

Implementing effective strategies to promote group work in the teaching English to young learners' classroom.

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Dedication,

To my beloved boyfriend for all his support, love and care.

To my parents who have always supported and believed in me.

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Liliana Moreira

Abstract

KEYWORDS: Group work, young learners, strategies, cooperation, engagement, effective learning, communication, routines, rules, roles.

The present report describes the action research I took part in as part of my practicum as a trainee teacher in my Master's degree in teaching English in the first cycle education. It investigated how group work can be promoted by using and implementing effective strategies such as routines, rules and roles. The investigation project was carried out in a public primary school in the outskirts of Lisbon from mid-September until the second week of December. The research study was completed in a 26 students' fourth year class. The class had one hour of English lessons twice a week in the afternoon period.

The results show that with an effective set of routines, rules and roles specific for group work, students engage more in collaborative work and focus more with the work ahead while helping and communicating better with each other.

Resumo

PALAVRAS-CHAVE: trabalho de grupo, alunos, estratégias, cooperação, compromisso, ensino eficaz, comunicação, rotinas, regras, papéis.

O presente relatório descreve as fases de investigação da minha prática de ensino supervisionada como parte do Mestrado em Ensino de Inglês no 1º. Ciclo do Ensino Básico.

O objetivo do relatório é responder à minha questão inicial e investigar como o trabalho de grupo nas aulas de inglês do primeiro ciclo pode ser desenvolvido, fomentado e encorajado pelo uso eficaz de estratégias como rotinas, regras e papéis.

O projeto de investigação foi desenvolvido numa escola primária do ensino público, nos arredores de Lisboa, entre meio de setembro até à segunda semana de dezembro. O projeto de investigação foi completado numa turma de 4º ano com 26 alunos. A turma tinha uma hora de inglês, duas vezes por semana no período da tarde.

Os resultados demonstram que com um conjunto eficaz de rotinas, regras e papéis específicos para o trabalho em grupo, que os alunos colaboram mais uns com os outros e se focam e comprometem quer com o grupo quer com o trabalho a realizar, comunicando cada vez mais em inglês.

TABLE OF CONTENTS

Dedication	ii
Acknowledgements	iii
Abstract	iv
Resumo	v
List of figures	viii
List of tables	viii
List of abbreviations	ix
List of appendices	ix
INTRODUCTION	1
CHAPTER I: LITERATURE REVIEW	3
I.1. What is a group?	3
I.2. Engaging learners in group work: engagement & motivation	4
I.3. Routines	5
I.3.1. Rules and roles	5
I.4. Improving effective group work	7
I.5. Conclusion	7
CHAPTER II: THE ACTION RESEARCH.....	8
II.1. Context	8
II.2. Methodology	9
II.2.1. Why is action research important?.....	9
II.2.2. Data collection tools	9
II.2.2.1. Collecting consent	9
II.2.2.2. Routines, rules and roles	10
II.2.2.3. Group work activities	12

II.2.2.4. Learning reflection journal and observation grids	15
II.2.2.5. Questionnaires	16
II.2.2.6. Reflection	17
II.3. Results	17
II.3.1. Questionnaire A: How do you like to learn?	18
II.3.2. Group work: follow-up questionnaires	20
II.3.3. Learning reflection journal	24
II.3.4. Cooperating teacher's observation	25
II.3.5. Trainee engagement observation grid - data	26
II.4. Discussion and conclusion	27
II.4.1. Contribution of this research to my development as a teacher	28
II.4.2. Using rules, roles and routines to engage students in group work	28
II.4.3. Pedagogical implications and future research	29
REFERENCES	29
APPENDICES	33

List of figures

Figure 1 & 2	20
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List of tables

Table 1: Students' awareness about learning and working habits	17
Table 2: Students' awareness about group work	20

Table 3: Students’ perceived strengths as group members	22
Table 4: Competences students intend to improve	23
Table 5: Cooperating teacher observation grid data	25
Table 6: Trainee teacher engagement observation data	26

List of abbreviations

AR	Action Research
L1	First Language
FL	Foreign Language
YL	Young Learner

List of appendices

Appendix A: Consent letter to the school administration	31
Appendix B: Consent letter to the parents	32
Appendix C: Consent letter to the students	33
Appendix D: Routines table	34
Appendix E: Active listening table	35
Appendix F: Accountable talk	36
Appendix G: Group values poster	37
Appendix H: Class contract	38
Appendix I: Classroom signs	39
Appendix J: Roles for group work and labels	40
Appendix K: Finger puppets role-play – group work	41
Appendix L: Exercises and activities from students book – Start4!	42
Appendix M: Are you a fussy eater? – group work	43

Introduction

It is common knowledge that young learners' lessons may at times be chaotic. When it comes to English lessons at primary schools in Portugal, students usually have two lessons of one hour each per week. In addition, one has to consider that usually the amount of time dedicated to real learning is only approximately 45 minutes per lesson. Having said that, the most important thing when someone is learning a new language is communication. If to the 45 minutes of real learning in a lesson we add up the average number of students per class (26), there is not enough time to engage all students in effective learning and communication. The fewer people in a group, the more opportunity you have to communicate. That is to say that every minute matters. Are there enough opportunities for all students of a class of 26 to really participate and engage in communication in a lesson of less than one hour? As stated by Richards and Bohlke (2011, p. 6), "The use of pair work and group work is one method that has been shown to ensure that students participate actively in a lesson." If a teacher divides the class into smaller groups, they will certainly have more opportunities to speak their mind and engage with other group members. As Dörnyei and Murphey put it "(...) the 'TEAM' acronym says it all: 'Together Everyone Achieves More' (Dörnyei & Murphey, 2003, p. 3).

Having said that, why is it then that it seems to be such a daunting task to undertake? In my personal experience, I have always dreaded letting students work in groups because I tried it three or four times, but everything went terribly wrong and I gave up. Students were simply not interested in doing group work. They spent the whole lesson making noise with the furniture arrangements, although there was previous discussion of what to do. They would start fighting over friends and group arrangements and there was never time to actually engage them in group work. I have been teaching young learners for the past thirteen years without having a proper teacher training course and it has always been my handicap to manage students to work in groups and also how to deal with behavioural issues. In talking with other English teachers, I am not surprised to hear that most of them never, or almost never, let their students work in groups because usually it leads to disruptive behaviours and a lot of noise and they feel that lesson was not put to a good use. Usually, stronger students would take over the group and do most of the work so they would have something to show at the end of a lesson. Sometimes teachers suggest an activity that is very appealing for some students, but in some cases it can lead to a complete unwillingness to work or cooperate with

other/some group members. When it comes to making students work as a group, there are a number of variables that can undermine successful and enjoyable work such as uncertainty about being accepted, uncertainty about their own competence or anxiety about using the foreign language (FL) that can have a great negative impact on students' performance and enjoyment (Dörnyei & Murphey, 2003, p. 15)

It is said that group work plays an essential role in students' vocabulary acquisition, question structuring, in constructive criticism, positive social behaviour and motivation, all leading to productive and beneficial outcomes in student learning as well as creating positive relationships and social inclusion amongst students. Therefore, it is crucial in the first cycle English classroom. (Baines, Blatchford, & Kutnick, 2017)

Before the Action Research (AR) began, I decided to focus on group work. As I stated before, I have always dreaded letting students work in groups as it increased disruption and behavioural issues. I decided on this area of interest as I believed it was where I could learn the most and improve my practice by far. The main purpose of this action research project was to answer my research question: "How can I engage young learners in group work by using classroom routines, rules and roles?" By engagement I mean, a combination of commitment to the group and its values plus a willingness to help out peers in a pursuit of a learning goal and focused work based on the definitions by Zmuda & Jackson, 2015, p. 13:

Real engagement is when students choose to invest (and reinvest) their attention and effort in the pursuit of a learning goal [...] they want to think on their own and figure things out for themselves. They are willing to struggle, to grapple with new concepts, and to reach for new understanding even when doing so is difficult.

I hope to create the right formula to use the most minutes possible in a-hour lesson in real and effective learning and interaction. It is also my firm hope that with the AR I will be able to reflect and change/adapt my methodologies always aiming for improvement. I also hope to show to other teachers that there are many positive outcomes in letting students work and learn in groups and to make them aware that by doing so, students will learn to be more independent and self-confident and leave teachers "free-time" to observe, reflect, change and improve their methodologies and consequently to become better professionals.

In order to answer my research question, I reviewed related literature and an action research project was developed to collect data. Chapter I reviews the literature that establishes this research project. Chapter II introduces in four sections the action research

project comprising context, methodology, and lastly results are presented and a conclusion is offered considering the implications of the findings.

Chapter I: Literature Review

The literature review of this research project aims to provide a theoretical context about group work and about how teachers can engage all students in effective learning and communication. A first section contemplates the understanding of group and group work. A second section considers the importance of engaging YLs in group work and briefly analyses the relationship between engagement and motivation. A third section considers the importance of routines, rules and roles, and a fourth section investigates how a teacher can improve effective group work. To conclude, a fifth section discusses some possible limitations.

I.1. What is a group?

Brown, as cited in Dörnyei & Murphey, 2003, p. 13 offers the following definition of a group: "A group exists when two or more people define themselves as members of it and when its existence is recognised by at least one another." As this is an extremely general definition, Ehrman and Dörnyei, as cited in Dörnyei & Murphey, 2003, p.13 identified some characteristic features of groups: there is interaction between group members, groups perceive themselves as being a unit and commit accordingly, group members share a purpose or goal, a group endures for a reasonable period of time, a group develops an internal structure which includes rules and standards of behaviour, interpersonal relationship patterns and hierarchy and some division of group roles and finally, "the group is held accountable for its members' actions".

The number of research studies about group work carried out over recent years has increased noticeably at primary level. Significant research indicates that group work is of extreme importance in the YL primary English lesson as it promotes positive and collaborative relationships and there is a considerable increase in the learning production and outcome (Baines, Blatchford, & Kutnick, 2017). Nevertheless, the teacher plays a vital role in the effective running of group work. During group work, the teacher acts both as an academic expert and as a classroom manager. The teacher should be able to specify the aims of the lesson and explain the task clearly defining the assignment goals and model every step.

According to experts, "Getting children to work together is not easy and requires perseverance, reflection, problem-solving and a host of other skill on the part of both the teacher and pupils. The positive aspects of effective group work take time and planning." (Baines et al., 2017, p. 3)

I.2. Engaging learners in group work: engagement and motivation.

What is classroom engagement? According to Skinner, Furrer, Marchand, & Kindermann, 2008 "Engagement itself combines behavioral and emotional dimensions and refers to active, goal directed, flexible, constructive, persistent, focused, emotionally positive interactions with the social and physical environments (in this case, academic activities)." These authors define that "The behavioral dimension of engagement includes students' effort, attention, and persistence during the initiation and execution of learning activities." Drawing on literature, one can divide engagement into three categories: emotional, behavioural and cognitive. For me, engagement is to keep students motivated and on task, participating in activities that promote learning and enjoyment. That is to say that I am interested in the behavioural dimension of it.

Engagement, as well as its opposite, disaffection, represents the manifestation of motivation. According to Skinner, Kindermann, Connell & Wellborn (2009) "the behavioral dimension of engagement includes effort, intensity, persistence, determination, and perseverance in the face of obstacles and difficulties" (p. 226).

According to Skinner, Kindermann, & Furrer, 2009, p. 503 "On-Task Active Initiative" means for instance if a child contributed to a lesson on her own initiative, raised his hand, or volunteered to go to the board, "On-Task Working" means if a child was reading, working on a problem, continuing an activity, answering a question, and "On-Task Passive" means if a child was listening to the teacher or a classmate making an on-task contribution, "Off-Task Initiative" means disrupting a classmate or interrupting the teacher with a non-academic issue, "Off-Task Working" means if a child was distracted building paper airplanes or participating in a classmate's active off-task behaviour, and finally, "Off-Task Passive Behavior" means if a child was daydreaming or listening to a classmate's off-task contribution (p.503).

Zmuda and Jackson specified that real engagement is all about interest and passion. They believe that through real engagement, students are able to respect each other taking risks and investing more on their own learning besides valuing the teacher's role. "Real engagement empowers your students to go beyond the classroom, beyond the lesson, and beyond the curriculum to solve their own problems and, ultimately, to build their own future. (Zmuda & Jackson, 2015, pp. 46-47)

I.3. Routines

It is common knowledge that young learners usually deal well with routines and look forward to them as they provide a sense of security and a sense of belonging. The more students become familiar with classroom routines, the more they display a better performance in all tasks. Routines are critical to maximizing learning opportunities. Ellerbrock, et al, (2015), in Lester, Allanson, & Notar, (2017) stated that routines enable caring, focused, student centred classrooms in which teachers create rules and values, promote communication, encourage shared responsibility and demand academic excellence. "[Routines] also can directly impact children's motivation and engagement levels" Wright, 2014 as cited in Lester et al, (2017).

Modelling the desired routines over and over again is crucial for their implementation as well as placing colourful routine signs around the classroom so that students keep being reminded every time they look at them. "By asking the student to mimic the routine, preceding much rehearsal, and showing them on paper, as well as posted in the room, there should be no reason it is not being followed." (Lester et al, 2017). Routines are important for group work as students learn the teacher's expectations and do things automatically. Not having to remind the students all the time of what has to be done, leaves more time to effectively engage them in group work tasks, moreover, it creates a positive working environment.

I.3.1. Rules and roles

Creating rules and roles to work in a group is also of key importance. As soon as all the students understand their role in the group and work using the agreed rules, the teacher will be able to see some progress and lessons will surely run smoothly. This is extremely important

to keep students engaged and to get similar contributions from all group members, leading to productive outcomes. As stated by Dörnyei & Murphey, 2003 “Classroom norms regarding learning effort, efficiency and quality can considerably enhance or decrease students’ academic achievement and work morale.” (p.36). Dörnyei & Malerez (1997) cited in Dörnyei & Murphey, 2003 claimed that it is useful to start building a set of rules early in a group’s life. They also add that it is equally important to discuss the set of rules with the whole group (class) and have them all to agree with them.

Roles should be assigned to group members to encourage their accountability, to prevent the same student from doing the majority of the work and to make them feel engaged in the collaborative task (Baines et al., 2017, p. 49). Besides that, it is important for students to know what each role involves and that can be discussed as a whole class to save some instructional time, or each group can come up with their ideas and then, with the teacher’s help as a whole class, decide on the best characteristics for each group role. Moreover, after some group work, each group member should swap their roles within the group.

There are always some aspects that can undermine group work such as uncertainty about being accepted, uncertainty about their own competence or anxiety about using the L2 that can have a great negative impact on students’ performance and enjoyment (Dörnyei & Murphey, 2003, p. 15). Anxiety about using the L2, fear of not being accepted or of not knowing, can drastically be reduced by the use of rules and roles. Rules are modelled for quite some time so that students get used to them and therefore lessen their anxieties. Roles enable students with a specific set of rules or “to do” list to stay focused and on task.

As I mentioned before, it is crucial to discuss all rules and roles with the whole class and have them to participate and willingly agree on those. It is also important to regularly remind them of all rules and roles and for that, wall signs and charts as well as labels for group roles and classroom contracts are essential. The teacher has to consistently observe and pay attention to the established rules and roles to be certain they are being followed, to send a clear message to students. Nevertheless, because groups and group work progress, rules and roles may need to be reviewed and adjusted. (Dörnyei & Murphey, 2003)

I.4. Improving effective group work.

Group work plays an essential role in collaborative learning. Surowiecki, 2005, cited in Frey, Fisher and Everlove, 2009 believed that groups are smarter than the smartest people in them. Cooperative and collaborative learning produce a better learning outcome as well as much more positive relationships amongst students than individual activities. Both the classroom and the groups have to be well organised in order to do so. Groups have to be able to share information, identify ideas, locate facts, visualise, listen, summarise and discuss. To do so, students preferably should be interacting face-to-face as it allows to read meaning from words as well as from gestures, movement, and expressions (Frey et al., 2009, p. 38). Working together face-to-face in a positive atmosphere, when students are engaged with a task, with academic content and with each other, leads to consolidated and extended knowledge for all (Frey et al., 2009, p. 6). Although teachers cannot change the shape of the room, teachers can always play with the furniture layout and adapt it to better suit group work. In that way, they can have small groups of students sitting around a table engaged in real group work.

One crucial point in engaging and improving effective group work is the teacher modelling the desired learning. By doing so on a regular basis and by observing and scaffolding students' work, they eventually progress from being just participants to be independent performers as they know what to do and are more confident in their abilities and knowledge (Frey et al., 2009, p. 6). Moreover, students usually love to take responsibility as that makes them feel like they belong. According to Frey et al., 2009, p. 7, the best productive group work tasks allow students to apply what their teacher modelled and prepare students for independent learning. Nevertheless, teachers may be faced with time limitations due to the curriculum length, school trips, holidays on English lesson days and classrooms that are too small or classrooms full of furniture that may make group work almost an impossible task to undertake.

I.5. Conclusion

I began by explaining what a group is and moved on to explaining why it is important to engage learners in group work in the English primary classroom. I also explained the importance, connection and differences between engagement and motivation and how that grants importance to group work. I have shown the importance of the teacher as the main

vehicle to assure that group work leads students to a positive, enjoyable, real working environment. I have also shown how teachers can improve effective group work by implementing and establishing specific routines, rules and roles.

The next chapter will introduce the action research project and it is divided in four sections. Section 1 states the context of the study, section 2 describes the research methodology applied, section 3 examines the collected data and interprets the results and finally section 4 presents the conclusions and examines the implications of the findings.

Chapter II: The Action Research

II.1. Context

The class referred to in this study was in a public primary school of about 400 students on the outskirts of Lisbon. The study was completed in a fourth year class. The class had ten boys and sixteen girls all in the range of 9 to 10 years old. There were no special education needs students. The students' first language was Portuguese (L1) and they all had contact with the English language in previous years. There was only one new student in this class and it was the first time he had contact with the English language. He was from Cape Verde. However, what he lacked in English knowledge, he made up for with motivation and eagerness to learn. Those sitting on the right, next to the teacher's desk were the students with more difficulties in general. In general there were some particularly good students and they tried their best to communicate in English at all times. It was a very talkative class in general, both in their L1 and their FL.

The class had English lessons twice a week on Tuesdays and Thursdays from 1:45 to 2:45 pm after their lunch break which was not ideal. They usually came in sweating and were very restless. I taught them according to the fourth year curriculum and the *Aprendizagens Essenciais* (2018) during the first term from mid-September to the beginning of December 2019, under the supervision of my co-operating teacher. The *Aprendizagens Essenciais* only briefly mention group work saying that students should work collaboratively in pairs or small groups in a very vague way. Thus, I feel some teachers may be left without knowing what it really means to make students work as a group.

I did my research while teaching them English. We used the course book *Start!* – Gailivro (Silva, Costa, & Leslie, 2016). Besides that, we sang songs, we played games including board games, and we did worksheets, homework and role-plays. There was storytelling with picturebooks that was the starting point to group work and projects, we did inter-class activities and shows and finally, there were several assessment tasks.

II.2. Methodology

The methodology used to collect data was action research and it was carried out from mid-September to December 2019 in a public primary school.

II.2.1. Why is action research important?

In explaining what action research is, Burns (2010), stated that “The central idea of the action part of AR is to intervene in a deliberate way in the problematic situation in order to bring about changes and, even better, improvements in practice” (p. 2). Burns goes further on the subject by declaring that AR means taking an area you feel could be done better, questioning it and developing ideas and alternatives. A teacher becomes an investigator into his/her area of interest, while also participating in it.

My action research was carried out from mid-September to the beginning of December in three distinct stages: pre-intervention, intervention and post-intervention. Only then did I processed the collected data.

II.2.2. Data Collection tools

II.2.2.1. Collecting Consent

The first stage of the AR consisted in planning: informing and requesting consents from the stakeholders. Consents from the school cluster’s director (Appendix A) and from the parents (Appendix B). The first stage also consisted in gathering information, reviewing related literature and developing a research plan. Furthermore, it consisted of informing and asking for the students’ permissions (Appendix C). Collecting consent from students was an important step and I made sure I explained everything in detail, gave them time to ask questions and made it clear that this study was optional and that they could at any time clarify any questions or quit participating. All parents gave consent and all students agreed to freely

participate. All students invented a new identity (*nome de faz de conta*) and were thrilled to have a special name of their own.

II.2.2.2. Routines, rules and roles

Routines

The more students are used to routines, the more time a teacher has to engage them in real learning. However, routines for the rest of the lesson have to be well established and consistent and clear instructions have to be given. Having said that, on the second lesson with these students I started working on entry/exit routines. Then, there are routines to specific students like writing the lesson on the board, and routines for all the students such as entering the classroom by forming a queue while singing at the same time or tidying the classroom (see appendix D for more detailed routines). On the second week of lessons, routines were established for distribution and collection of materials and fast finishers were told what to do when they finished any type of exercise or activity before their peers in order not to disturb the others. (See appendix D). More instructional routines were given throughout the school year during lessons according with the tasks ahead.

I created a plan of routines for group work with the students' participation (Appendix D). All this work required me to help students understand why they were doing it, and guide them to build on confidence and autonomy, and allow them to control their learning in a positive and safe atmosphere. These routines were taught only to group work days and are different from instructional routines which occur in every single class even when doing group work. First they had to individually think about routines that could help save time and organize the classroom to easily start group work, like for example: organizing the tables at the beginning of a group work lesson and keeping their books and belongings under their chairs or getting the roles labels. Then, I asked them to share their ideas with the person next to them and finally, share the ideas with the whole class (think-pair-share). They came up with more routines, for instance: allocate a specific student that had to distribute and collect their groups' roles labels or time keeper had to ask the materials manager to get the assessment forms and give them to their group ten minutes before the end of the lesson (see appendix D).

All types of routines were written on the routines table (Appendix D). Each week, by completing the self-assessment worksheet (Appendix S), students were reminded about the importance of having and respecting the classroom routines. Other way I found to make students accountable for respecting the rules and routines was by dividing the class in teams (rows – following the classroom layout) and giving points to the teams throughout the lessons. The team with more points each week would get a star in the teams' awards chart (Appendix T). That point system kept students motivated to follow the routines/rules.

Rules

In order to promote positive group dynamics, I agreed a set of rules with the students for group work as well as specific classroom language for group work (accountable talk - see appendices E and F) to encourage work, cooperation and communication. By accountable talk I mean a variety of language that keeps students talking in English (FL) and still keeps them on task, focused and engaged in their work while supporting other group members based on Baines et al., 2016, and Parlett, 2016, (Appendices G and H). I introduced these items of accountable talk along the whole term, as students started progressing in group work and I noticed they needed some help to keep talking in English and expressing their message/thoughts. Thus, YLs were taught and practiced the following rules: help your group members to keep speaking in English, listen and help each other, encourage each other, it's OK to make and learn from mistakes, take turns to talk, respect other's opinions, give and share opinions, follow the teacher's directions.

My YLs also had then a more specific set of vocabulary to use according to each group work such as 'can you pass me the glue?', 'time keeper how much time is left?' Each student had a copy of the Accountable Talk table (Appendix F) instead of displaying it as a poster in the classroom. The classroom signs were displayed in the classroom (with the mainstream teacher's permission), allowing more forgetful students to see them and remember some rules and some inspirational quotes. (Appendix I).

Roles

Instead of letting students freely work within their groups in order to achieve a result, I stipulated roles to ensure all group members participated actively based on the student roles suggested by Dörnyei & Murphey, 2003, p. 120: LEADER – leads the discussion, asks questions,

makes other group members participate in discussion, makes all members work hard and keeps everyone motivated; WRITER – writes down important ideas, reads back ideas, writes anything important on the work being done; TIME KEEPER – keeps the group aware of how much time is left, keeps the group focused and on task, makes all group members follow classroom and group rules including speaking English; MATERIAL MANAGER – gets materials if needed, returns extra materials, throws away any rubbish, draws/colours anything needed; SUPER SPEAKERS & LISTENERS (all group members) – speak in turns and listen while others speak. I made a poster, with the input of the students, which was displayed in the classroom allowing more forgetful students to see and use them. (Appendix J).

II.2.2.3. Group work activities

1st activity: Class contract

On my second week of the practicum, I started to work with my students towards reaching a set of rules and routines for the classroom and we celebrated a class contract (Appendix H) with some of the most important ones. Firstly, they started by individually thinking and writing what were for them the five most important routines and rules, they shared their ideas with a peer and finally, each pair of students shared their routines and rules with the whole class while I took notes on the board. In order not to take too much time from the lessons, I told them I would gather their ideas and make a class contract so everyone could sign as well as the classroom signs (Appendix I).

1st Group work

On my third week of the practicum, I told the students they were going to work in groups and put the group work sign on the board. I let students choose their groups themselves but in subsequent lessons I arranged the groups myself. This group work was “designed” to prove my beliefs towards group work. Without guidance, modelling and scaffolding it just did not work because of inappropriate behaviour.

The purpose of this group work was to come up with good ideas to use as rules and roles for group work. Then, each group shared with the whole class as I wrote them on the board and we selected the most reasonable and useful ones. I used their rules and roles to create appendices J and G. Although it was preferable to let themselves as groups to work on

the posters and labels, that would take time needed to instruction of the fourth year curriculum.

2nd Group work

For this study I kept the same students in the same groups until the end. These groups were set-up by myself with the valuable opinion of my co-operating teacher in mind. I put together stronger and weaker students so that they helped each other. I asked my students to work in groups of fours and two groups of five students.

The second time my students did group work was on my seventh week of the practicum when they did role-plays related with greetings, presentations and *Halloween* using finger puppets (Appendix K). Before that, they practiced greetings and asking and giving personal information, they listened some songs, dialogues and did read-aloud from *Start 4!* (Silva et al, 2016) and practiced similar dialogues in pairs (Appendix L).

After addressing personal information and also the personal pronouns and after learning the *Halloween* vocabulary it was time for a group work. I told them they were going to make finger puppets (Appendix K) and explained what those are and use them to create dialogues between the *Halloween* characters. I told them they had to use the personal information learnt the previous lessons and the words on the bottom of the worksheet. I gave clear instructions of all the materials each group was going to need and I asked a student to model a dialogue with me in front of the whole class. Group roles were already decided. They took on the roles of Halloween characters (ghost, spider, witch, bat, black cat and pumpkin) and asked and answered personal questions. Then, each of them wrote their *Halloween* personal information in their notebooks, read it to the group and then they decided who the first to speak was and so on, and also had to introduce each other. The final task was to role-play in front of the whole class.

3rd Group work

On my twelfth week of the practicum, it was time for another group work. By this time, students were completely used to routines and rules and our lessons ran smoothly. Once again, the whole class was very excited as soon as they saw the group work sign on the board. On the previous lessons, I read *I will not ever, never eat a tomato* by Lauren Child (2000) to introduce the new theme – food. They learned what a “fussy eater” is and after they

“mastered” food vocabulary and grammar about likes and dislikes, they did group work to find out who in their group was a fussy eater (Appendix M). I read the book once and the students did an observation worksheet to see if they were engaged on the story (Appendix N) and then we did book work from the *Start!* 4 students’ book on vocabulary about food.

On the following lesson (group work lesson), I read the story again asking questions throughout and then, I used the story to talk about likes and dislikes. I briefly went through the group rules and roles with the students to get them ready to work. Everything went smoothly as they were used to them by that time. I explained and modelled the group activity on the board. 1- All group members had to do a grid in their notebooks (Appendix M). 2- Each group chose the names of food to write on their grids. 3- All members had to ask each other and answer according with this model: -Do you like carrots? -Yes, I do. / No, I don’t.

After the grid was complete with ticks and crosses, the writer (group role) did the same grid on a coloured cardboard with the title: “Are you a fussy eater?” While the writer was doing the grid, all the other members were doing sentences about their group likes and dislikes according to this example: “Kingtuga likes carrots, but Diamante 5-5 doesn’t like carrots” or “Kingtuga doesn’t like beans and Shophie doesn’t like beans.” After each group came up with six sentences then they copied those next to the grid on the coloured cardboard to put on the classroom wall. I taught them to always put their initials in front of their sentences, in this case, it was the ‘writer’ role. In that way, each student’s contribution was evident to the group and allowed me to evaluate each member individually.

While the groups were engaged in their tasks, I was circling the classroom, monitoring and scaffolding the students work, listening attentively and taking notes. Students were on task, asking and answering their peers and cooperating positively with a clear goal on mind.

II.2.2.4. Learning reflection journal and observation grids.

As mentioned in the literature review, engagement can be divided in emotional, behavioural and cognitive categories. For the purpose of my research project, only the behavioural category of engagement was taken into account. Therefore, this category was measured with the help of one direct tool: questionnaires and two indirect tools: a learning reflection journal and observation grids (one filled in by my cooperating teacher – Appendix O and another one filled in by myself – Appendix O).

Learning reflection journal

I kept a learning journal during my practicum. Its purpose was making a record of the first impressions soon after classes. I also took notes when something surprised me during classes. Ideas and expectations were also written in the form of entries. Then I reflected about these entries and found support for some of my thoughts in the literature. The main ideas related to group work are expressed as quotes and presented in section II.3 – results, and aim to give a better insight about the level of engagement of my students while doing group work, as well as their responsiveness and intervention.

Observation grids

I asked my co-operating teacher to fill in two observation grids (Appendix O) during the second and third group works, in order to gather more information on group work and how students were (or not) cooperating with each other and engaging in effective group work. . These grids were used two times, during the second and third group work mentioned before. I also filled in an engagement observation grid (Appendix P) to compare the data with the data from the one my co-operating teacher filled in. This classroom observation grid was established from six categories used by Skinner, Kindermann, & Furrer, 2009, p. 503 to grasp children's on-task and off-task behaviour to measure their engagement.

By watching the teacher taking notes, learners were also reminded that they were being held accountable for their work, and usually tried harder to fulfil their roles. The data in the grids was later analysed quantitatively and qualitatively and the results are presented in tables 5 and 6 on section II.3 of this report. For table 5 the results are expressed in percentages as for table 6, results are expressed in grades ranging from 1 (shows very few of) to 5 (shows a lot of). There is also qualitative data in my reflective journal.

II.2.2.5. Questionnaires

A questionnaire (Appendix Q) was distributed before the beginning of group work activities to ascertain how students liked to learn (questionnaire A), with a broad statements' set about learning and then another set of questions about group work and another one after the last group work. Ultimately, these answers will help showing if their level of engagement changed after doing group work with a specific set of rules, roles and routines by asking about

how they like to learn and not on-task or off-task initiative as their opinion is also important so that I can connect it with the observed on-task/off-task categories.

The questionnaires about group work – questionnaire B (Appendix R) were distributed to students twice, after the second and third group work with the purpose of collecting information about students' perceived willingness to work collaboratively in groups. It was self and peer evaluation form and the data was analysed quantitatively to discover how well they respected or not the group roles and rules, their perceived level of group participation and if they cooperated and shared information and help, if they were or not on task following the teacher's directions and so on. That is to say, to measure their engagement levels while doing group work. All students answered the questionnaires individually.

Questionnaire B contained an open question which asked learners what their greatest strengths as a group member was (number 14). The following possibilities were provided: 'participation', 'organisation', 'paying attention', 'speaking English', 'being patient' and following the rules'. Learners could tick as many of these answers as they wanted. Questionnaire B also contained an open question (number 15) which asked learners what competences they planned to improve as a group member. Learners had to write their own answers as those were not provided.

Table 1 presents and compares the results from the first questionnaire given (on the third week of the practicum). The same questionnaire was then distributed and filled in after the third and last group work (on the twelfth week of the practicum). Results from both questionnaires are presented in tables 2, 3 and 4 on section II.3 of this paper qualitatively in percentages. Table 4 presents the results for an open question and I chose the eight more evident competences students wanted to improve.

By completing these questionnaires, students reflected on both their performance and the group performance and gained self and group accountability. These questionnaires about group work made them feel part of something bigger and in that way, contributed to their engagement towards learning and cooperating. I tried, in that way, to raise students' awareness to the importance of group work.

II.2.2.6. Reflection

Learners were asked to reflect on what was clear and unclear, what needed to be improved and what they did and learned that week (Appendix T). By answering these

assessment questions, students had to reflect on their performance, behaviour and gained a valuable awareness about the classroom and peers. After each group work they had to fill-in Self-evaluation form for group work (Appendix R). By doing so, they gained awareness about what is important to work as a group and they felt accountable for everything they did. By making them reflect and share their thoughts I gained more insight about their level of engagement. It made clearer for me if those sets of rules, roles and routines were having a positive effect on their engagement, thus contributing for my research question.

II.3. Results

With my research question in mind “How can I engage young learners in group work by using classroom routines, rules and roles?” I undertook an action research study in a primary school English class during the period of twenty-two lessons while I was doing my supervised teaching practice. In this section I will present and discuss results.

II.3.1. Questionnaire A – How do you like to learn? (Appendix Q)

Table 1

Students’ awareness about learning and working habits (n = 26)

Statements (in both questionnaires)	Student’s answers (%) and number of students			
	Questionnaire A (second week)		Questionnaire B (twelfth week)	
	yes	no	yes	no
1. I work better when everyone is silent.	100% (26)	0%	65.4% (17)	34.6% (9)
2. I can work when there is noise in the classroom.	19.2% (5)	80.8% (21)	23.1% (6)	76.9% (20)
3. I like to work alone.	34.6% (9)	65.4% (17)	26.9% (7)	73.1% (19)
4. I like to work in group.	88.5% (23)	11.5% (3)	100% (26)	0%
5. I like to work on a task until it is finished.	92.3% (24)	7.7% (2)	100% (26)	0%
6. Sometimes I get frustrated with my work and do not finish it.	50% (13)	53.8% (14)	34.6% (9)	65.4% (17)
7. I like to work at my table.	84.6% (22)	15.4% (4)	73.1% (19)	26.92% (7)

8. I like to work having to move around the classroom.	30.8% (8)	69.2% (18)	42.3% (11)	57.7% (15)
9. I am always willing to try any activity.	92.3% (24)	7.7% (2)	92.3% (24)	7.7% (2)
10. I respect the classroom rules.	88.5% (23)	11.5% (3)	76.9% (20)	23.1% (6)
11. Do you usually do group work with your mainstream teacher?	65.4% (17)	34.6% (9)	65.4% (17)	34.6% (9)
12. Do you work well with other colleagues?	92.3% (24)	7.7% (2)	80.8% (21)	19.2% (5)
13. When you work in group, do you respect the group rules?	76.9% (20)	11.5% (3)	65.4% (17)	34.6% (9)
14. I can follow instructions.	88.5% (23)	0%	84.61% (22)	15.4% (4)
15. If you normally work in group, do you usually share responsibilities?	80.8% (21)	11.5% (3)	88.5% (23)	11.5% (3)

Questionnaire A was completed at the end of September, prior to doing group work in my English class. However, these students told me they used to do group work every two months with their mainstream teacher.

Analysis of statement 1 revealed that all the students (100%) stated that they worked better when everyone was silent. This value decreased to 65% in Questionnaire B at the end of November. That value decreased a great deal, probably because, students realised that, after doing some group work that being silent means they cannot work with each other.

It is also interesting the difference in the percentage of students who, in question 4 changed their mind about group work. The end result of 100% is very positive. By the end of their first period of school, all the students liked working in groups.

I believe the results in questions 10 – “I respect the classroom rules”, 13 – “When you work in group, do you respect the group rules?” and 14 – “I can follow instructions” are representative of a new awareness raised in students about group work. With the established rules and instructions for the group work done during my AR (September to December 2019), students realised that after thinking about the use of rules and specific instructions to do group work, even though they tried, that most of them failed in using those. I believe those answers reveal a new awareness about rules and routines that might have made students think they were not

following them, although my observation notes and grids reveal exactly the opposite. However, students' responses to question number 15 – "If you normally work in group, do you usually share responsibilities?" – show that using group roles resulted in a more efficient responsibility sharing, in other words, collaborative work. Using the group roles allow them to share responsibilities that otherwise were usually done by one or two stronger members of the group that took upon themselves to do everything and ignore weaker students. By respecting the group roles they had not only to share responsibilities but also to help each other complete each task. Question 16 is presented and compared in the following chart (Figure 1 and 2):

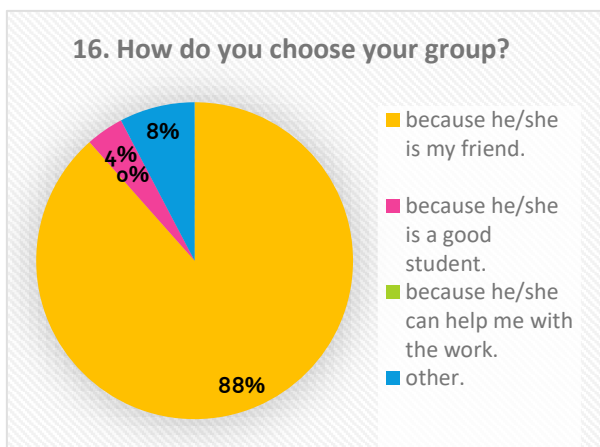


Figure 1: questionnaire A

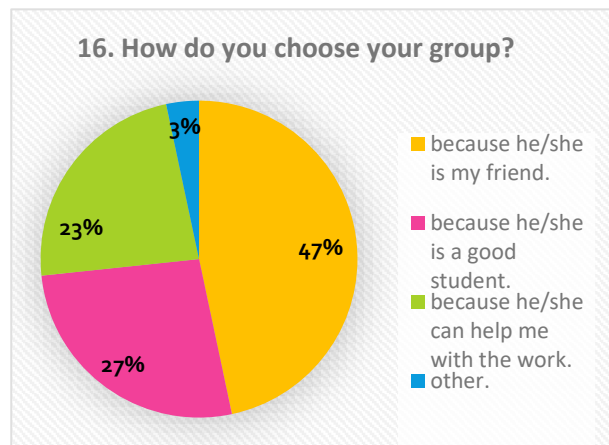


Figure 2: questionnaire B

For me, this was one of the most interesting questions to analyse. Before my students had done any group work, the great majority of them (88%) answered they chose their group based on who they thought were their closest friends without any regard for which skills were better suited for group work. Nevertheless, after understanding and following the rules, roles and routines for group work for almost two months, when answering to questionnaire B, those percentages changed immensely. There was still a big percentage of students that still chose their groups based on their friendships (47%), however students realised that in order to successfully do group work, their friends/ peers had also to be good students and help them with the work ahead.

II.3.2. Group work: follow-up questionnaires.

After group work 2 (Halloween role-play) and group work 3 (Are you a fussy eater?), students were given a questionnaire for group work: “Self-assessment questionnaire for group work” (Appendix R). In this questionnaire B, there are expressed in sentences the three engagement categories (on task behaviour), thus helping me answer my research question. The results are expressed in the following table:

Table 2
Students’ awareness about group work (n = 26)

Statements	Student’s answers (%)					
	Group work 2 (Halloween role-play)			Group work 3 (Are you a fussy eater?)		
	yes	more or less	no	yes	more or less	no
1. We listened and valued each other’s ideas.	34.6% (9)	46.2% (12)	19.2% (5)	65.4% (17)	34.6% (9)	0%
2. We talked in English.	30.8% (8)	46.2% (12)	23% (6)	84.6% (22)	11.6% (3)	3.8% (1)
3. We shared our ideas.	34.6% (9)	61.6% (16)	3.8% (1)	57.7% (15)	34.6% (9)	7.7% (2)
4. We were respectful and polite to all group members.	53.8% (14)	34.6% (9)	11.6% (3)	65.4% (17)	34.6% (9)	0%
5. We used quiet voices to work in group.	46.2% (12)	30.8% (8)	23% (6)	69.23% (18)	19.2% (5)	11.6% (3)
6. We remained focused and on task.	42.3% (11)	34.6% (9)	23.1% (6)	84.6% (22)	11.6% (3)	3.8% (1)
7. We finished our task on time and we did a good job.	65.4% (17)	34.6% (9)	0%	57.7% (15)	26.9% (7)	15.4% (4)
8. We encouraged each other and cooperated with each other.	57.7% (15)	26.9% (7)	15.4% (4)	88.5% (23)	11.6% (3)	0%
9. I feel comfortable talking with others.	69.2% (18)	19.2% (5)	11.6% (3)	92.3% (24)	7.7% (2)	0%
10. I followed the teacher’s directions.	57.7% (15)	38.5% (10)	3.8% (1)	80.8% (21)	19.2% (5)	0%
11. I took initiative when needed.	46.2% (12)	30.8% (8)	23.1% (6)	57.7% (15)	26.9% (7)	15.4% (4)
12. I compromised when needed and cooperated.	65.4% (17)	23.1% (6)	11.5% (3)	84.6% (22)	15.4% (4)	0%

	(17)	(6)	(3)	(22)	(4)	
13. I did my share of the work.	69.2%	19.2%	11.6%	88.5%	7.7%	3.8%
	(18)	(5)	(3)	(23)	(2)	(1)

Looking at Table 2, the results for group work questionnaire B, a sharp change in most statements can be seen. Comparing the answers in both questionnaires, the first big change that can be seen is the difference in the following statements:

1. In statement 1 almost double the learners stated they listened and valued their partners' ideas and in statement 8, there was a 30% increase in the number who said they engaged and cooperated with each other. These percentages notably show how engaged and on task students were. Sharing ideas and listening to each other's opinions and participating are clear evidence of engagement.

Statement 6 'we remained focused and on task' was the one with a higher positive percentage, resulting in an increase of 11 more students saying they were focused and on task. This clearly shows that students were engaged in their group work. They were finally enjoying their work and making an effort so that they could succeed as a group. Although I was not focused on how much FL students used in a group work, statement 2 'We talked in English' was part of their evaluation because it is one of the most important concerns for teachers in an English lesson and the sharp increase in the percentage from questionnaire 1 to 2 – 30.76% to 84.61% - clearly shows that group work enables students interaction and use of their FL. Looking at these results and comparing them, one can conclude that students were really engaged in group work and that level of engagement dramatically increased from one group work to the other and resulted in a very positive outcome.

Both questionnaires contained an open question which asked learners what their greatest strengths as a group member was (number 14). The following possibilities were provided: 'participation', 'organisation', 'paying attention', 'speaking English', 'being patient' and following the rules'. Learners could tick as many of these answers as they wanted. The following table shows for both questionnaires the answers chosen:

Table 3*Students' perceived strengths as group members (n = 26)*

Statements	Student's answers (%)	
	Group work 2 (Halloween role-play)	Group work 3 (Are you a fussy eater?)
Participation	42,30	84,61
Organisation	26, 92	69,93
Paying attention	69,23	88,46
Speaking in English	57,69	80,76
Being patient	50,00	57,69
Following the rules	42,30	88,46

Looking at table 3 and comparing the percentages, it is clear that considerably more students feel self-assured about their strengths as group members after the second group work. The categories 'participation', 'following the rules' and 'organisation' doubled the percentage, showing students' increasing awareness for what is important to work as a group. All the other categories increased moderately corroborating the same findings. All these categories are inherent to engagement as they show their on-task behaviour (Skinner et al., 2009, p. 503).

The following table illustrates students' answers, after doing group work, about the competences they thought they should improve – statement 15 on the questionnaire (open-ended).

Table 4*Competences students intend to improve (n = 26)*

Statements	Student's answers (%)	
	Group work 2 (Halloween role-play)	Group work 3 (Are you a fussy eater?)
Participation	65,38	88,46
Organisation	19,23	53,84
Pay attention	61,53	61,53
Speak English	84,61	96,15
Be patient	73,07	76,92
Follow the rules	100	80,76

Take initiative	26,92	73,07
Share ideas	73,07	88,46
Respect group roles	57,69	73,07

Both questionnaires contained an open question (number 15) which asked learners what competences they planned to improve as a group member. Learners had to write their own answers as those were not provided. The table shows the most chosen and relevant answers. There were eight competences chosen: ‘participation’, ‘organisation’, ‘pay attention’, ‘speak English’, ‘be patient’, ‘follow the rules’, ‘take initiative’, ‘share ideas’. In the first chart, there were four clearly highlighted categories ‘speak English’, ‘be patient’, ‘share ideas’ and ‘follow the rules’. Comparing the second chart with the first, there are significant changes in the percentages of the competences being ‘participation’, ‘organisation’ and ‘respect group roles’ the three competences where there was a substantial 20% to 30% increase. All the other competences fluctuated around the same percentage in both questionnaires which might indicate that students already felt comfortable with those competences for group work. Analysing these results one notices students are surely more engaged in group work by following the rules and roles and they were also communicating more and sharing ideas. They also show they intend to be more organised in the future which again connects to wanting to follow rules and routines which in return translates into being more engaged in their tasks and cooperating in group work.

II.3.3. Learning reflection journal

On my second week of the practicum, I started working with my students towards reaching a set of rules and routines for classroom. We signed a class contract to hold them accountable for what happened in the classroom. As I was monitoring and circling the classroom I could hear more frequently things like “Wolf Gun, be quiet! Tidy your books senão não ganhamos star” (Reflection Journal, 10/10/2019). That meant students were engaged and helping each other as well as making them follow the rules and routines.

After the first group work I wrote: “Let students work freely at ease: NEVER AGAIN! Two groups of six students each were formed very quickly, some pairs joined around the classroom, others just stared at their peers without knowing what to do. Then total chaos as they started moving tables and chairs around and behavioural issues were frequent for

exactly 27 minutes of our lesson. Lesson learnt!” (Reflection Journal, 3/10/2019). This clearly shows that without proper direction and modelling from the teacher and without having established rules and routines it is difficult for YLs to start working and engage in group work.

In the *Halloween* lesson, students were really excited when they saw the group work sign on the board and immediately started organising the classroom furniture according to what was established before. In the following example that I took notes on my reflection journal (31/10/2019), it is clear how even while presenting their dialogue to the whole class, students were helping their peers. Batata Frita Vermelha was a strong member of this group and although she also had a grammar error before, she corrected her colleague because they had been practising likes and dislikes, affirmative and negative forms, and she knew that was important. Further results are shown in the analysis of my observation grids.

Leoparda: Hello! I’m a witch. I’m from England and I’m 150 years old.

This is my broom and my black cat.

Batata Frita Vermelha: Hello! I’m a black cat. Meow! I’m from England. I’m 50 years old. I don’t like fly broom. This is my friend spider.

Miss hamburguer: Hello! I’m a spider. I’m from Portugal.

Leoparda: How old are you, spider?

Miss hamburguer: I’m 5 years old. I no like ghosts!

Batata Frita Vermelha: DON’T LIKE!

Miss hamburguer: I’m a spider. I don’t like Halloween aaaaaaaahhh!

Sharing ideas, listening to each other’s opinions, encouraging and helping each other, being on-task are all evidence of engagement. I certainly started noticing that and even took notes of it. (Reflection journal, 5/12/2019): a stronger student, Greeneyes, encouraging a weaker student to talk and write in English, thus showing high engagement levels as he was helping his groupmates and showing them what to do instead of doing himself:

“Greeneyes - In English!

Rita – Espera, onde está aquilo? [looking at the walls around the classroom] Ah! I don’t know.

Greeneyes – I help you. Page twenty-nine. Temos de fazer assim. Como estas frases e como na tabela. First, write these foods.”

Further results are shown in the analysis of my observation grids.

II.3.4. Cooperating teacher's observation

During group work observation, I asked my co-operating teacher to fill in an observation grid (Appendix O). In that grid she was asked to observe the group arrangement in terms of classroom organisation, the group interaction, the activities and tasks and finally, the role of the teacher. In the table below, one can see my co-operating teacher's notes which are overall positive. In this particular grid, the most important quotes that help measure students' engagement are the ones about group interactions. As one can observe from the comments, the groups were on task and positively helping, encouraging and supporting each other. Their talk was mostly in English, and most importantly it was about the task ahead. They were answering each other questions and helping others where and what to look for and what and when do to it.

Table 5 – Cooperating teacher observation Grid

	Comments and notes
Group interactions	
Are all group members involved in the talk and work?	Yes, they are.
Is the majority of talk on task?	Yes.
Is the majority of talk in English? (Their FL)	Yes, it is. 2 groups sometimes talk a bit in L1, but they change to FL as soon as you get near them.
Do group members show good active listening skills?	Yes, they do.
Do group members take turns at talking? (And do not interrupt?)	Yes. Most of them do.
Does group discussion involve students reasoning and debating together?	Yes, most of the time.
Do group members help each other?	YES!
Do group members respond positively to each other?	YES!
Do group members provide supportive and constructive feedback?	Yes. They are trying to improve.
Is the group able to resolve petty arguing?	Yes.
Is the group able to compromise?	Yes.

II.3.5. Trainee engagement observation grid - data

The following table, shows the data collected on the Trainee Engagement Observation Grid (Appendix P).

Table 6*Engagement measurement (n = 26) Teacher's grades: 1 – very few to 5 – a lot*

			GROUPS					
			green	grey	pink	blue	orange	aqua-green
Teacher's grades (1 – 5)	Halloween role-play	On-task initiative	3	5	3	5	5	4
		On-task working	3	3	3	4	3	3
		On-task passive	3	3	3	5	4	3
		Off-task initiative	3	1	2	1	1	2
		Off-task working	2	1	1	1	1	1
		Off-task passive	2	1	1	1	1	1
	Are you a fussy eater?	On-task initiative	4	5	4	5	5	5
		On-task working	4	4	3	5	4	5
		On-task passive	4	5	4	5	5	5
		Off-task initiative	1	1	1	1	1	1
		Off-task working	1	1	1	1	1	1
		Off-task passive	1	1	1	1	1	1

This engagement observation grid was established from six categories used by Skinner et al, 2009, p. 503 to grasp children's on-task and off-task behaviour relevant to measure children's engagement levels while doing group work. The data was collected as real observation of students' engagement in a public primary classroom.

Findings shown in table 6 indicate that in both group work there was a positive level of engagement. There was a big, positive difference on the students' behaviour and participation and engagement levels were high.

Only the green group showed in the *Halloween* role-play more evident signs of disaffection. There were two very talkative members in this group that pushed their off-task initiative scores up. However, in the *Are you a fussy eater?* group work, their scores levelled-up. They did not get the highest scores in engagement, but overall, their scores showed they were a lot more focused, they contributed on their own initiative to the lesson and they were certainly on task and it showed because they stopped being so distracted all the time and interrupting as much.

The blue and orange groups, unsurprisingly for me, showed good engagement levels right from the start. Still, they improved as it shows from their scores and blue group was the one that could do basically everything on their own. They talked in English almost all the time and used the “Accountable talk” table to guide each other. They started to show signs of independence and discussed about what to do in the following group work and so on: “Blue group evolving rapidly. Heard one of them saying they could ask me if they could start changing their roles next time” (Reflection journal, 5/12/2019)

The aqua-green group was the one that showed most improvement. Their disaffection scores were not bad from the beginning, however, they dramatically improved their engagement scores. They were more interested from lesson to lesson and kept asking when the following group work would be and if they could use their group labels again. They took their “Accountable talk” table home and said they practiced with their parents, which led some of other group members to do the same. They showed high levels of commitment and their participation in all academic activities was evidently higher by the week.

My research question was: How can I engage young learners in group work by using classroom routines, rules and roles? All-in-all, I have answered this question by showing it is possible to create the right set of routines, rules and roles and adapt them to each and any class. Having those sets of routines, rules and roles established depends solely on the teacher’s modelling, observation and adaptation skills.

II.4. Discussion and conclusion

This section will present the conclusions of my study by answering the question ‘How can I engage young learners in group work by using classroom routines, rules and roles?’ This investigation study was carried out in a primary public school in a 26-student class, year 4.

The research was implemented from mid-September to the beginning of December and the main goal of this project was to verify the potential of group work in the primary English classroom as well as creating a set of routines, rules and roles to effectively engage students in group work. It was a delight to experience how smoothly group work was starting to run after students started to follow the routines and rules. As for what the roles concerns, it was a major hit with the students. They were fully engaged in their roles, working, collaborating and trying to solve problems with each other’s help. Obviously they all wanted

to be the group leader, however it was surprisingly positive how they came to agree with and respect the roles.

They all agreed and followed the rules and routines without much effort and they had had the routines table to refer to clarify any aspect. In that aspect, teachers can be seen as facilitators of engagement as they normally and naturally provide rules and routines for all lessons. Modelling those rules and routines naturally makes students to naturally follow.

The data analysed and the observations made of group work, showed significant improvements over the time course of the intervention on students' engagement levels while doing group work. Some of the students were developing into being independent learners and needed very few directions. Even some weaker students with low classroom participation levels were surprisingly involved and engaged and wanted more defiant roles to play. These results are consistent with the reviewed literature.

II.4.1. Contribution of this research to my development as a teacher

This enriching experience made me believe group work is possible in the primary English classroom. Furthermore, I do now believe there is always a positive outcome in doing group work as it enhances students' capabilities and skills, maintains students focused and goal oriented and increases the moments in which students are communicating in their FL, in this case, English. As stated by Zmuda & Jackson (2015, p. 13), "Real engagement is when students choose to invest (and reinvest) their [...] effort in the pursuit of a learning goal." I have created a set of tools that I can and will definitely use and I will continue perfecting them in the years to come, although group work usually means more time and effort invested by the teacher to plan and prepare it is surely worthwhile. Therefore, future studies may also take my research question and further investigate the role of engagement in group work in the long-term

II.4.2. Using rules, roles and routines to engage students in group work

For group work to function, the teacher has to model and scaffold the intended learning. By doing so, students assume more responsibility, moving from being merely participants to being collaborators and hopefully independent learners. Classrooms need to

immerse students and unfortunately, most do not. Classrooms also need to provide students with time to think and evaluate their work and abilities as well as their peers'. So reflection and evaluation time needs to be incorporated not only after group work but also in every lesson. If students are not allowed to think, they are also not given the opportunity to change and develop. Face-to-face interaction in lessons is one huge pedagogical feature, mostly ignored by the majority of teachers. Face-to-face interaction during group work helps introverted students to develop social skills that ultimately will help them throughout their future. To sum up, thinking and communicating skills, active listening, and reflection, giving peers feedback, considering and accepting different perspectives are extremely important for effective group work and should always be used.

Although engagement entrusts a variety of meanings, I focused on the behavioural dimension of it. Academics all over the world are still trying to decide how they can measure it and what categories does it entail, so engagement is and will continue to be a controversial academic issue. By observing students in real life, in a real learning atmosphere while taking notes and using the engagement observation grid I was able to measure how engaged students were. They were focused in everything they had to do, they were invested in understanding and learning while helping, listening and talking to each other and mostly, they were following the rules and routines and respecting the roles with enthusiasm.

II.4.3. Pedagogical implications and future research

Learning to work well in a group requires modelling, countless practice, scaffolding, reflection and improving various skills. In this way, having a set of routines, rules and roles for helping students gain competence, communicate, interact, listen attentively, answer their peers and accept other perspectives, compromise and be polite is paramount and I hope my materials (roles, group values, routines table, active listening table, accountable talk table, classroom signs, the observation grids and the assessment form) may in the future help other teachers (trainees or not) to improve their practice and not to fear facing group work in the primary classroom. I only had around three months to prepare materials, establish these routines, rules and roles for group work with my co-operating teacher' students. Thus, when students were finally on track and enjoying and adapting and respecting those, my practicum

ended. In the coming years it would be interesting to apply the materials I created during my AR to another class during a whole school year and ultimately compare the data to see how engagement levels changed.

I strongly believe I have created a set of materials that other teachers can use and adapt to their students, no matter how intimidating it may now seem to them having third or fourth year students doing group work. Group work can easily be integrated into the planning and even make it more interesting, enjoyable and fruitful.

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APPENDICES

Appendix A: Consent letter to the school administration.

Pedido de autorização à Direção do Agrupamento de Escolas XXXXXXXXX

Exma. Sra. Diretora XXXXXXXX,

O meu nome é Liliana Silva Mouta Moreira e estou a fazer um Mestrado em Ensino de Inglês no 1º Ciclo na Faculdade de Ciências Sociais e Humanas na Universidade Nova de Lisboa, e este implica que durante o estágio faça um pequeno projeto de investigação. Este projeto fará parte do meu relatório final, e intitula-se *Implementing effective strategies to promote group work in the teaching English to young learners' classroom* - (Implementar estratégias eficazes para promover trabalho de grupo no ensino de inglês para crianças).

Venho, por este meio, solicitar a vossa autorização para incluir os alunos da turma X do 4.º ano da Escola Básica X da XXXXXXXXXX neste meu projeto que vai decorrer entre setembro e dezembro de 2019 ao longo do meu estágio (Prática de Ensino Supervisionada II).

Depois de pedir autorização aos alunos e encarregados de educação da referida turma para os incluir no meu estudo, a recolha de dados será efetuada mediante questionários sobre os hábitos de trabalho em grupo, a sua abordagem às regras de trabalho, o papel da afetividade nos trabalhos de grupo, as suas reações, comentários e opiniões sobre os mesmos e, ainda, autoavaliação e reflexão sobre a experiência deles. A qualquer momento os alunos podem escolher não participar. As informações obtidas serão referidas no meu relatório final de mestrado.

A escola, todos os seus funcionários e as crianças permanecerão anónimas em qualquer circunstância. Nunca serão tiradas fotografias nem obtidas imagens, quer da escola, quer das crianças, contudo, o mesmo não se irá aplicar aos trabalhos dos alunos, que permanecerão no anonimato.

Se tiver questões a colocar agradeço que me contacte através do email: XXXXXXXXXX

Agradeço que autorize a participação dos alunos da turma identificada no meu estudo. Pelo que peço que me entregue esta autorização assinada, se possível até 18 de setembro do corrente ano.

Barreiro, 12 de setembro de 2019

Prof.ª Doutora Carolyn Leslie

Orientadora de Estágio

Liliana Silva Mouta Moreira

FCSH, Universidade Nova Lisboa



Eu, _____

Diretora do Agrupamento de Escolas XXXXXXXXXXXXXXX, declaro que fui informada dos objetivos do projeto intitulado *Implementing effective strategies to promote group work in the teaching English to young learners' classroom* - (Implementar estratégias eficazes para promover trabalho de grupo no ensino de inglês para crianças) e autorizo os alunos da turma X do 4.º ano da Escola Básica X da XXXX a participar no estudo.

Data: _____

Assinatura: _____

Appendix B: Consent letter to the parents.

Caros pais e encarregados de educação,

O meu nome é Lilliana Moreira e tenho vindo, desde meados de fevereiro do corrente ano, a realizar o meu estágio em ensino nesta escola. No âmbito de um relatório final de estágio de Mestrado em ensino de inglês no 1º ciclo na Universidade Nova intitulado *Implementing effective strategies to promote group work in teaching English to young children* - (Implementar estratégias eficazes para promover trabalho em grupo no ensino de inglês para crianças), venho por este meio, solicitar a autorização para poder incluir o seu educando neste estudo.

O estudo decorrerá entre Setembro de 2019 e Dezembro do mesmo ano, envolvendo uma intervenção das crianças da seguinte forma: como objeto de observação, resposta a cartões de reflexão, resposta a fichas de auto-avaliação e resposta a questionários, podendo as mesmas deixar de participar em qualquer momento se assim o entenderem.

A informação recolhida fará parte do relatório final de estágio de mestrado em ensino, sendo os resultados obtidos divulgados no respetivo relatório. A instituição e os alunos permanecerão anónimos em qualquer circunstância.

Agradeço que até ao dia 24 do presente mês de 2019 me conceda a autorização para proceder à implementação do estudo em causa, permitindo que o seu educando faça parte do estudo.

Lilliana Moreira

Professora Doutora Carolyn Leslie
Orientadora de Estágio
FCSH, Universidade Nova Lisboa



Eu, _____, encarregado de educação de _____

declaro que fui informado(a) dos objetivos do estudo intitulado *Implementing effective strategies to promote group work in teaching English to young children* - (Implementar estratégias eficazes para promover trabalho em grupo no ensino de inglês para crianças), e autorizo o meu educando a participar no estudo.

Data: ____ / _____ / _____

Assinatura: _____

Appendix C: Consent letter to the students.



Eu e o estudo da teacher Liliana Teacher Liliana's study and I



Escreve **V** de verdadeiro ou **F** de falso. (Write true or false.)

	V ou F
A Liliana explicou-nos que está a estudar para se tornar uma melhor professora. (Teacher Liliana explained that she is studying to become a better teacher.)	
A Liliana precisa da minha opinião sobre as aulas de inglês e como me sinto nas aulas. (Teacher Liliana needs my opinion on English classes and how I feel in them.)	
A Liliana vai dar-me uns questionários nas aulas para eu responder e dar a minha opinião. (Teacher Liliana will give me some surveys so I can answer and give my opinion.)	
A Liliana explicou que o objetivo do estudo é para eu aprender a trabalhar melhor em grupo. (Teacher Liliana explained that the purpose of her study is so that I learn how to work better in group.)	
A Liliana vai incluir a minha opinião no estudo dela que vai mostrar a outras pessoas que também estudam sobre aulas de inglês. (Teacher Liliana will include my opinion in her study and then it will show it to other people that also study about studying English.)	
A Liliana nunca vai contar a ninguém os nossos nomes verdadeiros. (Teacher Liliana will never tell our true names.)	
A Liliana explicou que os questionários que fizermos vão ser usados no estudo dela. (Teacher Liliana explained that the surveys we will make are going to be used in her study.)	
A Liliana explicou que posso deixar de participar no estudo em qualquer momento. (Teacher Liliana explained that I can quit the study at any moment.)	
A Liliana explicou que se tiver dúvidas posso perguntar-lhe. (Teacher Liliana explained that if I have any doubts, I can ask her.)	
A Liliana explicou que os meus pais já foram informados sobre este estudo. (Teacher Liliana explained that my parents were already informed about the study.)	
A Liliana explicou que o estudo irá decorrer entre outubro e dezembro de 2019. (Teacher Liliana explained that the study will occur from October to December 2019.)	

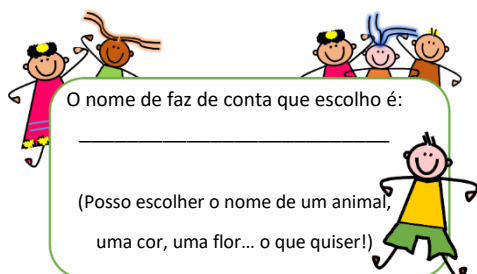
O meu nome completo é _____

Rodeia o que está certo:

→Eu aceito participar no estudo da Liliana.

→Eu não aceito participar no estudo da Liliana.

Como a Liliana não vai contar o meu nome verdadeiro a ninguém, se aceito fazer parte do estudo dela, tenho de escolher um nome de faz de conta.



A data de hoje é: _____

A minha assinatura: _____

Appendix D: Routines table.

Routines	Specific students	All / other students	Teacher	
Entry	<ul style="list-style-type: none"> Based on a chart next to the board, the designated student writes on the board: the lesson number, the date, the weather, the summary, while two students distribute the books. 	<ul style="list-style-type: none"> Enter the classroom by forming a queue and singing instead of running in making a lot of noise. Students have until the end of a song to sit down in silence with their tables neat and organised. Sitting copying the information from the board and singing the song. After they finish doing that, they put their heads down so that the teacher can attribute points to the teams/groups. 	<ul style="list-style-type: none"> Sings along with the students. Moves around the classroom to monitor and check if students are on task. Students have established teams (in rows for instance) and teacher gives points to each team depending if they were on task or not, if they have done everything correctly and which team was faster. These points and teams should be discussed and agreed with the whole class on the first day of school. Teachers can also give stamps or stickers to the team who finishes first. 	
Distribution/ collection of materials	<ul style="list-style-type: none"> Based on a chart next to the board, the designated students always know who hands-out the student books and who hands-out the workbooks and the same students collect them at the end of the lesson. 	<ul style="list-style-type: none"> Students have until the end of a song to sit down in silence with their tables neat and organised. 	<ul style="list-style-type: none"> Sings along with the students. Moves around the classroom to monitor. Checks if everything is correct on the board. 	
Fast finishers	<ul style="list-style-type: none"> There should always be a worksheet or a game for fast finishers on the teacher's desk which they can get silently while the rest of the class finishes the ongoing work. 			
Instructional routines (during lesson)		<ul style="list-style-type: none"> Have to raise their hands to speak. At the end of each exercise, activity or task, students should cross their arms or put their heads down as a silent indicator that they have finished. Respect the classroom rules. 	<ul style="list-style-type: none"> Real teaching time (vocabulary, grammar and so on). Modelling. Giving directions. Answer questions. Show a variety of ways of how students can visually represent ideas and information to organize their thinking. Eg.: charts, web diagrams, venn diagrams... Observing and note taking. 	
Group work days	Entry:	<ul style="list-style-type: none"> A specific member of each group gets the group roles labels and hands them to their groups. 	<ul style="list-style-type: none"> While singing a song, students organise the tables (as modelled previously) and put their books and belongings under their chairs. Groups that finish tidying up and organizing first in silence get extra points. 	<ul style="list-style-type: none"> Teacher places the group work sign on the board. Gives instruction.
	During lesson:		<ul style="list-style-type: none"> Respect all the rules and roles agreed previously. 	<ul style="list-style-type: none"> Models. Observes. Gives guidance. Assesses.
	End of lesson:	<ul style="list-style-type: none"> Get the self, peer/group assessment forms from the teacher's table 10 min before the end of lesson (specific role for that.) Distribute the assessing forms to the group. Tidying the group roles labels. 	<ul style="list-style-type: none"> Filling in the assessment form. Share one positive and one negative point of the group work and one thing they would like to change. Tidy the furniture. 	<ul style="list-style-type: none"> Ask each group to share one positive and one negative point of the group work and one thing they would like to change. Take notes.
End of lesson		<ul style="list-style-type: none"> Think and share what they did, what they liked the most and the less and what they would like to improve. Sing a goodbye song. Tidy the classroom. 	<ul style="list-style-type: none"> Make students think about the lesson. Ask the students to summarise the lesson (what they learnt). Make students think and share what they did and what they would like to improve. 	

Appendix E: Active Listening Table

What to do	Why do it	How to do it	Examples of what to say
Encourage	<ul style="list-style-type: none"> • To convey interest. • To keep the person talking. 	<ul style="list-style-type: none"> • Nod, smile, and use other facial expressions. • Don't agree or disagree. • Use a positive tone of voice. 	<ul style="list-style-type: none"> • "I see..." • "Uh-huh..." • "Ok..." • "Keep going..."
Restate or clarify	<ul style="list-style-type: none"> • To show that you are listening and understand. • To check your perception of the speaker's message. 	<ul style="list-style-type: none"> • Restate the basic ideas, emphasizing the facts. • Clarify points. • Don't "fake listen"! 	<ul style="list-style-type: none"> • "If I understand correctly, your idea is..." • "I see what you mean..." • "In other words, this is..." • "What did you mean when you said..."
Reflect	<ul style="list-style-type: none"> • To show the speaker he or she is being heard. • To show you understand the speaker's feelings. 	<ul style="list-style-type: none"> • Restate the other's basic feelings. • Respond to the other's main ideas. 	<ul style="list-style-type: none"> • "So you feel that..." • "You must feel angry that..." • "I think you're very happy that..."
Summarise	<ul style="list-style-type: none"> • To put ideas, facts together. • To establish a basis for further discussion. • To review progress. 	<ul style="list-style-type: none"> • Restate, reflect, and summarise major ideas and feelings. 	<ul style="list-style-type: none"> • "So would you say the key ideas are..." • "If I understand you, you're saying that..." • "Based on your presentation, would it be accurate to say that..."

Active Listening Techniques, based on the table by Frey, Fisher et al., 2009.

Appendix F: Accountable Talk Table

ACCOUNTABLE TALK

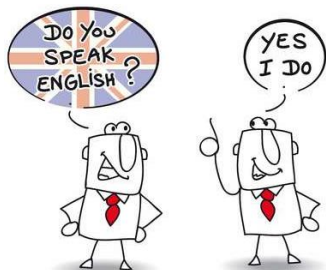
Encourage	<ul style="list-style-type: none"> • I see... • Uh-huh... • Ok... • Keep going... • I liked the way you... • I liked the details...
Clarify	<ul style="list-style-type: none"> • Can you read again? • Can you explain again? • Can you give an example? • Can you show me/us..? • I see what you mean... • If I understand correctly, your idea is... • In other words, this is... • What did you mean when you said...
Reflect	<ul style="list-style-type: none"> • I learnt that... • I thought your... • Thanks, I didn't know that... • So you feel that... • You must feel angry that... • I think you should/could... • I think you're very happy that...
Summarise	<ul style="list-style-type: none"> • So would you say the key ideas are... • If I understand you, you're saying that... • Based on your presentation, would it be accurate to say that..."
Agree / disagree	<ul style="list-style-type: none"> • I agree because... • I disagree because... • Yes, of course. • That is OK because... • I understand because... • I don't understand because...
Offer / ask for help	<ul style="list-style-type: none"> • Can I help you? • What questions do you have? • I need some help...

Accountable Talk Table based on Active Listening Techniques, based on the table by Frey, Fisher et al., 2009.



Our Class Contract

1. Talk in English as much as I can.



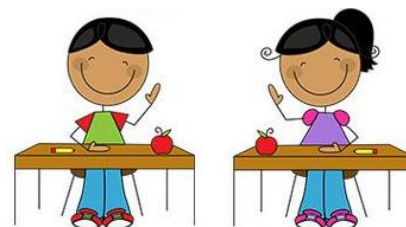
2. I will be prepared to begin class.



3. Listen to my teacher and classmates and do not interrupt them while speaking.



4. Raise my hand when I want to say something.



5. Use the right voice level (Voice Level Chart).

Voice Levels	
0	Silence is Golden – Absolute silence. No one is talking.
1	Spy Talk – Whispering, only 1 person can hear you.
2	Low Flow – Small group work, only the group can hear you.
3	Formal Normal – Normal conversation voice.
4	Loud Crowd – Presenting voice. Everyone can hear you.
5	Out of Control – Playground voice, never used inside.

6. Be polite!



7. Keep our classroom clean.

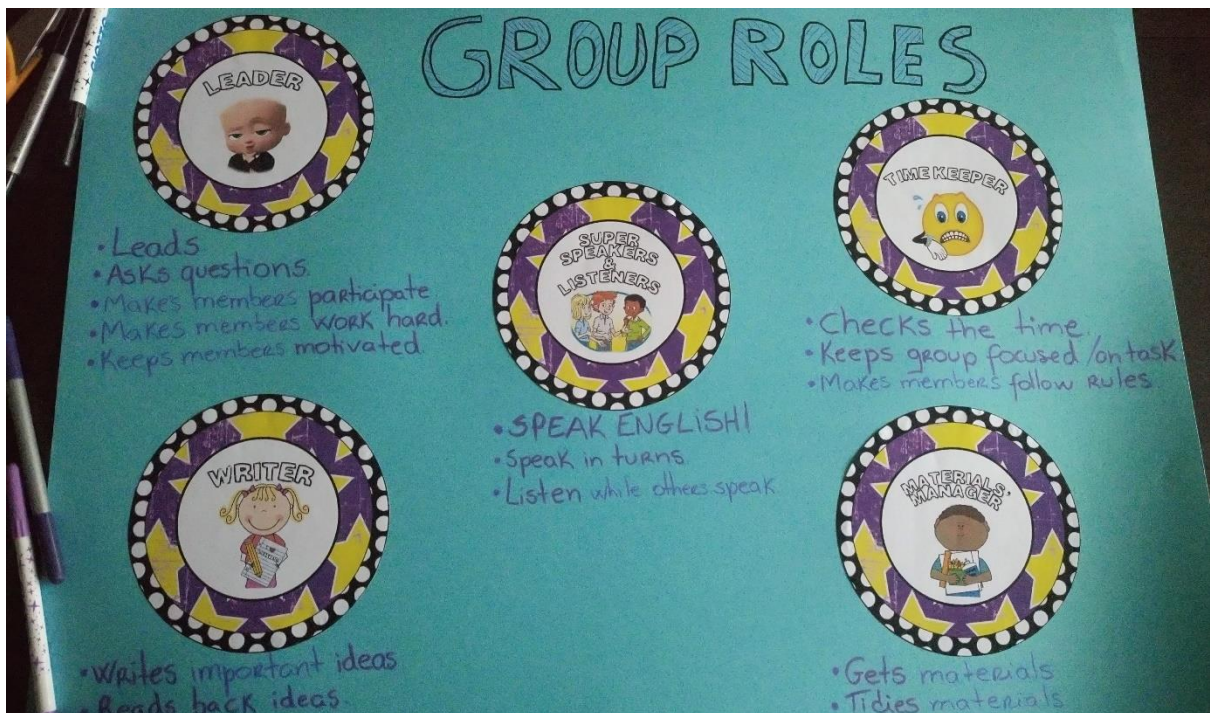


We will try our best to follow this contract, even when no one is watching!

Appendix I: Classroom signs.



Appendix J: Roles for group work and labels.



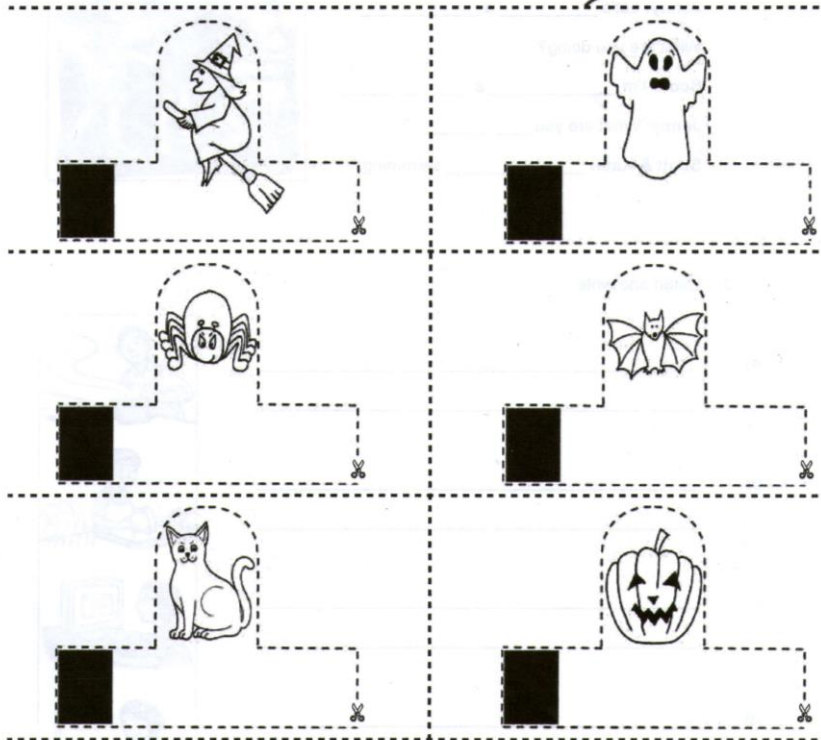
Appendix K: Finger puppets role-play.



Make Halloween finger puppets. Create a scary story.
Use words from the box.



Cut -----
Stick ■■■■■



witch - spider - bat - cat - broom - ghost - pumpkin - hat - black - fly



Appendix L: Exercises and activities from the students book *Start 4!*

2 Listen and repeat.

Greetings	Saying goodbye
<ul style="list-style-type: none"> Hello! / Hi! Welcome! Good morning. Good afternoon. Good evening. 	<ul style="list-style-type: none"> Goodbye! / Bye! See you later! See you tomorrow! Have a nice day! Good night.
<ul style="list-style-type: none"> How are you? <ul style="list-style-type: none"> I'm great, thanks! Not so good. I'm fine, thank you! Nice to meet you! 	

4 Act out the dialogue.

Good morning. How are you?

Good morning! I'm great, thanks! And you?

Greetings and personal information – page 7 of *Start 4!*

PERSONAL INFORMATION

Listen. Then act out.

NEW IN TOWN

Hello! I'm Jack! What's your name?

Hi! My name's Ryan, Ryan Jones!

Hi! I'm Lily! And Daisy! We're new!

They're my pesky sisters.

I'm Emily! Nice to meet you!

Welcome to Folkwood!

Hello! Hello! I'm Charlie!

He's our parrot!

How old are you?

We're nine years old.

Where are you from?

We're from Australia.

Oh, you're Australian!

Greetings and personal information – page 8 of *Start 4!* (Silva et al., 2016)

Appendix M: Are you a fussy eater – group work.

Are you a fussy eater?

	cabbage	meat	beans	mushrooms
Rango Malta	✓	✓	✓	✓
Chupa xuxa	✓	✓	✓	✗
Agente Roxo Maldisporto	✗	✓	✗	✓
Ara Maria	✓	✓	✗	✓
Ladybug	✓	✓	✓	✓

Ara Maria	✓	✓	✗	✓
Ladybug	✓	✓	✓	✓

Are you a fussy eater?

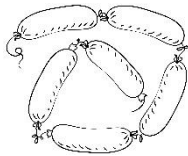
- Rango Malta likes cabbage, but Agente Roxo Maldisporto doesn't like cabbage. (Lb.)
- Chupa xuxa doesn't like mushrooms, but Rango Malta, Agente Roxo Maldisporto, Ara Maria and Ladybug like mushrooms. (R.R.M.)
- Agente Roxo Maldisporto likes meat and mushrooms, but he doesn't like cabbage and beans. (R.M.)
- Ara Maria likes cabbage, meat and mushrooms, but she doesn't like beans. (B.X)
- Ladybug likes cabbage, meat, beans and likes mushrooms. (R.M.)

Appendix N: Are you a fussy eater – while reading activity

While reading Lauren Child's book *I will not ever never eat a tomato*, order (with numbers) the pictures about what Lola doesn't like to eat in the order they appear in the story.



cheese



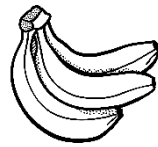
sausages



oranges



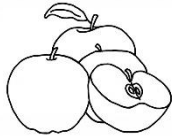
cauliflower



bananas



fish fingers



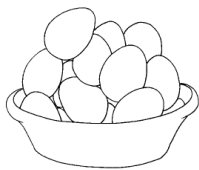
apples



spaghetti



tomatoes



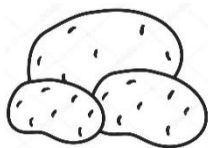
eggs



peas



rice



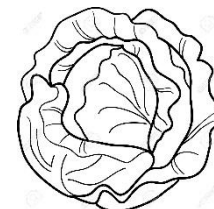
potatoes



carrots



mushrooms



cabbage



baked beans



Appendix O: Cooperating teacher observation grid.


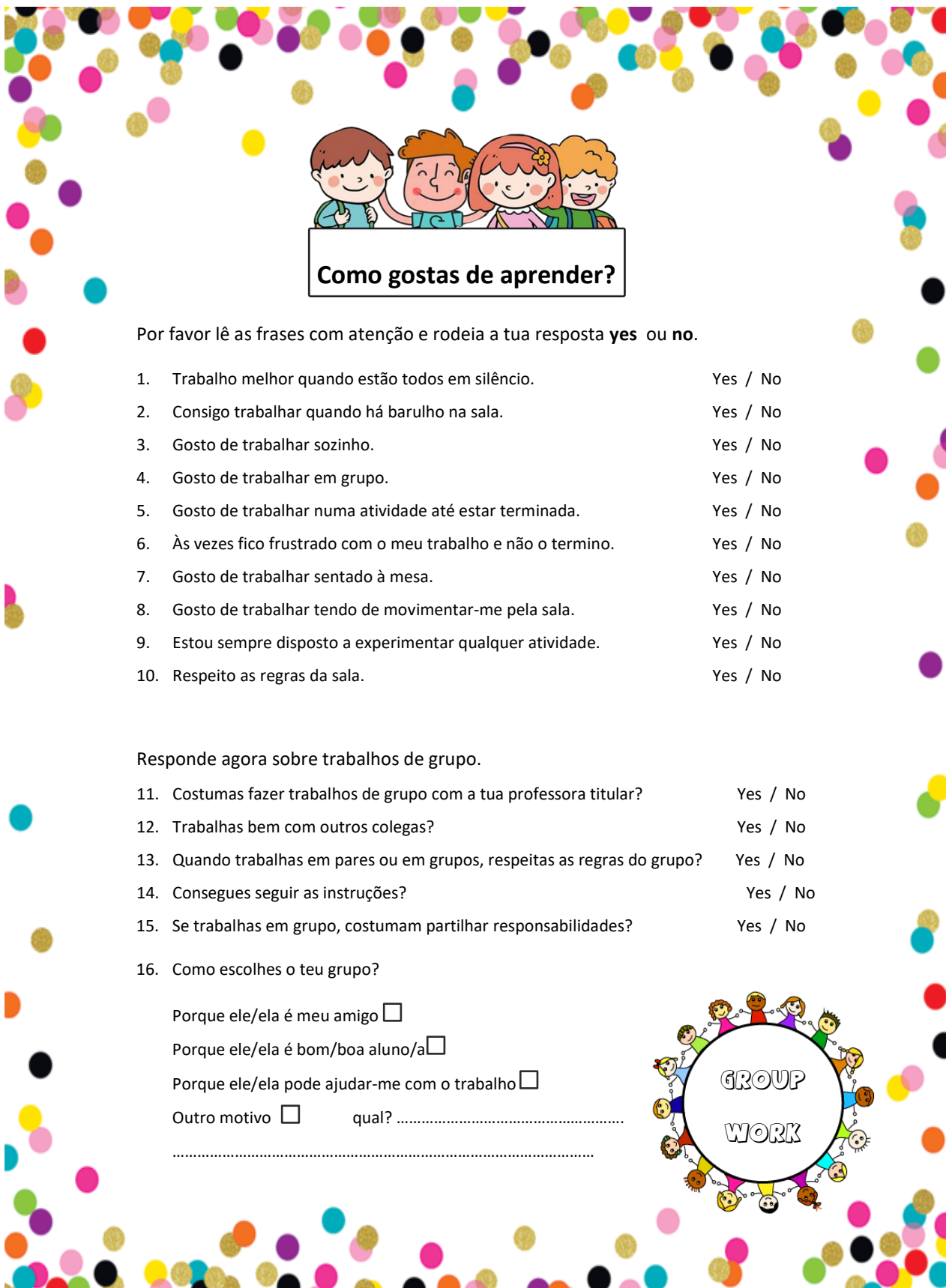
Observation Grid for Group Work

Group members: _____

Date of observation: _____

	Comments and notes
Group arrangement	
Does the furniture arrangement allow group members to interact?	
Can everyone see everyone else?	
Are group members close enough to each other to hear and talk with soft voices?	
Do students in groups break into smaller sub-groups?	
Is the group size appropriate for the activity and does it enable all to participate?	
Group interactions	
Are all group members involved in the talk and work?	
Is the majority of talk on task?	
Is the majority of talk in English? (Their FL)	
Do group members show good active listening skills?	
Do group members take turns at talking? (And do not interrupt?)	
Does group discussion involve students reasoning and debating together?	
Do group members help each other?	
Do group members respond positively to each other?	
Do group members provide supportive and constructive feedback?	
Is the group able to resolve petty arguing?	
Is the group able to compromise?	
Activities and tasks	
Do materials encourage group work rather than individual working?	
Was the task structured to support group work?	
Did the task encouraged students to discuss together/interact?	
Role of the teacher	
Did the teacher encouraged students to manage their time?	
Did the teacher review what is important to work in groups?	
Did the teacher give students an opportunity to evaluate their own group work?	
Did the teacher remind students to use their group-work skills and roles?	
Did the teacher monitor group interactions?	
Did the teacher model good interaction skills?	

Appendix Q: How do you like to learn questionnaire.



Como gostas de aprender?

Por favor lê as frases com atenção e rodeia a tua resposta **yes** ou **no**.

1. Trabalho melhor quando estão todos em silêncio.	Yes / No
2. Consigo trabalhar quando há barulho na sala.	Yes / No
3. Gosto de trabalhar sozinho.	Yes / No
4. Gosto de trabalhar em grupo.	Yes / No
5. Gosto de trabalhar numa atividade até estar terminada.	Yes / No
6. Às vezes fico frustrado com o meu trabalho e não o termino.	Yes / No
7. Gosto de trabalhar sentado à mesa.	Yes / No
8. Gosto de trabalhar tendo de movimentar-me pela sala.	Yes / No
9. Estou sempre disposto a experimentar qualquer atividade.	Yes / No
10. Respeito as regras da sala.	Yes / No

Responde agora sobre trabalhos de grupo.

11. Costumas fazer trabalhos de grupo com a tua professora titular?	Yes / No
12. Trabalhas bem com outros colegas?	Yes / No
13. Quando trabalhas em pares ou em grupos, respeitas as regras do grupo?	Yes / No
14. Consegues seguir as instruções?	Yes / No
15. Se trabalhas em grupo, costumam partilhar responsabilidades?	Yes / No
16. Como escolhes o teu grupo?	


Porque ele/ela é meu amigo

Porque ele/ela é bom/boa aluno/a

Porque ele/ela pode ajudar-me com o trabalho

Outro motivo qual?

.....



Appendix R: Self-evaluation form for group work (front page).

Self-Evaluation Form for Group Work



Your name: _____

Group members: _____

Group work date: _____

Please, complete the table with a cross ✕.

	yes ☺	more or less ☹	no ☹
1. Nós ouvimos e valorizamos as ideias uns dos outros. <i>We listened and valued each other's ideas.</i>			
2. Nós falamos em inglês. <i>We talked in English.</i>			
3. Nós partilhámos as nossas ideias. <i>We shared our ideas.</i>			
4. Nós respeitámos e fomos simpáticos com todos os membros. <i>We were respectful and polite to all group members.</i>			
5. Nós usámos o tom de voz correto para trabalhar em grupo. <i>We used soft voices to work in group.</i>			
6. Nós mantivemo-nos concentrados e a trabalhar na tarefa. <i>We remained focused and on task.</i>			
7. Nós terminámos a tarefa a tempo e fizemos um bom trabalho. <i>We finished our task on time and we did a good job.</i>			
8. Nós encorajámo-nos e cooperámos uns com os outros. <i>We encouraged each other and cooperated with each other.</i>			
9. Eu sinto-me confortável a falar com os outros. <i>I feel comfortable talking with others.</i>			
10. Eu segui as indicações da professora. <i>I followed the teacher's directions.</i>			
11. Eu tomei iniciativa quando foi preciso. <i>I took initiative where needed.</i>			
12. Eu cedi quando foi preciso e cooperei. <i>I compromised when needed and cooperated.</i>			
13. Eu fiz a minha parte do trabalho. <i>I did my share of the work.</i>			

Appendix R: Self-assessment form for group work (back page).

14. Os meus fortes enquanto membro de um grupo são:

My greatest strengths as a group member are:

Participação Estar atento Ser paciente

Organização Falar em inglês Respeitar as regras

15. As competências de trabalho de grupo que pretendo melhorar são:

The group work competences I plan to improve are:

Peer Evaluation Form for Group Work

Escreve os nomes de cada membro do teu grupo nas caixas numeradas. Atribui a ti mesmo e aos outros membros do grupo um valor por cada item da lista.

Valores: 5=Muito Bom 4=Bom 3=Suficiente 2=Insuficiente 1=Fraco

	Myself	1.	2.	3.	4.
a. Participou nas discussões.					
b. Falou inglês.					
c. Partilhou ideias.					
d. Ajudou a manter o grupo focado.					
e. Usou o tom de voz correto.					
f. Esteve concentrado.					
g. Contribuiu com boas ideias.					
h. Seguiu as indicações da professora.					
i. Teve iniciativa.					
j. Fez a sua parte do trabalho.					
k. Valor do trabalho produzido.					
TOTAL					

Appendix S: Self-assessment worksheet

Now I know about ... (Circle the correct face: 😐 - more or less / 😊 - a

lot)

Food 😐 😊

Likes / dislikes 😐 😊

Drinks 😐 😊

3rd person singular (likes, does, doesn't) 😐 😊

This week ... (True or False)

I talked in English with the teacher. T / F

(Falei em Inglês com a professora).

I talked in English with my colleagues. T / F

(Falei em Inglês com os colegas).

I did pair-work in English. T / F

(Trabalhei em pares em Inglês).

I did group work in English. T / F

(Trabalhei em grupo em Inglês).

I played games in English. T / F

(Joguei jogos em Inglês).

I listened and sang songs in English. T / F

(Ouvi e cantei músicas em Inglês).

I wrote in English. T / F

(Escrevi em Inglês).

I read in English. T / F

(Li em Inglês).

I respected the classroom routines. T / F

(Respeitei as rotinas da sala de aula).

I helped myself to be a better learner. T / F

(Ajudei-me a ser um melhor aluno).

I helped someone learn. T / F

(Ajudei alguém a aprender).

Liliana Moreira

Self-assessment worksheet created for PESING II 2019

Appendix T: Teams' award chart.

