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The importance of strategies for giving instructions: A case study

What strategies can a teacher use to give clear and concise instructions when working collaboratively?

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Abstract

This case study is a small-scale action research based on two student teachers' instruction-giving skills. The data gathering took place during the compulsory internship in the Official Master's Degree in Teaching in Secondary Schools, Vocational Training and Language Centres offered by Universitat Autònoma de Barcelona. This internship was performed in a Spanish high school located in Rubí, Barcelona. Through video analysis, information about how these two student teachers gave instructions was extracted and used to draw conclusions applicable to their teaching. The findings can also be useful to other future teachers who might benefit from the strategies used or the type of research which helps self-improvement.

Keywords: teacher-student interaction, task-based learning, instructions, ESL, English, secondary school.

Este caso de estudio es una investigación a pequeña escala basada en la habilidad de dar instrucciones de dos profesores en prácticas. La recogida de datos tuvo lugar durante las prácticas del Máster Oficial de Formación del Profesorado de Educación Secundaria Obligatoria y Bachillerato, Formación Profesional y Enseñanza de Idiomas de la Universitat Autònoma de Barcelona. Estas prácticas se realizaron en un instituto ubicado en Rubí (Barcelona). Mediante el análisis de vídeos, se extrajo información sobre cómo estos dos profesores en prácticas daban instrucciones y se usó para extraer conclusiones aplicables a su docencia y útiles para otros profesores que podrían beneficiarse de las estrategias usadas o del tipo de investigación seguido.

Palabras clave: interacción profesor-estudiante, aprendizaje basado en tareas, instrucciones, inglés como segunda lengua, inglés, escuela secundaria.

Contents

1. Introduction

Even though I have some teaching experience, I have always worked in language schools or teaching private lessons. This Master's Degree has opened the door to other and very different teaching opportunities: the Spanish public education system. I think that a current obstacle in English lessons is the use of students' mother tongue instead of English by teachers. I believe English should be used as much as possible by the teacher while inside the English as a Foreign Language class. However, it must be acknowledged that students are not used to these conditions and this may lead to difficulties in comprehension and communication. Since I could be in this situation, I thought I could do some research through my Master's Dissertation and find useful strategies in order to ensure that I am able to communicate clearly with the students in the target language.

Particularly, this paper will be about the strategies used when teachers give instructions to students when implementing a collaborative activity in the classroom. That is, collaborative learning will set the context for my research because nowadays it is a widely accepted paradigm for learning: we are taught in interdependent groups, we learn individually and from others. In other words, my research question is about the strategies used by a teacher in a foreign language class to give clear and concise instructions during assigned collaborative work.

This report will first present an extensive literature review of the main concepts in this paper, which are collaborative learning, action research, teacher-student interaction, instructions given by teachers in a foreign language and strategies which can be used in this type of communication. Since collaborative learning provides the overall theoretical pillar of the research, observing collaborative learning requirements is imperative when gathering all data. The collected data range from students' productions to videos of two student teachers giving instructions to students.

The usefulness of this paper and the strategies included is related to the continuous self-improvement done by any teacher who should be able to observe themselves, try different methodologies, strategies and techniques, gather evidence and draw conclusions from their own research to become the best teachers they can be. Although the conclusions stated in this Master's Dissertation can be helpful for other English as a Foreign Language

teachers, it is basically a research whose results can help these two teachers[1] improve their teaching skills when giving instructions.

1.1. Context

All data gathered as evidence for this action research on a small scale comes from the internship required in the Official Master's Degree in Teaching in Secondary Schools, Vocational Training and Language Centres offered by Universitat Autònoma de Barcelona. This placement lasted from 26th February to 13th April 2018 in Rubí (Spain) which, according to the report published by its townhall (Ajuntament de Rubí, 2017), is a working-class quarter with a significant percentage of immigration from Latin America and Morocco and with low or medium-low education attainment levels[2].

Regarding the contents and the students, a teaching unit about relationships was implemented in three different groups of teenagers aged from fifteen to sixteen years old. These students were classified depending on their learning rhythm, being B the fastest, A average speed, and C the slowest learning pace. In all three groups, the students spoke minimally two languages fluently (Spanish, Catalan, Arabic and English), and in group C there were newcomer students and students with learning issues.

Other relevant information about the groups was that they were heterogeneous regarding their socioeconomic background and their English as a Foreign Language attainment levels, which caused a gap between some students' level of English. This may have been partly due to the fact that some of them attended extracurricular lessons in language schools while others were in contact with English only during the English lessons at the school. Moreover, since the main group where the teaching unit was implemented was group C, the teaching unit was planned to meet C's needs, so all students could achieve the main goals set[3]. Finally, it should be pointed out that, although pair work was frequent in the unit, not all activities were recorded. Only four were obtained as data: a jigsaw reading, a WhatsApp message written in pairs, a dialogue in pairs or in groups of three people and an informal letter written in pairs.

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[1] These two teachers were the ones doing their internship in Rubí, one of them is the author of this paper and the other one is a classmate in the Master's Degree.
[2] See Annex 2 and Annex 3.
[3] Before the actual outcome was asked, three types of relationships were worked on with the students (love, family and friends relationships), advice structures were presented and used in context and students expressed orally and wrote pieces of advice for a given conflict.

1.2. Objective

As mentioned in the first section of the introduction, even though collaborative learning is present, the focus is on teacher's instructions.

This research aims at answering this question:

What strategies can a teacher use to give clear and concise instructions when he/she explains a collaborative activity in a target foreign language?

The purpose of this question is to research and reflect on the teaching experience of these two student teachers who had their first teaching experience in the same school, which will be helpful for their professional development.

1.3. Structure

This paper is divided into five sections. Firstly, a theoretical framework is presented. Secondly, the methodology followed is detailed. Thirdly, all relevant data are analysed through transcribed excerpts. Then, information extracted from the analysis is discussed. And, finally, conclusions are drawn, and works used as reference are cited followed by some annexes.

2. Theoretical Framework

Since the objective of the paper is to observe strategies used while teachers give instructions to students, the fact that there is a mix of factors taking place must be considered: teachers give instructions to students because they will be doing a specific activity following a certain approach and this situation happens in a given time and place. That is to say, we find all elements of a communicative situation (Gemma, 2013) and a very complex context because we have the source (an English teacher), the message (the instructions), a mix of channels (verbal, non-verbal and visual), the receiver (students), and their feedback (their answers and their productions). About the encoding and decoding processes, the former is the basis of this research and the latter is beyond teachers' power. Finally, regarding the context in which the communication takes place, it has three aspects: the external conditions present in the classroom (students' and teacher' backgrounds, school facilities and resources, weather conditions, interpersonal relationships, and a long etcetera), the task-based learning used in the teaching unit design and, within it, the collaborative learning characteristics implicit in the task design and which is the focus of the recorded data.

In the previous paragraph, it is pointed out that there are multi-layered elements that contribute to communication, all of which is specific to the situation in which it takes place. Moreover, in order to understand what happens we have to talk about how the teaching unit was designed, what is behind the design, what teacher-student interaction is like, what strategies can be used when a teacher gives instructions, and how all of this can be observed. While acknowledging the complexity of 'dissecting' and analysing the communication within the 'ecology' of a classroom, this study cannot attempt to contemplate all of these factors. This study only looks at the negotiation for meaning (above all, comprehension checks), students' reaction to teachers' instructions, body language and whether students' productions meet the information given in instructions format.

The theoretical framework of this paper comprehends four parts. Firstly, the teaching unit design is explained by giving a brief description of the documents taken into account. Secondly, collaborative learning and task-based learning are defined because, although they are not the focus, they are significant in the context. Thirdly, action research is presented because it is the basis of the methodology undertaken, which is also described in the following section. Finally, the last topic is teacher-student interaction and there is a short list of strategies related to effective communication when learning a foreign language.

2.1. Teaching unit design

In order to be able to attend this Master's internship, pairs of students are required to prepare a teaching unit which they will implement in their assigned school. The key information taken into account when designing this teaching unit comes from the Catalan national curriculum (because the school is located in Catalonia), and the Common European Framework of Reference for Languages (Language Policy Unit, n.d.). These two policies were taken into account to best accommodate the needs of students of this age group and profile.

Every education system is different around the world, so here is a description of the Spanish education system. This internship took place during the compulsory period (until students are aged sixteen). Specifically, this unit was implemented in the last compulsory academic year, known as fourth E.S.O. (ages 15 to 16).

As context clearly conditions how any school is organised, the school's organisation is detailed here. The school divides its students depending on their level of achievement, which is quantified by their grades, and their plans for the future, which they are asked and consulted in the previous year (third E.S.O.) and during the current one. In fourth E.S.O. there are four groups identified by letters, B being the highest, A the medium-high, C the medium-low and D the lowest. As mentioned in the introduction, this teaching unit was presented in groups A, B and C.

2.1.1. Common European Framework of Reference for Languages (CEFR)

This document created by the Language Policy Unit in the Council of Europe classifies language knowledge of all European languages in six stages, and it is also used as a descriptor in the Catalan curriculum.

According to the Catalan curriculum (Departament d'Ensenyament, 2015), fourth E.S.O. students should have a B1 level of English by the time they finish their last academic year in E.S.O. Even though this is the goal, it is not currently accomplished, therefore the teaching unit implement in the school presented materials framed in the A2 level of English.

The Language Policy Unit (n.d.) indicates in its CEFR the abilities achieved in every level, as you can see here:

A2 Level	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe

	in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
B1 Level	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

Extracted from Language Policy Unit (n.d.: 33).

Furthermore, apart from the characteristics which describe every level, there is a number of descriptors which can be used as reference when assessing students' English level of attainment. The following are the general ones for A2 level and B1 level:

A2 Level
Linguistic competence
Has a repertoire of basic language which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words.
Can produce brief everyday expressions in order to satisfy simple needs of a concrete type: personal details, daily routines, wants and needs, requests for information. Can use basic sentence patterns and communicate with memorised phrases, groups of a few words and formulae about themselves and other people, what they do, places, possessions etc. Has a limited repertoire of short memorised phrases covering predictable survival situations; frequent breakdowns and misunderstandings occur in non-routine situations.
Extracted from Language Policy Unit (n.d.: 119).
Sociolinguistic appropriateness
Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. Can socialise simply but effectively using the simplest common expressions and following basic routines. Can handle very short social exchanges, using everyday polite forms of greeting and address. Can make and respond to invitations, suggestions, apologies, etc.
Extracted from Language Policy Unit (n.d.: 131).
Pragmatic competence
Flexibility. Can adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution. Can expand learned phrases through simple recombinations of their elements. Turn taking. Can use simple techniques to start, maintain, or end a short conversation. Can initiate, maintain and close simple, face-to-face conversation. Can ask for attention. Thematic development. Can tell a story or describe something in a simple list of points Coherence and cohesion. Can use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points. Can link groups of words with simple connectors like 'and', 'but' and 'because'.
Extracted from Language Policy Unit (n.d.: 133-134).

B1 Level
Linguistic competence
Has a sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision and express thoughts on abstract or cultural topics such as music and films. Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times. Extracted from Language Policy Unit (n.d.: 119).
Sociolinguistic appropriateness
Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register. Is aware of the salient politeness conventions and acts appropriately. Is aware of, and looks out for signs of, the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of his or her own. Extracted from Language Policy Unit (n.d.: 131).
Pragmatic competence
Flexibility. Can adapt his/her expression to deal with less routine, even difficult, situations. Can exploit a wide range of simple language flexibly to express much of what he/she wants. Turn taking. Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor. Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Thematic development. Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. Coherence and cohesion. Can link a series of shorter, discrete simple elements into a connected, linear sequence of points. Extracted from Language Policy Unit (n.d.: 133-134).

2.1.2. The Catalan national curriculum

The Catalan national curriculum published by Departament d'Ensenyament (2015) consists of a list of items to be worked on and achieved during the compulsory secondary school which are explained, exemplified and determined by descriptors in the document. The foreign languages curriculum is divided into five dimensions: oral communication, reading comprehension, written production, literature, and attitudinal and plurilingual competences (Departament d'Ensenyament, 2015: 44). Then each dimension is again divided into different competences. For instance, Competence 8 is about producing written texts, and Content 15 refers to using students' experience or fictional situations when producing creative texts (Departament d'Ensenyament, 2015: 56). These were taken into

consideration when designing the unit, e.g. students were required to write a letter impersonating an Agony Aunt[4], which was the final task in the teaching unit.

Specifically, in the teaching unit the following dimensions, competences and contents were included[5]:

ORAL COMMUNICATION	Content 3 Planning and implementing oral production strategies: use of language resources efficiently, compensating strategies, controlling interaction and repairing or correcting it. Semiformal and informal texts, planned or not, in situ or digital.
READING COMPREHENSION	Content 8 Comprehension strategies used before, while and after reading: identifying main and secondary ideas, hypothesising and inferring, looking for key words.
WRITTEN PRODUCTION	Content 15 Creative production based on your own experience and in fictional situations.
LITERATURE	Content 17 Reading and listening to oral and written productions in the foreign language. Content 17 Written texts. Original and adapted written works.

LANGUAGE		
Morphology and syntax (content 23)	Vocabulary (content 22)	Pragmatics (content 20)
Compound and subordinate clauses: conditionals.	Frequent expressions, idioms. Common vocabulary used every day about personal topics and related to education.	Discourse structure of different genres. Texts in different formats: oral, written, audiovisual, multimedia. Socially used texts: letters, emails, etc.

Extracted from Departament d'Ensenyament (2015: 75-77)

2.2.   Task-based learning and collaborative learning

Throughout the years Second Language Learning and Foreign Language Learning have evolved and nowadays task-based learning and project-based learning have become popular, in a large part because they help focus the language development process on learners rather than teachers (Dooly, 2010). Another aspect which characterises the two approaches is the way products are planned: instead of focusing on decontextualized aspects of the language, they focus on a product in which any aspect of language(s) could be needed to execute or create the product.

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[4] An Agony Aunt is "a fictional person, usually a woman, who gives advice to people with personal problems, especially in a regular magazine or newspaper article". (Cambridge University Press)
[5] See Annex 5. You will find here the original version of the information in the chart.

The first step in task-based learning is defining "task". Ellis (2004: 2) defines it by six different dimensions (scope, perspective, authenticity, required linguistic skills, involved processes and outcome), so a task is described from different perspectives and is given a greater complexity if compared to an activity or an exercise.

Other proposed definitions of *task* are:

- Lee (2000: 32): "a classroom activity or exercise that has an objective obtainable only by interaction among participants, a mechanism for structuring and sequencing interaction, and a focus on meaning exchange; a language learning endeavour that requires learners to comprehend, manipulate, and/or produce the target language as they perform some set of workplans."
- Bygate, Skehan and Swain (2001: 11): "an activity which requires learners to use language, with emphasis on meaning, to attain an objective."

Also, in Ellis (2004: 9-10), some criterial features required in a task are: a task is a workplan, it involves a focus on meaning, real-world needs in which language is necessary, any language skills can be involved in it, it engages cognitive processes, and it has a communicative outcome. Explained in other words, when we design a task-based learning process, it requires a set of plans to achieve that task, a task related to real needs which implies critical thinking and is presented through a product. That is to say, a task is seen from three main different perspectives (Dooly, 2011: 4): task as work plan, task as process and task as product.

In this teaching unit, as mentioned before, the outcome was an Agony Aunt reply to a letter asking for advice. The task cycle consisted of the following steps: learn the structure of how to give advice, read and discuss input, and give advice on a personal matter.

When a task-based learning approach is followed, it often implies group work, cooperation or collaboration. These concepts are not defined in this paper because, as mentioned in the introduction, collaborative learning is the approach which gives this research a context. A brief definition could be "an educational approach to teaching and learning that involves groups of students working together to solve a problem, complete a task, or create a product." (NISE, 1997).

Since making sure the recorded activities meet all collaborative criteria, here is a short checklist to have in mind. According to Dooly (2010: 7-8) and Liang (2002: 18), "a truly collaborative learning process comprises five key features: positive interdependence, individual accountability, quality group processing, explicit teaching of small group skills, and teaching of social skill."

In other words, collaboration means interactions, more specifically collaborative interactions which are determined by interactivity, synchronicity and negotiability (Dillenbourg, 2007). In a collaborative situation, students interact in a way that their interventions affect other participants' cognitive processes while they work together towards a final product (shared knowledge, something new, etc.) and in that building process negotiation (and dialogic interaction) takes place when participants present thesis, justify them and convince other members. This particular aspect is of great interest for foreign language education.

2.3.   Action research

This paper reflects a small-scale research carried out to improve a particular teacher's skill in giving instructions, mine in this case. The study is inscribed in the framework of action research, which is defined as "a disciplined process of inquiry conducted by and for those taking the action" (Sagor, 2000). "The primary reason for engaging in action research is to assist the "actor" in improving and/or refining his or her actions" (Sagor, 2000), which echoes the principal goal of this study.

About the origins of action research, Kurt Lewin is known due to his creation of the term "action research" back in 1944. Despite being accredited with coining the term, he did not write much about it, and quite possibly his work in this area has never been completely recovered. Inevitably, his work has received some criticism (Peters & Robinson, n.d.). As it usually happens, someone starts a movement, and others continue it: this is what Kemmis (1981) did when he related action research to social science, and he showed that the importance of action research is because of the possibility of mixing theory and practice and, above all, because it gives the chance of changing traditional or too old teaching habits through evidence (Peters & Robinson, n.d.; Kemmis, 1981).

As noted by Kemmis (1981), action research has had an impact on research approaches because it provides the opportunity of actually observing, of carrying out a non-judgemental observation, which can also be self-observation. This is significantly important as it supports solving a problem by implementing an action, observing the process and consequences and doing a follow-up, always having in mind that every step is for improvement purposes.

Strickland's model of Action Research (1988) presents the following steps: identify a problem, seek knowledge about the problem, plan an action to solve the problem, implement the action, observe the action, reflect on the observation, and revise the plan. Regarding the use of this model, Kemmis (1981) has argued that education is a field which

could benefit from action research, in particular in relation to teachers' training, or self-training. It allows a non-judgemental environment, which is imperative to avoid distress in an already-potentially-stressful profession, and it gives the opportunity to improve by analysing your own performance inside the classroom.

2.4.   Teacher-student interaction

Increasingly it is common to underscore the importance of interaction when learning a language. This is directly related to social constructivism as a key and undeniable framework for the learning process. Learning cannot be separated from its social context (UCD, n.d.). Vygotsky (1978) is largely attributed to providing an important impetus to this paradigm with the development of social constructivism, as a response to Piaget's assumption of the possibility of isolating learning from the context where it was taking place.

Taking Vygotsky's principle as a starting point (1978), that is, a learner must develop first on the social level to be able to internalise and use it as an individual being, other authors have created further concepts related to Second Language Learning or Foreign Language Learning. Lightbown & Spada (2013) describe some learning conditions, among them, we find the silence period, meaning the time previous to starting to produce output in the second or foreign language, and the exposure to input, referring to the amount of time learners spend in contact with the language that they are learning. Related to learning a language in an instructional environment and to exposure to input, the term of *modified input* appears because, when a proficient speaker interacts with a learner, he/she intuitively changes and adjusts his/her language to help learners understand; this term is also called *foreigner talk* or *teacher talk* (Lightbown & Spada, 2013; McHardy Sinclair & Brazil, 1982). This latter feature is of key importance to this study as we understand that teachers must change their way of talking by adapting it to their students.

Adapting teachers' language to their students does not mean lowering the level of English but rather ensuring that the talk has the right extent of complexity, so understanding is feasible while requiring student effort for comprehension. Krashen (1982) explained it through the comprehensible input hypothesis, since learning takes places from what students have already learned and then continues because learners are given one more step beyond their language. Afterwards, within the interactionist perspective, the negotiation for meaning, through modified interaction—such as comprehension checks (for example, "is it clear?"), clarification requests (for example, "can you explain it again?"), confirmation requests (for example, [someone says "could you open the window?"] "I open window?"), repeating, paraphrasing, gestures, or speaking slowly—, facilitates mutual

comprehension.

In order to help students understand what is going to happen in a session, scaffolding (Masats & Nussbaum, 2016) is a very useful strategy because it consists of choosing the initial students' knowledge as a starting point, providing them with the language and knowledge they need to carry out the activity or sequence planned for that session.

In Nussbaum & Bernaus (2001: 52-53), some useful actions for an effective lesson are listed: creating an atmosphere of trust in the classroom, using diverse and sufficient comprehensible input, working on relevant topics for the students in order to boost communication, creating speaking opportunities by making pairs or groups, respecting everyone's learning rhythm, correcting and giving feedback while considering students' feelings, and providing students with resources which help them improve their autonomy. Also, other ideas found in Nussbaum & Bernaus (2001) are giving your students time to process your questions by waiting an average of eight seconds, always being coherent with your gestures, adapting your pace to your message, using tone to stress key words, making the objectives and products of the session clear for the students, and giving shorter instructions more times instead of longer instructions less times.

Regarding giving instructions in a foreign language class, there is a number of factors to take into consideration, such as the moment instructions are given, the language used, the purpose of the instructions (as not all of them are about doing a task), the use of support, the check for understanding or the order and length of the instructions.

Moreover, according to Wajnryb (1995: 101), these features do make a difference, if handled properly, when giving instructions: "the way the verbal message is segmented and the time between segments", your voice characteristics, your behaviour ("position, eye contact, movement" and posture), giving models and different types of questions. In fact, following a stated routine when giving instructions, as indicated in Wajnryb (1995: 101), is helpful to improve students' comprehension and, thereby, communication. What Wajnryb (1995: 101) suggests is "give signal to engage class' attention, state briefly the overall nature of the task, organise seating/groups, give instructions, signal to start, monitor understanding and repeat or rephrase as necessary".

Apart from Wajnryb's suggestions, there are others. For example, we can find Scrivener's steps for giving instructions:

Five steps towards better instructions
1. Become aware of your own instruction-giving.
2. For a while, pre-plan instructions.
   a. Make sure they include only essential information in simple, clear language.
   b. Sequence the information in sensible order.
   c. Use short sentences.
   d. Avoid saying visible or obvious things.
   e. Avoid giving future instructions that they do not need at the point.
3. In class, separate instructions clearly from the other chit-chat by creating silence beforehand and making eye-contact with as many students as possible, finding an authoritative tone.
4. Demonstrate rather than explain wherever possible.
5. Check that they have understood what to do by getting concrete evidence from the students, such as asking one or two to tell you what they are going to do.

Extracted from: Scrivener (1998: 98)

We can add to this table Harmer's pre-giving instructions questions to be asked and answered by the teachers themselves (Harmer, 2004: 4): "what is the important information I am trying to convey?, what must the students know if they are to complete this activity successfully?, which information do they need first?, and which should come next?" And he also points out the importance of checking if the students have understood what they are asked to do, and he adds two more ways: "getting someone to show the other people how the exercise works or, if all students share the same mother tongue, asking a member of the class to translate the instructions."

To put an end to this theoretical framework, Harmer's (2004: 4) quotation seems appropriate: "The best activity in the world is a waste of time if the students do not understand what it is the are supposed to do".

3. Methodology

Following the literature review, this section describes the methodological approach employed in this Master's Dissertation. Classroom research is focused on the teacher's skill of giving instructions, and the analysis is mainly qualitative and interpretative.

This study is action-research based, focusing on the second cycle (the first one was a self-observation paper written in January as part of the subjects Practicum and Innovation and Research)[6]. Repeating the list of phases described in the theoretical framework, the specific situation of this case study will be detailed here.

- Identify a problem: I identified a potential problem during the second Practicum because, as I would be the "main" teacher, I would need a solution if communication did not occur due to the use of English.
- Seek knowledge about the problem: I read articles, I asked other student teachers and some of my Master's teachers for their opinion and any resources, techniques or strategies which could be helpful.
- Plan an action to solve the problem: the planning took place during my teaching unit design because I tried to include the information from the previous phase in it.
- Implement the action: I implemented the teaching unit, my classmate and I were recorded when we were giving instructions, and I also recorded a field diary. This step is different because Action Research is normally focused on oneself, but in this study two students were recorded: my colleague and myself, so it could be called "Collaborative Action Research" in the sense that another teacher's instruction-giving skill is also analysed.
- Observe the action: I observed my data, I watched my field diary, and I had an overview of what happened regarding instructions.
- Reflect on the action: I analysed what happened, what I observed and I extracted conclusions from that information.
- Revise the plan: what I have discovered in the previous step may be useful in my next teaching experience, and then I will be able to continue my action research on giving instructions.

Regarding the ethical nature of the research, students' identities will remain anonymous, if images are used they are modified to avoid any possible identifications, and no recordings will be published or shown in any support or media, they will only be transcribed.

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[6] See Annex 4.

The data were collected by two student teachers [7] with a pedagogical and self-improvement purpose, and the students who were recorded had given the appropriate consent and indicated that they were willing to do so.

Data was recorded in three different classrooms of fourth E.S.O. They were located in a secondary school made up of portable cabins, and their sizes varied. About the time when recordings took place, they were Monday (9-10, 11.30-12.30, 13.30-14.30), Tuesday (11.30-12.30, 12.30-13.30), Wednesday (9-10, 12.30-13.30), Thursday (13.30-14.30) and Friday (8-9). As mentioned earlier, most of the students were sixteen years old, or they will be in 2018; they came from different backgrounds (at least three nationalities) and their performance in English was not homogeneous.

The recordings were made in four collaborative activities which formed part of the teaching unit: a jigsaw reading about bad romantic dates, carried out in pairs and groups of four, a WhatsApp message written in pairs, a dialogue of a conflict to be audio recorded or video recorded in pairs or groups of three by the students themselves and, finally, an informal letter answering a request for advice, written in pairs. Of course, in all cases, the research focus that was being carried out was giving instructions and the agents are two student teachers.

Data was gathered video-recorded, and observed by my mentor, my classmate and myself, there was also a field diary in video format, some students productions, and a final questionnaire, answered by students, about the way both student teachers spoke. In the analysis, these data have been transcribed using the symbols of transcription from the Jeffersonian Transcript Notation and CHILDES, which stands for Child Language Data Exchange System[8].

The interpretation of the data is based on content analysis of both teacher's instructions and students' productions as a way of checking what they produced thanks to what they understood after having been given instructions.

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[7] These two student teachers were my colleague Adam Graham and myself. Adam Graham allowed me to record him giving instructions and to use that material in my Master's Dissertation. Again, as mentioned in the "Implement the action" step, this does not strictly follow the usual Action Research because another teacher's performance is analysed.
[8] See Annex 1.

4. Analysis

In the previous section, the methodology followed in this action-research-based paper is explained. This analysis consists in taking fragments of transcriptions and describing the observed phenomena in that moment. Basically, the analysis answers the question "what was happening there at that time?".

This question is answered by discussing and drawing conclusions from the information extracted in the analysis. As explained in the methodology, the focus is the instruction-giving skill recorded in three groups doing four collaborative activities, and this skill and the techniques and strategies related to it are analysed, and there is also a contrastive measure (outcome produced by some of students after being given the instructions).

4.1. Jigsaw Reading

The jigsaw reading[9] was about four bad romantic dates which students had to read two of them in pairs (the class was divided into two groups: Group 1 and Group 2), answer some comprehension questions, look for a pair from the other group, exchange information about the dates they had read about and decide which one was the worst and then provide suggestions on how to improve it.

4.1.1. Class A

In this session, two videos were recorded. In the first one, the introduction and the first steps were explained; and, in the second one, instructions about finding another couple were given.

4.1.1.1. Fragment 1 from video 00000 (00:00-00:50)

1.	Ta	We have divided the cla:ss in two groups((She indicates both groups with
2.		her arms)). <u>Group</u> 1((She indicates Group 1 with one hand)). <u>Group</u>
3.		2((She indicates Group 2 with her other hand)). Thank you. Now↑, I'm
4.		going to give <u>you</u> these two booklets, O.K.? If you are group(.)1, you
5.		have this one((She shows a booklet)). If you are group 2, you'll have this
6.		one((She shows the other booklet)). In these two booklets((She shows
7.		both booklets)) you have two texts, O.K.? You have to read the text <u>and</u>
8.		answer the questions you have below↓ ((She points the questions)). They
9.		are not just four questions and the texts are short((She mimics "short")),

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[9] See Annex 6.

10.		O.K.? <u>If</u> you have questions, you can always ask us o:r you can <u>also</u>
11.		use((She holds up the paper where the word bank is)) the word bank. You
12.		have here(.)a table with words((She indicates where that information is
13.		with her hand)). You have the words in the text and an explanation or a
14.		synonym , O.K.?

In this fragment, the teacher made sure that students knew in which group they were in and explained that there were two different booklets, gave two main instructions (lines 7 and 8) and finished by talking about a word bank. She repeated "O.K.?" four times in fifty seconds (lines 4, 7, 10 and 14), there was not a significant pause after any of them, and there was an unfinished sentence (line 4). Regarding the non-verbal language, the teacher used her body to indicate both groups, to hold up the paper material used during the lesson and to mimic the word "short" (line 9).

Fragment 1 did not correspond to the very beginning of the session because the grouping instructions are missing, but it did contain the instruction of reading and answering questions in pairs.

4.1.1.2. Fragment 2 from video 00000 (01:15-01:52)

15.	Ta	O.K. <u>So</u> step number 1::((She shows one finger)) <u>read</u>↑ the text. Step
16.		number 2::((She shows two fingers)) <u>answer</u> the question, and↑ if you
17.		want you can use your word bank. Is that clear? ↑ Step <u>Last</u> step((She
18.		mimics next step)): they are talking about a bad date, so(.)think(.)((She
19.		touches her head))of a way of making it better or how would you
20.		improve it? Or how would you tell the people, I don't know , you have
21.		someone didn't come to your date, so it's like "you <u>don't</u> wait for that
22.		person, you go home or you O.K.? You understand? ↑

In this fragment, the teacher recapped the activity steps by enumerating them in lines 15-20 and she gave an example of the third step. There were some comprehension checks (lines 17 and 22), and more unfinished sentences and more long vowels than in the first fragment. Body language is used when indicating one and two with fingers, mimicking "last step" and touching her head to indicate 'think'.

Fragment 2 was the last time the teacher spoke before students started the first part of the jigsaw reading.

4.1.1.3. Fragment 3 from video 00003 (00:30-01:34)

23. Ta		Now↑, we are going to be in pai:rs((She puts her hands together)) and
24.		you have to explain↓ what <u>you</u> know about your text to the others↓ ((She
25.		indicates one group)). O.K.? So, for example, group(.)2((She indicates the
26.		other group)). What text do you have? ↑ Texts three and four? ↑
27. Ss (g. 2)		Yes.
28. Ta		So group 1 has texts one and two, yeah? ↑ You are going to tell group 1
29.		about texts three and four and group 1 is going to tell about texts one and
30.		two. Is that clear? ↑ ((She indicates group 1 or 2 while explaining who
31.		does what))
32. Ss		Yes.
33. Ta		Yes? So↑, if you go to the other page ((She shows the page)) If you go
34.		to the other page, <u>here</u>, you have(.)text one-two or three-four((She shows
35.		the text box)). Here you have to write down the information your
36.		classmates are going to give you((She indicates group 1 and 2)). Is that
37.		<u>clear</u>?
38. Ss		Yes.
39. Ta		Yes?
40. Ss		Yes.
41. Ta		O.K. <u>So:</u>, please find someone in the other side of the room and pair
42.		up.((She moves her hand from one side of the classroom to the other
43.		one)) Yeah?
44. Ss		((Students start to look for another classmate))

This fragment corresponds to the second video and shows the second part of the activity: pairing up to exchange information. The teacher explained the next step by giving an example and, unlike in the first two fragments, she received an answer by the students when she asked a question (lines 26 and 27, lines 30 and 32, lines 37-40). In this fragment, the comprehension checks are fewer in number, but more effective than in the previous two excerpts because, as it can be observed in lines 27, 32, 38 and 40, the students answered the previous comprehension checks, that is to say, the teacher's questions had a reaction. Regarding non-verbal language, the teacher made more gestures: mimicking "pairs", one and two, indicating group 1 and group 2, holding up or showing parts of the material and tracing a semicircular movement to start the next step.

4.1.1.4. Students' Productions

As indicated in the first page of the analysis, some students' productions were used as a contrastive measure. In class A there were twenty-seven students; after doing the activity, fifteen out of twenty-seven read both texts and answered the questions from both texts, however twelve out of twenty-seven who read both texts could not finish answering all the questions or did not finish reading the second text and did not answer those questions. It can be deduced that the instructions were well understood by the students, but the time allowed was not enough for all twenty-seven students. Regarding the second step, fourteen students wrote information about the other two texts, and thirteen wrote information about one of the other two texts or about neither one of them. In this case, time was not an issue, but students simply focused more on speaking than on writing.

In Annex 7 there are some samples of their productions.

4.1.2 Class B

In this session, two videos were recorded, but only one is relevant regarding the instruction-giving skill. In this video the teacher gave the first set of instructions.

4.1.2.1   Fragment 4 from video 00006 (00:02-00:15)

45. Tb We'll read about two different texts. O.K.? And, then, we'll come

46.   together((He mimics "together")): one person from group 1((He indicates

47.   group 1)), one person from group 2((He indicates group 2)), and explai:n

48.   our text to each other. Clear?

In this fragment, the teacher introduced briefly the activity by mentioning the first two steps: reading two texts and explaining them to a classmate. After the first comprehension check (line 45), there was no pause, but after the second one (line 48) students could ask doubts.

Between the first fragment and the second one, some ethical questions were asked to students because not all of them had granted permission to be recorded, so the teacher explained that some students were being recorded and asked four students if they were O.K. with being filmed before doing so.

4.1.2.2   Fragment 5 from video 00006 (02:09-03:15)

49. Tb So, group(.), group 1. What we are going to do: is, as I said, we're

50.   splitting((He separates his hands forming an arch)) the class in two. ↓ So:,

51.   you'll be↓ ((He counts students))one, two, three, four, five, six, seven,

52.   eight, nine, ten↓. You'll be one group up to these two: you'll be group

53.   1.((He divides the class up)) And <u>you</u>, and all of you will be group 2↓.

54.   O.K.? So, group 1, I am going to give you all↓ a <u>text</u>((He chests it)). And

55.   you have two texts((He shows two fingers)): you have a small text plus

56.   some <u>questions</u>((He shows the questions)). A:h, I am not gonna say it

57.   'cause then you'll have to explain it to them. But, if you have any

58.   questions on the questions, because some of the questions are your own

59.   personal <u>response</u>((He points himself)), so your own ideas((He points his

60.   head)), <u>not just</u> what's in the text. O.K? So, you are gonna have to work

61.   in this as a pair, so you can do it in pairs <u>these texts</u>, and you have any

62.   vocabulary you need at the <u>bottom</u>((He chests it)). O.K.? Clear?(.) And it's

63.   the same for group 2:, but you just have <u>different</u> texts.

In this excerpt, the teacher divided the class into groups (lines 49-53), and he presented the material, together with the word bank, by holding up the booklets. Comprehension checks in lines 54 and 60 were not answered, but the one in line 62 was followed by a pause, so students could ask questions.

Regarding non-verbal language, he used it to indicate a division of the class in groups, to show how many texts they had to read, where questions were written and he mimicked "personal response" and "ideas".

4.1.3 Class C

In this session, four videos were recorded. In the first two groups were made and all the instructions were given and written on the whiteboard. In the third video, the second step (sharing information) was indicated, and in the last video the last step was presented.

4.1.3.1   Fragment 6 from video 00010 (00:04-00:28) and fragment 7 from video 00011 (00:00-01:24)

64.   Tb   <u>Today</u> what we're going to do: is we're going to: <u>read</u> about dates that went

65.   badly, so the <u>worst</u> dates. We're going to activity 2((He holds it up)), and

66.   we're going to do something called(.)a jigsaw reading. O.K.?(.)So, we're

67.   going to have two groups((He shows both sides of the room)). One group

68.   here and(.)one group here. And what we are going to do: is group 1

69.   xxx texts↓. And group 2 will have <u>two</u> different texts↓ ((He shows two

70.   fingers)), and afterwards   complete the questions((He indicates the questions in the document))

71.   that I gave you, and then we'll come <u>together</u>((He puts his hands

72.   together)) and <u>explain</u> the different texts to each other   ((He mimics

73.   building up)). And at the end of the class we   a:h   decide which of   there

74.		will be four dates in total, so <u>which</u> of the four((He shows four fingers))
75.		dates is the worst. O.K.? Clear? ↑ So, the first one is First step((He
76.		writes "1 Read texts + answer Qs in pairs")) is that we'll <u>read</u> our <u>texts</u> and
77.		answer the questions(.)in pairs. And then 2 is((He writes "2 Explain our
78.		texts to other group")), so that's when you are reading your text. And then
79.		2 is to explain our texts to the other group↓. The last step((He writes 3))
80.		is that(.)we will decide(.), as a four((He puts his hands together)), xxx,
81.		about the four, <u>which</u> is the worst date↓ ((He writes it on the board)). What
82.		does <u>worst</u>((He points the word on the board)) mean? ↑
83.	S1	Worst, **el peor.**
84.		*The worst.*
85.	Tb	Yeah, this is **peor**((He shows the word on the board)), O.K.? Instead of
86.		*The worst.*
87.		the best O.K.? Right, now I'll get you into(.)groups, so

This fragment is made up of two videos because the second one is simply the continuation of the first one.

In this fragment, the teacher introduced the activity (line 66), explained orally all the steps to be followed, and recapped all the steps while writing them on the whiteboard. The number of unfinished sentences was high (a total of seven), and comprehension checks were answered by students at the end of the fragment rather than in the middle of the explanation.

4.1.3.2   Fragment 7 from video 00011 (03:00-03:23)

88.	Tb	So you can be <u>group</u> 1, all of you((He indicates which students are in
89.		group 1)). And you'll be all <u>group</u> 2↓ ((He indicates which students are in
90.		group 2)). One, two, three, four, five, six((He counts some students)).
91.		O.K.? Right, so for this can I get <u>you</u>((He approaches a student)) work
92.		with Oumayma((He indicates the other student))?
93.	S2	Mónica.
94.	Tb	Sorry, Mónica. And then can <u>you</u>((He approaches a student)) work
95.		with Carla((He indicates the other student))?

In Fragment 7, the teacher divided the class into two groups, and he also made two pairs so one of them had only students who had agreed on being recorded.

4.1.3.3   Fragment 8 from video 00014 (00:00-01:14)

96.	Tb	So, now, we've done we've <u>read</u> our texts, yeah? ↑ ((He circles
97.		the step written on the board)) And answered in pairs, yeah? ↑
98.		((He ticks the step)) So now what we are going to do is ((He points
99.		step 2 out)) we all <u>read</u> different texts↑, so what we are gonna do
100.		is on the next <u>page</u>((He chests the page)), on xxx, so part <u>B</u>, we
101.		have↑ to <u>explain</u> our texts to the other people in the group. We all
102.		read maybe text you read text <u>1</u>, some of you read text <u>2</u>, and
103.		some of them text <u>3</u>((He indicates who read what)), and you are
104.		going to <u>explain</u> it to the other people . So, <u>if</u> you read text 1, you
105.		explain to the others, and the others will <u>write</u> it in the box((He
106.		shows the text box)); if you are text <u>2</u>, you explain that to the others,
107.		and they write((He shows the text box)) about it in the <u>box</u>; if you
108.		have text <u>3</u>, you explain it and they write it in the box. So, ↑ for
109.		example, if you were in group <u>1</u>((He shows one finger)), you would
110.		hear about text 3 and 4((He shows three and four fingers)); if you
111.		were in group <u>2</u>((He shows two fingers)), you would hear about
112.		text 1 and 2((He shows one and two fingers)). O.K.? ↑ Is that
113.		<u>clear</u>? ↓
114.	S1	Yes.
115.	Tb	We are going to <u>explain</u> it↑ and then write((He mimics writing))
116.		information based((He points his head)) on what the people tell
117.		you. Yeah? ↑ O.K. ↑ So, now, we do this part((He shows the step
118.		on the board)).

In this excerpt, the teacher went through the steps written on the whiteboard with the students ticking what they had already done (line 98), and then he explained the second step by giving examples (lines 104-108). The comprehension check in lines 112-113 received an answer, and after it the teacher recapped what needed to be done in that step.

As it can be noted, Fragment 8 is significantly longer than the others, which can be an example of a teacher-dominated interaction. In this case, long input brings much more complexity to the comprehension of instructions.

4.1.3.4   Fragment 9 from video 00016 (00:08-00:38)

119.   Tb   So I want <u>you</u> as a <u>four</u>, as your group((He comprised the group

120.   with his hands movements)), to decide which of the fou:r((He

121.   shows four fingers)) or three((He shows three fingers)) dates that

122.   you talked about was the <u>worst</u> one↓. O.K.? <u>You</u> had a date, ah

123.   your group talked about a date, and your group talked about a date,

124.   so I want you to think((He points his head)) about which was <u>the</u>

125.   <u>worst</u>, the one that went the   most badly. O.K.? ↑ Clear? ↑

126.   S3   xxx question?

127.   Tb   ↓So which one was the worst date.

In Fragment 9, information had been shared by all groups of four students, and the teacher indicated the last step, that is, to decide the worst date as a group. The comprehension check in line 125 was answered by a student asking a doubt.

4.2.   WhatsApp Message

The WhatsApp message[10] was an activity about answering a message from a friend asking for advice. This message was based on a film clip from *The Break-up* by Peyton Reed where a couple had a huge fight and students were asked what they should do. Both messages were read in open class and commented on together, then students worked in pairs to write a reply to one of the messages.

4.2.1. Class B

In this session one video was recorded, in this video the teacher explained the activity and read the texts with the students.

4.2.1.1.   Fragment 10 from video 00019 (00:20-00:50)

128.   Tb   Right! ↑ So↓, we've seen that we've written   let's imagine(.)that

129.   you have a got a WhatsApp message from   ((He chests the page))

130.   and you are a friend from either Brooke, <u>so</u> Jennifer Aniston

131.   character, or Gary, O.K.? ↑ And we have <u>different</u> messages ah

132.   and you basically have to give them advice on <u>what</u> it is that they

133.   should do, how they should solve their relationship. O.K.?

---

[10] See Annex 8.

In Fragment 10, the teacher introduced the activity by setting a context: students were friends with one of the characters in the film (Brooke or Gary), and they had received a WhatsApp message. He also said the objective of the activity (line 132).

There were a couple of unfinished sentences at the beginning of the excerpt, and also two comprehension checks (lines 131 and 133).

4.2.1.2. Fragment 11 from video 00019 (04:20-05:40)

134.	Tb	So what I want <u>you</u> to <u>do</u> in your <u>pairs</u> now↑ is to advise <u>either</u>
135.		Brooke or Gary((He shows both options)), so only <u>one</u>((He shows
136.		one finger)) person advice, you would only be friends with one((He
137.		shows one finger)) of them.
138.	Ss	Aaa:h.
139.	Tb	So only <u>one</u> and between two, so you are not doing it individually .
140.	Ss	xxx ((Chatter))
141.	Tb	Ah, how do we structure the essay? ↑ How do we <u>structure</u> a
142.		WhatsApp message? So, ↑ over the page((He chests it)), we have
143.		<u>where</u> we want you to write it, and we have on the side some
144.		language help, which is the same as here:((He shows it on the
145.		board)). Obviously, when we are writing a WhatsApp message,
146.		what is the <u>first thing</u>((He shows one finger)) we say?
147.	S4	Hello?
148.	Tb	Hello isn't it obvious? Maybe not "how are you?". Not very happy, so
149.		we can leave this one out. And then the introduction is your xxx they tell
150.		you((He points himself)) about their question and "Oh, my god, I'm so
151.		sorry. to hear about your problems with Gary/Brooke". That's kind of↓ your
152.		starting sentence, you start(.), you say how sorry you are because they
153.		break up, because you are friends. And then <u>I</u> want to <u>you</u> to give <u>advice</u>,
154.		so the advice structures are here: "I think you should "((He indicates the
155.		sentence on the board)). What's <u>should</u>?
156.	Ss	**Deberías.**
157.		*You should.*
158.	Tb	**Deberías.** "If I were you" ((He indicates the sentence on the board))
159.		*You should.*
160.	S5	**Si fuera tú.**
161.		*If I were you.*
162.	Tb	Yeah↑. "I would ".((He indicates the sentence on the board))

163.	S6	**Haría.**
164.		*I would do.*
165.	Tb	Yeah, so <u>this</u> is you putting yourself in the other person's position.
166.		If I were <u>you</u>, I would do <u>this</u>.

In this excerpt, after having read both messages in open class, the teacher gave the instructions of advising Brooke or Gary, but just one of them, explained how to use the material provided, presented the structure of a WhatsApp message, and reviewed some sentence starters to give advice.

The teacher used mimicking and holding-up frequently to show where the information was and to make clear any important information (such as only advising one of the characters in lines 134-137).

While reviewing sentence starters, to confirm students' comprehension, translation into one of their mother tongues was used by students.

4.2.1.3.   Fragment 12 from video 00019 (06:27-06:43)

167.	Tb	And then a sign-off to kind of↓ say "I hope I helped you" ↓, "I hope
168.		things get better" ↓, something like that to kind of to solve , feel
169.		like you are resolving the issue in some way, O.K.? Is it clear?
170.		What you have to do?
171.	Ss	Yes.
172.	Tb	So, in your pairs, I want to write your <u>response</u> here↑ ((He shows
173.		the page)). O.K.? ↑
174.	Ss	((They start to work))

In this last fragment, the teacher ended his explanation of the structure and asked comprehension checks (lines 169-170), which were positively answered by students. Then he indicated where they should write their reply and students took his comprehension check in line 173 as a starting signal.

4.2.1.4.   Students' Productions

Unfortunately, video-recorded data from the other two classes are not available, but there are students' productions from Class A and B available. All students followed the structure explained by the teacher and written in their booklets, and most of them used sentence starters to give advice. The only difference was the length of their texts because the teacher did not indicate the minimum number of words.

In Annex 9 there are some samples of their productions.

4.3.   Video Roleplay

At first, this activity[11] had two parts. Students were given two cards with two conflicts, they had to solve one of them in written language, and the other one had to be solved in a dialogue acted out by them. After having implemented it on class A, the teacher realised it was too long, so the activity was reduced and students were asked to choose one conflict and solve it through a dialogue acted out by them.

4.3.1. Class A

In this session, one video was recorded. In this video, the first part of the lesson was recorded. The teacher explained the activity and wrote down the steps.

4.3.1.1.   Fragment 13 from video 00021 (01:15-03:53)

175.	Ta	Basically, we are going to give you two conflicts, and you have to
176.		<u>choose</u> one to solve in written((She mimics writing)) advice↓ and
177.		another one for <u>roleplay</u>. Then the <u>roleplay</u>. You can record
178.		yourselves and we are going to give our(.)email address and you
179.		can send it to us, if you want(.), during Easter . Yeah? ↑
180.	Ss	((No answer))
181.	Ta	Two conflicts((She writes it on the board)). Yeah? ↑ Two conflicts.
182.		One of them↑, written solution↓ ((She writes it)). And the other
183.		one↑, a roleplay/dialogue↓ ((She writes it)). So↑, this((She
184.		indicates the dialogue)) is not going to be <u>just</u> written, you are
185.		going to <u>record</u> yourselves and, when you record yourselves, it can
186.		be during Easter if you want, <u>you</u> send it to <u>us</u>((She writes and
187.		email address)). You send it to us, and we'll give you a <u>mark</u>, O.K.?
188.		Do you understand? ↑
189.	Ss	Yes.
190.	Ta	<u>Now</u>, we are going to give <u>you</u> two conflicts↑((She shows step by
191.		step)). You write them down↓, you choose <u>one</u> for a written
192.		solution↓, then for a dialogue, and the dialogue, you <u>record</u> it, and
193.		then you <u>send</u> it to us. So, this information should be <u>written</u>
194.		<u>now</u>((She mimics writing and now)) in your booklet. <u>Write</u>, <u>please</u>.
195.	S7	**¿Puedesℂ escribirlo en lo negro en vez de lo ? Es que no se**
196.		*Can youℂ write it on the dark part instead of ? I can't see it*É.

---

[11] See Annex 10.

197.		**ve**É**.**
198.	Ta	Here?((She indicates the parts and turns the projector off)) Is it
199.		clear?
200.	Ss	((No answer))
201.	Ta	Do you have a question? ↑ Is it clear? ↑ Yes? ↑ No? ↓
202.	S8	But what's a <u>written</u> answer?
203.	Ta	((She mimics writing))
204.	S8	And roleplay?↑
205.	Ta	A roleplay is a dialogue↓ ((She indicates the dialogue on the
206.		board)).
207.	Ss	xxx
208.	Ta	((She asks to speak more slowly))
209.	S9	**O sea**, the conflict is ?
210.		*That is.*
211.	Ta	The conflicts. We will give you cards. We are going to give you two
212.		cards.((She shows two fingers))

In this fragment, the teacher explained the whole activity in just one contribution (lines 175-179) which finished with a comprehension check without any answer. Then she wrote every step on the whiteboard, and students answered positively to her comprehension check in line 188. After that written diagram, the teacher went through the steps again and asked the students to write that information down. Student 9 (lines 202 and 204) asked for clarification in the products and the teacher mimicked one and gave a synonym for the other. Then Student 10 wanted to know what the conflicts refer to, and the teacher told him she was going to give them in a moment.

Comprehension checks were not answered by students in lines 179-180 and 198-200, but they were in lines 188-189 and 201-205.

4.3.1.2. Students' Productions

In the end, students were just asked to prepare a roleplay in audio or video format and record it. Most of students completed the task, and as it always happens some products were more elaborate than others, but all of them were dialogues in which a conflict was presented and solved.

4.3.2. Class B

In this session, one video was recorded. In this video, the teacher explained the activity, and wrote down the steps.

4.3.2.1. Fragment 14 from video 00024 (05:10-05:58)

213.	Tb	So this is basically what I want <u>you</u> in your threes to <u>reproduce</u>.
214.		When you write your dialogue(.), you are gonna have a problem,
215.		and then a friend who will resolve it. O.K.? So, what we are gonna
216.		look at now is a roleplay. Everyone clear on a <u>roleplay</u>? Another word
217.		for ? <u>Dialogue</u>. Dialogue, yeah? So, we have(.)Charlie, this is an
218.		example, you can create your own characters, so Charlie is the
219.		guy with a problem and his friend giving advice. O.K.,↑ so↑, would
220.		someone like to read this to me? Anyone? Antoni?
221.	S10	**¿Solo leerlo?**
222.		*Reading it, right?*
223.	Tb	Yeah.
224.	S10	((He starts to read the text out loud))

In this excerpt, a model was previously presented, and the teacher used it as a reference. He made sure everyone understood "roleplay" by asking them and also giving a synonym.

The number of unfinished sentences was nearly zero, and the one in line 217 was an invitation for students to say another word.

4.3.2.2. Fragment 15 from video 00024 (06:50-09:36)

225.	Tb	It's a very <u>short</u> dialogue((He mimics short)), there just need to <u>be</u>
226.		four or five((He shows four and five fingers))exchanges↓ ((He
227.		mimics exchanges)). O.K.?↑ So, first, what we are going to do: is
228.		the structure of the dialogue. We are going to give you <u>two</u>
229.		cards((He shows two fingers)) with <u>two</u> conflicts((He shows two
230.		fingers)). Two conflicts↓. From <u>these</u> you are going to choose
231.		<u>one</u>((He shows one finger)) of the conflicts↓, you are going to
232.		choose for your roleplay((He writes it)). O.K.? ↑ So you write your
233.		roleplay in <u>threes</u>((He writes it)). So, write in <u>threes</u>. And then <u>after</u>
234.		we want you to <u>film</u>((He mimics filming)) yourselves on your
235.		<u>own</u>((He points himself)) phones, O.K.? ↑ And we want you to
236.		send this to us ((He writes an email address on the board)) and
237.		then you get a mark at the end. O.K.? ↑ So what we are gonna do

238.		is we have three people((He shows three fingers)) per
239.		dialogue((He writes it)), at least <u>two</u>((He shows two fingers)) can
240.		be in the dialogue((He mimics dialogue)), one can be filming, and
241.		you get a a mark as a group((He mimics group)), O.K.? We want
242.		you to send this to our email by 3rd((He indicates it)) of April,
243.		so ((He writes it))
244.	S11	((overlapping)) **grabarlo y mandárselo a ese email antes de ese**
245.		*Record it and send it to them to that email address before that*
246.		**día, si lo he entendido bien.**
247.		*day, if I have understood correctly.*
248.	Tb	So <u>when</u> is this day((He indicates the date on the board))? <u>When</u>
249.		is this day?
250.	Ss	Tuesday.
251.	Tb	Tuesday after ?
252.	Ss	**Semana Santa.**
253.		*Easter.*
254.	Tb	So you have like a week((He mimics long)) ↑, a lot of time, and
255.		this ((He points out the example)) how long does it have to be?
256.		Four hours? ↑ No, it has to be about(.), I don't know , thirty
257.		seconds. It's <u>not</u> long. So, you do it, you write in threes((He shows
258.		three fingers)) and at least two((He shows two fingers)) people are
259.		acting((He mimics interaction)) in the video. Is it clear? ↑ O.K.
260.		Right, any questions? Any questions? So, you have the two
261.		conflicts I'll give you as a card↓ per group↑, you have a roleplay
262.		which write in threes ((He follows the steps on the board))
263.	S12	((He asks about the meaning of threes))
264.	Tb	Three people↓. Three people , maybe a four If it Depending .

In this fragment, two students had read an example of roleplay, and the teacher pointed out that they were just required to prepare a short dialogue. Then he enumerated the steps while he wrote them on the whiteboard, he also emphasised the importance of at least two students acting and the deadline. The latter was understood by students in a small exchange in lines 248-253. After that the teacher talked about the length of the recordings, he recapped the steps, and answered a doubt about the groupings.

4.4. Agony Aunt Letter

The activity[12] objective was writing a reply letter in pairs. This was made by reading four letters asking for advice, choosing one to answer, and creating a reply letter impersonating an Agony Aunt.

4.4.1. Class A

In this session, one video was recorded. In this video, the first part of the lesson was recorded. They read the letters together and students planned their writing.

4.4.1.1. Fragment 16 from video 00027 (08:46-10:03)

265.	Ta	In your pairs, O.K.? ↑ You have to answer to <u>one</u> of these
266.		letters((She shows one finger)). <u>One</u>. So you <u>choose</u> one and you
267.		write a letter, as you were , as if you were Alice((She indicates
268.		the image on the board)). You understand here? ↑
269.	S13	Yes.
270.	Ta	So, basically, you <u>follow</u> this structure((She shows another hand-
271.		out)), the one you have in your <u>booklet</u>. You also have(.)like the
272.		structure without words((She shows another hand-out)), so if you
273.		are not sure on how to write it, <u>please</u> make sure to use some of
274.		these sentences((She shows the previous hand-out emphatically)),
275.		this is some <u>help</u>, O.K.? ↑ And then it has to be between(.)eighty
276.		and a hundred and twenty words((She writes that information on
277.		the board)). O.K.? ↑ More or less . Make sure to have at least
278.		eighty, this is the minimum. You understand?
279.	Ss	Yes.
280.	Ta	So, in pairs, you can today(.)we start <u>planning</u> our writing, so
281.		you↑ choose your letter and you start planning <u>your</u> letter, your
282.		writing , O.K.? ↑ In pairs. Is that clear? ↑ Do you have any
283.		questions? ↑ No? ↓

In this fragment, after having read all four letters together and commented on unknown vocabulary or structures, the teacher explained that they only had to write a reply for one of them, of their choice. Students had two hand-outs with the structure with sentence starters and a model, and they were allowed to use them when producing their own letter. The teacher also indicated the length of the text (lines 275-276).

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[12] See Annex 11.

In lines 268 and 269, there was a comprehension check answered positively by Student 17, and another one in lines 278-279. There was a fair number of unfinished sentences (lines 267, 275, 277, 280) which apparently did not obey any ulterior motive.

4.4.1.2. Students' Productions

Most students produced texts which followed the requirements mentioned by the teacher, although some texts were significantly shorter. In general, advice structures were used and potentially useful solutions were given.

In Annex 12 there are some samples of their productions.

4.4.2. Class C

In this session, one video was recorded. In this video, the first part of the lesson was recorded. They read the letters together and students planned their writing.

4.4.2.1. Fragment 17 from video 00031 (00:52-01:40)

284.	Ta	Now, we are going to give you↑ four letters((She shows four
285.		fingers)). O.K.? ↑ We are going to give you four letters. ↑How
286.		many letters?
287.	Ss	Fou:r
288.	Ta	↑Four letters! They have different problems. So, ↑ in pairs, you are
289.		going to choose one letter((She shows one finger)). So how many
290.		letters are you going to choose? ↑
291.	Ss	O:ne
292.	Ta	One, O.K.? ↑ One letter and you have to write in pairs(.)a letter to
293.		answer this one, just one((She shows one finger)). We are going
294.		to give it to you. Yeah? Is it clear?↑
295.	S1	Yes.
296.	Ta	So we are going to read them together, and then you'll choose.
297.		Is that clear?↑ Any problems?↑ Any questions?↑
298.	Ss	No.

In this fragment, the teacher explained that students would receive four different letters, and gave three instructions: reading all together, choosing one letter and writing a reply in pairs.

The teacher used direct questions to elicit an answer from the students in lines 285-286, and 289-290. And comprehension checks in lines 294 and 297 were answered accordingly, positively to "is it clear?" and negatively to "any questions?".

4.4.2.2. Students' Productions

Most students produced texts which followed the requirements mentioned by the teacher, although some texts were significantly shorter. In general, at least one advice structure was used and some students included personal experience to their solutions.

In Annex 12 there are some samples of their productions.

5. Discussion

The discussion aims to achieve the objective of this paper, which is answering this research question:

What strategies can a teacher use to give clear and concise instructions when he/she explains a collaborative activity in a target foreign language?

In order to do so, this section is divided into two parts. Firstly, there is general comment of each activity. Secondly and finally, there are some explanations and connections between the theoretical framework and the analysed data together with an attempt of answering the research question.

5.1. General comments on what happened

Following the sections in the analysis, the comments will be in the same order: the jigsaw reading about bad dates, the WhatsApp message giving advice, the video roleplay about solving a conflict and the Agony Aunt letter giving advice.

Firstly, the jigsaw reading about bad romantic dates is the only activity recorded in all three classes, so the comparison is better justified than the other three activities because all three groups are represented. It was the first collaborative activity explained by both student teachers in those three classes, and it seems that there was a lack of knowledge and approach to instruction-giving: the teachers did not know the students well and it was their first time implementing that type of activity. Moreover, the students were not used to the student teachers or the collaborative activity in form of jigsaw reading (in fact, the name itself was introduced in line 66).

Comparing all three instructions, there is an evolution in length and clarity: from longer and more confusing to shorter and clearer, with the instructions in class C the best example of well-delivered instructions.

Regarding clarity, as observed in Fragment 6 (lines 75-81), Teacher B wrote all the steps on the board, so students could have a reference and every step finished was ticked and the evolution of the activity was graphically indicated. Therefore, it is advisable to write all steps, or at least the most important, on the board, so students have some written guidelines.

Also related to clarity or understanding, receiving no reaction from students is problematic. As observed in Fragments 1 (lines 4, 7, 10 and 14), 2 (lines 17 and 22), 4 (line 48), 5 (lines

54 and 62), 6 (lines 66, 75, 85 and 87) and 9 (lines 122 and 125), unanswered comprehension checks do not help teachers know the extent of students' understanding because there is no feedback or because the waiting time is not enough. As observed in Fragments 3 (line 26) and 6 (line 82), direct questions are more effective when students' feedback is required. This is why some comprehension checks could be changed for or complemented with direct questions; these questions asked by teachers express a clear expectation of an answer and, as it is expected, they are more likely to be answered than comprehension checks.

Secondly, the WhatsApp message had the objective of answering a previous message (fictionally), based on one written by two characters of a film. This film was partly watched and worked on in a previous activity, so it set a context which was already shared by the class and this situation was fairly clear for everyone. As WhatsApp was involved, students felt that situation was typical, although it could have been more realistic. In this activity, the relevance of asking direct questions was also noticed, together with using translation by students into their mother tongue as a technique for checking understanding. Since this activity was a productive one, and as observed in Fragment 14 (lines 217-219 and 225-226), a model and a structure were presented and provided; the importance of both was double because they showed students what they were expected to do and facilitated some tools and sentence starters to use, and it can also be observed in students' productions because they used some of the language help.

Thirdly, the video roleplay of a conflict and its solution was an activity in which there was clear evidence of the instruction-giving relevance. Class A was the first one in which the activity was implemented, and afterwards it was presented in class B, so, as observed in the analysis, instructions in class A were unclear and long, they changed within the class time and those changes were applied in the instruction-giving part in class B. A topic that has not appeared yet is humour: in Fragment 16, line 254, the teacher exaggerated with his body language and intonation the deadline information and that helped students remember that information. Maybe, in some cases or situations, using humour to help some information stick could be an interesting technique instead of, for example, negative reinforcement.

Finally, the Agony Aunt Letter consisted in reading four letters asking for advice, choosing one and answering it impersonating Alice, the Agony Aunt, and giving advice. The reply was written having a structure and a model beforehand, and the task was known for all students because throughout the unit advice sentences, how to deal with a conflict, letter sentence starters and almost anything needed to perform that task had been worked on.

A new factor to take into account is the time because teaching at 8am or at 13:30pm is not the same, cognitive processes change depending on the time, so at 8am teachers may focus on keeping students active and at 13:30pm teachers may focus on keeping their attention through engaging activities or changing rhythm. This was tried in Fragment 18 when the teacher was constantly asking direct questions in order to have constant feedback from students, and the tone became too childish, which is something to avoid in the case of teaching teenagers.

5.2.   Explanations and connections

As stated in the theoretical framework, this is a communicative situation where different elements and agents share a time and a space. The focus of this paper is particularly complex because it is about what teachers say, what students understand and what happens with the information in between; furthermore, its complexity increases as the vehicle is a foreign language for students.

Even though not all data come from all three groups in all four activities, the differences in understanding varied depending on the group. In the jigsaw reading activity, the time needed to complete the task was longer in class C than in class A or B, but all the students were able to accomplish the objectives: reading two texts, sharing then, receiving information about other two texts and choosing the worst date. Having in mind that this activity was presented at the beginning of the internship, it was expected to last more than the Agony Aunt letter activity because, apart from the task itself, students and student teachers needed to get used to each other. This is also partly the reason why students' questions were more asked in the last activities than in the first ones, and why comprehension checks started to be answered in the last activities.

Taking into account that all four activities were implemented three times in different classes, this situation allowed the two teachers to do mini action research *in situ*. For example, let's take the video roleplay activity. It was first implemented in class A, and it was proven to be too long and instructions too complex, so the teacher decided to simplify the task and, in the end, students were asked to create a dialogue where a conflict was presented and solved and record it. Since this worked in class A, the teachers implemented the same change in classes B and C and observed positive results towards a more delimited task.

Following the information collected in the theoretical framework about teacher-student interaction, both teachers provided as much exposure to input as possible by speaking the target foreign language at all times. The input was modified to meet learners' needs, which is also known as teacher talk, but it was complex enough to talk about interpersonal

relationships, mediation and to have a solution-oriented communication. Needless it to say that the negotiation for meaning was key during this internship because, above all, it facilitated mutual comprehension and, even though at first it was not fully used due to a lack of response by students, it increasingly started to be used. This can be observed in the comprehension checks answered, and also in the decrease of the unnecessarily used comprehension checks by teachers (normally in the form of "O.K.?"). Another factor which was helpful to establish an effective communication was body language or non-verbal language, as it can be noted in the transcriptions, since it made communication easier, not in vain an image is worth a thousand words.

About the instruction-giving skill in a foreign language lesson, instructions were given in different moments. For example, you could take the WhatsApp message activity. Firstly, the activity was introduced together with its objective; secondly, the instruction of pair work and answering only one message was given; thirdly, both messages were read in open class and the structure to be followed was presented; and, finally, where to write the answer was indicated and students started to work. The language used was clear most of the time, but it could be more effectively used by reducing the number of unfinished sentences and, if possible, by having a pre-lesson to avoid too complex or large activities, as happened in the video roleplay.

As Wajnryb (1995: 101) suggests, stating a routine when starting a task helps students follow the process. First of all, both teachers presented the signal of raising one hand to ask for silence, which was the signal to call for students' attention; they also tried to introduce briefly what the task was about (Fragment 10), although it was not always achieved (Fragment 13, lines 175-179); after that they divided the class before starting with the actual instructions (Fragment 1, lines 1-3); they gave the instructions needed for that part of the activity (Fragment 2, lines 15-17); and they monitored understanding by wandering around the class and answering questions.

Following Scrivener's steps regarding instructions, in this research pre-planning instructions and creating silence to separate instructions from other conversations were applied. An advisable improvement could be checking students' understanding by asking one or two of them to tell what they were going to do when, for example, comprehension checks are unanswered. In fact, these unanswered comprehension checks are observed through all the analysis (for example, fragment 1, lines 4, 7, 10 and 14).

6. Conclusions

This paper comes to an end with some conclusions to be shared. The best way to finish anything is going back to the beginning and this paper started with a research question:

What strategies can a teacher use to give clear and concise instructions when he/she explains a collaborative activity in a target foreign language?

A number of strategies was used during the designed teaching unit implementation. Some of them were useful, others could have been better used, some were not used effectively, others should not have been used for that purpose, but they were used, observed, reflected on and planned again. Lists of strategies, techniques and methodologies can be created and they are infinite, but it is a teacher's duty to test them, change them, adapt them and use them in the best possible way for students to benefit from them.

Having in mind that this case study started from a communicative situation where different elements and agents shared a time and a space, there are a number of factors which vary and influence that communication. For instance, the complexity of using a foreign language in a classroom increases the challenge for both teachers and students, and the consequences of these conditions are diverse. Focusing on teacher-student interaction when teachers give instructions, noted differences are: varying levels of understanding with the same instructions because not all students understand the same information and in the same depth, these levels do not necessarily mean a minor accomplishment of the objectives because working collaboratively implies shared knowledge among students, comprehension checks tend to be unanswered and this rate increases without the proper waiting time afterwards, direct questions express an expectation of answer and thus they are more answered than comprehension checks, regulation and self-regulation in the actual implementation is decisive because if anything does not work it should be changed, body language and non-verbal language are key when it comes to effective communication of instructions, and the moment and the amount of instructions should be adapted to students and each task.

Although useful strategies were used in this study and they can be reused in future lessons, the main conclusion drawn from this research is the inexistence of two identical groups and the one of a flawless lesson plan which does not require revision or changes on the spot, the need of time for students to react to teachers' instructions, and the importance of when instructions are given and how they are given. That is to say, a magical list of sure strategies does not exist, it should be created by each teacher depending on his/her

personality, attitude, subject, experience, etc. What I can say is that I have learned some strategies I did not know before my internship and some worked and others did not, but I know now that there is a long way to go until I can say that my instruction-giving skill is fully trained.

Therefore, my research question has been partly answered because I know some strategies to use when giving instructions to students in a foreign language, but these are not perpetual, they have to be continuously revised.

6.1.   Relevance of this paper

The reason why this paper is relevant for my teaching career lies on the practical approach of this small-scale research. Now I have tools and I know how to use them to be permanently improving my teaching competence through self-observation and, hopefully, peer-observation too. Teaching is not a static job, it should change constantly and teachers should change accordingly.

These results may not be as useful for other student teachers, but they give them the tools to carry out their own research on teaching strategies. Or, if future teachers choose a further line of investigation, they can use it as a starting point.

6.2.   Further lines of investigation

As observed in the analysis, two student teachers worked together: they designed a teaching unit and they implemented it in three classes. In one of them they cotaught, and that was a new experience. In fact, somehow these two student teachers shared some common traits, such as using the same comprehension checks without waiting afterwards and giving very similar instructions, and, since they had not worked together before, this phenomenon is something anyone could research on. A possible research question could be: do colleague teachers influence your teaching? If coteaching was a general practice, in which way would this influence be noted?

Another aspect to observe could be the lack of response when teachers ask for comprehension. It was observed here, and I have experienced it in language schools. Students are not as active as they could be in their own learning process, so an interesting research question could be: when do students become active agents in their learning process?

Since not all activities could be recorded in all three classes, a future action research could be implementing a set of activities in x number of classes and recording everything in all of them, so a complete comparison could be carried out having all the information.

6.3.   Final remarks

I have learned very valuable information for my future as a teacher, and I will apply it and change what I have noticed and learned when I start to work as a teacher. Now I just need September to come and be selected to start my teaching career. In the meantime, I plan on designing an activity bank with different sorts of activities to be prepared to be a substitute teacher.

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8. Annexes

8.1.   Annex 1: Transcription symbology

The symbols of transcription used in this paper are presented in the following table. They are from the Jeffersonian Transcript Notation and CHILDES (Child Language Data Exchange System).

Ta, Tb	Teacher
Ss	Students
S1 – S13	Student one – Student 13
(.)	Micropause
	Falling pitch or intonation
	Rising pitch or intonation
<u>underline</u>	Emphasizing or stressing the speech
:	Prolongation of a sound
((thumbs up))	Annotation of non-verbal activity
	Unmarked ending
bold	Utterance produced in any other language that is not English
italics	Translation into English are italicized and located on the line below the original utterance
xxx	Unintelligible material

8.2.   Annex 2: Interview to school principal

Principal: Ara mateix estem amb un 18-19% d'immigració. Sí que tenim molts alumnes d'Aula d'Acollida, ara mateix tenim 22. […] Aquest 19% són majoritàriament de l'Amèrica Llatina, després vindríem els marroquins i després diversitat: algun d'Europa, d'Àfrica, aquí estan més separats, el tercer grup.

8.3. Annex 3: Sociodemographic information about Rubí
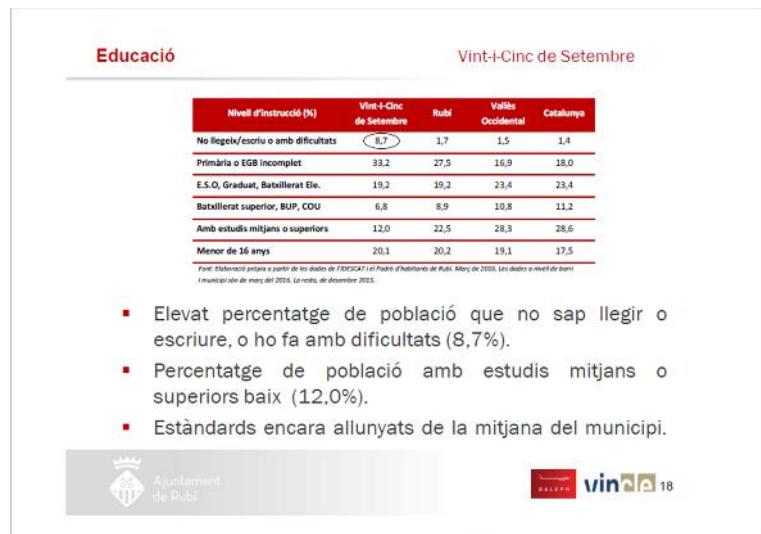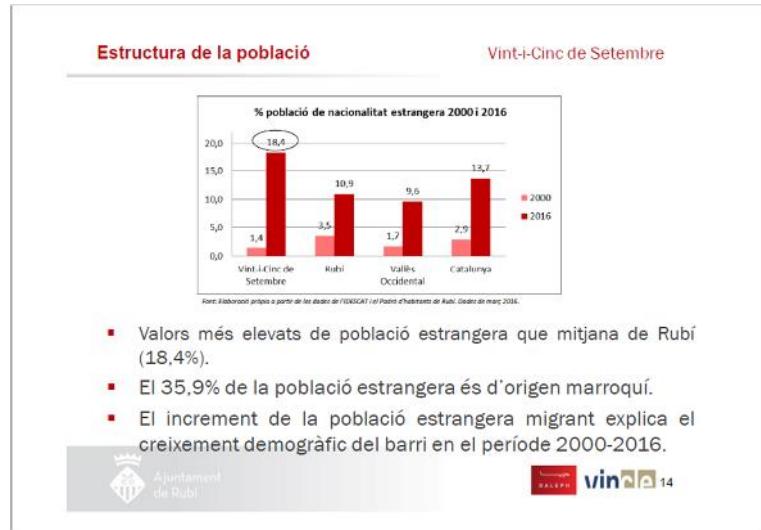
8.4. Annex 4: Self-Observation Paper

This task in the subjects Practicum and Innovation and Research consisted of recording us or some students, watching that material, choosing a topic from what we had observed and do a mini Master's Dissertation.

In my case, I was concerned of making myself understood while using English in the classroom because most students were not used to being exposed to English daily. I carried out a small literature review, and I gathered some potentially useful strategies or techniques to use in case of lack of effective communication due to the foreign language.

8.5.　　　Annex 5: The Catalan national curriculum

Original version of the contents included in the teaching unit.

ORAL COMMUNICATION	Content 3 Estratègies de planificació (fonts, selecció d'informació, esquemes, guió) i producció oral: utilització dels recursos lingüístics de manera equilibrada i eficient, compensació (sinonímia, perífrasi, paràfrasi), control dels resultats de la interacció i reparació o correcció. Textos semiformals i no formals, planificats i no planificats, presencials o digitals.
READING COMPREHENSION	Content 8 Estratègies de comprensió per a l'abans, durant i després de la lectura: distinció d'idees rellevants i secundàries, realització d'hipòtesis i d'inferències, localització de paraules clau, identificació de la idea general del text, així com d'informació específica.
WRITTEN PRODUCTION	Content 15 Producció creativa basada en les pròpies experiències i en situacions no reals.
LITERATURE	Content 17 Lectura i audició de produccions tradicionals orals i escrites de la llengua estrangera (rimes, cançons, contes, llegendes). Content 17 Textos escrits. Obra escrita original, adaptada o redactada expressament per a aprenents: les petites obres teatrals, els poemes, els contes, les novel·les, els còmics.

LANGUAGE		
Morphology and syntax (content 23)	Vocabulary (content 22)	Pragmatics (content 20)
Oracions compostes i subordinades: de relatiu, temporals, condicionals, causals, comparatives, concessives.	Expressions comunes, frases fetes. Lèxic d'ús freqüent i quotidià sobre temes d'interès personal i general, i vocabulari específic dels àmbits personal i acadèmic.	Estructura discursiva de gèneres de text narratius, descriptius, expositius, argumentatius, instructius, persuasius, predictius, literaris i conversacionals. Textos en formats i suports diversos: orals, escrits, dinàmics, hipertext, multimodal, audiovisual, multimèdia. Textos d'ús social: notes, postals, cartes, pòsters..., incloent-hi les formes d'escriptura interactiva (blogs, fòrums, correu electrònic...).

8.6.　　　Annex 6: Jigsaw Reading (activity)

Session 1 First Dates

Activity 2: The worst date ever! 📖

Group 1. Part A

Here are your two texts. Read them and with the other students in group 1, answer the questions on the next page.

Text 1
I am a strict vegan and I make it clear to any potential suitors before we ever go out. That didn't stop this guy I went on a date with from taking me to a Brazilian BBQ restaurant for our first (and last) date. There was nothing for me to eat except crackers and salad while he feasted on enough meat to feed a small town.
1. What does being a strict vegan mean? 2. What food options were there for the vegan? 3. If you feast on meat, do you eat very little or a lot of meat? 4. Do you think this date can be improved? In what way?

Text 2
I decided to meet up with someone from Facebook, who said she was in my high school class. She said she remembered seeing me and she was very pretty in her Facebook photos, so I couldn't believe I was unable to recall her. When we met up she looked nothing like her photos. Even when we were talking on the phone trying to find each other to meet up, I actually walked right past her because she looked absolutely nothing like the pictures. I'm not trying to be shallow, but she had definitely used angles to manipulate her appearance in her photos and it was almost offensive that she thought that it was okay to lie to people. I finished the date quickly and never spoke to her again.
1. How did they meet? 2. Why did the author end the date? 3. What do you think about lying on social media (Facebook, Instagram, Twitter)? 4. Do you think this date can be improved? In what way?

Word bank 📓	
suitors	a prospective love interest
crackers	a dry savoury biscuit
a guy	a man
to feast on something	to eat a lot of food
recall	to remember
meet up	to meet another person
shallow	superficial

THE IMPORTANCE OF STRATEGIES FOR GIVING INSTRUCTIONS: A CASE STUDY

Group 1. Part B

Now make a pair with a student from group 2. Tell them about what happened on the dates in your texts.
Write down some information about what student 2 tells you about texts 3 and 4.

Text 3	Text 4

Decide with student 2, which of the 4 dates is the worst date. Why?

We think the worst date is… because…

Activity 2: The worst date ever!

Group 2. Part A

Here are your two texts. Read them and with the other students in group 2, answer the questions on the next page.

Text 3

I went to the movies with this guy I had never met before, but we were set up by a mutual friend. I thought it was going fairly well, but then he went to the bathroom. I waited 5 minutes, then 10 minutes, then 20 minutes. He left. I had to call my friend to come pick me up and I never heard from him again. It was so humiliating.

1. If you do not know your date in advance, which type of date is it?
2. What happened after the man went to the bathroom?
3. How did the woman describe her date? Why?
4. Do you think this date can be improved? In what way?

Text 4

I started talking to this girl online, we got along well and we agreed to meet up on a popular street that has a lot of active nightlife, like restaurants and bars. Well, I went to meet her at the place she chose, but it's 21+ only. I messaged her and explained that I'm only 20 and I can't get in. After 15 minutes she came out of the bar, said hi and chatted, then said she had to go back in because it's her friend's birthday, but she'd like me to wait for her to come back out. I waited another 20 minutes, at least, before deciding to leave and ending the shortest, yet most humiliating date ever.

1. How did they meet?
2. What happened to the 20-year-old boy on his "date"?
3. How did the date end?
4. Do you think this date can be improved? In what way?

Word bank	
to go to the movies	to go to the cinema
to be set up on a date	a date organised by another person
to go fairly well	To be more or less happy with something
to pick someone up	to collect someone from a place
humiliating	something that makes you feel stupid
to get along well	two people who like each other
to chat	to talk informally

Group 2. Part B

Now make a pair with a student from group 1. Tell them about what happened on the dates in your texts.

Write down some information about what student 1 tells you about texts 1 and 2.

Text 1	Text 2

Decide with student 1, which of the 4 dates is the worst date. Why?

We think the worst date is… because…

THE IMPORTANCE OF STRATEGIES FOR GIVING INSTRUCTIONS: A CASE STUDY

8.7.   Annex 7: Jigsaw Reading Productions

Class A
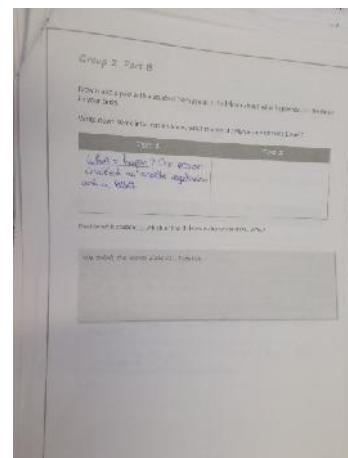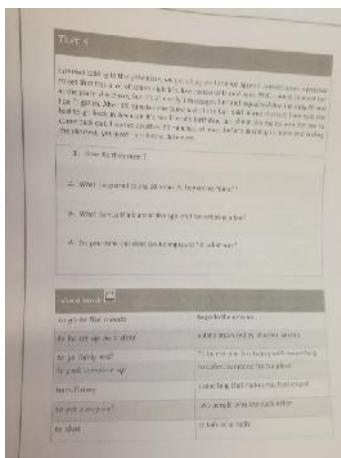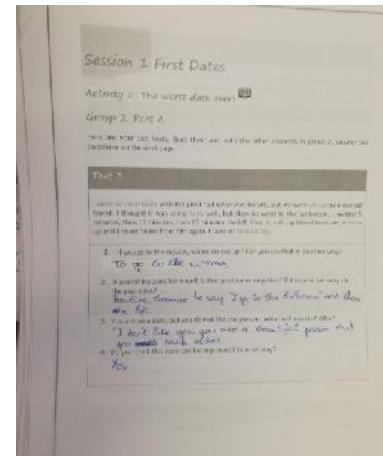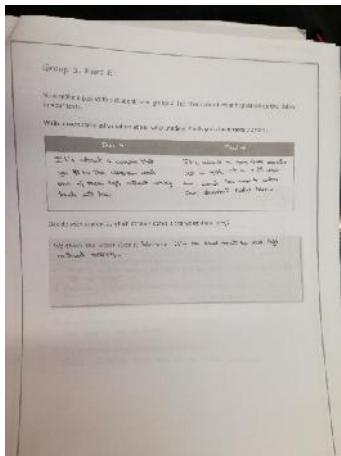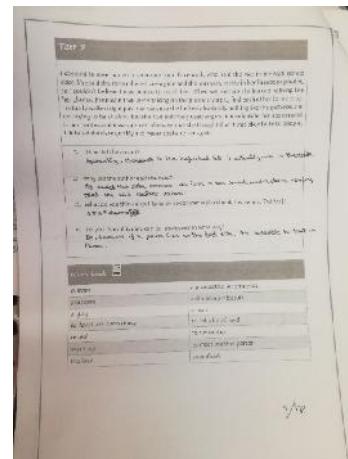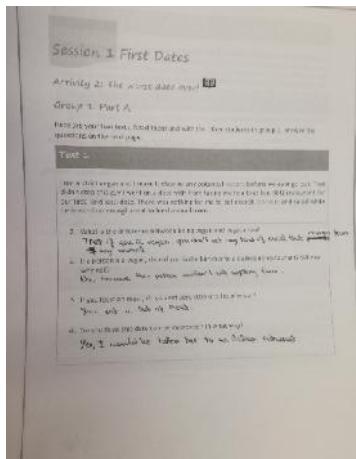
THE IMPORTANCE OF STRATEGIES FOR GIVING INSTRUCTIONS: A CASE STUDY

Class B

THE IMPORTANCE OF STRATEGIES FOR GIVING INSTRUCTIONS: A CASE STUDY
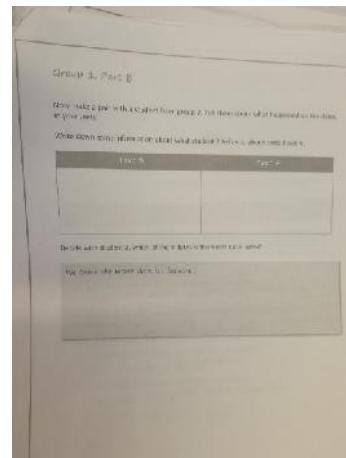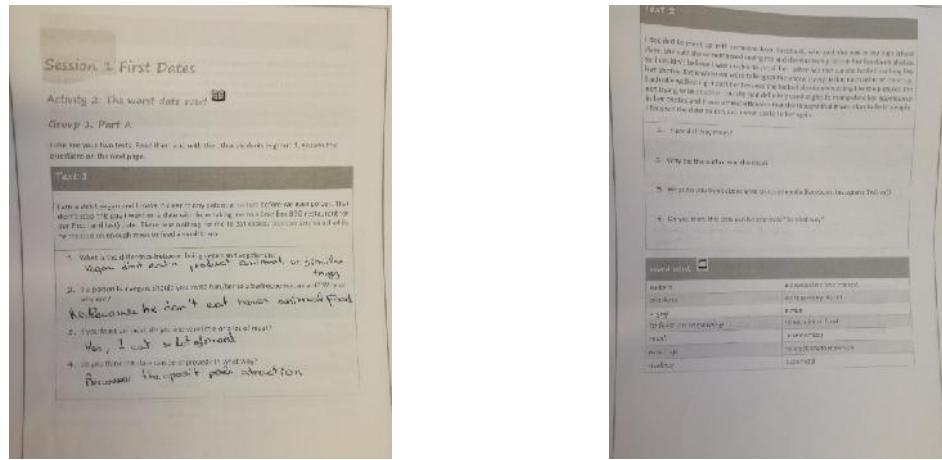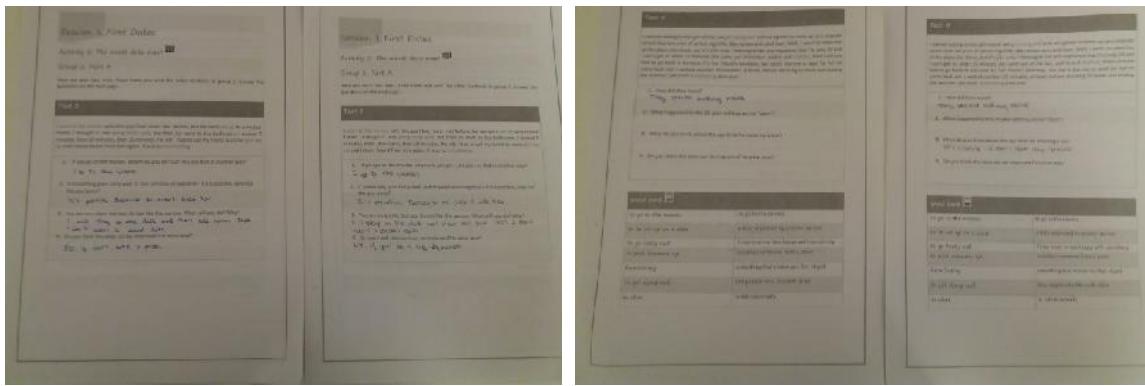
THE IMPORTANCE OF STRATEGIES FOR GIVING INSTRUCTIONS: A CASE STUDY
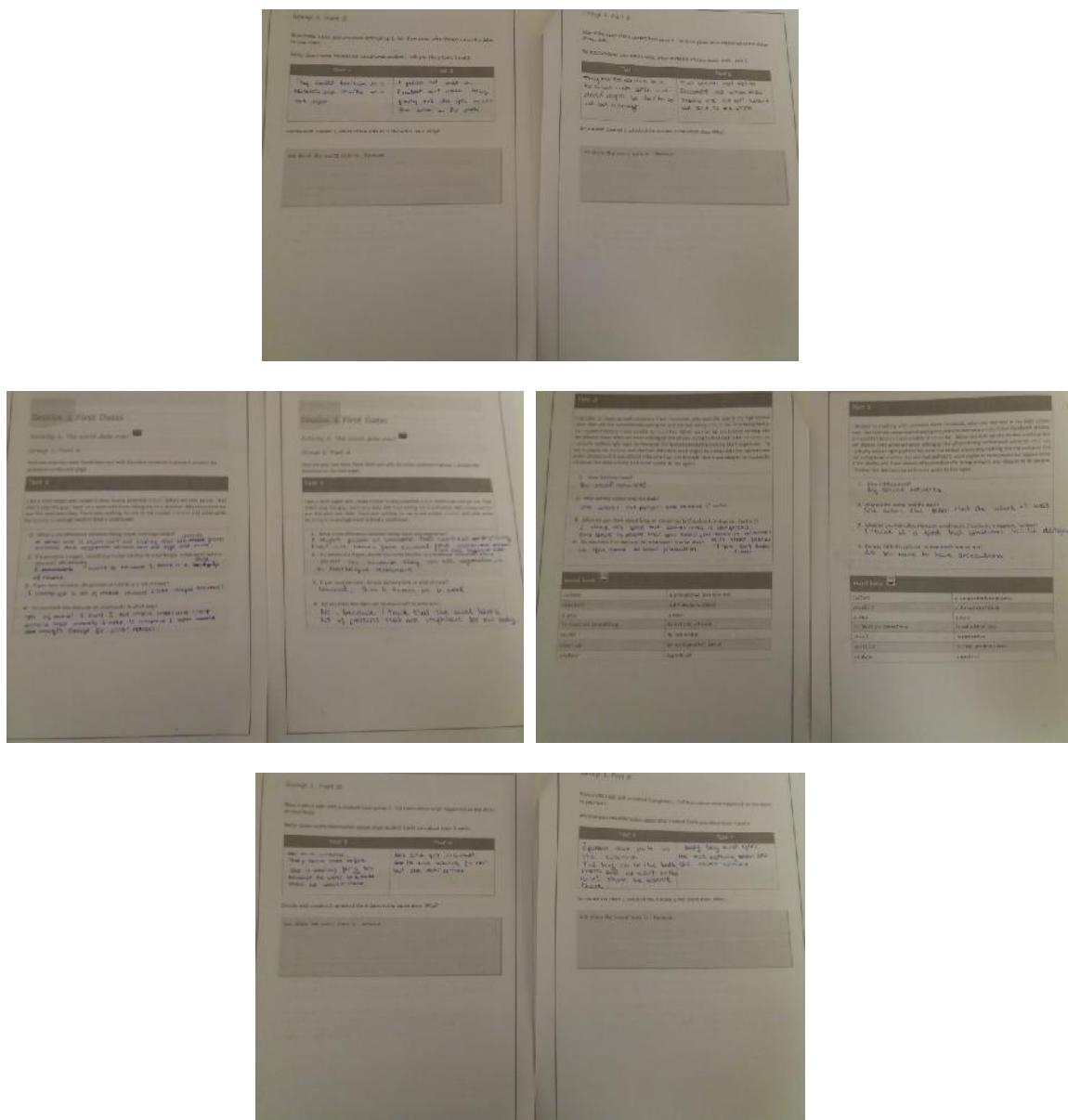
8.8. Annex 8: WhatsApp Message (activity)

Activity 3: Responding to a WhatsApp message ✏️

1. You have just received a WhatsApp message from your friend Brooke or Gary asking for advice. Read the messages below and decide in pairs which message you will respond to.

Left phone — Brooke (vodafone, 9:41 PM):

Hi! It's me, Brooke. I need your advice on something... I have just had a big fight with Gary and I think we will break up. I am so fed up with him. He never does anything for me. He never helps me with the housework and he is so inconsiderate. What should I do? Should I break up with him? Help me please! 9:33

Right phone — Gary (Orange, 10:01 PM):

Hi mate! It's Gary. I need your help with something. Brooke and I have fallen out. She is so unreasonable. She started shouting at me again tonight and nothing is ever good enough for her. She should appreciate all I do for her. I work so hard and never get any thanks. She wants to break up! What should I do? Should we end our relationship or should we try to work it out? 9:47

2. In pairs, write your response to Brooke or Gary. Do you think they should break up or stay together?

60

3. Compare your messages with another pair. Do you think they have given Brooke or Gary good advice?

8.9.   Annex 9: WhatsApp Message Productions

Class A

Class B

8.10.   Annex 10: Video Roleplay (activity)

Activity 2. Acting out your advice!

1. Look at Charlie's problem in the PowerPoint. He needs some help. What would you suggest? Are you happy with his friend's advice?

2. In the table below, you have the structure for solving someone's problem:

The problem	The solution
1. Give context *I've failed four subjects* 2. Explain the conflict *My parents are angry at me. It's so unfair because I tried!* 3. Ask a question for advice *What should I do?*	1. Advice statement *If I were you* 2. General solution *I would try my hardest to improve* 3. Examples of actions *Ask your teachers for help, tell your parents about your situation* 4. Final encouragement *And do your best!*

3. Using the structure above, write a short role play in a small group using one of the conflicts on the cards provided or inventing your own.

> **Example role play:**
>
> Charlie: My dad is getting married again! I don't want to talk to him again. It's not fair that he's going to have another family. I don't want any more brothers or sisters!
> Friend: If I were you, I would talk to your dad.
> Charlie: But why should I?
> Friend: Because he's your dad and you want him to be happy, don't you?
>
> Charlie: Yes, I suppose so.
>
> Friend: You should talk to him, you will feel better if you do. Your dad will also understand your feelings. It's normal for you to feel like this.

4. For homework, film yourselves acting out your dialogue and send your teacher your video!

8.11.   Annex 11: Agony Aunt Letter (activity)

Activity 3. How do we write an Agony Aunt letter?

1. This is the structure of an Agony Aunt letter.

Part	Objective
First line	**Greet** the person you are writing to
Paragraph 1	Say **why** you are writing the letter (a reply to a problem, for example)
Paragraphs 2-3	**Give advice** to the person about their problem
Paragraphs 4-5	**Sign off** and wish them all the best

2. The table below includes useful expressions to help you write your reply as Alice.

Part	Useful words and expressions
First line	Dear / Hi
Paragraph 1	Thanks for your letter. I've given it a lot of thought.
Paragraphs 2-3	Your question/problem was… | You asked about… In my opinion, you should… | Have you thought about…? It's a good idea / it's not a good idea to… If I were you, / If I were in your shoes/position, I would… | It's best if….
Paragraphs 4-5	I hope my advice is helpful. | I hope this letter helps. | Write back if you need more advice. All the best
Your name	Alice

Example

Dear Charlie,

Thanks for your letter. After receiving it, I read it carefully and gave your question a lot of thought before writing this reply.

You asked about getting your first tattoo and you were worried about how your parents will react. **In my opinion, you should** talk to your parents and tell them you want a tattoo. They might give you permission. **It's best if** they know about it before than if they see it by surprise one day!

I hope this letter helps you. If you need anything more, write back!

All the best,

Alice

Activity 4. Now it's your turn!

1. Now you will write a response to a problem letter in pairs.

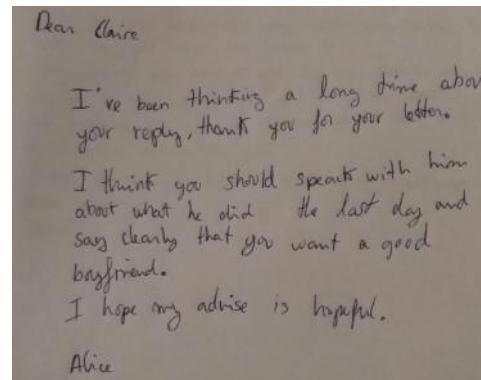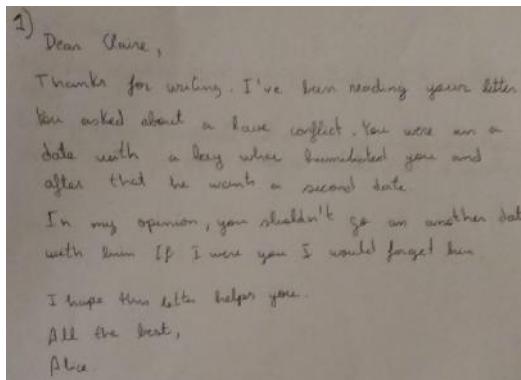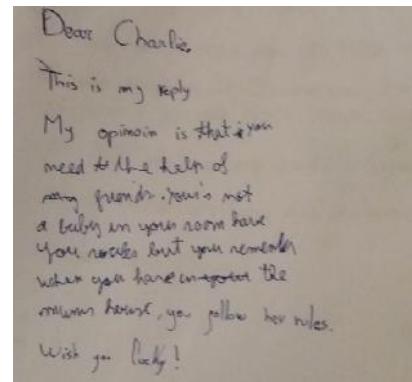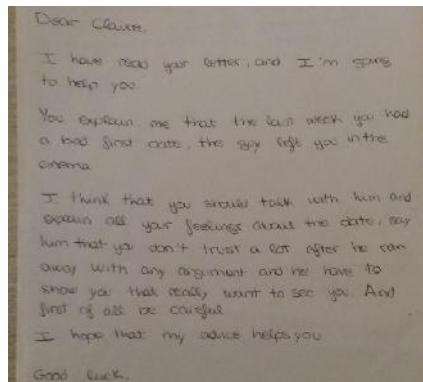2. There are four problems. Read them all and reply to <u>one</u>.

   Checklist

   - ✓ Your letter should be 80-120 words long.

   - ✓ Use the Agony Aunt letter structure to help you

   - ✓ Ask your teacher if you have any questions about the problem letter

THE IMPORTANCE OF STRATEGIES FOR GIVING INSTRUCTIONS: A CASE STUDY

8.12.   Annex 12: Agony Aunt Letter Productions

Class A

Class C