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# Szakdolgozat

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angol nyelv és kultúra tanára – német nyelv és kultúra tanára

osztatlan tanári mesterszak

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# Szakedolgozat

*Hatékony óravezetés: a tanulói aktív részvétel és együttműködés támogatása*

*Classroom management: encouraging student engagement and cooperation*

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## **Abstract**

This thesis focuses on encouraging student engagement and cooperation in the classroom with the help of interactive work modes. It combines a review of the relevant literature with action research on the effects of such work modes on the energy level of the lessons and the language learning process. The combined results of the study show that interactive work modes have mainly positive effects as regards the foci of the investigation. However, it was also found that some obstacles can hinder their successful application. Furthermore, it can be concluded that several factors need to be taken into consideration at the preparation phase of interactive tasks since there is a significant difference in how these work modes are perceived from the student and the teacher perspective.

## Table of contents

Introduction .....	1
I. Literature review .....	3
1. The classroom as a language learning environment .....	3
1.1. Factors influencing students' language learning process in the classroom.....	3
1.1.1. Students' engagement in the lessons .....	4
1.1.2. Students' motivation.....	5
2. The classroom as a social-institutional environment .....	6
2.1. The classroom as socialisation .....	6
2.2. The communicative classroom.....	7
3. The importance of classroom management .....	8
3.1. Issues in classroom management .....	9
3.2. Managing engagement .....	10
3.3. Managing participation .....	11
3.4. Managing interaction.....	12
4. Techniques to encourage student engagement and interaction.....	13
4.1. Different ways of working interactively in class .....	13
4.1.1. Frontal teaching .....	14
4.1.2. Pair work .....	14
4.1.3. Group work.....	15
4.2. Challenges in implementing student interaction .....	17
4.3. Interactive work modes .....	17
II. Empirical research design and method .....	20
1. Research questions.....	20
2. Setting .....	21
3. Participants.....	22
3.1. The students.....	22
3.2. The school-based mentor .....	22
4. Research tools and procedure .....	23
4.1. Action research.....	23
4.2. Research journal .....	23
4.3. Student questionnaire .....	24
5. Limitations .....	25
III. Results and discussion .....	26
1. Students' engagement in the lessons .....	26
1.1. The teachers' perspective .....	26

1.2. The students' perspective .....	27
2. Students' cooperation in the classroom .....	29
2.1. The teachers' perspective .....	29
2.2. The students' perspective .....	30
3. Energy in the classroom.....	31
3.1. The teachers' perspective .....	31
3.2. The students' perspective .....	32
4. The influence of working interactively on the language learning process .....	33
4.1. The teachers' perspective .....	33
4.2. The students' perspective .....	34
5. Obstacles and complicating factors with interactive work modes.....	36
5.1. The effect of constant frontal teaching.....	36
5.2. Discipline issues .....	37
5.3. Concerns with age and maturity .....	37
5.4. Difficulties with creative thinking.....	37
5.5. Complications with reading comprehension .....	38
5.6. Different student types .....	38
IV. Summary and conclusions.....	40
Bibliography .....	42
Appendices .....	45
Appendix A – Interactive work modes (Pohl and Szesztay, 2020) .....	45
Appendix B – Excerpts from the research journal.....	47
Appendix C – Questionnaire for students (Hungarian) .....	54
Appendix D – Questionnaire for students (English translation).....	57
Appendix E – Handout for students (Hungarian) .....	60
Appendix F - Handout for students (English translation).....	65

## **Introduction**

Being in a language classroom where every student takes part in the lesson actively, pays attention to the learning material, and is even willing to communicate and cooperate with their peers is definitely a dream-come-true for most foreign language teachers. Experiencing students' interaction through the target language is a clear result of successful language acquisition, which, to a certain extent, the lessons with the teacher certainly contributed to. However, having acquired the language does not automatically lead to a communicative classroom.

The numerous changes in society throughout the past decades had lasting effects on the reconsideration of the aims of language teaching and learning. As a result, the ultimate aim of a language teacher nowadays is to decrease the distance between the classroom and "real life" "by making the classroom itself a place of communication and of communicatively-based learning" (Tudor, 2001, p.111). To fulfil the aim of getting students to communicate, teachers need to apply interactive tasks in the lessons which can provide the opportunity to exchange ideas and thoughts. Besides their aim regarding foreign language learning, these tasks are also believed to influence students' engagement and cooperation (Szesztay, 2019). Based on my experience, from a teacher's perspective, when students feel involved in the flow of the lesson, they tend to talk to each other more and with more ease. This also tends to create an energy level in the classroom that provides a safe and comfortable learning environment.

Based on my classroom observations over the past few years of teaching, the topic of classroom management has always been a subject that I have found fascinating. As a consequence, I decided to experiment with different interactive tasks and work modes during the first semester of my long-teaching practice as part of my thesis research.

In the process, I hoped to discover how interactive tasks influence students' engagement in the classroom, what impacts they have on the energy of the lessons, and how promoting interaction in the lessons affects learners' cooperation. As communication is one of the main aims in a language class, the thesis will also investigate what effects working interactively in the classroom has on the language learning process.

Furthermore, since learners take part in the lessons in roles that are different from the teacher's, I will find out if there is a difference in how teachers and students see or judge these. Finally, the thesis examines what obstacles a teacher might have to face when applying



communicative activities in the classroom and what factors should be taken into consideration at the preparation phase of an interactive task.

In the first part of my thesis, the most important methodological concepts will be discussed on the basis of the relevant literature and to provide context for the empirical part of the study. In the second part, first, the setting of the experiment and action research will be described, and the methods and procedures used will be explained. Finally, I will present and discuss the findings of the experiment in line with the main research questions and summarise the main insights and conclusions.

## **I. Literature review**

The idea of having flawless interactive lessons in the classroom where students are not only interested in the topics but are also eager to cooperate and communicate, depends on numerous factors. In order to do a reliable and valid piece of research, the fundamental concepts regarding classroom management need to be reviewed.

In this chapter, the term classroom will be defined in various aspects: first as a language learning environment, then as a social-institutional environment. Afterwards, the importance of classroom management with possible occurring issues will be looked at and followed by the analysis of some techniques to increase student engagement and interaction. Finally, the concept and aim of cooperative language learning will be examined.

### **1. The classroom as a language learning environment**

Although the term *classroom* seems to be quite obvious to most people, according to Tudor (2001), this concept is much more complex than “simply a place where students meet to learn a language” (p.104). The author defines the classroom as a social as well as a pedagogical reality. Besides its official and original pedagogical aims, many social factors can have effects on a classroom. However, a classroom is mostly considered a controlled learning environment.

Based on this traditional view of a classroom, there are three components expected in this learning environment: (1) a clear pedagogical learning plan, (2) structured teaching materials and learning activities, (3) and evidently, a skilled teacher, whose responsibility is to execute the plan successfully (Tudor, 2001, p.105). In this view of a classroom, the methodology and learning activities that teachers apply are believed to highly influence learners’ participation in the lessons (Tudor, 2001, p.106).

However, the language learning process in the classroom does not happen in such an idealised fashion, there are many circumstances that can affect or even intervene in it.

#### **1.1. Factors influencing students’ language learning process in the classroom**

To examine the concept differently, Wright (1990) specified the classroom with the idea of having elements and relationships in the context of learning (as cited in Wright, 2005,

pp.20-21). He points out that there are three elements in every classroom, namely the (1) *learners*, (2) the *helpers*, and (3) the *learning opportunities*, and the relationship between these elements has an enormous impact on the learning process (p.20). When the learning opportunity is not forced on learners, but learners define the opportunity themselves, the relationship between the elements becomes more direct and this leads to learners' emotional connection with the learning procedure (Wright, 2005, p.20).

It can be thus stated that learners' attitude towards the learning opportunity is definitely influenced by the rapport of the elements in the classroom. This relationship can also affect learners' motivation, which can determine how a teacher manages engagement in the learning environment (Wright, 2005, p.21).

### **1.1.1. Students' engagement in the lessons**

Students' engagement in the lessons can be considered to be a crucial factor in the perspective of classroom management (Wright, 2005). In fact, Van Lier (1996) defines *engagement* as a precondition of learning (as cited in Wright, 2005, p.17). It does not only determine students' motivation and attitude towards learning, but the mainspring of the classroom can be also affected by how students engage with each other during activities (Wright, 2005, p.18).

Since the affective dimension is the territory of engagement (Wright, 2005, p.17), students' engagement in the lessons can be naturally influenced by their emotional factors. "A student's capacity and willingness to take responsibility for learning" are key issues in classroom management that are defined by their emotions (Wright, 2005, p.18). Hargreaves (1998) even states that emotional factors are the most relevant components in the teaching and learning process (as cited in Wright, 2005, p.18).

Besides this affective dimension, the learning group's age or even its gender characteristics can also have an effect on their engagement (Wright, 2005, p.18). Managing engagement, however, according to Wright (2005), does not happen in isolation, many influencing factors can depend on the management of space and time, just as decisions about students' places in the classroom, or what kind of groups are created by the teacher in the lessons (p.18).

The interaction and immediate responses in the classroom through engagement can have an impact not only on learners' commitment and self-esteem but also on their *long-term motivation* (Wright, 2005, p.155). In 1999, Schumann discussed that the immediate uncomfortable experience in the classroom can affect students' motivation negatively in connection with their learning goals (as cited in Wright, 2005, p.168).

### **1.1.2. Students' motivation**

In the language learning process, motivation plays an essential role, therefore teachers tend to apply different techniques or methods to enhance students' motivation. Before analysing what circumstances can influence learners' motivation, first, the concept needs to be defined.

Harmer (2007) provides a very short and basic definition of *motivation* as “some kind of internal drive which pushes someone to do things in order to achieve something” (p.98). However, in 1997 Williams and Burden highlighted the fact that the way how learners value the possible achievement can have an effect on the intensity of their motivation (as cited in Harmer, 2007, p.98).

Therefore, teachers have an enormous role in keeping learners motivated or even increasing their motivation. Ur (2012) suggests three main ways to enhance students' motivation: (1) by presenting the importance of their language knowledge, (2) by strengthening their self-confidence in the language learning process, and (3) by providing interesting classroom activities (p.11).

Motivational factors can obviously influence the process of classroom management and for that reason, teachers need to take these into consideration and foster learners' motivation in the lessons. According to Dörnyei (2001), “smoothly running and efficient classroom procedures enhance the learners' general well-being and sense of achievement and thus promote student motivation” (as cited in Wright, 2005, p.168).

## **2. The classroom as a social-institutional environment**

As was mentioned previously, the classroom can be considered a social and also pedagogical reality (Tudor, 2001, p.104). Allwright (1989) defines lessons in the classroom not only as a social encounter, since there always happen collective events in the lives of the learners, but also as pedagogic “because of the institutionalised purpose for which they take place” (as cited in Wright, 2005, p.120).

Society’s expectation of education has gone through significant alterations throughout the decades parallel with, and also based on, the changes in its values. Wright (2005) summarises societies’ purposes with education as “learning the salient aspects of the culture to perpetuate the society and possibly to advance it” (p.24.). In 1996, Olson defined the significance of education as “focusing on teaching academic disciplines and fostering critical thinking” (as cited in Wright, 2005, p.28). By contrast, Bruner (1979) considered school as an entrance of thinking, where learners have the chance to get to know themselves as well as the world around them more deeply (as cited in Wright, 2005, p.28.).

Anything that happens within the formal educational context of learning is governed by the society that takes place in. At the same time, however, within the context of the classroom there forms a self-ruled social community. Goffman (1974) refers to this view of a classroom as “a social and psychological ‘frame’ for formal education” (as cited in Wright, 2005, p.57). Every interaction or activity in the classroom among students and the teacher is part of a community’s socialisation process (Drew and Heritage, 1992, as cited in Wright, 2005, p.46).

### **2.1. The classroom as socialisation**

The term *socialisation*, as the procedure of a person functioning according to a particular social system, is a natural process in life. Csíkszentmihályi (1990) defines the meaning of socialisation as “to make people dependent on social controls, to have them respond predictably to rewards and punishments” (p.17).

According to Harmer (2007), society tends to have a huge effect on individuals’ lives, the surrounding culture influences also the attitude and motivation appearing in the language learning classroom (p.99). For instance, students’ peers, as social influencing factors, can be crucial regarding the acknowledgement of the learning process, “if peers are enthusiastic

about learning (...) there is a much greater chance that the same students may feel motivated to learn the subject” (p.99).

This positive effect of peers was also confirmed by other researchers. For instance, in 2003, Blatchford et al. put emphasis on students’ interaction and collaboration in the classroom as another significant feature of classroom pedagogy. They believe that in the future the relevance of cooperative learning can move beyond the traditional views of learning such as *knowledge-based constructivism* or *effort-based learning* (Resnick, 2000, as cited in Blatchford et al., 2003). When students learn together or even from each other, it can lead not only to great success in their language learning process but also to an amazingly comfortable classroom environment and to a friendly community.

In order to understand the dynamics of a classroom, teachers have to be aware of the fact that social factors play an important role in students’ lives and have to be taken into consideration when it comes to classroom management (Tudor, 2001).

## **2.2. The communicative classroom**

When hearing the term *communicative classroom*, most people imagine a learning environment where there is continuous ‘chatter’ among students and the teacher. According to Breen (2001), the discourse in which students participate during lessons is the channel where “the purposeful social action of teaching and learning is directly realised” (as cited in Wright, 2005, p.91).

As mentioned in the *Introduction*, numerous changes in society in the past few decades have resulted also in the reconsideration of educational purposes. A greater emphasis put on learners’ needs and preferences led to the promotion of students’ interaction in the lessons (Tudor, 2001, p.111). This idea was also supported by applied linguists and methodologists, for example in Brumfit’s (1984) *communicative methodology*, which aimed at having such discourses and conversations in the classroom which prepare learners for their future needs of using the language (as cited in Tudor, 2001, p.112).

On the other hand, Van Lier (1988) stated that the classroom should not be considered as “a preparation for ‘somewhere else’ but as a social reality in its own right with its own communicative dynamics” (as cited in Tudor, 2001, p.115). Tudor (2001) thus differentiates two roles of the classroom in the language learning process: (1) *classroom for*

*communication*, referring to the practice for the outer world and (2) *classroom as communication*, meaning the communicative potential of the classroom in the “here-and-now” (p.115).

According to Wright (2005), since classrooms are social settings where language is a key community resource, classroom management has to support discourses in the classroom which are influenced by social and cultural activities (pp.113-114). He finds *classroom talk* a natural social action to promote learning as well as maximise classroom participation.

The essence of classroom talk can be best realised with the help of *teaching techniques*. Based on Mercer’s (1995) definition, “teaching techniques are intentional, goal-directed ways of talking (...) which reflect the constraints of the institutional setting in which schoolteachers work” (as cited in Wright, 2005, p.221). In this realisation, teachers function as discourse guides who manage classroom talk while applying it as a device to achieve their teaching aims (Wright, 2005).

Promoting interactive tasks with certain teaching techniques which allow students to participate in classroom talk, especially in the target language, requires a lot of preparation and, most importantly, excellent classroom management. In the following section, the term *classroom management* will be analysed in more detail.

### **3. The importance of classroom management**

The term *classroom management* has been mentioned several times, as relevant to every event or issue occurring in a classroom but has not been defined yet.

According to Scrivener (2011), classroom management is a surprisingly complex term. It does not only involve teachers having skills to manage a successful class, but also their attitudes, personalities, and intentions. He believes that classroom management requires “a basic skill to be able to look at and read classroom events” based on which the available options can be taken into consideration, followed by the decision of the next action (p.55). In this way, he summarises the three basic skills of classroom management as (1) look (looking at and reading events), (2) options (finding options and making decisions), and (3) actions (doing the chosen action) (p.55).

On the other hand, Maclellan (1987) cautions that classroom management is simply viewed differently by different people (p.193). Based on her experience, some consider classroom management a “matter of on-the-spot common sense and charisma”, while other educationalists, for instance, Harmer (1983), firmly believe it is mainly about planning and anticipation (as cited in Maclellan, 1987, p.193).

According to Wright (2005), there are three core elements of classroom management: (1) time and space, (2) engagement, and (3) participation. Time and space are two factors that have a huge impact on the life of the classroom, they form the boundaries of formal education and therefore, they cannot be ignored (p.17). As mentioned before in previous sections, engagement is a crucial factor in the lessons, as it has a powerful influence on the affective domain (Wright, 2005). The way students feel lies at the heart of classroom life, to the same degree as how teachers and learners participate in this community. Their participation does not only refer to their work in the lessons but also how they interact with each other socially (p.18). As Wright sees it, “classrooms are environments where participants through engagement and participation, use and produce resources – social, intellectual and emotional” (p.18). As a result, their management is not only relevant but inevitable.

### **3.1. Issues in classroom management**

No matter how precisely a teacher prepares for a lesson, looking at classrooms from a realistic point of view, anything can interfere with carefully thought-out plans. Classrooms and lessons are unpredictable, they can be intervened at any moment by external factors.

Regarding complicating factors in classroom management, especially concerning engagement and participation, Revell (2018) provides a more practical insight into the process. She is convinced that teachers cannot force students to be engaged or energised but they can provide a stimulating environment with activities that encourage learners to participate and focus (p.7). Furthermore, in order to have their students engaged, teachers themselves have to strive for being energised when entering the classroom (pp.7, 9).

Revell (2018) also mentions different student types as a considerable external factor. Not only do students learn differently, but they also react to activities in different ways (p.7). Traditionally, we can differentiate extrovert and introvert students, but their personality



types do not necessarily meet their needs regarding activities in the classroom (p.12). The way students are energised and engaged, therefore, depends on students' preferences, for example, whether they prefer interacting with other students and the teacher, or being alone and focusing on their own development (p.12). Teachers must pay attention to these aspects of students' needs when considering their classroom management policy. This leads to another fundamental skill a teacher has to acquire to deal with difficult or even unexpected situations in the classroom, and that is flexibility (p.14).

### **3.2. Managing engagement**

Despite all the concerns in classroom management, student engagement in the lessons is still something that can be managed. Unfortunately, there have been quite a few pieces of research done on engagement, therefore it is definitely an area that is worth examining (Wright, 2005, p.334).

According to Legutke and Thomas (1991), to promote student engagement, first, a safe classroom climate needs to be provided by “creating trust, dealing with power and facilitating the learning process” (as cited in Wright, 2005, pp.334-335). This can be achieved by supporting social relations between individuals and as a community, even with the help of grouping strategies and encouraging interaction (Wright, 2005). Any kind of support provided for students based on their needs can lead to an exceptional classroom climate, to the same degree as different activities aimed at group- and trust building (Wright, 2005).

Based on Dörnyei and Mercer (2020), after setting the groundwork for engagement with a pleasant classroom environment, teachers need to design engaging learning activities to get and keep learners engaged (as cited in Cambridge University Press ELT, 2019, 10:03). In their work they come to the conclusion that all the most engaging approaches for teaching include activities that are “challenging, learner-centred, active, relevant, and autonomy rich (*CLARA*)” (as cited in Cambridge University Press ELT, 2019, 30:29). Therefore, if teachers would like to keep their learners engaged, it is highly recommended for them to offer students activities and tasks that suit the above-mentioned *CLARA* criteria.

Furthermore, Mercer (2019) also highlights that in a language learning classroom, when students become engaged, it does not only mean they actively use the language, but

they are also involved in the language (Cambridge University Press ELT, 2019, 8:45). Moreover, she adds that engagement does not mean that students do what the teacher tells them to, it is not about keeping students busy because being engaged always results in learning (9:00).

### 3.3. Managing participation

When mentioning students' participation, first and foremost, teachers have to be aware of the concepts of what can be considered active participation in the classroom. Szesztay (2019) differentiates four levels of active participation: (1) *receptive attention*, (2) *contributing participation*, (3) *constructive participation*, and (4) *ruling participation* (as translated by K.Sz.Z., pp.10-11).

*Receptive attention* refers to learners' ability to follow the teacher's talk with focus, and in case of distraction, they can immediately return to concentrating on the lesson (Szesztay, 2019, p.10). This kind of attention needs outstanding motivation and determination, and unfortunately, due to the accelerated world around them, very few people are able to carry this out (Goleman, 2014, as cited in Szesztay, 2019, p.10). In 2019, in her conference presentation about engagement, Mercer referred to a study carried out by Microsoft (2015) in connection with *span attention*, where it was emphasised that attention has to be considered a limited capacity (Cambridge University Press ELT, 2019, 1:24). On the other hand, still, it "is the gatekeeper of our working memory, and the ultimate currency of our classrooms" (Mccrea, 2017, as cited in Cambridge University Press ELT, 2019, 3:17). According to Stone (2007), most students nowadays participate in the lessons with only *continuous partial attention* (as cited in Szesztay, 2019, p.10).

Szesztay (2019) defines the second level of active participation as *contributing participation* (p.10). By its very definition, it means that students do not only pay attention to the lesson, but they also actively contribute to it; they solve the tasks, they search for answers even via cooperating with their peers (p.10). At this level, not the learning material itself but rather the development of skills is emphasised (p.10). When talking about *constructive participation* the example of *project-based learning* by Bloom (1956) can be immediately mentioned (as cited in Szesztay, 2019, p.10). This level of participation concerns the process when students create something new, for instance, a poster or presentation, with the help of doing research or collecting data (p.11). At the level of *ruling*

*participation*, students carry out a project or a presentation as well, but they choose to do these on their own because they are interested in a certain topic (p.11). At this phase, they are not only active during tasks, but they also participate in the selection of the tasks in the learning process. An amazing example of this level is the realisation of Prievara's (2015) *gamification* (as cited in Szesztay, 2019, p.11).

### **3.4. Managing interaction**

Similarly to engagement and participation, in spite of the numerous concerns regarding classroom management, student interaction can still be managed and promoted. When examining some ways to manage classroom interaction, the average interaction patterns need to be reviewed.

According to Ur (2012) The most frequent pattern is known as *IRF* which stands for *initiation-response-feedback* (p.18). This refers to the interaction pattern when the teacher initiates the conversation, a student responds, and the teacher gives feedback on the answer. Besides this type, there are more, various interaction patterns that can occur in the classroom and these can range from being teacher-centred to student-centred (p.18). *Close-ended teacher questioning*, such as in *IRF*, includes only one right answer the teacher expects from students, while *open-ended teacher questioning* makes more possible answers available awaited from the learners (p.18). Van Lier (1996) suggests that to make the initiation of interaction more appealing for students, teachers need to soften questions, or in other words, make it less threatening (as cited in Wright, 2005, p.376). Instead of employing only close-ended questions with one right answer, teachers can turn to using more open-ended questions which have a more invitational style (Wright, 2005, p.376).

Wright (2005) discusses that even though communicative methodologies have been being promoted for a long period of time now, teachers still tend to dominate with their speaking time in the classroom (p.369). To encourage students' participation, one of the ways can be to increase *student-talking-time (STT)* and decrease *teacher-talking-time (TTT)* dramatically, for instance, by promoting interaction between students, and not between students and the teacher (Scrivener, 2011, pp.59-60).

As has been shown, interactions (and their quality) play a crucial role in students' active contributions to a lesson. According to Pohl and Szesztay (2020), if working

interactively becomes more convenient and natural for learners, they tend to be more self-confident in sharing their opinions and more willing to listen to their peers. In the following section, different techniques and patterns will be examined that are aimed at encouraging student engagement and interaction.

#### **4. Techniques to encourage student engagement and interaction**

Based on the review of interaction in the previous sections, it was proved to have various benefits not only on learners' social life and skills but also on their learning procedure. According to the *constructivist pedagogical approach*, learning and teaching is a shared process to which teachers and learners contribute together (Nahalka, 1997, as cited in Szesztay, 2019, p.9), and where interaction has a prominent role (Williams and Burden, 1997, as cited in Szabó, 2019). This leads to students' active participation in the lessons where they have the chance to think creatively and reflect on their own learning process (Szesztay, 2019, p.10). In relation to encouraging student engagement and interaction, it is essential to discuss different types of arrangements and groupings in the classroom.

##### **4.1. Different ways of working interactively in class**

Besides the achievement of getting learners engaged and helping them in the learning process, working interactively can result in other benefits as well. Through the application of interactive tasks, students can improve their critical- and creative thinking skills, they can become more efficient at problem-solving and at communication, they can develop their cooperative competence, and last but not least, their emotional and social intelligence can get promoted (Szesztay, 2019, p.12).

According to Scrivener (2011), to promote interaction in the classroom, the teacher has various options of different types of arrangements and groupings. The most common and traditional ways are *plenary work* (or *frontal teaching*, later to be discussed), *group work*, *pair work*, and *individual work* (pp.39, 58). Obviously, when students work individually, it does not involve interaction, but all the other ways can offer excellent opportunities for interactive tasks in the lesson. To provide as many different experiences for students as possible, it is essential to always vary these groupings (p.58). In the following subsections, each type of arrangement and grouping is examined in more detail.

#### **4.1.1. Frontal teaching**

According to Scrivener (2011), when the whole class works together, and the activity is led by the teacher or a student, that is called *plenary work* (p.39). However, when the grouping includes only the teacher as the leader of the lesson, that is what Harmer (1991) refers to as *frontal teaching* (as cited in Stínková, 2006, p.3). Harmer defines frontal teaching as a “controlled organisational form where the teacher usually acts as a controller or accessor” (as cited in Stínková, 2006, p.3). For activities where the teacher needs to function as a controller, the technique of frontal teaching suits this aim the best, in addition, many learners feel safe in the classroom under the direct authority of the teacher (Harmer, 2007, p.161).

On the other hand, Harmer (2007) claims that frontal teaching does not suit all aims in language teaching at all. It focuses on the whole group, rather than the individual, which can lead to students not taking responsibility for their own learning process (p.162). Moreover, individuals are not encouraged to share their own opinions, therefore they become disinclined to raise their voices in front of others due to the possible risk of public failure (p.162). As a result, frontal teaching does not favour the approach of communicative language teaching and students’ interaction in the lessons (p.162).

Despite its controversial factors, according to Richards and Lockhart (1996), frontal teaching is still considered the most frequent technique in schools (as cited in Stínková, 2006, p.3). A teacher Stínková (2006) interviewed in her research, tended to apply only the technique of frontal teaching in her lessons. It turned out that this teacher’s use of frontal teaching “is influenced by her assumptions of her role in the classroom and by the use of the textbook based more on frontal teaching and rarely supporting pair work and group work” (Stínková, 2006, p.61). This is in stark contrast to Scrivener (2011), for whom coursebooks only provide raw materials and believes that it depends on the teachers how they make these come alive in class (p. 39).

#### **4.1.2. Pair work**

To promote students’ interaction, it is inevitable that they have at least one other student to talk to. According to Harmer (2007), the quickest and easiest way to get students

to communicate with each other is organised through *pair work* (p.165). This technique allows students to work without the teacher, therefore it promotes learner independence, and it also provides the opportunity to the teacher to help and work with different pairs, while others are parallel working on their own (p.165). While working in pairs, students have the chance to be better at listening and interacting with their partners in order to solve the task together (Scrivener, 2011, p.48).

However, despite the many advantages of pair work, there are some drawbacks a teacher needs to consider. For instance, when working in pairs, students are likely to focus only on their own correct performance, and they do not pay much attention to their partners (Scrivener, 2011, p.48). In this case, they are not eager to communicate, they just want to get over the task. Harmer (2007) also claims that it can make teachers worry about losing control when several pairs are talking simultaneously as they can be pretty noisy (p.165). Furthermore, after having finished with their task (or even during it), learners are likely to do or talk about something else, very often in their mother tongue (p.165). It can also happen that some students do not like to work with their peers, they feel comfortable when they work only with the teacher (p.165). Last but not least, it is important to keep in mind that the actual choice of paired partner can cause difficulties when the particular learners do not have a friendly relationship (p.165).

Considering its benefits and disadvantages, pair work can still be considered an excellent way for collaborative activities (Ur, 2012, p.233). Ur (2012) believes that both pair work and *group work* are efficient arrangements for interactive activities, but each has its own different purpose (p.233). In the following section, the technique of group work is analysed from various points of view.

#### **4.1.3. Group work**

Working in small groups is a significant feature of successful classroom pedagogy since it can result in a safe and comfortable learning environment (Blatchford et al., 2003). Furthermore, it can also have a beneficial influence on students' learning process.

According to Ur (2012), besides fostering learner autonomy and practising oral fluency, *group work* can have positive effects on students' motivation, even for students who are not fond of collaborative work (p.234). Cooperating with others to produce a joint result can

lead to the enjoyment of sense of group solidarity and warmth (p.234). However, Ur (2012) is convinced that group work is “only valuable when it motivates and enables good learning” (p.234). In some cases, difficulties in the execution of group work can hinder the learning process (p.234).

As mentioned before, it can happen that some students do not like working with their peers but only with the teacher or on their own (Ur, 2012, p.234). Ur (2012) also adds that some learners are also likely to think that group work does not mean serious learning since they learn from or with each other and not from the teacher (p.234). To persuade students to accept or even like group work, teachers need to emphasise the importance of group work in the class, but also, they have to let learners’ voices be heard in connection with the technique (p.235).

Problematic issues regarding group work do not only refer to students but also to teachers. According to Ur (2012), teachers are often afraid to lose their role as a leader when they apply group work in their lessons (p.235). Likewise, they fear that students do not actually learn, or they start to use their first language (p.235). However, ignoring the advantages of group work because of fears can lead to the lack of collaborative activities in the classroom. There are many ways a teacher can manage group work effectively. For instance, to avoid the possibility of students not learning in group work, a teacher can give each member a role or responsibility they need to fulfil in order to complete the task (p.235). Concerning the use of their mother tongue, it does not automatically mean that students talk about something else rather than the task, it can also happen that they use their first language for more effective task completion (p.235).

As seen, the management of group work is essential for its advantages to be achieved. Yet, according to Forslund Frykedal and Chiriac (2012), the application of it at schools gradually decreases. In their theoretical research, they concluded that the explanation for teachers’ likeliness to think that group work does not actually teach subject knowledge lies in the way they see their roles in the classroom (p.222). The pressure to fit the idea of *the ideal teacher* (Granström, 2007) can result in teachers’ unwillingness to apply group work since it can lead to losing their role as a leader, which they rather do not risk (as cited in Forslund Frykedal and Chiriac, 2012, p.232).

## **4.2. Challenges in implementing student interaction**

As seen, techniques to increase students' interaction can be concluded to have their own advantages and challenges. Besides the mentioned complicating factors, teachers also need to take other possible difficulties into consideration when preparing an interactive task.

The fact that not all students like working interactively was previously emphasised, but its reasons have not been discussed yet. Harmer (2007) believes that regarding their learning process, students can differ from each other not only in their aptitude and intelligence but also in their learning styles (p.88). The different learner types and styles can explain why some students cannot work in groups effectively or do not prefer collaborative work. To handle these differences in the most effective way, first and foremost, teachers need to realise and specify who the different students in the classroom are and define in what ways they are different (p.92). Identification of students' needs can be accomplished through observation, questionnaires for students on their preferences, or, based on Revell and Norman (1997), through experiments "to find out which preferred sensory system students respond to" (as cited in Harmer, 2007, p.92).

All in all, according to Coffield (2004), teachers need to be aware of the strengths and limitations of the method they intend to apply in their lessons, and they have to "be prepared to respect the views of students who may well resist any attempts to change their preferred learning style" (as cited in Harmer, 2007, p.95).

## **4.3. Interactive work modes**

Frontal teaching, pair work, and group work have been present for decades as broader labels for possible ways of student and teacher interaction, however, since their appearance, numerous new approaches have emerged with the focus on the usage of activities in the classroom that promote student engagement (Pohl and Szesztay, 2020, p.39). The application of the new techniques resulted in the recognition that more diverse ways and opportunities need to be offered to students in the lessons to help them in the process of becoming effective communicators in English in the real world (Pohl and Szesztay, 2020, p.39).

To promote this aim, Pohl and Szesztay (2020) provide an overview of *interactive work modes* that can support not only student engagement but also students' development as active shapers of the classroom community (p.42). The presented list demonstrates the



interaction pattern, a short description, and the aims of each interactive work mode (see Appendix A). The authors emphasise that it is important to keep in mind that not all work modes are suitable in all educational settings, some of them can be applied more appropriately in conventional classrooms, while others require a greater role on the part of students (p.39).

Encouraging student interaction and cooperation are only two of the several benefits the use of interactive work modes can bring about. According to Pohl and Szesztay (2020), they also help teachers with visualising the way they want their students to interact, while the aims, the language focus and time constraints of the lesson can also be more easily considered (p.41). If students are engaged in the activity, they immediately become active participators of the lesson, which can result in their combined energy in the classroom (p.42). This energy can help or even hinder teachers' plans, therefore it needs excellent energy management (p.42). It is the teacher's responsibility to know how to use the energy purposefully in the lesson, in other words, how to make use of students' energy in the classroom (p.42).

It is also highlighted by the authors that with the help of these interactive work modes, while constantly cooperating with their peers through sharing their opinions, asking, and listening to each other, learners instantly become contributors to the building of their own classroom community which can also assist the process of their self-development (Pohl and Szesztay, 2020, p.42). This is also confirmed in the study compiled by Nakata (2020), who states that if individual learners cooperate interactively, their contribution to the lesson forms the classroom unit as well, therefore, students also develop self-regulation (p.25). This way, they are equally responsible for the quality of the lesson, regardless of their language proficiency (p.25). According to Owens and Barnes (1982), student cooperation does not have positive effects only on the classroom environment but also on learners' intrinsic motivation and self-esteem, which are placed in the background of traditional, and individualistic classroom environments (p.197).

Pohl and Szesztay (2020) state that it is possible that these interactive work modes make students surprised on the first occasion, but after they get used to them, they "may appreciate the different dynamics of attention and participation these modes allow for" (p.42). When a class starts to experiment with each work mode, they can promptly feel the changed atmosphere and the different, unconventional interactions among students, and also,

between the teacher and the students (p.42). The experimenting phase can quickly lead to new habits of a more communicative classroom (p.42).

In conclusion, implementing a new method in the classroom can obviously cause difficulties and concerns. According to Sachs et al. (2003), based on the findings of their research, the risk of possible failure, for instance, not keeping up with the syllabus or taking more time for the explanation, can lead to ignorance or rejection of different new ideas, and therefore, many teachers are likely to stick to traditional instructional lessons to fulfil the institutionalised expected aims (p.353). Their findings also led to the conclusion that in general, teachers should be given more autonomy and flexibility in order to carry out interactive and cooperative tasks most effectively since it is incredibly relevant to keep not only the formal expectations but also students' preferences and needs in mind since they are at the centre of teaching (p.354).

On the basis of all these findings, I can now turn to the empirical part of this thesis investigation, in which many of the suggested classroom management ideas and techniques were put to the classroom test.

## **II. Empirical research design and method**

The review of relevant literature provided an excellent theoretical foundation for my empirical research. As a teacher of foreign languages, I am keen on finding the most efficient ways to promote student engagement, cooperation, interaction, and energy in my lessons to help learners become effective communicators in the target language.

The findings helped me realise the fact that to achieve these goals, I first have to set the groundwork for them with a positive classroom culture, and then I need to design suitable activities. Therefore, to fulfil these steps, I decided to experiment with interactive work modes through different activities while keeping them consistent with the syllabus.

In this chapter, the participants in and the methodology of my empirical research will be presented in more detail. First, the questions that guided me will be summarised, then the setting where the research was conducted, as well as the participants will be described. Finally, the research tools and procedures will be presented, followed by a consideration of the limitations of my research.

### **1. Research questions**

The aim of my research was to find out whether the usage of interactive work modes and cooperative learning can achieve the expected goals in the context of one group of Hungarian secondary school students. Furthermore, I also wanted to investigate whether the application of these is judged differently by those involved in the research, and what challenges the use of interactive work modes might cause. Therefore, the following research questions were formulated to guide me in the research process:

RQ1: How do interactive work modes influence students' engagement in the classroom?

RQ2: How does promoting interaction in the lessons affect students' cooperation?

RQ3: What impacts do interactive work modes have on the energy of the lessons?

RQ4: What effects does working interactively in the classroom have on the efficiency of the learning process?

RQ5: Is there a difference in how teachers and students see or judge the use of different kinds of work modes?

RQ6: What obstacles does a teacher have to face when applying interactive activities in the classroom?

RQ7: What factors should be taken into consideration at the preparation phase of an interactive task?

## **2. Setting**

Within the context of the Hungarian secondary school education, my research was conducted in a grammar school in Várpalota, a small town in Veszprém county. Based on my experience, new approaches and techniques are more likely to be applied in schools in bigger cities, where there are more elite schools but tend to be ignored in smaller towns or villages. With the help of my research, I wanted to experiment with the realisation of the new techniques in such an environment.

As part of my studies, I have been doing my long-teaching practice in the only grammar school in Várpalota, in Thuri György Gimnázium. Due to the low population of the town, the number of students who study in the school is around 280 and the number of employed teachers is less than 35. Therefore, the school offers an absolutely friendly atmosphere and a safe environment as every teacher knows almost everything about each student. It is very common that several generations attend the school, as a result, teachers are very likely to know not only the students themselves but also their families.

The research was conducted in the frame of a foreign-language-specific class, in its first, preparatory year. During the first year, students have five German lessons a week, i.e., one lesson a day. Furthermore, they learn English in eighteen lessons weekly, divided into three subfields: (1) grammar, (2) speaking practice, (3) reading comprehension and writing (Thuri György Gimnázium, 2020). In the following four years, the number of lessons of foreign languages is decreased, but students still have five English, and five German lessons on a weekly basis, thus, they have the chance to use these languages every day (Thuri György Gimnázium, 2021). This specialisation is aimed at promoting students' communicative competence in the given foreign languages to help them achieve excellent results at final-, and language exams, and to support them to become effective communicators in intercultural environments (Thuri György Gimnázium, 2020). This way, learners can become successful

in their further education and their profession in the future (Thuri György Gimnázium, 2021).

### **3. Participants**

#### **3.1. The students**

As a teacher trainee, I was assigned to the students of 9. NY / Group 2, a first-year group that, based on my mentor teacher's suggestions, would be more likely to be receptive to new techniques and approaches. Altogether, I had the chance to have my lessons with the students four times a week. There were fifteen students in the group, four boys, and eleven girls, all of them are at the age of fifteen. In general, all students were incredibly talkative and open from the first lesson on, however, they could become extremely loud very easily if they felt comfortable. It became immediately clear that there would be no difficulties with their willingness to communicate, though there might appear some challenges with discipline.

As there had been no placement test examining students' previous knowledge of English, learners in the group were at absolutely different levels. Four girls had not learnt English before at all, while the others had learnt English in elementary schools with quite diverse intensities. Thanks to the high number of English lessons, though, after few weeks, the students had reached a level at which they were able to communicate sufficiently in a familiar context.

#### **3.2. The school-based mentor**

My mentor teacher attended all my lessons where I experimented with interactive work modes and shared her observations and comments with me during our post-lesson discussions and in writing. This was, at least in part due to the fact that, according to her, she had only rarely used pair work and group work in the classroom and had never heard of such techniques before.

#### **4. Research tools and procedure**

To find answers to my research questions, I decided to carry out a piece of action research, and I also applied a *research journal* as a qualitative research tool alongside my own and my mentor teachers' *observations*. Besides the qualitative nature of my research, I also employed a type of quantitative data collection, namely a *questionnaire survey* for my students. With the help of mixed methods and the three different points of view regarding the experiment, the principle of *triangulation* (Dörnyei, 2007, p.43) was also fulfilled to make sure that the collected data is valid and reliable. In the following, I will present these research tools in more detail.

##### **4.1. Action research**

Due to its classroom-centredness, action research is an ideal qualitative research procedure for teachers, who want to improve professionally and explore classroom practices and issues (Wright, 2005, p.426). This way, the researcher, in this case the teacher, can also be a participant in the research. This type of research is small-scale, evaluative and reflective at the same time but also participatory since it requires collaborative investigation by practitioners and researchers (Wright, 1999, as cited in Wright, 2005, p.426).

Since I wanted to analyse and experiment with different ways to encourage student engagement and cooperation in the teaching practice group, action research seemed an appropriate research tool. Therefore, throughout the first semester, I tinkered with different interactive work modes while fitting them to the given learning materials of the syllabus (Appendix A). During this period, I carried out tasks with the learners that included the realisation of these work modes. This way, I became not only the researcher but a participant in the experiment as well. My mentor teacher attended all lessons when a new interactive work mode was carried out, both of us reflected on the experiment regarding the investigated focus, thus doing collaborative analysis.

##### **4.2. Research journal**

Dörnyei (2007) also recommends that researchers keep research journals but emphasises some key features that need to be observed (pp.159-162). A research journal is a certainly practical way to keep records of all circumstances and findings of the

investigation, however, it must be systematically compiled, well-structured, illustrative and requires regular writing. Furthermore, keeping a research journal is purposeful valid and reliable only when the researcher considers it private and applies no censoring.

As the experiment part of my research lasted several months, keeping a research journal was a suitable instrument to help me to record my experience and observations, and summarise my findings (Appendix B). In this diary, I made notes of every occasion when an interactive work mode was carried out in one of my lessons, along with my own and my mentor teacher's reflections. The journal includes the names, aims, and descriptions of each work mode, the particular date it was realised in the classroom, and the exact task in the frame of which the work mode was implemented. I also employed three focusing questions that helped my mentor teacher and me assess the experiments, i.e.:

1. Was the management of the work mode carried out well?
2. Did the implementation of the work mode fulfil its aims?
3. How did the students react to the new work mode (regarding engagement and cooperation)?

After each interactive work mode had been investigated and the journal entries had been made, I colour-coded all observations to help me summarise my experience. Bell (2010, p. 221) suggests coding as a way of assigning meaningful labels when conducting a study to deducible chunks of information. These codes can be assigned to single words or phrases, or even paragraphs, in order to identify themes. The different colours refer to the following areas: *student cooperation*, *student engagement*, *energy in the classroom*, *the effects of interactive work modes on the learning process*, and *factors that appeared to influence the experiment*. In the *Appendices*, I present only some excerpts from my research journal to show examples of my reflections, observations, and analysis.

### **4.3. Student questionnaire**

In order to provide valid and reliable results, besides the observations from the teachers' and researchers' perspectives, students' opinions also had to be taken into consideration. Therefore, I decided to create a questionnaire for the learners in the group as a quantitative data collection tool (Appendix D). It is highly important to mention that students filled in the questionnaire online anonymously.

The questionnaire included attitudinal questions (Dörnyei, 2007, p.102) that were aimed at finding out what students thought about the experienced work modes, and whether these interactive forms reached their aims. In the first part of the survey, students had to give answers to three open-ended, clarification questions (Dörnyei, 2007, p.107), where they had to specify which two tasks they had found the most useful, which two tasks they had enjoyed the most, and which two tasks they had enjoyed the least. Besides naming them, they also had to justify their answers.

The second part of the questionnaire included close-ended, likert scale questions (Dörnyei, 2007, p.105) that investigated students' experience with cooperation, engagement, and the learning process. Learners had to decide whether they rather agree or disagree with the given statements and assumptions, but they also had the chance to choose the "*cannot decide*" option (Appendix D).

To help students remember and reflect on all the interactive tasks they had participated in, I provided a handout that included these activities (Appendix F). The handout presented the particular date of the activity, the name of the given work mode both in English and Hungarian, the illustration of the work mode, and a short description of the executed task.

## **5. Limitations**

Before presenting and discussing the findings these research instruments provided, certain limitations of the research need to be mentioned.

As the action research focused on only one group, this piece of small-scale research is not suitable to draw conclusions beyond the research context described above. In other words, the observations and opinions of fifteen learners, one teacher, and the researcher have to be considered with a note of caution. To analyse the research focus in more depth, similar empirical investigations would need to be conducted in several different schools, with the involvement of more students and more teachers.

Furthermore, the collected data could also be considered limited since it is possible that not every student gave feedback conscientiously, or, because of their age, as teenagers, they are not ready to assess the effects of cooperation, engagement, and their learning progress appropriately.



### **III. Results and discussion**

After my action research had been carried out, and I had collected enough data, I could begin to process, and then analyse the findings. In this chapter, I will introduce the results while presenting the answers to my research questions. In order to do this systematically, each investigated focus will be covered in a separate subchapter and be assessed from the two different points of view, namely the students' and the teachers' perspectives.

#### **1. Students' engagement in the lessons**

##### **1.1. The teachers' perspective**

Although all the investigated interactive work modes aim at increasing student engagement, based on my own and my mentor teachers' observations, each functioned and influenced students differently during the experiment.

In general, learners seemed to be engaged by tasks where they had their own responsibilities in the group work because they needed to focus with all their attention. For example, in the task *Groupwork with roles*, with the help of the assigned roles, the participation of each student was maximised as it required full engagement. During the activity of *Cross-over groups*, those students who owned the stations were especially enthusiastic about their roles and duties, they could not wait patiently for the pairs to go to their stations, and they continuously invited the teams to choose their tasks next.

*Cross-over groups* seemed to earn student engagement not only because of its responsible nature but also because it was a competition among groups to gain as many points as possible. Based on our observations, student engagement could be promoted even more successfully when it came to tasks where learners had to compete with each other. For instance, during *Team competition*, they become entirely involved in the (how they considered them) game, even to an extent, according to my mentor teacher, they forgot they were in an English lesson. Based on her observations, the students were very loud and sometimes offensive towards the members of the opposing team. Unfortunately, it also led to a pause in the competition to handle discipline issues.

The learners of the group seemed the most engaged when it came to the activity *Line-up*. They welcomed the possibility of moving in the classroom, and they paid attention to

each other in order to complete the task together. They were so absorbed in the activity that they did not even want to finish it, they even asked for an extra round and suggested more possible aspects based on which they could line up. Based on the observations, when students had an activity that made them laugh, they immediately become actively involved in the lesson, even if their attention had been only partial before. For example, during this particular task of *Line-up*, the learners were continuously laughing, and they also welcomed the possibility of moving out of their sitting-passively mode.

Besides tasks that created an unfamiliar but enjoyable atmosphere, I realised, that students were more likely to be engaged in activities that involved them expressing their own opinions and listening to others. Based on my diary data, they especially liked the activities *Opinion line*, *Partial physical response*, *Round* and *Random round*. During these tasks, they were always active, paid constant attention to the lessons, and were eager to hear each other's stories, feelings, and perspectives. During the task of *Opinion line*, even students who struggle with English could express their views simply by taking sides, and they seemed to be glad about this opportunity.

Some activities, however, could not fulfil their aims concerning engagement, as students seemed to find them boring. For instance, during a task when students had to use the *Think-Pair-Share* mode, some pairs did not have any ideas on the particular quote, therefore it did not lead to a sufficient discussion. They just stared at each other and were bored. Likewise, during the *Jigsaw groupwork*, learners completed the text-based task with absolutely no enthusiasm, it looked as if they just wanted the lesson to be over. They visibly found it hard to concentrate on the task and did not seem interested in the topic of the text at all. One of the possible reasons for this might be the fact that the lessons where these activities were covered were rather too early in the morning or too late in the afternoon. Furthermore, the material of these activities could have been chosen more carefully, taking learners' age, maturity, and interests into consideration.

## **1.2. The students' perspective**

Overall, among the investigated foci, student engagement turned out to be the most successful during the experiment phase, according to students' questionnaire feedback.

Based on their responses, the majority, exactly 86.5% of the learners claimed they had been more actively involved in lessons where interactive tasks had been carried out. The same number of students also stated that it had been easier for them to pay attention in these lessons compared with those occasions that had not involved these kinds of activities. Out of the fifteen students, only one student disagreed with these statements, and one student chose the option “*cannot decide*”. After the experiment, 93.3% of students affirmed to prefer lessons with interactive work modes in general to traditional, frontal lessons, and only one student opted for “*cannot decide*”.

The learners’ feedback more or less reflects the teachers’ observations, i.e., my own and those of my mentor. Some students confirmed the observations in connection with responsibilities as they named those activities the most engaging where they had had their own duties in the group to fulfil the task and to reach their shared goal, for instance, during *Cross-over groups* or *Team competition*.

Furthermore, the engaging effect of activities that include students sharing their own and listening to others’ opinions was also confirmed by the learners. They also mentioned *Opinion line* and *Partial physical response* as the most enjoyable tasks during the semester. Some students also stated they could observe that everyone around them had enjoyed these tasks, which seemed to have contributed to a highly pleasant atmosphere. Moreover, the activity of *Partial physical response* was named by more students as one of the most engaging tasks also because they had liked the opportunity of continuously moving around.

The learners’ responses also support the assumption in connection with the beneficial effects of activities on student engagement which can have surprising or funny outcomes. For example, students claimed to be mostly engaged during *Team competition*, *Line-up*, and *Groupwork with roles* only because they had had a lot of fun with these tasks. During *Team competition*, the fact that the opponent team was about to lose points, the presentation of the models as products that were dressed up by the groups of students differently in *Groupwork with roles*, and the hilarious complications to decide who was the tallest in the group in *Line-up* brought much joy into the lessons that made students be actively involved.

Despite the general popularity of the activity of *Line-up*, and in contrast with the observations of the teachers, some students named this task the least enjoyable one. These students found the task boring as they just had to line up based on a given aspect. One student

also claimed to be bored during the task of *Gallery walk*. This student reported that he/she had found the activity boring, as he/she had not seen the point of it.

However, again, the least engaging activity named by the learners matches the teachers' findings. Most of the students mentioned *Jigsaw groupwork* as the task they had enjoyed the least. According to their responses, they had found it pretty boring, and they stated that it had been too difficult for them to understand the text, and the task itself. Some students also gave explanations for the phenomenon: the lesson with *Jigsaw groupwork* was their last lesson on a Friday, moreover, it came right after a P.E. class which made them extremely exhausted, and they could not concentrate anymore. In contrast with the teachers' observations, the learners did not mention the topic of the text as one of the issues and reasons why the task could not be fulfilled.

## **2. Students' cooperation in the classroom**

### **2.1. The teachers' perspective**

The majority of the experimented interactive work modes affected student cooperation in the lessons very positively, but similarly to engagement, in diverse ways.

With tasks, where they had to share their own ideas or experiences and listen to the others, students always stayed absolutely silent while others were speaking, and they contributed with all their attention. For instance, in the activities of *Partial physical response*, *Think-Pair-Share*, and *Random round*, they were always happy not only to listen to but also to comment on each other's thoughts. In this sense, they always acted cooperatively in order to have a successful discussion. They were continuously willing to share even personal information about themselves, however, during the task of *Think-Pair-Share*, learners enjoyed sharing their ideas only with their partners but not in front of the whole group.

For a new class, it seems especially important to have opportunities offered for the members to get to know their peers better. Based on the teachers' observations, many of the interactive tasks support this. For example, during the activity of *Mingle*, each student talked to every student, not only to those people they are in a good relationship with. This way, with the help of the task, they could get an insight into their peers' lives, and became closer to building a better classroom community. Furthermore, in the task of *Round*, as every

student shared their current feelings and emotions in front of the others, a feeling and atmosphere of a belonging group instantly appeared in the classroom. Thus, the classmates could perhaps better understand and even relate to their peers' moods.

Clear examples of excellent cooperation took place in the classroom specifically when it came to tasks where students needed to work together to reach a common goal. For instance, in the task of *Groupwork with roles*, every member took equal responsibilities in the team, they paid attention to, supported, and helped each other. During *Team competition*, the sense of team spirit was undeniably present, the group members were continuously rooting for each other with incredible enthusiasm. In the frame of the task of *Line-up*, in order to reach the correct order, students communicated with each other a lot, furthermore, they also had the chance to memorise their mates' personal pieces of information. Moreover, during *Cross-over groups*, it showed that each pair tried to perform their best and cooperate to gain more points in the game.

Unfortunately, there was one task that could not fulfil its cooperation-promoting aim during the experiment, namely *Jigsaw groupwork*. Not only did the task affect student engagement poorly, but it seemed not to have any positive effects on student cooperation either. The students tried to complete the task together only reluctantly, they communicated with each other, but only the amount that was necessary. They mainly stayed silent throughout the whole activity.

Despite the negative or ineffectual *Jigsaw groupwork*, based on the observations, the application of these interactive tasks did achieve the aim of promoting some student cooperation in the classroom. For instance, regardless of the main meaning of the activity, during *Gallery walk*, many students asked for advice from the others in order to complete the task.

## **2.2. The students' perspective**

In general, students' responses regarding the positive effects of the interactive tasks on their cooperation turned out to be more controversial than their feedback on engagement.

Altogether, 80% of the students stated that they had talked to those students they usually do not talk to during the activities, while 3 students claimed that they had not that. Furthermore, even more learners, 86.7%, claimed that they had got to know their peers better

with the help of the interactive tasks. However, 2 students disagreed with this statement. What is even more worth considering is the fact that only 66.7% of the learners stated that they had learned how to cooperate with their peers through the activities. 2 students could not decide whether they rather agree or disagree with this assumption, but 3 learners clearly opted for “*disagree*”.

In spite of some disagreements, the learners found many activities useful concerning cooperation. They highlighted the beneficial effects of *Team competition* and *Groupwork with roles* on their cooperation skills that led to nice group cohesion. They also named *Cross-over groups* a task where they could help each other in connection with the learnt material before the big test.

In general, based on their feedback, students enjoyed those activities the most where they had the chance to get to know each other a better, for instance during *Line-up*, *Partial physical response*, and *Opinion line*. Some students confirmed the teachers’ observations on the fact that they could talk to those peers of theirs they rarely spoke outside the classroom with, for example, during the task of *Mingle*. The constructive effect of the activity of *Think-Pair-Share* was also emphasised by a few students as they had welcomed the possibility to get to know diverse viewpoints.

Despite the generally positive feedback on cooperative tasks, more students claimed that they could not cooperate at all during the task of *Jigsaw groupwork*. This feedback meets the teachers’ observations as well. Furthermore, two students also stated that, in general, they did not like group work at all, and they especially disliked the tasks of *Groupwork with roles* and *Cross-over groups*.

### **3. Energy in the classroom**

#### **3.1. The teachers’ perspective**

The interactive tasks during the experimental phase did not only influence student engagement and cooperation, but they also had a noticeable impact on the energy of the classroom.

The majority of the activities were aimed at creating a happy and balanced atmosphere in the classroom to help the whole learning process. Many of them were applied at the beginning of the lessons to make students awake and active. For instance, by the end

of the task of *Partial physical response*, every student woke up and their energy level instantly increased since they had to continuously stand up and sit down. Furthermore, the activity of *Round* provided a nice smooth start in the lesson where students could immediately get into a group mode. Although they were not covered at the beginning of the lesson, the tasks of *Gallery walk*, *Think-Pair-Share*, and *Random round* could also generate a relaxed, pleasant environment in the classroom where great energy was noticeably present.

Not only *Partial physical response* but many more activities required movement in the classroom. Based on the teachers' observations, students were happy to finally move during the task *Opinion line*. Their energy level immediately increased the minute they stood up, moreover, there appeared a positive change in their moods as well. The task *Line-up* moved students out of their "sitting-passively" mode, they became visibly enthusiastic about the task. For example, at the end of the activity, the learners did not want to sit down at all.

When it came to tasks where students had to work and talk to each other, it more or less always led to a boost in energy. During the activity of *Mingle*, learners looked cheerful, which generated fun, and a friendly environment. In the frames of *Groupwork with roles*, *Team competition*, and *Cross-over groups*, students' energy levels were higher than usual, they looked excited about the chance of winning the games or presenting their products to others. However, tasks in groupwork did not always result in increased energy in the classroom, for instance, during *Jigsaw groupwork* there appeared an unusually low level of energy in the lesson.

### **3.2. The students' perspective**

The effects of interactive work modes on the energy of the lessons were judged by most of the learners positively.

When they had to work interactively, 80% of students felt a safer and more friendly environment and atmosphere in the classroom. Only one student disagreed with the statement, and 2 students could not decide. Except for 2 students, 80% of the learners claimed to be happy when it came to leaving their place and standing up in the lessons, only one student opted for "*cannot decide*". Moreover, 73.3% of students confirmed becoming more active and energetic with the help of the experimented interactive tasks. This statement

was the most controversial one concerning energy since 2 students disagreed with the statement, and 2 students could not decide whether the assumption was true for them.

The majority of students liked competitive tasks such as *Cross-over groups* and *Team competition*, since they found them playful and exciting. However, one student mentioned that he/she had not been enthusiastic about and energised by these competitions since he/she did not like competitions at all.

*Team competition* was also named one of the most energetic tasks by some students because they had had a lot of fun with their peers throughout the whole activity. For the same reason, *Groupwork with roles* was also listed here by a few students. They stated that due to the funny models they had dressed up creatively, they had a very joyful time.

Many learners also welcomed the opportunity to move during some particular tasks. For instance, in the task of *Opinion line*, according to their responses, through the constant movement to take sides, they did not feel bored or tired anymore. Some learners also mentioned *Partial physical response* as one of the most joyful tasks due to its moving nature. However, not every student preferred tasks that required movement. A few students claimed to be active the most in the task of *Line-up* since it was a relaxed and easy activity.

In addition, many learners had issues with some tasks that influenced their energy levels negatively. For example, some students stated that they had not felt a great atmosphere in the classroom during *Jigsaw groupwork*, which had a huge impact on their moods and attitude. Few students also mentioned that their energy level had dropped immediately, when they had found some tasks boring, for instance, *Gallery walk*.

#### **4. The influence of working interactively on the language learning process**

##### **4.1. The teachers' perspective**

Besides the positive effects on student engagement, cooperation, and energy in the classroom, the application of interactive work modes needs to support also the language learning process.

With the help of the particular interactive tasks, based on the observations, students were offered several opportunities where they could practise the grammar structures in focus and acquired them successfully. For instance, during *Mingle*, learners practised the given tense



in a real-life context, while through *Groupwork with roles*, they could acquire the new grammar structure without literally learning about that. Moreover, in the frame of *Gallery walk*, they had the chance to experiment with certain differences in the usage of the learnt material. Furthermore, by the end of the activity of *Line-up*, students seemed to have no difficulties with the usage of the new material in a real-life context as they could practise it by communicating with each other.

Many of the interactive tasks also served the aim of revising the learnt material before a test. Based on the observations, and students' results on the tests afterwards, this goal could be also fulfilled. For instance, the task of *Team competition* turned out to be remarkably effective as regards repetition since students did their best to recall the learnt material. During *Cross-over groups*, the members of the teams had the chance to discuss and help each other with the different materials through several various tasks.

With the help of several interactive activities, students also had the chance to learn how to express their opinions. An outstanding example was shown during the activity of *Opinion line*, where learners practised how to justify their views successfully, which could help them develop their critical thinking skills.

Finally, the much-mentioned *Jigsaw groupwork* task could have been a great practice for reading comprehension if students had been in a working mood and had been more willing to contribute to the lesson.

#### **4.2. The students' perspective**

The majority of the experimented interactive tasks were judged positively also from the students' perspective.

93.3% of the learners claimed that it had been easier to remember and memorise the material when it had been covered or practised through an interactive task. Out of 15, only one student chose the "*cannot decide*" option. Except for 2 students, 80% of the learners stated that they had learned how to use the material in everyday context via these types of tasks, just one student opted for "*cannot decide*".

Many students mentioned certain activities as the most useful ones due to their language-learning-promoting nature. Similarly to the teachers' observations, their responses reflect the fact that they benefitted a lot from *Cross-over groups* and *Team competition*, as they

provided a playful revision before the test. Based on their feedback, students became more prepared for the test and memorised the material right away. Some learners also named *Line-up* and *Groupwork with roles* as some of the most useful tasks because they helped them understand the material and made it easier to memorise the particular subject.

Some students also highlighted the benefits of the activity of *Partial physical response* on their language learning as they had the opportunity to practise how to react and respond quickly in English. Based on their responses, more learners also enjoyed the tasks of *Think-Pair-Share* and *Opinion line* because they could learn and practise how to express their views. One student also added: “I think, in life, it is very important to learn how to express our opinions appropriately”. Moreover, another student praised the task of *Round* and wrote: “I had never thought of expressing my mood with a weather expression, but I liked that, and I found that interesting”.

Furthermore, some learners’ feedback corresponded to the teachers’ observations on *Mingle* as they also found it enjoyable and useful at the same time to practise English through everyday conversations. In addition, *Line-up* was also mentioned by many students as one of the most entertaining and advantageous tasks but not because of its practising nature. A lot of learners stated that they had preferred this task because it had been easy to carry out, and they had had nothing difficult to perform.

The fact that many students highlighted how easy the task done in *Line-up* had been may have something to do with the controversial opinions on one of the statements in the questionnaire concerning students’ self-confidence and bravery. Only 53.3% of the learners claimed that with the help of these interactive tasks they had become braver to express their thoughts in English, thus it had become easier for them to do that. 5 students disagreed with this statement, while 2 students could not decide.

In the questionnaire, where students had to name the least enjoyable tasks they experienced, many students justified and explained their choices by mentioning anxiety. For instance, one student found *Team competition* extremely loud. Furthermore, the student stated that they had felt anxious when they had not known the words and made their own team lose points. A few students also mentioned that they did not prefer competitions at all, therefore they disliked the whole activity from the very beginning.

Some students also mentioned that they felt anxious when they needed to speak in front of the whole group, for example, during *Groupwork with roles* as a presenter or in *Random*

*round*. One student explained this with the issue that he/she feared of not expressing herself/himself perfectly. Moreover, a student also claimed that during *Gallery walk*, he/she had felt anxious because strangers had read his/her sentences out loud. This student found that frustrating since it had happened only at the beginning of the school year when they had not known each other that well yet.

The failure of the task *Jigsaw groupwork* was also explained from one student's point of view. This student stated that she/he had had difficulties with understanding his/her own paragraph, therefore had become anxious, and thus could not complete the task successfully.

## **5. Obstacles and complicating factors with interactive work modes**

Despite all the apparently positive effects of interactive tasks in the classroom, the planned executions of them were sometimes hindered by some unexpected external factors. Many activities were quite easy for students to carry out due to their distinctness, for example, *Groupwork with roles*, *Partial physical response*, *Round*, *Line-up*, or *Cross-over groups*. However, a fair number of tasks resulted in some difficulties in the lessons.

### **5.1. The effect of constant frontal teaching**

The task *Mingle* was the first interactive work mode I applied in the class to introduce the method of interactive activities to my students. Immediately at the first try, a significant obstacle made the completion of the task more difficult. After I had explained the task and given instructions, students stayed at their places and did not start the activity. It turned out that they were not sure whether they were truly allowed to leave their places during the lesson. According to their comments, they had never experienced such activities before as they were used to almost only frontal teaching.

This experience made me realise that the upcoming activities would require more preparation, better explanation and always a “real-time presentation” for my students to understand the instructions more easily. The constant usage of interactive work modes led to sufficient results very soon. After a relatively short time, students seemed to get used to these modes of working as they understood every other task almost immediately and had no difficulties with the work modes themselves.

## **5.2. Discipline issues**

Even though the task *Team competition* was incredibly popular among students, my initial concerns in connection with discipline turned out to be not unfounded during the completion of the activity. From being excited, the learners turned to becoming extremely loud. They were not only competing anymore but actually became quite aggressive. For example, they also offended the members of the opponent team, therefore, after more warnings, the competition had to be paused. The students instantly looked hurt and turned passive, the winner team could not even enjoy their achievement, they just went back to their places.

I suppose that this inconvenience happened mainly because of the learners' personalities. Since they considered the task a game, they behaved the way they would act at a game party. Based on this experience, I concluded that I always have to take this into consideration when planning an activity with a special work mode because this has a huge impact on the execution of the tasks. However, I believe this incident also had an effect on the learners as they did not show this kind of behaviour later during any other competitive tasks.

## **5.3. Concerns with age and maturity**

Based on my further observations, not only can students' personalities influence the successful execution of an activity but also their age and maturity. For example, during the activity of *Think-Pair-Share*, students had to share their opinion on the meaning of the quote "*Even the hardest puzzles have a solution*". However, some students, especially the boys, did not seem to have any thoughts and just stared at each other.

This experience made me realise that the quote might not be suitable for teenagers, more specifically, for most teenage boys.

## **5.4. Difficulties with creative thinking**

On some occasions, students also had difficulties with tasks that required creative thinking. For instance, during *Gallery walk*, when they had to come up with sentences on

their own, they were absolutely lost and did not have any ideas at all. After all, they asked for help from their peers, and although it was a nice example of cooperation, the intended learner autonomy could not be achieved. However, during *Groupwork with roles*, when students had to collect ideas together in their teams to dress up their models, creative thinking did not cause any problems.

As far as I observed during this research and my teaching experience in general, students tend to be happy to share their opinions on different topics, but it is quite challenging for many of them to be creative and come up with their own ideas in the frame of the particular material or subject. In my opinion, this is a field in education that should be a bit more promoted and called attention to with the help of certain tasks.

### **5.5. Complications with reading comprehension**

It seems that the *Jigsaw groupwork* activity, which receives several negative mentions, did not fail only because of the circumstance of time but also because students had issues with reading comprehension. For one thing, it was probably hard for them to concentrate in their last lesson on a Friday. However, it was still surprising that after many repetitions of the instructions, they were not certain about how they had to share what they had read with the others.

It seemed as if this was also a reading skill issue. If so, general reading comprehension is something that definitely needs to be improved and worked on in this group.

### **5.6. Different student types**

According to students' responses in the questionnaire, and based on teachers' observations, it turned out to be clear that there are many different student types in this particular group.

Not every student likes to work with their peers, and not all students find competitive tasks enjoyable. Furthermore, some students can become anxious when they have to project their voice in front of the others, for example in the mode of *Random round*. However, hearing their peers talking can still be motivating for them to find the courage to speak. For more introverted or shy students, or for students with learning difficulties and special

needs, the activity *Opinion line* can be suitable since it gives them a chance to share their opinion with others while feeling safe in their own environment.

During the application of interactive tasks, it is highly relevant for a teacher to keep the needs of different types of learners in mind, and in the future, I intend to always take these into consideration.

After the results have been presented and discussed in this chapter, in the following, I will summarise my findings by returning to my research focus, and, on that basis, I will also formulate some conclusions.

#### **IV. Summary and conclusions**

After having reviewed the relevant literature, the aim of my research was to encourage student engagement and cooperation in my long-teaching practice group with the help of interactive work modes (Pohl and Szesztay, 2020). I also investigated empirically their effects on the energy in the classroom and on the language learning process.

At the very beginning of the school year, I set the groundwork for these activities to make my students willing to engage and cooperate. I applied tasks that helped them to get to know me as their new teacher better, thus a positive and trustful classroom atmosphere seemed to be grounded (Wright, 2005). It was then when I started carrying out my action research and collecting relevant data.

Based on the results, it can be stated that the interactive work modes I experimented with have had mainly positive effects on student engagement, cooperation, energy in the classroom, and the learning process. It is very important to highlight that no task had negative impacts on the investigated foci in the group, only the application of some did not achieve the intended effects efficiently.

Though their opinions mostly meet, the teachers' observations and students' responses sometimes judge the same experimental mode differently. Perhaps teachers can notice only the general reaction of the majority of students and are likely to overlook the different reception by individual learners.

Neither should the variety of different student and learner types be disregarded. Overall, the experiment supported the theories of Harmer (2007) and Revell (2018) on the different learner and student types since few students' opinions always differed from the general impression of the tasks. It is highly relevant to take these, alongside the learners' age, interests, and acquired skills into consideration when planning to apply any kind of interactive work mode. Similarly, these work modes are not meant for testing but for encouraging students to communicate in a structured but friendly environment. Therefore, I firmly believe that teachers should never put pressure on students and force them to say something in connection with the topic if they do not want to, but they can help and guide them in the process of expressing their thoughts.

Furthermore, the results showed that sometimes it is worth applying very simple work modes besides the more complex ones to give students a feeling of familiarity. Especially,

students with special needs are likely to accept new forms of work only with difficulty, and it takes time and effort for them to get used to them. When students needed to work modes based on small groups, there was usually effortless and smooth completion of tasks. Perhaps this was because groupwork, in general, was well-known to most students and the specific form itself did not require much explanation. In my opinion, the key is here to keep the right balance between complex and simple activities.

Finally, an unsuccessful task like *Jigsaw groupwork* also provided some important insights. Although all participants explained the difficulties with external circumstances, I believe it would have been my responsibility as a teacher to handle the situation differently. With hindsight, I should have postponed the planned activity. As Scrivener (2011) reminds us, in order to provide effective classroom management, teachers need to first look at and read the events, then consider options, make decisions, and finally, carry out the chosen action. In my opinion, in that lesson I read the events wrong, therefore, I made the wrong decision to complete the activity anyway.

All in all, the research led me to the reassuring conclusion that students can get used to new ways of working together and may get to actually like them. This definitely meets what Pohl and Szesztay (2020) predict with interactive work modes: the experimenting phase resulted in new habits of a more communicative classroom. In general, the introduction of new methods can be time-consuming and require a lot of preparation, but I believe, is worth experimenting with. If teachers take the time to familiarise students with them, sooner or later, the tasks will be carried out efficiently and have many positive effects not only on the learning process and the atmosphere but on the community of the classroom group as well.



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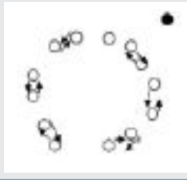
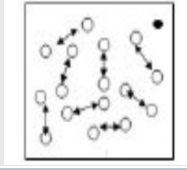
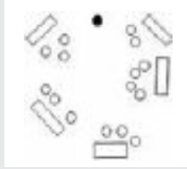
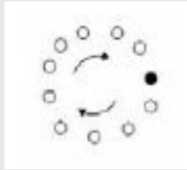
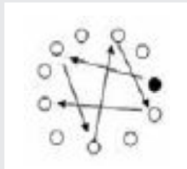
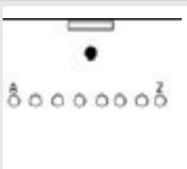
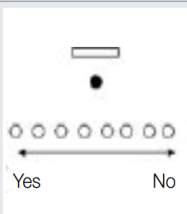
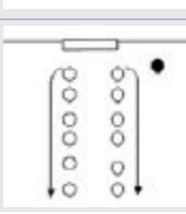
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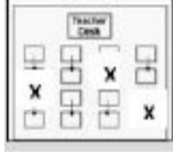
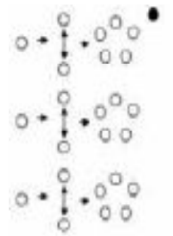



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## Appendices

### Appendix A – Interactive work modes (Pohl and Szesztay, 2020)

Interactive work modes		
	Name	Description
	<b>Buzz pairs</b>	Short, one- to two-minute oral task that pairs of students perform simultaneously. Open-ended brainstorming tasks with no single correct answer are especially suitable. <b>Aims:</b> Wake up minds, create energy, get ideas flowing; a good way to warm up the students before a whole-class activity.
	<b>Mingle</b>	A 'market place' type of activity, during which the students keep changing partners. They carry out a mini-task in pairs, then move on, form new pairs and carry out the mini-task once again. <b>Aims:</b> Move around; gather ideas; initiate a conversation; communicate with other students that they don't usually talk to.
	<b>Gallery walk</b>	The teacher turns the classroom into a 'gallery' by displaying a set of pictures, quotes, puzzles, questions, etc on the walls. The students then walk around in pairs, discuss the questions, place comments on sticky notes on the pictures, etc. <b>Aims:</b> Introduce a new topic; create a relaxed atmosphere; activate the students; build learner autonomy.
	<b>Round</b>	Students respond one by one to the same talking point – a question or a sentence stem to complete. For example: <i>What's the best place for you to study?</i> The response needs to be short and the activity needs to move at a brisk pace. <b>Aims:</b> Brainstorm ideas; give everyone a voice; get into group mode.
	<b>Random round</b>	This is similar to a Round – every student makes a short contribution – but the order in which the students speak is not based on where they are sitting. For example, the students can nominate the next speaker by throwing a ball, or the one who wants to go next can signal this by raising their hand. This makes it possible for the students to link up to each other's contributions. <b>Aims:</b> Allow attention to move around; create energy and flow in the classroom.
	<b>(Partial) Line-up</b>	The students are asked a question or given a task to think about and then find their place in a line, based on their responses. For example: <i>Line up based on your height.</i> A <i>Partial line-up</i> entails only some of the students forming a line, and the rest of the class observing, commenting and answering questions, eg <i>Who is the tallest in the line?</i> <b>Aims:</b> Create energy; move out of sitting-passively mode; appreciate the richness of backgrounds and viewpoints; form groups randomly by counting off students in the line.
	<b>Opinion line</b>	The teacher calls out a controversial statement and the students have to find their position on an imaginary <i>Opinion line</i> with 'fully agree' at one end and 'strongly disagree' at the other. <i>Option A:</i> the students indicate where they stand by physically moving to that place. <i>Option B:</i> the teacher walks along the line and the students stand up when she gets to their position. The teacher asks the students to justify their position. This is suitable for large classes, as well. <b>Aims:</b> Appreciate the richness of perspectives; justify your views; listen to one another; develop critical thinking.
	<b>Team competition</b>	The teacher divides the class into two teams, which then compete to do a given set of tasks. For example, the two teams line up facing the board and the two students at the front have to run to the board on a given signal and complete a task. Then they go to the end of the line and the activity continues with the students who are now at the front. <b>Aims:</b> Collaborate; build team spirit; create energy.

	<p><b>Partial physical response</b></p>	<p>The students respond to prompts by standing up/sitting down/looking around, etc. The teacher might use prompts such as: <i>You can sit down if [you have a pet], Stand up and look around if ..., Raise your right hand if ..., Change places if ...</i></p> <p><b>Aims:</b> Essentially, this is a listening comprehension exercise with the potential to energise the students. It is also a group-building activity as you compare personal information, eg about hobbies, pets, passions, birthdays.</p>
	<p><b>Think-pair-share</b></p>	<p>This is a three-staged activity that ensures that a diversity of views and ideas are brought into a whole-class discussion. First, the students think individually about a question; next, they discuss their ideas in pairs; and finally, there is a whole-class stage where the pairs report back in plenary mode.</p> <p><b>Aims:</b> Maximise involvement during whole-class discussions; bring in diverse viewpoints.</p>
	<p><b>Groupwork with roles</b></p>	<p>The teacher divides the class into groups of four or five, and gives each member a different role, eg <i>note-taker, discussion leader, time-keeper, summariser, encourager</i>. Depending on the type of task, different roles might also be relevant, eg <i>illustrator, word-concept checker</i>.</p> <p><b>Aims:</b> Maximise participation; practise groupwork skills.</p>
	<p><b>Jigsaw groupwork</b></p>	<p>The teacher divides the class into groups of four or five and within each group assigns the students a letter. This way, there will be students A, B, C, D (and E) in each group. Next, the students are given a short text to read related to a given topic – students with the same letter get the same text. Finally, in groups, the students summarise their text – putting together the pieces of a jigsaw.</p> <p><b>Aims:</b> Maximise participation during groupwork; promote learner autonomy and learner collaboration.</p>
	<p><b>Cross-over groups</b></p>	<p>Groups rotate among different workstations. The 'stations' can contain different tasks to carry out, posters to comment on, etc. It is similar to a <i>Gallery walk</i> in which the groups move from station to station jointly at a given signal.</p> <p><b>Aims:</b> Learner autonomy and learner collaboration; can give space for diverse tasks.</p>

Appendix B – Excerpts from the research journal

Thesis – Research journal

*Classroom management: encouraging student engagement and cooperation*

(Colour-coded observations in the charts: cooperation, engagement, energy, effects on the learning process, issues/ influencing factors)

<p><u>NAME</u></p>	<p><u>DESCRIPTION AND AIMS</u> (based on Pohl and Szesztay, 2020)</p>	<p><u>IMPLEMENTATION IN THE CLASSROOM</u></p>	<p><u>OBSERVATIONS</u></p> <p>(Focusing questions: a) <i>Was the management of the work mode carried out well?</i> b) <i>Did the implementation of the work mode fulfil its aims?</i> c) <i>How did the students react to the new work mode (regarding engagement, cooperation)?</i></p>	<p><u>MENTOR'S FEEDBACK</u></p> <p>(Focusing questions: a) <i>Was the management of the work mode carried out well?</i> b) <i>Did the implementation of the work mode fulfil its aims?</i> c) <i>How did the students react to the new work mode (regarding engagement, cooperation)?</i></p>
<p><b>MINGLE</b></p>	<p>A 'market place' type of activity, during which the students keep changing partners. They carry out a mini-task in pairs, then move on, form new pairs and carry out the mini-task once again.</p> <p><b>Aims:</b> Move around; gather ideas; initiate a conversation;</p>	<p><b>29/09/2021:</b></p> <p>The students were given a handout with a Bingo chart (with 25 sections) on it. In each section there was a question in Present Simple (the previously learnt grammar structure), for example: <i>Do you</i></p>	<p><b>Q-a &amp; Q-c:</b></p> <p>All in all, I think the work mode was executed successfully, but it was not carried out as smooth as I expected. I tried to explain the task with the help of playing with intonation, highlighting the main points and of course</p>	<p><b>Q-a:</b></p> <p>The management of this work mode caused a little confusion even though the detailed explanation of the task. Some students had already known this type of activity, some seemed to have no idea what they were expected to do. However, after the long and</p>

	<p>communicate with other students that they don't usually talk to.</p>	<p><i>have a brother? or Do you like cats.</i></p> <p>The students had to go to each other and ask a question. When a person answered with "Yes, I do.", their name had to be written in that section.</p> <p>After one question, they had to move on to another student and ask them another question.</p> <p>When a student had 5 names horizontally, diagonally, or vertically, they shouted "Bingo", then they could sit down.</p> <p>After many students got their Bingo, the game was over, and everyone had to sit down.</p> <p>As a closure of the task, many students shared the most interesting things they heard from each other, using the correct tense.</p>	<p>illustrate the task with drawings on the board. After the instructions, I told the students to start the activity, but they did not move. As it turned out, these students had always taken part in one work mode in their lives, and it was the frontal one.</p> <p>They understood my instructions, but they were not sure whether they are really allowed to leave their seats. After the misunderstanding I presented the task myself with 2 learners and that way it was clear for every student what I expected from them to do.</p> <p><b>General comment:</b> This experiment with the first work mode made me consider that the upcoming non-frontal tasks would require more preparation, deeper explanation and a "real-time-presentation".</p> <p><b>Q-b &amp; Q-c:</b> Despite the small challenges at the beginning, students seemed to really enjoy this kind of work</p>	<p>profound demonstration and explanation they seemed to be ready to start.</p> <p><b>Q-b &amp; Q-c:</b> In spite of the challenge during the introduction, the work mode fulfilled its aims. After a little urging students stood up, mingled, asked and answered questions. Students fully engaged in the task, by the time they had asked all of their classmates they became active and cheerful, and even some of the students shouted 'Bingo'.</p>
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			<p>mode. As far as I could observe it, every student talked to every student, therefore they did not only go to a person they have a good relationship with. In order to have the “Bingo” they asked everybody almost every question. The atmosphere was pretty comfortable and safe, students were really friendly to each other, and they enjoyed the possibility to talk to everyone. Nevertheless, they had the chance to practice the given grammar structure in real life contexts.</p>	
<p><b>PARTIAL PHYSICAL RESPONSE</b></p>	<p>The students respond to prompts by standing up/sitting down/looking around, etc. The teacher might use prompts such as: <i>You can sit down if [you have a pet], Stand up and look around if ..., Raise your right hand if ..., Change places if ...</i></p> <p><b>Aims:</b> Essentially, this is a listening comprehension exercise with the potential to energise the students. It is</p>	<p><b>09/11/2021:</b></p> <p>When the lesson started, I immediately realised that it was pretty early in the morning for my students, therefore I decided to apply this work mode to get them move, wake up, and energised.</p> <p>In the role of the teacher, I instructed the learners to stand up if they relate to the given sentence.</p> <p>Some examples for the sentences:</p>	<p><b>Q-a:</b></p> <p>Based on the simplicity of the instruction, the work mode could be executed very smoothly. The instructions were clear and distinct, therefore the students understood immediately what their task was.</p> <p><b>Q-b &amp; Q-c:</b></p> <p>According to my observations, the task absolutely fulfilled its aims: students were energised and happy to share some</p>	<p><b>Q-a &amp; Q-b &amp; Q-c:</b></p> <p>This work mode carried out well and completely fulfilled its aims, as the sleepy and tired students got moved, i.e. they had to stand up, and sometimes share and compare personal information. Student after student it was perceptible that their energy level had increased, and they became more cooperative and active. By the end of the task every student had woken up and</p>



	<p>also a group-building activity as you compare personal information, e.g.: about hobbies, pets, passions, birthdays.</p>	<ul style="list-style-type: none"> <li>❖ Stand up if you watched a great movie at the weekend.</li> <li>❖ Stand up if you are tired.</li> <li>❖ Stand up if you had a wonderful weekend.</li> <li>❖ Stand up if you have great plans for the next one.</li> <li>❖ Stand up if you are bored with this game.</li> </ul> <p>At some sentences I let students share their thoughts on the topic (e.g.: movies, plans, etc.), but I tried to tell the sentences right after each other to get students to stand up as fast as they could so that they could be really awake for the rest of the lesson.</p>	<p>personal ideas and opinion with each other. At the end, they became also pretty awake which helped the process of the lesson move further easily.</p> <p><b>General comment:</b> Sometimes it is worth applying very simple work modes besides the more complex ones to give students a feeling of familiarity. Especially, students with special needs can be likely to accept new forms of work with difficulties and it takes a whole, deep process for them to deal with these.</p>	<p>had been ready to learn something new.</p>
<p><b>JIGSAW GROUPWORK</b></p>	<p>The teacher divides the class into groups of four or five and within each group assigns the students a letter. This way, there will be students A, B, C, D (and E) in each group. Next, the students are given a short text to read related to a given topic – students with the same letter get the same text. Finally, in groups, the</p>	<p><b>14/01/2022:</b> A text in connection with the creation and appearance of new words (“900 new words in 3 months”) from the student’s book was divided into 3 parts (2 paragraphs each). Students had to build 5 groups (of threes) and every student was assigned a letter. Each letter represented a paragraph students had to read. This way, students</p>	<p><b>Q-a:</b> The management of the work mode was carried out easily, students understood the way they had to work immediately and there were no difficulties in the process of taking their places in the classroom. However, the task itself caused some issues as they were not certain about how they had to</p>	<p><b>Q-a:</b> After a little mix-up of building the groups, the students quickly found their groups and were given the cards. The first part of the task (reading the paragraph) was executed smoothly. However, they misunderstood the way they should have shared what they</p>

	<p>students summarise their text – putting together the pieces of a jigsaw.</p> <p><b>Aims:</b> Maximise participation during groupwork; promote learner autonomy and learner collaboration.</p>	<p>with the same letter got the same paragraph, but in the groups each student had a different paragraph.</p> <p>After having read their own paragraphs, each student in the group had to share what they read about.</p> <p>At the end, they had to summarise the text with the help of putting the pieces of the text together.</p> <p>Finally, the whole class discussed the text together.</p>	<p>share what they read with the others.</p> <p><b>Q-b &amp; Q-c:</b></p> <p>The aims of using this particular work mode were more or less fulfilled. On one hand, it promoted learner autonomy and collaboration, but on the other hand, there happened to be some difficulties in connection with the maximisation of participation. Due to the fact that it was students' last lesson on a Friday, they tried to complete the task with absolutely no enthusiasm, they just wanted the lesson to be over and the weekend to begin.</p> <p>There also appeared some issues with students' skills of reading comprehension, which (based on this experience) definitely needs to be improved and worked on.</p> <p><b>General comment:</b></p> <p>Based on my experiment, this work mode turned out to be very age- and level-specific. Next time I apply this, I am</p>	<p>had read. Unfortunately, most students started to tell about their paragraph in Hungarian and only after several warnings they finally understood what their teacher expected them to do.</p> <p><b>Q-b &amp; Q-c:</b></p> <p>The implementation of this work mode only partly fulfilled its aims as only the first part of the task was executed as expected. After that during the discussion session students had difficulties in focusing on the task. It might have had different reasons. First of all, this lesson was their last one on a Friday and they were tired and just wanted to go home; secondly, the topic of the text might not have been suitable for this age group – they were not interested in it. Thus, they did not make any effort to find the answers in the text or give any answers to the questions. However, this work mode could work if</p>
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			<p>going to put more emphasis on trying to find a text which fits students' interests a bit better and before that task, I am going to make sure that the learners have already acquired some skills and strategies in reading comprehension.</p>	<p>the reasons mentioned before are reconsidered.</p>
<p><b>CROSS-OVER GROUPS</b></p>	<p>Groups rotate among different workstations. The "stations" can contain different tasks to carry out, posters to comment on, etc. It is similar to a <i>Gallery walk</i> in which the groups move from station to station jointly at a given signal.</p> <p><b>Aims:</b> Learner autonomy and learner collaboration; can give space for diverse tasks.</p>	<p><b>18/01/2022:</b></p> <p>This particular work mode was carried out in order to revise the previous units before the upcoming test.</p> <p>Students were put into pairs (5 pairs altogether). There were 5 stations set up in the classroom. At each station, the pairs had to complete a task (covering the materials) in order to get points.</p> <p>I asked 5 students to be at a station which they were responsible for. Their job was to check the execution of the task and to give points to the groups. The pair with the most points wins the competition.</p>	<p><b>Q-a &amp; Q-c:</b></p> <p>The execution of the task and the work mode happened without any troubles or difficulties. Students understood their task immediately and they were incredibly enthusiastic about their roles or groups they were in. The station-owners could not wait patiently for the pairs to go to their stations, they continuously invited the teams to choose their tasks next. They enjoyed the competition and always tried to do their best in order to gain more points and beat the other teams in the game. They seemed to have fun and learn through the tasks at the same time.</p> <p><b>Q-b:</b></p>	<p><b>Q-a:</b></p> <p>Despite carrying out this work mode required a little replanning because of the absent students, the management of the work mode carried out well. The students formed pairs quickly, and the 5 chosen students happily accepted the responsible job. The pairs could rotate among different workstations without disturbing each other.</p> <p><b>Q-b:</b></p> <p>The implementation of this work mode completely fulfilled its aims as all the students got the chance to revise the learnt materials. As I observed it was very useful and enjoyable for the</p>

			<p>The application of the task and the work mode absolutely fulfilled their goals. It promoted learner autonomy while learner cooperation as well through several various tasks.</p> <p><b>General comment:</b> Based on my observation through the semester, when it comes to competing with each other, students tend to try do their best more intensively than, for example, at a test. The idea of becoming the winner in a game has an unbelievably great effect on their performance.</p>	<p>students, while competing with the other pairs they were able to discuss vocabulary and grammar problems. Via this learning and competing at the same time experience, it is more likely that they acquired a good knowledge of the materials.</p> <p><b>Q-c:</b> As students have been introduced different interactive work modes throughout the first term, their reaction to this new work mode was absolutely cooperative. They immediately focused on the task, followed the instructions and always knew what the next station would be.</p>
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## Appendix C – Questionnaire for students (Hungarian)

### Visszajelzés az interaktív munkaformákkal és feladatokkal kapcsolatban

Google form link: <https://forms.gle/2t1ESr7QKSfEWTCo6>



Az első félév során számos különböző munkaformát próbáltunk ki együtt. Ezeknek célja az volt, hogy elősegítsék az aktív részvételeket a tanórán, megkönnyítse és hatékonyabbá tegyék a tanulási folyamatot, illetve, hogy támogassák az együttműködéseket a csoportmunkák folyamán.

A következő kérdőív segítségével szeretnék titeket arra kérni, hogy fejtsétek ki véleményeteket, osszátok meg tapasztalataitokat ezekkel a feladatokkal, munkaformákkal kapcsolatban. A handout, melyet tőlem kaptatok, segít nektek felidézni minden interaktív feladatot, amelyekben a félév folyamán résztetek volt.

Kitöltésüket köszönöm!

1. Melyik két feladatot találtad a leghasznosabbnak? Válaszod indokold!
2. Melyik két feladatot élvezted a legjobban? Válaszod indokold!
3. Melyik két feladatot élvezted a legkevésbé? Válaszod indokold!
4. A következőkben találsz összesen 12 állítást a feladatokkal kapcsolatos lehetséges tapasztalataidról. Válaszd ki, hogy az adott állítással inkább *egyetértesz* vagy inkább *nem értesz egyet vele*. Ha esetleg nem tudod eldönteni, válaszd a *nem tudok dönteni* opciót.

Amikor interaktív feladatban volt részed, könnyebben tudtál odafigyelni az órára.

- ❖ egyetértek
- ❖ nem értek vele egyet
- ❖ nem tudok dönteni

Jobban élvezted azokat az órákat, melyeken sor került interaktív feladatokra is.

- ❖ egyetérték
- ❖ nem értek vele egyet
- ❖ nem tudok dönteni

Sokkal szívesebben vettél részt aktívan azokon az órákon, melyeken interaktív feladatokra is sor került.

- ❖ egyetérték
- ❖ nem értek vele egyet
- ❖ nem tudok dönteni

Ezen feladatok segítségével könnyebb volt megjegyezni a tanult kifejezéseket, nyelvtani szerkezeteket.

- ❖ egyetérték
- ❖ nem értek vele egyet
- ❖ nem tudok dönteni

Ezen feladatok segítségével megtanultad használni a tanult kifejezéseket, nyelvtani szerkezeteket valós, hétköznapi helyzetekben.

- ❖ egyetérték
- ❖ nem értek vele egyet
- ❖ nem tudok dönteni

Ezen feladatok segítségével már könnyebben és bátrabban tudod kifejezni gondolataidat angolul.

- ❖ egyetérték
- ❖ nem értek vele egyet
- ❖ nem tudok dönteni

Amikor az órán interaktív munkára került sor, biztonságos és barátságos környezet alakult ki az osztályteremben.

- ❖ egyetértek
- ❖ nem értek vele egyet
- ❖ nem tudok dönteni

Amikor az órán interaktív munkára került sor, örültél, hogy végre felkelhetsz a székről és mozoghatsz az osztályteremben.

- ❖ egyetértek
- ❖ nem értek vele egyet
- ❖ nem tudok dönteni

Amikor az órán interaktív munkára került sor, energikusabb és aktívabb lettél.

- ❖ egyetértek
- ❖ nem értek vele egyet
- ❖ nem tudok dönteni

Amikor egy feladatot a társaiddal kellett elvégezned, olyan emberekkel is beszéltél, akikkel az órán kívül nem szoktál.

- ❖ egyetértek
- ❖ nem értek vele egyet
- ❖ nem tudok dönteni

A közös feladat elvégzése közben társaidat is jobban meg tudtad ismerni.

- ❖ egyetértek
- ❖ nem értek vele egyet
- ❖ nem tudok dönteni

A csoportmunkák során megtanultad, hogy kell együttműködni a társaiddal.

- ❖ egyetértek
- ❖ nem értek vele egyet
- ❖ nem tudok dönteni

## Appendix D – Questionnaire for students (English translation)

### FEEDBACK ON INTERACTIVE WORK MODES

Google form link: <https://forms.gle/WNAHyeZyf6FCckaW7>



During the first semester we used a number of new work modes together. They were aimed at promoting involvement in the classroom, improving the effectiveness of the learning process, and encouraging cooperation.

With the help of the following questionnaire, I would like to ask you to find out how you experienced the different modes of working together. The handout I have shared with you will help you to recall all the work modes and tasks we did in the lessons.

Thank you for your time to fill in the questionnaire!

1. Which 2 tasks did you find the most useful? Please, justify your answer.
2. Which 2 tasks did you enjoy the most? Please, justify your answer.
3. Which 2 tasks did you enjoy the least? Please, justify your answer.
4. Below, you can find altogether 12 statements about how you did the tasks in the classroom this semester. Please, decide whether you *agree* or *disagree* with the statement. If you are not sure which one to choose, please, choose the *cannot decide* option.

When we had an interactive task, it was easier to pay attention in the lesson.

- ❖ AGREE
- ❖ DISAGREE
- ❖ CANNOT DECIDE

You enjoyed those lessons more where we had interactive tasks.



- ❖ AGREE
- ❖ DISAGREE
- ❖ CANNOT DECIDE

When we had an interactive task, you were more willing to participate actively in the lesson.

- ❖ AGREE
- ❖ DISAGREE
- ❖ CANNOT DECIDE

With the help of these interactive tasks, it was easier to memorise the learnt expressions/  
grammar structure.

- ❖ AGREE
- ❖ DISAGREE
- ❖ CANNOT DECIDE

With the help of these interactive tasks, you could learn how to use the learnt expressions/  
grammar structure in a real-life-context.

- ❖ AGREE
- ❖ DISAGREE
- ❖ CANNOT DECIDE

With the help of these interactive tasks, you got more comfortable and braver expressing your  
thoughts in English.

- ❖ AGREE
- ❖ DISAGREE
- ❖ CANNOT DECIDE

When it came to working interactively in the lessons, you sensed a safe and friendly  
atmosphere in the classroom.

- ❖ AGREE
- ❖ DISAGREE

- ❖ CANNOT DECIDE

When it came to working interactively in the lessons, you were happy to finally stand up and move around the classroom.

- ❖ AGREE
- ❖ DISAGREE
- ❖ CANNOT DECIDE

When it came to working interactively in the lessons, it made you more energised and active.

- ❖ AGREE
- ❖ DISAGREE
- ❖ CANNOT DECIDE

When you had to complete a task with your classmates, you talked to also those students, who you rarely speak outside the classroom with.

- ❖ AGREE
- ❖ DISAGREE
- ❖ CANNOT DECIDE

While completing the tasks together, you could also get to know your classmates a bit better.

- ❖ AGREE
- ❖ DISAGREE
- ❖ CANNOT DECIDE

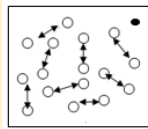
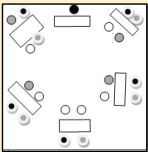
During group works, you learnt how to cooperate well with your peers.

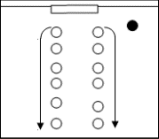
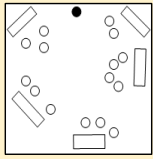
- ❖ AGREE
- ❖ DISAGREE
- ❖ CANNOT DECIDE

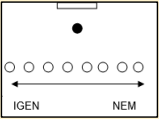
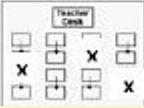
Appendix E – Handout for students (Hungarian)

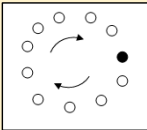
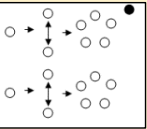
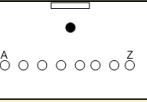
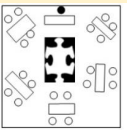
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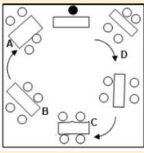
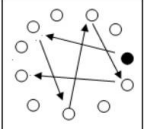
Kipróbált interaktív feladatok és munkaformák az első félév során

Dátum	Kipróbált munkaforma	Munkaforma angol megnevezése	Munkaforma illusztrációja	Elvégzett feladat
2021.09.29.	Piactérgyakorlat	Mingle		<p><b>“Present Simple Bingo”</b></p> <ol style="list-style-type: none"> <li>a diákok kapnak egy <i>Bingo handoutot</i> kérdésekkel, pl.: <i>Do you like cooking?</i> vagy <i>Do you have a brother?</i>,</li> <li>feladatuk mindenkihez odamenni és kérdezni legalább egy kérdést</li> <li>ha valaki igennel válaszol egy kérdésre, be kell írni a nevét a négyzetbe</li> <li>ha egy sorban/oszlopban összejön 5 név, a diák kiált, hogy „<i>Bingo</i>”, majd leül</li> </ol>
2021.10.06.	Csoportmunka szerepekkel	Groupwork with roles		<p><b>“Fashion show”</b></p> <ol style="list-style-type: none"> <li>a diákok 4 fős csoportokba rendeződnek</li> <li>feladatuk, hogy rajzoljanak egy nőt és egy férfit, majd a könyvben lévő ruhadarabok alapján felöltöztessék őket divatosan a megadott időn belül</li> <li>a csoportban mind a 4 diáknak külön feladata van: <ul style="list-style-type: none"> <li>❖ egy diák rajzol</li> <li>❖ egy diák öltözteti a női modellt</li> <li>❖ egy diák öltözteti a férfi modellt</li> <li>❖ egy diák figyel a rendelkezésre álló időt</li> </ul> </li> </ol>

				4. a rajzok befejezése után a csoportok bemutatják modelljeiket
2021.10.19.	Csapatverseny	Team competition		<p><b>“Turning table”</b></p> <ol style="list-style-type: none"> <li>1. a diákok 2 csoportot alkotnak</li> <li>2. a terem elejében a tanár kijelöl egy asztalt, melynél a verseny zajlik</li> <li>3. a középső padsor körül csoportok tagjai egymás mellé ülnek, a másik csapat tagjaival szemben</li> <li>4. a kijelölt asztalnál lévő diákoknak meg kell mondaniuk a helyes angol kifejezést a tanár kérdése alapján</li> <li>5. amelyik diák előbb mondja az adott szót, pontot nyer a csapatának</li> <li>6. ezután az éppen versenyben lévő “ellenfél pár” a sor utolsó helyére megy, a csoportok tagjai egyel előrébb ülnek, így mindig más párok versenyeznek a kijelölt asztalnál</li> <li>7. a versenyt az a csapat nyeri, aki több pontot szerez</li> </ol>
2021.10.20.	Séta a galériában	Gallery-walk		<p><b>“Present Simple vs. Present Continuous sentences on Post-Its”</b></p> <ol style="list-style-type: none"> <li>1. a diákok 3 elkezdett mondatot 3 különböző Post-It-en fejeznek be önállóan: <ul style="list-style-type: none"> <li>• <i>I usually ..... at the weekends, but this weekend I ..... (orange)</i></li> <li>• <i>My classmates ..... every day, but today they ..... (green)</i></li> <li>• <i>My teacher often ..... in the lessons, but in today's lesson she ..... (yellow)</i></li> </ul> </li> <li>2. ezután a Post-It-eket felragasztják a táblára</li> </ol>

				<p>3. a táblánál kiválasztanak 3, általuk érdekesnek vélt, nem saját mondatot</p> <p>4. végül a 3 választott mondatot felolvassák, megosztják a többiekkel és megindokolják, hogy miért ezt választották</p>
2021.11.02.	Véleményvonal	Opinion line		<p><b>“Your perfect summer holiday”</b></p> <p>1. a tanár feltesz nyaralással kapcsolatos kérdéseket, melyek két opciót kínálnak a diákoknak, pl.:</p> <ul style="list-style-type: none"> <li>• <i>Would you rather go abroad (bal oldala a teremnek) or stay in the country (jobb oldala a teremnek)?</i> OR</li> <li>• <i>Would you rather go sightseeing (bal oldala a teremnek) or sunbathing (jobb oldala a teremnek)?</i></li> </ul> <p>2. a diákoknak el kell dönteni, hogy a két opció között melyiket választják</p> <p>3. választásuk alapján el kell foglalni a megfelelő helyüket az osztályteremben</p>
2021.11.09.	Testjelek és élő ábrák	Partial physical response		<p><b>“Stand up if you...”</b></p> <p>1. a tanár elkezd sorolni mondatokat, feltételezéseket, pl.:</p> <ul style="list-style-type: none"> <li>❖ <i>Stand up if you watched a great movie at the weekend.</i></li> <li>❖ <i>Stand up if you are tired.</i></li> <li>❖ <i>Stand up if you had a wonderful weekend.</i></li> </ul> <p>2. amennyiben az állítás a diákra igaz, a diák felkel a székről</p>

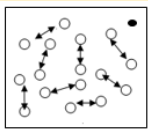
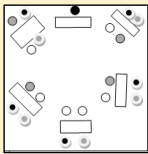
				3. az álló diákok, amennyiben szeretnék, kifejtethetik gondolataikat
2022.01.11.	Körkérdés	Round		<p><b>“What was the weather like inside you during the weekend?”</b></p> <ol style="list-style-type: none"> <li>1. az óra elején mindenki állva marad</li> <li>2. sorban mindenki egymás után megosztja, hogy érezte magát a hétvégén egy időjárással kapcsolatos kifejezéssel (pl.: <i>sunny, stormy, windy</i>)</li> <li>3. aki megosztotta gondolatait, leülhet</li> </ol>
2022.01.11.	Gondold végig, beszéld át, oszd meg	Think-Pair-Share		<p><b>“Even the hardest puzzles have a solution”</b></p> <ol style="list-style-type: none"> <li>1. a diákok a fenti idézet jelentésén kezdenek el egyedül gondolkodni</li> <li>2. utána megbeszélik párban</li> <li>3. végül pedig gondolataikat megosztják az egész csoporttal</li> </ol>
2022.01.12.	Sorakozó	Line-up		<p><b>“XY is the smallest/tallest/oldest in the group”</b></p> <ol style="list-style-type: none"> <li>1. a diákok magasságuk, életkoruk, illetve hajszínük sötétségének alapján sorrendben állnak fel egymás mellett</li> <li>2. miután a sorrend készen van, a diákok egymásról fogalmaznak állításokat az adott szempont alapján, ezzel gyakorolva a tanult nyelvtani szerkezetet (relative clause)</li> </ol>
2022.01.14.	Mozaik csoportmunka	Jigsaw groupwork		<p><b>“900 new words in 3 months”</b></p> <ol style="list-style-type: none"> <li>1. a diákok 5 darab 3 fős csoportba rendeződnek</li> <li>2. minden diák kap egy bekezdést a szövegből, amit el kell olvasnia, majd elmesélni csoporttársainak, hogy miről is szólt az ő bekezdése</li> </ol>

				3. miután mindhárom diák megosztotta társaival olvasmányát, a csoportnak helyes sorrendbe kellett tennie a szöveget
2022.01.18.	Vándorló csoportok	Cross-over groups		<p><b>“Stations for revision”</b></p> <ol style="list-style-type: none"> <li>1. a diákok a feladatot párban végzik el (összesen 5 pár)</li> <li>2. a pároknak az osztályteremben lévő állomások (összesen 5 állomás) feladatait kell elvégezniük</li> <li>3. az 5 állomásért 5 külön diák a felelős, ők adják a pontot a pároknak</li> <li>4. az a pár, aki a legtöbb pontot gyűjti össze, nyer</li> </ol>
Több alkalommal	Véletlenszerű kör	Random round		<p><b>“Have you ever had a terrible holiday? What happened?”</b> OR <b>“Do you think your friends know you better than your parents? Why?”</b></p> <ol style="list-style-type: none"> <li>1. a tanár feltesz egy kérdést a csoportnak</li> <li>2. aki szeretne válaszolni rá, jelentkezik és megosztja gondolatait mindenki előtt</li> <li>3. ha a diákok szeretnék, reagálnak egymás gondolataira</li> </ol>

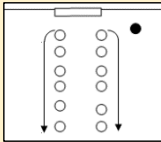
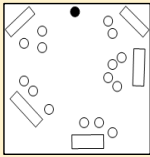
Appendix F - Handout for students (English translation)

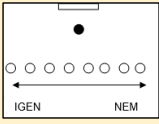
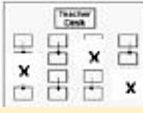
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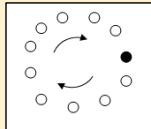
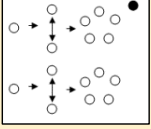
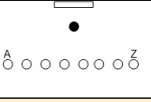
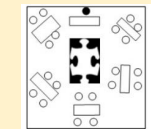
*Executed interactive tasks and work modes during the first semester*

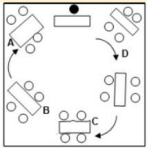
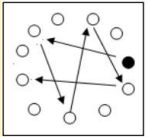
Date	Experienced work mode	Experienced work mode (in Hungarian)	Illustration of the work mode	Executed task with the work mode
29/09/2021	Mingle	Piactérgyakorlat		<p><b>“Present Simple Bingo”</b></p> <ol style="list-style-type: none"> <li>students get a <i>Bingo</i> handout with questions, e.g.: <i>Do you like cooking?</i> or <i>Do you have a brother?</i>,</li> <li>their task is to go to every student and ask at least one question</li> <li>if somebody answers with yes, their names have to be written on the handout in one section</li> <li>if students collect 5 names horizontally or vertically, they shout “<i>Bingo</i>” then they sit down.</li> </ol>
06/10/2021	Groupwork with roles	Csoportmunka szerepekkel		<p><b>“Fashion show”</b></p> <ol style="list-style-type: none"> <li>students get into groups of 4</li> <li>their task is to draw a woman and a man, then dress them up fashionably with clothes that can be found in the book within the given amount of time.</li> <li>in each group every student has their own tasks: <ul style="list-style-type: none"> <li>❖ one student draws</li> <li>❖ one student dresses the woman up</li> <li>❖ one student dresses the man up</li> <li>❖ one student measures the time</li> </ul> </li> <li>after finishing the drawings, the groups present their models in front of the whole class</li> </ol>



19/10/2021	Team competition	Csapatverseny		<p style="text-align: center;"><b>“Turning table”</b></p> <ol style="list-style-type: none"> <li>8. students form 2 groups</li> <li>9. the teacher chooses a table at the front of the classroom at which the competition takes place</li> <li>10. the members of each group sit around the middle bench, opposite the members of the other team</li> <li>11. the students sitting at the assigned table have to say the correct English expression based on the teacher’s question</li> <li>12. the student saying the expression faster wins a point for their team</li> <li>13. then the current „competing candidates” go back to the end of the line; this way the members of the groups sit one chair closer to the assigned table, therefore there always compete different opponents</li> <li>14. the group getting the more points wins</li> </ol>
20/10/2021	Gallery-walk	Séta a galériában		<p style="text-align: center;"><b>“Present Simple vs. Present Continuous sentences on Post-Its”</b></p> <ol style="list-style-type: none"> <li>5. students have to complete 3 different sentences individually on 3 different Post-Its: <ul style="list-style-type: none"> <li>• <i>I usually ..... at the weekends, but this weekend I ..... (orange)</i></li> <li>• <i>My classmates ..... every day, but today they ..... (green)</i></li> <li>• <i>My teacher often ..... in the lessons, but in today’s lesson she ..... (yellow)</i></li> </ul> </li> <li>6. then they stick their Post-Its on the board</li> <li>7. at the board they choose 3 (not own) different sentences they find interesting</li> </ol>

				8. finally, they read the 3 chosen sentences out loud in front of the others and share their thoughts on them <b>"Your perfect summer holiday"</b>
02/11/2021	Opinion line	Véleményvonal		<p>4. the teacher asks questions relating holidays and vacations which offer 2 options, e.g.:</p> <ul style="list-style-type: none"> <li>• <i>Would you rather go abroad (left side of the classroom) or stay in the country (right side of the classroom)?</i> <b>OR</b></li> <li>• <i>Would you rather go sightseeing (left side of the classroom) or sunbathing (right side of the classroom)?</i></li> </ul> <p>5. students have to decide which one of the two options they opt for</p> <p>6. based on their choice they take their appropriate (assigned to the option) places in the classroom</p>
09/11/2021	Partial physical response	Testjelek és élő ábrák		<p><b>"Stand up if you..."</b></p> <p>4. the teacher starts to list assumptions and statements about students, e.g.:</p> <ul style="list-style-type: none"> <li>❖ <i>Stand up if you watched a great movie at the weekend.</i></li> <li>❖ <i>Stand up if you are tired.</i></li> <li>❖ <i>Stand up if you had a wonderful weekend.</i></li> </ul> <p>5. if the statement is true for the student, they have to stand up</p> <p>6. the students standing can share their thoughts on the topic if they want to</p>

01/11/2022	Round	Körkérdés		<p><b><i>“What was the weather like inside you during the weekend?”</i></b></p> <ol style="list-style-type: none"> <li>at the beginning of the lesson everybody stays standing</li> <li>each student, one by one, shares how they felt during the weekend with the help of weather expressions (e.g.: sunny, stormy, windy)</li> <li>after sharing their thoughts, students can sit down</li> </ol>
11/01/2022	Think-Pair-Share	Gondold végig, beszélj át, oszd meg		<p><b><i>“Even the hardest puzzles have a solution”</i></b></p> <ol style="list-style-type: none"> <li>students start to think about the meaning of the given quote individually</li> <li>then they discuss their thoughts with their partners in pairs</li> <li>finally, they share their ideas in front of the whole group</li> </ol>
12/01/2022	Line-up	Sorakozó		<p><b><i>“XY is the smallest/tallest/oldest in the group”</i></b></p> <ol style="list-style-type: none"> <li>students line up based on their height, age, and the darkness of their hair</li> <li>after they have lined up, they form sentences about each other based on the given aspect, using the learnt grammar structure (relative clause)</li> </ol>
14/01/2022	Jigsaw groupwork	Mozaik csoportmunka		<p><b><i>“900 new words in 3 months”</i></b></p> <ol style="list-style-type: none"> <li>students form 5 groups of 3</li> <li>each student gets a paragraph from the text they have to read individually, then they share the main points of their text with the other group members</li> <li>after all the 3 students has shared their reading experience with the others, the group has to put the paragraphs in the right order</li> </ol>

18/01/2022	<i>Cross-over groups</i>	<i>Vándorló csoportok</i>		<p align="center"><b><i>“Stations for revision”</i></b></p> <ol style="list-style-type: none"> <li>5. students do the tasks in pairs (altogether 5 pairs)</li> <li>6. the pairs have to complete the tasks at each station (altogether 5) in the classroom</li> <li>7. 5 students from the group are responsible for the 5 stations, their job is to give points for the pairs</li> <li>8. the pair getting the most points, wins the competition</li> </ol>
More occasions	<i>Random round</i>	<i>Véletlenszerű kör</i>		<p align="center"><b><i>“Have you ever had a terrible holiday? What happened?”</i></b> OR <b><i>“Do you think your friends know you better than your parents? Why?”</i></b></p> <ol style="list-style-type: none"> <li>4. the teacher asks a question from the students in the class</li> <li>5. if somebody wants to answer the question, they raise their hand and share their thoughts with the others in front of the whole group</li> <li>6. if other students want to, they can react to each other’s stories, opinions</li> </ol>