



# ELTA Online Training

*English Language Teaching Assistants (ELTAs)*

8 November 2024

1



# Introduction

# Redawaan

&

# Emily



Sign in.



Outline of the session

1



Introduction

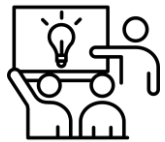
**ELTA Online Training November 2024**  
**How to give instructions to students.**

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Outline of the session

3



How to give instructions to students.

- Present the 3 scenarios. Video
- Explain the group tasks to ELTA participants.

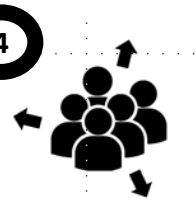
5



Group discussions in Breakaway Rooms.

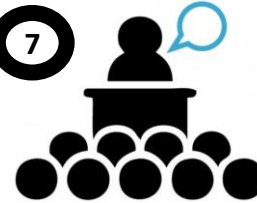
- Discuss the techniques used in the video.

4



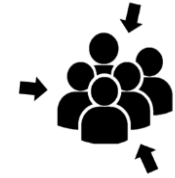
Assign to Breakaway Rooms.

7



Groups report their findings in the Main Room.

6



Return to the Main Room.

8



Question and Answer Session.

9



Wrap up.

10



Closure

# Topic

**How to give instructions to students  
in the classroom.**



IS IT CLEAR?

A cartoon illustration of a male teacher with dark skin, wearing a yellow shirt and a black tie, pointing upwards with his right hand. A speech bubble above him contains the text 'IS IT CLEAR?'. He is standing on a black horizontal line representing the ground.

**Giving clear instructions in the classroom is very important.**

- ✓ **It ensures that students understand what is expected of them.**
- ✓ **It leads to better engagement and successful task completion.**
- ✓ **It helps to keep an organized and efficient learning environment.**

# When will you give instructions to students?

## Preparing group activities:

To clarify roles, tasks, and expectations.



## Before class games and activities:

To explain the format and rules.



Treasure Hunt

## In response to questions or confusion:

To rephrase or elaborate on previous instructions.



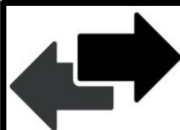
## To start role play exercises:

To set the scene and describe scenarios.



## During transitions between different tasks.

To explain how the new activities will unfold.





3



## How to give instructions to students.

- Present the 3 scenarios
- Explain the group tasks to ELTA participants.

➤ Appoint a Reporter.



**Let's watch the following video.**

**It shows 3 classroom scenarios of a teacher giving instructions to his students.**

**Scenario 1**

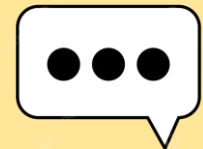
**Scenario 2**

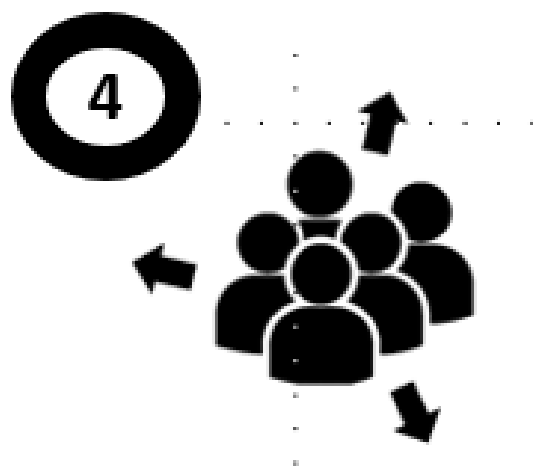
**Scenario 3**

**Watch the 3 classroom scenarios with the following questions in mind:**

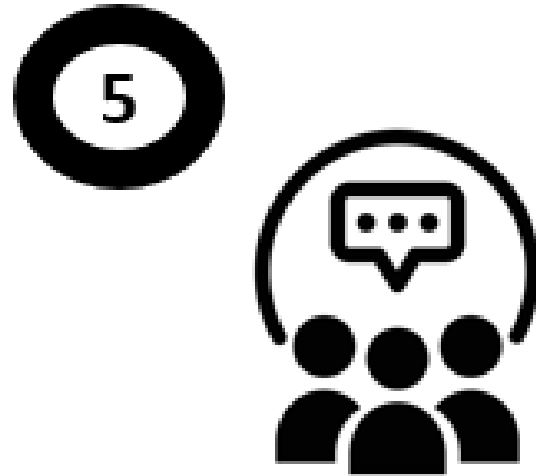
1. What was done differently in scenario 1, scenario 2 and scenario 3?
2. What makes scenario 3 a better way to give instructions to students?  
Why do you say that?
3. How does this help students to follow instructions?

**Chatbox**





Assign to Breakaway  
Rooms.



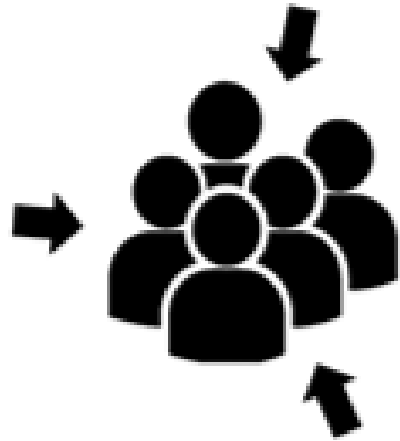
## Group discussions in Breakaway Rooms.

**15 minutes**



□ Appoint a Reporter.

6



Return to the Main Room.

# How to give instructions to students in the classroom.

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## Scenario 1

**Teacher:** “Alright, everyone, listen up. I want you to take these photos and put them in the order they appear in the story. Work in groups. Start now.”

## Scenario 2

**Teacher:** “Okay, class, please get in your groups. (Teacher points to the groups.) Here are the photos from the story we just read. (Teacher holds up a few photos.) I want you to put these photos in the order they appear in the story. (Teacher writes ‘Put photos in order’ on the board.) After you finish, talk in your group about why you think the photos are in that order.”

## Scenario 3

**Teacher:** “Class, today we will work in groups to put in order photos from the story we just read. (Teacher holds up the book and shows the cover.) First, let’s look at the story quickly. (Teacher flips through the book, showing key illustrations.)”

**Step 1:** “Every group will get a set of photos from the story. (Teacher shows a sample set of photos.)”

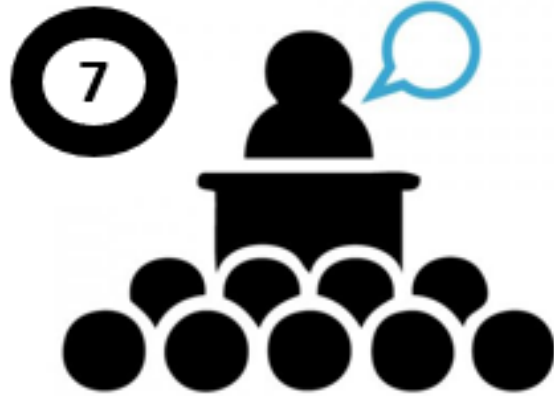
**Step 2:** “You have to put these photos in the order they appear in the story. (Teacher demonstrates by placing a few photos in order on the board.)”

**Step 3:** “After arranging the photos, talk in your group about why you think the photos are in that order. (Teacher writes ‘Put photos in order, discuss order’ on the board.)”

**Teacher:** “Does everyone understand? (Teacher asks a few students to repeat the instructions.) Great, you may start now.”

**Do the following in your group.**

1. What was done differently in scenario 1, scenario 2 and scenario 3?
2. What makes scenario 3 a better way to give instructions to students? Why do you say that?
3. How does this help students to follow instructions?



Groups report their findings  
in the Main Room.

**Group 1**

**Group 2**

**Group 3**

**Group 4**

**Group 5**

**Group 6**



Question and Answer  
Session.



9



Wrap up.

# How to give instructions to students.

## 1. Get Students' Attention



## 2. Use Simple and Clear Language



## 3. Demonstrate the Task



## 4. Use Visual Aids



## 5. Check for Understanding



## 6. Provide Written Instructions



## 7. Give Time for Questions



## 8. Monitor and Support

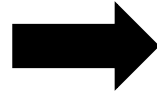


## 9. Use Positive Reinforcement



## 10. Review and Reflect





# Giving instructions to students in the classroom.

By following these steps, you can ensure that your students clearly understand what is expected of them, whether they are performing a written, listening, or oral task. This approach helps create a structured and supportive learning environment

## 1. Get Students' Attention



**Description:** Ensure all students are focused and ready to listen before giving instructions. **How to Implement:** Use a signal like clapping hands, ringing a bell, or simply saying, "Attention, please." Wait until everyone is quiet and looking at you.

## 2. Use Simple and Clear Language



**Description:** Use straightforward language and short sentences to avoid confusion. **How to Implement:** Break down instructions into small, manageable steps. Avoid using complex vocabulary or long explanations.

## 3. Demonstrate the Task



**Description:** Show students what they need to do rather than just telling them. **How to Implement:** Perform the task yourself or use a visual aid. For example, if it's a written task, write an example on the board; for a listening task, play a short sample; for an oral task, model the conversation.

## 4. Use Visual Aids



**Description:** Support your verbal instructions with visual aids. **How to Implement:** Use the smartboard, flashcards, or handouts to illustrate the steps. This helps visual learners and reinforces understanding.

## 5. Check for Understanding



**Description:** Ensure students understand the instructions before they start the task. **How to Implement:** Ask concept-checking questions (CCQs) like, "What will you do first?" or "Can someone repeat the instructions?" Alternatively, have a student demonstrate the task.

## 6. Provide Written Instructions



**Description:** Give students a written version of the instructions to refer to. **How to Implement:** Write the steps on the board or provide a handout. This is especially helpful for written tasks where students can follow along at their own pace.

## 7. Give Time for Questions



**Description:** Allow students to ask questions if they are unclear about the task. **How to Implement:** After giving instructions, pause and ask, "Are there any questions?" Encourage students to seek clarification if needed.

## 8. Monitor and Support



**Description:** Walk around the classroom to ensure students are on track and provide assistance as needed. **How to Implement:** Observe students as they begin the task, offer help to those who seem confused, and provide positive reinforcement to those who are on the right track.

## 9. Use Positive Reinforcement

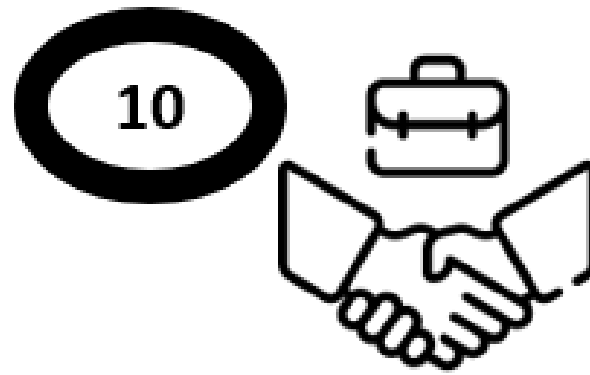


**Description:** Encourage and motivate students by acknowledging their efforts and successes. **How to Implement:** Use phrases like, "Great job!" or "You're doing well!" to boost confidence and keep students engaged.

## 10. Review and Reflect



**Description:** After the task, review the instructions and the task outcome with the students. **How to Implement:** Discuss what went well and what could be improved. This helps students understand the importance of following instructions and prepares them for future tasks.



# Closure



Sign out.



Send your invoice.