

Exploring EFL learners' positive engagement in Task-Based Language Learning

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ABSTRACT

There is a prevalent conviction in (language) learning research that the facilitation of student engagement in English as a foreign language (EFL) curricula is beneficial for language learning. A language learning method that is assumed to provide opportunity for eliciting engagement is Task-Based Language Learning (TBLL). Using a questionnaire and conducting observations, this qualitative research investigates the level of positive engagement of a group of Dutch secondary education students ($N=56$) during TBLL EFL lessons. This research aims to identify which elements of TBLL contributed to this perceived engagement according to students by means of Stimulated Recall Interviews.

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Preface

This study is my dissertation with which I conclude my master's degree at Fontys University of Applied Sciences in Sittard, the Netherlands. From the outset, it was clear to me I wanted to investigate in the field of didactical approaches to language teaching. During my studies, I took a great interest in Task-Based Language Learning for its promising possibilities since its principles suit my teacher identity and the ambitions I have for my students' EFL education. My convictions about using TBLL as a didactical approach have been strengthened by the results of this research and I hope to make positive changes in the existing HAVO4 curriculum, which means to shift from a grammar-focused instruction to a communicative- and language-focused programme.

I would like to thank, first of all, my teacher and adviser Dr Mandy Jackson for her valuable guidance and feedback during this process, which took the form of many (online) consultations and emails back and forth. Our dialogues have been inspirational and her feedback and knowledge in the field have provided me with insights and advice to carry out my research as thoroughly as possible. A second word of gratitude is for the observers involved and my students of HAVO4, the participants in this research. All were very willing to cooperate, and they gladly made time for interviews and responding to my requests. Others who I owe thanks to are my partner Sjors, my friends and my family, who have always pushed me to continue in difficult times, given me counsel and shown understanding for me juggling my work, study and social life.

To all readers: I hope you enjoy reading this research.

1. Introduction

1.1 Motivation for research

In my ten years as a teacher of French as a Foreign Language (FFL) and English as a Foreign Language (EFL), the students' stance on the grammar of these languages has never been particularly positive. Deemed a necessary element of language teaching by most of my FFL and EFL colleagues, grammar occupies a large part of my school's curriculum for these foreign languages in all forms and levels of the Dutch secondary education system. The learners' attitude towards grammar is rather negative in my 4th year HAVO¹ EFL classes at B.C. Broekhin in Roermond, the secondary school I work at as a teacher of EFL. My observation is that grammar is often described by them as 'incredibly boring' and this attitude influences their behaviour in class during such grammar lessons, which is characterised by a low level of engagement with the subject matter. During these lessons, which are chiefly guided by the prescribed grammar syllabus of the course book, the students are apathetic and passive rather than involved and active.

Furthermore, our department of English for the upper levels and forms of HAVO acknowledge our HAVO students' capacity to learn for instance about the grammatical topic 'present perfect' and to apply the tense correctly in a cloze activity or in a grammar test yet see that when students are expected to apply the tense in a speaking activity at a later stage, they are unable to do so and will use an incorrect tense instead. In other words, the learners have conceptual information (i.e. declarative knowledge) about the grammatical structures but cannot exercise that knowledge (i.e. procedural skill) in the performance of a productive task.

Presumably, a combination of factors contributes to the students' lack of interest in grammar, their low level of engagement in grammar lessons and their inability to produce grammatical form suited to the context of the task. Nevertheless, I believe the origin of the problem is the fact that students receive EFL lessons with a too heavy emphasis on grammar instruction (i.e. teaching to the (written grammar) test) and are barely or never given the chance to use grammar within communicative lessons that encourage the learners' active attitude in class. Therefore, it is necessary to move away from the existing emphasis on grammar lessons and aim for a more integrated and communication orientated language instruction.

In my opinion, such an integrated grammar instruction is more in line with current research and seems more suitable for learners without an analytical language learning approach. Integrated grammar and, thus, a communicative, language-focused approach to EFL lessons will allow the learners to engage and to develop a positive attitude towards grammar lessons and will help transfer their declarative knowledge into procedural skill.

¹ HAVO stands for Hoger Algemeen Voortgezet Onderwijs (i.e. Higher General Secondary Education), lasts 5 years in total and prepares students for higher vocational education, which is practice oriented.

1.2 Relevance of research

In my experience, teachers will always want to ‘do their *own* thing’ as they have their personal ideas about how to structure their lessons and teaching. As such, constructing a lesson series and making it available for use in their lessons, will not achieve a positive change in language lessons/grammar instruction among our team of EFL teachers in the upper years. Alternatively, it is interesting to investigate what aspects contribute to the students’ positive engagement during the new approach to grammar/EFL (i.e. integrated grammar instruction or Integrated Form-Focused Instruction (InFFI)) to establish a framework of recommendations all teachers can use as criteria in designing their language lessons while keeping their authenticity and the freedom of choice of topic.

Thus, this research will be helpful in verifying our assumption that integrated form-focused instruction will elicit engagement from our HAVO4 students, and it will give our Department of EFL insight into the contributors of this assumed engagement, defined by HAVO4 students themselves. The relevance of the outcome of this study and the ensuing recommendations made are twofold if it is decided to use these in the design of our EFL lessons. First, HAVO students will benefit from the revised approach to grammar as these are tailored to their (educational) needs. Probably, students need to use the English language in situations they will encounter during their secondary and higher school education (e.g. internships abroad, international exchange programmes, courses and course material available only in English, trainee programmes). Second, our teachers will presumably be pleased with an actively engaged class of students during their integrated form-focused instruction and they will probably enjoy helping students to enhance their grammatical competence in communicative settings.

1.3 Research Questions

This study is guided by the main research question (1) and the following sub-questions (1a, 1b, 1c), which arose from the problem described above:

- (1) Which elements of Task-Based Language Learning contribute to the students’ positive engagement shown in Task-Based Language Learning activities, according to Dutch EFL students of HAVO4?
- (1a) What is Task-Based Language Learning and what are its advantages and disadvantages?
- (1b) What is the workable definition of the construct ‘positive engagement’ for this study?
- (1c) Which recommendations can be made to EFL teachers as a guideline for the design of their language lessons to support their students’ positive engagement, based on the results of this study?

By means of theoretical underpinning, sub-questions 1a and 1b will be answered so as to establish a clear frame of reference for the investigation of the main research question. Sub-question 1c will be answered in the final part of the conclusion.

1.4 Literature study

1.4.1 Different methodologies of Second Language Teaching

Before the 1970s, popular teaching methods had a primary focus on what Richards calls 'grammatical competence' (2006), which involves the teacher's form-focused instruction (FFI) on formal language aspects, such as syntax and grammar, although FFI can refer to spelling or pronunciation too (Andringa, 2005). In the 1970s, these traditional teaching methodologies gave way to process-based or skills-based methodologies, such as communicative language teaching (CLT), which are believed to best facilitate language learning (Richards, 2006). An example of such meaning-focused teaching approaches is Task-Based Language Teaching (TBLT), or, seen from the learner's perspective, Task-Based Language Learning (TBLL), which offers opportunities for spontaneous target language output and engagement in authentic and meaningful interactions that prepares students for real-life situations by giving them a functional task (Ooyoung Pyun, 2013). Ellis and Shintani (2013) add that a key principle of TBLL is learners' necessary attention to form, although their primary concern is constructing and comprehending messages. Thus, TBLL incorporates both focus-on-form and focus-on-meaning, which is deemed valuable by several researchers (Nunan, 2004) (Loschky & Bley-Vroman, 1993) (Long & Norris, 2000).

1.4.2 Form-focused instruction within communicative teaching

Over the years, a consensus has been established in the SLA literature, stating that a combination of form and meaning-based instruction is effective for second language (L2) learning (Spada, Jessop, Tomita, Suzuki, & Valeo, 2014). It is argued that explicit attention to form – through instruction and corrective feedback – should not be excluded from content- and meaning-based L2 classrooms (Norris & Ortega, 2000) (Spada, 2011) (Williams, 2005) (Willis & Willis, 2007). Spada and Lightbown (2008) distinguished the combination of attention to form with communicative/content-based foreign language instruction as 'Integrated Form-Focused Instruction' (InFFI) (Spada & Lightbown, 2008).

A 2014 study by Spada et al. on the effects of InFFI showed learners who received InFFI had an advantage over those who did not receive InFFI concerning their knowledge of grammar in communicative interaction (Spada, Jessop, Tomita, Suzuki, & Valeo, 2014). Additionally, a number of InFFI teaching approaches have been investigated (Doughty & Varela, 1998) (Pica, 2002) (Polio & Zyzik, 2009) (Samuda, 2001) (Spada, Lightbown, & White, 2005) and this body of research provides empirical support for the integration of attention to form within communicative practice (Spada, Jessop, Tomita, Suzuki, & Valeo, 2014). Therefore, it seems that if EFL teachers desire to engage students in meaningful interaction and develop students' grammatically accurate, communicative achievement in the target language, a method of InFFI, such as TBLL, should have a place in the EFL classroom.

Among the teaching approaches including a focus-on-meaning are Content-Based Language Teaching (CBLT), Communicative Language Teaching (CLT) and TBLL of which only the latter includes a focus-on-form too. Due to certain interpretations of research in CBL and CBLT (Krashen, 1985), a contrast developed between the perceptions of teachers, who believed explicit focus impeded students' learning and motivation, and students, who believed a teacher's FFI and corrective feedback enabled their learning (Cathcart & Olsen, 1976) (Schulz, 2001). Thus, the absence of focus-on-form in CBL and CBLT settings itself limited students' progress toward proficiency (Lightbown, 2016).

As stated before, TBLL allows both attention to meaning and form (Willis & Willis, 2007) (Long M. H., 2016) on the condition that a focus-on-meaning precedes a focus-on-form (Willis & Willis, 2007). The approach of TBLL shall be further explained since its principles are used for the design of the InFFI lessons of this research. The author of this study assumes that TBLL will elicit engagement from our HAVO4 students and, although it is not the focus of this research, will contribute to the learner's language learning.

1.4.3 Elements of Task-Based Language Learning and its suitability for HAVO students

As the name indicates, Task-Based Language Learning revolves around a task, performed in a classroom situation by a group of (EFL) learners and designed by their teacher. Depending on the teacher's goals and his learners' needs, the 'size' of a task ranges from one EFL lesson to an EFL lesson cycle worth several hours of classroom time. Although definite rules as to what constitutes a TBLL activity do not exist, the elements given below, found in Willis & Willis' book 'Doing Task-based Teaching' (2007), are characteristics of a task and can therefore be used as guidelines when designing a task. In many ways, these elements match the learner needs of HAVO students; the group of participants involved in this research. Several researchers (Michels, 2006) (Hamer, 2010) (van Leeuwen, 2016) propose recommendations for the didactical approach for HAVO students, based on their socioemotional characteristics and cognitive/learner characteristics. An overview of how TBLL elements match HAVO students' characteristics is given below.

1. A clear outcome

A task should have an unambiguous, specific goal with a clear completion point that achieves a certain outcome. HAVO students need such a clear instruction with a definite outcome of their learning experience (van Leeuwen, 2016). This element will maximise learners' engagement, raise learners' awareness of their progress in the task and increase learners' confidence in executing the task, which is recommended by van Leeuwen (2016) as well.

2. Primary focus on meaning

A task-based learning activity involves a focus on meaning and genuine communicative language use first before attention is drawn to accuracy, enabling more fluency and confidence in communicating in the L2. Van Leeuwen's (2016) recommendation of placing context before theory while concretely connecting practice (focus-on-meaning) to this theory (focus-on-form), matches this TBLL characteristic. Moreover, a primary focus on meaning emphasizes learner autonomy and negotiation of meaning amongst peers and teacher(s) (Williams, 1995). The advice to offer HAVO students more differentiation in level, lesson activity and learning style as larger differences exist within groups of HAVO students (van Leeuwen, 2016) (Hamer, 2010), is met by this element since the initial emphasis on meaning guarantees an *individual* response from the learner based on their L2 knowledge at any given time.

3. Learners' interest is engaged

The learners' motivation to achieve the outcome of the task and thus to focus on meaning is dependent on their level of engagement, which is increased by sparking the learner's genuine interest in the topic of a task, conducting activities that promote elicitation of the learners' own ideas, and offering learners insight into the purpose of the activities. This element fulfils HAVO students' need for the content of the course to be engaging (Michels, 2006) and to be relevant to their lives (Hamer, 2010). Michels' (2006) further suggestion to provide a more practical approach to subject matter for this type of learner is met by this and the fifth element of TBLL.

4. Assessment on the basis of outcome, completion and participation

In gauging the learners' success in an activity, the teacher should evaluate whether or not a learner has attained the outcome of the task rather than the grammatical accuracy of the L2, which is subsidiary. Thus, assessment of successful task execution could be judged in terms of the learners' participation level, their amount of L2 used, the length of responses, the clarity of their questions or if they have used new words or phrases.

5. Task activities relate to the real world

Learners ought to be engaged in tasks or activities reflecting the real world on one or a combination of the levels of meaning, discourse or activity and tasks should involve learners' meaningful L2, useful in the real world. Similarly, used discourse acts, such as making inferences or disagreeing, should reflect the real world. As far as the level of activity is concerned, a task must resonate with the way language is used outside the classroom in for example storytelling, arguing or explaining. This element meets HAVO learners' need for a practical, less analytical, approach to learning (Michels, 2006).

1.4.4 Advantages of TBLL and its relation with learner engagement

One of TBLL's advantages is the learner's use of communication strategies to convey their message to interlocutors during task-based activities, which provides an effective incentive for learners to make best use of the language they already have (Skehan, 1996). Thus, a task-based activity allows learners to transfer their previously acquired knowledge to a new communicative context (Nunan, *Designing Tasks for the Communicative Classroom*, 1989) and prepares learners to use the target language in the real world (Andon & Eckerth, 2009). When involved in different discourse acts such as interrupting, asking for clarification or confirmation, rephrasing or changing the subject (i.e. negotiation for meaning), the learners practice communication strategies they will need when engaged in English conversation outside the classroom (Willis & Willis, 2007).

Often, a task-based activity includes the production of spoken language in group or pair work during which learners become aware of what they need to learn (i.e. the gaps in their developing interlanguage) (Willis & Willis, 2007). To bridge those gaps, a learner needs to restructure his existing language system and test new hypotheses about the target language. It is argued that noticing is a crucial element in that process of restructuring, which can be facilitated by putting learners in a position where they will encounter "problems" as this will push for restructuring their interaction (Long M. H., 1996). Supposedly, this "tweaking" will both advance the learner's language competences and increase the complexity of his interlanguage and the knowledge about his individual progress.

Another benefit of TBLL concerns the level of adaptation to the learner's needs and linguistic abilities. While performing the task, the learner's natural focus on form will emerge and is supplemented by the teacher's or peer's provision of negative feedback on the specific language structure (i.e. lexical or grammatical structure). This means that the learner's timing of attention to form is more developmentally appropriate and it will occur at the best moment for him/her. In contrast, a textbook writer predetermines the sequence of grammatical structures, which means the attention to grammatical structures occurs arbitrarily (Long M. H., 2016).

Lastly, tasks demand individual responses as the open outcome of the tasks allows all learners to bring forth their own ideas and opinions. Thus, TBLL activities address all levels of L2 learners and consequently ensures a task can be executed by every individual in a mixed ability classroom (Willis & Willis, 2007). This element of TBLL promotes learners' confidence as it provides learners with plenty of opportunities to use language in the classroom without being afraid of making mistakes. In turn, the learners feel less inhibited in their language production, achieve greater fluency and develop their capacity to solve communication problems (Skehan, 1996). Even in tasks concerning receptive skills (e.g. listening to peers' speech), all levels of L2 are addressed as the use of filling in forms, labelling diagrams or making choices obliges learners to process and structure input. Simultaneously, 'organizers' enhance the learners' engagement (Field, 2002).

As stated before, an element that should be guaranteed in a task is engagement of the learner's interest since without it, a focus on meaning or outcome is impossible. In fact, according to many studies, (Jan,

Kim, & Reeve, 2012) (Caulfield, 2010) (Ladd & Dinella, 2009), student engagement is seen as a predictor for (language) learning, academic progress and achievement. Therefore, it is interesting for EFL teachers/task designers and valuable for the learner's progress in L2 learning to investigate what elicits the learner's engagement to create classroom material and conditions promoting engagement and ultimately language learning.

It is assumed that TBLL elicits greater learner engagement when the topic of the task is interesting and challenging enough for the target audience and when the task includes meaningful L2 use with a clear objective. However, the term 'engagement' is a multidimensional construct and has been often subdivided into behavioural, affective and cognitive engagement (Chapman, 2003), which are likely promoted by different elements in a TBLL activity. For example, the learner's level of cognitive engagement depends on the reasonable challenge of the task-based activity (Ellis, Task-Based Language Learning and Teaching, 2003). A clear definition of each aspect and its relevance for this study will be addressed in the next section.

1.4.5 'Positive Engagement' and characteristics

Cognitive engagement occurs when learners use cognitive strategies to monitor and manage effective task performance and if assessed, concerns the extent to which students are expending mental effort in the task (Mohamadi, 2017) (Lane & Harris, 2015). Affective engagement relates to the students' investment in, and emotional reactions to, the task (Lane & Harris, 2015). The learners' self-perception of the value of a task and feelings of self-accomplishment when performing the task determine their level of affective engagement (Mohamadi, 2017). Visible indicators of affective engagement are the learners' enthusiasm, enjoyment and interest in the task, topic or participants (Skinner, Furrer, Marchand, & Kindermann, 2008). Behavioural engagement is the learner's observable active participation and interest in the task, such as on-task attention and concentration, effort, persistence and prosocial conduct (Veiga, Reeve, Wentzel, & Robu, 2014). Tangible indicators of behavioural engagement are the learner's participation in and contributions to group or class discussions, focus on the task and persistence in task completion despite distractions, and asking questions to peers/tutors.

Considering the reliability of identifying affective and behavioural engagement, the present study attempts to determine only these two aspects of engagement within InFFI, for which the method of TBLL is used. The construct engagement is thus a dual term in this study. To ascertain a learner's affective and behavioural engagement, clear indicators of their positive manifestations are needed (see *Table 1*). The term 'positive' was added to 'engagement', as this study solely focuses on its positive indicators and subsequently investigates the contributing factors learners indicate lead to this positive engagement. Negative manifestations, referred to as 'disaffection' by Skinner et al. (2008) are not part of the measurements of the learner's engagement as these are irrelevant to the research questions posed.

Positive Behavioural Engagement (PBE)	Positive Affective Engagement (PAE)
Participation/Contribution in individual or group work (PC)	Interest in the task, topic or people involved in the task (I)
Focus on task (F)	Enjoyment (ENJ)
Persistence in task completion (P)	Enthusiasm (ENT)
Asking questions to peer/teacher (Q)	

Table 1: Overview indicators positive engagement.

1.4.6 The need for and importance of investigating learners' perceptions

Despite TBLL's growing popularity in the field of (EFL) language learning, little research is available regarding EFL learners' attitudes toward TBLL and the few studies found are incongruent in terms of educational setting (i.e. university, secondary school) and thus involve different groups of participants with diverging educational needs and attitudes (Hadi, 2013) (McDonough & Chaikitmongkol, 2007) (Ooyoung Pyun, 2013). Even fewer studies exist on the learners' perceptions concerning engagement in InFFI such as TBLL. Considering the lack of research on Dutch EFL learners' positive engagement in TBLL and the problems concerning learner engagement and attitude towards FFI as described in the motivation section of this research, it seems necessary to research this area to provide new insights for Dutch EFL teachers in similar educational settings.

2. Methodology

2.1 Participants

This study involves two classes of Dutch EFL learners ($n = 56$) in HAVO4¹ at a secondary school in the Netherlands, where the author and researcher of this study works as an EFL teacher. The learners are aged between 14 and 17 and both classes are of mixed gender. Participation in this research is voluntary, yet everyone has consented to cooperate via a letter of permission distributed in December 2019 before the execution of TBLL lessons or data collection. The students' proficiency was not tested prior to this research although a general indication of their EFL level is estimated to vary from level A2+ to B2 according to the Common European Framework of Reference (CEFR). All learners have attended EFL lessons before entering HAVO4 for a period of either 3 or 4 years during their secondary education. EFL is a compulsory subject in secondary schools in the Netherlands and is regarded as a core subject needed for obtaining a HAVO diploma.

2.2 Procedure

A provisional timetable for the execution of each step concerning data collection and analysis is presented in *Table 2*. This schedule will be administered as a guideline and can be adjusted if necessary.

Step	Date	Consecutive steps of Data collection / Analysis
1	2 nd of March – 18 th of March	<ul style="list-style-type: none"> • Execute and video record 3 TBLL EFL lessons • Send video recordings to (EFL) colleague(s) for observation • Distribute and gather questionnaires
2	18 th of March – 1 st of April	<ul style="list-style-type: none"> • Collect observation sheets (3 from (EFL) colleague(s) / 3 from researcher) • Analyse observation sheets • Analyse questionnaires
3	7 th of April	<ul style="list-style-type: none"> • Peer-debriefing + select samples positive engagement in video recording for SRIs (Stimulated Recall Interviews) • Report on results of peer-debriefing
4	8 th of April – 13 th of May	<ul style="list-style-type: none"> • Invite interviewees + schedule interviews + conduct/video record interviews • Transcribe interviews • Code interviews using coding system + analyse results • Summarise every interviewee's answer in Dutch
5	13 th of May – 20 th of May	<ul style="list-style-type: none"> • Member-check: send individual summary via e-mail and collect responses • Possibly adjust summaries from interviewees.

Table 2: Timetable data collection and analysis.

2.3 Method of data collection, instruments and analysis

To verify the assumption that TBLL elicits the learners' engagement, the Behavioural Engagement Related to Instruction (BERI) observation tool and protocol (Lane & Harris, 2015) was chosen as the basis for the Positive Engagement Observation Tool (PEOT) developed, which is used during a video-based observation (See [Appendix I](#) for the original by Lane & Harris / [Appendix II](#) for the adapted version.) Lane & Harris' tool (2015) is tested and validated and identifies instances of on-task behavioural student engagement.

¹ HAVO stands for Hoger Algemeen Voortgezet Onderwijs (i.e. Higher General Secondary Education), lasts 5 years in total and prepares students for higher vocational education, which is practice oriented.

Similarly, the PEOT will identify students' positive engagement, including PBE and PAE, which both have explicit indicators described in section [1.4.5](#).

Following the observation protocol means the observer fills in one PEOT per TBLL lesson and each sheet is customised for every TBLL lesson. The PEOTs all contain general information, such as date of observation, observer's name and number of learners present in the classroom, as well as an overview of sections corresponding to the part of the TBLL lesson to be covered. For each section, 10-learner cycles are made until all learners have been observed once during this section of the lesson. Possibly, the last cycle does not cover 10, but 8 students as both EFL classes involved consist of 28 learners. Each cycle will take approximately one minute to complete as it takes 3 to 10 seconds to gauge a learner's engagement indicator. During a cycle, the observer enters a letter for each indicator (e.g. 'F' for 'Focus on task', 'Q' for 'Asking questions to peer/teacher' or 'ENJ' for 'Enjoyment') or a cross (e.g. 'X') when no indicator is found. The observer time stamps each cycle (e.g. 12.15) and records an observation point for each section of the lesson, representing the number of learners engaged in one cycle (e.g. 7/10). All PEOTs will be analysed separately and an average percentage of positive engagement for each observation will be calculated along with a percentage for each of the sections of the TBLL lesson observed.

Subsequently, all observers (i.e. the researcher and the (EFL) colleague(s)) will do a peer-debriefing to increase the reliability of the analysis of this method for data collection (Lincoln & Guba, 1985). Moreover, it will allow to examine and compare all observers' PEOTs, enabling identification of certain instances of engagement. These specific fragments of the video recording will show positively engaged students, who will be interviewed.

For purposes of data triangulation, a questionnaire based on the student survey of the Engagement versus Disaffection (EvsD) instrument (Skinner, Furrer, Marchand, & Kindermann, 2008) will be distributed at the end of each of the three given TBLL lessons and filled in by the participants for which they are given 10 minutes at the end of the lesson (see [Appendix III](#) for the original by Skinner et al. and [Appendix IV](#) for the adapted version). The statements in the questionnaire were translated into Dutch and adapted to TBLL lessons. Similarly to Bloemert et al.'s adaptation of Skinner et al.'s survey, students will be asked to report on a Likert-scale of 1 – 4 (1 = 'I disagree', 4 = 'I agree') on their own PBE, PAE, Behavioral Disengagement (BD) and Affective Disengagement (AD) during the TBLL lessons. According to Bloemert et al. (2019), all statements for all four strands show a convincing inter-item correlation (Cronbach α between 0.63 and 0.84) which contributes to the reliability of this instrument.

The learners' completed questionnaires will be analysed and class average percentages for each Likert statement will be calculated. The percentage for Likert scale 3 or 4 (i.e. strong agreement) for PBE and PAE statements will confirm or refute the learners' PBE and PAE during the TBLL lessons.

The learners receive the same questionnaire at the end of each TBLL lesson to minimise a delayed response, which prevents strain on their memory and thus increases validity. To exclude socially desirable answers, the learners choose a different pseudonym for each questionnaire, which will remain unknown to the researcher, save for those of the invited interviewees. At the end of the interview, their pseudonym will be revealed to compare their answers from the questionnaire with their answers from the interview concerning whether or not the learner feels he/she showed positive engagement in the pre-selected sample from the video-recorded observation. A correspondence or discrepancy in answers will permit drawing conclusions on the level of social desirability bias present in the results and thus, in turn, on the level of validity.

A third instrument, a semi-structured interview in pairs, is needed to answer the [main research question](#). The purpose of these interviews is to discover the reasons for the student's positive engagement shown in the video-recording. All interviews will be transcribed, and each interviewee's answer will be summarised

for a member-check. The summaries will be coded and analysed using a coding system which will match the interviewee's literal responses with the elements of TBLL as they are described in section [1.4.3](#). This coding analysis allows the labelling of supplementary categories when codes do not match any of the TBLL elements. The consecutive phases of coding are open coding, axial coding and selective coding (Baarda & Bakker, 2018) and respectively entail selecting items from every interviewee's possible fruitful answer as an open code, merging similar items together under axial codes and deducing selective codes from these axial codes, formulated as key concepts. Finally, these key concepts will be connected to the elements of TBLL or will create a new concept altogether.

The introspective method of stimulated recall (Gass & Mackey, 2000) will be used during the interviews as time is needed to analyse the questionnaires and peer-debrief the observations. Stimulated recall allows the respondent to relive an original situation with vividness and accuracy if the respondent is presented with strong stimuli (Bloom, 1954), such as playing the pre-selected samples of the video-recording of this research, which evokes their recollection of the relevant TBLL lesson followed by inquiries about the reasons for their positive engagement. In this study, the Stimulated Recall Interviews (SRI) will be held in pairs as this set-up is time-saving and will increase the interviewees' comfort as their peer accompanies them. The SRIs will be held in an office room at the secondary school involved, at a convenient time for all involved. The SRIs will be scheduled when it is clear which students are going to be invited for an interview. The SRIs are held in Dutch to maximise students' ability to express themselves and the interviews will be translated into English during the transcription. The interview is video-recorded to capture both verbal and non-verbal communication, used for the transcription. The allotted time for each interview is 20 minutes and a protocol containing the consecutive steps and interview questions is available in [Appendix V](#).

2.4 Reliability and validity of the research

Observations can be prone to subjectivity and selectivity, known as the *observer bias* (Baarda & Bakker, 2018). To reduce subjectivity, and thus to increase the reliability of this study, clear indicators of PBE and PAE are included in the protocol of the PEOT. Furthermore, it is possible to conduct the observations at a later stage as video-recordings of the TBLL lessons are made, which enables an unbiased and indiscriminate observation since the researcher is not encumbered with the role of teacher and observer simultaneously. The reliability of the observation is enhanced by performing cycles throughout the entire video-observation, so all learners and all parts of the lesson are included.

Additionally, the researcher's available (EFL) colleagues are asked to assist as observer for the purpose of establishing interrater reliability considering the teacher/researcher's single observation performed could lead to subjectivity. Agreement in both observers' results should be found during a so-called, 'peer-debriefing' between researcher and the other observer(s). It is suggested such a procedure enhances the trustworthiness and credibility of a qualitative research project (Lincoln & Guba, 1985), such as this research.

By means of a member-check, the validity of a research project is maintained (Lincoln & Guba, 1985), which is the aim of introducing a member-check in this research. A summary in Dutch of each interviewee's answer will be shared with him/her to check whether the researcher's interpretation is deemed representative and complete. This will be executed via e-mail and the interviewee in question responds either 'Yes I agree' or 'No I do not agree' complimented with an identification of the misinterpretation and a rephrased answer or an addition if the interviewee believes information is missing. Feedback gained from the member-check will be described in the results section of this research and, if needed, adjustments will be made to the coding analysis.

The validity of this study is increased by using the instruments and methods described in section [2.3](#), which are tested and validated by other researchers in the field of EFL Learning / SLA (Skinner, Furrer, Marchand, & Kindermann, 2008) (Lane & Harris, 2015) (Gass & Mackey, 2000). Therefore, these are suitable to be adapted to the context of this qualitative research, namely positive engagement and TBLL EFL lessons. It should be noted, however, that research in the field of teaching practice means not a single group of (EFL) learners is identical since learner characteristics vary with each group, age and secondary school. Therefore, it should be taken into account that if the methodology used in this research is replicated, results may be incompatible with the current findings.

In this study, the validity of the results on positive engagement during TBLL lessons and the learners' perceptions to contributing factors of their engagement is achieved by triangulation (i.e. mixing methods of data collection (Baarda & Bakker, 2018)). A combination of observations, questionnaires and interviews will allow to view the subject of positive engagement in TBLL from different perspectives and compare the results of each method. Agreement between the results of each method will indicate the level of validity.

3. Planning of research and risks

In section 2.2, the procedure of the data collection and its analysis is proposed. However, this overview excludes time needed for reporting on the results in the discussion section and for answering the main research question, for which an additional period of two weeks is added (see Table 3). Tight planning and efficient execution of these steps will determine the success of this schedule.

Nevertheless, possible risks are present, such as dependence on the willingness of (EFL) colleagues for observation. If (EFL) colleagues should be unavailable or unwilling, two EFL teachers could be involved, who have already pledged their help when needed.

Other risks concern the time-consuming work of transcribing interviews and coding transcriptions, which are minimised due to the researcher's previous experience with transcribing. Furthermore, a fast transcription is enhanced as interviewees are refused to interrupt on another, which enables clear speech. Concerning the set-up and materials (e.g. questionnaires, protocols, video recording, SRIs), the researcher has already undertaken arrangements to ensure the necessary setting for each type of data collection.

Step	Date	Consecutive steps of Data collection / Analysis
1	2 nd of March – 18 th of March	<ul style="list-style-type: none"> • Execute and video record 3 TBLL EFL lessons • Send video recordings to (EFL) colleague(s) for observation • Distribute and gather questionnaires
2	18 th of March – 1 st of April	<ul style="list-style-type: none"> • Collect observation sheets (3 from (EFL) colleague(s) / 3 from researcher) • Analyse observation sheets • Analyse questionnaires
3	7 th of April	<ul style="list-style-type: none"> • Peer-debriefing + select samples positive engagement in video recording for SRIs (Stimulated Recall Interviews) • Report on results of peer-debriefing
4	8 th of April – 13 th of May	<ul style="list-style-type: none"> • Invite interviewees + schedule interviews + conduct/video record interviews • Transcribe interviews • Code interviews using coding system + analyse results • Summarise every interviewee's answer in Dutch
5	13 th of May – 20 th of May	<ul style="list-style-type: none"> • Member-check: send individual summary via e-mail and collect responses • Possibly adjust summaries from interviewees.
6	20 th of May – 3 rd of June	<ul style="list-style-type: none"> • Discuss results • Report on the conclusion of the study / Answer the main research question • Recommendations and limitations of research

Table 3: Timetable data collection, analysis and conclusion.

3.1 Adaptations in Data Collection

Due to the unforeseen circumstances of the pandemic COVID-19 and the consequent lockdown of secondary schools, including the participating school, certain alterations in the methodology and data collection of this research were necessarily executed.

Instead of the 3 lesson cycles of TBLL EFL proposed, only 1 lesson cycle has been performed in both participating classes. The lesson cycle entailed 4 lessons of 50 minutes each, amounting to a total of 400 minutes' worth of TBLL EFL recorded lesson time. All sections of a TBLL lesson, such as the priming stage or the report back stage, were integrated into this lesson cycle and spread out over the course of these 4 lessons. Considering the intention to observe the learners during each section so as to draw conclusions on their engagement during these *and* the complete TBLL EFL lesson cycle, only one PEOT was

completed for each participating class by two separate observers. Preliminary time stamps indicating each section in the PEOT were prepared prior to the colleagues' observations to mark a clear starting point for their observations. The peer-debriefings intended to take place at school were executed via online Google Meet conferences and, for each class, the observers selected 8 samples of which each showed two positively engaged students. This approach ensured a balanced representation and in total, 16 interviews were held, and 32 students were interviewed.

The learners visible in the samples were invited for an online SRI via Google Meet to verify their observed engagement and to investigate the learners' explanation as to why they showed positive engagement. The SRIs were exclusively audio-recorded (i.e. no video-recording) for it proved to be sufficient to convey all communication in the transcription. Thus, non-verbal communication played a small part in the transcriptions of the SRIs. Lastly, as a result of managing distance learning in a time of COVID-19, a 7-week delay between the TBLL lessons at school and the online SRIs could not be prevented. The delay possibly caused a certain strain on the learners' memory, although the method of Stimulated Recall minimises this strain. Fortunately, all interviewees invited ($n=32$) have participated willingly in the online SRIs.

Another necessary adaptation was distributing and collecting all questionnaires via an electronic tool (Magister/email) rather than having the learners complete their questionnaire at school. Students were able to choose a pseudonym to remain anonymous, however, their real name was still exposed since the online tool shows whoever uploads a certain file. Knowing their teacher was able to see their responses, the students' social desirability bias in the questionnaires possibly increased. To minimise the researcher's bias during the analysis of the data, all questionnaires were saved under the pseudonym so real names could not be discerned and remembered.

Furthermore, only one questionnaire was distributed after the TBLL lesson cycle had been completed, instead of the initial intention of distributing one questionnaire after each lesson of 50 minutes, which proved to be too time-consuming to realise and unprofitable considering learners were only able to evaluate their overall level of engagement after having experienced *all* sections of a TBLL EFL lesson. From the total number of participants ($n = 56$), 4 students were not able to fill in the questionnaire due to changes in their course of study.

4. Results

In this chapter, the results obtained from all methods of data collection are presented in their according section. A mixed method approach was used since every instrument benefits from a different analysis. Thus, a quantitative approach was used for the analysis of the observations and questionnaire so as to show whether or not and to what degree positive engagement was registered during the TBLL lessons. For the peer-debriefings, member-check and SRIs, a qualitative approach was deemed most suitable as this data consists of language rather than countable items.

4.1 Results Observations

Two classes of 28 learners each were video-recorded during one TBLL EFL lesson cycle of four 50-minute lessons. Two (EFL) colleagues functioned as observers besides the researcher, which resulted in 4 completed PEOTs, two for each class. For the first class, an EFL colleague was asked to be observer and a physics teacher was asked to observe the second class. In *Figure 1*, 'Observer 1' indicates the (EFL) colleague's observation and 'Observer 2' indicates the researcher's observation.

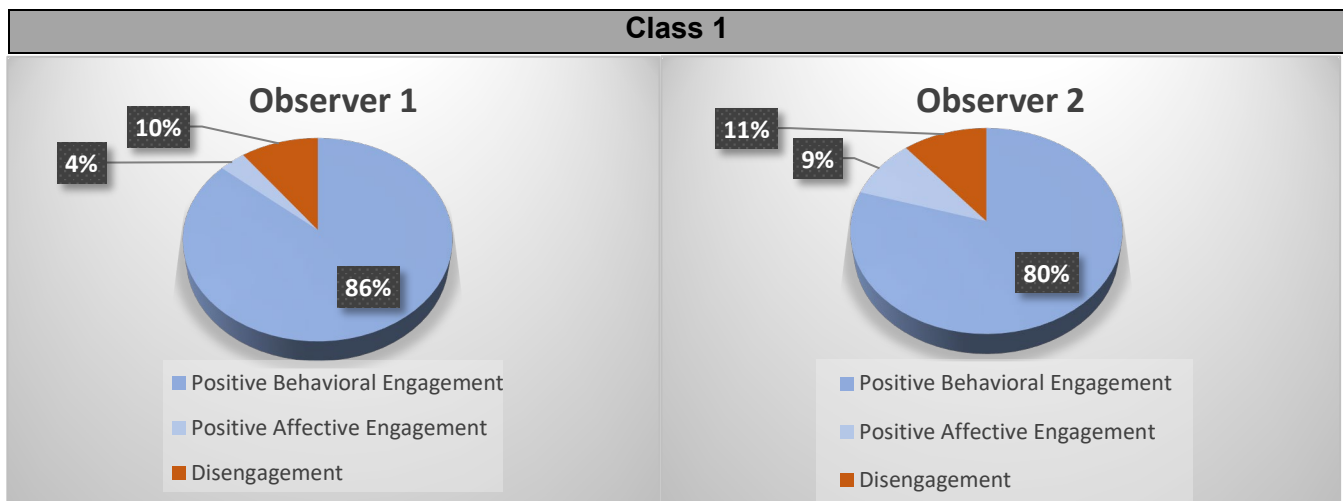


Figure 1: Average percentage of registered PBE, PAE and D from video-recorded observations during the complete TBLL EFL lesson cycle – class 1.

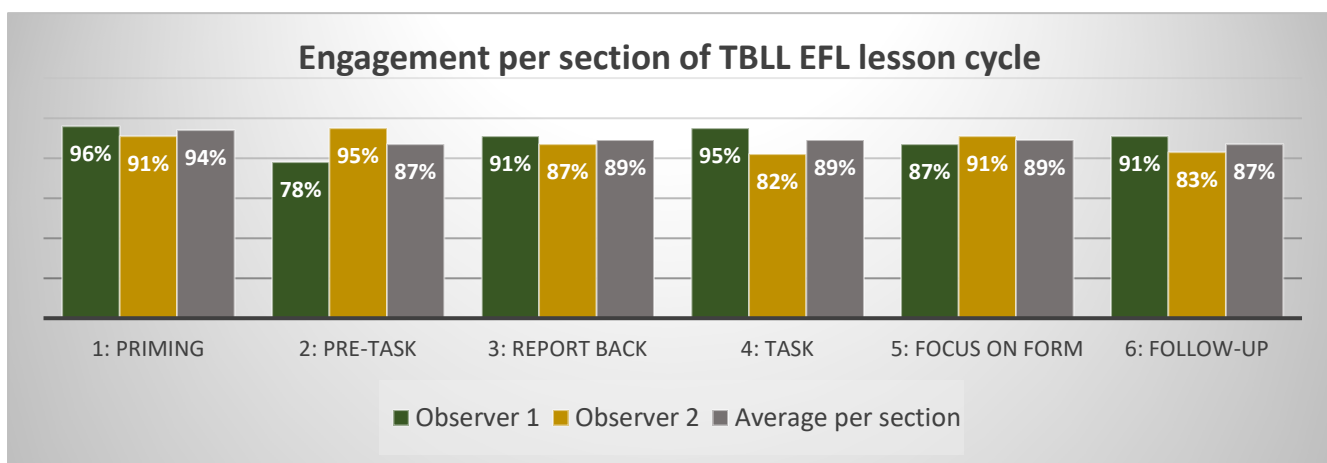


Figure 2: Percentages of registered positive engagement (PE) from video-recorded observations per section of the TBLL EFL lesson cycle – class 1.

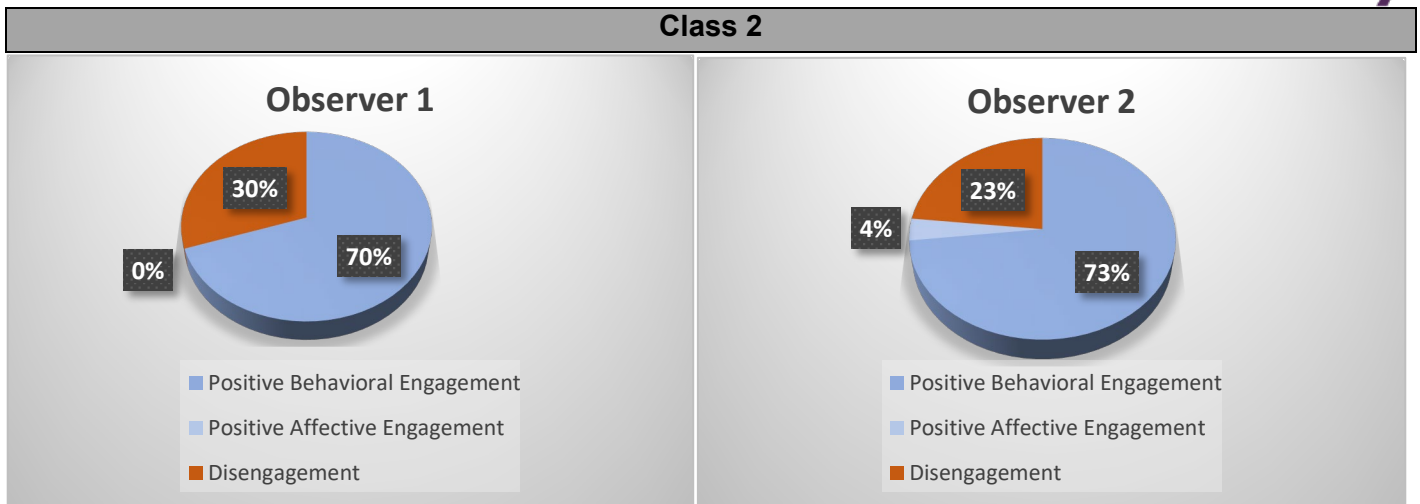


Figure 3: Average percentage of registered PBE, PAE and D from video-recorded observations during the complete TBLL EFL lesson cycle – class 2.

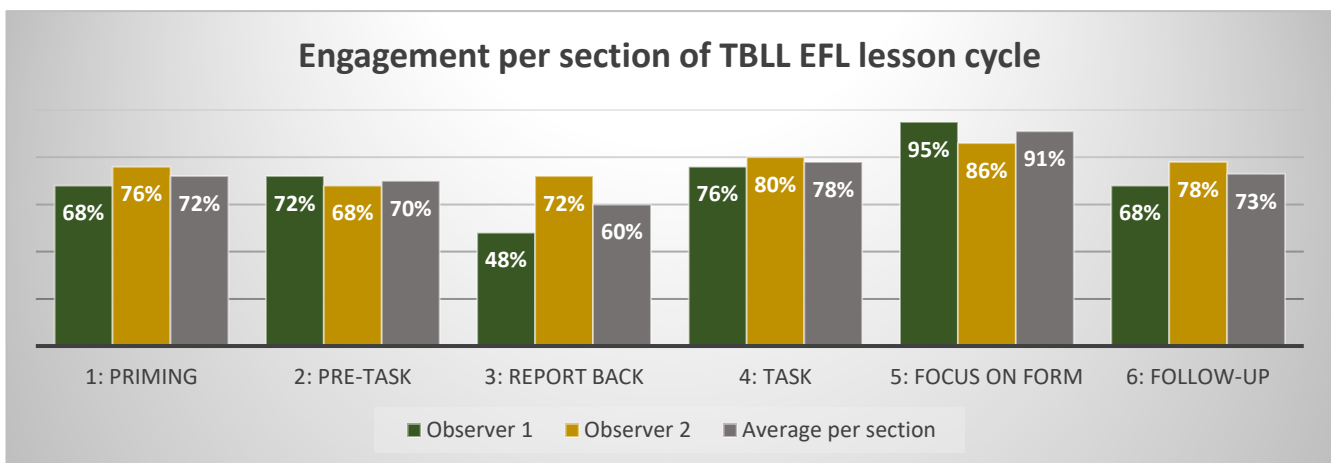


Figure 4: Percentages of registered positive engagement (PE) from video-recorded observations per section of the TBLL EFL lesson cycle – class 2.

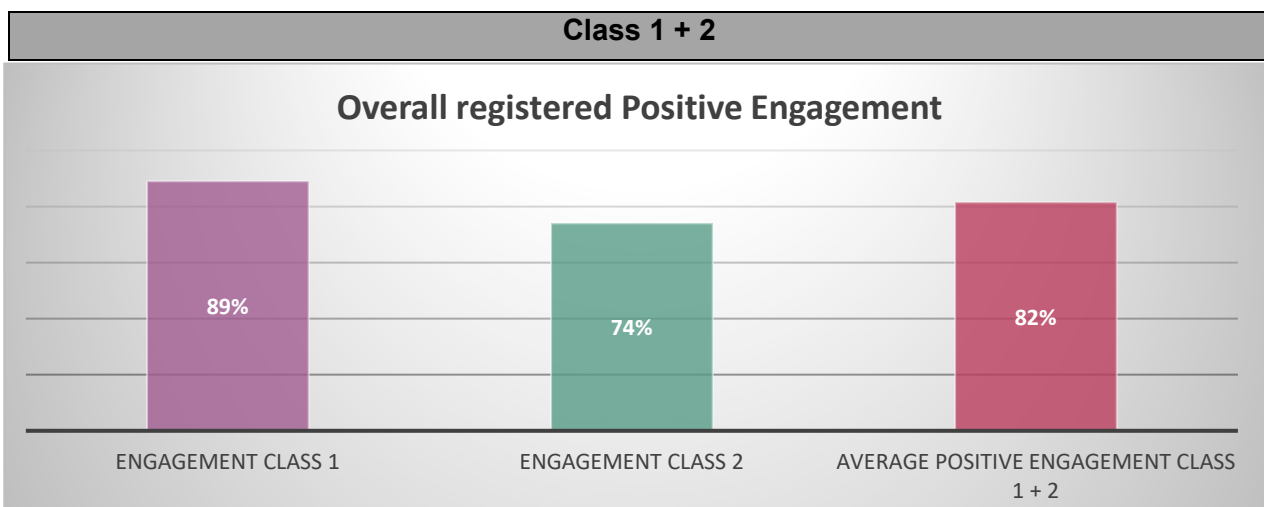


Figure 5: Percentages of overall registered positive engagement (PE) from video-recorded observations during the complete TBLL EFL lesson cycle.

4.1.1 Results Peer-Debriefing

Following the analysis from the observations, two peer-debriefings took place of which the first (class 1) was held between the researcher (i.e. Observer 2) and an EFL teacher (i.e. Observer 1) and the second (class 2) was held between the researcher and a physics teacher (i.e. Observer 1). Remarks from the debriefings were documented in Dutch and translated into English for the purpose of this research (see *Table 4*).

Peer-debriefing 1	Peer-debriefing 2
<ul style="list-style-type: none"> Observer 1: 'It is hard to tell whether learners are engaged when they are sitting without moving.' 	<ul style="list-style-type: none"> Observer 1: 'It is hard to separate 'Participation/Contribution in individual or group work' from 'Focus on task' during the priming section of the TBLL EFL lesson.'
<ul style="list-style-type: none"> Observer 1: 'The indicator 'Persistence' was not registered during the observation since this cannot be easily detected during the few seconds every learner is observed.' 	<ul style="list-style-type: none"> Observer 1: 'A learner's body language does not always reflect his/her level of engagement. I <i>think</i> this student is disengaged but I cannot know for certain.'
<ul style="list-style-type: none"> Observer 1 and 2: 'The difference between indicators 'Enjoyment' and 'Enthusiasm' is unclear.' 	<ul style="list-style-type: none"> Observer 1: 'During the report back section of the TBLL EFL lesson, I filled in X (i.e. no indicator of Positive Engagement was found) a lot, because most learners were not actually doing anything such as writing.' 'I teach VMBO level physics and when students are listening it is usually during my explanation and they always have to take notes while listening.' 'The answers to my questions from learners are mostly quite brief and almost never turn into a storytelling activity or discussion. So, observing most students sitting and just listening, it seems to me they are not that engaged.'
<ul style="list-style-type: none"> Observer 1: 'Observation in clockwise direction was not necessarily applied. It seems I have not paid attention to following this specific instruction.' 	
<ul style="list-style-type: none"> Observer 1 and 2: 'It should be stated in the instructions of the PEOT that only 1 indicator is allowed to be entered for each learner.' (Observer 1 had entered multiple indicators for each learner, and it was therefore necessary to revise certain fragments of the video-recorded observation to conclude which indicator best suited the learner's engagement.) 	

Table 4: Remarks from peer-debriefings 1 and 2

4.2 Results Questionnaire

In total, 28 questionnaires from class 1 and 24 questionnaires from class 2 (n=52) were gathered. The questionnaires from both classes were analysed separately. For each class, the number of learners who selected Likert scale 3 and 4 (i.e. a strong agreement) for the statements relating to PBE and PAE was calculated as well as the overall number of learners who selected Likert scale 3 and 4 (i.e. a strong agreement) with each statement relating to both BD and AD combined. The results from the questionnaire concerning Positive Engagement and Disengagement are shown separately for each class in *Figure 6*. An overall percentage of claimed Positive Engagement for both classes is represented in *Figure 7*.

Furthermore, to comment on the validity of the participants' answers in the questionnaire, a comparison was made between the number of students who selected Likert scale 3 and 4 (i.e. a strong agreement) for each of the statements relating to PBE and PAE (no. 1 – 5 and 10 – 14), and the number of students who selected Likert scale 1 and 2 (i.e. a strong disagreement) for each of the statements relating to BD and AD (no. 6 – 9 and 15 – 23). In *Table 5*, the counts and percentages are shown.

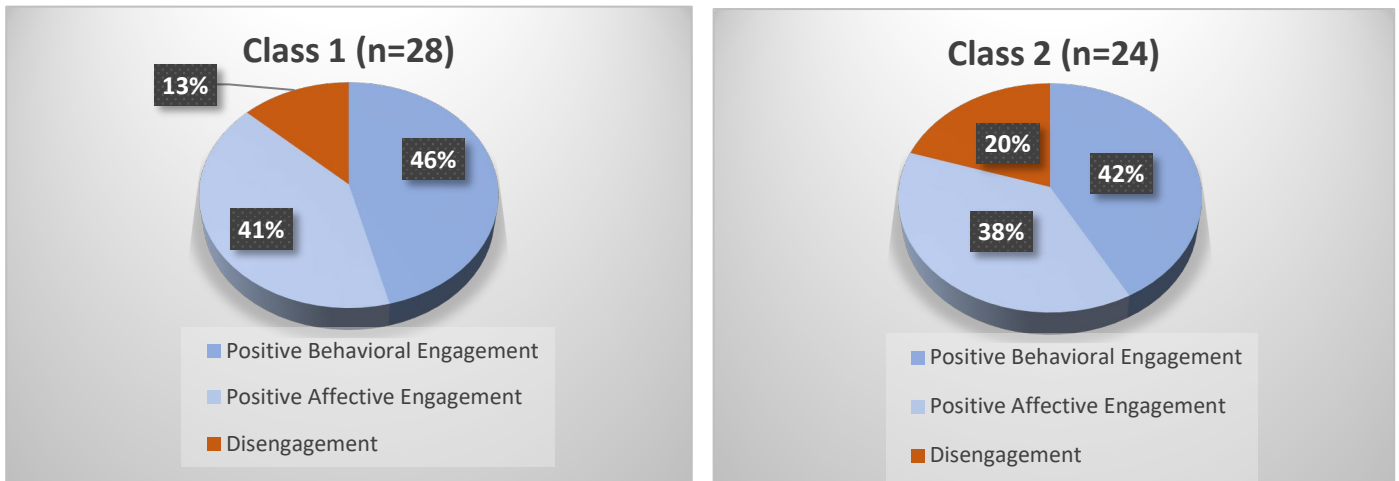


Figure 6: Percentages of claimed PBE, PAE and D from the questionnaires held in class 1 and 2.

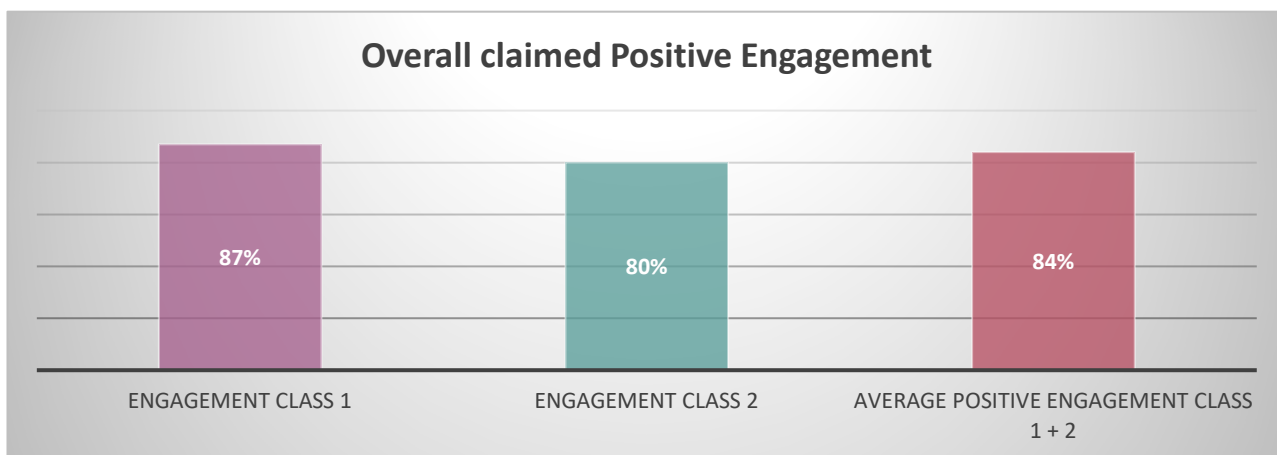


Figure 7: Percentages of overall claimed positive engagement (PE) from the questionnaires held in class 1 + 2.

	Class 1 (n=28)			Class 2 (n=24)		
Statements	number of counts for Likert scale 1 + 2	number of counts for Likert scale 3 + 4	Counts in percentages	number of counts for Likert scale 1 + 2	number of counts for Likert scale 3 + 4	Counts in percentages
no. 1 – 5 no. 10 – 14	/	236	84%	/	197	82%
no. 6 – 9 no. 15 – 23	329	/	90%	264	/	85%
Discrepancy (Δ)			Δ % = 6			Δ % = 3

Table 5: Counts and percentages of calculations to identify level of validity of questionnaire and/or students' answers.

4.3 Results SRIs

From the total of 32 interviewees, one participant (3%) claimed to be disengaged rather than engagement in the proposed video-sample of the TBLL lesson cycle and thus the student's answers proved to be irrelevant for this research. The remaining 31 students confirmed their positive engagement of which some mentioned only one reason for their positive engagement while others explained several contributing factors. A number of 50 reasons were retrieved from all interviewees' summaries of their SRIs.

By employing the method of open coding, axial coding and selective coding, 9 different key concepts have been deduced from the body of 50 individual reasons. A percentage representing the times each key concept was mentioned as a reason for the learners' positive engagement is shown in *Figure 8*. Additionally, the participants' literal citations in Dutch are presented per key concept (i.e. selective code) in *Table 6*, discarding overlapping citations since these are redundant. An overview of the complete coding system and the coding phases can be found in [Appendix VI](#) as well as all summaries from the member-check ([Appendix VII](#)), which contain the participants' literal citations, and the full transcription of the SRIs translated into English ([Appendix VIII](#)).

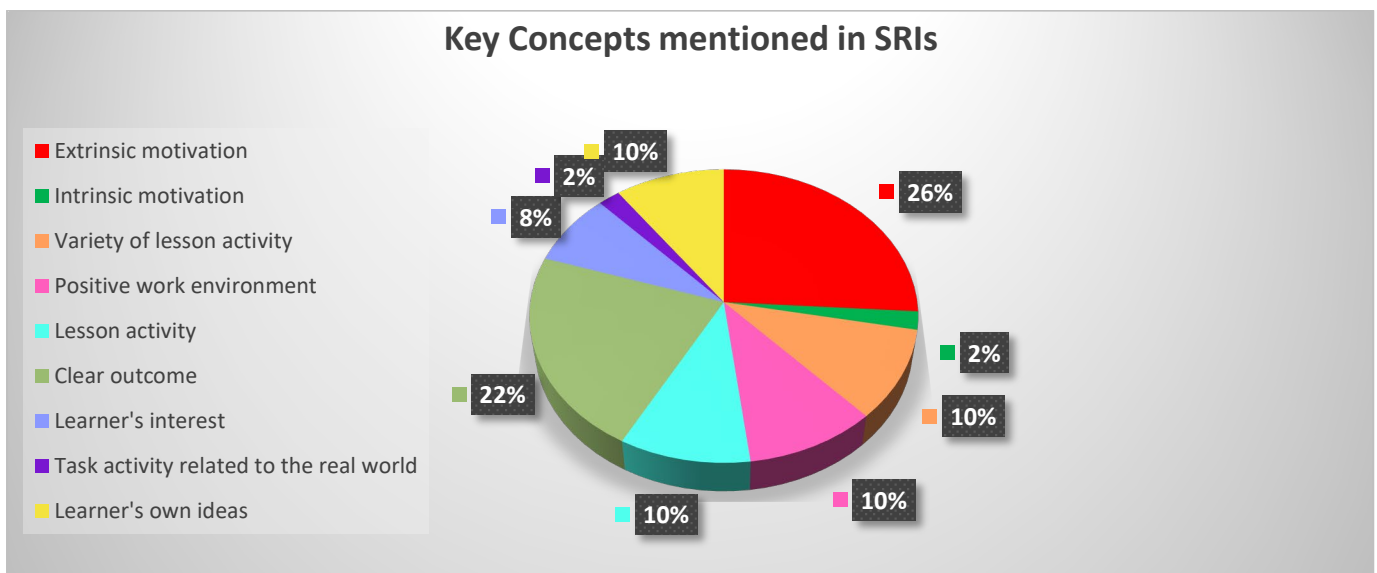


Figure 8: Percentages of key concepts contributing to the learners' Positive Engagement as mentioned in SRIs

Key Concept	Code of citation	Participant's citation retrieved from member-check
Extrinsic motivation	Code 1: EM-01	"I have to listen when the teacher explains something."
	Code 2: EM-02	"I was paying attention because you were explaining something."
	Code 3: EM-03	"When the teacher explains something, I listen because I am supposed to."
	Code 4: EM-04	"This information could be useful to become better at English."
	Code 5: EM-05	"I am supposed to do my best in class."
	Code 6: EM-06	"I want to live up to the expectations that are set for me as a student."
	Code 7: EM-07	"I wanted to achieve a good end result."
	Code 8: EM-08	"I wanted to improve my work by paying attention."
Intrinsic motivation	Code 9: IM-01	"I wanted to do my best."
Variety of lesson activity	Code 10 :VLA-01	"It was a different way of teaching."
	Code 11: VLA-02	"We did something different in class and I thought that was interesting."
	Code 12: VLA-03	"I thought it was a fun assignment because it was a new way of teaching."
	Code 13: VLA-04	"It was different from the usual lesson content."
Positive work environment	Code 14: PWE-01	"Our group was working in a serious manner, so I do the same."
	Code 15: PWE-02	"I was in a serious group of students with whom we could work well."
	Code 16: PWE-03	"We were in a group of people with whom I can work well."
Lesson activity	Code 17: LA-01	"I was able to work on my own and this way works best for me."
	Code 18: LA-02	"We were able to work together in groups."
	Code 19: LA-03	"It was fun working in groups."
	Code 20: LA-04	"Because of the group work, the lesson becomes more fun."
Clear outcome	Code 21: CO-01	"I think it is important to know what exactly I need to do in this assignment."
	Code 22: CO-02	"I need to pay careful attention during English so I can follow along and understand everything."
	Code 23: CO-03	"I want to know what I have to do in class."
	Code 24: CO-04	"I think it is easier to do my assignments in class when I have paid attention beforehand."
	Code 25: CO-05	"I wanted to finish the assignment."
	Code 26: CO-06	"I knew what I had to do."
	Code 27: CO-07	"I find English a difficult subject and that's why I pay attention so I can understand it."
Learner's interest	Code 28: LI-01	"I thought the lessons were really fun and educational."
	Code 29: LI-02	"I was curious about what the teacher was about to tell."
	Code 30: LI-03	"The subject of the lesson was fun."
	Code 31: LI-04	"I think English is a fun subject."
Task activity related to the real world	Code 32: TRW-01	"The lesson activity resembles to the things I have to do during my future studies/career and I want to be good at that."
Learner's own ideas	Code 33: LO-01	"We got to decide how we were going to shape the final assignment."
	Code 34: LO-02	"I was able to be creative during the lesson by bringing my own ideas to the table and I think this is fun to do."
	Code 35: LO-03	"It was fun designing your own school party."
	Code 36: LO-04	"I thought the assignment was fun because we got to be creative."

Table 6: Key concepts contributing to PE and their according citations from the SRIs

To draw conclusions on the social desirability bias and validity of the results, the participants revealed their pseudonyms entered in the questionnaires at the end of the SRIs. The participants' claim to have shown positive engagement during the SRIs was compared with their answers from the questionnaire. From the 32 interviewees, 30 (94%) showed a correspondence between their answers from the SRIs and the questionnaire, and 2 (6%) revealed a discrepancy. Upon further investigation, it appeared one of these two participants entered Likert scale 3 and 4 for each statement relating to PBE and PAE (i.e. a strong agreement), however, this participant also entered Likert scale 4 (i.e. a strong agreement) for statements 17 to 20, concerning AD. The other participant entered Likert scale 3 (i.e. a strong agreement) for the statements relating to PBE, yet selected Likert scale 1 and 2 (i.e. a strong disagreement) for the statements relating to PAE.

4.3.1 Results Member-check

Subsequent to the transcription phase of the SRIs, an email containing the summary in Dutch of each interviewee's answers was sent on the same day as their SRI had taken place. All interviewees ($n=32$) replied to their email without urging and every interviewee confirmed the researcher's summary. One student wished to make an addition to the summary, which was incorporated in the member-check summary and in the coding analysis.

5. Discussion

5.1 Interpretations from the observations and questionnaire

In order to answer the [main research question](#), it was necessary to first ascertain the assumption that TBLL elicits the learners' positive engagement by conducting video-recorded observations ($n=56$) as well as gathering the learners' perceptions of their positive engagement via a questionnaire ($n=52$). The most important finding is that both the observers and the learners recognise a high level of positive engagement during the TBLL EFL lesson cycle: a total average of 82% of all students were *perceived* as positively engaged (*Figure 5*) and a total average of 84% of all students *claimed* to be positively engaged (*Figure 7*). These findings support the claim of advocates of TBLL, which state TBLL's promotion of learner engagement. Taking into account research suggesting student engagement is a predictor for (language) learning, academic progress and achievement (Jan, Kim, & Reeve, 2012) (Caulfield, 2010) (Ladd & Dinella, 2009), it seems TBLL is a suitable method to enable achievement of these goals.

Concerning the observations made via the [PEOT observation tool](#), a few interpretations can be made. The results from the 2 observations for class 1 (*Figure 1*) correspond better than the results from the 2 observations for class 2 (*Figure 3*). The percentage of students perceived to be positively engaged in class 1 is 90% (observer 1) and 89% (observer 2) whereas the difference in percentages for class 2 is 7% (70% observer 1 and 77% observer 2). The remarks from the peer-debriefing in *Table 4* show that this 7% difference could be due to the fact that observer 1 from class 2 teaches a different level and type of student than observer 2 from class 2. Additionally, observer 1 from class 2 is a physics teacher and does not teach a language nor is this observer familiar with the TBLL method whereas observer 1 from class 1 is both. The physics teacher does not consider a student to be engaged while listening, and it seems this caused the observer to perceive the participants from class 2 in the video-recording as predominantly disengaged during the report-back stage in the TBLL lesson. During this section of the TBLL lesson, one learner from each group had to inform the class about the group's results from the pre-task activity and thus while one learner was talking, others were listening to subsequently respond to this learner's information. While observer 1 considered 48% engaged during this section, observer 2 (i.e. the researcher) regarded 72% of the students as engaged (see *Figure 4*). This is the only section in which observations from both observers differed remarkably.

When comparing the level of PAE perceived during the observations and the level of PAE claimed by students in the questionnaire, a substantial disparity can be distinguished. According to the observers, an average of 7% of the learners was deemed to show PAE in class 1 and an average of 2% of the learners was deemed to show PAE in class 2 (see *Figure 1* and *Figure 3*). However, in the questionnaire, an average of 41% indicated their PAE in class 1 and an average of 38% indicated their PAE in class 2 (see *Figure 6*). From the peer-debriefings, it became clear that detecting the indicators for PAE such as 'Enthusiasm', 'Enjoyment' and 'Interest' via an observation proved to be difficult, since, for example, the learner's enjoyment in the task, topic or classmates was not necessarily reflected in their visible body language on which the entered indicator in these observations is based. It seems PAE, which relates to the learner's *emotional* reactions to the TBLL lessons, is better identifiable via a questionnaire in order for learners to reflect on their level of affective engagement in the TBLL lessons. This finding underlines Mohamadi's statement that the level of affective engagement is determined by the learners' *self-perception* of the value of a task and feelings of self-accomplishment when performing the task (Mohamadi, 2017). In retrospect, it seems this 'self-perception' is only correctly measurable by means of a questionnaire completed by learners rather than via observations performed by teachers.

Regarding the results of the [questionnaire Positive Engagement/Disengagement](#), a high level of validity can be identified in the participants' answers. *Table 5* shows that most participants strongly agreed to the statements related to PBE and PAE (84% in class 1 and 82% in class 2) and accordingly strongly disagreed to the statements related to BD and AD (90% in class 1 and 85% in class 2). This means that most participants who selected Likert scale 3 or 4 (i.e. a strong agreement) for PBE statements such as *"Tijdens de TBLL les werk ik zo hard als ik kan."*, accordingly selected Likert scale 1 or 2 (i.e. a strong disagreement) for BD statements such as *"Tijdens de TBLL les doe ik zo min mogelijk."* The small discrepancy (Δ) of 6% in class 1 and a 3% discrepancy (Δ) in class 2 shows a low level of invalidity which might be explained by the convincing inter-item correlation between the Positive Engagement statements and the Disengagement statements (Cronbach α between 0.63 and 0.84), certified by Bloemert (2019) and Skinner et al. (2008) on whose instrument the current questionnaire is based.

5.2 Interpretations from the SRIs

By means of a qualitative analysis (i.e. coding analysis) of the results from the SRIs, it was possible to answer the main research question: *"Which elements of Task-Based Language Learning contribute to the students' positive engagement shown in Task-Based Language Learning activities, according to Dutch EFL students of HAVO4?"*. The purpose of this study was to investigate the reasons for students' positive engagement during the TBLL lesson cycle and to analyse if and which elements of TBLL were mentioned as reasons for their engagement. It should be noted that the results from the observations and questionnaire cannot be compared with the results from the SRIs since the latter only includes participants deemed to have shown positive engagement whereas the observations and questionnaire include engaged *and* disengaged participants. Concerning the validity of the interviewees' answers, it can be concluded that a low level of social desirability bias is present in the results from the SRIs considering 94% ($n=30$) of the interviewees' claimed positive engagement matched their answers from the questionnaire.

In *Table 6*, the 9 key concepts deduced from the body of individual responses ($n=50$) are presented together with the literal citations from the SRIs. Four of the 9 key concepts concern TBLL elements and the remaining 5 concepts are not or moderately related to characteristics of TBLL. Every literal citation is given a code in which concept markers and the number of citation are integrated. For example, literal citation 1 is related to key concept 'Extrinsic Motivation' and is therefore given the code *EM-01*. Throughout the following paragraphs, these codes refer to the relevant citation in *Table 6* instead of quoting the citation in its entirety.

Extrinsic Motivation is mentioned most often (26%) as a reason for the students' positive engagement. *EM-01*, *EM-02*, *EM-03*, *EM-05* and *EM-06* show the students' seeming belief that certain classroom roles exist: the role of teacher and of student, each prescribing an according behaviour they believe is expected (i.e. positive engagement for the role of the student). Receiving a good end result for the task (*EM-07*), improving their work (*EM-08*) and becoming more proficient in the subject (EFL) (*EM-04*) are other incentives to show positive engagement. The desire for a good end result is clearly an extrinsic factor and could be explained by Michels' research (2006), stating HAVO students' tendency to be focused on a product, such as a (high) mark, although students did not receive a mark of any kind for the end product of the executed TBLL lesson cycle. Students said to have been positively engaged as they wanted to improve their work or EFL competences, which shows willingness to work for (personal) goals. These codes are categorized as Extrinsic Motivation, although the reasons why they want to improve their work or become more proficient in EFL remain unknown.

A minor concept mentioned as a reason for the interviewee's positive engagement (2%) is Intrinsic Motivation. *IM-01* shows that positive engagement is not necessarily linked to the involved teaching method since presumably, this student always does his/her best, regardless of the activity or subject.

Two closely related key concepts, Variety of Lesson Activity (10%) and Lesson Activity (10%), were proposed as reasons for the interviewee's positive engagement. They respectively concern the fact that TBLL differs from the students' teaching methods experienced and the type of lesson activity involved in the TBLL lesson cycle. *VLA-01*, *VLA-02*, *VLA-03* and *VLA-04* underline Hamer's (2010) observation that HAVO students need variation in lesson activity for a prolonged motivation and concentration. The alternation between individual work, group work and class activities in the TBLL lesson cycle of this research proved to be very important for eliciting the students' engagement. Clearly, the *type* of lesson activity equally contributed to their engagement and, although one interviewee considered individual work most suitable (*LA-01*), most interviewees indicated group work caused this positive engagement (*LA-02*, *LA-03*, *LA-04*). As mentioned in the literature review, HAVO students experience a motivation boost from doing group work (Michels, 2006) and although group work is not a TBLL element, TBLL does promote group work in its approach (Willis & Willis, 2007).

Another key concept found is Positive Work Environment (10%). The according citations (*PWE-01*, *PWE-02*, *PWE-03*) imply group members influenced the interviewees' work ethics, which stimulated their positive engagement. Despite the lack of research in the literature review devoted to this phenomenon, it seems a logical explanation that the students' positive engagement in a group activity triggers other group members' similar behaviour or attitude.

The second frequently mentioned (22%) concept explaining students' positive engagement is Clear Outcome. Citations *CO-01*, *CO-02*, *CO-03*, *CO-04* and *CO-07* show learners are engaged due to their desire to understand the instruction of the task for the purpose of achieving its outcome and performing the task as intended. The clear outcome of the task allowed for the student's engagement in executing it (*CO-06*) and another student reasoned his desire to complete the task sparked his positive engagement (*CO-05*). These findings seem to correspond with Willis & Willis' (2007) suggestion learners' engagement will increase when setting a specific goal and clear completion point for the TBLL task. Additionally, these findings support van Leeuwen's (2016) recommendation to give HAVO students clear task instructions with a definite outcome of their learning experience. Thus, the first TBLL element of having a 'Clear Outcome' for the task appears to be a contributing factor to the learners' positive engagement.

The Learner's Interest (8%) and the Learner's Own Ideas (10%) are two other concepts frequently found in the students' citations. Interviewees stated their sparked curiosity (*LI-02*) and interest in the topic (*LI-01*, *LI-03*) generated positive engagement. Another interviewee attributes his/her PAE to a general interest in EFL (*LI-04*). A similar concept is the Learner's Own Ideas, which means learners enjoyed being allowed to propose their own ideas (*LO-02* and *LO-03*) and choose their end product with which they completed the TBLL lesson cycle (*LO-01*). Being creative is a contributing factor to their engagement in these lessons (*LO-04*). The students' reasons are in line with the third element of TBLL, which advocates a TBLL task should spark learners' genuine interest achieved by elicitation of the learner's own ideas and opinions. Hamer (2010) describes the appeal of the course content as essential for HAVO learners and states HAVO learners' need for a more practical approach to subject matter (2010), which is adhered to by having students design and present their proposal for a school party as the follow-up activity in the TBLL lesson cycle of this research.

A last key concept found is Task activity Related to the real World, which was mentioned once (2%) as a reason for positive engagement. The student remarked (*TWR-01*) a clear link between the skills practiced during the TBLL lesson cycle and the skills needed for future career or study, which shows the student's perceived importance of the task. While a minor concept, Task activity Related to the real Word is the fifth

element of TBLL prescribed by Willis & Willis (2007). Similarly, Michels (2006) suggests involving HAVO students in activities that connect the lesson content or activity to the student's world of experience. It seems TBLL's fifth element contributed to the students' positive engagement considering students' involvement in meaningful activities during which they had to use the L2 corresponding to its use outside the classroom.

6. Conclusions, limitations and recommendations

6.1 Conclusion

Conducting research in the field of learner engagement for InFFI methods such as TBLL is crucial since empirical evidence concerning its effects on learner engagement for EFL students in the Netherlands is yet to find. It is believed that a theoretical and analytical approach to language learning and grammar instruction is not suitable for HAVO learners, who are practice oriented and application-driven (Michels, 2006). This study suggests that the method of TBLL meets these learner needs and other HAVO4 characteristics explained in the discussion section.

In conclusion, the results of this research confirm that a TBLL approach to EFL elicits a high level of engagement amongst HAVO4 learners. Turning to the main research question, *“Which elements of Task-Based Language Learning contribute to the students’ positive engagement shown in Task-Based Language Learning activities, according to Dutch EFL students of HAVO4?”*, the findings suggest 3 TBLL elements contributed to the students’ positive engagement: a clear outcome, the learner’s interest is engaged and task activities relate to the real world. Other contributors unrelated or only moderately related to TBLL are the learner’s extrinsic and intrinsic motivation, the variety in lesson activities, a positive work environment and the type of lesson activity (predominantly group work).

The significance of this research is HAVO4 students’ perception that TBLL, an example of InFFI, is an engaging method for treating grammar in a communicative setting, which is confirmed by their observed high level of Positive Engagement. Concerning sub-question 1c, *“Which recommendations can be made to EFL teachers as a guideline for the design of their language lessons to support their students’ positive engagement, based on the results of this study?”*, teachers should take into account the following criteria in designing their language lessons/grammar instruction: providing a clear outcome and instruction, applying a variety of lesson activities, including group work and individual tasks that promote a positive work environment, allowing for the elicitation of the learner’s interest and their own ideas, and relating lesson content and lesson activities to the real world as much as possible.

6.2 Limitations

Several limitations in this research might have had an impact on the results or implications of this study. Firstly, the PEOT included certain unidentifiable indicators of PBE, such as ‘Persistence in task completion’, which proved undetectable by conducting learner-cycles of 3 to 10 seconds. Increasing the observation time per learner-cycle or removing this indicator from the PEOT could be a solution. Similarly, indicators of PAE, such as ‘Enthusiasm’, were indistinctly observable since visible behaviour does not necessarily reflect the learners’ feelings and attitudes. Therefore, it is recommended verifying PAE exclusively by means of questionnaires.

Prior to the observations, the researcher indicated timestamps in the PEOT for each TBLL section so the observer would recognise the start of a TBLL section to know when to start observing. Ideally, the observer would conduct learner-cycles throughout the *entire* TBLL lesson cycle instead of during the indicated fragments. However, this would be time consuming and unfeasible considering the limited scope of this study. These pre-determined timestamps could have obscured the data.

Due to the physics teacher involved as observer, who was unfamiliar with TBLL, certain student behaviour might have been interpreted differently than an EFL teacher would have perceived the learner. Thus, it is advised to exclusively involve EFL teachers in the observations.

Secondly, the results from the questionnaire might be distorted by the students' social desirability bias considering their awareness of the teacher's ability to see their identity, although everyone was assured of their questionnaire being saved under the name of their chosen pseudonym.

Additionally, notwithstanding the advantage of SRIs in terms of recollection of events, the 7-week delay between the TBLL lessons at school and the online SRIs possibly caused a strain on the learners' memory, yet, this was inevitable due to the consequences of COVID-19 regulations. Certainly, any delay between the intervention and the data collection should be minimised to establish valid and reliable results.

Lastly, coding the literal citations deduced from the transcriptions is inherent to the researcher's interpretation by nature of this method for qualitative analysis. In the process of selective coding, the researcher has analysed the citations as realistically as possible. Nevertheless, the final key concepts as stated in the results section of this research are not wholly exempt from subjectivity since the researcher tried to connect new data to existing theoretical concepts concerning HAVO learner characteristics and TBLL elements.

6.3 Recommendations for further research

In this study, the focus was on investigating the motivation for students' positive engagement during TBLL, which most participants showed. However, it would be just as relevant to discover what prevented the 'disengaged' participants from being engaged during TBLL. Do these findings relate to the used teaching method of TBLL? Are there additional factors to be found in their answers from which we can draw conclusions about conditions that need to be met for engagement to take place? This would be an interesting study and could complement the conclusions and recommendations for teachers made in this study.

Furthermore, to find out whether the outcomes of this study persist over time, it is necessary to expand the scope of this study by exposing HAVO4 students to TBLL lesson cycles for a longer time period. This permits drawing conclusions about whether or not the effects of TBLL on learner engagement decrease over time and why. Expanding the scope would also mean including similar groups of participants from different secondary schools in the Netherlands. The methodology and analysis of this study could be replicated for these purposes.

As alluded to repeatedly in this research, engagement is a predictor for (language) learning according to several researchers (Jan, Kim, & Reeve, 2012) (Caulfield, 2010) (Ladd & Dinella, 2009). Investigating the effect of TBLL on the students' language learning seems a valuable suggestion for future research with which it is possible to verify the extent to which the aforementioned statement applies to Dutch HAVO4 students. Such studies are ideally longitudinal since researchers should firstly identify in detail the participants' language level (pre-test), then apply the intervention of TBLL for an extended period of time and finally establish the students' language level again (post-test). Language learning could be measured by examining the students' language output concerning length of responses, clarity, communication strategies applied to convey their message and their use of new language items.

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Appendix I: Lane & Harris' BERI Observation Tool (2015)

Behavioral Engagement Related to Instruction (BERI)

Version 1



PhysPort

Supporting physics teaching with research-based resources

downloaded from PhysPort.org

Developed by: Erin S. Lane and Sara E. Harris

Format: Observation protocol

Duration: any minutes

Focus: Interactive teaching

Level: Graduate, Upper-level, Intermediate, Intro college, High school, Middle school

How to give the test

- Prior to conducting a classroom observation, obtain a printed copy of the instructor's notes or lesson plan.
- At the beginning of the class, the fills out a coversheet that contains general information and notes about the class.
- For a large lecture room, randomly choose a spot in the classroom where you are sitting in the row directly behind the students being observed and at an angle so that the students were still within your sight line. For alternative classroom settings, the number of students or observers' position may have to be adjusted so that all students in the observation group can be adequately see.
- Using the engaged and disengaged behaviors shown under Example Questions, cycle through each of the 10 students in sequence and for each student recorded "E" for engaged, "D" for disengaged, and "U" for uncertain. Uncertain is most often used when the view of the students is obstructed.
- It takes approximately 3 to 10 seconds to gauge the level of engagement of each student, with a 10-student cycle taking approximately one minute to complete. Don't record the specific behavior of each individual; rather, for each 10-student cycle record one observation point (e.g., "8/10 students engaged") with a time stamped at the start of the cycle.
- Once the class starts, record observation points directly onto the copy of the instructor's notes in the section corresponding to what is being covered. This ensures that the instructor will later be able to relate engagement with what was happening in their class at any specific time. An observation point is taken for every page of notes, for any major change in activity or content, or at 2-minute intervals depending on which time interval is shorter. Changes in the classroom activity (e.g., clicker question, in-class discussion, demonstration) or instructor behaviors (e.g., moving around the classroom, using humor or real-world examples) are recorded under each observation point.
- Instructor questions to the class and student questions to the instructor should also be documented with the following information: the section of the room in which the question/answer originated and how the interaction is followed up (e.g., entire class, subgroup of students, one student).

How to score the test

- Calculate the average student engagement score for the class including the standard error. You can also calculate the average student engagement score for specific instructional activities.
- Plot the student engagement score over time to get a sense of which classroom activities are more or less engaging.

BERI ©2015 Erin S. Lane and Sara E. Harris. PhysPort cover sheet ©2016 PhysPort.org

Student Engaged and Disengaged Behaviors

During your classroom observation, use these engaged and disengaged behaviors and cycle through each of the 10 students you are observing in sequence and for each student recorded “E” for engaged, “D” for disengaged, and “U” for uncertain on the instructor notes or lesson plan provided to you by the instructor. Uncertain is most often used when the view of the students is obstructed

TABLE 1

Descriptions of student in-class behaviors that indicate they are engaged.

Engaged	
Listening	Student is listening to lecture. Eye contact is focused on the instructor or activity and the student makes appropriate facial expressions, gestures, and posture shifts (i.e., smiling, nodding in agreement, leaning forward).
Writing	Student is taking notes on in-class material, the timing of which relates to the instructor's presentation or statements.
Reading	Student is reading material related to class. Eye contact is focused on and following the material presented in lecture or preprinted notes. When a question is posed in class, the student flips through their notes or textbook.
Engaged computer use	Student is following along with lecture on computer or taking class notes in a word processor or on the presentation. Screen content matches lecture content.
Engaged student interaction	Student discussion relates to class material. Student verbal and nonverbal behavior indicates he or she is listening or explaining lecture content. Student is using hand gestures or pointing at notes or screen.
Engaged interaction with instructor	Student is asking or answering a question or participating in an in-class discussion.

TABLE 2

Descriptions of student in-class behaviors that indicate they are disengaged.

Disengaged	
Settling in/ packing up	Student is unpacking, downloading class material, organizing notes, finding a seat, or packing up and leaving classroom.
Unresponsive	Student is not responsive to lecture. Eyes are closed or not focused on instructor or lecture material. Student is slouched or sleeping, and student's facial expressions are unresponsive to instructor's cues.
Off-task	Student is working on homework or studying for another course, playing with phone, listening to music, or reading non-class-related material.
Disengaged computer use	Student is surfing web, playing game, chatting online, checking e-mail.
Disengaged student interaction	Student discussion does not relate to class material.
Distracted by another student	Student is observing other student(s) and is distracted by an off-task conversation or by another student's computer or phone.

BERI Observation Protocol Coversheet

Date of Observation: _____

Course Name, Number and Section: _____

Instructor(s): _____

Observer's Name: _____

Classroom Number: _____

Estimate of class attendance: _____

Position in Class: (drawing a diagram of the class may be useful)

Notes on classroom environment: (i.e. description of space and seating arrangement, abnormal temperature, use of technology).

Notes on students' engagement: (i.e. students' engagement with the task, students' engagement with each other, students' engagement with the instructor).

Notes on students' learning: (i.e. students' learning outcomes, students' learning process, students' learning strategies).

Notes on students' behavior: (i.e. students' behavior during the lesson, students' behavior during the break, students' behavior during the assessment).

Brief description of instructional method: (i.e. traditional lecture mixed with clicker questions).

Notes on students' learning: (i.e. students' learning outcomes, students' learning process, students' learning strategies).

Notes on students' behavior: (i.e. students' behavior during the lesson, students' behavior during the break, students' behavior during the assessment).

Notes on students' learning: (i.e. students' learning outcomes, students' learning process, students' learning strategies).

Notes on students' behavior: (i.e. students' behavior during the lesson, students' behavior during the break, students' behavior during the assessment).

Example classroom observation. Numbers indicate the number of students engaged (E), disengaged (D), and uncertain (U). Observations taken at approximately one minute intervals on instructors notes/lesson plan.

START: 12:03 (my phone's time)

GOALS FOR TODAY..

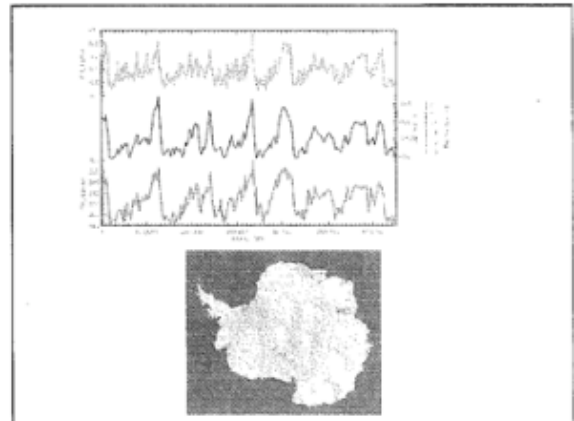
TWO TOPICS..

Abrupt climate changes

- EXPLAIN how we came to realize that climate can change abruptly
- DESCRIBE the occurrence of abrupt climate changes during the last climatic cycle and their possible causes

Climate changes during the last millennium

- DESCRIBE the various archives used to reconstruct climatic changes during the last millennium
- EXPLAIN the various factors that have influenced global climate during that historical period

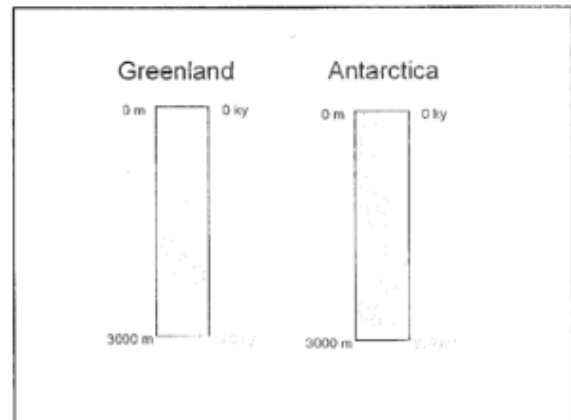


4/10 @ start (12:03pm)

Ice accumulation rates are much faster on Greenland than Antarctica. Consequently, Greenland ice cores provide:

- a (i) longer or (ii) shorter record
- with a (iii) higher or (iv) lower resolution

A. (i) (iii)
B. (ii) (iii)
C. (i) (iv)
D. (ii) (iv)



5/10 12:04 before clicker

12:10 → 6/10

7/10 12:04.5 @ clicker

10/10 during clicker timer

8/10 @ results (1st time)

7/10 during 2nd clicker

10/10 @ results (2nd time)

8/10 explanation 12:09

Appendix II: Positive Engagement Observation Tool (PEOT)

POSITIVE ENGAGEMENT OBSERVATION TOOL (PEOT) INSTRUCTION

Developed by: M. Boots
Format: video-based observation protocol
Duration: approx. 50 minutes
Focus: Positive Engagement in Task-Based Language Learning
Level: secondary school / middle school

How is the PEOT used?

- Prior to the video-based observation, the observer was given explanation on how to use this observation protocol as well as an opportunity to clarify potential ambiguities or ask questions.
- The observer is expected to complete this observation sheet on a printed copy.
- The observer mentions the number of students visible on screen (i.e. the students seated in the reach of the position of the camera, who are observable). NB: It is possible this number deviates from the total number of students present in the classroom during this TBLL lesson.
- The observer fills in his/her name and date of observation. NB: It is possible this date deviates from the date on which the TBLL lesson was executed/recorded.
- For each section of the TBLL lesson as indicated in this observation sheet, the observer makes 10-learner cycles starting from the bottom left corner and moving clockwise until all learners visible on screen have been gauged for positive engagement.
- During each 10-learner cycle, the observer takes 3 to 10 seconds to mark a capital letter for the indicator observed for every learner in the 10-learner cycle (see an overview of indicators below). A cross is entered when none of the indicators is observed.
- Before a 10-learner cycle is performed, the observer time stamps the cycle (e.g. '12:15'). When all learners have been gauged during one cycle, the observer pauses the video recording and records an observation point (i.e. score) for this section of the TBLL lesson.
- The above is then repeated until the cycles performed in the last section of the TBLL lesson have been completed.

How are the observations with the PEOT analysed?

- After a peer-debriefing, all observation sheets will be analysed separately and an average percentage of positive engagement for each observation will be calculated as well as a percentage for each of the sections of the relevant TBLL lesson.

Indicators and their corresponding capital letters.

Positive Behavioural Engagement	Positive Affective Engagement
Participation/Contribution in individual or group work (PC)	Interest in the task, topic or people involved in the task (I)
Focus on task (F)	Enjoyment (ENJ)
Persistence in task completion (P)	Enthusiasm (ENT)
Asking questions to peer/teacher (Q)	

**POSITIVE ENGAGEMENT OBSERVATION TOOL (PEOT)
PROTOCOL COVERSHEET
TBLL LESSON #1**

Observer's Name:	Date of recording:/...../.....	Date of observation:/...../.....	Number of students present:	Number of students visible:
Section 1 Time stamp:	10-learner cycle #1	10-learner cycle #2-learner cycle #3	
	1	1	1	
	2	2	2	
	3	3	3	
	4	4	4	
	5	5	5	
	6	6	6	
	7	7	7	
	8	8	8	
	9	9	9	
	10	10	10	
Total engagement score:				
Section 2 Time stamp:	10-learner cycle #1	10-learner cycle #2-learner cycle #3	
	1	1	1	
	2	2	2	
	3	3	3	
	4	4	4	
	5	5	5	
	6	6	6	
	7	7	7	
	8	8	8	
	9	9	9	
	10	10	10	
Total engagement score:				
Section 3 Time stamp:	10-learner cycle #1	10-learner cycle #2-learner cycle #3	
	1	1	1	
	2	2	2	
	3	3	3	
	4	4	4	
	5	5	5	
	6	6	6	
	7	7	7	
	8	8	8	
	9	9	9	
	10	10	10	
Total engagement score:				

Appendix III: Skinner (2008) & Bloemert et al.'s (2019) questionnaire

	Engagement vs Disaffection (Skinner et al., 2009)	Items in student survey (adapted for EFL literature teaching)
Behavioural engagement	1. I try hard to do well in school.	During the EFL literature lessons I try hard to do well.
	2. In class, I work as hard as I can.	During the EFL literature lessons I work as hard as I can.
	3. When I'm in class, I participate in class discussions.	During the EFL literature lessons I participate in class discussions.
	4. I pay attention in class.	During the EFL literature lessons I pay attention.
	5. When I'm in class, I listen very carefully.	During the EFL literature lessons I listen very carefully.
Behavioural disaffection	1. When I'm in class, I just act like I'm working.	During the EFL literature lessons I just act like I'm working.
	2. I don't try very hard at school.	...
	3. In class, I do just enough to get by.	During the EFL literature lessons I do just enough to get by.
	4. When I'm in class, I think about other things.	During the EFL literature lessons I think about other things.
	5. When I'm in class, my mind wanders.	During the EFL literature lessons my mind wanders.
Emotional engagement	1. When I'm in class, I feel good.	During the EFL literature lessons I feel good.
	2. When we work in something in class, I feel interested.	During the EFL literature lessons I feel interested.
	3. Class is fun.	The EFL literature lessons are fun.
	4. I enjoy learning new things in class.	During the EFL literature lessons I enjoy learning new things.
	5. When we work on something in class, I get involved.	During the EFL literature lessons I get involved.
Emotional disaffection	1. When we work on something in class, I feel bored.	During the EFL literature lessons I feel bored.
	2. When I'm doing work in class, I feel bored.	...
	3. When my teacher explains new material, I feel bored.	When my teachers explains new material during the EFL literature lesson, I feel bored.
	4. When I'm in class, I feel worried.	During the EFL literature lessons I feel worried.
	5. When we start something new in class, I feel nervous.	When we start something new during the EFL literature lessons, I feel nervous...
	6. When I get stuck on a problem, I feel worried.	When I get stuck on a problem during the EFL literature lessons I feel worried.
	7. When we work on something in class, I feel discouraged.	During the EFL literature lessons I feel discouraged.
	8. Class is not all that fun for me.	...
	9. When I'm in class, I feel bad.	...
	10. When I'm working on my classwork, I feel mad.	During the EFL literature lessons I feel mad.
	11. When I get stuck on a problem, it really bothers me.	When I get stuck on a problem during the EFL literature lessons it really bothers me.
	12. When I can't answer a question, I feel frustrated.	During the EFL literature lessons I feel frustrated when I can't answer a question.

Appendix IV: Questionnaire Positive Engagement/Disengagement

Pseudoniem: Datum:

Klas:

Vul in bij elke stelling in hoeverre je het hiermee eens bent door een kruis in één van de hokjes te zetten.

Let op: 1 = ik ben het hier **niet** mee eens.

4 = ik ben het hier **me** eens.

Nr.	Stelling	1	2	3	4
1	Tijdens de TBLL les probeer ik goed mijn best te doen.				
2	Tijdens de TBLL les werk ik zo hard als ik kan.				
3	Tijdens de TBLL les doe ik mee in groepsgesprekken.				
4	Tijdens de TBLL les let ik op.				
5	Tijdens de TBLL les luister ik aandachtig.				

Nr.	Stelling	1	2	3	4
6	Tijdens de TBLL les doe ik net alsof ik aan het werk ben.				
7	Tijdens de TBLL les doe ik zo min mogelijk.				
8	Tijdens de TBLL les denk ik aan andere dingen.				
9	Tijdens de TBLL les dwaal mijn gedachten af.				

Nr.	Stelling	1	2	3	4
10	Tijdens de TBLL les voel ik me goed.				
11	Tijdens de TBLL les ben ik geïnteresseerd.				
12	De TBLL lessen zijn leuk.				
13	Tijdens de TBLL les vind ik het leuk om nieuwe dingen te leren.				
14	Ik ben betrokken bij de TBLL les.				

Nr.	Stelling	1	2	3	4
15	Tijdens de TBLL les ben ik verveeld.				
16	Als mijn docent iets uitlegt tijdens de TBLL les, ben ik verveeld.				
17	Tijdens de TBLL les ben ik bang.				
18	Als we iets nieuws doen in de TBLL les, ben ik zenuwachtig.				
19	Als ik tegen een probleem aanloop tijdens de TBLL les, ben ik bang.				
20	Ik voel me gedemotiveerd tijdens de TBLL les.				
21	Ik voel me boos tijdens de TBLL les.				
22	Als ik tegen een probleem aanloop tijdens de TBLL les, zit me dit dwars.				
23	Als ik een vraag niet kan beantwoorden tijdens de TBLL les, voel ik me gefrustreerd.				

Appendix V: Protocol Stimulated Recall Interviews

STIMULATED RECALL INTERVIEW (SRI) PROTOCOL COVERSHEET

Developed by: M. Boots
Format: video-recorded stimulated recall interview in pairs
Duration: approx. 20 minutes
Focus: contributors of Positive Engagement in TBLL lessons
Level: secondary school / middle school
Language used in SRI: Dutch

How is the SRI conducted in consecutive steps?

- First, the interviewees will be informed on how the interview is going to be conducted.
- After the introduction, the video camera will start recording.
- One at a time, each interviewee watches the video sample from the relevant TBLL lesson in which he/she is believed to show positive engagement.
- The researcher asks the questions below and may ask to clarify ambiguities in answers.
- After both interviewees have answered the questions, the video recording is stopped.
- Next, the researcher asks each interviewee to reveal their pseudonym(s) of the questionnaire that corresponds with the video sample shown in this SRI. The researcher retrieves the questionnaire, shows it to the interviewee in order for him/her to confirm it is his/hers.
- The researcher/interviewer thanks the interviewees for their participation.

How are the SRIs analysed?

- Each video recording will be transcribed and simultaneously translated. Non-verbal communication will be included in the transcription as well.
- Every interviewee's answer will be colour-coded in the transcription with each colour belonging to one of the 5 elements of TBLL. Answers that do not match with one of these elements will be coded under a different label.
- A summary of every interviewee's transcription is formulated in Dutch and will be sent via e-mail to the interviewee in order to indicate whether or not the interviewee agrees with the researcher's interpretation of his/her answers given during the SRI. If the interviewee does not agree, he/she indicates the misinterpretation and repairs the summary in a reply. It is possible adaptations to the colour coding analysis need to be made.
- A percentage showing the total amount of times each contributing element was mentioned during the SRIs is calculated.

Questions asked during SRI	Dutch	English
1.	Hoe zou jij jouw gedrag in dit fragment willen omschrijven? Als: positief betrokken bij de TBLL les ^x OF negatief betrokken bij de TBLL les ^y .	How would you describe your behaviour in this fragment? As: positively engaged during the TBLL lesson ^x OR negatively engaged during the TBLL lesson ^y .
2.	Wat is de reden dat je X / Y was?	What is the reason you were X / Y?

Appendix VI: Coding analysis SRIs



[Double click on image for transportation to Microsoft Excel file]

Appendix VII: Summaries Member-Check

Interview #1: M & N

Samenvatting M: Ik twijfelde een beetje na het zien van het videofragment hoe mijn gedrag het beste kon worden omschreven. Toch concludeer ik dat ik positief betrokken ben in dit videofragment. De reden hiervoor is dat ik van mening ben dat **ik moet luisteren als de docent iets uitlegt.**

Mee eens	Niet mee eens
X	
	Aanpassing:

Samenvatting N: Ik vind dat ik positief betrokken was bij de les in dit videofragment, omdat ik aan het luisteren en aan het opletten was. De reden dat ik mijn gedrag als positief betrokken omschrijf is **omdat u, de docent, iets aan het uitleggen was.**

Mee eens	Niet mee eens
X	
	Aanpassing:

Interview #2: E & T

Samenvatting E: Ik was positief betrokken in het videofragment dat ik heb gezien, want ik was aan het luisteren en ik werd niet afgeleid door anderen of mijn omgeving. De reden dat ik positief betrokken was is dat **ik als leerling nou eenmaal moet luisteren naar u, de docent.**

Mee eens	Niet mee eens
X	
	Aanpassing:

Samenvatting T: Ik twijfelde een beetje na het zien van het videofragment hoe mijn gedrag het beste kon worden omschreven. Toch concludeer ik dat ik positief betrokken ben in dit videofragment, want ik volgde alles wat u vertelde op dat moment. De reden dat ik positief betrokken was is dat **ik het belangrijk vind om te weten wat ik precies moet doen bij deze opdracht.**

Mee eens	Niet mee eens
X	
	Aanpassing:

Interview #3: V & S

Samenvatting V: Ik was positief betrokken bij de les omdat ik de les(sen) erg leuk en leerzaam vond. De reden dat ik positief betrokken was is dat de lesactiviteit lijkt op wat ik in de toekomst tijdens mijn studie/baan zal moeten doen en dat wil ik graag goed kunnen.

Mee eens	Niet mee eens
X	
	Aanpassing:

Samenvatting S: Ik was negatief betrokken in de les, omdat ik niet veel zin had in de les. Ik kon m'n aandacht er niet bijhouden en was gefrustreerd omdat het lang duurde voordat ons groepje met een gezamenlijk idee kwam.

Mee eens	Niet mee eens
X	
	Aanpassing:

Interview #4: S & P

Samenvatting S: Ik was positief betrokken in de les, want ik was aandachtig aan het luisteren en ik was benieuwd wat de docent ging vertellen. De reden dat ik positief betrokken was is dat het een andere manier van lesgeven is waarbij we zelf mochten bepalen hoe we de eindopdracht gingen invullen.

Mee eens	Niet mee eens
X	
	Aanpassing:

Samenvatting P: Ik twijfelde een beetje hoe mijn gedrag als beste kon worden omschreven, omdat mijn houding misschien misleidend was. Toch concludeer ik dat ik positief betrokken was bij de les, want ik was aandachtig aan het luisteren. De reden dat ik positief betrokken was bij de les is dat ik bij het vak Engels altijd goed moet opletten zodat ik alles kan volgen en begrijpen en als de docent iets uitlegt, dan luister ik omdat dat hoort.

Mee eens	Niet mee eens
X	
	Aanpassing:

Interview #5: N & E

Samenvatting N: Ik vind dat ik positief betrokken was bij de les omdat ik aan het luisteren en opletten was. De reden dat ik positief betrokken was bij de les, is dat ik als leerling nou eenmaal moet luisteren naar de docent. Een tweede reden dat ik positief betrokken was is omdat ik ook wil weten wat ik moet doen in de les.

Mee eens	Niet mee eens
X	
	Aanpassing:

Samenvatting E: Ik vind dat ik positief betrokken was bij de les omdat ik aandachtig aan het luisteren was. De reden hiervoor is dat ik het makkelijker vind om mijn lestaken te doen als ik van tevoren goed heb opgelet.

Mee eens	Niet mee eens
X	
	Aanpassing:

Interview #6: J & K

Samenvatting J: Ik vind dat ik positief betrokken was bij de les omdat ik de hele les heb opgelet en ik heb ook mijn werk gedaan. De reden dat ik positief betrokken was is dat ik dacht dat deze informatie handig zou kunnen zijn om beter te worden in Engels.

Mee eens	Niet mee eens
X	
	Aanpassing:

Samenvatting K: Ik vind dat ik positief betrokken was bij de les omdat ik de opdrachten gefocust aan het maken was. De reden dat ik positief betrokken was is dat ik zelfstandig kon werken en op deze manier werk ik het beste.

Mee eens	Niet mee eens
X	
	Aanpassing:

Interview #7: S & U

Samenvatting U: Ik vind dat ik positief betrokken was in de les omdat ik mijn best deed en aan de opdrachten aan het werken was. De reden dat ik positief betrokken was is dat ik mijn best hoor te doen in de les en ik wilde de opdracht graag af hebben.

Mee eens	Niet mee eens
X	
	Aanpassing:

Samenvatting S: Ik vind dat ik positief betrokken was bij de les omdat ik de opdracht af wilde hebben en ik was gefocust. De reden dat ik positief betrokken was is dat het onderwerp van de les interessant was. We deden iets anders in de les en dat vond ik interessant.

Mee eens	Niet mee eens
X	
	Aanpassing:

Interview #8: A & B

Samenvatting A: Ik vind dat ik positief betrokken was bij de les omdat ik aan het luisteren was naar de docent en ik maakte de opdrachten. De reden dat ik positief betrokken was is dat ik aan de verwachtingen die aan mij worden gesteld als leerlingen wil voldoen.

Mee eens	Niet mee eens
X After member-check: Ik wil toch nog toelichten dat ik het ook best een leuke opdracht vond omdat het een nieuwe manier van lesgeven was.	
	Aanpassing:

Samenvatting B: Ik vind dat ik positief betrokken was bij de les omdat ik goed mee deed met de lessen. De reden dat ik positief betrokken was is dat ik de taak graag af wilde krijgen. Een tweede reden dat ik positief betrokken was is dat ons groepje serieus aan het werk was dus dan doe ik hetzelfde.

Mee eens	Niet mee eens
X	
	Aanpassing:

Interview #9: S & F

Samenvatting S: Ik vind dat ik positief betrokken was bij de les omdat ik m'n best deed en ik schreef dingen op. De reden dat ik positief betrokken was vind ik moeilijk om te zeggen, maar ik deed m'n best in de les omdat we in een serieus groepje zaten waarmee we samen konden werken om een goed eindresultaat te krijgen.

Mee eens	Niet mee eens
X	
	Aanpassing:

Samenvatting F: Ik vind dat ik positief betrokken was bij de les omdat ik m'n best deed en ik besprak zaken uit de opdracht met m'n groepsleden. De reden dat ik positief betrokken was vind ik moeilijk te zeggen, maar ik deed m'n best omdat we in een serieus groepje zaten waardoor ik ook serieus werk. Een tweede reden waarom ik positief betrokken was is dat ik een goed eindresultaat voor de opdrachten wilde bereiken.

Mee eens	Niet mee eens
X	
	Aanpassing:

Interview #10: P & N

Samenvatting P: Ik vind dat ik positief betrokken was bij de les omdat ik mee deed in mijn groep en ik wist wat ik moest doen. De reden dat ik positief betrokken was is dat ik creatief kon zijn tijdens de les door met eigen ideeën te komen en dat vind ik leuk om te doen.

Mee eens	Niet mee eens
X	
	Aanpassing:

Samenvatting N: Ik vind dat ik positief betrokken was bij de les omdat ik aan het schrijven was en ik wist wat ik moest doen. De reden dat ik positief betrokken was is dat ik mijn best wilde doen.

Mee eens	Niet mee eens
X	
	Aanpassing:

Interview #11: EL & EV

Samenvatting EL: Ik vind dat ik positief betrokken was bij de les omdat ik goed mijn best aan het doen was. De reden dat ik positief betrokken was is omdat ik Engels een moeilijk vak vind en daarom let ik goed op zodat ik het begrijp.

Mee eens	Niet mee eens
X	
	Aanpassing:

Samenvatting EV: Ik vind dat ik positief betrokken was bij de les omdat ik mijn best aan het doen was. De reden dat ik positief betrokken was is omdat ik Engels – en met name de grammatica van Engels – moeilijk vind en daarom doe ik mijn best zodat ik het begrijp.

Mee eens	Niet mee eens
X	
	Aanpassing:

Interview #12: F & S

Samenvatting F: Ik vind dat ik positief betrokken was bij de les. De reden waarom ik positief betrokken was is dat de opdracht om zelf een schoolfeest te bedenken leuk was.

Mee eens	Niet mee eens
X	
	Aanpassing:

Samenvatting S: Ik vind dat ik positief betrokken was bij de les omdat ik aan de opdracht aan het werken was. De reden dat ik positief betrokken was is dat **we in een groep zaten met mensen waarmee ik goed kan samenwerken.**

Mee eens	Niet mee eens
X	
	Aanpassing:

Interview #13: L & A

Samenvatting L: Ik twijfelde een beetje na het zien van het videofragment hoe mijn gedrag het beste kon worden omschreven. Toch concludeer ik dat ik positief betrokken ben in dit videofragment omdat ik wel aan het opletten was. De reden dat ik positief betrokken was is dat **ik Engels een leuk vak vind.** Dat komt omdat ik goed ben in het vak.

Mee eens	Niet mee eens
X	
	Aanpassing:

Samenvatting A: Ik vind dat ik positief betrokken was bij de les want ik was aan het luisteren naar iedereen en ik lette goed op. De reden dat ik positief betrokken was is dat **ik goed wil opletten zodat ik uiteindelijk een goed eindresultaat kan bereiken.**

Mee eens	Niet mee eens
X	
	Aanpassing:

Interview #14: V & E

Samenvatting V: Ik vind dat ik positief betrokken was bij de les. De reden dat ik positief betrokken was is dat ik met fijne groepsleden kon samenwerken. Een tweede reden is dat **ik de opdracht leuk vond omdat we creatief mochten zijn**, dat was weer eens wat **anders dan normale lesinhoud.**

Mee eens	Niet mee eens
X	
	Aanpassing:

Samenvatting E: Ik vind dat ik positief betrokken was bij de les, omdat ik goed aan het werk was en niet afgeleid was. De reden dat ik positief betrokken was is dat **we creatief mochten nadenken over een onderwerp** en **we mochten in groepjes samenwerken.**

Mee eens	Niet mee eens
X	
	Aanpassing:

Interview #15: J & Y

Samenvatting J: Ik vind dat ik positief betrokken was bij de les omdat ik niet afgeleid was/werd. De reden dat ik positief betrokken was is dat ik mijn werk wilde verbeteren door goed op te letten. Een tweede reden is dat het leuk was om in groepen te werken.

Mee eens	Niet mee eens
X	
	Aanpassing:

Samenvatting Y: Ik vind dat ik positief betrokken was bij de les. De reden dat ik positief betrokken was bij de les is dat ik mijn werk wilde verbeteren door goed op te letten. Een tweede reden is dat de lesactiviteit iets anders was dan normaal dus ik vond het best leuk.

Mee eens	Niet mee eens
X	
	Aanpassing:

Interview #16: J & E

Samenvatting J: Ik vind dat ik positief betrokken was bij de les. De reden dat ik positief betrokken was bij de les is dat we in groepjes mochten werken en dat vind ik leuk en daardoor ben ik meer bezig met de opdracht.

Mee eens	Niet mee eens
X	
	Aanpassing:

Samenvatting E: Ik vind dat ik positief betrokken was bij de les. De reden dat ik positief betrokken was vind ik moeilijk om te zeggen, maar ik denk dat de reden is dat door groepswork de les leuker wordt.

Mee eens	Niet mee eens
X	
	Aanpassing:

Appendix VIII: Transcriptions Interviewees SRIs

Interview #1: M & N

Interviewer	I've stopped the video, because this is the sample that I wanted to show you. You can switch your microphone on now. My question is the following. So, remember it's about how you behaved in class. So, my question is the following. "How would describe your behaviour in class from the video?" You have the choice between positively engaged (positief betrokken) or negatively engaged (negatief betrokken). M, you can respond first.
M	Ehh.. Well, that's really hard to say actually. Ehhm.... It's not really that I show myself extremely engaged, but not really negatively engaged either.
Interviewer	Okay, but what if you HAVE to make a choice between one of the two options. Then...
M	Ehmmm... Then, I choose positively engaged I think.
Interviewer	Okay, now I'll ask the same question to you, N. If you were to describe your behaviour in this video sample, would you then say you were positively engaged or negatively engaged?
N	Ehmm.. I think positively engaged, because I was paying attention etcetera. I didn't really give any answers or raise my hand, but I was paying attention and I was listening.
Interviewer	Okay. So, you were listening?
N	Uhuh.
Interviewer	Okay. I have a second question now, and I'll start with N. What is the reason for which you say 'I was positively engaged in this lesson'?
N	Ehm.. because I was listening to your story.
Interviewer	Okay. And what was the reason you were listening?
N	Ehm.. Because you were explaining something. (*laughing*)
Interviewer	Okay. Yes. Ehhm.. M, same question: Why were you, according to you, positively engaged in this lesson?
M	Just because... I was listening.
Interviewer	And why were you listening?
M	Because I am supposed to do so when a teacher is explaining something.
Interviewer	Okay, well.. this was really short, but I have all the answers I need, so, thank you very much (*laughing*).
M & N	(*laughing*)

Interview #2: E & T

Interviewer	Alright, let's start. So, what I'm going to do is I'm going to ask you both a question now and that is: "How would you describe your behaviour in this short video that you've seen?" Would you say you are positively engaged or negatively engaged? I'll start with T.
T	I think it seems like I am eh... lazy or something.
Interviewer	But how would you describe yourself? Because I can imagine you're in doubt about what to say, but you can only choose one option.
T	I am declining a bit in my chair, but I am listening all the same. So, I do get what is discussed.
Interviewer	Okay, I get that. So, would you say you're rather positively engaged or negatively engaged?
T	I think positively although it doesn't seem like it.
Interviewer	No, that's fine. It's not about how it seems for others, but about how you've experienced it and how you would define your behaviour at that specific moment. Ehmm.. what is the reason you're positively engaged? Oh wait, don't answer yet. I first want to ask E the first question before we go on. E, put you microphone on please.
E	Yeah?

Interviewer	Yes, well, you get the same question. You've been watching yourself in the video. Would you describe yourself as positively engaged or negatively engaged?
E	Me, myself... Positively. Because I was paying attention and I wasn't doing different things.
Interviewer	Okay, very clear. And then you can immediately answer that second question: "What is the reason that you say you're positively engaged?"
E	Ehmm.. because I was looking at you and listening and I wasn't looking around in the classroom or looking out the window.
Interviewer	Yes. Okay. True. But WHY were you listening? So, I know you were listening, but what is the reason why you were listening?
E	Yeah, well, because I have to.
Interviewer	Okay, ehmm. T, same question for you: What is the reason you say you were positively engaged?
T	Because I was listening. It's hard to tell that I was engaged, since someone was blocking me for some time and therefore it seemed as if I was not looking at you. But I was really following everything you said, because it was important. It was an important assignment, so it's necessary you know what to do.
Interviewer	Okay, that's all clear to me.

Interview #3: V & S

Interviewer	So you've seen how you behaved in class in this video. My question now is: "How would you describe your behaviour? Would you say you were more positively engaged or negatively engaged?" S, I'll start with you.
S	Negatively.
Interviewer	Okay, ehmm.. Why do you say 'negatively engaged'?
S	I wasn't feeling very motivated.
Interviewer	You weren't feeling very motivated. Okay. And what is the reason you say you were negatively engaged in class, then?
S	Ehmm.. Let's see, how should I explain. I couldn't keep my focus and my tone of voice... it sounds like I'm angry, but.. yeah..
Interviewer	Okay, well, were you really angry at that moment?
S	Yeah, I was a bit angry actually. My group tried to assemble ideas at that moment, ...we did it eventually, but it took a long time before our ideas came together. The pace was a bit slow.
Interviewer	Okay, I understand this can test your patience. Let me ask V the same question. You've seen yourself in the video. Would you say you were more positively engaged or negatively engaged?
V	I think positively engaged. I actually quite liked the lessons. I do agree with S: first we had to think of our own ideas and then we had to bring them together in our group to form one communal idea. It was a bit hard, but S and I said to the rest of the group that we still had to make decisions as a group so.. yeah, we had to continue anyway. Even though it wasn't for a mark.? I think? No it wasn't, but it was just for fun, really. I thought it was fun at least. For me personally, I want to have a good command of English in every way.. so, yeah, it was a fun activity and very educational.
Interviewer	Okay, alright. And why did you think it was a fun and educational activity?
V	Well, now, actually, I don't know if I've told you already, but I want to be in hotel management and it requires you to communicate well with people. And during this activity someone had to organise the group discussion and structure our ideas and I realised that this is exactly what my future studies require from me. So, in short, I liked the activity very much and I also knew that this is something I have to be able to do in my future career. So, maybe that's why I was more positively engaged. And...I just, I just liked to do this very much!

Interviewer	Okay, thanks for your elaborate answer! It's very clear to me. Yes, okay, I don't have to ask other questions (*laughing*).
V	(*laughing*) Haha, this went by fast!

Interview #4: S & P

Interviewer	So, my question is: How would you describe your behaviour: as positively engaged or negatively engaged? S?
S	Positively, because I was listening attentively, and I was curious about what you were going to tell. It was a funny way.
Interviewer	What do you mean exactly?
S	Well, I mean that having to choose your own school party is fun to do.
Interviewer	Okay. P, you were sitting next to S and ehm.. How would you describe your behaviour. Would you say you were positively engaged in this lesson or negatively engaged?
P	Ehmm.. If I look at my posture, I would say negatively, because I was declining a bit, but I was listening actually, so I'd say positively engaged after all.
Interviewer	Okay. Ehmm.. Well, now I'm going back to S. S, why were you positively engaged and what are the reasons for you telling me that you were positively engaged?
S	Ehmm, this was a different way of teaching, because usually, we do grammar etcetera and now, we had the chance to choose what we were going to do in class, concerning the school party.
Interviewer	Alright, okay. And P, what were your reasons for saying you were positively engaged?
P	Ehm... Well, first of all, with the subject English, I have to listen.. ehmm.. I have to pay attention very carefully to understand everything. So, in English classes I usually listen carefully to everything you have to say. If I stop listening or stop paying attention, I lose track and don't understand it anymore. But...yeah....it was your explanation, so then I ehmm... yeah, I just listen.
Interviewer	Okay. So, that was basically all, I have ehm.. the information from you that I need to have.

Interview #5: N & E

Interviewer	So, now here's my question for you N: "How would you describe your behaviour in class in this video sample? Is it more positively engaged or negatively engaged?"
N	Ehmm.. I think positively engaged, because I was paying attention and listening actually.
Interviewer	Alright. The same question for E then: "How would you describe your behaviour? Is it rather positively or negatively engaged?"
E	Positively engaged. Yeah, positively, because I was listening attentively.
Interviewer	Okay. Fine, yes. And then I have a subsequent question, E, for you: You said you were positively engaged in class here? Because of which reasons were you positively engaged? Why were you listening so attentively then?
E	Ehmm... I thought it was important.
Interviewer	Okay, you thought it was important. And what was particularly important to you, you think?
E	Yeah, I don't know. Usually, when I pay attention and listen up in class, I find it easier to do my homework or the assignment that comes next.
Interviewer	Alright, okay, very clear. So, you thought 'I am going to listen carefully now, so I know what to do later and so it will be easier to do my task afterwards'. Is that true?
E	Yes.
Interviewer	Okay. And N, why were you positively engaged in class? What are the reasons for that?

N	I don't know. I don't really have a reason. I think it just happened. It's normal to listen in class, right?
Interviewer	Okay, you say it's normal. That's interesting. What do you mean by this?
N	Well, you are supposed to pay attention, right?
Interviewer	Okay. So, you were paying attention, if I understand correctly, because it's a standard for lesson time. I mean, you are the student, the teacher is explaining or telling something and then you just listen up, because you are supposed to.
N	Yeah, because if I wouldn't listen, I wouldn't understand it.
Interviewer	Okay. So you were listening because you believe you are supposed to listen to the teacher in class and because you want to understand what to do in class? So it's a bit of both, do I understand it correctly?
N	Yeah, actually that's true.
Interviewer	Alright, then I know sufficiently. I have all the information needed.

Interview #6: J

Interviewer	Okay, that was it. It only took two minutes. Well, you've been able to watch yourself and my question is: "How would you describe your behaviour in class best? Would you say you were positively engaged in class? Or would you describe it rather as negatively engaged?"
J	Ehh, yeah, positively engaged. I had been paying attention during the lesson and I did my work as well.
Interviewer	Yes, okay, exactly. And ehh..., what was the reason.. why were you positively engaged with this assignment? Why did you do your work and why do you think you are positively engaged here?
J	Ehh.. yes, from this work you learn stuff, so.. I have a good average mark for English, but I thought this lesson would be helpful for me.
Interviewer	So, it was more like 'I need this practice, I can become better at the language and that's why I engage with it now and do my very best.'?
J	Yeah.
Interviewer	Okay. Well, that's very clear then.

Interview #6: K

Interviewer	K, would you describe your behaviour as positively engaged or negatively engaged in class?
K	Ehmm... yeah, I think positively because I think I saw in the video that I was doing the assignments with a lot of focus. I do feel a bit like, when we're working in groups and you have time to work together, that I am less actively engaged with the assignments than when I am working on my own individually. But perhaps that's also because of my group. But at this moment I was working well on the assignments.
Interviewer	Yes. Alright. And why do you say you were positively engaged in class? What caused you to be positively engaged?
K	Well, first off, when I am alone or when I have to work individually, I know that I'll do my assignments well and in a serious manner. Yeah, so, I saw that in this video too.
Interviewer	So, the reason, if I understand correctly, is that you were working individually here, so, that's why you were very focused?
K	Yes.
Interviewer	Alright, fine. Thanks very much.

Interview #7: S & U

Interviewer	Okay, it was rather short. I'll stop sharing my screen and I have a question for you both. S, you first. Ehm, you've just watched yourself, right? How would you describe your own behaviour in class? Would you say you were positively engaged or negatively engaged?
S	Yeah, positively.
Interviewer	Alright, thanks. And U, what about you? If you were to describe yourself in this sample, would you describe it as being positively engaged or negatively engaged?
U	Positively engaged.
Interviewer	Okay, also positively engaged. I'll first ask U: Why do you say you were positively engaged? What was the reason you say you were positively engaged?
U	Because I was working on the assignment. I was doing my best here.
Interviewer	Okay, yes, that's true. But what are the reasons you were working on the assignment and that you were doing your best?
U	Ehmm.. yeah, because I had to. And I wanted to finish the assignment. Those are the reasons actually.
Interviewer	Okay, yeah, so because you had to and because you wanted to finish the assignment?
U	Yeah.
Interviewer	Okay. Then I'll turn to S. I have to same question for you S, you said you were positively engaged too. Why was that?
S	Ehmm... yeah, well, just because I wanted to finish it and ehm... because I was really focused. I wasn't distracted or anything.
Interviewer	Okay. Very clear. So, you were doing the assignment and you were focused and not paying attention to anything happening around you. And why were you so focused at this moment? What made this possible?
S	Yeah, I don't know actually. Just, ehm.. because the topic was more interesting than other lessons.
Interviewer	Okay. And why was it a more interesting topic than usual?
S	Yeah, actually, because it was something different from what we're used to.
Interviewer	Okay. So, it was not the standard assignments or topics that we usually do or discuss?
S	No.
Interviewer	Okay. Very clear.

Interview #8: B & A

Interviewer	If you were to describe your behaviour, would you say positively engaged in class or negatively engaged in class?
B	I think positively.
Interviewer	Okay, fine. Eh... same question for A. A, you've been watching yourself. Were you positively engaged, or would you say you were rather negatively engaged?
A	I think I was positively engaged.
Interviewer	Alright, good. Ehm... and then I want to ask you A, what is the reason you say you were positively engaged in class?
A	Ehmm... yeah, I was listening carefully to what you were saying and explaining and ehmm... Yeah, of course, when we had to work in groups I was sometimes discussing other things but I was doing the assignments, yeah.
Interviewer	Okay, and what is the reasons you were doing the assignments and that you were listening?
A	Yeah, ehmm.. if something is expected of me or asked of me, then I will just do it. So, yeah.
Interviewer	Okay, very clear. Ehm, B, same question for you. You say you were positively engaged in class. What is the reason you were positively engaged?
B	Well, because I believe I participated very well during these lessons.

Interviewer	And what is the reason you were able to participate well during the lessons?
B	I think because the rest of my group was also working seriously on the task.
Interviewer	Okay, so you think it was the team spirit that motivated you to do an effort in these lessons. But, for you, it you say you were able to positively engage in the lessons, what is the reasons you were able to do so?
B	I wasn't really distracted by others and I wanted to finish the task as well.
Interviewer	Alright. Well then, that was it. I have all the information I need.

Interview #9: F & S

Interviewer	Would you say you were positively engaged in the lesson or negatively engaged?
S	No, it was rather positively engaged, I thought.
Interviewer	Yes, okay. And F, would you rather describe your behaviour as positively engaged or negatively engaged?
F	Yeah, I actually thought I was quite positively engaged.
Interviewer	Okay. Ehmm, now I'm going to ask you about the reasons for your answers. Why do you say, F, that you were positively engaged in the lesson?
F	Ehmm yeah, we were really doing our best because we were doing the assignment and we were discussing things related to the assignment. So, I believe we were rather positively engaged.
Interviewer	Okay, clear. And what are the reasons for which you were doing the assignment and discussing things related to the assignment? How's that possible?
F	Oh, ehmm.. I really don't know.
Interviewer	That's okay. I'll go to S then. S, you said you were positively engaged in class. What is the reason for that?
S	Ehm.. yeah, we were doing our best and writing things down.
Interviewer	Okay, but I am still curious why you were doing your best and writing things down. Sophie, do you know why?
S	Pff.. I think because it was the assignment?
F	Miss, I think because the rest of our group was just doing their work, we were more likely to work seriously too. Also, I think we wanted to achieve a good end result for the assignment.
Interviewer	Okay, but why did you want to have a good end result for the assignment?
S	Ehm.. I think another reason we were working so seriously on the assignment, is that we were allowed to work together too. Because we were in a group with others, we had to work together in order to get a good end result for the assignment.
F	Yeah, I think this is true because you feel like doing your best when you're in a group.
Interviewer	Okay, very well. Ehmm, okay then I think this is the end of our interview.

Interview #10: P & N

Interviewer	How would you describe your behaviour? Would you say you were positively engaged or negatively engaged in class?
P	I think I was positively engaged in class, because I was participating in my group and I knew what I had to do.
Interviewer	Okay, right. Very clear. N, for you the same question: How would you describe your behaviour: as positively or negatively engaged?
N	Ehm... I thought that I was positively engaged because I saw that I was writing and stuff. And I understood what I had to do for the assignment.
Interviewer	Okay. Then my next question will be... and I'll first ask N... What is the reason you say you were positively engaged in class?

N	Ehm... I think because I wanted to do my best on the assignment.. and ehmm, well, I just understood what I had to do so that made it easier.
Interviewer	Okay. And P: Why were you so positively engaged, as you said yourself?
P	I have almost the same answer as N, because I knew what to do. And...yeah, I liked doing this assignment.
Interviewer	Yeah? What exactly did you like about the assignment or lessons?
P	I liked to create new ideas, to be creative.
Interviewer	Okay, yeah, so, you liked the fact that you had to bring input, your own ideas, and to be creative with your ideas was appealing to you?
P	Yeah, exactly.
Interviewer	Okay, well, that was the entire interview actually!

Interview #11: EL & EV

Interviewer	EV, I'll first ask you a question. EV, if you look at how you behaved in class., would you describe your behaviour as positively engaged or negatively engaged?
EV	Ehm.. I think positively, but it's just... ehmm... that I think that I just.. ehmm, well, English isn't my best subject, so I'm never really enthusiastic about English, but I always try my best.
Interviewer	Yes, okay, good. Eh, EL, same question for you. Would you say you were positively engaged in class or negatively engaged in class?
EL	Yeah, I think positively engaged but I feel the same about English as EV: I find English a difficult subject and I try to do my very best.
Interviewer	Okay and why do you say, EL, "I was positively engaged and I tried to do my best and I ehmm, yeah, I was doing the assignments in class"? How is that possible? What's the reason for your positive engagement?
EL	Ehmm... yeah, because, yeah.. ehmm.. I did what we had to do, at least, I tried to do that. Ehm.. yeah, I think that's the reason?
Interviewer	Okay, and ehmm.. Why do you say 'I did what I had to do'? Why did you try your best and why did you do what you had to do in these lessons?
EL	Ehmm.. in order to understand everything?
Interviewer	Okay, alright. EV, for you I have the same question. You said you were positively engaged in class, English is not my strongest subject but I try my best. Why did you do your best in these lessons?
EV	Ehm.. because this assignment was about grammar I think, about the modals that we had to find in the text. And grammar is my weakest point so yeah, I had to do my best to understand it.
Interviewer	Okay, yeah, all is very clear to me. I think I have all the answers I need.

Interview #12: F & S

Interviewer	F, you've been watching yourself in class. How would you describe your behaviour, were you rather positively engaged in class or negatively engaged?
F	Ehmm.. I think I was positively engaged.
Interviewer	Okay, alright. And S, were you positively engaged or negatively engaged?
S	I was also positively engaged.
Interviewer	Okay, fine. Ehmm, .. I'll first go to S. Why do you say that you were positively engaged in class?
S	Well, I believe I was working on the assignment.
Interviewer	Okay and why were you working on the assignment then?
S	Ehmm.. because I had to (*laughing*).

Interviewer	Okay, F, I have the same question for you. You said you were positively engaged in class. What is the reason that you were positively engaged in this fragment?
F	Ehmm... yeah, (*laughing*), because.. ehmm.. yeah. I find it hard to explain why... Ehmm..
S	Miss, I think I know why. We had a fun group to work with for this assignment and we all got along.. so, I think that was one reason that we were positively engaged.
Interviewer	Okay. And F, what about you?
F	And it's fun to create your own school party so that's why it's fun too.
Interviewer	Okay. Alright. Thanks for your answers.

Interview #13: L

Interviewer	Ehmm... L, you've been able to see yourself in class now. If you were to describe your behaviour in class, would you say you were positively engaged in class or rather negatively engaged in class?
L	Ehm.. (*laughing*).. If I look at myself in this video, ehmm yeah, I was sometimes talking to other people, but I do think I was paying attention. So, I think I'd have to say positively engaged.
Interviewer	Alright. You say that you were talking to A sometimes, but that you were positively engaged, nevertheless. For which reasons do you say you were positively engaged?
L	Eh.. because I.. Ehmm, I think English is still one of the subjects I look forward to most, because when I think about school, I find all subject quite boring except for English. So, ehmm.. also because I am quite good in English and I like the subject.
Interviewer	Okay, yeah. Then... I think I heard everything that I needed.

Interview #13: A

Interviewer	If you look at how you were during the video sample that I just showed you, how would you say you behaved during this class? Were you positively engaged or negatively engaged?
A	I would rather say I was positively engaged, because I was definitely paying attention to what was said in class.
Interviewer	Okay. And ehmm.. you say you were really paying attention to what had been said. Why.. why do you describe yourself as positively engaged? With which reasons do you say this?
A	Well, because I had to follow what everyone was adding to the conversation, and ehmm, I wanted to pay attention so I had to follow everything that was said.
Interviewer	Yes, okay. That's true. But how is it possible that you wanted to follow everything that was said and so why, with which reasons, were you able to pay attention so well?
A	Because I don't want to have an insufficient mark, or I don't want to miss out on anything that might be important.
Interviewer	Okay. Yes. Well, I think this is it. That was short right (*laughing*)?

Interview #14: V & E

Interviewer	Ehm.. I have a question for you first, V. If you look at how you behaved in class. Ehmm.. and you go back to the moment. How would you describe your behaviour? Would you rather say you're positively engaged or negatively engaged?
V	I think positively.
Interviewer	Okay, positively. Alright. Ehm...E, same question for you. If you look at how you behaved in class, were you rather positively engaged or negatively engaged?
E	Ehm... positively, because you can see I was very busy working on the assignment the entire time actually.

Interviewer	Yeah, okay, alright. And E, another question for you. Why were you positively engaged in this moment?
E	Ehm.. yeah, I eh... if I look at this video and from what I can remember, I took responsibility for the writing and composing the poster presentation .. and ehm...I wanted to finish it, I wanted to do it and I was not distracted by other things or something.
Interviewer	Yes. Uhuh. But how it is possible that you were not distracted by your environment and that you were working in such a focused manner on the assignments?
E	Ehm.. Because I thought this was actually quite a fun activity. I didn't think like 'Oh I don't want to do this'. I thought it was fun to think about this assignment in particular and to work with the people in my group. Yeah, it was rather fun.
Interviewer	So, if I understand you correctly, it was fun to work in a group and it was a fun assignment. So, what did you like about the assignment?
E	Ehm.. that we had the chance to think creatively about a topic without it feeling like a typical school-assignment.
Interviewer	Okay, yes, I get it. V, over to you. You said you were positively engaged in the lesson as well, what is the reason you were positively engaged?
V	Yes, I also thought it was quite a fun activity, more fun than what we do in the lessons usually. And yeah, we did the activity in a group with people I knew well and with whom you can be yourself.
Interviewer	Okay. So, it felt safe to be in this group?
V	Yeah.
Interviewer	Okay. And why do you say that you liked the activity? What was fun about it do you think?
V	Yeah, just because, ehmm.. we were able to be creative because usually we don't do these kinds of activities a lot and so this was different and fun to do.
Interviewer	Okay, yeah. Very clear. Then, I think I have everything I need.

Interview #15: J & Y

Interviewer	So, based on this video fragment. Would you describe your behaviour as positively engaged or negatively engaged?
Y	Positively.
Interviewer	Positively engaged, alright. Ehm, J, same question for you: you've been watching yourself in the video. Is your behaviour to be described as positively engaged or negatively engaged?
J	Ehm.. Well, uhm, positively engaged I thought because I wasn't talking at this moment. So, I'd think that is positively engaged.
Interviewer	Yes, and ehm.. I'll just continue with the next question. J, if you say you were positively engaged in this lesson: with which reasons were you positively engaged? Why is it like that?
J	Ehm.. Yeah like I said earlier, because I wasn't talking to others in this moment..
Interviewer	Alright, yes, I get that. But, why were you not talking to others in this moment and so, why were you able to participate in this lesson?
J	Hmm.. Because I wanted to know what others had to say.
Interviewer	Okay, so you wanted to know what others were adding to the conversation. And why did you want to know this?
J	Well, because I wanted to improve our own group-work by looking at what others had to say.
Interviewer	Okay, I understand. Then I'll turn to Y, same question: You said you were also positively engaged. But, with which reasons were you positively engaged?
Y	Ehm.. yeah. I think it's similar to J's answer. If you don't pay attention, you don't know what to do and you can't compare your work to that of others. So, by listening to others

	you can correct your own mistakes and improve your work. Also, I think I thought this was something different than we usually do in class, so it was rather fun.
J	Yeah, and we were able to work in groups, which was also nice.
Interviewer	Okay, fine. Then the interview has already come to an end.

Interview #16: J & E

Interviewer	Okay, that was the sample. I have a question for you, J. If you look at yourself and you were to describe your behaviour in class, what would you say: would you describe it as positively engaged or negatively engaged?
J	Ehm.. Yeah, I don't do a lot in this video. You don't really see me doing a lot.
Interviewer	Okay, but perhaps you were positively engaged or negatively engaged while doing so?
J	Ehm.. I think positively engaged.
Interviewer	Okay, alright. E, same question for you. If you look at how you were in the video, would you describe yourself as positively engaged or negatively engaged?
E	Ehm, I think positively.
Interviewer	Also positively engaged. All clear. E, I'll continue with you. You said you were positively engaged. With which reasons were you positively engaged?
E	Ehmm, I think because I wasn't really talking to anyone else, so I guess I was focused on the assignment or something.
Interviewer	Yes, okay. So, but, what are the reasons you were focused on the task and that you didn't have the urge to talk to others at this moment?
E	I think because we were reading something.
Interviewer	Okay, and why were you able to focus during the reading text?
E	I have no idea (*laughing*).
Interviewer	It's a hard question, I understand, but I'm trying to figure out the reasons behind your positive engagement in class.
E	Ehm.. yeah, I really don't know.
Interviewer	Okay, just take a minute to think. But in short, you said: I wasn't distracted, I was reading, so I could focus on the task. Right?
E	Yeah.. yeah.
Interviewer	Okay, J over to you. You said you were positively engaged during the lesson. Because of which reasons did you show this positive engagement?
J	I think because it was a group assignment and I like that so I think that's why you're better able to focus on the task.
Interviewer	Okay, yeah. So, you were, because you could work in a group, more involved with the assignment.
J	Yes.
Interviewer	Alright. E, back to you. What do you think?
E	Yeah, I also think Joyce is right about the group work. It really does make it more fun.
Interviewer	So, if I understand correctly, the fact that you were able to work in groups contributed to your capacity to be positively engaged during these lessons?
E and J	Yeah, yes.
Interviewer	Alright, well, then we're done!