Using Exit Tickets to Understand Young Learners Engagement Towards English Learning in

an EFL Context

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Abstract

This research investigated the factors that affect students learning engagement in a English as a Foreign Language context (EFL). A six lesson unit was planned for a 3rd grade, in which qualitative methods were used to collect data. Particular focus was on the data collected through a formative assessment known as Exit Tickets. These Exit Tickets provided the opinions from the students at the end of each lesson. The data was analyzed comparing the information provided by two teachers in semi structured interviews, the observations held by the researcher and previous research undertaken in Young Learners learning process. Due to the attitudes and behaviours observed during the development of the unit and the information collected after every class through the Exit Tickets, the research outcomes support the use of games as an effective strategy to enhance student's engagement towards the English class.

Keywords: young learners, Exit tickets, games, engagement

Introduction

The school in which the research was undertaken is a private school, Escuela Francisco Varela, located in Peñalolen, which has approximately 350 students in mixed classrooms from pre-kindergarten to 10th grade. Founded on 2013, Escuela Francisco Varela has an educational program that differs in some regards from Chilean mainstream schools. As detailed on the school's website, the main objective of the school is "to promote learning in all the dimension of human development (...) using learning strategies that privilege participative methodologies and evaluation for learning"[translated from Spanish] ("¿Cómo lo vamos a lograr?," 2017). For instance, the school is heavily influenced by Buddhism, which is part of different dimensions of students' everyday activities. First, a daily routine that consists on forming a circle and discussing different topics related to class group convivence or personal issues is implemented every morning from 8:30 to 9:00 am. Second, there are Buddhist activities regularly held in the school Gompa such as group exercises, meditation sessions, in which students from elementary to secondary level attend to. Finally, Yoga is taught as a regular subject, providing students from all levels weekly Yoga sessions.

The research reported here was undertaken in a 3rd grade class that has two weekly English modules of 45 minutes each, the first on Monday at 2pm and the second on Friday at 9:30 am. In order to identify classroom interactions, routines and patterns within the 3rd B class, a process of four observations was undertaken during the last two weeks of August.

During the observations, it was noticed at first that some students had an unpredictable attitude during the class. Some classes seemed to ran smoothly and accordingly to the teacher's' expectations. However, some classes didn't seemed to work properly as students were not engaged with the lesson. Then, after the first week of observations, it was noted that

students' demonstrated different attitudes towards the classes depending on the main activity of the lesson. One the one hand, when class aimed to developing receptive skills such as listening to songs or answering questions related to an audio, students showed their disapproval by screaming out loudly that they were bored. On the other hand, when the teacher explained that the activity would consist on speaking, playing or colouring individually, they showed a positive attitude that was observed in students willingness to listen to the teacher and the excitement to start the activity. That is the reason why enhancing students engagement should be taken into consideration by the teacher when planning a lesson. In other words, students' engagement should be one of the main objectives of the lesson. As Schlechty (2001) suggest, to enhance engagement "it is required to students to be committed to the task and find a personal motivation to do what the student is being asked to do" (cited in Jablon & Wilkinson, 2006, p. 1). Therefore, the following research aimed to gain understanding about students learning engagement, its relationship with the type of activities planned and the factors that might influence students engagement. For this research purpose, a formative assessment tool known as "Exit Ticket" was designed to collect data about students impressions after every class which was used to understand students engagement in the class.

The research question is:

What understanding of student learning engagement can be developed based on an Exit Ticket-based model in a 3rd grade English class.

Methodology

The main objective of this research was to understand the factors that influence students'

learning engagement based on the information collected using Exit Tickets. In this case,

Holloway & Wheeler (2010) propose that qualitative research is a "form of social inquiry that

looks at how individuals make sense of the experience and the world they in which live in"

(as cited in Liamputtong, 2013, p. 11). As it was discussed previously, Escuela Francisco

Varela is a private school which context differs from Chilean Mainstream schools especially

in terms of its buddhist influence and in its student centered classroom setting. Liamputtong

(2013) adds that "qualitative enquiry is an essential means of eliciting evidence from diverse

individuals, population groups and context" (p. 15). Therefore, the fact that Escuela

Francisco Varela is a private school with a different agenda compared with traditional

schools, enhances the need to adopt a qualitative approach "because there is a need to

understand the contexts or settings that play a crucial role in the lives of the research

participants" (Liamputtong, 2013, p.13).

That is the reason why three qualitative methods were used in this research: the Exit Tickets

themselves, a series of semi-structured interviews and researcher self reports.The selection of

exit tickets as a tool of data collection was based on their usability, as they are considered a

simple and reliable assessment tool that enhance students connections towards the topic that

is being taught (Danley, McCoy & Weed, 2016, p. 48). The Exit Tickets used for this

research purposes had three questions (see Appendix 1) that assessed three different

dimensions: opinions about an activity, feelings during the class and reflection on the

learning process. Each dimension had three multiple choices which were represented by an

emoji that conveyed the meaning of each option. In this case, the appropriate way of answering the Exit Tickets was explained at the end of the first class.

The second method selected for this research was the conducting of two semi-structured interviews with the English and Guide teacher of the 3rd B. This method allowed the planning of questions beforehand and also to add new questions "within the interview, to follow up on interesting and unexpected avenues that emerge. (Blanford, 2013, pp.23). In other words, the interviews were planned at first to reach an understanding about the class context and previous experiences from teachers regarding strategies to build engagement in the classroom, complementing the previous planned interview with questions that arose while the interviews were being conducted.

The third qualitative method used was a self-report written at the end of each lesson, following a pre-established structure. Using participant observation as a method allows "to describe what goes on, who or what is involved, when and where things happen, how they occur, and why—at least from the standpoint of participants—things happen as they do in particular situations". (Jorgensen, 1989, p. 12). In order to focus on specific patterns to be identified, a Guideline to Participant Observation was written before starting the unit. The guideline (see in Appendix 2) aimed to focus the observation on the desired outcomes of the research.

Data Analysis

The data analysis process was undertaken using a grounded theory approach. According to Liamputtong (2013), the objective of grounded theory is to create or discover a unified theoretical explanation for an action observed (p. 218). In this case, the focus of the research

was to pay attention to patterns that can help to understand the factors that affect students engagement in the context of a 3rd grade class using Exit Tickets.

Then, the data analysis was undertaken following a Grounded Theory method which provides three different approaches to code the data.

First, the data collected from the semi-structured interviews was analyzed using an open coding technique. Charmaz (2006) and Creswell (2012) identifies the open coding as the process when "difference and similarities between events, actions and interactions are examined. These are then grouped into categories and conceptually named (cited in Liamputtong, 2013, p.228). The interviews were undertaken with the purpose of having a first approach to teachers' perceptions in terms of students' engagement, attitudes and strategies used in the class.

Therefore, three categories were created using an open coding method (see appendix 5).

Then, the second stage of coding aimed to make sense about the information collected in the Participant Observation reports. In order to link the categories identified in the reports with the information provided by teachers in the semi structured interviews, an axial coding method was used. As Strauss and Corbin (1990) states, the main objective of using axial coding is to 'puts those data back together in new ways by making connections between a category and its sub-categories' (cited in Liamputtong, 2013, p. 229). Axial coding, therefore, ensures that each category identified in the semi structured interview is complemented with the information extracted from observations (see appendix 6).

Finally, the data collected through the Exit Tickets was used to complement the information from the previous category. Using axial coding principles, the information provided by students in each class was used to complement the observations from the teacher. In this case, the data collected from each class was contrasted with the teacher observations.

Findings

After analyzing the data, six findings were identified by the researcher. To complement the information given, the data extracted from the Exit Tickets was organized in a chart (see Appendix 7).

1: Using games as part of the class seems to be the most effective strategy to build students engagement towards the English Class

When the unit was planned, a special emphasis was put into using games as an strategy to build engagement. The English teacher suggested that "*in order to have them [students] motivated, things that works especially with small kids I would say are songs and games*". The previous information was complemented by the 3rd grade Guide Teacher comments , who was asked about strategies to build engagement with his class. He mentioned that the class should *"look like what we are teaching is part of a game"* [translated from Spanish]. Then, special attention was put into the classes in which games were used as the main activity of the lesson, which were lessons number two, three, four and six. In these lessons, the majority of the attitudes identified by the teacher belonged to the "positive" category described previously.

In class number two, while students were playing, ut was observed that "*students laugh so there was a positive vibe around the activity*". Also, explicit engagement was noticed, when it was pointed out that "*I would say that after giving the correct instructions, they really got engaged with the activity and enjoyed sharing the information about their pets*". The exit tickets revealed that more than three-quarters of students were happy and had fun during the activity, an information help to understand the overall feelings that students had during the game.

In lesson number three, the main activity was a Role Play game in which students pretended to be animals and asked question about actions that they can or cannot perform. It was a game that was not tried before during the semester, in which the focus was on interactions in the foreign language. One of the final reflections at the end of the lesson was that *"I am just surprised that the activity worked just perfect: All students were willing to participate"*. Moreover, some students took the activity really serious and *"pretended to be animals and were motivated playing a character, mimicking and making sounds"*. The observations showed that students seemed to have a productive experience while they were moving around the classroom asking questions, information that was related with the exit tickets data that showed that almost three-quarters of students responses belonged to the "fun" and "happy" categories.

The following week during the fourth lesson, it was observed that at least one member of each group was distracted at the beginning of the activity. However, after a specific task was given to them, they joined to the group work. The Exit Tickets revealed that more than three-quarters of students considered the activity to be fun. Additionally, it was the only class where all students answered that they felt happy during the activity, which ended up being the only class in which a dimension from the Exit Tickets was assessed with a 100% of students choices.

Finally, the whole class number 6 was approached as a game. In this case, a Memory game was planned to provide students with the opportunity to practice speaking while they were playing. As soon as the class started *"I asked them to form a circle because today we would be playing a game. They got excited when they heard that we would play a game"*. In this lesson, in the observations was made explicit that the class was successful, focusing on the

attitudes that students had during the class, which overall *"was good, they were willing to go to the board without "bored" faces or bad attitude. I think that the class was pretty successful"*. In terms of the information provided by the exit tickets, almost three-quarters of students felt happy and had fun during the class.

2: *A teacher-centered lesson may hinder students engagement towards the class*

From the six classes investigated, there was particularly one class in which the overall student attitude observed was negative. It was the fifth class, which had the objective of students being able to "identify actions performed by animal cartoons in a video". In other words, students watched a clip about animal cartoons performing actions and then were asked questions about the verbs. During the development of this class, three out of four attitudes that belonged to the negative dimension were identified: some students were sleepy, talked about unrelated topics and drew without paying attention to the video.

First, the "sleepy" attitude was identified at the beginning of the lesson. A passage from the self-report revealed that students *"seemed to be sleepy and very relaxed on their seats prior to the video playing. Unlike other times, they didn't answer with enthusiasm when I asked "Do you want to watch a video?". Most of them looked really sleepy, just sitting and looking to the front"*. It was an attitude that in previous classes was not observed, as usually most of students showed enthusiasm at the beginning of the lesson.

Secondly, students' "talking about unrelated topics" was observed during the development of the class. For the first time during the unit, the video needed to be paused twice, asking students to be in silence and focus on the information from the video, as while they were watching the video *"they started talking. Even though at first they were making comments*

about the actions of the video (such as fly, sleep,etc) then, they started to talking about unrelated topics"

Finally, some students were drawing instead of paying attention to the video. In other words, it was observed that *"some students took out their pencil cases and blank sheets and started drawing unrelated stuff while the video was on."* Also, while they were drawing, they did not seemed to be paying attention to the class at all. These negative categories are linked with two of the "disengagement demonstration" categories suggested by the teachers in the interviews: Talking in a high volume and drawing. The exit tickets suggested that this was a class with the higher amount of negative responses. Overall, in the rest of the classes, less than one-eighth of students' answers belonged to the Negative Domain. However, in class number five almost one-fifth of student's responses were negative.

3: Giving instructions in English might affect students' engagement with the class.

Previous research in Young Learners have shown that one of their main characteristic is a short attention span in the classroom. In the 3rd B context, the English teacher identified that *"when something happens in the yard they start like, paying attention to what is going on outside the classroom instead of paying attention to the class"*. Despite having in mind that students are prone to distraction, a decision was made about delivering the instructions of the activities through the unit in English.

The information collected through the self reports showed that in three different classes students were confused before starting the activity, specifically while the teacher was delivering the instructions. It was observed that on class number two students *"at first, they didn't now what to do and looked lost and confused. The instructions were delivered in English."* Additionally, in class number four was identified that when giving the instructions

in English *"after using CCQ's to check understanding, I noticed that most of students didn't know what to do. After I explained the activity in Spanish, they formed the groups immediately and started working"*. Finally, in class number six *"the instructions for the game were delivered in English. I felt like the instructions were not understood, as some students stand up and skipped the turns that were assigned in the instructions"*.

Those were three specific moments when was observed that students seemed confused after listening to the instructions of the activity in English. In addition, students seemed to be lost and that could have been detrimental for their engagement towards the class. Fortunately, as soon as the teacher provided a more simple explanation using Spanish, it looked like students were engaged with the class again.

There was a trend in the data provided by students in the Exit Tickets. The option "Confusing" was selected by students just six times during the development of the whole six lessons. At the same time, during the three classes mentioned before five students answered "confusing" in their Exit Tickets. It meant that more than three quarter of the students that expressed their confusion in the Exit tickets did it during one of these three classes.

4: *Students might need a concrete task to engage with the task*

During the development of the main activity in two different lessons, it was observed that some of the students were not working on the assigned task. As a consequence, students were showing their disengagement towards the class by drawing and talking in a high volume.

The first case was noticed in class number four, when it was observed that *"in each group, one member was not doing anything (they were just looking at the rest of classmates or drawing)"*. The task was to complete a puzzle in groups of four. However, in all groups the puzzle solving process was being carried out by three students, leaving one member of each

group without anything to do. In order to revert the situation, it was given to each student that was not working "*a task, which was to write the sentences while the rest finished the puzzle and it worked. They started writing immediately a sentence related to actions*". As soon as they felt that they did not have any responsibility, they were disengaged with the rest of the class and started doing something else. The data collected in the Exit Tickets showed that two students answered that the class was confusing. However, at the same time, zero students selected options belonging to the negative domains. All students answered that they felt "Happy" at the end of the class and almost most of them thought that the class was fun. That may suggest that, after students had a concrete task to focus on, the ended up enjoying the activity.

Additionally, in class number five was observed that students *"they started to talking about unrelated topics so I needed to pause the video and explicitly ask for silence"*. As it was discussed before, class number five was a heavily teacher-centered oriented lesson, in which students were not given a specific task to focus on more than just watch a video. It was observed that students *"looked tired and sleepy, as if they were expecting to do something else more than just watching a video"*. Hence, students expressed their discomfort in the Exit Tickets responses, were the combined data from both classes revealed that almost one quarter of students felt bored and sleepy. Apparently, students lost interest because they didn't have anything concrete to do, which led them to being disengage from the class for a moment.

5: *Planning different types of activities for each class seems to have a positive reception from students.*

When planning the unit, the expected outcome at the end of it was to students to be able to express short sentence about animal actions and habitats. In order to achieve the objective, every class was planned to have different activities from each other.

The Guide teacher from 3rd B suggested that the classroom arrangement provides the opportunity to variate the activities as they were *"designed to not having an expositive class with the teacher in the front of the class. They were designed specially for providing an space for communication and being friendly"* [translated from spanish]. In other words, the characteristics of Escuela Francisco Varela classrooms gives the teacher the freedom to use different types of student centered activities.

Not all students will share the same preferences towards some activities, but previous Young Learners research suggest that songs and games are an effective strategy, which was complemented by the English Teacher experience, who suggest that students of 3rd B enjoy *"songs, games, mm uuh (...) Some of them love to build something, or to draw something, some of them are more focused while watching videos, listening to music, etc"*. As a consequence, the unit needed to be planned using different activities.

A consistent routine of watching video at the beginning of the lesson was implemented. Then, the main activity was presented with exception of class number five in which the whole class was planned around watching videos. The observations held during the development of the lessons showed that students had an overall positive attitude during most of the classes (with exception of class number five as it was mentioned before). Also, considering the exit ticket information, it was possible to identify that overall more than three quarters of students felt happy and/or had fun in the classes. The only time when students expressed a high number of negative answers was in class number five, when they repeated the same activity through the lesson.

6: *Students seemed to not know how to reflect on their own learning process*

One of the dimensions assessed in the exit tickets dealt with a metacognitive dimension. In terms of this research, metacognition will be understood as "the human ability to think about our own thinking" (Goh & Kaur 2013, p.1). From the data collected in the semi structured interviews, it was noticed that both teachers had not worked on developing meta cognitive strategies in the 3rd B class.

That was the reason to incorporate a question with a metacognitive objective that gave students a moment to reflect on their own learning process at the end of each lesson.

The information collected through the Exit Tickets provides a distinctive pattern in terms of the answers. The predominant answer to the question "Today I learnt..." was "So-so". Students seemed to select the neutral answer instead of explicitly stating whether they learnt or not.

Probably, if students would have been more familiar with reflecting on their learning process, the results would have been different. Moreover, there were not a concrete lesson in which the teacher explained how to reflect on learning and, consequently, how to answer the question.

Implications and Limitations

The main aim in this study was to address the lack of research evidence on understanding Young Learners engagement towards an English class. It was done by directly reporting the observations from six consecutive English lessons, paying special attention to the behaviours and attitudes shown by children during the development of the classes.

The implications of this research can be separated into three different categories, which are the special considerations that the English teachers should have when implementing an Exit Tickets- based model to understand Young Learners engagement in an English class. These categories are Lesson Planning, Teaching Practices and Young Learners Metacognition.

First, it was observed that the Lesson Planning stage plays a crucial role in selecting appropriate strategies that may enhance students' engagement towards the English classes during the unit. Therefore, anticipating students needs and preferences might help to reach the desired learning outcomes. Previous research on Young Learners have found that using games as part of the class is one of the most recommended strategies to keep students engaged with the class. For instance, Phillips (2013) mentions that "the activities that work well are activities with action such as games, puzzles, songs, poems and chants and total physical response activities (cited in Schneiderová, 2013, p. 20). Moreover, Wright, Betteridge & Buckby (2005) stresses the importance of games as "they create an atmosphere of meaningful communication where young learners communicate before, during, and after the game"(cited in Bakhsh, 2005, p. 122). Therefore, a positive atmosphere seems to be necessary to promote students participation and, specially in an English as a Foreign Language (EFL) context, the use of English during the class.

Hence, using a student-centered approach seems to be more an effective approach to build students engagement. Additionally, it is possible to teach the four skills using games, which is a heavily student-centered strategy (Khonmohammad, Gorjian & Eskandar, 2014, p. 325). Using a learner-centered approach seemed to be the more appropriate teaching strategy to keep students engaged with the class.

During the the development of the unit, there was a particular class that had a teacher-centered approach, in which authority was transmitted hierarchically and the teacher

control over the class seemed to be a distinctive characteristic (Garret, 2008, p. 36). In this class, students showed their discomfort in the Exit Tickets, providing the highest amount of negative responses in comparison with the rest of the lessons. The information suggest that planning teacher-centered lessons is detrimental to enhance students learning engagement.

Secondly, some teaching practices seemed to impact directly in students engagement. In this case, Young Learners characteristics were not taken into consideration when the delivery of instructions was planned. Previous literature have found that Young Learners have distinctive characteristics in comparison with older students. In terms of making sense of information, children "They are not able to understand grammatical rules and explanations about language and have quite a short attention span and so need variety" (Slattery & Willis p.4). The outcomes of this research showed that it is necessary for teachers to address Young Learners short attention span by planning the instruction accordingly. That is the reason why instructions must be concise and straight to the point, giving students the opportunity to understand the information easily. Schneiderová (2013) points out that "instructions which may seem to be clear to teachers may cause unnecessary confusion for students and may affect students behaviour, particularly young learners behaviour. (p. 15). Specially, when teaching a foreign language, the instructions already bring an extra difficulty which is that most students are not proficient in the foreign language. From the outcomes of this research, it is suggested to use Spanish when the instructions looks too complex. Cameron (2001) supports the use of the native tongue "in a young learner classroom for such purposes as giving instructions, organising classroom activities and establishing classroom rules" (cited in Murphy & Evangelou, 2016 p. 84). Hence, it seems to be appropriate to use Spanish at least for a specific moment during the class.

The other factor related to the teaching practices has to do with giving students specific task to work on. As Puskas (2016) states, "the learner has to be engaged with the task or activity, therefore, it is important to check whether the task can involve the student from the beginning till the very end". (p.18). The outcomes of the research suggest that when students did not have a concrete task to work on, they got easily distracted and focused their attention into another activity, usually non-related with the class. Therefore, giving a task to students seems to be an appropriate strategy to keeping them away from boredom and distractions which in the long term seems to be closely linked with their disengagement towards the class.

Finally, a third category identified deals with the understanding of Young Learners metacognitive dimension. In the Exit Tickets, the third question collected information from students about how much they felt they learnt during the lesson. During the data analysis of the metacognitive dimension of Exit Tickets, it was observed that the most prevalent answer was the neutral answer. On this specific context, it looked like students were not familiar with metacognitive techniques. One of the reasons for students to select the neutral option is what Dodd-McCue and Tartaglia (2010) defines as social desirability which is "the tendency for people to present themselves (or their attitudes) favorably according to the current cultural norms. Thus, individuals' responses are influenced by their perception of situational norms and expectations.dodd mccue, tartaglia, (p. 4). In other words, as students seemed to be unfamiliar with reflecting on their learning process, it looked like they selected the neutral answer to fulfill the teacher expectations. Working on developing metacognitive skills in young learners might be an important part the unit planning, as they "promote learning through understanding, which, on the other hand, implies the possibility that the acquired knowledge can be applied in completely new contexts"(Kipnis and Hofstein, 2008, cited in Kolaric, 2017, p. 5). Therefore, for further research is suggested to use strategies that enhance

metacognitive skills consistently during the unit. Anderson (2002) suggest that "providing guidance to students on how to learn to think about what happens during the language learning process will eventually lead the students to develop stronger learning skills" (cited in Hazari, 2013, p. 62). In other words, it seems to be necessary to guide students on how to reflect instead of just presenting questions that would make students reflect.

This study was exploratory in nature and has two main limitations. First, the unit planned was a consisted in just six lessons which seems to be too short to draw considerable conclusions. Even though several interactions were observed, it is suggested to consider planning a higher number of lesson for further research.

Secondly, some of the research data dealt with the teacher personal observations. Therefore, the data extracted from the observation relies on self-report journals which may be inconsistent and biased. It is suggested to record some classes and analyze the videotape in depth for future research.

Conclusions

The main objective of this research was to try reach understanding on student learning engagement in a 3rd grade class, using Exit Tickets as a tool to retrieve information from students. It was noticed that students seemed to be more engaged with the class when they were playing games. Bakhsh (2016) states that games "give students an active role when playing promoting student-centered activities" (p. 124). Therefore, promoting student-centered activities seemed to create an atmosphere that appeared to be more enjoyable for children. The Exit Ticket information showed that an average of three-quarters of students were happy and had fun during the development of the six lesson. It means that a game-oriented unit seemed to enhance students positive attitudes towards the class.

However, as Jablon & Wilkinson (2006) "it is all the more essential to reflect on the most effective practices for ensuring that children are actually learning what is being taught"(p. 2). In other words, further research is suggested to understand what type assessment tools can be effective measuring if a game oriented unit is actually enhancing children's learning of a foreign language.

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Appendices

Appendix 1

Exit Ticket:

Appendix 2:

Guideline to Participant Observations:

Attitudinal domain:

-Discuss the overall attitude of most of students during the class, whether they had a positive

or a negative attitude and why

Attitudes:

Before starting the class (while entering the classroom, before the greetting and instructions)

While delivering the class (Delivering of instructions and the classwork)

After (After the activity was over, in the closure)

-How would I describe students engagement towards the activity?

- What unexpected situation happened while teaching the class?

-How would you describe the class in terms of:

Students' learning,

Students' attitudes

Students' motivation?

Appendix 3

English Teacher semi structured interview

1: What is your name? How long have you been working as a teacher? When did you start working at Escuela Francisco Varela?

2: What are your main responsibilities as a teacher?

3: From your experience: What are the main factors that can affect students' engagement towards the English class

3.1: Why do you think that is the importance of Motivation factor when you are teaching? Uhh, motivation is pretty much everything because if you have a student that is demotivated its, its like a virus. One starts demotivated and then it starts with the rest, they screamm "boo", make some noises..no, it is huge.

4: Thinking about your teaching experience: What are the strategies that have worked most effectively to enhance students engagement?

4.1: In your opinion, what strategies has been the least effective to engage students? From your experience, something that never works

5: Thinking about the 3rd B: What are the main differences in terms of students engagement towards the english class at Escuela Francisco Varela compared with other schools that you have worked before?

5.1: Focusing on engagement towards your class, is there any difference in the way they behave in your class?

6: Thinking about the 3rd B class: What are the students behaviours that demonstrate engagement and disengagement towards the English class?

6.1: So, for you, when they talk, that is a behaviour that demonstrate engagement?

7: What are the classroom related factors that linked to students engagement towards the english class?

8: What strategies have you use to build engagement in the 3rd grade English class?

9: What type of activities that seems to work better with the 3rd B class?

10: Do you think that the School Program which focus a lot on Music teaching influence the English subject?

10.1: To continue the idea that you just said, in the 3rd Class, do you think they reflect on their own learning process?

10.2: Finally, do think that it is important to link the affective and the cognitive domain? Why?

Appendix 4

Guide Teacher semi structured interview

1: ¿Cuál es tu nombre y cuánto llevas trabajando como profesor?

1.1: ¿Cuánto tiempo llevas trabajando en la Escuela Francisco Varela?

2: ¿Cuáles son tus mayores responsabilidades como profesor del 3ro B?

2.1: ¿Eso tiene que ver con el enfoque del colegio?

3: En tu experiencia en general, ¿cuáles son los mayores factores que afectan el compromiso de los estudiantes hacia la clase?

3.1: ¿ Tú crees que los estudiantes se dan cuenta cuando el profesor no quiere estar haciendo la clase?

4: Ahora pensando en las clases de inglés del 3ro B, ¿cuáles son los mayores factores que afectan el compromiso de los niños hacia la clase de inglés?

5: En términos generales: ¿qué estrategias utilizas para asegurar el compromiso de los estudiantes hacia la clase?

5.1: Siguiendo la misma linea, ¿hay alguna estrategia que no te funcionó y nunca más volviste a utilizar?

6: ¿Cuáles son las mayores diferencias que has visto de los profesores de inglés de este colegio comparado con otras experiencias?

6.1: En ese caso, ¿cuáles serían las mayores diferencias en términos de metodología de la Escuela Francisco Varela comparado con otro colegio?

7: En tus clases ¿qué actitudes de los estudiantes demuestran que no están comprometidos con tu clase?

7.1: Pensando específicamente en el 3ro B ¿cuáles actitudes haz visto que dan a entender que los niños no quieren estar en la clase?

8: ¿Cómo influencia el tipo de sala de clases en que los niños estén comprometidos con una clase?

9: ¿ Cual es la importancia del tipo de actividad para que los niños se comprometan con la clase?

Appendix 5

1: Students engagement depends on	2: Strategies to build engagement	3:Manifestation of Disengagement
1.1 Motivation	2.1 Music	3.1 Explicitly saying it
1.2 Background	2.2 Games	3.2 Moving around the classroom
1.3 Classroom Arrangement	2.3 Student Centered activities	3.3 Drawing

Appendix 6

Positive Attitudes	Negative Attitudes
Participation in the class: - Class 1 - Class 2 - Class 6	Sleepy Atittude Class 2 (after the video) Class 5
Explicit observable engagement with the main activity	Talking out loud unrelated topics Class 5

Class 1	
Class 2	
Class 3	
Class 4	
Class 6	
Before the class willingness	Drawing
Class 3	Class 3 (while watching)
Class 4	Class 4 (while solving the puzzle)
Class 5	Class 5

Appendix 7

Class 1

Objective: "Identify animals on a worksheet following oral instructions"

Activity: Listening and colouring

Positive	Neutral	Negative	
The activity was:			
Fun	**Confusing**	**Boring**	**Total**
18	**0**	**3**	**21**

Today I felt			
Happy	Angry	Sleepy	
18	0	3	21
Today I learnt			
A lot	So-so	Nothing	
9	10	2	21
Total			
45	10	8	

Class 2:

Objective: express short sentences related to pets

Activity: Game

Positive	Neutral	Negative	
The activity was:			
Fun	Confusing	Boring	Total
9	1	3	13
Today I felt			
Happy	Angry	Sleepy	

11	0	2	13
Today I learnt			
A lot	So-so	Nothing	
5	7	1	13
Total			
25	8	6	-

Class 3:

Objective: express short questions related to animal actions

Activity: Role Play

Positive	Neutral	Negative	
The activity was:			
Fun	Confusing	Boring	Total
11	0	3	14
Today I felt			
Happy	Angry	Sleepy	
12	1	1	14

Today I learnt			
A lot	So-so	Nothing	
4	9	1	14
Total			
27	10	5	-

Class 4

Objective: express actions that animal can and can't perform

Activity: Game (puzzle)

Positive	Neutral	Negative	
The activity was:			
Fun	Confusing	Boring	Total
11	2	0	13
Today I felt			
Happy	Angry	Sleepy	
13	0	0	13
Today I learnt			

A lot	So-so	Nothing	
7	6	0	13
Total			
31	8	0	-

Class 5

Objective: identify actions performed by animals in a Looney Tunes video

Activity: Questions about a video

Positive	Neutral	Negative	
The activity was:			
Fun	Confusing	Boring	Total
13	1	4	18
Today I felt			
Happy	Angry	Sleepy	
15	0	3	18
Today I learnt			
A lot	So-so	Nothing	

8	8	2	18
Total			
36	9	9	-

Class 6:

Objective: express actions performed by animals

Activity: Game (Memory game)

Positive	Neutral	Negative	
The activity was:			
Fun	Confusing	Boring	Total
13	2	2	17
Today I felt			
Happy	Angry	Sleepy	
12	1	4	17
Today I learnt			
A lot	So-so	Nothing	
10	5	2	17

Total			
35	8	8	-