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**„How do EFL teachers instruct during a pandemic?
A corpus-based genre analysis of Austrian lower
secondary teachers' online instructions.“**

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Abstract

The COVID-19 pandemic has caused the historically greatest and most sudden alteration of global education, prompting school closures and emergency remote learning and teaching. Educational institutions utilized online learning platforms to teach students and to communicate with them. A new genre developed, namely teachers' instructions on Google Classroom, a Learning Management System. This thesis focuses on such instructions written by EFL teachers employed at a Viennese middle school during Austria's third governmentally imposed lockdown. The following research questions were answered via an extended genre analysis: (1) What are common moves and steps in EFL online instructions? (2) Which recurring lexico-grammatical features are used? (3) How much German do teachers use when instructing online? (4) In how far does the genre of online EFL instructions differ from current research's outcomes concerning in-class instructions? (5) What are teachers' beliefs regarding impact, necessity and appropriacy of the analyzed online instructions? Results suggest that the newly developed genre contains three obligatory moves, recurring lexico-grammatical features such as imperatives and personal pronouns, and a higher number of German words than English ones. Furthermore, teachers' beliefs regarding impact, necessity, and appropriacy of the choices made vary to a large degree.

Kurzfassung

Die COVID-19 Pandemie verursachte die historisch größte und plötzlichsste Veränderung der Bildung weltweit und veranlasste Schulschließungen sowie das sogenannte *Emergency Remote Teaching* als Notfallmaßnahme. Bildungsinstitutionen nutzten online Lernplattformen, um Lernende zu unterrichten und mit ihnen zu kommunizieren. Dadurch entwickelte sich ein neues Genre, nämlich die Instruktionen, die Lehrperson Schüler*innen auf Google Classroom gaben. Die vorliegende Masterarbeit legt den Fokus auf Instruktionen, welche von Englisch Lehrer*innen an einer Wiener Mittelschule während des dritten, staatlich angeordneten Lockdowns in Österreich geschrieben wurden. Die folgenden Forschungsfragen wurden mithilfe einer *Extended Genre Analysis* beantwortet: (1) Was sind häufige bzw. gewöhnliche *moves* und *steps* in den Instruktionen? (2) Welche wiederkehrenden lexiko-grammatikalischen Merkmale werden benutzt? (3) Wieviel deutsch benutzen Lehrpersonen, wenn sie online unterrichten? (4) Inwiefern unterscheidet sich das Genre der Instruktionen im online Englischunterricht von den Ergebnissen aktueller Forschung rund um den Englischunterricht im Klassenzimmer? (5) Was sind die Einstellungen der Lehrpersonen bezüglich Wirkung, Notwendigkeit und Eignung der analysierten online Instruktionen? Die Resultate suggerieren, dass das neu entwickelte Genre drei obligatorische *moves*, wiederkehrende lexiko-grammatikalische Merkmale, wie beispielsweise Imperative und persönliche Fürwörter, und eine höhere Anzahl deutscher als englischer Wörter beinhaltet. Weiters variieren die Einstellungen der Lehrpersonen bezüglich Wirkung, Notwendigkeit und Eignung in hohem Maße.

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List of abbreviations

CALL	Computer-assisted language learning
DCALL	Distance computer-assisted language learning
EFL	English as a foreign language
ERT	Emergency remote teaching
ESP	English for specific purposes
FL	foreign language
GC	Google Classroom
HL	home-language
L1	first language
L2	second language
LMS	Learning management system
SL	school-language
VLE	Virtual learning environment

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1. Introduction

Teaching EFL with the assistance of technology can be tracked as far back as to the early 20th century (Otto 2017). Ever since, the tools utilized as well as the practice of utilization have changed and evolved and so have the methods of teaching. The COVID-19 pandemic has caused the historically greatest and most sudden alteration of global education, prompting school closures and emergency remote learning for 94% of students worldwide (United Nations 2020: 2). Between March 2020 and March 2022, 1,283,635 Austrian pupils were affected by 15 weeks of complete school closures and 24 weeks of partial school closures (UNESCO 2022: Austria). Consequently, Austrian students and 130,061 schoolteachers (UNESCO 2022: Austria) have had to transition in and out of Emergency Remote Teaching (ERT) for two years so far, drastically altering the way education had been provided and received for decades. Naturally, this unexpected change often caused an emotional toll for students (Resnik & Dewaele 2021) and teachers (Shamir-Inbal & Blau 2021), as well as parents and caregivers (Misirli & Ergulec 2021). However, it also induced pedagogical, personal, organizational, and technological rewards (Shamir-Inbal & Blau 2021), and led to a large utilization of Virtual Learning Environments (VLEs) and Learning Management Systems (LMSs) as teaching tools.

This adaptation from the classroom to VLEs and LMSs often meant a shift from teaching verbally to giving instructions in written form; hence, a new genre in the field of education was established. When wanting to learn about a newly created or unanalyzed genre, scholars use genre analyses in order to uncover typical structures and language usage. Moreover, „[genre] analysis can and should be used as a tool to study and understand professional practice, and even professional culture“ (Bhatia 2012: 249). The profession of language teaching has been connected to genre analysis ever since Swales (1990) developed the English for Specific Purposes (ESP) approach. The genre of EFL instructions, however, does not appear to have been analyzed yet, showing a notable lack in research that requires attention.

Due to this deficit and the demand to investigate a newly developed genre in an undoubtedly challenging ERT setting, an extended genre analysis of EFL teachers' online Google Classroom (GC) instructions is conducted in this thesis. The goal is to answer the following five research questions: (1) What are common moves and steps in EFL online instructions? (2) Which recurring lexico-grammatical features are used? (3) How much

German do teachers use when instructing online? (4) In how far does the genre of online EFL instructions differ from current research's outcomes concerning in-class instructions? (5) What are teachers' beliefs regarding impact, necessity and appropriacy of the analyzed online instructions?

In order to achieve these aims, seven EFL teachers employed in a Viennese lower secondary school (Mittelschule) submitted their GC instructions, which were created during Austria's third governmentally imposed lockdown and school closure. The instructions were then combined to a corpus and analyzed in accordance with Hüttner's (2007) proposed extended genre analysis. Therefore, a move and step as well as lexico-grammatical analysis was conducted and expert interviews with three of the participating teachers were administered.

This thesis comprises a theoretical and a practical part. The former discusses EFL education in connection with technology via the description of Computer Assisted Language Learning (CALL) and Distance Computer Assisted Language Learning (DCALL), and through an examination of ERT and GC. Additionally, written EFL instructions are examined in comparison to verbal ones and the usage of home-language (HL), school-language (SL) and the target language is explored. Furthermore, EFL online GC instructions are attempted to be defined, the extended genre analysis as a research method is described, corpus-based genre analysis is considered and results of conducted genre analyses in the field of EFL education are stated.

The second and practical part of this thesis then describes the methodology used and presents the results concerning the move, step, and lexico-grammatical analysis as well as outcomes of the expert interviews. Moreover, results are discussed in connection with current literature, the five research questions are answered and the genre of EFL online GC instructions is thoroughly defined. Altogether, this thesis provides valuable insights into EFL ERT and contributes to research in the field of EFL teaching and genre analysis.

2. The online EFL classroom

When looking at the history of language teaching with the help of technology, teaching EFL online is quite a new movement within foreign language (FL) pedagogy. Using any kind of technology in the FL classroom started in the beginning of the 1900s, when audio was used with phonograms and the like. As the technology emerged, audiovisual material of native speakers was used in classrooms with progressive teachers, providing listening and speaking activities (Otto 2017: 11).

Generally, pedagogical trends had always had a high influence on teaching via technology. In the case of communicative language teaching in the 1970s, this trend led to teachers' skepticism concerning technology rather than their conviction, as the foci shifted from grammar and vocabulary to speaking, listening and reading exercises. At the time however, most known computer programs offered drill exercises on vocabulary, grammar and translation (Otto 2017: 13), which was one of the reasons why the FL classroom was overshadowed by visual and audio tapes. In the late 1970s the computer evolved into the microcomputer, an innovation that made many more actions possible, but was only used scarcely in the classroom. Many teachers started to create their own materials to use on computers, often to sell them and provide them to others. The focus mostly lay on listening comprehension though (Otto 2017: 14).

In the 1980s, educational games first started to be developed as they were an entertaining new idea, although not used very often in the communicative classroom. What became widespread was the use of authentic language, whether it was text, audio or visual material. The use of corpora in the FL context also increased and broadcasts were shown recognition (Otto 2017: 15). The 1990s then were characterized by the internet, the possibility to use search engines and the overflow of information that came with it. Nevertheless, most FL classrooms mainly used video and audiocassettes as these were easily affordable and simple to handle (Otto 2017: 17).

With time, Learning Management Systems were developed that catered to FL teaching, the first of which was Moodle¹. A LMS is "a software application that automates the administration, tracking, and reporting of training events" (Ellis 2009: 1), whose main task is to make learning material available (McGill & Klobas 2009: 496); notably, interaction is not

¹ For more information see <https://moodle.org> (24 Aug. 2022)

mentioned in LMS's functions (Ellis 2009:1). After the year 2000 the so-called social turn started, slowly transforming pedagogy. Scholars advised learner-centered lessons rather than teacher-centered ones, aiming to turn the FL classroom into an active, engaging and creative environment. With time, the use of electronic devices during lessons has become increasingly common and various applications for this purpose have been developed. At university a new trend for online courses started, which either replaced some on-site lessons or even all of them (Otto 2017: 20).

In spring 2020 a tremendous change in the use of technology in education occurred as a worldwide pandemic caused governmentally enforced lockdowns, leaving schools and universities closed, and learners as well as teachers faced education in their homes. In fact, between March and October 2020, all of the schools of at least 108 countries were closed for an average of 47 days, which is about a quarter of a school year (UNESCO, United Nations Children's Fund & World Bank 2020: 5). UNESCO (2021) states that in April 2021, over 800 million students were still not able to attend school on-site, either partially or entirely. These schools responded to the crisis by teaching either online, via television or radio programs or printed learning packages. Especially among high-income countries, the first solution was used most often (UNESCO, United Nations Children's Fund & World Bank 2020: 6), assigning VLEs and LMSs a more important and prominent role than ever before.

Virtual Learning Environments are web-based and provide everything needed for a regular learning environment, only online. Students can access assignments, resources, and bulletin boards and are able to upload their work and contact their teacher via the same website. VLEs are especially defined in their ability to provide various types of interaction between students as well as between students and teachers (Barr 2004: 54). "[V]irtual learning environments allow learners to extend not just their minds, but also their bodies and senses, outside of themselves and into new relations with the social worlds they encounter in virtual spaces" (Macfadyen 2009: 111).

In the next subchapter, CALL as well as DCALL will be discussed as they were analyzed prior to the pandemic. Afterwards, a new field of research which emerged due to COVID-19 is considered, and finally, a specific LMS is examined.

2.1 Computer-assisted language learning

25 years ago, Levy (1997:1) defined CALL “as the search for and study of applications of the computer in language teaching and learning” (Levy 1997:1). However, CALL had already been developed in the 1960s (Levy 1997: 1) but it only started to gain popularity in the year 2000 (Uzunboylu & Ozcinar 2009: 144). In the early 2000s, two approaches existed concerning the role of the computer and the teacher. In one of them the computer was mainly viewed as a tool to help teach and could, therefore, be regarded as a kind of teaching material (Gunduz 2005: 196-197). Here the teacher’s role was significant, as they organized, facilitated learning and supported students, although they also often took on the role of the author as existing material required alteration or completely new material was needed (Levy 1997: 103-105). Here the internet was mainly used to support listening and viewing activities (Hallet 2006: 211).

The second approach viewed the computer as a tutor and assigned the teacher a role of little importance. Tasks which the teacher normally would have been responsible for here belonged to the computer, as the computer was, essentially, expected to be the teacher (Levy 1997: 184). This mainly meant that programs were used which told learners if their answers were correct or not (Barr 2004: 32). However, in CALL the computer was never really meant to replace the teacher completely, as a context and a regular classroom learning environment were always required in both approaches (Barr 2004: 36).

During the past decade, CALL has ascribed the teacher a crucial role in education (Thomas, Reinders & Warschauer 2014: 9); therefore, the first approach seems to have taken over. While CALL was mainly discussed in connection with teaching grammar in the 1990s, research today is primarily concerned with learning outcome, reading comprehension and digital games (Lim & Aryadoust 2021: 9). Naturally, the statement also has to be added, that CALL does not only concern computers anymore but certainly any electronic device that offers an internet connection. Smart phones, for instance, are an exceptionally popular device; in fact, in today’s world there are more mobile phones than people (Russell & Murphy-Judy 2021: 25).

CALL in EFL is often specifically used to foster language skills and systems. Tschirner (2011: 38), for instance, highlights the usage of audio recordings and videos in the EFL classroom in order to promote vocabulary knowledge. He claims that, if suitable material is chosen, students “store new word forms, [...] establish links between word forms and

meaning, [...] and [...] retune the grammatical features of lemmas as well as the grammatical and phonological processors” (Tschirner 2011: 38). Moreover, a focus on vocabulary in CALL can also be effective concerning students’ achievements in comprehension (Shokrpour, Mirshekari & Moslehi 2019).

Siddell (2011: 63-64) focuses on the improvement of listening skills as an outcome of CALL, although he specifically suggests authentic listening material from broadcasting websites and underlines the need for teachers to actively support such listening activities in preventing intellectual overwhelming by way of providing transcriptions, vocabulary input and listening strategies.

As might be expected, enhancing learners’ language skills is not the only benefit of CALL. Online platforms especially aid the EFL classroom by way of crossing the offline boundaries of time, medium and space due to the fact that for example, online discussions can be continued outside of the lesson, materials used are not only the traditional schoolbooks anymore and learners can virtually enter a new space while still sitting in the classroom or anywhere else. Therefore, the internet does not only offer the chance to be integrated into lessons but also actually improves the learning environment. In addition, using the internet while teaching fosters learners’ independence and allows for individualization (Hallet 2006: 219). Another advantage of CALL is that the computer can do those tasks which teachers often find to be monotonous as, for instance, practicing grammar and vocabulary knowledge and providing feedback for such exercises. Therefore, CALL can save a teacher a considerable amount of time. Moreover, students not only learn but often also feel entertained and in turn motivated, especially when playing educational games (Barr 2004: 33-34).

Unsurprisingly, CALL does not only provide benefits but also carries disadvantages. As the computer is a machine, it cannot be expected to respond to learners just as a teacher would. Websites are still limited to how they were programmed and can, for instance, only provide feedback to a limited degree (Barr 2004: 34-35). Furthermore, electronic devices are financially demanding. This does not only refer to expensive software and applications but also applies to various training courses teachers may have to attend in order to manage CALL successfully (Dina & Ciornei 2013: 250-251). Additionally, devices often become outdated in a matter of only a few years, turning upgrades into rather impossible and only theoretical goals. All of these financial difficulties may lead to a growing gap in educational institutions whose available funds differ significantly (AbuSeileek & Sa'aleek 2012: 30-31).

Besides the described disadvantages, teachers using CALL and their students are also faced with challenges. Using the internet when teaching requires the teacher to make appropriate decisions concerning planning and selecting in the vast amount of authentic teaching materials the internet provides (Siddell 2011: 65). One of the pitfalls here is for teachers to focus too much on the available materials and technology and to forget about the actual teaching outcome (Kubler 2011: 76). Furthermore, the internet ought not be confused with a universal solution and should, consequently, not be used without guidance and assistance (Barr 2004: 45).

For instance, the usage of programs that offer immediate corrections of language mistakes needs to be aided by way of demonstrating their imperfection and ensuring students are aware of such programs' limits (Hegelheimer & Lee 2014: 299), as they merely focus on grammatical and mechanical mistakes. If they do, automated writing evaluation programs can help language learners in revising their texts and motivate them to better themselves (Hegelheimer & Lee 2014: 292-293). Moreover, the number of requirements CALL needs in order to be successful often leads teachers to not even attempt such kind of teaching. Exclusions of electronic devices from lessons also stem from "a lack of time, administrative or curricular restrictions, or lack of resources" (Egbert, Paulus & Nakamichi 2002: 8). If teachers use CALL nevertheless, they need to be aware of the vast number of choices due to the amount of information available and then specifically choose authentic material and provide students with strategies to face these successfully (Siddell 2011: 63).

In order to offer a complete description of CALL, specific computer programs and applications also need to be mentioned. A few of the effective ways to use CALL in the language learning classroom are through synchronous communication programs and "negotiated interaction, multimedia, telecollaboration or e-mail exchanges, blogs, digital games, Wikis and podcasts" (Lim & Aryadoust 2021: 19), in short, the internet. Tsai (2020), for instance, promotes Google Translate as a revision tool for university students with low English proficiency and Lee (2020) agrees that translation tools assist in revision but also help in reducing lexico-grammatical mistakes. Yen, Hou and Chang (2015) examined Facebook and Skype as a tool to improve writing as well as speaking skills and found them to be effective for university students. Other tools in CALL which have been analyzed during the past five years and considered beneficial are, amongst many others, YouTube (Thamer 2020), corpora

(Lin 2016), Quizlet² (Abdullah Al-Malki 2020), podcasts (Bueno-Alastuey & Nemeth 2020) and WhatsApp (Tragant, Pinyana Mackay & Andria 2020).

When teachers decide on a technology to use, the platform's synchronicity needs to be considered. Asynchronous tools can make communication easier as schedules can be flexible and learners do not need to be online simultaneously; on the other hand, synchronous platforms offer video calls and the opportunity to message each other in real time (Emde & Schneider 2006: 187).

Another factor that needs deliberation are learners' attitudes. They play a crucial role in the way pupils use the tools provided for them, as for instance, programs that seem old fashioned will not be used as enthusiastically as a platform that students feel to be exciting and/or easy to handle (Emde & Schneider 2006: 187-188). Demir and Sönmez (2021: 696-698) contribute to this point as their results suggest that learners born after the year 2000 prefer the use of smartphones, online material and smart boards to the usage of pen and paper in the classroom.

Overall, CALL can be very successful as long as the teacher is aware of the aspects that influence learning outcomes and makes appropriate decisions concerning programs used and pitfalls to be avoided:

[...] careful consideration and examination of the learning context in terms of the objectives, the learners, the content, and the technologies can enrich learning, not only in terms of what knowledge learners can acquire, but also how it is acquired and how learners perceive this process (Stockwell 2012: 164).

Evidently, using CALL when teaching requires calling attention to and deliberation of very similar facets of learning that also need to be considered in any other EFL classroom setting.

2.2 Distance computer-assisted language learning

The term DCALL has been used interchangeably with CALL ever since it was first mentioned in academic literature in 2006, insinuating that the two concepts are mostly similar. However, they differ due to one crucial aspect, namely distance education (Lamy 2014: 142). In order to give a complete overview of DCALL, the following focus is on distance learning, its consequences for learners, its overall requirements, DCALL's benefits and finally, its pitfalls. It has to be taken into account, that the following refers to university students and adult

² For more information see <https://quizlet.com/en-gb> (24 Aug. 2022).

learners only, as distance learning had almost never been used in secondary education prior to 2020. Nevertheless, insights of DCALL research matter for teachers and students at secondary schools as the experiences gained in university settings can be valuable for younger students as well. Moreover, these studies consider distance learning settings as planned and intentional whereas ERT considers education as the only choice available.

The main factor which defines distance education is that there is no direct face-to-face contact between teacher and learner, except for online video calls (Lamy 2014: 144). Distance learning has to be set apart from two learning concepts, which it is often confused with. First, distance learning and CALL are not necessarily the same, as distance learning can occur without technology, due to the possibility of assigning learning material in, for example, books or printed worksheets. Second, distance learning and flexible learning are different because the former often does not provide flexibility in terms of time or place, which, for instance, online conferences display (Lamy 2014: 142-143). Whether distance education is flexible very much depends on the type of technology used. Asynchronous tools allow learners to access assignments and materials at any time, whereas synchronous tools provide communication, whether it be written or spoken, only if teacher and learner are online at the same time (White 2003: 9-10).

The distinction of synchronicity also implies a degree of support. Distance learning can be either supported by a teacher, similar to a classroom setting, or unsupported, meaning that students do not receive feedback or evaluation during the progression of a course (Lamy 2014: 144). What is crucial though, is that both types of support should be tailored to each individual's needs (White 2003: 171). Whether this support can be made available immediately depends on the type of synchronicity. However, there are many courses which use multi-synchronous tools, allowing for the advantages of both synchronous and asynchronous learning (White 2003: 10).

White (2003: 24) argues that distance education in general generates beneficial results such as knowledge regarding how to learn a language and the creation of an identity as a language learner. Furthermore, DCALL improves participation and personal inclination towards other learning opportunities. In addition, Huang (2014) found that university students who were taught reading comprehension online even outperformed those who were instructed offline, implying that distance education can act as the preferred learning mode. DCALL also assists in the improvement of reading and writing proficiency, and fosters distance

learners' ability to study and learn within their community (Russell & Murphy-Judy 2021: 7). Distance education provides a high degree of individualization as well due to the fact that learners are free to decide how they learn and how much time they need to do so (White 2003: 25). It is also a practical way to involve teachers as well as learners who live in a different city or even country than the place of the educational institution (Russell & Murphy-Judy 2021: 7).

Teaching only online has also been analyzed in connection with teaching culture. Corbett and Phipps (2006: 160) point out that undergraduate courses targeting cultural knowledge as learning objectives mostly carry the presupposition that learners are in first-hand contact with English native speakers and/or are able to travel and therefore, have the intended cultural exposure. As this notion is more often than not rather fictional, many teachers have found a solution in providing contact to native speakers via the internet. Corbett and Phipps (2006) used Moodle to enable their British distance students regular contact with Brazilian and Taiwanese learners. This not only led to an exchange about everyday life but created a sense of community that established its own rules of communication and behavior within the platform (Corbett & Phipps 2006: 162-167). Emde and Schneider (2006: 189) did something very similar, as they connected a group of US-American students of German with German EFL distance students; however, they used a program called MOOssiggang instead of Moodle. Their results suggest that an online intercultural classroom should not only contain conflict free communication but actually needs diversion and conflict in order to foster continuous reflection on one's own language as well as cultural learning processes (Emde & Schneider 2006: 201-203).

The fact that there is also a culture in the sense of an online learning culture needs to be considered as well. Online learners create their own social identities, which naturally influence the interactions they have with their peers and the technology itself (Goodfellow & Lamy 2009: 170-172). These identities are different from the ones constructed in the offline classroom and therefore new to learners who have just started being online students. First of all, they have to acclimatize to their new role as online learners and the setting in which it takes place. With practice and time, interactions between students and their peers, and students and their teachers change to the better, as more positive and friendly and less competitive language can be observed (Develotte 2009: 91). The creation of online identities

is then automatically accompanied by the construction of an online community, which in turn encompasses an online learning culture (Macfadyen 2009: 110-111).

When students are faced with distance learning for the very first time, they have to learn to cope with a new learning environment and the facets it is linked with. In distance education, learners do not have the benefit of sitting in the same room with their peers, meaning that social contact in the educational institution most often only occurs online. This may even lead to social isolation. It also entails the fact that immediate feedback and explanations are often not possible, leading to a need of the learners to be motivated and disciplined, especially concerning time-management. Naturally though, frustration cannot be avoided entirely. Distance learners also need to reach their own and their teacher's learning objective with the limited material and support available. In order to be successful, students have to know themselves as language learners and the demands this entails for each individual. Inevitably, the challenge is to effectively deal with the consequences distance learning is accompanied by (White 2003: 21-24).

Distance education does not only carry challenges for the learners but also entails other requirements. In order to successfully establish an online-based learning environment, it needs to be effective in a pedagogical sense a requirement, which every offline learning environment should also meet. However, VLEs and LMSs also require technical, psychological and organizational effectiveness. The first refers to electronic devices that should function without major complications as to avoid apathy and frustration. Functionality here not only refers to the technical operation of a device and a stable internet connection but also to the fact that learners need to either have their own private devices or be granted access through their educational institution. However, if technical problems arise, it is vital that learners as well as teachers are provided with specialized support, as it can neither be expected of students nor of teachers to be able to handle all technical difficulties. Such support is then not only technical but also psychological as it assists in the avoidance of aforementioned consequences of technical difficulties. Organizational effectiveness can be reached by ensuring that students have a way to contact their teacher, that institutions provide devices and that all teachers at the same school or university use the same programs (Barr 2004: 56-64).

Further limitations in DCALL include "reduced opportunities for immediate support, guidance, interactivity, feedback and incidental learning. Essentially there is a much greater

onus on learners to manage themselves and the learning context” (White 2003: 21). Additionally, the learning process itself is more impersonal than in a classroom setting (White 2003: 122) as face-to-face teaching via video is usually rare (White 2003: 183).

Altogether, successful DCALL demands informed choices regarding pedagogical, technical, psychological, and organizational matters (Barr 2004: 56-64). Such decisions need to be made with the learners in mind (White 2003: 171). Naturally, DCALL precipitates challenges for learners and teachers but it also creates online learning cultures and offers various benefits for the individual partaker.

2.3 Emergency remote teaching

The internet as the only learning environment available to learners and teachers had, until 2020, almost only been discussed in connection with adult learners, thus, mostly in a university setting (Develotte 2009; Macfadyen 2009; Corbett & Phipps 2006; Emde & Schneider 2006; Barr 2004; White 2003). However, since the outbreak of COVID-19 a new field in research emerged, focusing on ERT in all age levels. ERT is defined by an unforeseen shift of the learning setting from the educational institution to each student’s and teacher’s home. This sudden alteration provides very little time for planning and executing and is accompanied by complex emotions, some of which are independent from the learning environment; for instance, acute stress due to an ongoing societal crisis (Resnik & Dewaele 2021: 2-4). So far, research has focused on the specific online tools used, students’ and teachers’ struggle when first confronted with distance learning, parents’ views on ERT and benefits that may emerge.

There is a vast number of different applications and LMSs for teachers to choose from in ERT. In order to communicate with students outside of the online courses, teachers used email, video calls which were conducted either one-on-one or with small groups, phone calls, text messages and some even communicated via social media (Johnson, Seaman & Veletsinos 2021: 31). ERT usually takes place via LMSs, video platforms and/or pre-recorded videos (Carpenter & Dunn 2020: 577). However, EFL learners have their own preferences and dislikes. WhatsApp, for instance, is preferred by undergraduate students in regard to receiving learning material, understanding instructions, meeting their learning style, practicality and generally having a positive impact (Amin and Sundari 2020: 369-372). Google

Classroom was preferred concerning the presentation of activities, the facilitation of directions and instructions (Amin and Sundari 2020: 369-370), and the submission of assignments (Rahayu & Widayanti 2021: 161). Both tools received high scores concerning the provision of authentic materials, achievement of learning objectives and enjoyability (Amin & Sundari 2020: 370-371).

ERT naturally poses many challenges for learners and teachers alike. Both report technical issues, such as a slow internet connection (Octaberlina & Muslimin 2020: 5) or no access to a computer. They are also often overwhelmed working in the new learning environment with its many technical requirements (Hallal, HajjHussein & Tlais 2020: 1808-1809). Other than what is often expected from the new generation, not all children are so-called digital natives and their ability to handle technical tools as well as their access to such tools varies considerably (Williamson, Eynon & Potter 2020: 109-110). In addition, students' homes often do not provide a quiet and comfortable place to study and attend online conferences (Wilcox & Vignal 2020: 375) and even if they do, turning on the camera is still an infringement into the learners' privacy (Shim & Lee 2020: 5). Learners also report distractions leading to procrastination (Octaberlina & Muslimin 2020: 5) and a general strain regarding time management (Hallal, HajjHussein & Tlais 2020: 1809), suggesting that the time spent on schoolwork significantly increased (Wilcox & Vignal 2020: 375). However, some learners did appreciate being autonomous and being able to study at their own speed (Resnik & Dewaele 2021: 23).

Sometimes even physical complaints occur, such as fatigue of the eyes (Octaberlina & Muslimin 2020: 5). Moreover, learners' emotional intensity drops in ERT, no matter if negative or positive emotions are analyzed, suggesting a general apathy. The enjoyment of EFL also decreases as lessons are perceived as dull, lacking variety and as being teacher-centered; although, this depends on the general ability of students to balance their emotions. Furthermore, learners report to use the target language less often than in on-site lessons. Other disadvantages for students are social aspects, as learners are not able to develop and/or cultivate friendships with peers or to get acquainted with their teachers (Resnik & Dewaele 2021: 21-22).

Besides the already mentioned challenges, teachers are faced with employing completely new teaching methods and lowering their expectations of quality of work as well as their course requirements (Johnson, Seaman & Veletsinos 2021: 14-16). In addition, they

have to ascertain ways to stay in personal contact with students and to support them emotionally. What is not frequently mentioned is that teachers often are parents too, meaning that they have to not only teach their students but also their own children, leading to a blur of work and private time (Shamir-Inbal & Blau 2021: 18-19).

When teachers and learners suddenly have to work from home, they are not the only ones who have to adjust to new and difficult circumstances. Caregivers' roles change as well, as they are now the only on-site support their children have. Carpenter and Dunn (2020: 580) state that parents spent about 2.5 hours a day assisting their children with schoolwork when ERT first started in 2020. Misirli and Ergulec (2021: sections 3.1-4.6) asked parents and caregivers of school children aged between three and 17 years old about their views and experiences during the time of ERT. 76% of 982 parents stated that they attended their children's distance education classes, half of them supporting the learners mainly with technical issues. Caregivers' greatest concerns are a lack of social interactions with peers as well as teachers, a considerably larger amount of time spent staring at electronical devices, and the emotional toll it takes to act as a tutor and parent at the same time while often working jobs as well.

However, parents express some positive effects of ERT as well, as they found an improvement in their children's independence concerning learning and studying, and regarding the potential of the digital skills learned (Misirli & Ergulec 2021: sections 3.1-4.6.). In addition to Misirli's and Ergulic's (2021) benefits, Carpenter and Dunn (2020: 587) found caregiver's experiences with ERT to be generally positive. However, the participants in their study mostly belong to a high-income and highly educated group, suggesting that the social background of families influence their experiences during ERT.

Having considered all of this, meeting all these challenges can lead to personal and professional empowerment in teachers as well as students (Shamir-Inbal & Blau 2021: 20). Scholars identify several advantages for teachers, such as the removal of stress due to traveling to work every day (Erlam et al. 2021: 9), the reduction of the subject matter in order to concentrate on essentials (Erlam et al. 2021: 10), and the allowance for more creativity in terms of teaching methods (Erlam et al. 2021: 10; Shamir-Inbal & Blau 2021: 1262). Students appear to benefit in ERT settings as well, as, according to K-12 teachers, autonomy was fostered (Shamir-Inbal & Blau 2021: 1262).

Overall, since the outbreak of COVID-19, ERT has been found to be challenging for teachers, learners, and caregivers alike. Unsurprisingly, meeting these challenges successfully can lead to advantages for teachers and learners. However, as ERT is a new field in research and is not restricted to the current pandemic, further research is needed to accurately assess the long-term impact ERT can really have.

2.4 Google Classroom

This thesis' research focuses on the ERT setting of one particular school which used GC as its chosen tool to provide an online learning environment. GC is a LMS as it provides the opportunity to create online courses, produce, distribute, and collect assignments, and write announcements. Interaction between teachers and students is possible via comments, but what sets GC apart from a VLE is that students cannot communicate with each other, and comments do not appear in real time, so there is no synchronous way to engage with each other (Zhang 2016: 6). It is notable though that GC is connected with other tools created by Google, some of which allow interaction such as "Mail, Calendar, Drive (with Docs, Sheets, Slides, etc.), Sites, Forms, Meets, Jamboard, [and] Vault [...]" (Russell & Murphy-Judy 2021: 35).³ The following provides first the benefits and then the pitfalls that have been associated with GC.

GC carries many advantages, such as its practicality concerning the allocation and submission of assignments, the explicitness of deadlines and the simplicity in usage (Rahayu & Widayanti 2021: 161). The process of handing in homework is viewed as especially easy by students, whereas the general navigation proves a bit more difficult to some students (Shaharane, Jamil & Rodzi 2016: 3). Moreover, assignments and learning materials are stored in an orderly fashion so students can access them easily at any time needed (Amin & Sundari 2020: 372). Furthermore, asynchronous elements allow for flexibility in time and place, especially due to the provided mobile application (Tusino et al. 2021: 267) and learners perceive this LMS as useful, accessible as well as helpful. If learners are taught for an appropriate length of time and teachers expertly foster writing and reading skills, GC can also affect EFL learners' writing and reading achievements positively (Albashtawi & Al Bataineh 2020: 84- 85). Also appreciated by teachers and learners are the programmed grading system

³ For more information see <https://edu.google.com/intl/en/products/classroom/> (12 Aug 2021)

(Shaharane, Jamil & Rodzi 2016: 4), the possibility for announcements and the features that upload videos and create quizzes (Abid Azhar & Iqbal 2018: 59).

One of GC's disadvantages is that it is perceived to be rather impersonal, as there is no possibility for written synchronous interaction between learners and teachers (Octaberlina & Muslimin 2020: 5) or between learners and learners, which makes communication with each other rather difficult (Shaharane, Jamil & Rodzi 2016: 4). In addition, its application for mobile phones is not very accessible, especially when outdated devices are used (Octaberlina & Muslimin 2020: 5). Some learners even deem it difficult to handle and recognize GC's lack of the chance to involve themselves. Teachers have also identified the absence of interactivity in GC (Abid Azhar & Iqbal 2018: 59-60).

In summary, the EFL online classroom has its origins in the early 2000s (Otto 2017) but has only been one of many foci in the field of FL education since the rise of popularity of CALL (Uzunboylu & Ozcinar 2009) and later DCALL. While DCALL is the first domain in EFL that emphasizes distance education (Lamy 2014), ERT has evolved the online EFL classroom to a new magnitude (Resnik & Dewaele 2021), affecting all ages and language levels as well as technological tools, such as the LMS GC, which is often perceived as simple and practical (Rahayu & Widayanti 2021) but also as lacking synchronicity (Octaberlina & Muslimin 2020). Today, distance education seems almost as ordinary as in-class teaching, as scholars have begun to refer to the online classroom as the new normal (Zamora et al. 2022; Borokhovski, Pickup & Tamim 2021; Luluk, Sopia & Adinugraha 2021).

3. Written EFL instructions

Generally, an instruction is a genre of text that tells the reader or listener how to do something (Richards & Schmidt 2013: 596). Mayer (2009: 30) defines instructions as "the instructor's manipulations of the learning environment that are intended to promote learning". Research concerning English language instruction usually uses the term as a synonym for teaching; therefore, the focus is mostly on oral instruction (Demir & Sönmez 2021; Hattie, Gan & Brooks 2017; Aleven et al. 2017; Le-Thi, Rodgers & Pellicer-Sanchez 2017). There are some scholars who particularly focus on written EFL instruction and mostly concentrate on online teaching (Namaziandost et al. 2021; Mayer 2009; Baron 2003). The following section presents the insights scholars have reached an overall consensus on, first

on instruction in general and then particularly on written instructions and their differences to verbal ones.

No matter if instructions are verbal or written, they are more effective, if they include an explanation of what is supposed to be produced by the learner (Ellis 2015: 264). They also need to fit the learners' language level and similar instructions concerning the same learning objectives ought to be given more often than once (Le-Thi, Rodgers & Pellicer-Sanchez 2017: 131). Moreover, a learning environment needs to be created that allows learners as well as teachers to make mistakes and errors and that turns feedback into something natural and expected (Hattie, Gan & Brooks 2017: 316).

Other practices that should be commonplace when instructing and interacting are learners explaining correct information but also what is incorrect and why. Therefore, teachers should provide opportunities for self-explanations. They allow for learners to integrate newly learned subject matter into already processed knowledge and/or group knowledge into themes. In addition, learners can apply what they have learned not only to one situation but actually use it whenever needed and fitting; thus, self-explanation can improve learning outcome (Rittle-Johnson & Loehr 2017: 351). Furthermore, the teacher needs to take into account that in all probability their students have different language levels, cognitive capacities, passions, emotional responses and needs, intentions and behavior, and that these aspects often change, especially when learners are children or teenagers (Alevén et al. 2017: 522).

Overall, EFL instruction is often divided by the notions of explicitness and implicitness. The former can improve phonology, lexis, grammar and pragmatics, and includes methods such as presentation-practice-production, consciousness-raising tasks, comprehension and production-based tasks, and feedback (Ellis 2015: 264-265). The latter also improves the language level but focuses on communicative tasks and incidental learning. The usage of both types of instructions, therefore, appears to be most effective (Ellis 2015: 288).

There are several main features which set verbal and written instructions apart, as for instance permanence and dynamics. The former refers to the fact that written words exist as long as they are not deleted, no matter if on paper or electronic. This means that students can reread the instructions as often as needed, catering to individuality, whereas unrecorded spoken instructions only last for the moment. The latter indicates the fact that written words cannot easily be changed, especially not if they are printed; by contrast, spoken words can

simply and immediately be rearranged and adapted to students' questions and comments (Ha 2016: 139).

Furthermore, using one's voice allows for a better transfer of meaning, as the teacher's tone, gestures, intonation, etc. cannot be conveyed on paper or screen, often leading to learners' inaccurate understanding of the intended meaning (Ha 2016: 140). However, there are ways to improve the transition of meaning via text, such as emoticons, flaming, abbreviations and acronyms. Emoticons help in the conveyance of emotions, just as flaming does, although the latter is restricted to negative feelings. Abbreviations and acronyms are used to save time but, when they are slang, also to communicate that the author belongs or would like to belong to a specific social group (Baron 2003: 94-95).

Another key factor, differentiating written from spoken instructions is that writing consumes more time than speaking does, as the latter is mostly done rather spontaneously. This implies that written instruction is also planned and therefore, provides students more complex language input (Ha 2016: 140) compared to, for instance, repetition, which is used often in oral instructions (Ha 2016: 146). Naturally, there is a risk of too complex instructions in EFL. If students cannot understand key words or complex sentence structures used, there is a possibility that this could cause them to not even attempt to fulfill a task (Ha 2016: 153). This problem is supported by the fact that written language in contrast to spoken one does not include learners in the process of production; hence, non-comprehension is easier to be avoided when instructing orally (Ha 2016: 146). Nevertheless, when written instructions are designed, they should be evaluated by the learners and afterwards rewritten, according to the students' feedback. If this is done appropriately, instructions can greatly improve learning outcome (Weston et al. 1997: 381-382); however, it requires a certain attitude of the teacher to acknowledge own errors and to be prepared to change their own teaching in accordance with the students (Hattie, Gan & Brooks 2017: 318). As written instructions are most often produced and displayed on electronic devices, the process of rewriting them is rather simple (Mayer 2009: 5).

This also provides the opportunity to accompany words with pictures and/or videos which is called multimedia instruction when intended to promote learning (Mayer 2009: 5). Generally, multimedia instructions are more effective than instructions solely based on words; however, not all types of pictures actually improve learning outcome. Pictures which are irrelevant to the context should be omitted, the same applies to words. Instructions

should therefore only include key words and essentials. Moreover, the most vital words should be emphasized, either via voice or textual features, such as underlining, bold lettering, titles, etc. If pictures or videos are narrated, text should not be added and if there is no narration, graphics should be close to the written instructions (Mayer 2017: 491-492).

When university students are presented a choice between written instructions, face-to-face support and video tutorials, they choose the first type of instructions when regarding learning new knowledge and strengthening already learned information, and the last one when they have to learn under time pressure (Worlitz, Stabler & Woll 2018: 131). Even though online written instruction can improve students' language proficiency, face-to-face instructions between students and teachers should not be replaced by it (Namaziandost et al. 2021: 6), a notion contradicting ERT and distance learning.

3.1 Home-language, school-language and EFL

The debate of how much English should be used when instructing a second language (L2) compared to the first language (L1) has been ongoing since the 1840s when the grammar-translation method surfaced in which translation was paramount (Richards & Rodgers 2001: 5-6). While most studies refer to a distinction between the L1 and L2, the former often actually cannot be labeled as such, as learners often have two L1s. The L1 of one student is also often not the same one as the teacher's or peers' or identical to the language spoken in a school or in a country. Furthermore, EFL cannot be described as the L2 for numerous learners as it is rather the third or even fourth language. For this reason, this thesis makes a distinction between the usage of EFL, the HL, namely the language spoken at home, and the SL, the language spoken at school, as proposed by Seltzer (2019: 987). The following will discuss scholars' views as well as myths regarding the amount of target language usage, debate the dependency on age and/or proficiency, and report on codeswitching, translanguaging and translating.

Some scholars still insist that English should be the predominate language spoken in the EFL classroom (Ara & Shorna 2018; Hall 2018; Russell & Murphy-Judy 2016). Russell and Murphy-Judy (2016: 264) even state that 90% of the written instructions given should be in English. What is known, however, is that the use of the HL and/or SL plays a significant role in EFL learning as well (Fallas Escobar 2019; Moya 2019; Seltzer 2019; Fallas Escobar 2016; Lee & Macaro 2013). It is natural as well as beneficial for learners to use all the languages they

know when communicating (Fallas Escobar 2016: 264) and they mostly do so spontaneously and randomly (Fallas Escobar 2019: 290). The question then arises, in how far teachers should also use the HL and SL. No matter if teachers decide to be in favor of using other languages in EFL teaching, they still need to be flexible as well as accepting of other languages (Brevik & Rindal 2020: 949).

There are concepts concerning EFL that have often been referred to as true although teachers should rather view them as myths. Such common notions include the ultimate goal that learners' language proficiency needs to be comparable to the one of native speakers, the idea that English should be learned separately from other known languages, and the glorification of standard English as the only correct English (Seltzer 2019: 1004). Once these goals are recognized as flawed, teachers can use the HL and SL to their advantage, as it, for instance, fosters the awareness of learners' own learning processes and facilitates peer feedback and group work (Moya 2019: 172). Moreover, "teachers can tap into students' translingual sensibilities, ushering in innovative and creative ways of thinking about and using language" (Seltzer 2019: 1004).

The question arises if the usage of HL and SL should be dependent on learners' age and/or language level. Lee and Macaro (2013: 896-897) found no significant difference between young and adult learners but suggest that both age groups' learning outcome profited from the teacher's use of the SL, prompting a discussion concerning learners' proficiency instead of age. In fact, Kohi and Lakshmi (2020: 91-94) found that teachers from twelve countries in Asia and South America use the SL to a greater extent when teaching low proficiency students. Russell and Murphy-Judy (2012: 147-148) claim that in online EFL classrooms the most important matter, such as rules and grading systems, should be written in learners' HL or the SL, if learners' language proficiency is either A1 or A2 according to the CEFR.⁴ However, they also state that instructions on assignments specifically should always be given in English, no matter the proficiency.

Generally, the usage of other languages in EFL learning settings can occur in three different ways, namely translanguaging, codeswitching and translating. Translanguaging is defined as "bilinguals' ability to navigate social spaces in ways that transcend named

⁴ Common European Framework of References: <https://www.coe.int/en/web/common-european-framework-reference-languages> (20 Aug. 2021).

languages” (Fallas Escobar 2019: 291). As the usage of HL and SL in the EFL classroom was widely discussed as impairing learners’ language proficiency for a long time, so was translanguaging. This went so far as to teachers criticizing or even punishing students when using other languages than English and thereby, minimizing their opportunities to communicate and often causing negative emotional reactions. This is especially problematic in learners with low language levels, as their knowledge of English is just not sufficient yet (Fallas Escobar 2016: 263). Allowing translanguaging and even requesting it from students should be a core practice in EFL teaching, as this benefits learner’s English proficiency and facilitates comprehension (Barahona 2020: 10).

Codeswitching happens when speakers switch between two or more languages. It is “an instance of interactional otherness at the level of language choice” (Gafaranga & Torras 2002: 20) and naturally occurs in communicative language learning classrooms as well as in real-life communication outside of educational settings (Dailey-O’Cain & Liebscher 2009: 132). Learners use codeswitching mainly to facilitate comprehension and expression, to compensate for low language proficiency and a lack of confidence regarding the FL, and for translation (Falomir & Laguna 2012: 308). In addition, students switch to the SL in the EFL classroom to explain and understand language constructs, to keep the attention of the classroom when speaking, to repeat what was said in English and to socialize with peers. There is a widespread concern that learners switch languages in order to avoid speaking English; however, this worry was found to be unjustified (Sampson 2012: 301).

Learners are not the only ones codeswitching in a FL setting as teachers use this tool as well, for instance, when introducing vocabulary (Macaro 2009: 48-49). Teachers’ usage of codeswitching is just as important as learners’ as this provides language learning experiences similar to the ones outside of the classroom and assists in instructing student-centered lessons. Nevertheless, there is no need for teachers to specifically induce codeswitching as it is a natural bilingual process. Simply allowing students to use other languages than EFL is typically already sufficient due to the fact that learners automatically codeswitch and thereby, foster their own language learning (Dailey-O’Cain & Liebscher 2009: 142-143). Besides formulating a permission to codeswitch, teachers should tell their learners about its benefits and include metalanguage. The incorporation of authentic material should also entail authentic bilingual material such as listening to and analyzing bilinguals talking instead of only concentrating on native speakers using English. Furthermore, it would be ideal to record

students codeswitching now and then to offer possibilities to examine one's own language use and its progression (Levine 2009: 160-162).

Translation is another tool which has been criticized for quite a long time, although it was repeatedly used in classrooms and has proven to be valuable in EFL teaching and learning (Ebbert-Hübner & Maas 2018: 199). In fact, Hentschel (2009: 24) states that translation automatically happens when learning a language, no matter if the teacher explicitly invites students to do so or not. Toçi (2021: 116) argues that words, phrases and sometimes even whole paragraphs and ideas should be translated. Comparing the SL and HL with EFL fosters learners' awareness concerning linguistic differences and assists in discovering reasons for learning and comprehension struggles. Furthermore, teachers' usage of word-for-word translation can assist in teaching grammatical structures (Hentschel 2009: 25-27) and in analyzing errors as they often stem from learners' HL or the SL. According to Zojer (2009: 48), translation in the EFL classroom should be a common and recognized tool, provided that it is done creatively and with effective pedagogical and didactical methods.

In summary, written EFL instructions naturally entail discrepancies from verbal ones (Ha 2016). Nevertheless, successful verbal instructions can serve as models for written instructions. Altogether, online instructions should incorporate explanations (Ellis 2015), visual features such as emoticons and pictures (Mayer 2009), and textual features, as for instance, titles and bold lettering (Mayer 2017). Additionally, instructions should be explicit and implicit (Ellis 2015) and ought to contain simple vocabulary to facilitate comprehension (Ha 2016). Regarding the usage of HL and SL, scholars do not arrive at a clear consensus on the specific amount of SL that should be used (Fallas Escobar 2019; Moya 2019; Seltzer 2019; Russell & Murphy-Judy 2016;) but current research suggests that the incorporation of the SL, whether it be via codeswitching (Falomir & Laguna 2012), translanguaging (Barahona 2020) or translating (Toçi 2021), can benefit EFL instructions.

4. Genre analysis

Bhatia (1991: 159) defined genre analysis as a "viable applied linguistic procedure to describe authentic linguistic data". Discourse in oral as well as written texts is examined, and their purpose and roles are explored (Hyland & Paltridge 2011: 60-61). Genre analysis also proposes cognitive associations with the examined genre, which are especially influential

when ESP teachers and material creators use the results when teaching writing (Bhatia 1991: 159). The most valuable insight genre analysis can provide is that outcomes can be used to “study and understand professional practice, and even professional culture” (Bhatia 2012: 249). This means that genre analyses can display why language is used the way it is used by individuals of different professional fields and how they alter genres to achieve their own goals without changing them too much, in order to still be perceived as part of the norm (Bhatia 2012: 250). Since John Swales published what is considered the first genre analysis in 1981 (Lakic 1997: 2) many approaches to genre analysis have been established, namely the Sydney school, the ESP approach, the new rhetoric, the linguistic approach, and the extended genre analysis.

The Sydney school was named as such by Green and Lee (1994: 1) due to the fact that the fundamental research was first conducted in schools in Sydney (Martin & Rose 2009: x). It is a social semiotic approach that focuses on genres in the context of social systems and settings and belongs to Systemic Functional Linguistics (Martin & Rose 2009: 20). Here a genre consists of smaller, secondary genres which play a crucial role in primary and immigrant education. However, concerning particular professional genres, the Sydney school lacks rules on how to form and construct a specific genre (Hüttner 2007: 25).

The ESP approach partly belongs to Systemic Functional Linguistics and highlights the communicative purpose of a text as well as the discourse community its author belongs to. As is quite obvious by way of the name already, this approach contributes to research in L1 and FL learning (Hyland 2002: 115).

The new rhetoric was the first approach to emerge and focuses on cultural as well as social aspects of a genre and its authors, who are not viewed to be part of a community. Relating to the ESP approach a genre itself is regarded as a “linguistic solution to a problem” (Hüttner 2007: 22-23) but the new rhetoric does not concern primary and secondary education but rather higher education (Hyon 1996: 698).

Flowerdew (2002: 91-92) differentiates between only two approaches to genre analysis, namely the new rhetoric and the linguistic approach. While the former looks at the text first and interprets the situational context through typical patterns, the latter examines the situational context first and only afterwards the text itself is analyzed.

For the purpose of this study an extended genre analysis was conducted (see section 4.2) as it provides more information than other approaches. The information that sets the

extended genre analysis apart is the additional examination of formulaic sequences. Generally, genres contain different types of formulaic sequences. There are sequences characteristic of one particular genre but that do not have a function. They are usually collocations representing lexical patterns of a genre. Others occur in many types of texts and also do not have a function. There are also formulaic sequences that express a communicative purpose typical for the genre or its moves. These are the ones most crucial for the genre analysis (Hüttner 2007: 104-105).

In addition, a text is not only compared to a prototypical version of a genre but to texts that are defined as part of a genre by the discourse community, no matter their typicality. The authors' experience level is also taken into account, as this may serve as an explanation for atypical features of a text. Moreover, members of the discourse community actually contribute to the analysis by way of offering their opinions and beliefs about the genre; thus, researchers who conduct the genre analysis are not the only ones considered experts, authors of the texts are as well (Hüttner 2007: 100-101).

In order to offer a complete description of genre analysis and its value for this thesis, the following begins to define EFL teachers' online GC instructions as a genre, describes the procedure of extended genre analysis in detail, outlines the factors of corpus-linguistics and summarizes fundamental research on genre in connection with EFL learning and teaching.

4.1 EFL online instructions- a genre

The following section generally defines the term genre and its influences; moreover, the genre this thesis focuses on will be described and if feasible, defined. Lastly, the relationship of EFL online instructions with other genres will be discussed, as a text type is rarely independent from other genres.

A genre is a discourse which an author writes or speaks with a specific goal in mind. This purpose and the content itself then determine in what ways the discourse takes place. Additionally, the relationship between the sender and receiver is just as influential as the social and cultural context that is present. Authors also draw on previous experiences concerning the specific genre, although every text still varies, even if it belongs to a certain text type (Paltridge 2006: 84-85). Genres are also dependent on their discourse community. Especially when the community belongs to educational institutes, texts produced and

classified as one genre may display different structures from one establishment to another (Swales 2004: 65-66). Moreover, genres are influenced by the medium, linguistic structure and audience (Bhatia 1993: 13). However, there are genres in which producers do not consider the receivers as much as in others. Experts belonging to fields such as mathematics, theology or law often create exceptionally complicated texts. Such genres then bind audience and author through respect rather than consideration (Swales 2004: 63). All influences considered; nothing is as defining for a genre as its communicative purpose (Bhatia 1993: 13).

When describing EFL teachers' online instructions as a genre, the afore mentioned defining characteristics and influences need to be clarified: The authors are lower secondary EFL teachers who received different forms of teacher education and wrote the instructions specifically with the purpose of teaching their students. Therefore, the relationship between sender and receiver is a teacher-student one; thus, the authors are persons of authority for the audience. The teachers considered in this study all belong to the discourse community established by their educational institution, as they are employed in the same school. Their previous experiences with online instructions are rather similar, as they were first introduced to the genre when ERT started in Austria in March 2020 and had, at the time of the production, written online instructions for their students for several weeks already. The medium through which instructions were given was the LMS GC. The audience are lower secondary EFL learners for whom English is the second, third or sometimes even fourth language. One defining characteristic that cannot be labeled yet is the linguistic structure, as a genre analysis is required.

It is noteworthy that texts often cannot be assigned to one particular genre, as they include aspects of more than one text type. In such cases the communicative purpose can often determine the actual genre, even if the text is categorized as a "'problematic' example" instead of a "'best' example" (Paltridge 2006: 88-89). Therefore, assigning a text to a genre category needs to be a modifiable process (Paltridge 2006: 88-89). If a group of texts cannot be identified as an already defined genre, the development of an entirely new genre is possible. This is likely to be initiated because of the internet or a new electronical device used as a channel (Paltridge 2006: 85). Paltridge (2006: 85) names the example of blogs on websites and cell phones creating a new genre named text messages. Other rather influential mediums creating new genres are various social media sites, as for instance, Twitter's tweets (Westman & Freund 2010) or YouTube's tutorials (Bhatia 2018).

If a text belongs to an already established genre, no matter how fitting, or if an entirely new one needs to be defined, depends on the possibility of assigning the text to various aspects of a genre. These factors include author as well as intended audience, communicative purpose, precise medium of occurrence, title, structure, content, register and style of the main text, spoken or written form and obligatory parts of the text (Paltridge 2006: 87). In order to figure out if a text belongs to a specific genre, these aspects need to be defined, though some may be more difficult to specify than others and some may also be more valuable for the process of assigning (Paltridge 2006: 87). This thesis describes EFL online instructions as a genre, although it does not yet appear to have been defined as such in research. Adhering to Paltridge (2006), Table 1 describes the aspects that need to be determined in order to assign EFL online instructions to an already established genre.

Table 1. Aspects of EFL online instructions as a genre, incomplete

EFL online instructions:	
Author	EFL teachers in a Viennese lower secondary school
Intended audience	EFL students in a Viennese lower secondary school
Communicative purpose	Teaching, more to be determined
Precise medium of occurrence	Online via Google Classroom Computer, tablet or smartphone
Title	To be determined
Structure of the main text	To be determined
Content of the main text	To be determined
Register and style of the main text	To be determined
Spoken or written form	Written form
Obligatory parts	To be determined

As is visible in Table 1 more than half of the aspects cannot be assigned yet; thus, a genre analysis is needed.

Texts cannot only be assigned to one category but actually have a relationship with other genres. One example is the so-called genre chain, which is named as such due to a chronological occurrence of genres. Chains can consist of only a few genres but can also include a high number of text types. What is also often incorporated are genres which are dependent on each other, as one would not exist without others. Furthermore, genre chains often encompass text types which are quite visible for the public eye and ones which only few members of a community are aware of but are still fundamental for the success of a genre chain (Swales 2004: 18). Swales (2004: 18) names the former “official genre” and the latter “occluded genre”.

For illustration, Figure 1 displays EFL online instructions as part of a genre chain, containing both official and occluded genres.

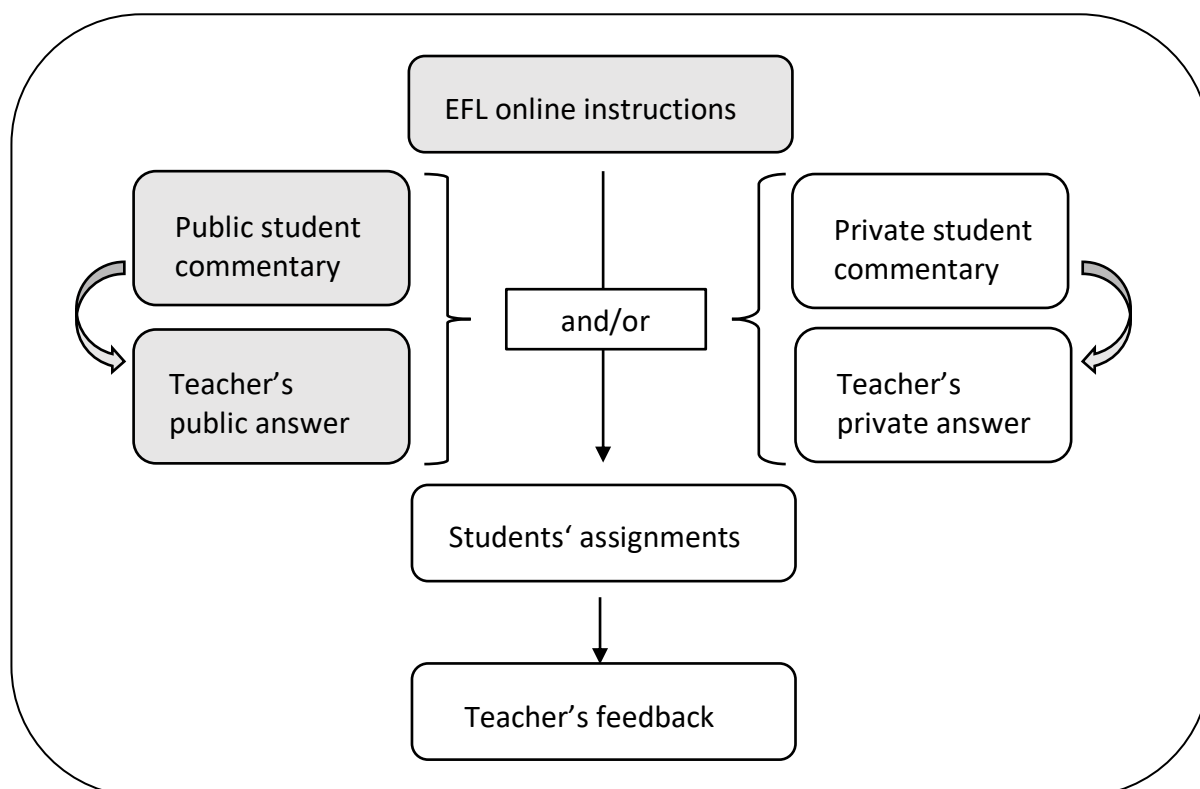


Figure 1. EFL online instructions as part of a genre chain in ERT. Grey boxes display official genres and white boxes occluded ones.

Figure 1 depicts the genre chain that follows EFL online instructions in an ERT context and evidently demonstrates that all other genres are dependent on this text type, as they cannot occur without it. The genres illustrated in grey boxes are official genres, as they can be viewed by all teachers and students assigned and all parents invited to the online course. Genres displayed in white boxes are occluded due to the fact that they are only visible to one teacher and one student each. The genres named student commentary and teacher's answer are not obligatory and therefore, do not need to occur, whereas students' assignments and teacher's feedback are mandatory as deemed by the educational institution, and thus, carry consequences if they are not fulfilled.

It is worthy to mention here that Table 1 represents only one example of a genre chain following EFL online instructions and is by no means the only one possible. For instance, teacher's feedback often follows commentary by students and/or parents and EFL online instructions are frequently preceded by announcements on online blackboards. Another example of a genre chain is created when imagining that the online instructions are part of an in-class lesson rather than an online ERT class.

Besides genre chains, relationships between text types can take the form of genre sets, genre networks and genre colonies. Instead of a chronological order, genre sets are based on all the genres one person or all members of a specific community regarding occupancy or institution produce as well as read and listen to (Swales 2004: 20-21). In the case of EFL online instructions this means that the genre set is comprised of all the genres teachers and students read, write and listen to in their professional lives.

Genre networks contain all of these genres as well but are organized around a specific field, such as the research sector, and include a sense of intertextuality (Swales 2004: 21-22). EFL online instructions are part of the genre network in the broad field of EFL education, thus, containing innumerable text types, some of which are also part of other genre networks.

Genre colonies include genres which are used by the same or very similar discourse communities. These texts also share some of their primary communicative purposes and therefore, need to have been analyzed before being able to establish such a colony (Hüttner 2007: 102-103). As online EFL instructions do not appear to have been investigated so far, the genre colony they belong to cannot yet be defined.

4.2 Extended genre analysis

An analysis of moves, lexico-grammatical features and expert interviews is identified as especially effective when gathering insights into a genre and its properties as well as functions (Hyland & Paltridge 2011: 61). This is one of the reasons the genre of EFL online instructions is explored with an extended genre analysis in this thesis. Hüttner (2007: 107-108) first proposed this collective of methods and presents eight steps built upon Bhatia's (1993) seven stages to conduct an extended genre analysis. These stages should not be viewed as separate but rather as overlapping and reoccurring and will be presented in the following.

The first course of action is to describe the chosen genre's setting through the perspective of the authors and the second is to review existing literature about the genre (Hüttner 2007: 108), including research concerning analysis of the same or similar genres, methods, tools and theories, texts and discussions linked to the discourse and professional community, respectively (Bhatia 1993: 23).

These two steps provide background information vital to genre analysis and lead to the third stage, namely the selection of a corpus. Here the texts chosen are defined as one genre by the discourse community and may include a large but also small number of texts. When

only a few texts are selected, the researcher has to ensure that results concerning typicality are not obscured due to coincidences. This can be established by way of choosing all texts created in a specific institution or by selecting a very small number of texts produced by all institutions of the same discipline or geographical area (Hüttner 2007: 108-109).

The fourth step in extended genre analysis is to ascertain the genre's status within the discourse community. Here authors' beliefs regarding the degree of importance they attach to the genre are determined, which is often facilitated by comparing a genre to other related genres. Furthermore, producers' hierarchy within their community is deduced, as the position of the author also informs on the position of the text and thereby on the significance for the receivers (Hüttner 2007: 109).

The fifth course of action is the linguistic analysis and consists of several steps. Here the moves within the texts have to be allocated by assigning intentions first and only afterwards deciding on the individual moves. This process may also be supported by the authors, as they can offer their own opinion regarding the identification of moves and their purposes (Hüttner 2007: 110). Generally, moves are language constituents that serve a communicative purpose whether they occur in written or spoken form. Therefore, their definition is dependent on their function rather than their form, as moves can be all types of grammatical units (Swales 2004: 228-229).

Once this process is finished, the moves' frequency has to be identified and then named either core, optional or obligatory. Core moves are the ones regarded as prototypical for the genre and occur in more than half of the texts. Optional moves are, as their name suggests, not required and do not define a genre. They are found in only 30% or less of the texts. Obligatory moves define a genre and take place in more than 90% of the texts. The moves that occur in 31% to 49% of the texts can either be classified as core or optional. This decision should be made in accordance with the beliefs of the discourse community (Hüttner 2007: 110). Information from its members then also contributes and clarifies if moves are obligatory, optional, inappropriate or preferred, or if the genre has a typical order of moves (Hüttner 2007: 101). As a result, a representative genre structure can be established that displays boundaries but also overlaps with other genres. Afterwards, lexico-grammatical features are analyzed, including formulaic sequences that are specific for the genre and keywords (Hüttner 2007: 110).

After formulaic sequences are identified which have a specific communicative purpose and are typical for the text type, the communicative purpose of the genre is defined. This process is accomplished by way of examining the results of the moves as well as lexicogrammatical analysis but also by considering the discourse community's opinions (Hüttner 2007: 111). Hüttner's (2007: 111) sixth step also encompasses authors' viewpoints, although here the focus lies on "effects, acceptability and appropriacy of particular linguistic realizations". Authors offer their assumptions regarding the effects moves and lexicogrammatical features have on the audience, judge in how far the identified structures are suitable, and communicate whether they accept the proposed patterns or not.

After teachers' beliefs have been enquired, the genre's relationship to other genres should be established, specifically a genre set, and a genre colony. Additionally, the producers and receivers and their roles within the discourse community have to be determined. Occasionally, authors' and readers' or listeners' roles as sender and receiver are even interchangeable. Through the formation of relationships among genres and members of the discourse community, a contrast between experts and lay members can also be drawn (Hüttner 2007: 111-112).

Finally, producers of the texts are asked to give feedback regarding the results of the move analysis, lexicogrammatical investigation and identification of genre relationships. According to the provided information, the outcomes can then be confirmed or perfected. Notably, this process may also take place during or in-between other steps as the chronological order is rather irrelevant for the outcome (Hüttner 2007: 112).

4.3 Corpus-based genre analysis

The usage of corpora is of consequential value as a corpus is a storage of authentic language that can be used as a manual and is more reliable than a native speaker's instinct (Hunston 2002: 20). Corpora also offer the prospect to reveal and describe links between texts and their many social aspects (Mautner 2012: 32). The information a corpus provides plays a significant role in language teaching due to the fact that corpora enable access to particular language details, such as how specific phrases are used, or which words collocate with each other (Hunston 2002: 13). Below, the corpus-based genre analysis' benefits and disadvantages are discussed, and different types of corpora are described.

Corpora as investigative tools for genre analyses have received some criticism but their advantages have proven to outweigh their weaknesses (Flowerdew 2005a: 329-330) and Flowerdew (2005b: 13) argues that corpora's disadvantages can actually be overcome. For instance, corpora are most often used to focus on keywords and concordances, therefore restricting the order of methods to the bottom-up approach (Flowerdew 2005a: 324). As genre analyses usually use a top-down approach, a connection between the two methods can result in a less restricted order of procedures (Flowerdew 2005b: 14). Additionally, corpora are criticized because the visual setting and social context of a text cannot be observed, leaving too much room for interpretation (Flowerdew 2005a: 324). In order to correct this flaw researchers should observe the social contexts in which texts are produced and received (Flowerdew 2005b: 19) or interview members of the discourse community (Hüttner 2007: 111-112).

When planning a corpus-based study the researcher has to decide which type of corpus is suitable for the research. Paltridge (2006: 155-157) distinguishes between corpora according to their size, namely general and specialized corpora. The former aims to provide a large set of texts that represent a language in a very broad way, whereas the latter is a set of texts which belong to one genre. Specialized corpora may also consist of rather small samples of texts, as the size depends on the study's purpose. Hunston (2002: 14-16) names several more types of corpora, such as parallel and comparable corpora, which consist of texts written or spoken in different languages, and learner and pedagogic corpora, which comprise texts created by learners and texts learners are exposed to, respectively (Hunston 2002: 14-16).

Overall, corpus-based genre analysis has proven to be effective (Flowerdew 2005a). Naturally, researchers have to be aware of the different types of corpora but also need to take producers' as well as receivers' "nationality, gender, age, occupation, education level, native language or dialect and [their] relationship" into account (Paltridge 2006: 161). Fundamentally, no matter what type of corpus is designed, its usage in genre analyses provides generalizable data for a specific discourse community (Paltridge 2006: 155).

4.4 Genre analysis in the EFL classroom

Scholars conduct genre analyses in the EFL teaching context particularly to improve the language learning classroom and to raise awareness on actual classroom occurrences related

to genre. Generally, the focus lies on either English for Academic Purposes (EAP) (Lee 2016; Gurkosh 2015; Adam & Artemeva 2002; Flowerdew 2002; Swales 1990) or ESP (Dong & Lu 2020; Hyon 2017; Flowerdew 2011). ESP's main goal is that learners' English proficiency allows them to work or study in a specific field, such as medicine or commerce, which requires the successful usage of certain genres, both for production and comprehension (Hyon 2017: 4). In order to meet this goal, Hyon (2017: 101) proposes that ESP teachers should include genre analysis in their lessons. The following provides an overview of genre-based language learning, includes genre analyses which were conducted to examine texts learners wrote, and finally describes one genre analysis which was implemented to investigate EFL lessons' classroom discourse.

Genre analysis in a language teaching context is often used to create teaching material which is based on research outcomes (Flowerdew 2002: 95). Genre-based language learning takes place when not only learning material but the whole syllabus is based on genre (Paltridge 2001: 4). Besides the study of discourse and structure, this approach includes fostering communicative competences as well as focusing on language systems and skills, culture, and social contexts (Paltridge 2001: 9). The genre-based approach benefits students' abilities to use the language in order to communicate in a specific genre (Flowerdew 2002: 93). For instance, Gurkosh (2015: 2458) found that genre-based teaching and learning can foster reading skills when used to teach reading comprehension tasks in EAP classrooms and Kalali's and Pishkar's (2015: 128) research shows it can also improve writing skills.

The implementation of genre analyses is also often used to examine texts language learners' have produced. Qin and Uccelli (2016: 14) compared secondary students' argumentative and narrative texts. Their findings suggest that learners used a higher number of advanced lexis and syntax in the former than in the latter, indicating learners' awareness regarding genre conventions. Luzon (2009: 203) investigated ESP students' written reports in the engineering context and states that the learners' usage of first-person pronouns is different than the one proposed by experts; hence, causing informality in a rather formal genre. Upton and Connor (2001: 325) also analyzed ESP learners' texts, although they focused on politeness strategies in letters of application. Their results indicate that US-Americans use more formulaic sequences to express politeness and more genre-specific formulaic sequences than Belgian and Finish students do. An inference can be drawn here that while

native speakers' text production adheres more to genre conventions, non-native speakers write comparatively fairly individualized letters of application.

Lee (2016: 111) examined the classroom discourse in twenty-four EAP lessons by way of a move and lexico-grammatical analysis. His findings suggest that lessons consist of three stages. The beginning is used to encourage positive attitudes and evoke memories of previous input. The activity cycle, which is the main part of each lesson, consists of the organization, provision of context and the reconsideration of activities. At the end of each lesson, the third phase takes place via stating organizational matters, assigning homework and nurturing student-teacher relationships. The lexico-grammatical analysis revealed that teachers' most frequently used formulaic sequences are *you're going to*, *you're gonna*, *(I) want you (to)* and *you want to* (Lee 2016: 108).

In summary, this chapter describes genre analysis and its directions, begins to define EFL online instructions as a genre, outlines extended genre analysis and its steps, reports on corpus-based genre analysis, and finally, explores genre analyses in the EFL context. Evidently, a large number of genre analyses have been conducted in the FL learning context in connection with various relevant genres. They have certainly provided significant implications for English language teaching and learning. However, EFL teachers' instructions, with the exception of Lee's (2016) analysis on spoken discourse, do not seem to have been analyzed as a genre yet. This represents a clear lack in EFL research, as teachers' instructions, whether they are spoken or written, prompt learning (Mayer 2009: 30) and, therefore, should be explored in detail.

5. Methodology

The following section presents the steps of this thesis' research and considers the reasons for the choices made. At first, the participating teachers and their students are described, then the process of analyzing the moves and the steps of the sample texts is recounted and the procedure for the lexico-grammatical corpus analysis is stated. Finally, the expert interviews' guideline is described, and the transcription process revealed.

This thesis' author works at a lower secondary school in Vienna. Seven of her colleagues voluntarily submitted their Google Classroom instructions with the knowledge that their texts would be anonymized and subject to research. At the time of the collection of texts, the

participants together with the researching teacher comprised the school's whole EFL teaching staff. Notably, their educational background as well as their degree of experience greatly varies. Four of the teachers studied English at a university college of teacher education, with a focus on lower secondary school. One participant studied English in the teaching program at a university, in which the focus lay on lower as well as upper secondary education. Another teacher studied Maths in an English-speaking country and is officially employed as a native speaker, and another is a teacher, who takes part in the fellowship program called Teach for Austria. This program allows individuals with post graduate degrees which are unrelated to pedagogy to teach in middle schools which have been deemed challenging for a maximum time of two years (Teach for Austria 2020).⁵

The teachers' levels of experience span between a few months and twenty years. Four of the participants have been teaching for less than five years and three teachers have been teaching EFL for longer than ten years. However, one aspect that is the same for every participant is the level of experience concerning emergency remote teaching. The instructions chosen for the research were written during Austria's third governmentally imposed lockdown that enforced distance learning. During that time, the seven teachers had already taught EFL online for a minimum of one and a maximum of two lockdowns, meaning a time span of 37 (Pollak, Kowarz & Partheymüller 2020) to 51 (Pollak, Kowarz & Partheymüller 2021) schooldays. However, the teachers had only begun to use Google Classroom in the second lockdown, so every teacher had 14 days of experience teaching remotely with this tool.

Not only should the participating teachers' background be taken into consideration but the circumstances surrounding their students also have to be described, as they are the target audience of the online instructions, and therefore, wield great influence. For the majority of the students the school language, namely German, is their second or third language while English is their third or fourth language. Furthermore, learners' socio- economic background is mostly rather low, and their teachers often describe their overall English level as below average. Most students used their smartphones to access Google Classroom so teachers were asked to set tasks that students could complete without a computer. Students had already used Google Classroom during the second lockdown and were, therefore, familiar with the LMS.

⁵ For more information see <https://www.teachforaustria.at/fellow-programm/einsatzorte/> (16 Dec. 2021).

The extended genre analysis as a method was mainly chosen because it considers researchers as well as the discourse community as experts (Hüttner 2007: 107-108). This seems particularly important due to the apparent lack in research concerning the establishment of Google Classroom instructions as a genre. Hüttner's (2007: 107-110) eight steps were implemented but the order was changed for practical reasons and the participants' availability to be interviewed. Figure 2 gives an overview of this research's steps compared to Hüttner's (2007)⁶ procedure.

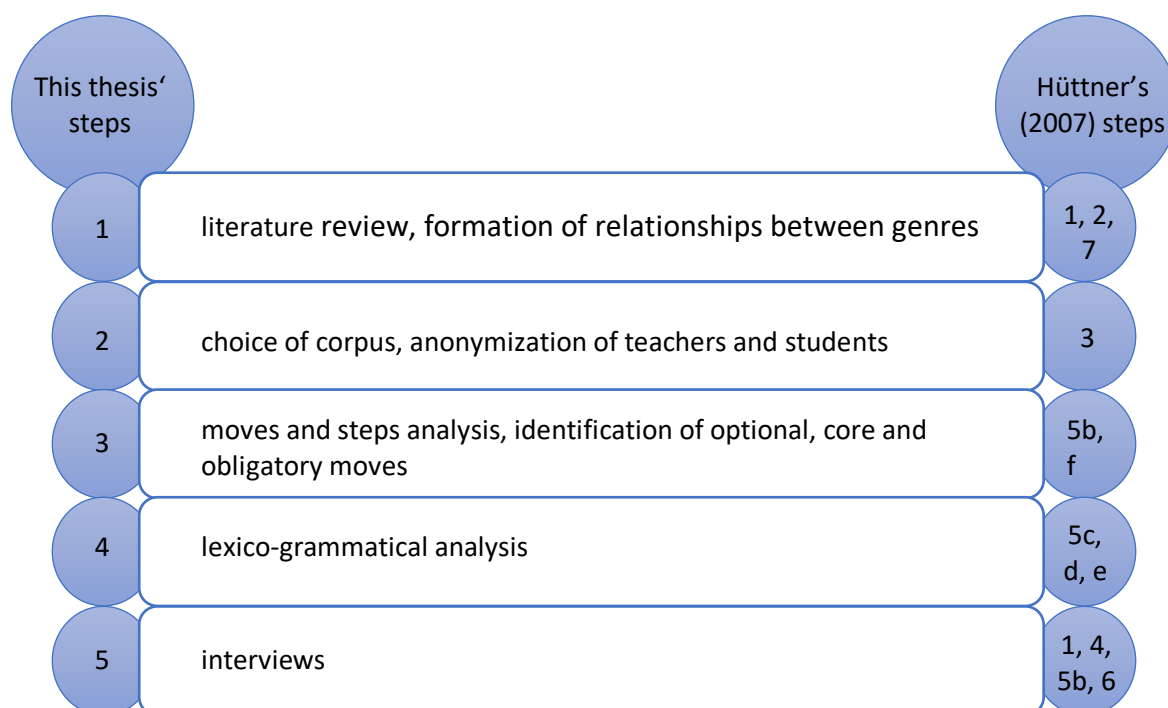


Figure 2: An overview of this thesis' steps compared to Hüttner's (2007) analysis

Figure 2 illustrates the steps that were conducted in the course of this thesis and numbers them sequentially. The right side displays Hüttner's (2007) steps and the order of the steps she suggests. In this thesis, the first step was to conduct a literature review regarding ERT and similar fields, which are part of the discourse community. Part of this review was also to include the relationship of the analyzed genre with related genres via the formation of a genre chain, a genre network and a genre set (see ch. 4.1). The genre colony is an exception as it can only be described once the genre analysis is conducted. Furthermore, the genre's situational context was described.

⁶ For a graph of Hüttner's steps see Hüttner, Julia. 2007. *Academic Writing in a Foreign Language: An Extended Genre Analysis of Student Texts*. Frankfurt am Main: Peter Lang, 107-108.

Afterwards, the corpus was chosen. The researching teacher collected the GC instructions seven of her colleagues had written during a period of 17 schooldays, in which distance learning was enforced by the Austrian government. This lockdown is also often referred to as Austria's third hard lockdown, as it was the third time schools, and many other institutions and businesses were closed due to the pandemic (Pollak, Kowarz & Partheymüller 2021). The corpus comprises a rather small collection of texts, namely 87 different instructions. However, as the authors teach in the same school and form all of the EFL teaching staff, excluding the researching teacher, the sample of texts can be considered representative of the genre. According to Paltridge (2006) it is a specialized corpus and based on Hunston (2002) it is a pedagogic corpus. What follows the choice of corpus is the anonymization of teachers and students in the texts by way of deleting names, email addresses and other identifying words and phrases.

Then the moves and steps are identified according to their purpose, including an identification of obligatory, core and optional moves dependent on frequency. This designation follows Hüttner's (2007: 110) distinction between the frequency of more than 90%, more than 50% and less than 30%. If the occurrence rate is between 49% and 31% the interviewed teachers decide if these moves and steps are either core or optional. In addition, lexico-grammatical features are analyzed with a focus on formulaic sequences and keywords, and types, tokens and hapaxes are examined. The term 'token' refers to the total number of words occurring, whereas 'types' means the number of different words found in a text or corpus. Words which only appear once are called hapaxes (Hunston 2002: 17). The tool used for this part of the research is AntConc⁷.

AntConc is an appliance which was created to facilitate research in the field of corpus linguistics and allows the investigation of language regarding frequency, collocations, keyness strength, language patterns, et cetera (Anthony 2022a). In order to use this freeware efficiently, the corpus containing the 87 texts is converted into eight separate plain text files, which are divided in accordance with the teachers who wrote the instructions. Naturally, the teachers' names are replaced by letters, as to assure anonymity and links are deleted in order to facilitate correct calculations. Additionally, all of the texts are split into two more text files, one of which contains only German words and the other contains only English words. It is

⁷ For more information see <https://www.laurenceanthony.net/software/antconc/> (7 Jan. 2022)

noteworthy to state, that this separation of languages often entails the elimination of sentence structures and their meanings due to the fact that codeswitching was often used in between sentences. Afterwards, AntConc's settings are adjusted to fit not only the symbols of English but also the ones of the German language. The BE06 and AME06 word frequency list (Lancaster University 2022) is used as the English reference corpus according to frequency due to its inclusion of British and American English. The AntBNC lemma list is used as a lemma list and is based on the BNC corpus (Anthony 2022c). Unfortunately, there is neither a frequency list nor a lemma list of the German language that complies with AntConc and its requirements regarding coding; therefore, the reference corpus and lemma-list can only be applied to the English sections of the instructions.

Altogether, AntConc is first used to create a word frequency list of the entire corpus as well as the separated files according to languages. The types and tokens of each corpus are determined. Furthermore, the lists are compared, focusing on the top twenty most frequently used words in both languages and their approximate semantic value. Content words which are part of the top twenty most frequently used lists, are then examined more closely in their English as well as German form. Their keyness value is determined and afterwards, their occurrence according to each teacher's usage by way of utilizing AntConc's plot tool is analyzed. Furthermore, AntConc's cluster, collocate and n-gram tools are employed to obtain potential word patterns and/or common expressions connected to the examined words. In addition to the analysis of the most frequently used words, other words and formulaic sequences which seem significant are examined and, lastly, regularly occurring grammatical structures are revealed.

As a last step, three of the participating teachers are interviewed. The interviews significantly contribute to the research as the interviewees represent the discourse community of the analyzed genre and are, therefore, not only authors but also experts in the field. The goal is to learn how participants describe the genre's setting and to determine the authors' beliefs concerning the genre's degree of importance. The position of the genre within the discourse community is also established by way of the interview. Nevertheless, it should be asserted that teachers' level of hierarchy does not differ as the teachers have the same position within one school, but compared to the audience, they do hold a position of power as they assign learners grades. Moreover, the teachers' opinions regarding typical moves and steps is enquired, as well as their thoughts on core, obligatory, optional, inappropriate and

preferred moves and lexico- as well as grammatical features are investigated. Particularly, moves and steps with an occurrence rate between 31% and 49% are discussed. The interviewees are also asked about the perceived impact the instructions' moves, steps and lexico-grammatical features have on their students. Additionally, teachers should give feedback and express if they accept or reject proposed results. In order to be able to ask about specific results, the interview guideline (see 10.2.1) can only be created once the move and step analysis as well as the lexico-grammatical analysis are conducted.

Before the interviews occur, the interview is piloted with another EFL teacher who used Google Classroom during the third lockdown but did not teach at the same school as the participants did. After piloting the interview, the term acceptability is replaced by necessity, as the former lead to rather vague answers. The teacher expressed their discomfort as they do not wish to judge other teachers' choices as unacceptable and feel it to be appropriate.

Once the interviewees voluntarily agree to participate and are informed that provided data is anonymous, the interviews are conducted and transcribed. Before the process of transcription, the researcher reflects on the possible decisions concerning the style of transcription and its potential effects (Oliver, Serovich & Mason 2005). Since the research questions can only be answered when focusing on the content of the interviews rather than on language attributes, the interviews are transcribed denaturalistically. Thus, the transcripts exclude involuntary vocalizations, such as stutters or coughs, non-verbal vocalizations, as for instance laughter, and diction, as for example slang when pronouncing words. Furthermore, minor grammatical mistakes are corrected to facilitate comprehension for the reader and to ensure consideration for the participants (Oliver, Serovich, and Mason 2005: 1285-1286). What is included in transcripts are emphases on certain words the interviewer and interviewees make via pronunciation and the illustration of words and phrases that cannot be understood in the recording.

Altogether, this thesis methodology includes a literature review of relevant and, if possible, current research, the formation of genre relationships, the choice of corpus and its anonymization, and the move- and step analysis as well as the lexico-grammatical analysis. Finally, three members of the discourse community are interviewed to give their expert opinions on the genre. Once all these steps are taken, the five research questions are answered and the definition of EFL online instructions as a genre is completed.

6. Results

This section provides the results obtained during the third to fifth steps of this extended genre analysis. First, discovered moves and steps are stated concerning their frequency, communicative purpose and sequence. Then the outcomes of the lexico-grammatical analysis' are revealed, focusing on the most frequently used words, expressions and grammatical structures. Finally, the expert interviews' results are presented.

6.1 Move and step analysis

Altogether, seven different moves were found which incorporate 32 individual steps. The move named *title* occurs 87 times and therefore appears in 100% of the instructions. It is obligatory, not only because of its occurrence rate but also because GC only allows to upload instructions once a title is written. *Title* includes eleven steps, the most frequent of those is called *date* and informs the audience of the date on which the instruction was posted. It occurs in 40.23% of the texts and can thus be defined as either core or optional. In 33 of 35 times, this step is produced in English.

The rest of the steps which are part of this move are considered optional, as they occur in less than 30% of the instructions. Two steps incorporated in *title* are called *topic of assignment* and *type of assignment*. The former occurs 22 times and informs learners about the general theme the assignment will be about, such as *Letter of Application*; whereas the latter was used 21 times and informs students what they will have to do in these assignments, as example (1) illustrates.

(1) Unit 4 vocabulary quiz

Here, *vocabulary quiz* is the type of assignment. Both topic and type of assignment are mostly written in the target language. Another step is named *task's number* and lists the number of the tasks assigned on Google Classroom. *System* is a step that is part of several moves and informs learners about the language system they will foster. Example (1) demonstrates this step in the word *vocabulary*; moreover, it displays that steps can occur within other steps as *system*, in this instance, is a part of *type of assignment*. The step called *skill* is a rather similar one, as it informs the reader of the language skills that will be focused on. Example (1) displays another step, namely *unit* as it informs the audience about the schoolbook's unit the assignment is a part of.

A rather distinct step is *assignment* as its communicative purpose is to not only inform but also to instruct. Here, at least some of the instructions are already stated in the title. The steps *deadline* and *schoolbook* are both only used once and also inform the reader, although the former can also be described as persuasive as it might persuade students to hand in their assignments on time. Example (2) presents the only title in which the teacher used this step.

(2) Exercises until Jan. 13th (17:00)

In comparison, the latter seems to only inform learners about the type of schoolbook they need to use. Taking all the steps into consideration, the move *title* predominantly acts informatively but can rarely also instruct and persuade.

The move that usually follows *Title*, unless it is preceded by *Greeting*, is called *Assignment* and appears 106 times in the 87 texts, as this move is often used more than once in a GC instruction. *Assignment* is a rather miscellaneous move as it appears in various lengths and language styles as (3) and (4) demonstrate.

- (3) Today is as review of the week. No English tomorrow!
{Heute ist eine Überprüfung der Woche. Morgen habt ihr kein English!}
1. Do the corrections from yesterday „Compare three paintings“.
{Mach die Verbesserungen von gestern „Compare three paintings“ [sic]}
(Auch wenn ich dir 100 Punkte gegeben habe.
Das heißt, dass du die ganze Aufgabe gemacht hast.
Nicht das [sic] sie perfekt war!)
2. Do any homework you have forgotten to do!
{Mach alle deine Fehlende [sic] Hausaufgaben!}
3. If you scored less than 50% with Helbling on Tuesday, you need to try it again.
<https://www.helbling-ezone.com/>
{Wenn du am Dienstag weniger als 50% auf Helbling gehabt hast, must du die Aufgaben nochmal machen. Wenn du dir nicht sicher bist, kannst du im Buch nachschauen, oder auf Google.}
If you are not sure of the answer, you can use your book, or Google.
4. Try the NEW quiz on Comparatives! Can you get 30/30?
Link für das NEUE Quiz: <https://quizizz.com/join?gc=57442636>
Code für das Quiz: 57442636
- (4) [...] Also fangt an, eure Vokabel zu lernen.

Another noticeable feature shown in (3) is that the teacher switches between English and German. In fact, this was done in 60 of 106 *Assignments* and English without codeswitching or translation was used in merely 17 *Assignments*.

Assignment is obligatory and contains 14 steps, three of which are also used in *Title*. These three steps are *schoolbook*, *skill*, and *system*. Unlike in the move *Title*, *schoolbook* as part of *Assignment* is a core step due to its occurrence rate of 50%. In comparison, *skill* occurs

in 23.58% and *system* in 18.87% of the move. They are, therefore, considered optional. Another difference in these steps' usage in *Assignment* compared to *Title* is that they do not only inform but also instruct, as (4) illustrates. A communicative purpose that can additionally be assigned here is persuasion, as the teacher's goal appears to be to persuade learners to study the vocabulary.

Every other step which is part of *Assignment* is an optional step as well. *Translation of assignment*, as seen in (3), and *translation of vocabulary* is used to inform learners and assist them in understanding the given tasks by way of using the school-language. The steps called *numbering* and *bullet points* are visual steps rather than verbal ones and assist students in understanding a task or several tasks step by step. *Numbering* is demonstrated in (3) as well. *Google Classroom* also assists learners by way of reminding them about the uploading process on the platform. Teachers mentioned Helbling's ezone, an online platform offering reading, listening and grammar exercises as an extension to schoolbooks, nine times. *Referring to Helbling's ezone* informs, instructs and persuades students by means of simply posting a link or mentioning it in the instructions, as shown in (3). *Referring to a video call* informs learners of future or past videoconferences but (5) demonstrates that it can also persuade and instruct students to prepare and join the call. Noticeably, this step was always written in German.

- (5) [...] auch diese Woche werden wieder Zoom Gespräche stattfinden, auf die ihr euch vorbereiten sollt.

Teachers instructed learners to click on a link and watch a video five times. Even though the videos serve the purposes of informing, explaining and/or entertaining, the step itself does not. *Referring to a test* and *referring to a dictionary* are only used twice and instruct learners to study for an upcoming test and use an off- or online dictionary, respectively. Considering all of the fourteen steps incorporated in *Assignment*, this move's communicative purposes appear to be primarily information and instruction, and secondarily persuasion and assistance.

The third move that often precedes or follows *Assignment* but sometimes also stands alone is called *Explanation of Assignment*. Here, teachers explain the tasks and/or offer further information and examples, as shown in (6).

- (6) Heute beschäftigen wir uns mit opinions (Meinungen) zu Filmen. Eine opinion is [sic] eine Meinung, die ausdrückt, wie du etwas findest. Zum Beispiel: I think the movie is great..., I love/admire/hate the actors.

It occurs in 68.97% of the texts and is therefore considered a core move. When teachers explain an assignment, they use German 50% of the time. Codeswitching takes place in 35% of the time *Explanation of assignment* occurs. Moreover, it is the most diverse move as it contains 16 different steps which are all optional due to their occurrence rate ranging between 21.67% and 3.33%.

The most frequent of these steps is *translation of example* which occurs whenever teachers offer examples and translate words, phrases or sentences. *Translation of assignment* is a very similar step and is used in the same context as in the move *Assignment*. For these reasons, both of these steps are informative and assistive. Another step which includes translation is *translation of vocabulary*. It differs from *translation of example* in that the former expresses translations of random words whereas the latter means the translation of language examples. In (6) for instance, the word *opinions* is translated; therefore, it is an example of the former. In contrast, (7) represents an instance of *translation of example*.

- (7) Deutsch:
Du kommst heute Nachmittag zu mir, ODER?
=> Englisch:
You are going to come to my place this afternoon, AREN'T YOU?

Just as other steps with a focus on translation, this one is informative as well as assistive.

Another informative and assistive step is *referring to a previous lesson*. As seen in (8), in this step teachers remind their students of a learning objective and/or subject matter taught in the recent past.

- (8) -> In der Schule bzw. als Hausaufgabe haben wir vor den Ferien schon den Beispieltext für ein Bewerbungsschreiben auf der Seite 34 besprochen bzw. die verschiedenen Teile eines Bewerbungsschreiben [sic] erarbeitet.

The communicative purposes are information due to the information teachers provide and assistance, as this step assists learners in remembering previously learned information.

Explanation of assignment also contains *appointments*, which represents a step in which a teacher informs learners of the date and time they should join a videoconference and instruct them to participate. Additionally, *email* was used thrice to offer another way to upload assignments. Therefore, this step is informative, but it also appears to be assistive as the provision of a second method to hand in assignments helps learners who have not quite understood the uploading process of GC yet.

There are many more steps that are used in *Explanation of assignment* and *Assignment* and that have the same agenda in both moves. These steps are *Google Classroom*, *bullet points*, *referring to a video call*, *system*, *referring to a test*, *numbering*, *schoolbook*, *skill* and *referring to Helbling's ezone*. Considering all the communicative purposes the 15 steps have, *Explanation of assignment* predominantly informs, instructs, and assists, and sometimes persuades. However, one crucial purpose of this move that is not part of the individual steps but plays a major role in general is explanation, as teachers explain what students must do in detail.

Greeting is a move that, if it does occur, appears after *Title* and before any other move. Teachers greet their students in 37.93% of the texts, which indicates that this is either a core or optional move, depending on the teachers' opinions which will be uncovered via the interviews. *Greeting* is mostly written in English and contains two optional steps, namely *pathos* and *topic of assignment*. While *topic of assignment* has already been discussed in connection with other moves, *pathos* solely occurs in *Greeting*. It is used when teachers appeal to students' emotions, as (9) demonstrates.

- (9) I hope you had a good break and could relax and switch off a bit. Now it's time to get back to work and study.

Thus, this step acts rather persuasively as it appears that teachers use this move in order to persuade learners to do their assignments. Therefore, *Greetings* primarily salutes and secondarily informs and persuades.

A move which is quite similar to *Greeting* but can definitely be defined as optional is *Goodbye*. It includes a unique step which was only used once in all the 87 texts and is called *praise*. Here, a teacher expresses their approval of the learners' hard work; hence, this step praises learners and persuades them to continue doing their assignments. Comparable to *Greeting*, *Goodbye* is mostly written in English but, naturally, occurs in the end instead of the beginning of an instruction. This move's communicative purposes are mainly salutation but also persuasion and praise.

Another optional move is *Deadline*. Teachers use this move to indicate the date and time students are supposed to submit their assignments. Here, recurring optional steps are *pathos*, *schoolbook*, and *referring to Helbling's ezone*. This move predominantly informs, and secondarily instructs and persuades. *Deadline* as a move should not be confused with *deadline* as a step. While the latter is part of *Title* and therefore, occurs as part of the

instructions' headline, the former is part of the main text and usually occurs as a separate paragraph.

The seventh and last move used in the 87 instructions is *Future assignment* and refers to instances when teachers write about tasks which have not been assigned yet but will be soon, as (10) exemplifies.

(10) There'll be another exercise for you later on. So, keep watching this space!

This is another optional move as it only occurs thrice, once in English and twice in German. It contains one step, namely *schoolbook*, which is only informative in this move. (10) demonstrates that *Future assignment* is not only informative, but can also persuade learners to regularly log in and submit assignments.

Altogether, the move- and step analysis reveals three obligatory, four optional and no core moves. The seven discovered moves include various optional steps and one step, namely *date*, which needs to be judged as core or optional by the discourse community. The examined genre mainly instructs, explains, assists, salutes and informs, and secondarily, persuades and praises.

6.2 Lexico-grammatical analysis

The 87 Google Classroom instructions contain 1436 types and 7782 tokens. When separated according to languages, the English corpus includes 739 types and 3478 tokens, whereas the German corpus consists of 897 types and 4304 tokens. This means 55.31% of the instructions is written in English. The following analysis focuses on the seven most frequently occurring content words and includes words, which seem significant due to circumstances surrounding the pandemic. Furthermore, expressions are examined and frequently occurring grammatical structures are analyzed.

Naturally, the most frequent types in both the English and the German corpus are mainly determiners, pronouns, prepositions and conjunctions. Table 2 displays the 20 most frequently used types in both languages.

Table 2: The twenty most frequent types used in the English only corpus compared to the German only corpus.

Type	Rank	Frequency	Type	Rank	Frequency
the	1	158	die	1	181
you	2	128	du	2	132
a	3	91	und	3	116
to	4	87	in	4	68
of	5	86	das	5	58
exercise	6	62	der	6	57
and	7	54	den	7	55
january	8	50	nicht	8	54
good	9	48	ein	9	50
your	9	48	heute	10	44
th	11	46	im	11	43
on	12	44	bis	12	42
have	13	43	dir	12	42
in	14	39	auf	14	38
book	15	37	es	14	38
i	16	36	zu	14	38
is	17	35	ihr	17	37
do	18	33	von	18	36
morning	19	32	wenn	18	36
are	20	31	für	20	35
d	20	31	oder	20	35

Among the 20 most frequently used types, as shown in Table 2, the English corpus includes five content words: namely *January*, *exercise*, *good*, *morning*, and *book*. Comparatively, the German corpus' top 20 frequency list contains only one content word, i.e. *heute*. However, the corpus which is separated according to authors rather than languages includes one more frequently occurring noun, which seems semantically noteworthy, namely *quiz*. It does not appear in Table 3, as this is an English as well as German word, but it does occur 46 times in the target corpus.

January has a log-likelihood of 251.035 and therefore, occurs unusually frequently when compared to the reference corpus. AntConc's plot tool reveals that the word *January* is used by four of the eight teachers and is always written in order to indicate the date of either the assignment or its deadline. Therefore, this word belongs to either the move *Deadline* or the step *date*, hence, the move *Title*. Consequently, the most common word that occurs next to *January* is a number with the suffix *-th*, further demonstrating that it is used to name a specific date. There appear to be no common expressions or collocations of semantic significance that incorporate this word. The German translation of *January*, namely *Jänner* and *Januar* are never used.

The word *exercise* has a log-likelihood of 313.383 and therefore, also occurs uncommonly frequently. Six of the seven teachers wrote this word in their instructions, whereby only three teachers used the type *exercise* more than 15 times. It commonly occurs with a number and is part of the move called *Title* and the step named *task's number*. Furthermore, it is part of the compound nouns *exercise book*, which occurs 19 times and *school exercise book*, which is used 15 times. What is noticeable here is that teacher A mainly uses *exercise book* and is the only one who uses *school exercise book*. Five teachers use the German translation *Übung* and its plural *Übungen* 22 times. These words also appear to be part of a compound noun, namely *online-Übung(en)*, and are used four times by three different teachers. The translation of *(school) exercise book* does not occur.

Good is used 48 times and carries a log-likelihood of 240.661. Three teachers frequently use this adjective while one teacher only writes it once and three do not use it at all. It mostly occurs as a part of two commonly used expressions, namely *Good morning!* and *Good luck!*. The former appears 32 times whereas the latter is used 12 times. Notably, the same four teachers use both of these expressions. Additionally, three teachers often add the name of the class or the pronoun *everyone* to *Good Morning*, as for example *Good Morning 3d!*. The German translation *gut* is used seven times by four teachers; however, it does not come with frequently used collocations.

Morning is used 32 times and has a keyness-value of 157.901. Besides the aforementioned phrases this noun does not appear to have significant collocations in the target corpus. Its German translation *Morgen* is only used as a translation of *tomorrow* and the translation *Früh* is written only once and, thus, does not commonly occur.

The noun *book* and its plural *books* are produced 37 times and used by every teacher. The log-likelihood is 183.783. Moreover, *book* is a part of the compound nouns *Student's book* and *Workbook*, which are the names of the English schoolbooks utilized in the analyzed school's EFL classrooms. While the former occurs 12 times, the latter is used 14 times and once as a multilingual compound noun, namely *Workbookübungen*. In addition, the two schoolbooks are frequently abbreviated, as for example *WB (workbook)* is used 21 times and *WBp (workbook page)* is produced 13 times. Contrastingly, the Student's book's abbreviation *SB* occurs seven times, *STBp* occurs five times, and *SBp* appears only once. Therefore, the noun *book* in all of its forms actually occurs 99 times, representing the seventh most frequently used word in the target corpus. Furthermore, the compound noun *vocabulary*

book appears twice, and *homework book* is used once. Other compound nouns *book* is a part of are *exercise book* and *school exercise book*, as is already discussed in a previous paragraph. What is additionally noteworthy is that *book* is not only a noun but also a verb; however, it does not actually occur as a verb in the target corpus. A phrase which is used three times by two teachers is *you can use your book or Google* and the pronoun *your* and its German translation *dein* occur 13 times as a collocation of *book*.

The German translation *Buch* appears ten times in three different teachers' instructions and the plural *Bücher* occurs once. Furthermore, the compound nouns *Tagebuch* and *Wörterbuch* have an occurrence rate of three, and *Buchseite* appears once. Two teachers write sentences which occur eight times, utilizing two similar sentence structures. The sentences denote that if students are unsure of what they are doing, they should take a look in their books: *Wenn du dir nicht sicher bist, schau im Buch nach!*, *Wenn du dir nicht sicher bist, kannst du im Buch nachschauen*.

Heute has an occurrence rate of 44 in all of the eight teachers' texts and its lemmas *heutige* and *heutigen* together appear seven times. The most common semantic meaning of sentences which contain *heute* in the target corpus are sentences conveying an imperative, or a command with a pronoun as seen in example (11).

(11) a. [...] müssen für heute folgende Aufgaben erledigen: [...]

b. Arbeitsauftrag für heute: Öffne das Dokument [...]

c. Heute lernen wir [...]

d. Heute schreibst du [...]

Example (11d) is the most frequently occurring phrase and appears five times. *Heute* in connection with a command occurs 26 times. Additionally, *heute* and its two lemmas are used to communicate the topic of a task 12 times, as in *Deine heutige Aufgabe ist ein Quiz [...]* and a deadline or appointment is given in eight cases. The English translation *today* is chosen 28 times by three different teachers and is used to express the same three messages as *heute*, namely commands, deadlines and topics. The noticeable phrase *today, I would like you to* occurs ten times and denotes a request.

A noun which is frequently used in the English as well as German corpus is *quiz*. Altogether, it is used 46 times, 25 of these occurrences are written in English. In the English corpus *quiz* has a keyness value of 121.872, hence, it appears unusually frequently. *Quiz* is always used as a noun denoting either an online quiz students have to do at home, or a future

test they will have to study for. The phrase *do the quiz* appears five times whereas its German counterpart *mach das Quiz* occurs twice.

Words which seem significant due to the circumstances of the time the instructions were given also need to be taken into account. For instance, there are 641 hapaxes in the corpus and *Corona* is one of them. *Distance learning* appears seven times, *Google classroom* four times and the video call platform *Zoom* is mentioned 21 times. Curiously, other words in the semantic field of Covid-19, such as *health*, *lockdown*, or *pandemic* do not occur in either language.

Antconc's regular expressions tool reveals that *Good Morning!* is the most common phrase with an occurrence rate of 32. It is used in the beginning of instructions and part of the move called *Greeting*. Other words and phrases which are part of this move are *Hello*, *Dear*, and *Liebe*. The most frequently used phrases of the move *Goodbye* are *Good luck!* with an occurrence rate of 12, *Have a nice day!*, which appears five times and, *Have a nice weekend!* which is used four times. Example (12) displays instances of phrases that occur rather frequently in English and German. They appear in different sentence structures, but the semantic meaning is nearly identical.

- (12) a. send me a photo
b. post a clear photo
c. fotografiere alles ab und lade es hoch
d. du schickst mir ein Foto
e. schicke ein Foto von

Phrases as seen in (12) occur 46 times; however, only nine of these occurrences are written in English. Another regularly produced phrase which denotes a request is *I would like you to*, which appears 15 times.

In order to provide a complete lexico-grammatical analysis, frequently used grammatical structures also need to be considered. What seems most noticeable is the regular usage of imperative clauses, as seen in examples (11) and (12). Teachers write the adverb *please* ten times and *bitte* 23 times as part of a command or a request. The most frequently used imperative verbs are *schreibe*, *write*, *schau*, *öffne*, and *schicke*. Another rather obvious grammatical structure is the use of conditionals. They occur in eleven cases of the English instructions and are always zero conditionals. Comparatively, the German

instructions feature a very similar sentence structure usually starting with *Wenn du* and finishing with an imperative clause. These structures appear 25 times.

Besides the regular occurrence of imperatives and if-clauses, questions are used as well. These questions focus on students' opinions and their personal lives, but some also function as language examples when teaching grammar and/or writing. None of the questions are rhetorical and all of them are in some ways part of the assigned tasks. The interrogative *what* is used 16 times, *how* appears nine times, *who* and *where* occur twice, and *which* is written once. Questions starting with *do you* occur six times, *can you* appears four times and *are you* is produced twice. Naturally, teachers also pose questions in German, although not quite as often.

The last grammatically apparent but also significant aspect is the usage of pronouns, as they can change the semantic and pragmatic meaning of a sentence quite a bit. When taking a look at the ten most unusually used words according to frequency in the English corpus compared to the reference corpus, the pronoun *you* is detectable. Generally, the ten words with the highest keyness value are *the, you, a, to, of, exercise, and, January, good* and *your*. In English there is not always an obvious distinction between *you* in singular and plural; however, in German the distinction is visible as the singular is *du* and the plural is *ihr*. While *du* is used 132 times and *you* appears 128 times, *ihr* only occurs 37 times. Another important pronoun is *we* which has a frequency rate of only three and *wir* which occurs 17 times. *Uns* is used thrice but *us* is not produced at all.

Overall, the lexico-grammatical analysis reveals seven most frequently occurring content words and their collocations as well as recurring formulaic sequences, such as *Good Morning!*, *post a photo*, and *Wenn du dir nicht sicher bist, schau im Buch nach!*. Furthermore, repeatedly used grammatical features are conditionals, questions, imperatives, and personal pronouns.

6.3 Expert interviews

The following section presents the overall results of the expert interviews. Table 3 gives an overview of the outcomes concerning impact, necessity and appropriacy.

Table 3: Impact (i), necessity (n) & appropriacy (a) of English usage, moves and steps, and lexico-grammatical features. Checks (✓) illustrate that a teacher believes something is impactful, necessary, and/or appropriate. Crosses (x) display the opposite and tildes (~) indicate vagueness or inconsistency.

	Teacher 1			Teacher 2			Teacher 3		
	i	n	a	i	n	a	i	n	a
<i>Greeting & Goodbye</i>		x		✓	x			x	✓
<i>praise</i>		x	x		x	x	✓	✓	✓
<i>~45% of English usage</i>			✓			~	✓		x
<i>codeswitching</i>		~	✓			x		x	✓
<i>translation</i>	x	x	x	✓	✓	✓			
<i>English goodbye, greeting, title</i>			✓			✓		✓	✓
<i>Wenn du dir nicht sicher bist, schau im Buch nach!</i>	✓	✓	✓	x	✓	✓	x	x	✓
<i>Ihr müsst für heute folgende Aufgaben erledigen:</i>	x	x	✓	✓	x	✓	x	x	x
<i>Today I would like you to</i>	x	x	x	x	x	✓	x	x	✓
<i>Good Luck!</i>	x	x	x	✓	✓	✓	✓	x	✓
<i>Please / Bitte</i>	x	x	x	✓	✓	✓	✓	x	✓
<i>you/ du</i>	x		✓	✓		✓	✓		
<i>we/ wir</i>	✓			x			✓		
<i>imperative</i>	✓			✓	✓	✓	✓		

Table 3 clearly displays teachers' discrepancies in their opinions but simultaneously shows their resemblance concerning their beliefs. Notably, the teachers interviewed had been teaching EFL for four months to five and a half years at the time of the creation of the analyzed instructions.

Overall, the interviewees describe their experience of ERT in EFL differently, as teachers 1 and 3 use rather negatively connotated terms, such as *difficult*, *boring*, *disappointing*, and *problematic*. In contrast, teacher 2 states that they as well as their students were well prepared, and that the situation was manageable. When it comes to the students, teachers 1 and 2 describe their student's circumstances rather positively whereas teacher 3 believes parents' support was lacking, particularly for generally low-achieving students. Interviewees' opinions on students' learning progress also differ slightly, as teacher 1 reports a considerable decline, teacher 3 states that it "was not as good", and teacher 2 thinks that it is different for each individual.

The teachers name several aspects a GC instruction should contain. The most prominent one is that it should be as short and as clear as possible. Nevertheless, instructions should be detailed and contain a title as well as an explanation. Teacher 2 also mentions the importance

of visual highlighting, such as bullet points, and all three interviewees agree that the usage of the target language depends on learners' English levels. Another belief the teachers share is that GC instructions are, in the present and future, a valuable genre in the teaching profession. When asked about possible communicative purposes, teachers 1 and 3 state that these texts should explain the subject matter, while teacher 2 regards giving examples as beneficial. Teacher 3 also states that students should be given the opportunity to get in direct contact with their teacher as well as their peers to give advice and assist each other. Additionally, teacher 1 does not believe that online instructions should be entertaining, except when creating a catchy title.

When confronted with the genre analysis' results concerning moves and steps, teachers' opinions mostly coincide. While all three teachers think a title is a necessary move, teachers 1 and 2 state that *date* should be a core step, due to organizational benefits, whereas teacher 3 reports it to be unnecessary as GC posts the date automatically. *Greeting* and *Goodbye* are moves which all interviewees identify as optional; however, they still point out their own preference using these conventions. One step the teachers do not agree on is *praise* as part of *Goodbye*. While teacher 1 asserts it inappropriate, teacher 2 states that it is usually unnecessary and teacher 3 is of the opinion that *praise* should regularly occur in instructions, mainly for motivational reasons.

Concerning the usage of German and English, the interviewees' views display clear differences. Teacher 1 believes that the usage of English in about 45% of the analyzed texts is appropriate as well as practical but they prefer to separate the languages clearly, as they dislike codeswitching and translation. Contradictorily, they state that it is appropriate to use codeswitching when stating and explaining an assignment. Teacher 2 reports that they personally would try to use more English if the level of the students allowed it. Furthermore, they believe using German only or codeswitching is acceptable and practical when explaining assignments; however, teacher 2 believes code-switching to be inauthentic when stating the assignment and prefers translating instead. Teacher 3 asserts that about 45% of English usage in the analyzed genre is too low and mentions that it should ideally be 66% as using the target language is impactful. Nonetheless, this interviewee acknowledges that codeswitching and translating may be used for clarification purposes as an exception to the rule and when explaining an assignment but should be avoided when stating it. An opinion the teachers share is that using English in *Greeting*, *Goodbye* and *Title* is appropriate and practical although

teacher 3 adds that these should not be the only moves in which English is used without any other language.

The teachers were not only asked to share their opinion on the moves and steps of the analyzed genre but were also invited to comment on examined lexical features. The interviewer presented them five common words and phrases teachers had used in the analyzed texts and interviewees discussed these regarding their necessity, appropriacy and impact. The participants regard the phrase, *Wenn du dir nicht sicher bist, schau im Buch nach!* as appropriate but do not agree on necessity and impact. While two teachers believe the phrase to be necessary, only one teacher deems it impactful. *Ihr müsst für heute folgende Aufgaben erledigen!* is received a bit more negatively, as two teachers consider it unnecessary and ineffective, and one interviewee calls it inappropriate. The phrase that is judged most unfavorably is, *Today, I would like you to*, as all teachers deem it unnecessary and not impactful, and one teacher asserts its inappropriacy. Comparatively, *Good luck* as well as *please* and *bitte* are judged negatively in all three categories by only teacher 1 while teacher 2 believes they are necessary, appropriate as well impactful. Teacher 3 shares teacher 2's opinion except for the phrases' necessity.

In addition to the lexical features, interviewees answered questions regarding the usage of pronouns and imperatives. The teachers agree that singular *you* and *du* is often used and appropriate but have varying opinions concerning their preference. Teacher 1 likes *we* but prefers imperatives and believes the effects of this grammatical structure depend on the students' experiences. Teacher 2 favors *du* as well as imperatives and asserts plural pronouns to be ineffective. Teacher 3 deems imperatives to be practical, especially in offline teaching, but prefers *we* during distance learning to establish a sense of virtual togetherness among pupils.

Finally, teacher 2 would like to add that GC as a LMS limits teachers in the design of their instructions and teacher 3 acknowledges that the opinions given in the interview and their actual instructions likely do not align. Additionally, this interviewee expresses their approval of the research: "This is a great thing, to let teachers know what they might want to think about if they give instructions online" (see 10.2.2.3).

Overall, the expert interviews' results demonstrate a variety of beliefs among the three interviewed members of the discourse community, even though they belong to the same

group of colleagues. However, their opinions still offer a valuable extension to the move-, step-, and lexico-grammatical analysis.

7. Discussion

The following sections attempt to answer this thesis' five research questions in detail. Afterwards, online GC EFL instructions are defined as a genre. Naturally, current literature as well as possible limitations and implications for further research are taken into consideration.

7.1 Common moves and steps

This section will answer the first research question, namely: What are common moves and steps in EFL online instructions? This is accomplished by way of describing obligatory moves and their steps first, and afterwards, stating optional moves and steps, as there are no core moves in the analyzed instructions. Additionally, the typical order of moves is given, the underlying communicative purposes are discussed, and comparable text types which have already been examined via genre analysis are presented in order to answer the research question thoroughly. It is noteworthy to state that the analyzed instructions are diverse in their content, their length as well as in the ways moves and steps are implemented.

GC EFL online instructions encompass a maximum of seven different moves, three of which are obligatory, namely *Title*, *Assignment* and *Explanation of Assignment*. The first is a move which the interviewees named without the interviewer's input. Mayer (2017: 491) states that titles should comprise of the main keywords. Moreover, *Title* incorporates the step *date*, which is a core move according to the discourse community, although one interviewee believes it to be unnecessary.

The second move incorporates steps such as *bullet points* and *skill*. The former was recommended by teacher 2, as structuring assignments can assist students in completing a task (Ha 2016: 153) and in adhering to the set deadline (Russell & Murphy-Judy 2021: 90). The latter partly informs students of the learning objective, which benefits learners' motivation (Russell & Murphy-Judy 2021: 90). Moreover, online assignments should be relevant for every individual learner and should therefore be diverse in their content (Russell & Murphy-Judy 2021: 59). However, as this study does not include learners' perceptions, it is impossible to judge content's relevancy, although the high number of steps does demonstrate a degree of

diversity. *Explanation of Assignment* is another move the discourse community mentioned independently. Generally, explaining assignments when teaching is significant to ensure effective instruction-giving (Ellis 2015: 264).

Moves which the interviewed teachers consider optional but still important are *Greeting* and *Goodbye*. Notably, the latter is optional due to its occurrence rate rather than the discourse community's opinion. According to Russell and Murphy-Judy (2021: 240) these moves are evidence of social presence, which in turn can improve learning (Garrison, Anderson & Archer 1999: 89). One step of *Goodbye* which should be further considered is *praise*, as this step only appears once in the corpus and the interviewed teachers do not agree on its necessity or its appropriacy. Generally, current research appears to consider positive feedback in the EFL classroom as beneficial (Liu 2021; Sun 2021), specifically when effort instead of intelligence is praised (Zarrinabadi, Lou & Zeinab 2021). When teaching face-to-face in the EFL classroom, teachers' praise can benefit learners' involvement and attentiveness in class can improve their enthusiasm and may also strengthen relationships among students (Liu 2021: 3). In addition to *Greeting* and *Goodbye*, *Deadline* and *Future assignment* are also optional moves. The former is impactful as it assists learners in monitoring their own working process. Therefore, Russell and Murphy-Judy suggest additional reminders and "clearly defined deadlines" (2021: 90).

The seven examined moves appear in the following typical order: *Title*, *Greeting*, *Assignment*, *Explanation of Assignment*, *Deadline*, *Future Assignment*, *Goodbye*. Occasionally, the sequence of the fourth to sixth moves is arranged differently and moves may appear more than once in one instruction.

When describing moves and steps one cannot omit their communicative purposes as the definition of a genre must include them (Bhatia 1993: 13). The communicative purposes of online GC instructions are persuasion, information, instruction, assistance, explanation, salutation, and praise. Information, instruction, assistance, and explanation are the primary purposes of the three obligatory moves. Additionally, salutation is the primary purpose of two optional moves, leaving persuasion and praise as the only secondary moves of EFL teachers' online GC instructions. Generally, all these purposes could be summarized with the term teaching, although teaching as a communicative purpose does not seem to have been investigated in genre analysis yet.

Genres with similar communicative purposes in the field of online EFL education also do not appear to have been examined so far. However, texts which have already been investigated in the field of genre analysis and have comparable communicative purposes are, for instance, technical manuals, as they also mainly inform (Angel & Fernandez 2014: 102), persuade (Povolná 2018) and explain (Herriman 2022). Another example are universities' recruitment posts, which are informative, persuasive, instructional as well as promotional (Feng 2019: 125). A spoken genre which has been analyzed and is related to education Japanese and American cooking classes (Mayes 2003). Its primary communicative functions are to instruct and explain. Their secondary communicative purposes are to precondition, suggest, warn, evaluate, justify, and topicalize (Mayes 2003: 140).

Evidently, this thesis' researched texts include various communicative purposes and therefore, several moves and steps. What is also apparent is that the lack of research concerning online EFL instructions' moves and functions hinders a precise comparison of this study's results with current literature and hence, does not allow generalizations. However, what can be deduced are typical moves and steps the participating teachers used in order to support the learning objectives in an ERT setting.

7.2 Recurring lexico-grammatical features

The lexico-grammatical analysis of this thesis' research reveals valuable insights into the kind of language teachers use when instructing EFL online and in written form. The following section describes frequently used technical vocabulary, reoccurring formulaic sequences, and grammatical features such as imperatives, personal pronouns, conditionals, and questions. Altogether, these aspects answer the research question: Which recurring lexico-grammatical features are used?

Regarding lexis, teachers used terms uncommonly frequently which all relate to the field of EFL in lower secondary education. Words, which are "unique to a field in a particular form and meaning" (Nation 2001: 199) are called technical vocabulary. However, Nation (2001: 198-199) distinguishes between four categories of uniqueness, as terms are often not only used in one field.

The following words are unusually common in the 87 examined instructions and can to some extent be classified as technical vocabulary: *exercise*, *book*, *quiz*, *Zoom*. *Exercise* by itself belongs to Nation's (2001: 199) second category, as it is not only used in the field of education

although the compound nouns *school exercise book* and *exercise book* belong to Nation's (2001: 198) first category, due to their rare appearance outside of the field of education. Unlike *exercise*, the term *book* by itself cannot be defined as technical vocabulary at all; however, its compound nouns *workbook*, *student's book*, *vocabulary book* and *homework book* can be categorized as Nation's (2001: 199) first type of technical vocabulary. *Workbookübungen* was written once and exemplifies codeswitching within one word. The English and German word *quiz* belongs to the fourth category, as the term's meaning is almost identical in every field, but teachers have more knowledge regarding its semantics (Nation 2001: 199). *Zoom* refers to a video communication platform⁸ and belongs to Nation's (2001: 199) third category due to its occurrence in many fields but its specific usage in the field of education as a tool to teach rather than to host events or meetings.

Other significant outcomes resulting from the lexical analysis are frequently used formulaic sequences. Hüttner (2007: 104 – 105) differentiates between three types, namely sequences characteristic of a genre without a function, expressions which do not belong to a specific genre and do not have a specific purpose either, and sequences which have a specific purpose representative of the genre. These last formulaic sequences are most essential when defining a genre via genre analysis (Hüttner 2007: 104-105). The most frequently used expression in the analyzed instructions is *Good Morning!*, which does not seem to belong to one particular genre and its purpose, i.e. to greet, is only typical of online instructions if accompanied by at least one other primary purpose. Similarly, the formulaic sequence *Good Luck!* does not appear frequently in online instructions alone but also in, for instance, job refusal letters (Thominet 2020). Another discovered sequence is *Wenn du dir nicht sicher bist, schau im Buch nach!* which is a complete sentence that was used in this structure and another similar one eight times. Its purpose seems to be instructive and assistive and therefore, this sentence is representative of the genre and should be taken into consideration when defining online GC instructions as a genre. Similarly, *you can use your book or Google* is also instructive and assistive, however this formulaic sequence only occurs thrice. In comparison, the phrase *I would like you to* appears fifteen times and intends to instruct but may also persuade; thus, this sequence also belongs to Hüttner's (2007: 105) third and most significant type of recurring expression.

⁸ For more information see <https://explore.zoom.us/en/about/> (3 Aug. 2022).

The main results of the grammatical analysis reveal that imperatives and commands including personal pronouns regularly occur in the corpus. Particularly, teachers' order to upload a picture of the finished task occurs continually in English but in many more instances in German. Teachers used *please* and *bitte* 33 times in connection with a request or command. While two of the three interviewed teachers deem writing *please* in online instructions inappropriate and unnecessary, one believes it does not have an impact at all. According to Hieronimus, Kadarisman and Yazid (2020: 225) *please* as a politeness marker is used regularly by English teachers in order to lessen the burden of a command. Lee's (2016: 109) classroom observations reveal similar outcomes, as EFL teachers frequently used the formulaic sequence *I want you to* to politely command learners instead of to directly order them.

Generally, personal pronouns do not only refer to the degree of formality but also denote the degree of the audience's involvement (Fortanet 2004: 45). The personal pronoun which was used most often in the analyzed online instructions, i.e. 260 times, is *du* and *you* which is considered appropriate by all three teachers. In comparison, *we* and *wir* only occurs 20 times and merely one teacher states that they prefer to use *we* when teaching online. De Cock (2016: 368) suggests that *we* is often used when the addresser has authority over the addressee, as is the case between teachers and students. However, using *we* may lead to unclarity concerning its reference; hence, the audience must deduce who is being addressed (Biber 1999: 329-330). In the classroom setting this means using the first-person plural might not include every learner, an assumption which teacher 2 shares.

Other grammatical structures which regularly appear among the online instructions are conditionals and questions. Morell (2007: 235) recommends asking students questions to increase their involvement in lessons. Moreover, asking questions also demonstrates the importance of learners' input when conducting a lesson (Lee 2016: 107).

In conclusion, even though all seven EFL teachers wrote mostly different instructions regarding length and content, they often utilized similar and even identical lexis and grammar, prompting the question, if EFL teachers at other Viennese lower secondary schools make comparable language choices. However, as the answer to this question would clearly cross the scope of this thesis, it cannot be answered here, which points to a need for future research.

7.3 Usage of the school- and target language

Overall results concerning the usage of SL and English in online EFL instructions appear to be rather conflicting. While more than half of the instructions are written in German, the interviewed teachers agree that the amount of English usage should depend on the learners' English level. However, one move is mostly written in German even though there does not seem to be a need for a high level of English proficiency. Furthermore, teachers' opinions vary regarding the usage of the target language, translation and codeswitching. Therefore, the answer to the question: How much do teachers use German when instructing online? is not as simple as it might appear.

One move which was written in German except for two occasions is *Deadline*. It mainly intends to inform students of the deadline and therefore includes a date and time. According to the Common European Framework of References for Languages (CEFR 2018: Transaction to obtain goods and services A1) learners with an A1 English level should be able to "handle numbers, quantities, cost and time"; thus, most students in a lower secondary school should be able to understand sentences, such as *Schicke ein Foto bis 17.00 Uhr*. (see 10.1.1), easily in English. Furthermore, the lexico-grammatical analysis reveals that teachers' instruction to post a clear photo was written in the SL 37 times. This seems to be another example of simple language even beginners should be able to understand in the target language (CEFR 2018: Reading Instructions A1); thus, the reason for the usage of German is unclear.

The three interviewed teachers' beliefs concerning the usage of the target language differ except for their opinion that the amount of English usage depends on the learners' proficiency level. Teacher 1, for instance, describes teaching first grade online and states that they used *no English* (see 10.2.2.1). This interviewee is the only one who considers ~45% of English usage in lower secondary EFL instructions to be suitable and justifies this opinion on the grounds of facilitating their own workload. Glaser (2020: 80), in comparison, suggests that using the HL in the EFL classroom does not actually promote instruction. However, heavy workload is one of the causes of stress for EFL teachers in general (Aydin & Kaya 2016: 192) and according to MacIntyre, Gregersen and Mercer (2020: 7) workload was the most severely experienced stressor for language teachers during the COVID-19 pandemic. For this reason, teacher 1's need to ease their own teaching seems warranted although teacher 3 states that using more German than English is *just the easy way out* (see 10.2.2.3).

In contrast to teacher 1, teacher 3 regards a minimum of 66% of English usage as appropriate. Such a percentage is difficult to assess, as some scholars recommend teaching predominantly in English (Ara & Shorna 2018; Hall 2018: 6;) and many view using the SL as highly beneficial in the EFL classroom but do not state how often the target language should actually be used (Fallas Escobar 2019; Moya 2019; Seltzer 2019; Fallas Escobar 2016; Lee & Macaro 2013).

However, when taking recent research into consideration, a distinction between face-to-face teaching and online instructions needs to be made, as communication through written text poses the challenge that sender as well as receiver are not in the same space or time, which means that the author cannot adjust what was written based on the reader's interpretations:

The communicative clues [...] must be carried through [...] the few letters of the alphabet in words, sentences, and larger units – along with punctuation, graphic elements, and materialities of the medium (Bazerman 2012: 227).

Receivers' understood meaning often clashes with the one intended by the sender, especially if the text is rather difficult to read because of a language barrier (Bazerman 2012: 227). Gacs, Goertler and Spasova (2020: 387) also point out that teaching EFL online often hinders clarification questions from students; thus, affirming the importance of the choice of language when instructing. They suggest that instructions of limited significance should be written in the target language, whereas highly consequential instructions need to be written in the SL to facilitate comprehension (Gacs, Goertler & Spasova 2020: 388).

While this proposal sounds reasonable, it is barely applicable to this study as every assignment given was graded and teachers would have had to highlight which instructions are high-stake. In contrast to using the SL when instructions are more important, Russell and Murphy-Judy (2016: 264) expect 90% of online instructions to be written in the target language. Yet, what is noteworthy here, is that they do not consider online instruction in an ERT setting, whereas Gacs, Goertler and Spasova (2020) include planned online teaching as well as ERT.

Other aspects the interviewed teachers do not agree on are translation and codeswitching. For instance, teacher 2 calls codeswitching inauthentic, while teacher 3 believes it should be used by way of an exception. However, Levine (2009: 161) claims that authenticity in the EFL classroom should also include authentic bilingual materials, therefore,

contradicting teacher 2's opinion. Overall, research suggests a positive influence of translanguaging (Barahona 2020; Gkaintartzi & Tsokolidou 2019), codeswitching (Atas & Sagin-Simsek 2021; Dailey-O'Cain & Liebscher 2009) and translating (Toci 2021; Ebbert-Hübner & Maas 2018; Hentschel 2009) in the FL classroom.

Generally, the third research question can be answered with the detection of 55.31% of German in the analyzed online instructions. However, the discourse communities' beliefs regarding the usage of the target language and the SL vary, although they do share the opinion that a certain degree of SL in EFL teaching is appropriate as well as beneficial. What should also be remembered is that the teachers wrote the instructions in an ERT setting, which most likely influenced their teaching style, as major crises can change the way information is processed and therefore, can alter people's behavior (Glik 2007: 36).

7.4 Online instructions compared to in-class instructions

This section answers the fourth research question: In how far does the genre of online EFL instructions differ from what the literature holds concerning in-class instructions? As outcomes of the move and step analysis, the lexico-grammatical analysis and the investigation regarding the usage of German have already been discussed, the results are now compared with research specifically focusing on in-class instruction.

The move and step analysis revealed three obligatory moves, one of which is explaining an assignment. Explanations should occur in the classroom as well to ensure successful instructions (Ellis 2015: 264). Waring and Hruska (2012: 298) suggest additional explanations concerning the relevance of the directions, which could not be detected in the online instructions.

Another move that can be transferred to in-class teaching is *Assignment* as teachers state a task in this move. When EFL teachers give instructions verbally, they should specify directives and be consistent (Waring & Hruska 2012: 298). Participating teachers seem to have adhered to these suggestions as instructions are specific and, dependent on each teacher, usually consistent in their structure. Mayer (2017: 491) also suggests that irrelevant words as well as pictures may interfere with learners' comprehension. Since the analyzed texts do not include any pictures, the question arises which words are irrelevant for learners. Mayer (2017: 491) names a "seductive detail" as an example, which does not occur in the given instructions. However, it is still problematic for the researching teacher to judge words'

relevance without the input of the audience, thus, the learners; therefore, such allocation is not conducted. Glaser (2020: 79) also identifies aspects which facilitate instruction giving, as for instance, ensuring students' attention first and separating instructions into shorter and hence, more easily achievable tasks in the classroom. The steps *bullet points* and *numbering* exhibit such a separation of tasks and indicate that teachers try to simplify their online instructions in ERT as well.

One obligatory move which can hardly be compared to in-class teaching is *Title* although a couple of its steps are discussed in in-class EFL research, namely *system* and *skill*. Telling learners the learning objectives in the beginning of a lesson leads to a stronger focus of students and longer as well as more confident student responses. Moreover, students' knowledge of the intended learning objectives fosters learning (Reed 2012: 23). As *system* and *skill* in online instructions inform students of the language systems and skills they are supposed to practice, this can be interpreted as part of the learning objective. Since it is stated in the title, it is comparable to discussing the learning objectives in the beginning of a lesson in a classroom.

Two optional moves that also occur in class are *Greeting* and *Goodbye*. Cook et al. (2018: 156) suggest greeting each individual learner at the door to the classroom, as this can significantly improve academic engagement and in turn, academic achievement. What is highlighted here, is that greetings should be positively and individually formulated (Cook et al. 2018: 151). Welcoming learners at the door is hardly feasible for Austrian secondary classrooms, as the teachers and not the students usually move from class to class. Nevertheless, greeting students with positive expressions is plausible for Austrian in-class as well as online lessons. However, if the phrases used in the analyzed online instructions, such as *Good Morning!* and *Dear 4b!*, are sufficiently positive and individualized to be compared to Cook et al.'s (2018) suggested greetings is highly questionable. Although no such research seems to have been conducted with a focus on saying goodbye, several scholars have investigated *Goodbye's* step *praise*. It was only found once in the online instructions but should be done frequently in class as it benefits students' motivation (Liu 2021), and engagement (Sun 2021; Zarrinabadi, Lou & Zeinab 2021).

The seven participating teachers produced two more optional moves, namely *Future Assignment* and *Deadline*. Lee's (2016: 103) genre analysis on in-class EFL lessons reveals that talking about upcoming lessons is done infrequently but if so, in the beginning (Lee 2016: 103)

or at the end (Lee 2016: 110) of a session. Curiously, *Future Assignment* was almost always found at the end of an online instruction. Informing students of future tasks and/or lessons shows learners that each exercise is a part of the whole and therefore, not one solitary task never to be considered again (Lee 2016: 103). The move *Deadline* is generally used in class when teachers assign homework and state the date it must be submitted (Lee 2016: 109); thus, this move seems to serve the same purpose online as it does in class.

The lexico-grammatical analysis reveals content words, technical vocabulary, and grammatical features, as for instance, the imperative mood and personal pronouns, which are frequently used in online EFL instructions. Unfortunately, the occurrence of these terms and factors cannot be compared to the in-class usage, as the only genre-analysis on EFL lessons that seems to have been conducted so far is Lee's (2016) and it does not include a lexico-grammatical analysis besides recurring formulaic sequences. What can be compared, however, are politeness strategies, as Lee's (2016: 109) research mainly found the formulaic sequence *I want you to* to give students orders politely while this thesis' analyzed instructions predominantly contained the words *please* and *bitte* as well as the formulaic sequence *I would like you to* as politeness markers.

As the usage of SL and TL have already been discussed in detail (see 7.3) the following will only summarize the usage of the SL in the target corpus compared to in-class research. The analyzed online instructions feature 44.69% of SL usage and include frequent code-switching as well as translation. While Glaser (2020: 80) demonstrates that the HL does not benefit instruction giving in the EFL classroom, most scholars agree that EFL teaching should include the SL in some way (Atas & Sagin-Simsek 2021; Toci 2021; Barahona 2020; Fallas Escobar 2019; Moya 2019; Seltzer 2019; Ara & Shorna 2018; Hall 2018).

What clearly limits the comparison of online instructions and in-class teaching is the lack of research in both areas. Research concentrating on in-class lessons rarely focuses on what exactly the teachers are saying when teaching, and if so, mostly addresses lessons in a university setting (Mannion et al. 2021; Heron & Webster 2019; Morell 2007). However, to thoroughly compare the results of a genre analysis on online instructions in a lower secondary school with in-class EFL lessons, the latter needs to have been examined via genre analysis or a similar type of discourse analysis. This only seems to be the case in Lee's (2016) research; thus, the possible comparisons are rather restricted and should be considered skeptically.

This restriction necessitates further research focusing on the genre analysis of verbal as well as written EFL instructions.

7.5 Teachers' beliefs regarding impact, necessity and appropriacy

The fifth and last research question, What are teachers' beliefs regarding impact, necessity and appropriacy of the analyzed online instructions?, was already partly answered in the previous sections. However, in order to provide a complete answer, the following elaborations will discuss the results linked with research about teachers' beliefs regarding the usage of the SL, differences in opinions concerning specific lexical as well as grammatical features, and a deviation of teachers' beliefs and their actions. Furthermore, limitations regarding the expert interviews are explored.

The three teachers do not agree on the appropriacy of using English in ~45% of the analyzed online instructions, neither on the appropriacy of codeswitching or translation (see Table 3). Research focusing on teachers' beliefs regarding the usage of the SL in the EFL classroom exhibit similar discrepancies. While some scholars have interviewed teachers who believe that the use of SL and HL is damaging their learners' EFL proficiency (Kohi & Lakshimi 2020; Shabir 2017; Fallas Escobar 2016), others found teachers who believe the usage of SL can to a certain extent benefit their students' learning outcome (Inal & Turhanlı 2019; Chacón, Pereira & Chaves 2016; In-Jae 2008). Evidently, teachers' beliefs regarding the usage of other languages than EFL in the classroom vary greatly. Notably, teachers do not often believe that other languages should be completely banned from lessons (Shabir 2017: 50). This belief is visible in this thesis' interviews as well, as none of the three teachers claims German shouldn't be used at all.

Another example for varying teachers' beliefs concerns the frequently used phrases and words interviewees were invited to judge as necessary, appropriate and/or impactful. Furthermore, their preferences regarding personal pronouns differ, although they all agree that imperatives are impactful. The creation of a teacher' belief system must be examined to explain such dissimilarities in teachers' beliefs. According to Snider and Schumitsch (2006:17) a teacher's belief system is constructed through experience and the community of colleagues and their teaching culture. Since the interviewees have been teaching EFL between two and six and a half years, their years of experience do not drastically differ. However, the interviewees' teaching experiences were likely fairly different. At the time of the third

lockdown, the participants were all teaching in the same school, hence, they were part of the same community of colleagues. Nevertheless, since the time of writing the instructions, one of the participants has been teaching in an upper secondary school, and therefore, has not been part of the same community for one school year.

Besides the discrepancies in teachers' beliefs, a deviation within one teachers' statements in the interviews has been discovered. When describing why GC instructions need to be detailed, teacher 1 uses codeswitching to demonstrate what this means: *Workbook page one: Fülle die fehlenden Wörter aus* (see 10.2.2.2). However, when asked about codeswitching specifically they reply with a straight "no", expressing disapproval. Similarly, what teachers judge as necessary does not always appear as an obligatory move or step. For instance, teacher 3 deems praise to be necessary, impactful, and appropriate, yet this step only occurs once in a single instruction. Such discrepancies between teachers' beliefs and their actions seem common, as for example Ghavamnia (2020: 324) found that Iranian EFL teachers put an emphasis on culture in their belief system, but they barely ever actually include cultural content in their teaching. This occurrence concurs with other research which has also found discrepancies between beliefs and actions (Yuvayapan 2019; Phan 2018; Karimi & Nazari 2017; Debreli 2016; Karimi & Dehghani 2016).

Generally, the expert interviews contain a noteworthy limitation, namely that the interviewer and the interviewees are colleagues. This fact may have led to a social desirability bias, referring to the participants' tendency to give socially acceptable answers rather than to tell the truth even if it defies the expected norm (Bergen & Labonte 2020: 783). Due to the working relationship between the teachers and the researcher such a bias may have taken place, as a fear of losing face in front of a colleague may affect answers. Teacher 1 indicates such unease when the interviewer inquires about the appropriacy of praise. Teacher 1 wonders if they praised students in the submitted instructions after asserting its inappropriacy: *But I'm like maybe that was me* (see 10.2.2.2). This lack of confidence in their own answer suggests a bias, although it may also indicate that the interviewee gave her honest opinion even if she believed it might not have coincided with her actions.

Altogether, teachers' beliefs diverge and do not always align with what was produced in the analyzed corpus. What can be deduced, however, are features all three participants agree upon. They believe *Greetings* and *Goodbye* are unnecessary moves; nevertheless, if they are used, the interviewees agree that it is appropriate to use only English. In addition,

the phrase *Wenn du dir nicht sicher bist, schau im Buch nach!* is deemed appropriate and imperatives are viewed impactful. The three interviewees are a representative sample of the seven authors of the corpus. It needs to be recognized that outcomes of the interviews can be linked to the discourse community to a certain extent.

7.6 Online EFL GC instructions as a genre

Genres are often established online and can be recognized as new if a collection of texts do not belong to an already defined genre (Paltridge 2006: 85). As this has been the case with online EFL GC instructions, and a definition could not be completed before the conduction of the genre analysis (see 4.1), this section provides a comprehensive definition. Paltridge (2006) presents ten factors that define a genre, seven of which could not be described prior to this thesis' extended genre analysis. For this reason, the following paragraphs will discuss these aspects, namely communicative purposes, title, structure, obligatory moves, content, and register and style. In addition, the genre's status within the discourse community is explored, a genre colony is presented, and the analyzed text type is named. Naturally, limitations as well as implications for further research are presented.

Besides the obvious purpose of teaching, the analyzed online instructions serve several communicative purposes, namely persuasion, information, instruction, assistance, explanation, salutation, and praise. One could argue that these seven communicative purposes together make up the primary purpose of teaching, although additional research is needed to support this claim.

An EFL teacher's online GC instruction always begins with the obligatory move *Title*. It usually contains keywords and is always short. If *Greeting* occurs it is the second move, followed by the obligatory moves *Assignment* and *Explanation of Assignment*, although the latter sometimes precedes *Assignment* or stands alone. Afterwards, the optional moves *Deadline* and *Future Assignment* may occur, preceding the last optional move, namely *Goodbye*. The structure of texts varies depending on the teacher but also on the content of the instructions.

Overall, the content of the main text consists of assignments and their explanations written in an informal style. Precisely, teachers use the discovered moves and steps to instruct their learners, share information with them, explain and help comprehend and implement tasks, and greet as well as say goodbye to students. Additionally, teachers praise their

students to express approval and try to persuade them into doing the requested assignments. These purposes are met in a rather informal style, as personal pronouns, the imperative mood, and simple language occur frequently. Furthermore, the passive voice is not present and vocabulary typical for the educational field is used.

In short, this thesis allows to specify all of Paltridge's (2006: 87) aspects that comprise a genre, namely author, audience, purpose, medium, title, structure, content, register and style, form, and obligatory moves. Table 4 lists these factors, regarding EFL teachers' online GC instructions.

Table 4. Aspects of EFL online instructions as a genre, complete

EFL ERT GC instruction:	
Author	EFL teachers in a Viennese lower secondary school
Intended audience	EFL students in a Viennese lower secondary school
Communicative purposes	1 st : teaching, informing, instructing, assisting, explaining, saluting 2 nd : persuading, praising
Precise medium of occurrence	online via Google Classroom computer, tablet, or smartphone
Title	obligatory, short, keywords
Structure of the main text	Title, (greetings), assignment, explanation of assignment, (deadline), (future assignment), (goodbye); Structure varies- dependent on teacher and/or content
Content of the main text	Assignments and explanations students are expected to do in a specific time frame
Register and style of the main text	Informal (personal pronouns, simple language, active voice, imperative mood), technical vocabulary
Spoken or written form	written form
Obligatory parts	title, assignment, explanation of assignment
Status of genre	important for students, student teachers, teachers

In addition to Paltridge's (2006) definition of a genre, as illustrated in Table 4, Hüttner's (2007: 109) step regarding the status of the genre within the discourse community still needs to be considered.

The expert interviews' results reveal that all three members of the discourse community agree that universities should teach future teachers how to instruct online. They believe that EFL online instructions as a genre are valuable for students, for student teachers, and for teachers themselves. As this assessment of status should be incorporated in the definition, Table 4 includes the status of EFL ERT GC instructions.

Additionally, a genre colony still needs to be established. It is comprised of genres which are used in the discourse community and have the same primary functions (Hüttner 2007: 102-103). In the case of EFL ERT GC instructions the colony encompasses genres EFL teachers use, and which inform, instruct, assist, explain and/or salute. Such text types are pedagogical and methodological books, articles, and blogs, as they explain and inform about teaching approaches and may also instruct and assist teachers. Other similar genres are EFL schoolbooks, verbal EFL lessons, online EFL instructions posted in various LMSs and VLEs within and outside of an ERT context, etc. However, research focusing on these genres is needed to discover if they really belong to the genre colony.

Since all the genre's features have now been defined, the genre itself still needs to be named. Several crucial aspects of the text type must be considered. First, EFL is stated because this is the instructions' field of education. Moreover, the text type would differ considerably if the instructions were given in, for instance, Math or Geography. Next, the term ERT is used to ensure awareness of the setting surrounding the genre. Gacs, Goertler and Spasova (2020) suggest a clear differentiation between ERT and planned online teaching regarding the preparation, the design, the process of instructing, and the evaluation as well as communication with pupils. Therefore, it is vital to include the phrase ERT in the genre's title. Subsequently, GC is stated due to the influence the medium has on a text's conventions (Bhatia 1993: 13). Finally, the term instruction is used as it describes one of the main communicative purposes of the text and other terms conveying similar semantics, such as directions or directives, do not seem as suitable. The word lesson was also contemplated but could not be chosen as the analyzed texts are merely part of a lesson. For these reasons, the title of the newly examined genre is EFL ERT GC instructions.

Even though the genre of EFL online GC instructions can now be defined, the conducted research's limitations must be recognized and implications for further research explored. One of the limitations concerns the fact that instructions of only one school were analyzed, meaning that a generalization of the results to all Austrian lower secondary schools may be questioned for a good reason. Additionally, due to the number of teaching staff only seven teachers submitted their instructions, representing a rather small group of participants and the need for further research spanning across a greater quantity of lower secondary schools and EFL teachers. However, Bazerman states that a genre's conventions often depend on the author as a member of a group, as differences in linguistic patterns and discourse cannot be

accounted for by geographical borders but depend on social groups, such as institutions, professions, or disciplines (2012: 235). A school is such an institution; hence, its teachers may produce their own rules and habits concerning the creation and interpretation of genres, supporting this thesis' methods.

Another limitation concerning the generalization of results regards the medium GC as it is only one of many platforms that were used in Austrian schools. Other LMSs and VLEs include Microsoft Teams⁹, Moodle¹⁰, virtual school¹¹, and LMS.at¹² (BMBWF 2022). Due to the influence of the medium on a genre (Bhatia 1993: 13), the question arises in how far EFL ERT GC instructions' structure and language are different when written on other platforms. Further research could investigate this genre in various LMSs and VLEs, thereby discovering if the term GC is really a necessity in the title of EFL ERT GC instructions.

A further suggestion for additional research relates to the genre's success which can only be inspected via the audience's perspectives. It is unknown, if the majority of pupils understood and handed in assignments; hence, the success of the analyzed instructions cannot be identified. Whether texts which do not meet their communicative goals should be used as a model for the definition of a genre is debatable. However, as this thesis is the first to attempt a definition, future research should strive to answer this question.

In summary, even though the research entails limitation, EFL ERT GC instructions can be defined as a newly established genre due to the successful description of Paltridge's (2006) ten factors and Hüttner's (2007) genre status. Future research should include a larger corpus sample with texts written on different LMSs and VLEs, and the inclusion of students' stance.

⁹ For more information see <https://www.microsoft.com/en/microsoft-teams/group-chat-software> (23 Aug. 2022)

¹⁰ For more information see <https://moodle.org/?lang=de> (23 Aug. 2022)

¹¹ For more information see <https://www.virtualschool.at> (23 Aug. 2022)

¹² For more information see <https://lms.at/teach> (23 Aug. 2022)

8. Conclusion

This thesis' goal was to analyze the way lower secondary EFL teachers instruct their students online during school closure due to COVID-19. This aim was pursued via an extended genre analysis of 87 instructions seven teachers employed at a Viennese lower secondary school wrote on GC during Austria's third governmentally enforced lockdown in January of 2021. The texts were combined to a corpus and a move, step and a lexico-grammatical analysis including the investigation of recurring formulaic sequences were conducted. Three of the seven teachers then volunteered to be interviewed as members of the discourse community. They stated their opinions regarding appropriacy, necessity and degree of impact of the most noteworthy language and form choices made. Consequently, the genre of EFL ERT GC instructions could be defined for the first time and this thesis' five research questions were successfully answered:

(1) What are common moves and steps in EFL online instructions? The analyzed texts contain seven moves, three of which are obligatory, namely *Title*, *Assignment*, and *Explanation of Assignment*. The *Title* mainly informs learners about the general assignment but can also instruct students and persuade them to hand in the tasks punctually. The move called *Assignment* informs and instructs pupils about what they must do and, additionally, attempts to persuade the audience to do the task. Occasionally, this move also helps them comprehend instructions. *Explanation of Assignment* again informs learners about the task but moreover explains the assignments and assists in students' comprehension. The optional moves that were discovered are *Greeting*, *Goodbye*, *Future Assignment* and *Deadline*, which primarily salute and inform and secondarily persuade and praise. The seven analyzed moves altogether contain 32 different steps. They are considered optional except for the step called *date* as part of *Title* which was deemed core by the three members of the discourse community.

(2) Which recurring lexico-grammatical features are used? The lexical analysis revealed seven most frequently used content words, namely *January*, *exercise*, *good*, *morning*, *book*, *heute* and *quiz*. Furthermore, technical vocabulary, i.e. *exercise*, *book*, *quiz*, and *Zoom*, are also used often. *Good Morning!*, *Good Luck!*, and *send me a photo* are recurring formulaic sequences. Phrases that occur regularly and are typical for the analyzed genre due to their communicative functions are *Wenn du dir nicht sicher bist*, *schau im Buch nach!*, and *I would*

like you to. Repeatedly used grammatical features are the imperative voice, personal pronouns, conditionals, and questions.

(3) How much do teachers use German when instructing online? 44.69% of the analyzed instructions are in English, the rest are written in German. Generally, teachers use codeswitching, translanguaging and translating in their texts. Moves in which teachers mainly used English are *Title*, *Greeting*, and *Goodbye*. In *Assignment* teachers mostly switch between languages and in *Explanation of Assignment* code-switching as well as German-only usage prevail. *Deadline* is almost only stated in German and *Future Assignment* is written in the SL twice and in English once. In the interviews the three teachers agree that the amount of SL and EFL should depend on the learners' proficiency level, but they have diverging opinions regarding the discovered amount of German usage and suitability of codeswitching and translating.

(4) In how far does the genre of online EFL instructions differ from current research's outcomes concerning in-class instructions? The answer to this research question is rather restricted due to a large lack in research. It should therefore be considered with reservation. Besides the plain differentiation of written and verbal instructions, EFL ERT GC instructions deviate from in-class instructions in the manner of the greetings, in the usage of praise and in the amount the target language should be used. Interestingly, more similarities than differences could be found. The former include explanations, specific and consistent instructions, the simplification of assignments via splitting tasks, the disclosure of the learning objective, the usage of politeness strategies, and the articulation of a task's deadline and future assignments.

(5) What are teachers' beliefs regarding impact, necessity and appropriacy of the analyzed online instructions? The three interviewees' beliefs display overall variance, especially regarding the usage of the SL, personal pronouns, and specific recurring words and phrases. The few factors the three members of the discourse community do agree upon are imperatives' degree of impact, the lacking necessity of *Greeting* and *Goodbye*, the appropriacy of writing these moves in English, and, finally, the appropriacy of the phrase *Wenn du dir nicht sicher bist, schau im Buch nach!*. Notably, a discrepancy between the expressed beliefs and performed action could be discovered and the possibility of an occurrence of social desirability bias cannot be excluded.

Before stating this thesis' importance for current and future research and teaching, limitations need to be recognized. Besides the already mentioned shortcomings, limitations include the size of the corpus, the number of participating teachers, and the restriction to GC as the chosen LMS. Therefore, generalizations originating from this thesis' results need to be considered carefully and meticulously. Nevertheless, this research is the first of its kind and, thus, contributes to research in the field of genre analysis as well as EFL teaching, ERT and GC as a LMS. The present work provides insights into the way Viennese lower secondary EFL teachers faced the challenges of ERT. The author hopes that this thesis propels further research so that in the future, EFL instructions in ERT will be overt and well-analyzed for teachers and student teachers alike.

9. References

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10. Appendices

10.1 Move and step analysis

Table 5. Abbreviations used to assign moves and steps in the corpus

Abbreviation	Move	Step
A	Assignment	
a		assignment
app		appointments
bp		bullet points
c		class' name
D	Deadline	
d		date
dc		direct command
dead		deadline
dict		referring to a dictionary
EA	Explanation of Assignment	
FA	Future Assignment	
G	Greeting	
GB	Goodbye	
gc		Google Classromm
helb		referring to Helbling's ezone
mail		email
no		numbering
pat		pathos
pr		praise
ref p l		referring to a previous lesson
ref t		referring to a test
ref v c		referring to a video call
sb		school book
sk		skills
sy		systems
T	Title	
ta		type of assignment
t no		task's number
toa		topic of assignment
trans of A		translation of assignment
trans of e		translation of example
trans of sb		translation of schoolbook
trans of v		translation of vocabulary
u		unit
video		referring to a video

10.1.1 Moves' and steps' definition, frequency, and language

Table 6. Moves' and steps' definition, frequency, and languages used, listed according to frequency

Moves	Steps	Definition	Frequency	English	German	Codeswitching
Title		Title of the instruction	87 (100%)	81	4	3
	date	The date of the assignment is stated	35 (40.23%)	33	2	
	topic of assignment	The topic of the assignment given	22 (25.29%)	21		1
	type of assignment	The type of assignment given	21 (24.14%)	19	2	
	task's number	The number of the task is given e.g., Exercise 8	20 (22.99%)	19	1	
	class' name	The name of the class is stated, e.g. 4c	18 (20.69%)			
	systems	The type of language system students will be practicing	12 (13.79%)	12		
	assignment	The title is (almost) the same as the assignment	6 (6.9%)	4		2
	unit	The schoolbook's unit is mentioned	6 (6.9%)	6		
	skill	The type of language skill students will be practicing	3 (3.45%)	3		
	deadline	The deadline of the assignment is stated	1 (1.15%)	1		
	schoolbook	a schoolbook is mentioned in some way	1 (1.15%)	1		
		The teacher states what students have to do.	106 (121.84%)	17	29	60
	schoolbook	a schoolbook is mentioned in some kind of way	53 (50.00%)	42	8	4
Assignment	skill	The type of language skill students will be practicing	25 (23.58%)	15	9	1
	translation of assignment	Translation of the assignment the teacher wrote in English	24 (27.59%)			
	numbering	The teacher uses numbering	21 (22.64%)			

Explanation of assignment	system	The type of language system students will be practicing	20 (18.87%)	11	5	4
	Google Classroom	The teacher refers to the uploading process of Google Classroom	10 (9.43%)	2	8	
	referring to Helbling's ezone	The teacher refers to homework that is assigned on Helbling's ezone.	9 (8.49%)	4	2	2
	referring to a video call	The teacher refers to a video call in the past or the near future	7 (6.60%)		7	
	referring to a video	The teacher refers to/posts a link leading to a video, either on youtube or on another platform.	5 (4.72%)		3	1
	bullet points	The teacher uses bullet points	3 (2.83%)			
	translation of vocabulary	Translation of specific vocabulary	2 (1.89%)			2
	referring to a test	The teacher refers to a test in the near future	2 (1.89%)		2	
	referring to a dictionary	The teacher refers to an online or offline dictionary	2 (1.89%)	1	1	
		The teacher gives further explanations about the assignment, e.g. examples	60 (68.97%)	9	30	21
	translation of example	Translation of sentences or phrases the teacher uses as examples for correct language use.	13 (21.67%)			
	translation of assignment	Translation of the assignment and/or explanation of the assignment the teacher wrote in English	8 (13.33%)			
	Google Classroom	The teacher refers to the uploading process of Google Classroom	8 (13.33%)	3	5	
	bullet points	The teacher uses bullet points	7 (11.67%)			

Greetings	referring to a video call	The teacher refers to a video call in the past or the near future	6 (10%)	2	4	
	system	The type of language system students will be practicing	6 (10%)	1	3	2
	referring to a previous lesson	The teacher reminds the students of a previous lesson's learning objective and/or subject matter	4 (6.67%)		2	2
	appointments	The teacher is assigning appointments for students	4 (6.67%)		4	
	translation of vocabulary	Translation of specific vocabulary	4 (6.67%)			3
	referring to a test	The teacher refers to a test in the near future	3 (5%)		3	
	email	The teacher names their email account as a way to hand in assignments	3 (5%)	2	1	
	numbering	The teacher uses numbering	3 (5%)			
	schoolbook	The type of schoolbook, page and/or task number	3 (5%)	2	1	
	skill	The type of language skill students will be practicing	2 (3.33%)	1	1	
	referring to Helbling's ezone	The teacher refers to homework that is assigned on Helbling's ezone.	2 (3.33%)			
		The teacher greets the students	33 (37.93%)	29	3	1
	pathos	The teacher appeals to students' emotions	2 (6.06%)	1	1	
	topic of assignment	The topic of the assignment is given and/or explained.	1 (3.03%)			1
		The teacher says goodbye	26 (29.89%)	20	3	1
Deadline	praise	The teacher praises the students.	1 (3.85%)		1	
		The deadline of the assignment is stated	18 (20.69%)	2	16	

Future Assignment	pathos	The teacher appeals to students' emotions	2 (11.11%)		2	
	schoolbook	a schoolbook is mentioned in some kind of way	1 (5.56%)		1	
	referring to Helbling's ezone	The teacher refers to homework that is assigned on Helbling's ezone.	1 (5.56%)		1	
		The teacher refers to an assignment or task in the future	3 (3.45%)	1	2	
	schoolbook	The type of schoolbook, page and/or task number	1 (33.33%)		1	

10.1.2 Moves' and steps' communicative purposes

Table 7. Moves' and steps' communicative purposes

Moves	Steps	Communicative Purpose
Title		1st: inform 2nd: instruct, persuade
	date	inform
	topic of assignment	inform
	type of assignment	inform
	task's number	inform
	class' name	inform
	system	inform
	assignment	inform, instruct
	unit	inform
	skill	inform
	deadline	inform, persuade
	schoolbook	inform
Assignment		1st: inform, instruct 2nd: persuade, assist
	schoolbook	inform, instruct, persuade
	skill	inform, instruct, persuade
	translation of assignment	inform, assist
	numbering	assist
	system	inform, instruct, persuade
	Google Classroom	assist
	referring to Helbling's ezone	inform, instruct, persuade
	referring to a video call	inform, instruct, persuade

	referring to a video	instruct
	bullet points	assist
	translation of vocabulary	inform, assist
	referring to a test	instruct
	referring to a dictionary	instruct
Explanation of Assignment		1st: explain, inform, instruct, assist 2nd: persuade
	translation of example	inform, assist
	translation of assignment	inform, assist
	Google Classroom	assist
	bullet points	assist
	referring to a video call	inform, instruct, persuade
	systems	inform, instruct, persuade
	referring to a previous lesson	inform, assist
	appointments	inform, instruct
	translation of vocabulary	inform, assist
	referring to a test	instruct
	email	inform, assist
	numbering	assist
	schoolbook	inform, instruct, persuade
	skills	inform, instruct, persuade
	referring to Helbling's ezone	inform, instruct, persuade
Greetings		1st: salute 2nd: persuade, inform
	pathos	persuade
	topic of assignment	inform
Goodbye		1st: salute 2nd: praise, persuade
	praise	praise, persuade
Deadline		1st: inform 2nd: persuade, instruct
	pathos	persuade
	schoolbook	inform, instruct, persuade
	referring to Helbling's ezone	inform, instruct persuade
Future Assignment		1st: inform 2nd: persuade
	schoolbook	inform

10.2 Expert Interviews

10.2.1 Guideline

Liebe/r Teilnehmer/:in,

im Rahmen meiner Masterarbeit im Unterrichtsfach Englisch an der Universität Wien setze ich mich mit dem Thema **online EFL instructions during a lockdown** auseinander. Ich möchte herausfinden, wie Lehrer:innen ihren Schüler:innen Anweisungen während des dritten Lockdowns im Jänner 2021 via Google Classroom gegeben haben.

Zum Zwecke der Datenerhebung, wird der Inhalt des Gesprächs aufgenommen und anhand einer Transkription verschriftlicht, wobei die Daten anonymisiert werden. Eine Identifizierung der interviewten Person ist somit ausgeschlossen. Das Gespräch dient lediglich dem wissenschaftlichen Zweck der Datenanalyse für diese Masterarbeit.

Wichtig: Die Teilnahme an dem Gespräch erfolgt freiwillig und nur mit deiner Einwilligung. Das Gespräch kann zu jedem Zeitpunkt abgebrochen werden. Das Einverständnis zur Aufzeichnung und zur Weiterverwendung der Daten kann innerhalb von 2 Wochen nach dem Interview widerrufen werden.

Vielen Dank für deine Teilnahme!

Patricia Wallner

Hiermit willige ich ein, dass die im Rahmen dieser Masterarbeit erhobenen personenbezogenen Daten meiner Person in Form von Originalaufnahmen des Interviews und dessen Transkript durch die verantwortliche Person Patricia Wallner für die oben genannten wissenschaftlichen Zwecke verarbeitet werden dürfen. Meine Einwilligung ist freiwillig.

Unterschrift

Ort, Datum

Interview Guideline:

1. How many years have you been teaching English?
2. How would you describe the circumstances surrounding your teaching via Google Classroom last year during the 2nd and 3rd lockdowns?
 - a. focus on EFL
 - b. giving instructions
 - c. contacting students

3. How would you describe your students' circumstances during distance learning in EFL?
 - a. devices used/ internet connection
 - b. learning progress
4. When giving an assignment on Google Classroom, teachers have to write down what students have to do. What do you believe such an instruction should contain in order to reach the best possible outcome?
 - a. length
 - b. necessary moves
 - c. German vs. English
 - d. appropriacy
5. In how far do you feel are these instructions important as a genre in the field of education?
 - a. important for teachers/ student teachers
 - b. impact on students
6. Can you think of communicative purposes online instructions can and/or should have?

I have done a genre analysis on almost all of this school's English teachers' instructions during the third lockdown, which was in January 2021. So far, I have gained many interesting results I would like to share with you and, as you are an expert, I would like to hear your opinion on the matter.

7. In how far do you feel a title to be necessary/important?
 - a. In 40.23% of the analyzed instructions a date was part of the title. In how far do you feel this is necessary (core vs. optional move)? Why?
 - i. Reminder: Google Classroom posts the date anyways
8. 37.93% of the instructions include a greeting, such as *Good Morning*. Some instructions also include a goodbye. In how far do you feel this to be necessary? (core vs. optional)
 - a. In one instruction a goodbye was used to praise students. In how far do you think this should be done?
 - i. Reminder: That would mean praising the whole class
9. All of the analyzed instructions together contain almost 8000 words. Of these 8000 words, approximately 45% were written in English. In how far do you think 45% of English usage was/is appropriate?
 - a. In how far does the language used impact students?
 - b. In how far is it practical to use only English/only German and when?
 - i. Reminder: The analyzed instructions were used in all four grades.
 - c. German and codeswitching were mostly used when teachers explained assignments. In how far do you feel this to be practical/appropriate?
 - d. When teachers generally stated the assignment, they mainly used codeswitching. In how far do you feel this to be practical/appropriate?
 - e. English was mainly used when greeting students, saying goodbye and when stating the title. In how far do you feel this to be practical/appropriate?
10. During the lexico-grammatical analysis of the instructions, I found a few words and phrases that teachers frequently used. I will state these phrases and would like you

to tell me in how far you think these phrases are appropriate, impactful and necessary.

- a. Wenn du dir nicht sicher bist, schau im Buch nach!
 - b. Ihr müsst für heute folgende Aufgaben erledigen: ...
 - c. Today, I would like you to...
 - d. Good Luck!
 - e. Please/bitte
11. The pronoun *you* and in German *du* was frequently used when giving instructions. In how far do you feel the choice of pronoun can impact your students?
- a. In how far do you feel using *du* a lot is appropriate?
 - i. compared to other pronouns such as *we*
 - ii. compared to *ihr*
 - b. Can using *du* and/or *ihr* facilitate your instructions? Why? Why not?
12. Additionally, to the usage of pronouns, imperative constructions were also used frequently. In how far do you feel imperative constructions impact your students?
- a. e.g. post a clear photo
 - b. compared to pronouns
13. Is there anything else you would like to add?

10.2.2 Interview Transcriptions

Transcription conventions used:

Italic spoken with emphasis

(?) incomprehensible

10.2.2.1 Teacher 1

Interviewer: So, as I told you earlier, this is an interview that will be used for my master thesis. It'll obviously be anonymous, and your participation is voluntary. Could you just state that you're okay with me recording you.

Teacher: Of course, I'm totally fine with it.

I: How many years have you been teaching English?

T: For six years now.

I: Okay. So, if you think back to the second and third lockdown last year, so 2020 in the fall and around winter, how would you describe the circumstances surrounding your English teaching via Google Classroom?

T: That was pretty difficult because I had first graders and there was actually nothing there. So it was really starting from the beginning with colors and also how to explain tasks had to be in German because there was nothing where I could say "Good, you know that already!". So that's where we started, that's where we continued. There was actually nothing, so it was super easy, super boring sometimes. I'm a bit disappointed because my last class and my last tasks they were super exciting and contained a lot of writing and then it was just "fill in some exercises" or just "copy a text".

I: Okay, so how did it feel to give instruction or how did it work to give instructions?

T: In German it was super easy but there was no English actually.

I: alright, okay and was it easy to get in touch with the students, where you in touch with everyone?

T: Yes, I was.

I: Oh great, then how would you describe the circumstances for the *students*? Just as far as you know, right.

T: It was a bit easier for them because they already had had distance learning in primary school so they were trained I would say. So it was totally fine, it was totally okay and we had about a month to show them Google Classroom and we did a lot in school so it was totally fine.

I: Do you know which devices they used?

T: I think in primary school they only had a folder of worksheets and they got them on Monday, and they had to hand them in or bring them back on Friday and then they got the next couple of worksheets. So, I think there was no electronic stuff, devices, whatever.

I: Okay, but during the second and third lockdown they had Google Classroom, right? So which devices did they use then?

T: Okay, their mobile phones.

I: Their mobile phones?

T: Yes.

I: Alright. How would you say their learning progress was? Would you say you could compare it to regular school?

T: No!

I: No?

T: No, no definitely not!

I: Why not?

T: Because first of all, it was very difficult for me as a teacher to know how much they're able to study all by themselves, all alone. Is it just okay to teach them ten colors? In school I would teach them like twenty different colors and show them around and walk through the classroom or through school and show them everything and then at home I thought "okay they have to look them up all by themselves, they have to read it" so they just got maybe ten new words or a few sentences.

I: Alright. So, you would say that the learning progress really suffered, basically?

T: Yes!

I: Okay, alright. So now when giving an assignment on Google Classroom, teachers have to write down what students have to do, obviously. So, if you think of these typical instructions you had to give on Google Classroom, the instructions not on a PDF document but really the ones that you wrote down in Google Classroom, what do you think these instructions should contain for them to reach the best possible outcome?

T: I also had to write down: "Use our student's book, which is the red one or which is the blue one", so they really had problems with which book it is, which book do I need. I was like "It's number 3!", "There is no number 3!", "Okay, because you have the wrong book!". So really starting from the basics: "First take out your student's book, it is red, there are kids on it, open it to page blablabla" and then it was "Workbook page one: Fülle die fehlenden Wörter aus", then "Workbook page blabla number two: Mache das, das, das".

I: Okay! So, you would say it needs to be very detailed?

T: Yes, of course.

I: Alright, what about the length? Do you feel like it should be shorter or longer? Do you feel like it doesn't matter how long it is, what do you think?

T: The explanation?

I: The instructions in general, the explanation is basically part of it.

T: Yes, as short as possible, not a lot, just a few sentences.

I: Okay and why do you think it should be as short as possible?

T: Because we know that paying attention to something or listening is very difficult for the kids and we know that, when we explain something to them, you can only use three sentences. It shouldn't take you longer to explain something because then they won't listen anymore.

I: To what you've said so far I would say that your opinion is that you needed to use a lot of German just so they would understand even though you would like to use more English?

T: Yes!

I: Is that correct?

T: Yes, yes!

I: Alright, great. Now, in how far do you feel these instructions, the instructions you wrote, we all wrote on Google Classroom, are important as a genre in the field of education, meaning important for us as teachers, important for future teachers so, for people who are studying in the teaching program right now, important for the students themselves? What do you think?

T: Our instructions?

I: Yes!

T: In online teaching or online distance learning?

I: Right!

T: How important?

I: Yes, as a genre. I can give you an example. Do you feel like student teachers should be taught how to instruct online? Just as we are taught how to do classroom management?

T: So is it like learning by doing, just without giving any instructions just what can you do all by yourself? That's difficult. Some kids are so intelligent, maybe smart, clever, like you know it's kind of like "Ah okay, that looks the same, that is a listening, I know what to do". They don't even have to look at or read the instructions because they know it's a listening. "I have to listen first, then there are maybe some exercises, I have to tick true or false, or I have to just complete the sentences, whatever." And then there are kids who won't get it until fourth class and you will always have to explain "This is a listening, then you do the exercises below, then you have to tick true or false." It really depends on the kid.

I: Okay so that's the importance for the students then but what about student teachers? Should we, as student teachers, learn

T: How to give instructions? Of course.

I: So, not just in the classroom but also online?

T: Yes.

I: Okay, alright. And then can you think of communicative purposes online instructions can or should have? I can give you an example.

T: Please.

I: So, for genres, for example a drama would probably have the communicative purpose of entertaining, so what kind of communicative purposes can an online instruction have?

T: That's difficult. Sentence structure maybe. Kind of how sentences are produced, how they're formed. Something that stays in mind.

I: So explaining could be a communicative purpose.

T: Oh okay.

I: I mean instructing obviously also because it's already in the word instruction.

T: Yes.

I: Do you think instructions should be entertaining, for example?

T: No!

I: No?

T: No!

I: Definitely a no!

T: No!

I: Okay, can you think of any other communicative purposes? You can also say no, you know, that's fine.

T: Yes, I have to say no, because there's nothing that comes to mind.

I: Alright! Now I have done a genre analysis on almost all of this school's English teachers' instructions from last year which was during the third lockdown which was in January of 2021. So far I've gained many interesting results I would like to share with you and you as an expert, I would like to hear your opinion on the matter, right? Now, in how far do you feel a title of an instruction to be necessary, appropriate, practical? In Google Classroom we have to write titles because otherwise we can't upload it. But do you think it should be necessary?

T: Yes.

I: Do you think Google Classroom should have this feature?

T: Here is that entertaining purpose maybe.

I: Aha?

T: If there's a catchy title, they're like "Ha, what do I have to do here? Is that maybe interesting for me?" or "Maybe I'll do this!".

I: That's a good point, I've never thought about it like that but that's a good point. Okay, so obviously all our instructions had titles because Google Classroom won't let you upload anything otherwise but in around 40 percent of the analyzed instructions a date was part of the title. Keep in mind that Google Classroom posts the date anyways. So in how far do you feel this is necessary?

T: ...

I: Because basically I have to decide, if I call this move a core move or an optional move. So the question is, do you think this should be a necessary move or not really?

T: It should!

I: It should?

T: Yes!

I: Alright, can you answer why?

T: For the organization and the structure for the kids because that's the first thing they see and they know, "Okay, that's my task for today, that's today's date" and isn't it written bigger if it's in the title than the actual date?

I: Yes, it's way bigger. Okay, so just so they can see it and know the date and deadline?

T: Yes.

I: Okay, great. Now around 37 percent of the instructions include a greeting, such as "Good Morning!" "Guten Morgen!" or things like that. And some instructions also include a goodbye.

T: Okay.

I: In how far do you feel this to be necessary?

T: Yes, it's nice. I like that.

I: It's nice. But is it necessary?

T: No, it's not necessary.

I: It's not necessary but it's kind of a nice, polite way to greet them, I guess.

T: Yes, and I think it has to differ according to the age of the kids. Maybe the first graders need a “Good Morning!” and “How are you?” and “Bye”. In fourth grade it’s just “Zack, zack, zack, task one, task two”.

I: Alright, okay, that makes sense. Now in one instruction a goodbye was used to praise students.

T: Okay.

I: A praise in general only happened once but we also have to keep in mind that that means that you would praise everyone in the class, right? Because otherwise you would have to write it into the private comments.

T: Yes.

I: So, in how far do you feel this to be necessary or appropriate?

T: It’s like when you are in school blaming them in front of the class, isn’t it? Like to talk just to you to talk about the stuff one kid does or does not do. I think it’s not appropriate, no it’s not.

I: It’s unnecessary or it’s not appropriate?

T: It’s not appropriate.

I: Alright, okay.

T: But I’m like maybe that was me. I’m not sure anymore (referring to the written instructions).

I: Honestly, I’ve got no idea and also, you’re fine because it’s all anonymous, I never even write down the names, so it’s fine. You’re fine, don’t worry.

T: Okay.

I: Okay. Now, all of the analyzed instructions together contain almost 8000 words and of these 8000 words approximately 45 percent were written in English.

T: Yes.

I: In how far do you think these 45 percent are appropriate, keeping in mind that the teachers taught in first, second, third and fourth grade, right?

T: Yes, yes, actually, that’s totally fine because you can say that in first grade there is more German and in fourth class there shouldn’t be German at all.

I: Okay.

T: So, that’s half of it, that’s totally fine.

I: Alright, okay. So, in how far do you think it’s practical to use English versus using German and when?

T: Of course we know, we learned that there should actually be no German and that you should also try to explain grammar in English, which I think is really hard, but sometimes you have to make it easier for you as a teacher and then German is the only option.

I: Right.

T: Sometimes I say “Okay like we’ve learned it” or “We study with English”, and I try to explain it a bit different, then maybe there is another person who can explain it to you in English or from your class. And “Who knows what that word means?” and so we know there is that structure of how to make a sentence and make them understand it. But very often there is no time for that.

I: Also, we are talking about online teaching right, so we can’t really do that with the students.

T: Impossible, yes!

I: What do you think about code-switching? So, switching between languages in between sentences, maybe even in between words?

T: No!

I: No?

T: No!

I: Alright, what do you think about translation? So writing down German instructions and then writing down English instructions or the other way around?

T: I don't know, I would never do that. I also don't do that in class because the kids know "I don't have to listen to her in English because she tells us a second later in German."

I: Makes sense. So, in the instructions I analyzed, German and code-switching was mostly used when teachers explained what the kids had to do.

T: Yes.

I: do you think that's probably the most practical way to do it or the most appropriate way, would you agree, disagree?

T: Yes I agree

I: Okay, so it's practical and appropriate! When they stated the assignment, so for example "You have to do this!", they mainly used code-switching. In how far do you feel this to be appropriate and practical?

T: Do you have an example for that?

I: An assignment would be just like "Student's book page 88 number 2, read the text and answer the questions!" That's the assignment. And then lot's of teachers would write "Open your student's book on page 22. Lest euch den Text durch. Do the assignment.". So that would be the codeswitching and that would be the assignment.

T: That's difficult! So, if you have the instruction like "Student's book blablabla", this should always stay in English. Then you can switch in the detailed explanation, kind of like "Fülle die Lücken, die Klammern aus!" because these are words they don't know. I always tried to give them English examples.

I: Alright.

T: And then, actually, it's okay.

I: Alright, thank you! English only was mainly used when greeting students, when saying goodbye and when stating the title. In how far do you feel this is appropriate and or practical? So goodbye, greeting and title.

T: It depends on the class and the level of the kids.

I: Right, so if the kids are in first grade would that make it more or less appropriate?

T: More appropriate!

I: So in fourth grade you wouldn't use English titles or greetings?

T: Oh of course, yes I would. I would only stick to English, the older they get.

I: So you were talking about the moves, the greeting itself not about the English usage.

T: Yes, yes, yes.

I: I was trying to talk about the English usage.

T: Okay.

I: So, would you say this is appropriate and practical for all of the grades?

T: Yes.

I: Alright. So, during my lexico-grammatical analysis of the instructions I found a few words and phrases that teachers frequently used, so used a lot, and I will state these phrases and I would like you to tell me in how far you think these phrases are appropriate, impactful, and/ or necessary. Don't worry, I will tell you these three again.

T: Okay.

I: „Wenn du dir nicht sicher bist, schau im Buch nach!“. So, would you say that's appropriate?

T: Yes. Wenn du dir nicht sicher bist." Yes it is to give them a bit of a chance, to solve a problem, to solve the exercise or to do something.

I: So, would you say it's impactful as well? Impactful as in it's going to work, they're really going to do it?

T: Some would. If there are kids that are really, really highly motivated, let's say it like that, but are really weak I think they would do it.

I: Okay, and necessary? Do I have to tell them that they should take a look in their book if they don't know?

T: Yes, I am sure there are some who still don't know where to find the chart for the irregular plurals. Yes, I think some need that.

I: Okay, okay. Next phrase, "Ihr müsst für heute folgende Aufgaben erledigen Doppelpunkt" So, it's basically an introduction to the instruction I guess. So would you say this is appropriate?

T: Yes, maybe it helps them to really know, "Okay, today that's my to do list for today". Yes, I think it is.

I: Okay, does it have an impact as well? What do you think?

T: No, no!

I: Okay, and is it necessary then?

T: No, it's actually not.

I: Okay great, the third phrase: "Today I would like you to". What about appropriacy?

T: No!

I: No? Not appropriate?

T: No!

I: Why not?

T: What I want is nice and it's really nice. It's a nice way to say what their tasks for the day are but it's not necessary because if I want it, if they want it, they don't want it, I want it, I don't want it, whatever. They *have* to do it.

I: So, it's not necessary and not appropriate. Is it impactful?

T: No!

I: No, so would you say it's maybe just a little bit too polite for you as a teacher since they don't really have a choice?

T: Yes, yes! I mean I often, really often, use it in class but then they see my face and then there has to be some kind of a smile. They have to have the visual part which is missing in writing.

I: Yes, there's not a lot of visual communication going on when you're just reading instructions.

T: Yes!

I: Okay next phrase: "Good luck!" Lots of teachers wrote good luck, especially when they gave quizzes and stuff like that. So is that appropriate? Impactful? Necessary?

T: Yes, no, nothing!

I: Nothing?

T: No, nothing, it's not.

I: Alright, so why do you think we write it down?

T: Isn't it because we're used to it? We're used to say good luck before we have a test, we have an exam, it's just something we're used to say.

I: Okay, yes that makes sense. And the last one is "Please" or the German version "Bitte". So, in how far is that appropriate, impactful, or necessary?

T: It's not. It's not.

I: None of the above?

T: No.

I: So, it's not appropriate for a teacher to say "bitte" or "please"?

T: Of course, it is but not in instructions. Because of course we show them, or we are the role models in being polite and saying "bitte", "danke", "excuse me" but not if they have to do their job, actually. Because nobody tells me, "Thanks for teaching today!". No! Or, "Please could you go to class and teach them now?". No, that's your job, that's my job.

I: Okay great. Now the pronoun you and especially in German du was frequently used when giving instructions. In how far do you feel the choice of pronoun can impact your students?

T: I think that's very funny because I had this this discussion in my first year as a teacher because I learned that here. And I was always like "You stand in front of 25 kids and you say du!" Okay, in English you is super easy but in German it's like du, and I was always so confused because there were 25 kids and not du. The older generation of teachers explained that the kids feel better and that they might listen more so I'm now doing it too.

I: Okay so, how do you feel about du compared to we? So, „Wir, wir machen heute das!“ compared to, "Du machst heute das!".

T: Okay! Isn't it kind of a nicer way of speaking?

I: Which one? We or

T: We, we! We together as a team. And I think it feels more like support.

I: Supportive, yes.

T: Yes, so like okay, the kid knows, (when I use) "we", she (the teacher) helps me. She supports me or maybe the person who's sitting next to me. I won't have to do it all by myself.

I: Right. And compared to ihr? We can't say that word in English because there's no difference in singular and plural you, but in German singular is du and plural is ihr. What's the difference really? I mean like you said you think it does matter right?

T: Yes maybe ihr is just a bit less personal.

I: Right okay. So am I understanding you correctly in that you think that using du compared to ihr facilitates your instructions? As in makes it easier for students to actually do it or maybe makes instructions more impactful?

T: No.

I: No?

T: No.

I: So actually, it doesn't matter, is that your opinion?

T: I know that older teachers would say there is a difference, and it makes a difference of course but I don't think so.

I: But you still use du a lot.

T Yes, I do.

I: Yes, alright, why not. Okay, we're almost at the end. Now additionally to the usage of the pronouns, imperative constructions were also used frequently. Now in how far do you feel imperative instructions impact your students especially compared to the pronouns?

T: So?

I: So, for example, "Post a clear photo!" compared to "Dann ladest du ein schönes oder lesbares Foto hoch!"

T: Of course, it's meaner. It's like *do it!* You know I am more the, how to explain that without sounding...

I: Do you mean like a dominant teacher?

T: Yes. So that would more be my way of explaining something, so I sure use a lot of imperative instructions when creating a sentence but it's what they are used to. Because if they are used to a teacher who's like this it works totally fine and if they are used to a teacher who works like that and who talks like that to them so then that would work better.

I: Okay, so you're basically saying it depends on first, the teacher's personality and second, what students are used to and then you as a teacher should probably just adjust. Is that right?

T: Yes, yes.

I: Alright. Is there anything else you would like to add, you would like to tell us, or well, me?

T: No, I wouldn't add anything.

I: Okay then thank you very much for participating, it helped a lot.

T: You're very welcome.

10.2.2.2 Teacher 2

I: So, as we've already talked about, this is an interview that will be used for my master thesis. It's anonymous, and your participation is voluntary, so if you change your mind, you can tell me any time. Could you just state that it's okay that I'm recording you.

T: Yes, that is perfectly fine for me.

I: Okay thank you. How many years have you been teaching English?

T: Gosh, in total? In all countries?

I: Yes.

T: Oh sorry English

I: English as in EFL.

T: Okay, okay. This is my third year here in this school and three years in Salzburg, so six plus about half a year in India.

I: Okay alright, but in India, was that EFL?

T: Yes, yes, it was yes!

I: Okay! Now, how would you describe the circumstances surrounding your teaching via Google Classroom last year during the second lockdown which was just right after Christmas time so in January. So, it wasn't the first lockdown, so we already had had something to do with online teaching. So how would you describe that for you, how was that for you?

T: It was certainly much better than the first round because we were better prepared, we had some preparation classes for that, online seminars and so on and the system was much more structured, so the second time around, that second year of the pandemic, it was much better and much better organized.

I: Alright, so when you say the system are you talking about Google Classroom or are you talking about the system as in

T: I am talking about the system within our school you know, like the kids were better prepared and so on.

I: What about Google Classroom specifically?

T: Google Classroom specifically, you mean how I find Google Classroom?

I: What was it like to teach English, EFL, via Google Classroom? Was that okay, would you say?

T: Well, yes I was in the lucky position that I had fourth grade so they are quite used to working online so you could send them links and get them to install apps and so on and implement all that, you know. Because they were fourth graders, they could work really independently. You just had to give them the instruction, provide the links and they did it.

I: Great, so were you in contact with all of your students?

T: Yes I was. I mean in some classes there was the odd one that didn't turn up, some of them turned up late, whatever or handed in late but you did get something from all of them.

I: Okay great. How would you describe the circumstances for your students, as far as you know obviously.

T: Yes, again same situation because at that stage they all had their passwords so they were all set up with their account and we had practices in school. I think that was really good. I think in some stage in autumn at the beginning of the school year we gave them sort of a trial run and I prepared them quite well, so they knew what to do.

I: So, do you feel like their learning progress during online teaching could be compared to their regular learning progress?

T: It depends on the student. There are some students who were much better off learning in class, in direct contact, but then others were very computer and internet literate. For them it was well suited. And I think what they liked was, especially if you gave them like quizzes, that they could monitor their own progress. You know, like they could click themselves through and, you know, see how many points they got and where they were and they quite enjoyed that. You know it was a direct feedback.

I: Okay great. Alright, so when giving an assignment on Google Classroom teachers have to write down what students have to do, obviously. What do you feel or what do you believe such an instruction should contain in order to reach the best possible outcome? So what do you need to write down when giving instructions on Google Classroom?

T: Everything!

I: Everything? So, it needs to be really specific is that what you're saying?

T: Absolutely, yes and, you know, bullet points and easy language, highlighted, whatever you can do to make it clear.

I: What do you think about using German versus English in your Google Classroom instructions?

T: Well, obviously as I said you know that was fourth grade and their English was quite good so I gave the instructions I think almost every time in English only.

I: And do you have anything to say about the length? Do you think it should be rather short or does it matter how long it is? What do you think?

T: Well the thing was, you know, from my experience I can say that they only read the beginning. We quite often had that they didn't complete something because it was written at the bottom. And they only read the first few lines and didn't realize that they had to scroll down and that was the problem for some of them. That was the problem right until the very end. So, I learned to keep it as small as possible and, in a format, and a length where you didn't have to scroll down cause scrolling down didn't work.

I: Yes, sounds familiar. So, if you viewed Google Classroom instructions as a genre, would you say it's an important genre in the field of English language education? I can give you an example. For example, should student teachers learn how to give instructions online at university? Do you think that's important? Or maybe not?

T: Well, considering the fact that you know digital learning will be a part of our teaching, there's no way around it, yes absolutely.

I: Okay, so you would say it's rather important.

T: It is important because we'll not get around it.

I: And can you think of any communicative purposes online instructions can or should have? For example, a communicative purpose of a poem might be to entertain the reader. What should a purpose be for an instruction?

T: Giving examples?

I: Okay.

T: Yes, I felt that that was necessary you know within the instructions I would have written. Examples and then links obviously.

I: Alright, okay. Now, I have done a genre analysis, like I told you, on almost all of this school's English teachers from last year. It's on their instructions during the third lockdown which was in January 2021. So far, I've gained many interesting results and I would like to share them with you I would like to hear from you as an expert, I would like to hear your opinion on the matter, if that's okay. Now, in how far do you feel a title of an instruction is necessary and or important? Now we know Google Classroom doesn't let you upload any assignments without writing down a title, but do you think that's necessary or important?

T: Well to start with, it's easier to find something you know later on if you're searching for a certain assignment. Well, that helps, you know and of course it automatically let's students know what their task is all about, so they can mentally prepare for it.

I: Right! So you would say it's necessary and important?

T: Yes, yes.

I: Great. Now in about forty percent of the analyzed instructions a date was part of the title even though Google Classroom posts a date anyways. In how far do you feel this is necessary and why, obviously?

T: Well, again you know if later on you're searching for something, yes, for that very reason yes.

I: Alright, so I have to decide if I want to to assign this to core or optional moves so you would say I should name it a core move?

T: Well, for your own benefits, yes!

I: For the teacher's benefits?

T: Yes, yes, exactly yes!

I: Okay.

T: I don't think it does much to the students but for your own benefits.

I: Okay great thank you. Now, also about 40 percent of the instructions include a greeting such as "Good Morning" "Hello" "Dear 4c" or whatever. Some instructions also include a goodbye. In how far do you feel this to be necessary and why?

T: I quite like that I quite enjoyed writing the whole thing in English because it sort of provides a sort of authenticity and they learn how to write emails and letters and cards and whatever anyways.

I: Okay, so you like it but do you think it's necessary? Would you say it's a core move or is it still optional?

T: No, well, no, no, definitely optional but very very beneficial.

I: okay great. Now in one instruction a goodbye was used as a praise, so to praise students. In how far do feel this should be done, keep in mind that if you praise students in the instructions that means you're praising the whole classroom, right? Because otherwise you'd just do that in the private comments.

T: Yes, no. I don't think that's necessary. I mean maybe, you know, it depends on the situation. Maybe there was something beforehand that they completed.

I: Right and we cannot know that, right?

T: Yes, yes, yes, but in general, I wouldn't do that.

I: Okay. Now, all of the analyzed instructions together contain almost 8000 words. Of these 8000 words, approximately 45 percent were written in English. In how far do you think these 45 percent are appropriate?

T: Well, I think there is a difference who your target group is. As I said for me at that stage it was fourth graders. Right now, I'm teaching first graders and there I mostly write in German because English isn't ... it depends how far along the students are in their abilities.

I: Right, so the instructions were from first to fourth grade. So, do you think it's practical to just use German or just use English or maybe code-switch?

T: Yes, well even, you know, with first graders I would use some English, you know. Just to make it absolutely clear and I know they haven't got that vocabulary yet, then I would use German.

I: So German and code-switching were mostly used when teachers explained assignments. Do you think that's practical, appropriate, does that make sense?

T: Yes, probably! Yes.

I: Okay, now when teachers generally stated the assignment so, just for example, "So workbook page 45 number two!" they mainly used code-switching so they used German and English within one sentence or one sentence structure. In how far do you feel this to be practical and/ or appropriate?

T: No, I don't think that's a good idea because it's not the real thing, you know.

I: Okay. Alright, so would you say code-switching in general is not a good idea in the English classroom?

T: It depends, you know. Do you mean like offline teaching?

I: Yes, also! Yes.

T: Well, I think it's the same, you know. The communication would be in English but sometimes when you feel you're losing them, especially if you're explaining grammar or whatever in first grade then you know it would help to repeat the whole thing in German again.

I: Right, so more of a translation than code-switching?

T: Yes, yes!

I: Okay. So, English was mainly used when greeting students, saying goodbye and when stating the title. Those were the only moves in which English was almost always used. In how far do you feel this to be practical and appropriate?

T: Yes, because that's the level of English they already have, you know, even a first grader.

I: Even in first grade, yes. So that makes sense.

T: It depends on their level yes.

I: Right. Now during the lexico-grammatical analysis of the instructions I found a few words and phrases that teachers frequently used.

T: Okay, interesting.

I: Now I will state these phrases and would like you to tell me in how far you think these phrases are appropriate, impactful and necessary. I will remind you of these three words obviously.

T: Oh gosh, can I write them down!

I: So, "Wenn du dir nicht sicher bist schau im Buch nach!" Do you think that's appropriate?

T: Yes!

I: Impactful? Does it really have an impact on students?

T: (?) What was the first one?

I: "Wenn du dir nicht sicher bist, schau im Buch nach!"

T: No, no the first!

I: Oh, appropriate.

T: Appropriate! Yes, it's appropriate.

I: It's appropriate, alright. Impactful?

T: There's not much of an impact, is there? You know!

I: Probably not. And necessary?

T: Well, if you know your students and if you sort of know that they don't know what you're talking about. Because whatever you can explain in *writing* and in pure writing without pictures, without diagrams which is how it is on Google Classroom then yes, it is necessary to extend that yes.

I: Alright, second phrase, "Ihr müsst für heute folgende Aufgaben erledigen Doppelpunkt!" Appropriate?

T: Yes!

I: Impactful?

T: Give them a warning so they know they have something to do. I would have used that phrase as well and then given them bullet points and then, you know, written explanations maybe further down but I think to give them an overview sort of, you know, if they see that there are only like two, three bullet points then they are not necessarily in the stage where they think "Oh, that's too much" or whatever. They know what they're letting themselves in for.

I: Okay, and necessary?

T: Not really. It's just for, you know, being good to the kids.

I: Next phrase, "Today I would like you to!"

T: Yes, it's a bit more or less the same that we had.

I: Right, so you would also say it's appropriate, it's not necessary, is it impactful though? "Today I would like you to"?

T: No, no, no in this case I would prefer the option we had beforehand.

I: Okay and necessary?

T: No.

I: Alright, "Good Luck!"

T: Yes, I think it sort of gives them a sense of encouragement.

I: Right, so it's appropriate, probably a bit impactful and not necessary. Is that right?

T: Well, maybe in terms of motivation, you know, psychology.

I: Yes might be! Alright and then the last word, which is "Please" or the German version "Bitte" was also often used. What do you think about that?

T: Well, this is I think a general thing to teach them how to be polite, you know. I would always use bitte or please or whatever or thank you, even in classroom offline teaching, you know. I think to me this is very important.

I: Right. So it's appropriate, impactful and necessary to you?

T: Yes, yes.

I: Let's move on. The pronoun you and in German du not ihr was frequently used when giving instructions. In how far do you feel the choice of pronoun can impact your students?

T: Makes it more personal, yes.

I: Okay alright. So, it makes it more personal.

T: And maybe gives them a sense that *you* have to do it not somebody else.

I: Okay yes alright. What about du, so you, compared to we? Or let us, for example?

T: Yes, I know very much what you're talking about because I, you know, came across that on several occasions and had to make the decision to prefer either one and I prefer du because it's even more personal because we maybe means the others. I don't have to do anything, somebody else is there but if it's du then yes there's only one du.

I: Okay and du compared to ihr?

T: Same thing, you know. Yes. Plurals could mean somebody else offers to do it.

I: Okay great. So you *do* feel like using du would facilitate or can facilitate your instructions, is that correct?

T: Yes, yes I do. Yes.

I: Alright. Now, additionally to the usage of pronouns, imperative constructions were also used frequently. In how far do you feel imperative constructions impact your students? I'll give you an example. "Post a clear photo" was often used.

T: Yes. They know what to do and they have clearly stated they have to do it. In order to fulfil the assignment that's what they have to do.

I: Alright so you would say it's basically the same as using du concerning impact.

T: Yes.

I: Appropriacy?

T: Yes!

I: And what was the last one? Impact, appropriacy and necessity, right.

T: Yes!

I: Great, now is there anything else you would like to add? You would like to say? You know I'm going to write it into my Master theses.

T: Oh gosh I'm not prepared for that.

I: So if you want to add something this is your chance.

T: Yes you know in that field that you have where you type in your instructions, you're a little bit limited on the way, you know, you can design it because it's mostly just text. I know you can, you know, add illustrations or whatever but it's a little complicated.

I: Yes, you can also not move the pictures wherever you would like.

T: Yes, exactly! Yes, just draw a diagram or whatever, you know, use other tools that'd really help.

I: Alright, anything else?

T: No.

I: Okay well, thank you very much!

T: Thank you!

10.2.2.3 Teacher 3

I: Alright. Thank you for participating. As you know everything you say will be anonymous and you're doing this voluntarily so if you change your mind just tell me. Could you please just state that it's okay that I'm recording you?

T: Yes!

I: Okay great! How many years have you been teaching English?

T: I've been teaching English for two years now.

I: Alright. Now, if you think back to the second and third lockdown last year which was around Christmas how would you describe the circumstances surrounding your EFL teaching via Google Classroom?

T: Okay. Well, so during lockdown we all phased a lot of challenges because we had to not only stay in touch with the students, but we also had to consolidate regarding the workload,

regarding the assignments, the deadlines. So, not only this but also to think of how to support students because some of them needed additional support which was very difficult to give especially via Google Classroom because we mainly gave assignments but had only very few video sessions. So this was problematic as well, so there were a lot of challenges. I mean it got better with time but still. Especially in the beginning, to set up everything, the programs, this was very different.

I: Yes! Do you feel like you were in contact with every student?

T: No not really. So I think in the beginning it was quite fine. I mean this differed from class to class. There were some classes where students were very motivated. They kept on going but still a few of them just dropped out after a while and it was really hard to stay in touch with them and to keep them going, basically. The longer the lockdown went on the more difficult it became, basically, so more and more students dropped out. So this was difficult.

I: Alright. So how would you describe your students' circumstances then? Obviously only as far as you know.

T: Yes! Well, I think that those students who were doing well at school didn't have a lot of problems to do homework at home because they had the support of the parents. They had the devices they needed but those who were struggling at school already had even more difficulties at home.

I: Do you know which devices they used mainly?

T: I know that only very few of them had laptops, so most of them just used their phones, basically.

I: Alright and what would you say about their learning progress, especially compared to offline teaching?

T: Well, I think that especially during lockdown we were told that we should try to go over the things we had already done at school, so try to not bring in a lot of new topics but more to help them to practice those things they already knew, basically.

I: To revise, probably.

T: Exactly! So, I think that the progress compared to in class teaching was not as good.

I: Alright, thank you. Now when giving an assignment on Google Classroom teachers have to write down what students have to do, obviously. So, what do you believe such an instruction should contain in order to reach the best possible outcome?

T: Okay, so first of all very clear explanation and description of the task with a clear headline consisting of a few keywords so that students immediately know what the task will be about, whether it's writing, reading, listening, and then to use as few words as possible so to be very precise and of course the deadline.

I: Alright, alright. What do you think about using German versus English?

T: Yes, good point. I mean I used German as well sometimes just to really make sure everybody gets it. So, I think it depends on the students. If some of them struggle then it makes more sense to give both or to use both languages, their first language and English as well. So, in order to make sure they know what's really going on because if they already struggle to understand the task then some of them won't try at all. So, it depends on their level, I guess.

I: Okay. If we view these Google Classroom instructions as a genre, in how far do you feel this genre is important in the field of education? As in important for teachers, important for student teachers, important for students?

T: I think it's an additional genre, not as a substitute but as an additional resource I think it's very important. Since then I think, and also like now, I use Microsoft Teams and I think it's very convenient to use it additionally, just sort of for blended learning and not as a substitute.

I: So basically, you believe even if there's no Corona anymore teachers will still have to teach online, more or less?

T: Well yes. I mean maybe just not like teaching but more like providing them with extra materials to give them. So what I do a lot is I give them assignments online because it's easier for them to upload their files and it's also easier for me to correct them and to give feedback. But of course, if a lockdown is coming and hitting us again then we have to go back to teach via Google Classroom as well but now I just use it for assignments and for providing additional materials because this is more convenient than printing out all the worksheets and handing those out.

I: Yes, makes a lot of sense. Now can you think of any communicative purposes online instructions can or should have?

T: Yes, for instance, if there's anything unclear then to provide like extra sessions where students can get in touch with the teacher is really important. Also for the students themselves, they can give each other advice on tasks if there's anything unclear. So I think not only between the teacher and students but also among students.

I: Right. Okay, thank you. Now, I've done a genre analysis on almost all of my school's English teachers' instructions during the third lockdown which was in January 2021. So far, I've gained many interesting results and I would like to share them with you as an expert. I would like to hear your opinion on the matter, if that's okay?

T: Yes.

I: Alright. In how far do you feel a title to be necessary and or important in Google Classroom?

T: Yes very important, I think this is a necessity.

I: Why? Important for the students or important for us teachers?

T: For both I guess. So to have like a clear structure and if you revised the assignment later on you can keep track of the task so it doesn't only help you but the students to know what the assignment is about and to have an overview if you just do this on a regular basis.

I: Alright. Now, in around 40 percent of the analyzed instructions a date was part of the title. In how far do you feel this to be necessary, keeping in mind that Google Classroom posts a date anyways.

T: Okay. Then it's not that important, if Google Classroom is putting it out anyways but I think it's important to have (?). But just, I mean, if it's already given.

I: So, you'd say it's optional, basically, and unnecessary?

T: Yes.

I: Okay, alright. Now, also in almost 40 percent of the instructions there's a greeting such as "Good Morning", "Hello", "Dear 4b" or whatever and some instructions also include a goodbye. Now in how far do you feel this to be necessary?

T: I think that it's necessary, yes, because it's still communication between humans and, I don't know, it's part of a conversation to say hello and goodbye so this is especially for relationships.

I: Okay so I have to decide based on the experts' interviews, if I should name this a core or an optional move. Now would say it's optional or would you really say it's core?

T: So, it's optional.

I: But still a nice way to communicate?

T: Yes, still important, yes.

I: Okay. Now, in one instruction a goodbye was used to praise students. Keep in mind that when we praise students in instructions, we praise each and every one of them right because

otherwise we would do that in the private comments. Now in how far do you think this should be done?

T: I think it should be done as well because especially like giving feedback online when students don't know whether what they're doing is correct or not. I think it's important to motivate them and to help them to go on, so I think, yes, to praise students is a good thing and it's a tool which should be part of it.

I: Okay. All of the instructions together contain almost 8000 words and of these 8000 words approximately 45 percent were written in English. In how far do you think these 45 percent are appropriate?

T: Okay, so for English lessons?

I: For EFL English lessons in our school, right? So it was the first, second, third, and fourth grade.

T: Okay, okay. Well, I think that this percentage is too low so I think it should be at least 50 percent, ideally two thirds of English.

I: Why would you say that, do you have a reason?

T: Yes, because in order to teach English, well, it's important to use it of course. Maybe what could be like an option is to tell them, if you don't know a word in the instruction they can look it up, or they can ask a teacher in the private comments what they meant but I think to create this environment and this learning environment it is important to use the target language.

I: Okay. So would you say it impacts students, if there's too much German usage in online instructions?

T: Yes, I think because it's just the easy way out, basically.

I: Right. Okay, what about practicality? Is it practical to use only English? Or lots of German? Or translations or maybe even code-switching?

T: Well yes, I mean it can be if English is problematic or just if the level is pretty low still and students just don't know what to do, then it can be practical to switch and to clarify maybe certain minor tasks or certain tasks of an assignment. I think it can be practical but still I think this should be an exception as far as possible. The target language should be used and if this is not possible then for practical reasons, yes, switch to German but then make sure you go back to English.

I: Okay. Alright, now German and code-switching were mostly used when teachers explained assignments. In how far do you feel this to be practical and/ or appropriate?

T: Okay, so for explanations I think it's appropriate if there are any unclarities amongst students. It's what you do but first, as I said, try to use different wordings, different ways of expressing but yes for practical reasons since we said keep the word count to a minimum. It depends on the complexity as well because if it's a very complex thing then it makes sense to write it in German as well so that everybody gets it.

I: Yes. Now, code-switching was mainly used when teachers generally stated the assignment for example "Öffne workbook page 12 number two" or things like that. In how far do you feel this to be appropriate?

T: I think not because this is a very basic phrase and they seek explanations so they seek instruction so this is not necessary and, you know, this should not be done.

I: It should be done in English, I guess?

T: Yes.

I: Okay, alright. Now English only was mainly used when greeting students, when saying goodbye and when stating the title. These were pretty much all the three moves when English only was mainly used. In how far do you feel this to be appropriate and/ or practical?

T: Yes, I think this should not be the case

I: So, if I understand you correctly, you would say yes of course use English when greeting, saying goodbye and stating the title but use English in other moves as well. Is that what you're saying?

T: Yes exactly!

I: Okay. Now during the lexico-grammatical analysis of the instructions I found a few words and phrases teachers frequently used. I will state these phrases and would like you to tell me in how far you think these phrases are appropriate, impactful and necessary. I'll remind you of these three things obviously.

T: Okay yes.

I: First phrase is: "Wenn du dir nicht sicher bist, schau im Buch nach!" What do you think about this being appropriate?

T: So, just for clarity reasons these are just German ones?

I: No, they're German and English. These are just the most frequent phrases and words.

T: Okay great. Yes, okay. So, I think it's not necessary, no.

I: Is it appropriate? "Wenn du dir nicht sicher bist, schau im Buch nach!"

T: It's appropriate, yes. I think it's not necessary because students should know it and what was the third one?

I: Impactful. Does it have an impact on your students?

T: I don't think so, not really. But this is tricky really, to think about it.

I: Okay, now the second phrase, "Ihr müsst für heute folgende Aufgaben erledigen Doppelpunkt". Appropriate?

T: I think it's not appropriate. I think it's not necessary and I think it's not impactful.

I: Okay. Great. Next one, "Today I would like you to".

T: Okay. I think it's appropriate, I think it's not necessary and I think it's not impactful either.

I: Alright, "Good Luck".

T: Good luck! I would say it's appropriate, impactful I think as well and not really necessary, depending on the task.

I: Right. Okay and the last one is the English "Please" and the German "Bitte". In how far do you think teachers should use this online?

T: Impactful, yes. Necessary, not really. Appropriate, yes.

I: Okay, alright. Now, the pronoun you and in German du, so not ihr not the plural, was frequently used when giving instructions. In how far do you feel the choice of pronoun can impact your students?

T: I think a lot. So, I think it does make a difference, if you use a pronoun, you or like as a singular. I mean in English you (?) but in German to use du or ihr, yes I think it's different if you address them individually so yes I think this is impactful.

I: Alright so is it more impactful than for example using we? So basically, you can do blablabla or you're going to do blabla now, instead of we're going to do blablabla now?

T: I mean yes, this can be impactful as well to create this environment of doing stuff together.

I: But which one do you prefer?

T: To be honest, because now you're asking, I'll take it back. So, I think it's more appropriate to use the plural personal pronoun we. So if we want to start, for instance, a new, basically for most of the tasks, oh except for individual feedback.

I: Alright, so do you think we or du, whichever, could facilitate your instructions as well?

T: Yes, I think so yes.

I: Okay, now additionally to the usage of pronouns, imperative constructions were also used frequently. In how far do you feel imperative constructions impact your students? For example, "Post a clear photo" was also often used.

T: Yes, I think it's not only for practical reasons because it's usually shorter than just giving like an explanation and using like a whole sentence. So, I think it has an impact, yes, especially if you want to emphasize on certain things, I think it's impactful, yes.

I: Okay, what would you say is more impactful, pronouns or imperative constructions?

T: Let me think.

I: I mean you could also say they've got the same impact but maybe they don't, whatever you feel like.

T: That's a very good question. I think it's still the pronoun.

I: Can you give me a reason?

T: Yes, because I think this is different for face to face teaching like for in class teaching where you use imperatives so the students exactly know what to do. If they're at home and they have the feeling of being isolated anyways, I think this is a good thing to remind them that *we're* in this together and *we're* doing and achieving stuff together as a group and even though we're physically disconnected we're still virtually connected. Yes, I think this is just a very easy way to remind them of this.

I: Okay, alright. Now, is there anything else you would like to add?

T: What was most surprising for you because you cited a few research papers and (?) just was there anything?

I: What was most surprising? I think the thing that was most surprising was that it very much depended on the teacher. Every single teacher did it completely, well maybe not completely different, but yes kind of. There was one teacher who wrote such long instructions, there was one teacher who basically always just wrote one sentence, there were teachers that used lots of links and quizzes, YouTube videos, and there were teachers who translated every single thing and then there was so much code-switching going on which I didn't expect. Because I know I do that in the classroom, but I didn't expect that when you're writing something because if you're speaking you're not going to revise it in your head but if you're writing something down, it's different. So I guess that was the most surprising.

T: Also, as you said it differs a lot among teachers. I would like to go back to my instructions that I gave two years ago because I think a lot of things, I just told you which should be done, I was not doing back then anyways.

I: I know, things like saying hello and saying goodbye are such a nice thing to do. I probably did it twice, maybe.

T: Yes!

I: Just because you're already so stressed out, this is not something you think about and I mean it was our first year of teaching.

T: Exactly, but this is a great thing, to let teachers know what they might want to think about if they give instructions online because this is basically very easy. Just to see, well, if pronouns have a very huge impact on students, just to use *we* instead of *you* or to do the greeting or to use *please* or just *good luck*, phrases that encourage them. Yes.

I: Do you have anything else you would like to say?

T: No, I don't think so.

I: Okay great thank you so much.

T: Thank you.