.

Make two rows. You should face your partner.

Feel free to use the dictionaries.

Prepare your vocabularies.

Click on it [the interactive board].

Wait!

Wait for your homework assignment.

We have a break!

Clap your hands!

Wave! / Wave your hands!

Jump! / Only girls jump now. / Boys jump, girls sit down.

Turn around!

Hide!

Mime!

Let me see.

Bend your knees.

Collect your homework. / Collect your exercise books.

Your homework! The teacher knocks on the blackboard where she has written the homework assignment.

The teacher points with his finger. The students understand he wants them to come to the blackboard.

The teacher calls up a student's name and gives him a marker. The student knows he is asked to go to the blackboard and to do the task.

The teacher waves her hands to suggest something is incorrect.

The teacher uses his hand to instruct the students to sit down at the beginning of the lesson. Meanwhile he is greeting them and asking who is absent.

10.8. Behaviour

Stop discussing! / Stop talking! / Stop that! / Stop making a mess. / Stop disturbing, I can't hear X speaking! / X, stop that! / Stop that, will you?

Would you stop talking you two?!

Shhh, please, X. / Shhh!

Don't look anywhere; it's in your head.

Don't you laugh!

Do not try copying your classmate's answers.

Don't cheat!

A toy for you. Whenever students misbehave, the teacher gives them a toy. It means she expects them to see her after the lesson. Sometimes the teacher does not say anything, just passes the toy. The students understand well and it works. The advantage is that the lesson is not interrupted and the trouble is solved later. The students with whom the technique is used are about 10 years old. It is an example of an instruction that was created by the teacher and it is not widely used so a stranger would probably not understand.

No cheating please!

Come here and do my job!

Be quiet!

Give it to me! / You three, give me your pupil's books.

Apologize to X and you can add "I'm silly." The teacher used this rebuke after a student called his classmate names.

Come by for special homework after the class.

Put it away!

Pay attention please!

See me after the lesson for extra homework.

Quiet!

Be quiet. The teacher touches her lips with her finger while saying that.

Calm down, please. The teacher waves her hands.

Take your things and sit next to X. Now!

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OK, so there's some more homework for you.

X, could you repeat what I've just said?

May I have your attention now?

Listen!

Behave yourself, X.

Hey, look at me!

Smile! The teacher is smiling.

Smile at me.

Don't be shy.

Wait for me! You can't leave the room alone.

The teacher claps her hands [knocks on the board/knocks on her table/hits her table with the class register] to gain attention or pacify the students.

The teacher uses long stare at the student who is misbehaving.

The teacher touches her lips with her finger without any words or noise to make the students calm down.

Conclusion

Theoretical principals of using instructions in English classes were presented in the first part of the thesis. As was shown, the way to the final instruction leads through teaching style, methods and strategies which the teacher takes into account before giving the final instruction. The second part is focused on the practical examples from the third edition of English textbooks New Headway and instructions collected from observing forty-four English classes at several Czech schools. The observations proved that applying the theoretical principles allows the teacher to instruct properly. The lessons in which proper and coherent instructions were used were mostly successful. The lesson in which the instructions were used randomly and without rules showed the importance of knowledge of the basic principles of instructing. Hence it is possible to state that the theory serves as a highly useful aid for the practical use. As the author stated in the theoretical part, even though the use of instructions is guided by many rules, it is also important to base the instructions on the knowledge of the students and to adapt the instructions to the given situation. A teacher should always be aware of the aim he or she wants to achieve during the lesson and the instructions should result from the aim.

Instructions are usually given by a teacher, nevertheless it is also the students whose active participation determines whether the instructions are successful or not. After having read various guides for teachers, textbooks and educational publications, the author concluded that a good instruction combines experience, knowledge of the class, applying basic rules, empathy and the awareness of the aim the instructing person wants to achieve. Using the L1 also depends on the type of the students, their level and the teacher's aim. Even though it would be clearly wrong to address students only in the L1 during English classes, it is impossible to state that the L1 cannot serve as a useful aid. This was supported by visiting English classes and recording the instructions used in practice. The observations were also worth to affirm the theoretical assertion that an enthusiastic teacher usually motivates the students without many difficulties and the class cooperates much more when a positive atmosphere is reached. Frequently used vivid body language also seemed to work well to support the meaning of verbal instructions and sometimes even successfully replaced them.

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