



**The Distribution of Instructional Time in Secondary, Non-intensive
Thai EFL Classes: Effects on Grammar Acquisition and Student
Engagement**

Michael Stoltzfus

**A Thesis Submitted in Partial Fulfillment of the Requirements for the
Degree of Master of Arts in Teaching English as an International
Language**

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Thesis Title The Distribution of Instructional Time in Secondary, Non-intensive Thai EFL Classes: Effects on Grammar Acquisition and Student Engagement

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ABSTRACT

The aim of this study was to discover whether 3.5 hours of weekly instructional time should be massed (a single session once a week) or distributed (short, daily sessions) and to investigate the impact of class length on measures of students' behavioral and emotional engagement and disaffection in the classroom. A quasi-experimental design with pre-test, immediate post-test and delayed post-tests was used to measure gains on a range of eight grammar topics while student self-report and teacher report questionnaires were used to analyze student engagement. Seventy, grade 9 (Mathayom 3) students in a Thai secondary school were organized into two groups which were subjected to massed or distributed instructional schedules. Independent samples t-tests were conducted to find the differences on post-test and delayed post-test scores between groups and to find differences in student engagement levels between groups. The qualitative data was subjected to descriptive and thematic analysis.

Results showed that distributed practice produced significantly higher gains on immediate post-tests ($p < .05$). Distributed practice also resulted in higher scores on the delayed post-test although the difference was less outstanding. Thus, short, daily instructional sessions are more beneficial to achieve language gains for short- and long-term recall than long sessions held once a week. The results of independent samples t-tests on the effects of class length on student engagement indicated that students studying in shorter class periods were significantly more engaged according to teacher reports ($p < .01$) and slightly more engaged according to student self-reports. Students in longer classes showed more frequent signs of tiredness and boredom toward the end of class. Students in shorter classes showed fewer indications of disaffection and frequently reported no awareness of causes for disaffection during class.

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Suthiwan, Titima

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to me, e-flt

Dear Mr Michael Stoltzfus

It is our pleasure to inform you that your paper titled **Distribution of Instructional Time in Secondary, Non-intensive Thai EFL Classes: Effects on Grammar Acquisition** has been accepted for publication in our electronic journal e-FLT December issue (Vol. 15, No. 2).

Thank you very much for your contribution and we look forward to your further collaboration.

Best regards,

Titima Suthiwan
Deputy Editor-in-Chief

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เรื่อง ตอบรับการตีพิมพ์บทความลงในวารสารปริชาต

เรียน Michael David Stoltzfus

ตามที่ท่านได้ส่งบทความวิจัย เรื่อง “The Impact of Class Length on Student Engagement in Thai EFL Grammar Classes” เพื่อพิจารณาตีพิมพ์ในวารสารปริชาตนั้น ซึ่งได้ผ่านการพิจารณาคุณภาพบทความจากผู้ทรงคุณวุฒิแล้วนั้น กองบรรณาธิการวารสารปริชาตขอตอบรับบทความวิจัยเรื่องดังกล่าว ลงตีพิมพ์ในวารสารปริชาต ปีที่ 32 ฉบับที่ 2 (เดือนกรกฎาคม – ธันวาคม 2562) และหากวารสารฉบับนี้เสร็จจะดำเนินการแจ้งให้ท่านทราบต่อไป

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1. INTRODUCTION

When attempting to master any new skill it is essential that an investment of time is made for practice. Many hours of practice are needed to master a second language. Decisions about the frequency and length of practice sessions are inevitable when scheduling practice time. Across numerous language learning theories that have developed over the years, a common element is the need for frequent exposure to the target language. In fact, though given varying levels of importance by adherents of different learning theories, time and frequency of input are among the key determinants of successful language learning (Ellis, 2002).

In secondary school language program scheduling, time limitations often make it difficult to provide sufficient exposure for efficient language acquisition. For instance, non-intensive EFL courses in Thai secondary schools provide only about 3.5 hours of English instruction weekly. Though more intensive options are increasingly popular, most students in Thailand as well as in many outer circle countries receive their English instruction in such courses. This is true in spite of the fact that they are considered by some to be ineffective for reaching fluency in English (Collins & White, 2011; Netten & Germain, 2004). Previous research has found that the distribution of instructional time has significant effects on language gains (Cepeda, Coburn, Rohrer, Wixted, Mozer, & Pashler, 2009; Stern, 1985; Wallinger, 2000). Therefore, it is important to investigate how this small amount of weekly instructional time can be distributed to maximize its effectiveness for highest possible language gains.

In order to commit words or concepts to long-term memory, Pimsleur (1967) proposed the following expanding schedule of exposure: 5 seconds, 25 seconds, 2 minutes, 10 minutes, 1 hour, 5 hours, 1 day, 5 days, 25 days and four months. Frequent subsequent exposures are needed soon after new material is presented followed by additional exposures at increasingly longer intervals. In other words, frequency is a key factor that determines the activation of schematic knowledge needed to recall a word or concept and to cement it more deeply into active memory. (Ellis & Collins, 2009). New words or concepts will eventually fade from the memory unless they are recalled while that information is still retrievable. This highlights the need for input (and output) frequency

(Ellis, 2002) and has direct implications for scheduling the distribution of weekly instructional time. According to this Pimsleur's (1967) graduated recall theory short, daily sessions may be more beneficial than lengthy instructional sessions held once a week.

In Thai secondary schools, weekly instructional time is generally divided into 2 or 3 segments or periods with intersession intervals ranging from 1-5 days. In a study schedule with longer intersession intervals it is possible that a significant amount of forgetting may occur resulting in minimal language gains. Decisions about instructional time distribution should not be based merely on convenience and pre-arranged class period allocations. Rather, they should be based on time distribution schedules that have been proven to be effective (Cepeda et al., 2009). Findings from the current study will help to inform important class scheduling decisions.

Previous empirical studies on the distribution of instructional time have been carried out from a cognitive psychology perspective as well as from a language program evaluation perspective. Studies from these two perspectives disagree on whether instructional time should be massed (concentrated) or distributed (spread out) over a period of time. Studies in the field of cognitive psychology have found that skills are better learned and retained when a practice session is spaced with intersession intervals rather than occurring in one uninterrupted session. This phenomenon, known as the spacing effect, was first discussed by Ebbinghaus (1885/1913) and has since been found to be extremely robust and applicable to a wide range of skills including vocabulary building (Küpper-Tetzel, Erdfelder, & Dickhäuser, 2014) and grammar learning (Miles, 2014).

Research extending the study of the spacing effect from laboratory environments used in cognitive psychology studies into more authentic language learning contexts is emerging and is useful to inform best practices for scheduling practice time (Bird, 2010; Dempster, 1988; Miles, 2014). In a recent review of such studies, Rohrer (2015) concludes that distributing instructional time over a longer rather than shorter period of time results in greater language gains.

When investigating distributed versus massed practice in language learning programs it is important to note that no language program follows pure massed practice as

defined in cognitive psychology terms where the entire amount of instruction is given in one continuous session (Serrano, 2011). According to Rohrer (2015), every language program is a variation of distributed practice. Nevertheless, when comparing various scheduling options, they can be defined as being massed or distributed in relation to each other. The terms massed and distributed have been borrowed from cognitive psychology and are used to describe conditions where instructional time is relatively more concentrated (massed) or spread out (distributed) over a period of time.

In a study by Collins, Halter, Lightbown and Spada (1999), the term 'massed practice' is used to refer to an intensive program where 350 hours of instructional time was concentrated into a 5-month versus a 10-month period. In their study, students in massed practice achieved higher gains than students in distributed practice. This contrasts with the cognitive psychology studies which have found consistent evidence for the benefits of distributed practice. In fact, a number of other studies on foreign language programs have also found benefits of massed practice (often referred to as intensive programs) over distributed practice (also referred to as non-intensive or traditional programs) when the total amount of instructional time remained constant (Collins & White, 2011; Serrano & Muñoz, 2007; Serrano, 2011; White & Turner, 2005).

Serrano (2011) compared two different distributions of 110 hours of instructional time with intermediate and advanced level students. The distributed practice group studied 2 hours per week for 7 months while the massed practice (intensive) group studied 25 hours per week for 4.5 weeks. The results of an immediate post-test showed that massed practice resulted in higher gains in grammar, vocabulary knowledge, listening and writing skills for intermediate level students.

Collins and White (2011) conducted a longitudinal study on Grade 6 students that received 400 hours of instruction either concentrated into a 5-month block or spread out across a 10-month academic year. A variety of comprehension and production tasks were used as measures of language development. This study found that whenever there were significant differences between the distributed and massed groups they were in favor of the massed group.

The discrepancy between the two sets of research may be due to the fact that the cognitive psychology studies are usually conducted in laboratory-like environments using concise, well-defined tasks that require minimal cognitive processing, while the language program studies are concerned with overall language proficiency that includes highly cognitive and conceptually difficult tasks (Serrano, 2011). However, it is also noteworthy that few of the language program studies included a delayed post-test which is a significant gap considering the fact that the benefits of distributed practice in cognitive psychology studies are more noticeable on delayed post-tests (Rohrer, 2015). Collins and White (2011) also point out that many of the language program studies on the distribution of instructional time suffer from confounding variables and inconclusive findings.

One of the goals of English instruction in Thai secondary schools, particularly at the grade 9 level, is to reach proficiency in a range of grammar topics in order to perform well on high stakes exams such as standardized national exams as well as upper secondary school entrance exams. It is common for Thai secondary schools to organize classes for special tutoring in preparation for standardized exams. These classes often follow massed practice timetables with long instructional sessions in the final weeks before the exams are taken. The current study focuses primarily on exam preparation as the context and purpose of the instruction.

A few recent studies on instructional time distribution are similar to the present study in that they measured the effects of varying distributions of instructional time on grammar gains with an attempt to closely control all confounding variables (Bird, 2010; Miles, 2010; Miles, 2014; Year & Gordon, 2009). Year and Gordon (2009) conducted a study comparing three groups of Korean middle school students. One group received 200 minutes of instructional time over a 4-day period. The two remaining groups received the same amount of treatment in spaced distribution treatment following 4-week or 8-week study schedules. Both distributed practice groups outperformed the massed group on elicited production and acceptability judgement tasks.

In a study by Miles (2010), two grammar points were taught explicitly to 55 undergraduate students. The massed group received one continuous 60-minute lesson and the distributed group received 4 shorter lessons with a total of 60 minutes of instructional time spread out over a month. The distributed group significantly outperformed the massed group on a 6-week delayed post-test. Later a similar study was conducted (Miles, 2014) which included an immediate post-test. Results indicated equal gains on immediate post-tests for both experimental conditions; however, the benefits of distributed practice were again evident by significantly higher scores on delayed post-tests.

Bird (2010) compared two groups that received roughly 5 hours of instructional time at 3-day and 14-day intersession intervals. The findings indicate that there was little difference between the groups on immediate post-tests; however, gains made in the group studying at 3-day intervals declined sharply on the delayed post-test while gains made in the group studying at 14-day intervals were significantly more durable.

While the studies by Year and Gordon (2009), Miles (2010), Miles (2014) and Bird (2010) are concerned with grammar acquisition, doubts remain as to whether the findings apply to authentic non-intensive EFL grammar courses for two reasons. Firstly, each of these studies focused on a very narrow range (maximum of three) of grammar concepts. Grade 9 Thai students preparing for high stakes exams need to master a wide range of grammar skills. It is possible that a course including a range of grammar points would more closely resemble the studies on general proficiency where there is less evidence for the advantages of distributed practice (Miles, 2010). A second limitation of these studies is a treatment period which is far shorter than any normal language course. The longest treatment period in these four studies was only 5 hours. Therefore, questions remain as to whether weekly instructional time in an authentic grammar course designed to prepare students for high stakes exams should be massed or distributed.

Massed and distributed practice in language programs most always vary not only in the length of intersession intervals but also in the length of the instructional sessions themselves. In addition to investigating the optimal distribution of weekly instructional

time, the current study is concerned with finding the effects of class length on student engagement, a key factor for academic success.

Among a few explanations proposed for the role of the spacing effect to enhance language gains is the theory of deficient processing (Serrano, 2011). According to this theory, massed distribution of instructional time yields lower benefits because learners pay less attention to repeated or extended presentations of the same material (Hintzman, 1976). Students do not fully process exposure to target language features when they are bored or have a false sense of confidence that they have already learned the material (Bird, 2010). Students in massed practice usually meet for longer instructional sessions; therefore, they are more prone to boredom and lack of engagement especially by the end of the lesson.

As a matter of fact, student engagement is highly predictive of academic success and has enjoyed an increasing amount of attention by researchers in recent years (Fredricks, Filsecker, & Lawson, 2016). Student engagement is concerned with involvement in and attraction to learning. The model of student engagement adhered to in this study was developed by Skinner, Furrer, Marchand and Kindermann (2008). This conceptualization of student engagement proposes a bi-dimensional concept of engagement comprised of behavioral and emotional aspects. These two dimensions are further broken down into the following four components; behavioral engagement, emotional engagement, behavioral disaffection and emotional disaffection. Student engagement in this study is defined as a meta-construct that combines behavioral and emotional dimensions and refers to active, energized, persistent, focused, emotionally positive interactions with the teacher and classroom activities (Skinner et al., 2008).

Indicators of behavioral engagement include effort, attention, persistence and involvement (e.g. participating in class discussion). Indicators of emotional engagement include energized emotional states such as enthusiasm, enjoyment, satisfaction and interest (e.g. having fun in class). Disaffection is a lack of engagement but goes beyond that to include negative actions and emotions. Thus, indicators of behavioral disaffection include passivity, giving up, and withdrawal (e.g. being easily distracted)

whereas emotional disaffection includes boredom, sadness, disinterest and anxiety (e.g. feeling frustrated when unable to answer a question) (Skinner et al., 2008).

Factors that predict student engagement levels are known as engagement facilitators. In regard to the study of engagement facilitators, Corno and Mandinach (2004) argue for the importance of focusing on situated, classroom contexts to discover the degree to which they can enhance or undermine engagement. Findings from such studies can aid educational practitioners to employ managerial practices (e.g. efficient study schedules) that lead to maximal student engagement (Bundick, Quaglia, Corso, & Haywood, 2014).

Studies on managerial strategies for facilitating student engagement are rare (Fredericks, Blumenfield, & Paris, 2004). In a very influential model of school learning, Carroll (1963) proposed that the primary facilitator of student motivation and engagement was time. The implication was that the time allocated for learning should match the amount of time the learner is willing to spend learning (Gettinger & Walter, 2012). Undoubtedly that amount of time is highly dependent on the quality of instruction (Rivkin & Schiman, 2015), however, students do not have unlimited attention spans. Therefore, it is of value to ask how class length can be manipulated in order to foster high engagement levels.

Studies on the effects of block scheduling (a form of massed practice) are generally a comparison between long instructional sessions (intensive programs where students attend fewer but longer classes) and shorter instructional sessions found in traditional programs. Although many studies claim that block scheduling results in greater academic gains, research fails to make a strong case for its superiority to traditional scheduling (Zepeda & Mayers, 2006). This may be due to disadvantages inherent to longer classes such as concentration difficulty and boredom (Kaya & Aksu, 2016).

The problems of tiredness and decreasing attention have been reported in numerous studies on student perceptions of block scheduling (Lewis, Dugan, Winokur, & Cobb, 2005; Wallinger, 2000). The strongest disadvantage of block scheduling found by Kaya and Aksu (2016) in their study on 1,100 middle and high school students was 'boredom at the end of the courses', indicated by 88% of the participants. They also

reported that students in block schedules suffered from loss of concentration and were less attentive overall.

Interestingly, some scholars have argued that block scheduling does not negatively affect student engagement. Kilpatrick (2014) interviewed teachers on their perceptions of block scheduling and found that teachers believed students in block schedules were no less engaged than they were in traditional schedules. There is much to be learned about the relationship between instructional time distribution (i.e. class length) and student engagement.

2. OBJECTIVES AND RESEARCH QUESTIONS

The present study was concerned with finding the optimal distribution of 3.5 hours of weekly instructional time for learning a range of grammar items as measured on an immediate post-test and a delayed post-test. Findings from this study can inform course schedule planning to enhance gains in non-intensive EFL grammar courses. The length and quality of the treatment as well as the range of target grammar items was chosen to reflect authentic EFL language learning conditions.

Additionally, this study investigated the impact of class length on student engagement levels using a classroom-based, contextualized approach. These findings can inform instructors and course designers about best practices for enhancing student engagement.

There were five research questions that drove the current study:

1. With a fixed total of 3.5 hours of weekly instructional time over a period of 8 weeks, what are the effects of distributed versus massed practice on grammar gains in immediate post-tests and delayed post-tests?
2. What are the differences in students' engagement in long versus short instructional sessions?
3. What are the differences between the results of student self-reports and teacher reports of engagement?
4. What are the clearest indicators of student engagement and disaffection observed by teacher raters?

5. What are the causes of student engagement and disaffection in grammar classes as reported by students and teachers?

3. RESEARCH METHODOLOGY

The current study was carefully designed and conducted for the purpose of answering the 5 research questions. This section provides details about the participants, context, instruments, procedure and data analysis chosen for this particular study.

3.1 Participants and context

Seventy students from Grade 9 (Mathayom 3) participated in this study. There were 9 males and 61 females all of whom were 14 or 15 years of age. The participants were enrolled at a private Islamic school in Narathiwat province of deep southern Thailand, a region where English is not widely used. None of the participants were enrolled in the intensive English program at their school. In addition to the treatment, students also took their regular English classes during school hours which consisted of 3.5 hours of instruction per week distributed among 4 class periods throughout the week.

Notices about a special grammar course held outside of normal school hours were posted in four different Grade 9 classrooms in order to recruit participants. Seventy students voluntarily signed up for the classes and also chose their preferred study schedule which determined the experimental group they were in. The participants had the option to withdraw from the classes at any point during the treatment.

To ensure that both groups were on the same level prior to treatment, the results of the pre-tests were analyzed with an independent samples t-test. Although the massed group scored a bit higher, the difference was not statistically significant. Therefore, both groups were considered to be at an equal proficiency level. Low scores on the pre-test showed that the participants were at a low proficiency level in regard to target grammar items.

3.2 Instruments

This study used three sets of data collection instruments: exams (including pre-, post- and delayed post-test exams), lesson plans and questionnaires (student self-report and teacher report).

3.2.1 Pre-, post- and delayed post-test exams

Each of these exams had a total of 80 items made up of two parts, each with a unique type of grammar task. (See Table 1.) The first part was error recognition/correction tasks (ER/C). One or two sentences were given for each item with four underlined words, one of which was grammatically incorrect. Students received one point for identifying the error and one additional point if they were able to fix the error correctly. The second part was multiple choice tasks (MC). Students merely needed to choose the correct answer to fill in the blank in each item. Students were awarded one point for each correct answer.

Table 1. Exam item details

Topic	Exam type	
	ER/C	MC
1. Past continuous versus past simple tense	5	5
2. Comparative and superlative adjectives	5	5
3. If / unless + first conditional	5	5
4. Question tags	5	5
5. Active voice versus passive voice	5	5
6. Present perfect simple tense	5	5
7. Direct speech versus indirect speech	5	5
8. Gerunds and infinitives	5	5
Total	40	40
	80	

Each part of the exam consisted of 40 items made up of five items from each of the eight grammar points. (A complete list of exam items is presented in Appendix B.) Total points for the entire exam was 120. Each of the three exams contained identical items; however, the order of items on each exam was rearranged from the previous exam. Prior to their use in this study all test items were piloted with a separate group of grade 9 students and found to have an acceptable difficulty index. Scores from the pre-test, immediate post-test and delayed post-tests were analyzed to evaluate effects of time distribution between the massed and distributed groups.

3.2.2 Lesson plans

Thai students in grade 9 are preparing for several high stakes tests at the end of the academic year, a substantial part of which contains isolated grammar items.

Grammar items on exams from previous years were observed and eight grammar points were chosen, all of which appeared in more than one of those tests. Preference was given to grammar points which had frequently presented problems for Thai secondary students in the researcher's 5 years of teaching experience in this context. These grammar points were chosen in order to provide instruction that was relevant and useful to the participants. Each week a new grammar topic was presented along with a review of topics already covered in previous weeks. (See Table 1 for a list of the eight grammar topics.)

The researcher recognized that language learning depends heavily on quality of input as well as the frequency of input. Therefore, in this study special attention was given to implementing sound pedagogical approaches and designing high quality teaching materials. According to Krashen and Terrell (1983) language learning is primarily implicit learning. Language is acquired through authentic use. However, this does not deny a role for explicit instruction. In fact, empirical research has found that explicit instruction not only serves to speed up the learning process, but can also be more effective than implicit types of instruction particularly in order to reach an objective such as preparing students to perform well on exams that contain decontextualized grammar items (Ellis, 2002).

The content in this course was taught using communicative, focus-on-form instruction in order to create a stimulating yet objective learning experience in the classroom (Ellis, 2016). New grammar points were introduced in context. After interacting with the grammar point in context, attention was drawn to its form in order to ensure that it was noticed and understood by the students. Ellis (2002) found evidence that language learning is exemplar-based. Hence plenty of opportunities were provided in class for exposure to target forms through input and output exercises to enhance both accuracy and fluency. Processing these grammatical forms cognitively also acted as scaffolding for communication-based activities later in the lesson where form was once again connected with function. (See Appendix A for detailed lesson plans used in the treatment period of this study.)

The instruction for each grammar topic was divided into 6 stages consisting of 35 minutes of instruction. Since the distributed group received one stage of instruction

per day, each stage was designed to stand on its own. However, since the massed group received all 6 stages in one instructional session, the flow of the stages was also designed in such a way that they could be taught continuously in succession. Figure 1 illustrates the framework that was used to develop the lesson plan for each week across 6 stages.

Stage	Activities	Rationale
Stage 1	<ul style="list-style-type: none"> • Previous knowledge of the topic is elicited by asking questions. • Students are given a text either as a reading or listening exercise. 	<ul style="list-style-type: none"> • To activate schema • Arouse interest
Stage 2	<ul style="list-style-type: none"> • Students reconstruct parts of the text • Gap-fill or error identification exercises 	<ul style="list-style-type: none"> • Interact deeply with the text • To draw attention to target grammar
Stage 3	<ul style="list-style-type: none"> • Explain grammar rules • Drill target forms at phrase or sentence level 	<ul style="list-style-type: none"> • Students understand target grammar structure • Create habits of using the correct form
Stage 4	<ul style="list-style-type: none"> • Game with samples of target grammar at sentence level (e.g. match parts of a sentence) 	<ul style="list-style-type: none"> • Interact with grammar forms in an enjoyable way
Stage 5	<ul style="list-style-type: none"> • Communicative activity with target grammar 	<ul style="list-style-type: none"> • Use the grammar form for authentic purposes
Stage 6	<ul style="list-style-type: none"> • Review • Grammar worksheet 	<ul style="list-style-type: none"> • Redundancy • Practice with items similar to those on the exam

Figure 1. Framework of weekly instruction

3.2.3 Student self-report and teacher report questionnaires

In order to identify suitable data collection instruments a recent review of instruments used to measure student engagement was consulted (Fredericks, McColskey, Meli, Mordica, Montrosse, & Mooney, 2011). A set of questionnaires developed by Skinner, Kindermann and Furrer (2009) to measure student engagement at the classroom level was found to be most suitable for the context of this study. Skinner et al. (2009) posit that students are competent reporters of their own engagement but also that a teacher report is a healthy compliment to reach maximal reliability. Hence, two questionnaires were used to measure the engagement construct, a student self-report and a teacher report, each

including four subscales: behavioral engagement, behavioral disaffection, emotional engagement and emotional disaffection.

Quantitative data was collected using a 5-point Likert-type rating scale ranging from ‘not at all true’ to ‘totally true’. Open-ended questions were added at the end of each questionnaire to provide qualitative data that could complement and expand on the quantitative data. Student self-report and teacher report questionnaires were piloted in order to detect any shortcomings. Reliability analyses found that data from both pilot questionnaires were internally consistent at a high level (students self-report, $\alpha=0.88$; teacher report, $\alpha=0.99$). Items that were irrelevant, ambiguous or unnecessarily redundant were eliminated to create more compact instruments. A few of the open-ended questions were reworded to enhance their clarity and potential to elicit interesting information related to the engagement construct.

The final version of the student self-report questionnaire used in this study consisted of 16 Likert-scale items with four items under each subscale of student engagement. 4 open-ended questions were included to encourage students to express their attitudes about class length and the causes of their engagement or disaffection. (See Appendix C.) Due to the participants’ low English proficiency, the student self-report questionnaire was translated into Thai to avoid linguistic difficulties (See Appendix D.)

During the pilot phase, teacher raters encountered difficulties in assessing some indicators of emotional engagement and disaffection (e.g. for this student, learning seems to be fun). This affirmed previous researchers who reported the difficulty of assessing internal states directly (Finn & Zimmer, 2012; Reschly & Christenson, 2012, Skinner et al., 2009). Therefore, the final version of the teacher report questionnaire used in this study consisted of five items each under behavioral engagement and behavioral disaffection subscales but only three items each under emotional engagement and emotional disaffection. 4 open-ended questions were included to allow the raters to elaborate on and clarify their observations regarding the causes of engagement and disaffection as well as what the clearest indicators were of those phenomena. (See

Appendix E.) Results from the pilot questionnaire analysis showed a high level of inter-rater correlation (Pearson's $r = 0.91$, $p < .01$).

3.3 Procedure

3.3.1 Data collection

Participants were divided into two experimental groups, each with a distinct distribution of instructional time. A quasi-experimental pre-test, immediate post-test and delayed post-test design was employed to measure the effects of distributed versus massed practice on grammar gains in this study. Student engagement was measured by using two questionnaires; a student self-report and a teacher report of engagement.

37 of the participants (6 males and 31 females) signed up for classes that met once a week. The duration of instructional sessions for this group was 3.5 hours not including a 15-minute break in the middle. This group is referred to in this study as the massed group.

33 students (3 males and 30 females) signed up for classes that met 6 days a week after school. The duration of instructional sessions for this group was 35 minutes. This group is referred to in this study as the distributed group. Both experimental groups studied a total of 3.5 hours per week.

The researcher was the teacher for both groups in this course which lasted for 8 weeks with a total of 28 hours of instructional time. The only difference between the groups was the way in which 3.5 hours of weekly instructional time was distributed throughout each week. In the massed group this weekly amount of instructional time was massed into a single session whereas in the distributed group it was divided across 6 daily sessions each with a duration of 35 minutes. (See Table 2.) The instruction for each week was divided into 6 stages. The massed group studies all 6 stages in one instructional session while the distributed group studied one stage per day.

It is important to note that the massed condition in this study does not follow purely massed practice in cognitive psychology terms. The terms massed and distributed are used in this study to refer to a fixed amount of weekly instructional time that is either

concentrated into one session (massed) or spread out over 6 sessions throughout the week (distributed). Instruction that occurs within a single continuous study session without subsequent review has long been proven to be ineffective for skill acquisition and is not true of either condition in this study. There were two differences between massed and distributed practice in this study: the length of intersession intervals (1 day in the distributed condition versus 6 days in the massed condition) as well as the length of instructional sessions (35 minutes in the distributed condition versus 3.5 hours in the massed condition).

Table 2. Weekly study timetable

Day	Stage	Massed group	Distributed group
Wednesday	1	-	35 min.
Thursday	2	-	35 min.
Friday	1-6	3.5 hr.	-
Saturday	3	-	35 min.
Sunday	4	-	35 min.
Monday	5	-	35 min.
Tuesday	6	-	35 min.
Total		3.5 hr. (210 min.)	3.5 hr. (210 min.)

Regular classes are held 6 days a week at the school where the research was conducted with Friday being the only day of the week that the school is closed. Students in the massed group agreed to go to school on Friday mornings for 3.5 hours of instruction during the treatment period while students in the distributed group agreed to stay for 35 minutes after each school day for their instruction.

3.3.2 Pre-, post- and delayed post-tests

Both groups took the pre-test on the day before treatment began. The immediate post-test was administered to both groups on the day after treatment ended which was one day after the final session for the distributed group and five days after the final session for the massed group. Both groups took the delayed post-test one month after the immediate post-test. All exams were announced in advance and students were allowed two hours to complete each exam.

Due to numerous absences or incompleteness of exams a number of participants were disqualified from the data used for evaluating the effects of distributed

versus massed practice on language gains. The number of qualifying participants for this dataset was 30 in the massed group and 30 in the distributed group.

3.3.3 Questionnaires on student engagement

Participants from both groups independently completed the student self-report questionnaires twice during the 8-week course, once at the end of the second week and once at the end of the seventh week. Questionnaires were completed at the end of class to reflect engagement levels at the end of short and long instructional sessions. The use of two measurement points provides a more accurate assessment of engagement over the duration of a language course than a one-time assessment (Skinner et al., 2008).

The teacher reports were completed by two raters neither of which was the teacher for the course. The first rater had 3 years of teaching experience while the second rater had seven years of teaching experience. Employing external raters provided highly objective results. Moreover, they were able to give undivided attention to observing and recording indicators of engagement and disaffection during real class time. Collecting data from two raters eliminated one-rater bias. Prior to piloting the questionnaires, the raters were given a short training by the researcher to ensure that they understood the engagement construct and were competent in its assessment.

The raters attended the class during the fifth stage of instruction each week throughout the course to evaluate students. This stage was chosen due to it being near the end of the study session for the massed group. In addition, this stage usually consisted of communicative tasks requiring a high level of student participation causing students' engagement or disaffection to be more noticeable.

Indicators of engagement and disaffection can easily be overlooked when evaluating an entire class of over 30 students simultaneously. Therefore, each week only 9-11 students from each group were evaluated. These students were randomly selected each week before class from among the students which had not yet been evaluated up to that point. They were asked to sit in the front row but were not told that they were being evaluated. Both raters were seated at the front of the classroom facing the students, one on either side of the classroom. This gave them a clear, unobstructed view of the students they

were evaluating. Both raters completed a set of the Likert-scale items in relation to each individual student under evaluation and they completed one set of open-ended questions in relation to the entire group of 9-11 students being evaluated on that day. Each participant in both groups had a turn to be evaluated by teacher raters twice throughout the course, once during the first half of the course and once during the second half of the course.

3.4 Analysis of data

The results of the pre-, post- and delayed post-tests were analyzed by finding the means scores and standard deviations of each exam for the massed and distributed groups. Paired samples t-tests were conducted to find whether or not the differences between the pre-test and immediate post-test exam scores were significant within each group. Finally, independent samples t-tests were conducted to find out whether the differences in means between groups was significant for each of the three exams.

The goal of the analysis of the questionnaires was to find the difference in student engagement between the massed and the distributed group. In order to analyze the quantitative data from the questionnaires, items under behavioral and emotional disaffection were reverse coded so that a higher score indicated a higher level of engagement. The scores on items across both points of measurement were averaged to arrive at a score between 1 and 5 indicating student engagement for that item. On teacher reports this included an average of scores given by both raters at both points of measurement. Next, the scores across all four subscales were averaged to find an overall value of student engagement for each group on student self-reports and teacher reports. Skinner et al., (2008) reported that the combined value of the four subscales in their assessment instruments can be used to form a single, internally consistent measure of engagement. Finally, independent samples t-tests were conducted to find the differences between scores on each item between groups as well as the difference between overall total scores between groups as measured by students and by teachers.

In order to answer the third research question, quantitative data from student self-reports and teacher reports were analyzed in each of the four subscales. Independent samples t-tests were conducted using the average score for each subscale on the student

self-reports and the average score for each subscale on teacher reports to find whether or not the differences between them were statistically significant.

Qualitative data from the open-ended questions were considered using descriptive and thematic analysis. The answers on student self-reports were translated into English. All responses were grouped according to key words and carefully evaluated to identify recurrent themes. Finally, responses from both groups were compared to identify outstanding and interesting differences particularly in regard to the effects of class length on student engagement.

4. RESULTS

The results in this section are arranged according to the five research questions.

4.1 Effects of massed versus distributed practice on grammar gains

Table 3 displays descriptive statistics for the scores of both groups on the pre-test, immediate post-test and delayed post-test. On the immediate post-test, both groups made significant gains from the pre-test, however, the distributed group scored 12.8 points higher than the massed group.

Table 3. Descriptive statistics for pre-test, immediate post-test and delayed post-test

	Massed (n=30)		Distributed (n=30)		p
	Mean	S.D.	Mean	S.D.	
Pre-test	31.93	9.68	27.70	8.75	.081
Immediate post-test	70.30	22.38	83.13	17.91	.020*
Delayed post-test	69.07	22.36	76.97	18.05	.140

* significant at $p < .05$

The difference on pre-test scores between groups nearly reached statistical significance ($p = .081$). The superior gains made by the distributed group versus the massed group are more outstanding when that difference is taken into consideration. (See Table 4.) The increase from pre-test to immediate post-test for the distributed group was 55.4 points while the increase for the massed group was only 38.4 points, a 17-point difference.

Table 4. Increase and decrease in scores between exams

	Massed	Distributed
Increase from pre-test to immediate post-test	38.4	55.4
Decrease from immediate post-test to delayed post-test	1.2	6.1

In order to answer the first research question, independent samples t-tests were conducted to find the difference between the means of both experimental groups on the immediate post-test and the delayed post-test. The results showed that the distributed group ($M = 83.13$, $S.D. = 17.91$) scored significantly higher ($p < .05$) on the immediate post-test than the massed group ($M = 70.30$, $S.D. = 22.38$) with a large effect size ($d = .62$). (See Table 3.)

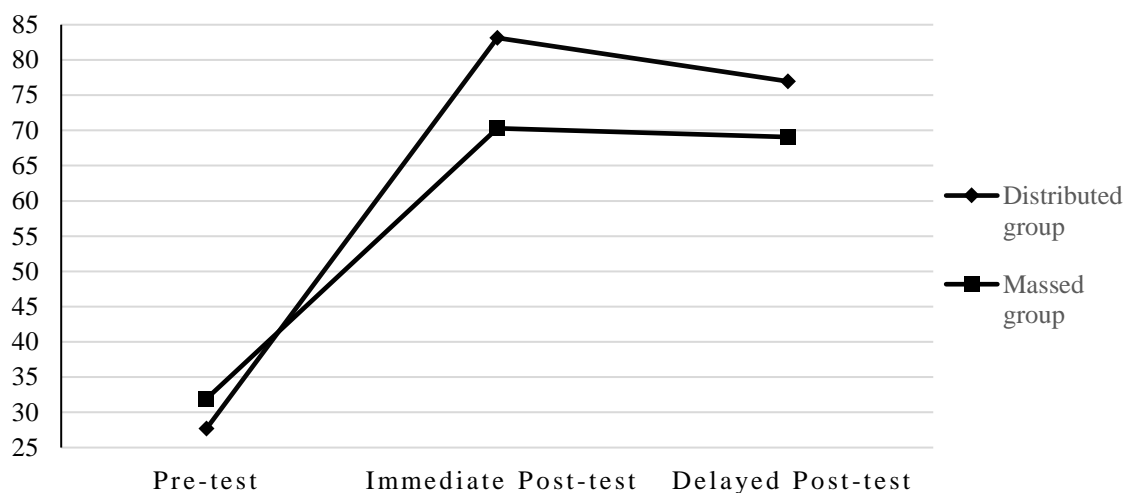


Figure 2. Total scores on pre-test, immediate post-test and delayed post-tests

On the delayed post-test the distributed group ($M = 76.97$, $S.D. = 18.05$) again outperformed the massed group ($M = 69.07$, $S.D. = 22.36$) although by a smaller margin of 7.9 points. When comparing delayed post-test scores with immediate post-test scores within groups the massed group only lost 1.2 points while the distributed group had a greater loss of 6.1 points. The results of the independent samples t-test between groups for scores on the delayed post-test showed that the difference in means did not reach statistical significance ($p = .140$).

4.2 Student engagement in long versus short instructional sessions

Reliability coefficients were calculated for both questionnaires used for data collection. The student self-report and the teacher report questionnaires both had a very high level of internal consistency ($\alpha = 0.92$ and $\alpha = 0.98$ respectively). Inter-rater correlation was also high between the two teacher raters employed in this study (Pearson's $r = 0.58$, $p < .01$).

Table 5. Results of student self-reports on engagement

	Massed (n=37)		Distributed (n=33)		p
	M	S.D.	M	S.D.	
A. Behavioral engagement					
1. I try hard to do well in class.	4.16	0.69	4.29	0.59	.416
2. I participate in class discussions.	3.69	0.82	3.53	0.67	.382
3. I listen carefully to everything the teacher says.	4.32	0.64	4.35	0.73	.883
4. I take notes during class.	4.05	0.79	4.06	0.88	.974
B. Behavioral disaffection					
5. I don't always pay attention when the teacher is talking.	4.49	0.59	4.39	0.74	.563
6. I don't try very hard in this class.	4.43	0.60	4.48	0.68	.733
7. I do just enough to get by.	4.50	0.60	4.45	0.67	.765
8. When I'm in class, I am easily distracted.	4.26	0.71	4.12	0.74	.438
C. Emotional engagement					
9. When we work on something in class, I feel interested.	4.18	0.66	4.29	0.61	.465
10. I don't give up when it's difficult to understand.	3.85	0.72	3.65	0.69	.240
11. I enjoy the class activities.	4.46	0.69	4.74	0.42	.040*
12. I enjoy when I meet a challenge in the classroom.	4.15	0.86	4.27	0.71	.517
D. Emotional disaffection					
13. I am bored in class.	4.16	0.72	4.33	0.70	.318
14. I don't really enjoy class.	4.55	0.60	4.70	0.47	.273
15. I don't care if I miss class.	4.64	0.63	4.53	0.75	.527
16. I can't wait until it's time for class to finish.	4.26	0.73	4.52	0.52	.092
TOTAL	4.26	0.46	4.30	0.43	.742

* significant at $p < .05$

Table 5 displays the results from student self-reports on engagement. The average scores across all 16 items for the massed and distributed groups were 4.26 and 4.30 respectively indicating that both groups were highly engaged. There was only one item (#11) where there was a statistically significant difference between the massed group ($M = 4.46$, $S.D. = 0.69$) and the distributed group ($M = 4.74$, $S.D. = 0.42$). The distributed group had slightly higher student engagement overall, however, the overall difference between groups failed to reach statistical significance ($p = .742$).

Table 6 displays the results from teacher reports on engagement. Average scores across all 16 items for the massed and distributed groups were 3.79 and 4.04 respectively indicating that both groups had a moderate to high level of engagement. The engagement level of the distributed group was significantly higher than that of massed

group on 11 out of 16 items. The overall engagement level of the distributed group ($M = 4.04$, $S.D. = 0.29$) was significantly higher ($p < .01$) than that of the massed group ($M = 3.79$, $S.D. = 0.42$).

Table 6. Results of teacher reports on engagement

	Massed (n=37)		Distributed (n=33)		p
	M	S.D.	M	S.D.	
A. Behavioral engagement This student.....					
1. tries hard to do well in class.	3.84	0.49	4.05	0.38	.063
2. voluntarily participates in class discussions.	3.27	0.54	3.47	0.55	.133
3. listens carefully to everything teacher says.	3.81	0.48	4.08	0.30	.006**
4. focuses his/her attention on the person speaking or on the assigned task.	3.68	0.46	3.98	0.31	.001**
5. shows positive facial expressions and body language (smiling, nodding etc.).	3.77	0.58	3.95	0.51	.182
B. Behavioral disaffection This student.....					
6. doesn't try very hard in class.	3.94	0.45	4.22	0.37	.007**
7. does just enough to get by (only contributes when called on).	3.55	0.54	3.84	0.49	.023*
8. doesn't always pay attention when the teacher is talking.	3.78	0.47	4.16	0.38	.000**
9. is easily distracted.	3.95	0.48	4.20	0.38	.019*
10. makes little eye contact with the teacher (or with classmates while doing group work).	3.93	0.50	4.14	0.40	.054
C. Emotional engagement This student.....					
11. is enthusiastic when something new is started in class.	3.44	0.44	3.56	0.41	.235
12. seems interested when working on a task.	3.89	0.53	4.19	0.35	.007**
13. enjoys the class activities.	3.86	0.45	4.11	0.38	.015**
D. Emotional disaffection This student.....					
14. doesn't really take an interest when new material is being explained.	3.72	0.46	4.01	0.39	.007**
15. is bored in class.	4.14	0.45	4.44	0.31	.002**
16. doesn't really enjoy class.	4.04	0.44	4.30	0.27	.004**
TOTAL	3.79	0.42	4.04	0.29	.004**

* significant at $p < .05$

** significant at $p < .01$

In response to one of the open-ended questions on the student self-report, (If you cannot join the next class, how will you feel?), feelings of sadness, regret or disappointment were expressed by all students in the distributed group across both points of measurement. This was also true of the majority of students in massed group, however,

feelings of indifference were mentioned four times and two students reported that they would feel happy.

Teacher raters noticed some students with their heads on the table seven times in the massed group whereas this sign of disaffection was not mentioned once of students in the distributed group. During 6 out of 16 observations teachers were unable to identify any signs of disaffection in the distributed group. In contrast, no signs of disaffection were noticed in the massed group during only two of the observations.

4.3 Differences between student self-reports and teacher reports

Students reported that they were more engaged than teachers judged them to be in each of the four dimensions included in the questionnaires. (See Table 7.) In fact, results of independent samples t-tests on the average of means in each dimension showed that student self-reports varied significantly in comparison to teacher reports in both experimental groups in nearly every category. The only category where the difference was not statistically significant was in the behavioral engagement category in the distributed group ($p = .162$). Differences in student and teacher reports overall reached a high level of statistical significance ($p < .01$) in both groups.

Table 7. Comparison between student self-report and teacher

	Student self-report		Teacher report		p
	M	S.D.	M	S.D.	
Behavioral engagement					
Group A	4.06	0.52	3.67	0.45	.001**
Group B	4.06	0.54	3.90	0.30	.162
Behavioral disaffection					
Group A	4.42	0.50	3.83	0.43	.000**
Group B	4.36	0.58	4.11	0.31	.034*
Emotional engagement					
Group A	4.16	0.65	3.73	0.45	.001**
Group B	4.24	0.47	3.95	0.35	.006**
Emotional disaffection					
Group A	4.40	0.53	3.97	0.42	.000**
Group B	4.52	0.49	4.25	0.29	.009**
Overall					
Group A	4.26	0.46	3.79	0.42	.000**
Group B	4.30	0.43	4.04	0.29	.007**

* significant at $p < .05$

** significant at $p < .01$

4.4 Indicators of student engagement and disaffection noticed by teachers

In response to the question about the clearest indicators of engagement and disaffection, teachers reported body language as being the clearest sign for both engagement (e.g. smiling, laughing, nodding, attentive posture and clapping) and disaffection (e.g. blank facial expressions, lazy body posture and yawning) in both groups.

4.5 Causes of student engagement and disaffection

The main causes of engagement identified by students had to do with the teacher's style of teaching which included characteristics such as helping students understand, a variety of fun activities in class, and maintaining an instructional flow that was easy to follow. Over 80% of participants from both groups considered teaching style to be the primary cause of engagement. Observations by teacher raters were similar in relation to causes of engagement. The role of an animated, engaging teacher and the incorporation of a variety of class activities into the instruction were highlighted. On teacher reports, short classes were mentioned twice as a cause for engagement in the distributed group. However, class length was not mentioned as a cause of engagement by students in either group on student self-reports.

In response to the question about causes for disaffection, class length was a more outstanding factor. 'Classes are too long' was the second most frequently reported cause for disaffection in the massed group (following 'difficult lesson content'). In addition, 'feeling tired during class' was mentioned more frequently by students in the massed group than by students in the distributed group.

Teacher reports on causes of disaffection complemented student reports. Tired students in the massed group did not go unnoticed by the teachers. Tiredness was mentioned as the main cause for disaffection in the massed group five times while it was only mentioned once of the distributed group. At times teachers found it impossible to notice any causes of disaffection. 'No observable causes' was mentioned in 9 of the observations for the distributed group in contrast to it being mentioned only twice in regard to the massed group.

5. DISCUSSION

In this section the results of the current study are discussed in greater detail. The success of the treatment is highlighted. Following that, the findings from this study are expounded on and compared with previous studies. Finally, implications from this study are given for teaching and learning.

5.1 Success of the treatment

It is worthwhile to draw attention to the effectiveness of the treatment for both groups. As described in Section 3.2.2, the teaching materials used in the treatment employed a focus-on-form approach incorporating communicative exercises along with plenty of exposure to target language exemplars. This method of teaching was highly effective to enhance the grammar competence of both groups regardless of the time distribution. Participants in both groups attained highly significant gains as observed on the difference in scores on immediate post-tests versus pre-tests within groups. Those gains proved to be durable for the one-month delayed post-test.

When reporting on the causes of engagement, both students and teacher raters mentioned the primary cause of engagement as being an attractive teaching style which included a variety of engaging classroom activities. This brings confirmation to a recent study by Rivkin and Schiman (2015) which found that the benefits of increased instructional time are dependent on the quality of the class environment. It also confirms the claims of a few scholars who have suggested that quality of instruction is among the key facilitators of student engagement (Fredericks et al., 2004, Gettinger & Walter, 2012). Providing high quality materials and engaging class activities is of higher importance for achieving language gains as well as for increasing student engagement in the classroom than is the distribution of instructional time.

5.2 Effects of massed versus distributed practice on grammar gains

The results from this study show that distributed practice has positive effects on grammar learning for short-term and long-term recall. The distributed group performed significantly higher than the massed group on immediate post-tests. This lends support to previous studies which have suggested that the benefits of distributed practice found in

cognitive psychology studies on the spacing effect are relevant to authentic language learning programs (Miles, 2014; Seabrook, Brown, & Solity, 2005).

However, the results of this study contrast with the studies of foreign language programs, most of which have found superior gains in massed (intensive) instruction (Collins et al., 1999; Collins & White, 2011; Serrano & Munoz, 2007; Serrano, 2011; White & Turner, 2005). It is worth repeating the ways in which this study differs from those done on foreign language programs as these differences may account for the contrasting outcomes. In addition to the fact that this study measured only grammar gains as opposed to overall proficiency, the distributed practice condition in this study also differs from the distributed practice condition in the foreign language program studies. Only students in the distributed group in this study had daily instructional sessions, a characteristic of the massed condition of the foreign language program studies. It is possible that frequent daily practice, albeit in small amounts, is the common factor for the success of intensive language programs and that of distributed practice in non-intensive programs such as the one in this study.

Moreover, the findings of this study lend support to the idea that frequent practice is useful for efficient language acquisition. According to Pimsleur's (1967) graduated recall theory, students need to be prompted to recall new words or concepts frequently in the days following their first exposure to them to ensure maximum retention. With one-week long intersession intervals it is impossible to provide students with sufficient subsequent exposures needed during the following days after an item is learned. This may result in forgetting before the next instructional session occurs. Due to the frequency effect (Ellis & Collins, 2009), students are more likely to recall items that they have had frequent exposure to soon after they first learned them. Provided that it occurs soon enough, each exposure will strengthen the memory of that item and make it available for longer-term recall.

Also, this study found significant benefits of distributed practice for performance on immediate post-tests unlike a few recent studies on the spacing effect in grammar learning (Bird, 2010; Miles, 2014; Year & Gordon, 2009) all of which reported

nearly equal performance on immediate post-tests by students in distributed and massed conditions. As mentioned before, those studies focused on a very narrow range of grammar points (maximum of three) and had a short treatment period (less than 5 hours total). While other studies have found that distributed practice results in higher scores in delayed post-tests, the results of this study show that when the treatment is extended in terms of overall time and in the range of grammar topics, the benefits of distributed practice become apparent for immediate post-tests as well.

When analyzing the results of the immediate post-test in comparison with the delayed post-test within groups, less decay was observed in the massed group than in the distributed group. However, the distributed group achieved higher scores in relation to the massed group on both exams. The results of this study confirm the benefits of distributed practice for higher scores on delayed post-tests. This adds strength to previous studies which have investigated the effects of distributed versus massed practice on grammar gains in closely controlled experiments with shorter amounts of instructional time and a narrower range of grammar focus (Bird, 2010; Miles, 2010; Miles, 2014; Year & Gordon, 2009) and suggests that findings from such studies can be applied to more authentic language learning programs.

5.3 Effects of long versus short instructional sessions on student engagement

Overall the findings of this study lend support to the premise that students are more engaged during short rather than long instructional sessions. According to teacher reports, students in the short classes were significantly more engaged on measures of their behavior and displayed emotions. This brings empirical evidence to the hypothesis that students tend to get bored and disengaged by the end of long classes (Kaya & Aksu, 2016; Lewis et al., 2005). The findings from student self-reports, however, are less conclusive. While they also display a higher level of engagement in shorter classes, the difference in engagement level failed to reach statistical significance.

Data from the open-ended questions yielded some interesting observations. Negative feelings toward long classes were easier to detect from the qualitative data. Long

classes were mentioned as a significant cause of disaffection in the massed group. A few students from this group reported that they would feel indifferent or even happy if they could not attend the next class which indicated some degree of disaffection. This adds strength to the evidence for higher engagement levels in short classes as reported by teacher raters.

Students resting their heads on the table were noticed occasionally in the massed group but not mentioned at all of the distributed group. This was an obvious sign of tiredness and a lack of paying attention to the teacher or class activities and indicates that longer classes had a negative effect on students' engagement levels. 'Feeling tired during class' was mentioned more frequently by students in the massed group than by students in the distributed group in answer to the question as to what made it difficult to pay attention in class. This is especially significant when taking into consideration the fact that the massed group studied in the morning while the distributed group studied late in the afternoon after a long day of school. Although the distributed group studied after school they showed less signs of tiredness during class indicating that short classes were conducive to students staying alert and engaged.

5.4 Lack of correlation between student and teacher reports

The lack of correlation between students' self-reports and teacher reports has strong implications for measuring student engagement. First of all, teachers are less optimistic about students' engagement level than the students are themselves. This indicates a weakness in studies that use student reports exclusively to measure engagement. Results in such studies may point to high levels of engagement, however, teachers may still feel unsatisfied based on their own assessment of their students' engagement. Aside from questions of whose evaluation of engagement is more accurate, researchers should be aware that students and teachers may perceive their level of engagement and disaffection differently which could lead to confusing outcomes in engagement assessment. This study found that teachers primarily look for body language as an indication of whether or not students are engaged. While this is likely a good indication of engagement level, it may not always be accurate. Some students are more expressive while others tend not to show their

feelings by laughing, clapping or nodding. This may be a cause for some of the difference in student and teacher perceptions of engagement.

As pointed out in previous studies, it is difficult to measure internal states by direct observation (Skinner et al., 2009). The discrepancy between student and teacher reports particularly in relation to emotional engagement is of concern. For example, if a teacher reports that students are uninterested in the class but the same students report that they are interested we would need to take the latter as an accurate evaluation due to the fact that students are more accurately aware of how they feel. Measures of emotional engagement may best be left to students.

5.5 Implications for learning and teaching

In light of the superior gains on immediate and delayed post-tests, course designers and students preparing for high stakes exams should pay attention to the need for a weekly schedule that distributes instructional time across a number of days. Although these frequent instructional sessions may be short, this type of scheduling yields greater results than when those few hours are crammed into a single day.

The results of this study also have implications for the sequence in which content is presented throughout a language course. Instructors who find themselves teaching grammar in massed scheduling conditions should incorporate elements of distributed practice in their lesson plans. For example, rather than focusing on one grammar topic for the duration of a long instructional session, class time should be divided into segments each with a unique grammar topic or type of task. Grammar topics taught earlier in the course should be reviewed frequently. If a target grammar point is only taught during one or a few closely concentrated study sessions and not reviewed later in the course, it is less likely to be remembered. Frequent and repeated exposure to target content will result in faster learning.

The findings on the effects of class length on student engagement have a few clear implications for teaching and learning grammar. Lengthy classes are less conducive to student engagement, in fact, we can expect students in long classes to be less engaged and therefore make less language gains per hour of study time. The result is wasted

instructional time, a costly loss for academic institutions as well as for students. Shorter and more frequent classes can serve to boost students' engagement levels and lead to more efficient academic gains.

For many instructors rearranging class schedules may not be an option. In that case an attempt to incorporate features of shorter classes into lengthy instructional sessions could be worthwhile. This could include things like breaking long instructional sessions into segments each with a distinct but related type of activity or language focus, frequent breaks, or occasional pauses in instruction for reviewing previously taught content. Thereby the weaknesses of lengthy classes may be minimized.

6. CONCLUSION

There is growing evidence that the spacing effect theory has implications for real-life language courses. This study was conducted in an authentic non-intensive secondary grammar course and found that when there is an allotted schedule of a few hours of weekly instructional time, the distribution of that instructional time over the course of a week is important for short-term and long-term recall on grammar tasks.

This study also investigated the differences between student engagement in short and long instructional sessions. Evidence was found which showed that short classes are more conducive to student engagement while lengthy classes are a threat to engagement levels. This study contributes to research on the assessment of student engagement by highlighting the differences between student self-report and teacher report measures of engagement. Teachers look to behavioral signs, particularly body language, to assess engagement and are more critical of engagement levels than students are. Teacher reports on emotional engagement can differ significantly from student self-reports reports and therefore need to be taken with caution as students are more aware of their own feelings.

7. LIMITATIONS AND RECOMMENDATIONS

Studies on how spacing effect theory applies to real life language classrooms have just begun. Among many possible distributions of weekly instructional time, this study only took two into account. A study schedule where students have short daily learning sessions may be impractical in some cases. Distributing 3.5 hours of study

time over two days per week may be equally beneficial for grammar gains but needs further research. It is possible that distributing 3.5 hours of study time over two days per week may provide a suitable middle ground for maintaining higher levels of student engagement where classes are neither too long nor too short.

This study found that the decline in retention from immediate post-tests to delayed post-tests of the distributed group was slightly steeper than that of the massed group. If that rate of decline continues after another month the benefits of distributed practice may disappear. Another delayed post-test held at the end of 2 or 3 months could shed more light on how well knowledge is retained after instruction in distributed versus massed practice for longer term recall.

Furthermore, this study only measured language gains in isolated grammar tasks. Overall language proficiency, known to be less strongly affected by instructional time distribution requires a higher level of cognitive processing than do grammar editing tasks. Therefore, the possibility remains that the benefits for distributed practice found in this study would not be found on tasks of higher conceptual difficulty. (e.g. communicative tasks or discourse level writing tasks)

A variable that may be confounding for the findings on student engagement levels in this study was the time of day for instruction. The massed group met in the morning while distributed group met after school in the evening. The cause for disaffection most frequently mentioned by the distributed group was the fact that this grammar class was held at the end of a long day of school. It is possible that the higher levels of engagement in the massed group would be even more outstanding had both groups been able to meet in the morning.

Finally, the context taken into consideration in this study was relatively narrow. Considering the fact that only 70 students from the same school participated in this study, a future study with more participants from a variety of schools could add strength to the claims. Instruction in this study was focused only on grammar and all participants were in Grade 9. Future studies on the impacts of time distribution should include a wider language focus as well as a broader range of participants in terms of age and proficiency

level. University level courses would be of particular interest since courses with 3-4 hours of daily instructional time are common in such settings.

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Appendices

Appendix A: Lesson Plans

General Overview

Teachers' name	Michael Stoltzfus
Class level	A2 level on CEFR scale
Language skill focus	Grammar
Class profile	Forty M3 students in each experimental group
Evaluation	Students will take an immediate post-test after 8 weeks of instruction. A delayed post-test will be taken 30 days later. Test items will be gap-fill (multiple choice) and error identification + correction.
Timing for each experimental group	For each week, the massed group will go through all 6 stages in one continuous instructional session with a total duration of 3.5 hours. The distributed group will study one stage per day on each day of the week except Friday.
Review sessions	Distributed group: During the first 2 minutes of each class there will be a review of grammar points already taught so far in the course. Review content is specified in the lesson overview. Massed group: During the first 12 minutes of each class there will be a review of grammar points already taught so far in the course. For this group the reviews listed for all 6 stages will be combined into one, 12-minute review session.
Code	T > Ss = The main flow of communication is from teacher to students. Ss > T = The main flow of communication is from students to teacher. Ss = Individual work Ss > Ss = Students intermingle or share information with the entire class. G = group (i.e. G4 = group of 4)

Week 1

Lesson Overview

Length of lesson (including review)	Each stage is 35 minutes total 6 stages = 210 minutes of instruction
Target language item	- Past continuous tense versus past simple tense
Main lesson aims (i.e. what you hope the learners will achieve/be able to do better after your lesson)	Students will be able to: - Use past simple and past continuous tenses correctly - Use both tenses in the same sentence to talk about interrupted actions - Identify the correct use of past continuous and past simple in dialogue and grammar exercises - Give the setting for a story or picture by using past simple combined with past continuous
Materials used	Stage 1: Text (M101), slips of paper with verbs in base form and past tense (M102) Stage 2: Text (M103), Action picture (M104) Stage 3: Sample sentences (M105), word sets cut into individual words (M106), Gap-fill exercise (M107) Stage 4: Sample sentences (M108), word sets cut into individual words (M109), Gap-fill exercise (M110) Stage 5: Story with gap-fill for listening (M111), grammar exercise (M112), photos (M113) Stage 6: Sample sentences (M114), dialogue with gap-fill (M115), grammar worksheet (M116)
Review	No review this week

Lesson Procedure

Stage	Activities	Interaction	Time
1	<p>Introduce/review the past simple tense</p> <ul style="list-style-type: none"> • Read a short text with past simple tense (M101) <ul style="list-style-type: none"> ○ Students listen to teacher reading the text. ○ Students reconstruct as much of the story as they can. ○ Show the text on the screen. Highlight all cases of past simple tense. Point out regular versus irregular. • Use 20 verbs (some regular and some irregular). Write the base form and the past tense form on separate slips of paper. Each student gets one paper and then they need to find their partner. After everyone found their partner they call out their word pair and the teacher writes them on the board. Check for comprehension. (M102) • Game: Have students form two lines. Teacher calls out a word from the list and the two students in the front of the rows compete to call out the past tense first. After each word the two front students move to the back of their rows. • Explain how to form questions in past simple <ul style="list-style-type: none"> ○ Students write two questions to their teacher about what he was doing yesterday. (i.e. Were you teaching English at 10:00 yesterday?) ○ Go around the room and have students ask one of their questions. Teacher checks for accuracy and gives corrective feedback as needed. • Show the same text on the screen again. This time with 5 errors in simple past tense. Have students identify the errors and correct them. 	<p>T > ss</p> <p>Pair work</p> <p>Ss > ss</p> <p>T > ss</p> <p>T > ss Ss</p> <p>Ss > T</p> <p>Ss</p>	<p>10 min.</p> <p>5 min.</p> <p>5 min.</p> <p>10 min.</p> <p>5 min.</p>
2	<p>Introduce/review the past continuous tense</p> <ul style="list-style-type: none"> • Read a short text with past continuous tense (M103) <ul style="list-style-type: none"> ○ Students listen to teacher reading the text. ○ Students reconstruct as much of the story as they can. ○ Show the text on the screen and highlight the use of past continuous. 	<p>T > ss</p> <p>Pair work</p>	<p>10 min.</p>

	<ul style="list-style-type: none"> • Drill the students for correct form of the verb “to be” with past continuous. Make a column of pronouns on the board and one column of verbs. Teacher points at a pronoun and students take turns using that pronoun together with one of the verbs on the board. (Example: teacher points to ‘he’, students says “he was walking”. Repeat with question and negative forms.) • Show picture (M104) <ul style="list-style-type: none"> ○ Tell students that this scene happened last evening. Students write 5 sentences about what was happening in the picture. (at least one negative sentence) • Show the same text on the screen again (M103). This time with 5 errors in simple past tense. Have students identify the errors and correct them. 	Ss > T	10 min.
3	<p>Using the past simple tense with phrases that begin with ‘when’</p> <ul style="list-style-type: none"> • Show 5 sample sentences on the screen (M105) <ul style="list-style-type: none"> ○ Separate the sentences into two phrases ○ Ask the students what they notice about the phrase that contains ‘when’. Elicit.... <ul style="list-style-type: none"> ▪ ‘when’ always comes at the beginning of the phrase ▪ The ‘when phrase’ can come before or after the other phrase ▪ After ‘when’ we have a subject and verb. The verb is in past simple tense. • Give 3 sets of words to each group of students (each set is cut up into individual words and mixed together). They work together to construct 3 correct ‘when phrases’ (M106) <ul style="list-style-type: none"> ○ Teacher walks around to monitor progress. ○ After all are correct, teacher tells students to change the phrases to make them incorrect. Then each group moves to a new set of phrases (left incorrect by their classmates) and tries to correct them. • Teacher provides 5 new phrases (M107). Students complete the sentence by adding a ‘when phrase’ <ul style="list-style-type: none"> ○ Go around the class and have students read their sentences to check for accuracy. 	T > ss	10 min.
		Ss > T	7 min.
		Groups of 4	8 min.
		Ss	10 min.

4	<p>Using the past continuous tense with phrases that begin with ‘while’</p> <ul style="list-style-type: none"> • Show 5 sample sentences on the screen (M108) <ul style="list-style-type: none"> ○ Separate the sentences into two phrases ○ Ask students what they notice about the phrase that contains ‘while’. Elicit... <ul style="list-style-type: none"> ▪ ‘while’ always comes at the beginning of the phrase ▪ The ‘while phrase’ can come before or after the other phrase ▪ After ‘while’ we have a subject and verb. The verb is in past continuous tense. ▪ We never use ‘while’ and ‘when’ in the same sentence • Give 3 sets of words to each group of students (each set is cut up into individual words and mixed together). They work together to construct 3 correct ‘while phrases’ (M109) <ul style="list-style-type: none"> ○ Teacher walks around to monitor progress. ○ After all are correct, teacher tells students to change the phrases to make them incorrect. Then each group moves to a new set of phrases (left incorrect by their classmates) and tries to correct them. • Evaluation: Teacher provides 5 new phrases (M110). Students complete the sentence by adding a ‘while phrase’ • Go around the class and have students read their sentences to check for accuracy. 	<p>T > ss</p> <p>Ss > T</p> <p>Groups of 4</p> <p>Groups of 4</p> <p>Ss</p>	<p>10 min.</p> <p>7 min.</p> <p>8 min.</p> <p>10 min.</p>
5	<p>Combining a phrase with past simple and a phrase with past continuous to make one sentence</p> <ul style="list-style-type: none"> • Explain that this structure is used to talk about one action that was ongoing when another action interrupted the first action. (i.e. I was washing the dishes when the phone rang.) <ul style="list-style-type: none"> ○ Demonstrate with a timeline on the board • Read the story (M111). Students fill in the blanks. <ul style="list-style-type: none"> ○ Go back over the story. Students circle past simple verbs and underline past continuous verbs. ○ Draw students’ attention to the form and function of the two target tenses. • Show grammar exercise on the screen (M112). Together as a class, decide which action was ongoing and which action was the interruption. • Students work in pairs to combine the sentences using ‘when’ or ‘while’ <ul style="list-style-type: none"> ○ Have a few students read their answers to check for accuracy. Provide corrective feedback as needed. 	<p>T > ss</p> <p>T > ss Ss T > ss</p> <p>T > ss</p> <p>Pair work Ss > T</p>	<p>5 min.</p> <p>5 min.</p> <p>5 min.</p> <p>10 min.</p>

	<ul style="list-style-type: none"> • Show 4 pictures (M113) one at a time. Students work in pairs to make a sentence that contains past simple and past continuous. The sentence should provide a setting / introduction for a story that may follow. <ul style="list-style-type: none"> ○ A few students read their sentences to the class. Teacher monitors for accuracy. 	Pair work	10 min.
6	<p>Choosing the correct tense (past simple versus past continuous)</p> <ul style="list-style-type: none"> • Show 5 sample sentences on the screen (M114) <ul style="list-style-type: none"> ○ Notice that past continuous is used to describe situations that go on for some time, past simple is used to describe events actions that happen quickly. ○ Explain that when we want to show sequence we usually use past simple. (i.e. Yesterday I went to the market, then I took a shower and then I met a friend at the coffee shop.) • Dialogue (M115) <ul style="list-style-type: none"> ○ Students guess the answers from the context first. ○ One student volunteers to help teacher read the dialogue. ○ Students listen and check their answers. ○ Students turn to a partner and do the dialogue in pairs • Grammar practice (M116) <ul style="list-style-type: none"> ○ Pass out the worksheet with 10 gap-fill sentences. Students work in pairs to fill in the blanks with either past simple or past continuous. After everyone is finished, teacher calls on random students to stand up and read a sentence. Teacher checks and provides feedback. • Practice making sentences (optional) <ul style="list-style-type: none"> ○ Teacher writes two random words on the board. Have students create a sentence for the pair of words—one word for the past tense clause and one for the past continuous clause. (i.e. <i>drive</i> and <i>monkey</i>. A possible sentence could be: <i>I was driving down the street when I saw a monkey.</i>) 	<p>T > ss</p> <p>Ss T > ss</p> <p>Pair work</p> <p>Ss</p> <p>Ss</p>	<p>5 min.</p> <p>6 min.</p> <p>7 min.</p> <p>12 min.</p> <p>5 min.</p>

MATERIALS: WEEK 1

M101

Instructions: Students listen to the teacher reading this text 3 times, while making notes. After listening students try to reconstruct as much of the story as they can.

I **had** a really good weekend. My brother and I **went** to my cousin's house in Boston. We **took** the train on Friday evening and **arrived** at seven o'clock. My aunt and uncle **cooked** a big dinner for us, and then we all **went** to the park. The park **was** beautiful. On Saturday, we **went** shopping. I **bought** some new clothes and my brother **bought** a computer game. In the evening we **went** to an Italian restaurant and **ate** pizza.

M102

Instructions: Each student gets a slip of paper. Students walk around the room to find the person who has the past tense/base form of the word they are holding.

wash	washed
ring	rang
paint	painted
clean	cleaned
turn off	turned off
is	was
hurt	hurt
hear	heard
read	read

see	saw
do	did
listen	listened
tell	told
drive	drove
call	called
answer	answered
sleep	slept
call	called

go	went
break	broke
finish	finished
walk	walked
bite	bit
need	needed
stop	stopped
have	had
eat	ate

M103

Instructions: Identify the errors in the use of past continuous tense and correct them.

I looked in the window of my classroom and this is what I saw. The teacher **was running** around the classroom with a stick in his hand. He **was chasing** a cat. Susan and Mary **were telling** the teacher to run faster. They **were laughing** loudly. Dean **was crying** because the cat bit him. The students **weren't doing** their homework. All of them **were watching** the teacher.

M104

Instructions: This scene happened at your house last evening. Write 5 sentences to describe what was happening.

**M105**

Instructions: Take note of the following sentences. What do you notice about how 'when' is used?

1. He was working in the garden when he found the money.
2. I was reading a book when I heard a loud noise.
3. When I called Julie, she was working.
4. I was washing dishes when the plate slipped out of my hand.
5. When my father went to work this morning, I was sleeping.

M106

Instructions: Work in pairs to construct 'when' phrases.

Set 1	when	he	open	opened	opens	opened	the door
Set 2	when	she	broke	breaks	brake	broken	her leg
Set 3	when	they	need	needed	needing	needs	a break
Set 4	when	Tom	see	sees	saw	seen	a coin on the road
Set 5	when	the teacher	tell	telled	tells	told	us to do our homework
Set 6	when	Bob and Mary	hears	heard	hearing	hear	a scream
Set 7	when	we	arrived	arrives	arriving	arrive	in Bangkok
Set 8	when	the car	stop	stopped	stopping	stops	at the traffic light
Set 9	when	I	call	called	calling	calls	my friend
Set 10	when	you	hurt	hurted	hurts	hurting	your ankle

M107

Instructions: Fill in the blanks to complete the sentences.

1. The students were singing the national anthem when _____.
2. Harry was running to school when _____.
3. Olivia was writing the last sentence of her story when _____.
4. When _____, I was sleeping at my friend's house.
5. The plane was landing when _____.

M108

Instructions: Take note of the following sentences. What do you notice about how the word 'while' is used?

1. Toby fell asleep while the teacher was writing on the board.
2. While I was reading a book, I heard a loud noise.
3. While the man was walking down the street, a dog bit him.
4. I wrote some emails while I was waiting on the bus.
5. I lost my keys while I was running on the beach.

M109

Instructions: Work in pairs to construct 'while' phrases.

Set 1	while	he	was travelling	were travelling	travelled	travel	to Hatyai
Set 2	while	she	was watching	were watching	watching	watched	the news
Set 3	while	they	was swimming	were swimming	swam	swims	in the pool
Set 4	while	Tom	was listening	were listening	listening	listen	to music
Set 5	while	the teacher	was teaching	were teaching	teach	is teaching	English
Set 6	while	Bob and Mary	was eating	were eating	eats	were ating	dinner
Set 7	while	we	was shopping	were shopping	to shopping	shopping	in Bangkok
Set 8	while	the cat	was looking	were looking	looking	look	out the window
Set 9	while	I	was playing	were playing	played	playing	basketball
Set 10	while	you	was painting	were painting	painted	is painting	the fence

M110

Instructions: Fill in the blanks to complete the sentences.

1. I quietly opened the door while _____.
2. My mother came to my bedroom while _____.
3. Jonathan's hat fell off while _____.
4. While _____, I lost my phone.
5. My friends arrived at my house while _____.

M111

Instructions: Listen to the story and fill in the blanks. Next, notice each of the verbs. Circle the past simple verbs and underline the past continuous verbs.

I was waiting for my piano teacher when the phone rang. It was my mom. She said my piano teacher was sick and wasn't coming for the lesson. I was really happy because I didn't want to go to piano class. Later, I was sitting in my room, when I heard some noise coming from the kitchen. When I went there, two black dogs were playing with my piano textbook. I took the textbook, because I didn't want the dogs to eat it. I was going back to my bedroom when the black dog started barking. He was coming toward me and I decided to run. I ran out the door and down the road. While I was running, the black dog started to run after me. The dog was coming closer to me. I was thinking about trying to climb a tree when I heard my mom saying: "It's OK, Lora, Wake up. How was the piano lesson?"

I _____ for my piano teacher _____ the phone rang. It was my mom. She said my piano teacher was sick and _____ for the lesson. I was really happy because I didn't want to go to piano class. Later, I _____ in my room, when I _____ some noise coming from the kitchen. _____ I went there, two black dogs _____ with my piano textbook. I took the textbook, because I didn't want the dogs to eat it. I _____ back to my bedroom when the black dog _____ barking. He

_____ toward me and I decided to run. I ran out the door and down the road. _____ I was running, the black dog _____ to run after me. The dog was coming closer to me. I _____ about trying to climb a tree when I _____ my mom saying: "It's OK, Lora, Wake up. How was the piano lesson?"

M112

Instructions: Work in pairs to combine the sentences using 'when' or 'while'.

1. Diana rode her motorbike to school. It started to rain.

2. She drove home. She listened to the car radio.

3. Bob listened to the news. Bob heard about the accident.

4. Our friends arrived. We ate lunch.

5. Chen got to school. Her class took a test.

M113

Take a look at each of the following pictures. Make one sentence for each picture using past simple and past continuous in the same sentence.



M114

Instructions: Read the following sentences. What do you notice about when to use past simple and when to use past continuous?

1. She came home, switched on the computer and checked her emails.
2. He woke up and looked at his watch.
3. Everyone was sleeping when the thief quietly opened the door and walked inside.
4. Carol was wearing a new dress when I saw her yesterday.
5. The sun was shining and the birds were singing.

M115

Instructions: Guess the correct form of the verb from the context. Then listen and check your answers.

WHAT WERE YOU DOING?

Betsy: I (call)_____ you yesterday afternoon but you didn't answer?

Where were you?

Brian: I was in another room when you (call)_____. I (not hear)_____ the phone ringing until it was too late.

Betsy: What (you work)_____ on?

Brian: I (write) _____ an email to my manager. What were you doing when you called?

Betsy: I (look)_____ for Tom and couldn't find him. Do you know where he was?

Brian: Tom (drive)_____ to a meeting.

Betsy: Oh, I see. What did you do yesterday?

Brian: I (meet) _____ a customer in the morning. In the afternoon, I (write) _____ an email. I was just finishing when you (call) _____. What did you do?

Betsy: Well, at 9 I (have) _____ a meeting with Ms. Anderson. After that, I did some homework.

Brian: Sounds like a boring day!

M116

Instructions: Write the correct form of the verb in the blank.

1. While mother (wash) _____ the dishes the phone rang.
2. Yesterday John painted the fence and Mary (clean) _____ the yard.
3. Jane, David and Esther (read) _____ books when someone turned the lights off.
4. Who (be) _____ your English teacher when you were in first grade?
5. We were playing volleyball when Joanna (hurt) _____ her ankle.
6. I was living in Phuket when the big tsunami happened. A lot of people (die) _____ in the tsunami.
7. Last night I was reading in my bed when suddenly I (hear) _____ a scream.
8. Last week I went to Phuket to see my grandmother. What (you do) _____ last week?
9. I (not listen) _____ when the teacher told us about our homework for this week.
10. I (drive) _____ home from Hatyai at 10:00 last night.
11. A: I called you this morning but you (not answer) _____. What were you doing?
12. I was sleeping when my father (go) _____ to work at 6:00 this morning.
13. I (not go) _____ to school yesterday because I had a bad headache.
14. When I was six years old, I (break) _____ my leg.
15. When (you finish) _____ your homework?

Week 2

Lesson Overview

<p>Length of lesson (including review)</p>	<p>Each stage is 35 minutes total (2 minutes of review + 33 minutes of instruction) 6 stages = 210 minutes total (12 minutes of review + 198 minutes of instruction)</p>		
<p>Target language item</p>	<p>- Comparative and superlative adjectives</p>		
<p>Main lesson aims (i.e. what you hope the learners will achieve/be able to do better after your lesson)</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Use comparative and superlative forms correctly in various contexts - Identify errors in comparative and superlative sentences - Make comparisons between people and things using comparative and superlative forms - Report the results of a survey using comparative and superlative sentences 		
<p>Materials used</p>	<p>Stage 1: Picture to elicit vocabulary (M201), paper slips with 20 adjectives (M202), information about two cafes (M203) Stage 2: Picture to make comparisons (M204), grid with adjectives (M205), grammar exercise (206) Stage 3: Text with grammar errors (M207), grammar exercise (M208) Stage 4: A list of elicited vocabulary from stage 1 (M209), grammar exercise (M210) Stage 5: Reuse the grid with adjectives (M205), 5 sentences to be revised (M211), worksheet (M212) Stage 6: Worksheet (M213), Five sentences with errors (M214)</p>		
<p>Review</p>	<p>Stage 1: M104 Stage 2: M107</p>	<p>Stage 3: M110 Stage 4: M112</p>	<p>Stage 5: M115 Stage 6: M116</p>

Lesson Procedure

Stage	Activities	Interaction	Time
1	<p>Introduce comparative form</p> <ul style="list-style-type: none"> • Elicit a list of adjectives and write them on the board. Students make a list in their notebooks. <ul style="list-style-type: none"> ○ Show a picture of some students from this school (M201). “What are some words that we could use to describe these students?” ○ “What are some other words that we can use to describe people and things?” Point out specific people and things if needed. (Note: take a picture of this list. This picture becomes M209 to be used in a future activity.) • Go back over the list and elicit the comparative form of each adjective. <ul style="list-style-type: none"> ○ Notice how comparative is formed. –er versus ‘more’ and irregular adjectives • Students practice the comparative form in pairs <ul style="list-style-type: none"> ○ Student A looks at the list while student B turns their list over ○ Student A make a phrase with each adjective, Student B repeats the phrase with the comparative form of the adjective <p><i>Student A: an old book</i> <i>Student B: an older book</i> <i>Student A: a beautiful bird</i> <i>Student B: a more beautiful bird</i></p> • Give each student a slip of paper with an adjective on it. There are 20 words so each word will be held by two different students. (M202) <ul style="list-style-type: none"> ○ Assign one corner of the classroom to –er, another corner to ‘more’ and another corner to ‘irregular ○ Students move to the corner of the classroom that matches the word they are holding 	<p>Ss > T</p> <p>T > Ss</p> <p>Pair work</p> <p>Ss</p>	<p>5 min.</p> <p>5 min.</p> <p>6 min.</p> <p>7 min.</p>

	<ul style="list-style-type: none"> ○ Have students look for one other student that has the same word to make sure they are both in the same group ○ After two students with the same word have found each other, teacher writes their word on the board and the students are seated ○ After all students are seated check to make sure everyone understand all the words <ul style="list-style-type: none"> ● Show the picture of information about two cafes (M203). In pairs students make as many sentences as they can to compare the cafes using the words on the board. 	Pair work	
		Pair work	10 min.
2	<p>Practice with comparative</p> <ul style="list-style-type: none"> ● Show a picture of two people (M204). Elicit a few comparative sentences about the picture. ● Show an empty grid on the board (M205). “What are some adjectives that we can use to describe people?” Elicit as many of the words as possible. Teacher provides any words that students don’t mention. <ul style="list-style-type: none"> ○ Elicit a list of people’s names and write them on the board. The people should be known by everyone in the class. ○ Divide the class into two groups for a game of tic-tac-toe to practice comparative form <ul style="list-style-type: none"> ▪ (Group 1= <i>x</i> and Group 2 = <i>o</i>) ○ A student from group 1 makes a sentence comparing two of the people in the list on the board. (<i>i.e. Mr. A is younger than Mr. B.</i>) If the sentence is correct the teacher erases the adjective from the grid and replaces it with <i>x</i> or <i>o</i>. Go back and forth between the two groups calling on a different student each time. The group that gets four in a row wins. Repeat to fill allotted time. ● Individual writing practice. (M206) <ul style="list-style-type: none"> ○ Grammar exercise. Students make five sentences comparing two things using the adjectives given. 	Ss > T	5 min.
		Ss > T	6 min.
		Ss > T	15 min.
		Ss	7 min.
3	<p>Practice with comparative and identifying errors</p> <ul style="list-style-type: none"> ● Show the text on the screen. (M207) There are 5 errors. Students need to find the errors and rewrite the sentence correctly. ● Activity: “classmate comparison” <ul style="list-style-type: none"> ○ Give each student a piece of A4 paper. Students write their name on the top and pass the paper to their right. Now each student writes a sentence at the bottom of the paper comparing themselves to the person whose name appears at the top of the paper. (<i>i.e. I am younger than Ahmad.</i>). When 	Ss	8 min.
		Ss	15 min.

	<p>they are finished they fold the bottom of the paper up just enough to hide their sentence and pass the paper to their right again. This continues until the paper is all folded up. After that the paper is given back to the student whose name appears at the top. That student unfolds the paper and checks all the sentences to see if they can find any errors.</p> <ul style="list-style-type: none"> • Grammar exercise (M208) <ul style="list-style-type: none"> ○ For each of the 10 sentences in this exercise students write (C) for correct or (I) for incorrect. Five of the sentences have mistakes. For each incorrect sentence students write a new, correct sentence. ○ Check for accuracy. Students take turns to stand and read the corrected sentences. Teacher provides feedback as needed. 	Ss	10 min.
4	<p>Introduce superlative form</p> <ul style="list-style-type: none"> • Draw three people on the board each with different heights. Review comparative (taller) and elicit the superlative form (tallest). Explain how superlative is formed using <i>the + -est</i> or '<i>the most</i>' • Show M209 (a picture of a list of elicited vocabulary from Stage 1). Now elicit the superlative form. Students write the superlative forms in their notebook. <ul style="list-style-type: none"> ○ Students work in pairs. Student A looks at his/her "Comparatives & Superlatives" worksheet and Student B turns over his/hers. Student A gives a short sentence with the adjective and Student B says the comparative and superlative forms, for example: <i>Student A: An old book.</i> <i>Student B: An older book. The oldest book.</i> <i>Student A: A beautiful bird. Student B: A more beautiful bird. The most beautiful bird.</i> <p>Pairs can change roles for more practice.</p> <p>Finally, all students turn over their worksheets and stand up. For each student, teacher says a sentence with an adjective. Students take turns to change the sentence into comparative and superlative forms. Students can sit down if they give a correct answer.</p> <ul style="list-style-type: none"> • Grammar exercise worksheet (M210). Students are given 10 sentences with gaps. They must choose whether to use the comparative or superlative form of the adjective for each sentence. 	T > Ss Ss > T Pair work	5 min. 5 min. 10 min.
		Ss > T	5 min.
		Ss	8 min.

5	<p>Practice comparative and superlative</p> <ul style="list-style-type: none"> • Use the same grid from stage 2 (M205) with adjectives that can be used to describe people. Play another round or two of tic tac toe. This time students form superlative sentences. Sentences don't need to be true but they need to be clear (i.e. rather than "Ahmad is the tallest student." they should say "Ahmad is the tallest student in our class.") and grammatically correct. • Show 5 sentences on the screen (M211). Do not show the sample answers! Students work in pairs to make a new sentence (comparative or superlative) that means the same as each sentence on the screen. • Pass out worksheets (M212). There are two versions. Give version 1 to every other student so that students don't copy from the person beside them. Each student does the exercise individually. When they finish, teacher will check their answers. If the answers are correct, the student will be told to help another student who is working on the opposite version from what they already finished. This will create pair work for students who are struggling to complete the exercise. The purpose of having two versions is so that students who help their classmates cannot use the answers they remembered from when they did it the first time. <p>If there is extra time, students can cover the sentences at the top of the exercise and make their own sentences based on the information in the chart.</p>	Ss > T	10 min.
6	<p>Practice</p> <ul style="list-style-type: none"> • Comparative and superlative survey <ul style="list-style-type: none"> ○ Give each student a copy of the worksheet (M213). ○ Tell each student to write their answers in the column marked 'you' ○ Divide the students into groups of 4-6 students per group ○ Students write each other's names in the remaining columns and then interview each other to get all the information needed to fill the table. ○ Students use the results to write three comparative and three superlative sentences about the students in their group. ○ One student from each group stands up and reads any five sentences from the findings of the survey in their group. Other students listen and stand if they think they hear a grammatical mistake. Teacher gives feedback as needed. • Show 5 sentences on the screen (M214). Each sentence contains an error. Students identify the error and rewrite the sentence correctly. 	Ss > Ss	23 min.
		Ss	10 min.

MATERIALS: WEEK 2**M201**

Instructions: What are some words that we could use to describe the people in this picture?

**M202**

Instructions: Each student gets a word. Take your word to the corner of the room that matches its comparative form.

famous	difficult	bad	friendly
interesting	easy	old	expensive
exciting	big	relaxing	successful
good	quiet	comfortable	cheap
small	new	far	noisy

M203

Instructions: Make sentences to compare these two cafes.

**M204**

Instructions: Make sentences to compare these people.

**M205**

Instructions: Form comparative sentences using these adjectives to compare people listed on the board.

tall	smart	funny	fat
talkative	sad	rich	handsome
quiet	old	beautiful	skinny
famous	young	happy	pretty
intelligent	poor	tidy	short
clever	cute	loyal	slim
athletic	confident	strong	brave

M206

Instructions: Make sentences to compare things in the list. Use adjectives from the box or other adjectives that you know.

interesting	good	beautiful	
exciting	friendly	clean	nice
intelligent	easy	important	quiet
boring			

1. (soccer / tennis) _____
2. (dogs / cats) _____
3. (Bangkok / Narathiwat) _____
4. (Arabic / English) _____
5. (books / computer games) _____

M207

Instructions: Identify the errors and rewrite the sentences correctly.

Hello, my name is Imron. I'm a student at Attarkiah School. I'm studying 4 languages; Thai, Arabic, English and Malay. My English is ok. It's **gooder** than my Arabic but it's **worse more than** my Thai. Of course, Thai is **more easy** for me than English because I'm Thai. Malay is also easier than English because my mother always speaks Malay to me. I think English grammar is **difficulter** than Thai grammar but it is **easy** than Arabic grammar. Arabic grammar is very difficult for me.

M208

Instructions: Put a C in the blank if the sentence is correct and I if the sentence is incorrect. If the sentence is incorrect, rewrite the sentence correctly below.

1. ____ I cleaned my bedroom yesterday. My room is clean than yours now.
2. ____ My English is best now than it was when I was in primary school.
3. ____ The Mississippi River is shorter than the Nile river.
4. ____ Traffic in Bangkok is worse than traffic in Hatyai.
5. ____ I think history is interesting more than geography.
6. ____ Patty is taller more than her brother.
7. ____ I am 13 years old. Are you younger than me?
8. ____ I am better than Sara in English but she is more better than me in Science.
9. ____ Africa is smaller than Asia.
10. ____ The snake we saw in the park was longer than my arm.

1. _____
2. _____
3. _____
4. _____
5. _____

M209 (a picture of a list of elicited adjectives from Stage 1)

Instructions: Write the superlative form of each word listed.

M210

Instructions: Write the comparative or superlative form of each adjective in the blank.

1. My English is (good) _____ now than it was before I went to Malaysia for the summer.
2. All the food was great, but the soup was the (good) _____.
3. Mrs. Wilson is the (friendly) _____ person in our street.
4. Ruth was (tall) _____ than the other students in the class.
5. The Amazon River is (long) _____ the Nile.
6. That was the (boring) _____ football match ever! I nearly fell asleep.
7. This is the (heavy) _____ bag in the world. What's in it?
8. Out of all the students in my class, I am (short) _____.
9. Antarctica is the (cold) _____ place on the earth.
10. I cried when I saw my Math score. It was the (bad) _____ score I ever got in my life.

M211

Instructions: Work in pairs to make a new sentence that means the same as the sentences given.

1. Sam is younger than Mark. (*sample answer: Mark is older than Sam.*)
-

2. Mary is taller than every other student in her class. (*sample answer: Mary is the tallest student in her class.*)
-

3. I am better at Math than my sister. (*sample answer: My sister is worse in Math than me.*)
-

4. This tower is taller than every other tower in the world. (*sample answer: This is the tallest tower in the world.*)

5. In my class no one is more intelligent than Ramon. (*sample answer: Ramon is the most intelligent student in my class.*)

M212

Instructions: Fill in the charts using the information given.

(Version 1)

1. The tallest boy is also the richest.
2. David runs faster than Lucas.
3. David is the shortest.
4. James is taller than Lucas but shorter than Jackson.
5. Jackson speaks French better than James.
6. David is richer than Lucas.
7. Lucas speaks French the best.
8. James has less money than Lucas.
9. The richest boy is slower than David and Lucas, but faster than James.
10. The boy who has \$200 speaks French better than the tallest boy.

	James	David	Lucas	Jackson
Height: 1.5m, 1.6m, 1.7m, 1.8m				1.8m
Money in the bank: \$50, \$100, \$200, \$500				
Grade in French test: A, B, C, F				
Position in 100m race: 1 st , 2 nd , 3 rd , 4 th			2nd	

(Version 2)

1. The tallest boy is also the richest.
2. Jackson runs faster than David.
3. Jackson is the shortest.
4. Lucas is taller than David but shorter than James.
5. James speaks French better than Lucas.
6. Jackson is richer than David.
7. David speaks French the best.
8. Lucas has less money than David.
9. The richest boy is slower than Jackson and David, but faster than Lucas.
10. The boy who has \$200 speaks French better than the tallest boy.

	Lucas	James	Jackson	David
Height: 1.5m, 1.6m, 1.7m, 1.8m		1.8m		
Money in the bank: \$50, \$100, \$200, \$500				
Grade in French test: A, B, C, F				
Position in 100m race: 1 st , 2 nd , 3 rd , 4 th				2nd

M213

Instructions: Fill in your information in the second column of the survey. In groups of 4 interview each other to fill in the chart. Write three comparative and three superlative sentences about the findings of your survey.

How old are you?	You	_____	_____	_____	_____	_____
How tall are you?	Age					
What mobile phone do you have?	Height					
How many languages do you speak?	Mobile phone					
What time do you usually wake up?	Number of languages					
How far is your home from class?	Time you wake up					
	Distance to class					

M214

Instructions: Identify the error in each sentence and rewrite it correctly.

1. I am tallest than my brother and sister.
2. I feel bad today more than I did yesterday.
3. That spider is biggest spider I ever saw in my life.
4. Everyone in my class is good in English but Sara is best than everyone else.
5. My Math score last semester was really worse. It was the worst Math score that I ever got in my life.

Week 3

Lesson Overview

<p>Length of lesson (including review)</p>	<p>Each stage is 35 minutes total (2 minutes of review + 33 minutes of instruction) 6 stages = 210 minutes total (12 minutes of review + 198 minutes of instruction)</p>		
<p>Target language item</p>	<ul style="list-style-type: none"> - If + first conditional - Unless 		
<p>Main lesson aims (i.e. what you hope the learners will achieve/be able to do better after your lesson)</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Improve their fluency in both components of first conditional sentences; present simple and future simple - Produce first conditional sentences correctly - Identify errors in first conditional sentences - Recognize the correct use of the word ‘unless’ 		
<p>Materials used</p>	<p>Stage 1: Present simple story (M301), present simple grammar exercise (M302), word lists for making sentences (M303) Stage 2: None Stage 3: Slips of paper with sentence parts (M304), slips of paper with individual words (M305), grammar exercise (M306) Stage 4: Cards (M307), sentence prompts (M308), grammar exercise (M309) Stage 5: ‘If sentences’ for demonstration (M310), slips of paper with sentence parts (M311), grammar exercise (M312), grammar exercise (M313) Stage 6: Five sentences with errors (M314), grammar worksheet (M315)</p>		
<p>Review</p>	<p>Stage 1: M207 Stage 2: M112</p>	<p>Stage 3: M210 Stage 4: M115</p>	<p>Stage 5: M214 Stage 6: M116</p>

Lesson Procedure

Stage	Activities	Interaction	Time
1	<p>Review simple present tense</p> <ul style="list-style-type: none"> • Students get into pairs. Each student gets a sheet with the “Hank and Ginger” story (M301). Teacher reads the story. Students listen and underline all the verbs. <ul style="list-style-type: none"> ○ Elicit subject-verb agreement for simple present. “What do you notice about the verbs in this story? When do we need to add an ‘s’?” ○ Make a column of nouns and pronouns on the board. Drill students by pointing at the words one by one and having student give the correct form of the verb that follows. • Write the first three sentences of paragraph 3 on the board. Demonstrate how to change these sentences into negative sentences. <ul style="list-style-type: none"> ○ Students choose two more sentences from the story and change them into their negative form. Teacher monitors and helps with problems. • Students complete the grammar exercise to reinforce present simple (M302). After students are finished, teacher calls random students to read their answers. Check for accuracy. • Put three columns of words on the board (M303). Students use words from the list to make three true sentences. 	<p>T > Ss Ss > T T > Ss Ss Ss Ss</p>	<p>5 min. 7 min. 5 min. 5 min. 5 min. 6 min.</p>
2	<p>Review simple future tense</p> <ul style="list-style-type: none"> • Ask students what they will do this afternoon. Write a few of their responses on the board. Then ask what they won’t do and write a few of their responses on the board. Draw attention to the form of simple future tense. Also review the question form. • Students get into pairs. They ask each other what is one thing they will do when they are fluent in English. Encourage them to keep it simple. Then teacher calls on a few random students to report on what their partner will do when they are fluent in English. 	<p>Ss > T T > Ss Pairwork Ss > T</p>	<p>5 min. 7 min.</p>

	<ul style="list-style-type: none"> Tell students to imagine that they have been living in a foreign country for one year. Now they are ready to go back to Narathiwat. Make a list of 4 things that you will do when you arrive in Narathiwat. <ul style="list-style-type: none"> After students have written their responses, teacher calls on random students to read their answers to the class. Have the students change the sentences they have written into question form and negative form. Teacher monitors and helps with problems. 	Ss Ss > T Ss	6 min. 5 min. 10 min.
3	<p>First conditional</p> <ul style="list-style-type: none"> Explain that some of our future plans are dependent on other circumstances. Elicit two things that students plan to do tomorrow. Suggest something that each of these plans are dependent on. Use this information to write two first conditional sentences on the board. (Example: I will go to school tomorrow if I don't get sick.) Draw attention to the 'if clause' versus the 'main clause'. Students get into pairs. Give each pair a set of paper slips (M304). Students match two halves of the sentence to make conditional sentences. Teacher monitors. When students finish the rearrange the slips to make the sentences wrong. Then they switch with another group and correct those sentences. Cut the sentences into individual words. Give each pair three sets of paper slips (M305). Students put the words in order to make first conditional sentences. Call on random students to read their sentences to check for accuracy. Grammar exercise (M306). Students complete the exercise individually. When they finish teacher calls on random students to read each sentence to check for accuracy. 	T > Ss Pairwork Pairwork Ss	8 min. 7 min. 8 min. 10 min.
4	<p>More practice with first conditional</p> <ul style="list-style-type: none"> Card game (M307) <ul style="list-style-type: none"> Students get into groups of 4. Each group gets a set of cards. Match the 'if clauses' with the 'main clauses'. If students finish early they can make a new 'main clause' for each 'if clause' or vice versa. Students use the sentence prompts to make four first conditional sentences (M308). 	Groups of 4 Ss	10 min. 5 min.

	<ul style="list-style-type: none"> • Students fill in the blanks with their own ideas to complete the sentences (M309). <ul style="list-style-type: none"> ○ Collect the worksheets. Divide the class into two groups. Teacher reads the answers that a student from Group 1 wrote. Group 2 tries to guess whose answers the teacher is reading. Keep score for a competition between the groups. Teacher points out any mistakes that come up. 	Ss T > Ss	18 min.
5	<p>‘Unless’ in first conditional sentences</p> <ul style="list-style-type: none"> • Demonstrate the meaning of ‘unless’ by rewriting two sentences using ‘unless’. (M310) • Cut up the slips of paper and give one set to each pair (M311). Students work in pairs to match the two sentence halves. • Grammar exercise (M312). Choose ‘if’ or ‘unless’ to complete the sentences. When students are finished, teacher calls on random students to read their answers. Check for accuracy. • Rewrite sentences by using the word ‘unless’ but keeping the same meaning. (M313) When students are finished, teacher calls on random students to read their answers. Check for accuracy. 	T > Ss Pairwork Ss Ss	5 min. 8 min. 10 min. 10 min.
6	<p>Production and error recognition</p> <ul style="list-style-type: none"> • Conditional chain game. Second student uses the last part of the previous student’s sentence as the first part of their sentence. • Error recognition exercises <ul style="list-style-type: none"> ○ Show five sentences with errors on the screen (M314). Ask which word in the sentence is incorrect. Teacher elicits a correct sentence and writes it on the board. ○ Grammar worksheet (M315). Half of the sentences contain errors. Students work individually to identify the incorrect sentences and rewrite them correctly. <ul style="list-style-type: none"> ▪ When students are finished randomly call on students to read their answers. Check for accuracy and give feedback as necessary. 	Ss T > Ss Ss	10 min. 5 min. 18 min.

MATERIALS: WEEK 3**M301**

Instructions: Underline all the verbs. What do you notice about the form of simple present tense?

Hank is a cowboy. He lives on a farm. He has a horse named Ginger. Hank loves Ginger. He rides Ginger every day.

Sometimes they walk slowly, and sometimes they run fast. They always have a good time.

Ginger is Hank's horse. She is light brown. Her tail and mane are dark brown. She is three years old. She lives in the stable by the house.

Ginger waits for Hank every morning. She enjoys their time together. Hank usually gives her apples. After long rides, Hank always washes and brushes Ginger. He usually brushes her tail. Then he gives her food and fresh water. Ginger loves Hank.

M302

Instructions: Complete the sentences. Use the simple present form of the verbs.

1. I _____ (not like) this kind of music.
2. We _____ (not eat) a lot of meat at home.
3. My parents _____ (speak) English.
4. I _____ (not know) his phone number.
5. My brother _____ (get up) late on the weekend.
6. My father _____ (not drive) to work.

M303

Instructions: Use words from the three lists to make three true sentences.

I My friends My brother My sister	play plays don't play doesn't play listen to doesn't listen to go goes doesn't go read don't read doesn't read	magazines. the guitar. jazz music. computer games. tennis. to soccer games. a newspaper every day.
--	--	--

M304

Instructions: Match the two halves of the sentences.

If you give me chocolate	I will eat it.
If I have any questions	I will call my friend.
You will see the Eiffel Tower	if you travel to Paris.
I will buy a car	if my father gives me money.
If it doesn't rain	we will go to the park tomorrow.

M305

Instructions: Put the words in the correct order to make sentences.








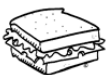
















see Jane	if	tell	I	I'll	her			
rain tomorrow	if	the	it	doesn't	we'll	to	beach	go
my parents	I'm	will	if	late	be	angry		

M306

Instructions: Complete the first conditional sentences with the correct form of the verbs.

1. If Kate _____ (help) me, I _____ (finish) my homework in an hour.
2. You _____ (not meet) your neighbors if you _____ (not go out).
3. I _____ (come) to your party if my mom _____ (say) I can.
4. If Danilo _____ (not want) his ice cream, I _____ (eat) it.
5. Susan _____ (be) angry if she _____ (hear) about this.

M307 Instructions: Match the 'if clause' with the appropriate 'main clause'.

<p>I will play with my friends</p> 	<p>I will make some coffee</p> 	<p>I will open the window</p> 	<p>I will close the window</p> 
<p>I will call a taxi</p> 	<p>I will ask my mom to help me finish it.</p> 	<p>I will drink some water</p> 	<p>I will buy a sandwich</p> 
<p>I will answer it</p> 	<p>I will buy a new one</p> 	<p>I will take an aspirin</p> 	<p>I will buy some food</p> 
<p>If I am bored</p> 	<p>If I am sleepy</p> 	<p>If it is too hot</p> 	<p>If it is too cold</p> 
<p>If I am in a hurry</p> 	<p>If I have too much homework</p> 	<p>If I am thirsty</p> 	<p>If I am hungry</p> 
<p>If the phone is ringing</p> 	<p>If I lose my pen</p> 	<p>If I have a headache</p> 	<p>If our fridge is empty</p> 

M308

Instructions: Use the sentence prompts to write first conditional sentences.

1. If / Hailey / miss / bus, / she / be / miserable
2. If / train / not come soon, / we / walk home
3. You / not get wet / if you / wear / raincoat
4. The dog / attack / you / if you / go / into the yard

M309

Instructions: Complete the sentences with your own ideas.

1. If the teacher gives me a lot of homework,

_____.

2. If my best friend wears red pants to school tomorrow,

_____.

3. If I find 500 baht lying on the road,

_____.

4. If I get grade 1 in English,

_____.

5. I will be happy if

_____.

6. I will run out of the school if

_____.

7. I will buy a new phone if

8. I will smile if

M310

Instructions: Convert these sentences into new sentences using the word 'unless'.

1. If you don't close the windows the mosquitos will come inside.
2. You will get lung cancer if you don't stop smoking soon.

M311

Instructions: Match two sentence halves to make a complete sentence.

Unless we leave now	we will be late
I won't call you	unless I have a question
We will go for a picnic tomorrow	unless it rains
I will not buy that computer	unless you give me a discount
Unless he studies harder	he will fail the test

M312

Instructions: Choose 'if' or 'unless' to complete the sentences.

1. I will work in the garden this afternoon _____ it rains.
2. I will arrive in Bangkok at 12:00 _____ my flight is not delayed.
3. _____ you don't stop eating burgers, you will get fat.
4. _____ you start now, you will not arrive before 9:00AM.
5. I will go to see you tomorrow _____ I have enough time.
6. I will eat this apple _____ you want to eat it.
7. We will not understand _____ our teacher explains it again.
8. _____ the girl doesn't run, she will miss the bus.

M313

Instructions: Rewrite each of the following sentences. Use the word 'unless' but keep the same meaning.

1. If I don't get a higher score in English, my father will not allow me to buy a new phone.
-

2. You won't get to the bus station in time if you don't run.
-

3. If my father don't give me money, I will not go with you to Hatyai on Sunday.
-

4. I will go with you to the restaurant tonight if I don't have too much homework.
-

M314 *Instructions: Find the errors in the following sentences.*

- | | |
|--|---|
| 1. Unless you don't slow down, we will crash. | 4. What Tom will do if his friends don't talk to him? |
| 2. Unless you work hard, you not pass your exams. | 5. If we don't use more renewable energy, there are |
| 3. Unless it rains, we won't go to the beach tomorrow. | problems on our planet. |

M315 *Instructions: Put a C in the blank if the sentence is correct and I if the sentence is incorrect. If the sentence is incorrect, rewrite the sentence correctly below. (there are 5 incorrect sentences)*

1. ____ Unless she help me I will not invite her to the party.
2. ____ If we cut down more rainforests, our planet will be in danger.
3. ____ She will be angry if she hears what you said.
4. ____ I get another shoe for you if this one is not big enough.
5. ____ Unless my family goes on vacation this summer, I will volunteer at the hospital.
6. ____ Unless it keeps raining, our house will be flooded.
7. ____ Unless my grade improves, I will have to study special class.
8. ____ Will you go to Hatyai this weekend if the weather was nice?
9. ____ I cook dinner at home unless you will want to go out.
10. ____ If those factories close down, many workers will lose their jobs.

1. _____
2. _____
3. _____
4. _____
5. _____

Week 4

Lesson Overview

Length of lesson (including review)	Each stage is 35 minutes total (2 minutes of review + 33 minutes of instruction) 6 stages = 210 minutes total (12 minutes of review + 198 minutes of instruction)		
Target language item	- Question tags		
Main lesson aims (i.e. what you hope the learners will achieve/be able to do better after your lesson)	Students will be able to: - raise their awareness of the use of question tags - ask questions using question tags - match statements to appropriate question tags. - identify errors in sentences with question tags.		
Materials used	Stage 1: List of sentences (M401), grammar exercise (M402) Stage 2: List of sentences (M403), grammar exercise (M404) Stage 3: List of sentences (M405), slips of paper with statements and question tags (M406) Stage 4: Conversation with tag questions (M407), Tag questionnaire (408) Stage 5: Question cards and tag cards (M409) Stage 6: Picture (M410), grid with question tags (M411), grammar exercise (M412)		
Review	Stage 1: M115 Stage 2: M210	Stage 3: M312 Stage 4: M116	Stage 5: M214 Stage 6: M314

Lesson Procedure

Stage	Activities	Interaction	Time
1	<p>Question tags with positive and negative statements containing the verb 'to be'</p> <ul style="list-style-type: none"> • Show a list of sentences containing verb 'to be' on the screen (M401). Draw attention to the various forms of the verb 'to be'. • Explain the function of questions tags. "If you aren't 100% sure that a statement is true, how can you ask for affirmation?" <ul style="list-style-type: none"> ○ Add a tag question to each of the statements on the screen ○ Draw attention to the rules of making question tags <ul style="list-style-type: none"> ▪ Positive statements have negative question tags and vice versa ▪ Use a subject pronoun • Elicit some statements from the class about a person they all know. "What is his/her nationality?" "How old is she?" "What is his/her occupation?" "Where was he/she born?" Write the statements on the board. Now elicit the question tags that you would use if you need to check this information. Students practice with a partner. • Grammar exercise (M402). Give one sheet to each pair. Students fill in the blanks with the correct question tag. Check for accuracy. 	<p>T > Ss 5 min.</p> <p>T > Ss 10 min.</p> <p>Ss > T Pair work 8 min.</p> <p>Pair work 10 min.</p>	
2	<p>Question tags with positive and negative statements containing modal verbs and auxiliaries</p> <ul style="list-style-type: none"> • Show a list of statements with questions tags on the screen (M403). Draw attention to modal verbs and auxiliaries being repeated in the question tags. • Grammar exercise (M404). Fill in the blanks with the correct question tags. Check for accuracy. • Students work in pairs. First, each student writes 4 sentences about their partner using information they think is true to answer these four questions. <ul style="list-style-type: none"> - What can he/she do? - What will he/she do tomorrow? - What can't he/she do? - What won't he/she do tomorrow? 	<p>T > Ss 7 min.</p> <p>Ss 9 min.</p> <p>Ss 10 min.</p>	

	<ul style="list-style-type: none"> Students turn to their partners and check to see if the statements they wrote are true. Each student asks their partner four questions. <p>Example: A: You can speak Arabic, can't you? B: Yes, I can.</p>	Pair work	7 min.
3	<p>Question tags with positive and negative statements in sentences without auxiliary verbs</p> <ul style="list-style-type: none"> Demonstrate and explain the absence of auxiliary verbs in these statements. (M405) <ul style="list-style-type: none"> Teach the correct form of question tags in sentences without auxiliary verbs. Change the sentences in M405 to negative. In the negative form we can see the auxiliary verb before the word 'not'. (for example: do, does did) That auxiliary verb is repeated in the question tag. Grammar activity (M406). Cut up the paper slips. Students work in pairs to match the statements with the question tags. <ul style="list-style-type: none"> When they are finished they switch three of the answers to make those statements incorrect. Then have each pair switch to another table and try to identify the two statements with errors left by their classmates. Repeat as long as time allows. 	T > Ss	11 min.
		Pair work	11 min.
		Pair work	11 min.
4	<p>Practice with question tags</p> <ul style="list-style-type: none"> Read the conversation about Canada (M407). Ask a good student to help read the conversation. Students raise their hands every time they hear a question tag. <ul style="list-style-type: none"> Read it again. Students work in pairs to write down all the question tags that they can. Tag questionnaires (M408). <ul style="list-style-type: none"> Each student completes the statements with a tag question. Students turn to a partner and ask them questions. If they say "yes" students write their name in the blank. After two minutes, the student who was answering takes a turn to answer. After two minutes each student needs to find a new partner and repeat. Repeat until all the names are filled out. 	T > Ss	5 min.
		Pair work	7 min.
		Ss	8 min.
		Pair work	13 min.

<p>5</p>	<p>More practice with question tags</p> <ul style="list-style-type: none"> • Make on copy of the Question cards and Tag cards (M409) for each group of three students. In each group, Student A will hold the question cards and Students B and C will each get a set of Tag cards. Student A puts the question cards face down and Students B and C put their questions face up and spread out in front of them. Student A turns a card up and reads the first part of a question card. Students B and C race to find the correct tag card and give it to Student A. The student who is first gets both cards. The student with the most cards at the end wins. ○ Switch roles and play again. If there is still time leftover, reorganize the groups and play again. 	<p>Ss > Ss</p>	<p>18 min.</p>
<p>6</p>	<p>Practice and error recognition</p> <ul style="list-style-type: none"> • Show the picture (M410). (Note: this picture is taken at the same school where these students are studying). <ul style="list-style-type: none"> ○ Students work in pairs to make 3 statements with question tags based on this picture. ○ Call on random students to ask their questions. Check for accuracy. • Put this grid on the board before class (M411). <ul style="list-style-type: none"> ○ Divide the class into two groups for a game of tic-tac-toe (Group 1= <i>x</i> and Group 2 = <i>o</i>) <ul style="list-style-type: none"> ○ A student from group 1 makes a sentence that could proceed one of the question tags. If the sentence is correct the teacher erases the question tag from the grid and replaces it with <i>x</i> or <i>o</i>. Go back and forth between the two groups calling on a different student each time. The group that gets four in a row wins. Repeat to fill allotted time. • Grammar exercise (M412). Half of the sentences contain errors. Students work individually to identify the incorrect question tags and rewrite them correctly. <ul style="list-style-type: none"> ○ When students are finished randomly call on students to read their answers. Check for accuracy and give feedback as necessary. 	<p>Pair work</p>	<p>8 min.</p>
		<p>Ss > T</p>	<p>15 min.</p>
		<p>Ss</p>	<p>10 min.</p>

MATERIALS: WEEK 4**M401**

Instructions: Read the following sentences. Notice the various forms of the verb 'to be'. Then add a question tag to each one.

- | | | |
|----------------------------------|--|-------------------------------------|
| 1. Teacher Mike is your teacher. | 4. She isn't fifteen years old. | 6. Ton wasn't angry. |
| 2. You are from Cambodia. | 5. Teacher Fiq was your teacher last year. | 7. You were sad when your cat died. |
| 3. You aren't Thai. | | 8. Your parents weren't teachers. |

M402

Instructions: Choose the correct question tag from the box to fill in the blanks. You can use each question tag more than once.

is he	was he	are you	is she	wasn't he	isn't she
weren't we	aren't you	isn't he		are they	aren't they

- She isn't Thai, _____?
- The girls in your class are finished with their homework, _____?
- We were here before, _____?
- You are the oldest in your family, _____?
- The tall boy over there isn't your brother, _____?
- He wasn't angry when you told him what happened, _____?
- Your friends are both 13 years old, _____?
- She is very clever, _____?
- You aren't from Brazil, _____?
- They are your teachers, _____?

M403

Instructions: Read the following sentences. Notice the question tags.

1. You can ride a bike, can't you.
2. You can't speak French, can you?
3. Jane will go shopping tonight, won't she?
4. The students won't come late, will they?
5. You should stop smoking, shouldn't you?
6. You shouldn't listen to that music, should you?
7. You have eaten breakfast, haven't you?
8. They haven't been to Malaysia before, have they?

M404

Instructions: Fill in the blanks with a question tag.

1. We have been here before, _____?
2. You should do your homework before you play, _____?
3. They shouldn't do that, _____?
4. We can go with you, _____?
5. You will go to school tomorrow, _____?
6. They have finished the test, _____?
7. You will come to my house for lunch, _____?
8. We won't have time to finish, _____?
9. She has studied for five years, _____?
10. We shouldn't drive without a helmet, _____?

M405

Instructions: Read these statements and add question tags. Change them into negative sentences and write new question tags.

- | | |
|------------------------------|--|
| 1. You like pizza. | 3. They play football every day. |
| 2. Your father has two cars. | 4. You washed the dishes this morning. |

M406

Instructions: Work with a partner to match the statements with the question tags. Then switch three of your answers and move to another set of papers. Identify and correct the errors.

They went to New York	didn't they?
Mary has a motorbike	doesn't she?
They don't live here	do they?
He goes to your school	doesn't he?
We studied French last year	didn't we?
You usually go to bed at 12:00	don't you?
Bob and Tom live in Bangkok	don't they?
You don't have a brother	do you?
You didn't walk to school	did you?
Bob and Tom didn't sleep last night	did they?

M407

Instructions: Listen to the conversation. Raise your hand when you hear a question tag.

Morgan: Hi Janie. You're Canadian, aren't you?

Janie: That's right. I'm from Edmonton.

Morgan: So I thought maybe you could tell me some things about Canada.

Janie: Sure, OK. But it's a big country! I don't know everything about it.

Morgan: Yeah, but it's smaller than the USA., isn't it?

Janie: No, it isn't. Canada is much bigger than the USA but a lot more people live in the USA.

Morgan: Really?

Janie: Yes. Only about 30 million people live in Canada.

Morgan: Oh. And what's the biggest city? It isn't Vancouver, is it?

Janie: No. It isn't. The biggest city is Toronto.

Morgan: Thanks Janie for answering my questions.

M408

Instructions: Fill in the blanks with tag questions. Turn to a partner and ask him/her the questions. If they say 'yes' write their name in the blank in front of the sentence.

1. _____ You will go travelling next year, _____?
2. _____ You went shopping last weekend, _____?
3. _____ You can speak three languages, _____?
4. _____ You stay at the school dorm, _____?
5. _____ You were at school yesterday, _____?
6. _____ You have a Samsung phone, _____?
7. _____ You have a sister, _____?
8. _____ You had orange juice for breakfast this morning, _____?
9. _____ You are feeling happy, _____?
10. _____ You have been to Malaysia, _____?

M409

Instructions: Student A reads a question card. Students B and C race to find the matching question tag.

You were told to do your homework, (weren't you?)	You received my email, (didn't you?)	Your father is a businessman, (isn't he?)
They have a nice house, (don't they?)	You are going out tonight, (aren't you?)	He isn't English, (is he?)
You haven't been to America, (have you?)	He went to Nepal last year, (didn't he?)	You own a sports car, (don't you?)
Your parents have just bought a new house, (haven't they?)	She isn't an actress, (is she?)	My brother wasn't here last night, (was he?)
They weren't here yesterday, (were they?)	Your sister likes to play badminton, (doesn't she?)	You were ok, (weren't you?)

Student B - Tag Cards		
weren't you?	didn't you?	isn't he?
don't they?	aren't you?	is he?
have you?	didn't he?	don't you?
haven't they?	is she?	was he?
were they?	doesn't she?	weren't you?
Student C - Tag Cards		
weren't you?	didn't you?	isn't he?
don't they?	aren't you?	is he?
have you?	didn't he?	don't you?
haven't they?	is she?	was he?
were they?	doesn't she?	weren't you?

M410

Instructions: Make three statements with tag questions based on this picture.

**M411**

Instructions: Make statements to match the question tags in the grid.

do you?	do they?	do we?	does he?	does she?	does it?
don't you?	don't they?	don't we?	doesn't he?	doesn't she?	doesn't it?
did you?	did they?	did we?	did he?	did she?	did it?
didn't you?	didn't they?	didn't we?	didn't he?	didn't she?	didn't it?
will you?	will they?	will we?	will he?	will she?	will it?
won't you?	won't they?	won't we?	won't he?	won't she?	won't it?
aren't you?	aren't they?	aren't we?	isn't he?	isn't she?	isn't it?
are you?	are they?	are we?	is he?	is she?	is it?

M412

Instructions: Put a C in the blank if the question tag is correct and I if it is incorrect. If the question tag is incorrect, rewrite it correctly below. (there are 4 incorrect sentences)

1. ____ She is from a small town in China, isn't he?
2. ____ We're late again, aren't we?
3. ____ You like chocolate very much, don't you?
4. ____ You have cleaned your bike, didn't you?
5. ____ You can hear me, can't you?
6. ____ You didn't go to Malaysia last week, do you?
7. ____ You have sugar in your coffee, haven't you?
8. ____ You aren't married, aren't you?

1. _____
2. _____
3. _____
4. _____

Week 5

Lesson Overview

Length of lesson (including review)	Each stage is 35 minutes total (2 minutes of review + 33 minutes of instruction) 6 stages = 210 minutes total (12 minutes of review + 198 minutes of instruction)		
Target language item	- Active voice and passive voice		
Main lesson aims (i.e. what you hope the learners will achieve/be able to do better after your lesson)	Students will be able to: - differentiate active and passive voice - know the form of passive voice construction - convert passive voice sentences into active voice and vice versa - identify errors in passive voice sentences		
Materials used	Stage 1: Worksheet (M501) Stage 2: Word list (M502) Stage 3: Two active voice sentences (M503), grammar exercise (M504), grammar exercise (M505) Stage 4: Grammar exercise (M506), grammar exercise (M507) Stage 5: List of sentences (M507), list of instructions (M508), five questions (M509) Stage 6: Pictures of 10 objects (M510), grammar exercise (M511)		
Review	Stage 1: M115 Stage 2: M210	Stage 3: M314 Stage 4: M412	Stage 5: M116 Stage 6: M214

Lesson Procedure

Stage	Activities	Interaction	Time
1	<p>Learning to identify subject, verb and object</p> <ul style="list-style-type: none"> • Teacher takes a stick and hits a table. Ask students to make a sentence to describe the action that just happened. Elicit ‘The teacher hit the table.’ <ul style="list-style-type: none"> ○ Identify the subject, verb and object in this sentence. • Worksheet (M501). <ul style="list-style-type: none"> ○ Students read four sentences. They circle the subjects, underline the verbs and put a box around the objects. Check for accuracy. ○ Students choose a word from each column to make 4 sentences. Call on random students to read their answers. ○ Students read four sentences in passive voice. Students try to identify the subject, verb and object in each sentence. <ul style="list-style-type: none"> ▪ Explain that the order of subject, verb and object isn’t the same in every sentence in English ▪ Explain the difference between active (subject followed by verb) and passive (object followed by verb) ○ Students read 4 sentences and determine whether they are active or passive. Check for accuracy. 	<p>Ss > T</p> <p>T > Ss</p> <p>Ss</p> <p>Ss</p> <p>Ss</p> <p>T > Ss</p> <p>Ss</p>	<p>5 min.</p> <p>5 min.</p> <p>8 min.</p> <p>5 min.</p> <p>5 min.</p> <p>5 min.</p>
2	<p>Practice with verb ‘to be’ + past participle</p> <ul style="list-style-type: none"> • Explain and illustrate that in order to make a passive sentence we must use verb ‘to be’ + past participle • (M502) Show the word list on the screen (only the first and second columns). Go around the class, students take turns saying the noun followed by the correct present form of verb ‘to be’. Go around the class again, this time use the past tense. • Show the verbs in the third column (M502). Elicit the past participle form of each verb. Students call out the word, teacher writes it on the board. Students write the words in their notebook for future reference. 	<p>T > Ss</p> <p>Ss > T</p> <p>Ss > T</p>	<p>5 min.</p> <p>5 min.</p> <p>7 min.</p>

	<ul style="list-style-type: none"> ○ Drill for memorization. Erase the board, students close their notebooks. Point at the verbs and have students take turns calling out the past participle. If someone makes a mistake, start back at the top. See if they can get all the way to the bottom of the list without a mistake. • Students write phrases based on the words they see in each row (M502). (<i>Example: cars are produced</i>) Teacher monitors and checks for accuracy. 	Ss	7 min.
		Ss	9 min.
3	<p>Converting active sentences into passive sentences</p> <ul style="list-style-type: none"> • (M503) Teacher demonstrates how these active sentences can be converted into passive sentences. Explain that the passive voice is often used when the actor is unknown or not important. • Students unscramble the words to make passive sentences with the same meaning as the active voice sentence given (M504). <ul style="list-style-type: none"> ○ Call on random students to read their answers. Check for accuracy and give feedback. • Students convert these sentences into passive voice (M505). Teacher monitors and assists as needed. <ul style="list-style-type: none"> ○ When students are finished randomly call on students to read their answers. Check for accuracy and give feedback as necessary. 	Ss > T	8 min.
		Ss	10 min.
		Ss	15 min.
4	<p>Identifying sentences as active or passive and converting passive voice to active voice.</p> <ul style="list-style-type: none"> • Grammar exercise (M506). Students determine whether each sentence is active or passive. Check for accuracy. • Students choose four of the passive voice sentences and change them to active voice. They can make up any information that is missing but needed. • Grammar exercise (M507). Students complete the sentences with the correct form of the verb. <ul style="list-style-type: none"> ○ Call on a few students to read their answers. Check for accuracy ○ Call on random students to state whether each sentence is passive or active voice. 	Ss	9 min.
		Ss	12 min.
		Ss	12 min.
5	<p>Practice</p> <ul style="list-style-type: none"> • Read the sentences from M507 again. Students need to call out who was the ‘doer’ in each sentence. <ul style="list-style-type: none"> ○ Read the sentences again. This time students call out whether the sentence is active or passive. Take note of individuals or groups of students that are quiet and call on them to answer as well. 	T > Ss T > Ss	5 min. 5 min.

	<ul style="list-style-type: none"> • (M508). Students read the instructions. “What are these instructions for?” Explain any vocabulary that students don’t understand. Students work in pairs to convert the list of instructions into passive voice sentences. Teacher monitors and provides feedback. 	Ss	12 min.
	<ul style="list-style-type: none"> • (M509) Students write answers to five questions in passive voice. Monitor and check for accuracy. 	Ss	11 min.
6	<p>Recognizing errors in passive and active sentences</p> <ul style="list-style-type: none"> • Game: guess what I’m talking about (M510). Teacher describes the objects 1-6 using passive sentences (tell what it’s made of, where it’s found, what it’s used for, who it’s used by, where it’s bought etc.) Students guess which object the teacher is talking about. <ul style="list-style-type: none"> ○ Students work in pairs to make passive voice sentences about objects 7-10. They should make at least three sentences for each object. If necessary, teacher can provide questions as scaffolding. • Grammar exercise (M511). Half of the sentences contain errors. Students work individually to identify the incorrect sentences and rewrite them correctly. <ul style="list-style-type: none"> ○ When students are finished randomly call on students to read their answers. Check for accuracy and give feedback as necessary. 	T > Ss	7 min.
		Pair work	14 min.
		Ss	12 min.

MATERIALS: WEEK 5

M501 (this worksheet includes four activities)

Instructions: Circle the subject, underline the verb and put a box around the object.

1. The students wear white shoes to school.
2. My father wrote a book last year.
3. Mother washed all the dishes tonight.
4. I broke an expensive jar at my friend's house.

Instructions: Choose one word from each box to make a sentence. Each sentence should include a subject, verb and object.

Subject
car
student
teacher
mother

Verb
eat
hit
open
see

Object
tree
picture
rice
book

1. _____
2. _____
3. _____
4. _____

Instructions: Circle the subject, underline the verb and put a box around the object.

1. The chickens were eaten by the dog last night.
2. The window was broken by a little girl.
3. The money was stolen by someone.
4. This clock was made by my grandfather.

Instructions: Put 'A' in the blank if the sentence is active and 'P' if the sentence is passive.

1. ____ The mother carried the baby.
2. ____ These shoes were made in China.
3. ____ People speak Spanish in Mexico.
4. ____ The bus station was closed by the police.

M502

Instructions: Make phrases based on the words you see in the lists.

present	cars	produce
	water	waste
	students	allow
	animals	find
	elephants	train
	book	write
	clock	make
	money	steal
past	window	break
	chickens	eat
	dishes	wash
	Thai	speak
	sugar	add
	documents	check
	pictures	paint
	gate	open

M503

Instructions: Notice how these active voice sentences can be changed to passive voice.

1. The mother carried the baby.
2. Someone stole one million baht from the bank.
3. People throw rubbish into the river every day.

M504

Instructions: Put the words into the correct order to make a sentence with the same meaning as the active voice sentence.

1. They build a lot of new houses every year.

a lot of / built / are / new houses / every year

2. People make mistakes in grammar exercises.

made / exercises / are / mistakes / in / grammar

3. They sell a new computer every day.

new / day / is / computer / a / sold / every

4. People cut down a lot of trees every year.

a lot of / are / year / every / trees / cut down

M505

Instructions: Convert these active voice sentences into passive voice.

1. The dogs ate all our chickens last night. _____
2. The police saw the thief in the city. _____
3. The maid broke a very expensive jar. _____
4. Ronaldo scored two goals yesterday. _____
5. They train elephants to carry logs through the jungle. _____

M506

Instructions: Write 'P' in the blank if the sentence is passive and 'A' if the sentence is active. Then change four of the passive voice sentences into active voice sentences.

- | | |
|---|---|
| 1. ____ Father repaired the old chair. | 6. ____ The flag was carried into the stadium. |
| 2. ____ This breakfast was cooked by my mom. | 7. ____ They sell chocolate in almost every country in the world. |
| 3. ____ The ball was kicked by the boy. | 8. ____ Lunch was served by the flight attendants. |
| 4. ____ Sam explored the famous river by himself. | |
| 5. ____ The winning essay was written by my friend. | |

1. _____
2. _____
3. _____
4. _____

M507

Instructions: Complete the sentences with the correct form of the word.

1. My watch is cheap; it _____ (make) of plastic.
2. This café _____ (visit) by many people every day.
3. He _____ (sell) that newspaper every Monday.
4. Pat _____ (invite) David to her house every year.
5. Millions of emails _____ (write) every day.
6. The elephant _____ (kill) by the hunter.
7. They _____ (open) the doors at 9:00.
8. The lights _____ (turn off) at midnight.
9. The towels at the hotel _____ (change) every day.
10. The man _____ (take) your photo at the entrance.

M508

Instructions: Read the process carefully and fill in the blanks by changing the voice.

1. Take a pan.
2. Pour some water into it.
3. Place the pan on top of the fire.
4. The water boils.
5. Add tea and sugar.
6. The mixture boils again.
7. Pour some milk into the mix.
8. Serve the tea hot.

First of all, a pan _____ and some water _____ into it. The pan _____ on top of the fire. The water boils. Then tea and sugar _____. The mixture boils again. Then some milk _____ into the mix. Finally, the tea _____ hot.

M509




Instructions: Write your answer for these passive voice questions.

1. Who is this English class taught by? _____
2. What is your table made from? _____
3. What is a spoon used for? _____
4. Where is a refrigerator usually found? _____
5. Who is this school managed by? _____

M510

Instructions: Objects 1-6. Listen to the teacher and guess which object he/she is talking about.

Objects 7-10. Write three passive voice sentences about these objects.

1 	2 	3 	4 	5 
6 	7 	8 	9 	10 

M511

Instructions: Put a C in the blank if the sentence is correct and I if it is incorrect. If the sentence is incorrect, rewrite it correctly below. (there are 4 incorrect sentences)

1. ____ Motorcycles are not often bought by women.
2. ____ Tulips are grown in Holland.
3. ____ The computer is used by him and his family.
4. ____ This game is played by lots of people.
5. ____ The phone brought to my house.
6. ____ The house is painting once a year.
7. ____ The laundry is do every Friday.
8. ____ This table is made of wood.

1. _____
2. _____
3. _____
4. _____

Week 6

Lesson Overview

<p>Length of lesson (including review)</p>	<p>Each stage is 35 minutes total (2 minutes of review + 33 minutes of instruction) 6 stages = 210 minutes total (12 minutes of review + 198 minutes of instruction)</p>		
<p>Target language item</p>	<p>- Present perfect simple tense</p>		
<p>Main lesson aims (i.e. what you hope the learners will achieve/be able to do better after your lesson)</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - recognize the form of present perfect simple tense - understand the function of present perfect simple - produce correct sentences in present perfect simple tense - recognize errors in sentences with present perfect simple tense. 		
<p>Materials used</p>	<p>Stage 1: Present simple tense story (M601), regular and irregular verb chart (M602) Stage 2: Grammar exercise (M603), pictures (M604) Stage 3: Sentence prompts (M605) Stage 4: Grammar sheet (M606), pictures and sentence prompts (M607), list of statements about the teacher (M608) Stage 5: Conversation between Dan and Maggie (M609), pictures with statements (M610) Stage 6: Sentence prompts (M611), grammar exercise (M612)</p>		
<p>Review</p>	<p>Stage 1: M112 Stage 2: M214</p>	<p>Stage 3: M312 Stage 4: M408</p>	<p>Stage 5: M505 Stage 6: M116</p>

Lesson Procedure

Stage	Activities	Interaction	Time
1	<p>Learning the form of present perfect simple tense</p> <ul style="list-style-type: none"> • “What do you see in the picture?” Teacher reads the text (M601). Students fill in the gaps. <ul style="list-style-type: none"> ○ Draw attention to the form of present perfect simple tense (have/has + past participle) ○ Review subject/verb agreement for using ‘have’ or ‘has’. Drill to reinforce. Teacher calls out a noun of pronoun. Students respond with either “have” or “has” • Look at examples in the text of regular past participle verbs (add –ed) and irregular verbs. • (M602) Work in pairs to put each verb in the correct column. Write the past participle forms. <ul style="list-style-type: none"> ○ Teacher monitors and checks. • Game to drill past participle. Students line up in three rows. Teacher says a verb. The three students in the front of each row compete to say the past participle first. The first student who gives the correct answer gets a point for their team. After each word, the three students in the front of each row move to the back. 	<p>T > Ss Ss > T T > Ss Ss Ss</p>	<p>7 min. 5 min. 7 min. 7 min. 7 min.</p>
2	<p>Function #1: talking about recent events that influence the present or continue until now.</p> <ul style="list-style-type: none"> • Explain the difference between past simple and present perfect using these two examples. <ul style="list-style-type: none"> ○ ‘I lost my passport.’ (past simple) and ‘I have lost my passport’ (present perfect). ○ ‘I had a cat for two years.’ (past simple) and ‘I have had a cat for two years.’ (present perfect) ○ The latter means that your passport is still lost. • Grammar exercise (M603) Fill in the blanks. Teacher monitors and checks for accuracy. <ul style="list-style-type: none"> ○ Call on random students to read their answers. • Look at the pictures and make a sentence in present perfect simple form (M604). • Teach the meaning of ‘for’ and ‘since’ <ul style="list-style-type: none"> ○ Teacher writes a few sentences on the board that are true for him. (i.e. ‘I have taught here since 2013’ versus ‘I have taught here for four years.’) ○ Ask students how long they have studied at this school. Encourage them to make a sentence in present perfect to answer this question. 	<p>T > Ss Ss Ss T > Ss</p>	<p>10 min. 8 min. 7 min. 8 min.</p>

3	<p>Function #2 talking about life events</p> <ul style="list-style-type: none"> • Write these two sentences on the board: ‘Have you ever been to Singapore?’ and ‘Have you ever eaten a rabbit burger?’ <ul style="list-style-type: none"> ○ Elicit short and long answers ○ Explain that present perfect can be used to talk about something you experienced in your lifetime • (M605) Students use the prompts to make questions. <ul style="list-style-type: none"> ○ Students turn to their partner and ask each other these questions. They write their partner’s short answers. ○ Students use the information that got from their partner to make 2 sentences. They also make two sentences about themselves in relation to these life events. ○ Call on random students to read their sentences. Provide feedback as necessary to correct any errors. 	<p>T > Ss</p> <p>Ss Pair work</p> <p>Ss</p> <p>Ss</p>	<p>5 min</p> <p>8 min. 7 min.</p> <p>8 min.</p> <p>5 min.</p>
4	<p>‘Just’, ‘already’ and ‘yet’ with present perfect tense</p> <ul style="list-style-type: none"> • (M606) Use this sheet to introduce ‘just’, ‘already’ and ‘yet’. <ul style="list-style-type: none"> ○ Students practice the dialogues with a partner. • (M607) Students use the pictures and prompts to make 6 sentences. Each sentence should include the word ‘just’ and ‘yet’ • (M608) Show this list of statements about the teacher on the screen. Students use the information they see to make 3 sentences about the teacher’s life up until now. Provide scaffolding as needed. • Students make two sentences about their life up until now using present perfect tense. Teacher monitors and checks for accuracy. 	<p>T > Ss Pair work</p> <p>Ss</p> <p>Ss</p> <p>Ss</p>	<p>10 min.</p> <p>12 min.</p> <p>6 min.</p> <p>5 min.</p>
5	<p>Practice</p> <ul style="list-style-type: none"> • Students listen to a conversation between Dan and Maggie (M609). Students put a check in the box for the things Dan has already done and an X in the box for the things he hasn’t done yet. 	<p>T > Ss</p>	<p>8 min.</p>

	<ul style="list-style-type: none"> • Students make 5 sentences about Dan’s vacation so far. <ul style="list-style-type: none"> ○ When students are finished, teacher calls on random students to read their answers. Check for accuracy. • Practice with ‘How long...?’ <ul style="list-style-type: none"> ○ (M610) Based on these statements, students work in pairs to make a question starting with ‘how long’ ○ Students write another sentence to answer each of the four questions that they made. 	Ss	12 min.
		Pair work	13 min.
6	<p>More practice and recognizing errors in present perfect sentences</p> <ul style="list-style-type: none"> • (M611) Students look at the words in the boxes and make sentences about Mary’s life using present perfect simple tense. Teacher monitors and checks for accuracy. • Write 3 irregular verbs on the board. Students work in pairs to make 3 present perfect simple sentences using these three words. <ul style="list-style-type: none"> ○ Call on a few students to read their answers. Give feedback as necessary. • Grammar exercise (M612). Half of the sentences contain errors. Students work individually to identify the incorrect sentences and rewrite them correctly. <ul style="list-style-type: none"> ○ When students are finished randomly call on students to read their answers. Check for accuracy and give feedback as necessary. 	Ss	10 min.
		Pair work	7 min.
		Ss	16 min.

MATERIALS: WEEK 6

M601

Instructions: Listen to the text and fill in the blanks. (underlined words will be omitted)



Linda has just walked outside with Grandmother. She wears an apron. Linda has finished cleaning and washing. She has also gathered seeds and crumbs. Now Linda and Grandmother are outside. Linda has just dropped some seeds on the ground to feed the birds. The birds haven't come yet. Grandmother has moved in with Linda's family since last month. Now she enjoys living with them. Grandmother has already sat down on the bench. She also wears an apron. She has just finished cooking.

M602

Instructions: Write the past participle form of each verb in the correct columns.

walk	arrive	post
see	have	study
buy	ride	work
eat	travel	start

Regular	

Irregular	

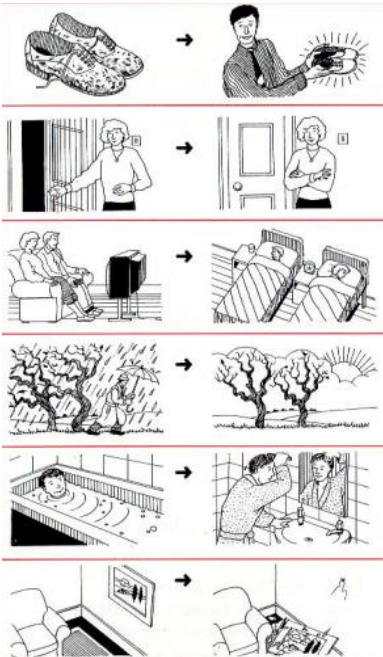
M603

Instructions: Fill in the blanks with the correct form of the verbs.

1. Linda _____ (go) to bed. (= she is in bed now)
2. We _____ (buy) a new car. (= we have a new car now)
3. I _____ (not buy) a present for my brother. (= now I still don't have a present)
4. Somebody _____ (break) that window. (= the window is not fixed yet)
5. He _____ (mopped) the floor. (= the floor is clean now)

M604

Instructions: Look at the pictures and make a sentence using the verbs.



1. (clean) _____
2. (close) _____
3. (go to bed) _____
4. (stop raining) _____
5. (have a bath) _____
6. (fall down) _____

M605

Instructions: Use the prompts to make questions.

Then turn to a partner and ask the questions.

Write down their short answer then make sentences about your partner below using present perfect tense.

1. eat / rabbit burger _____

Answer: _____

2. ride / elephant _____

Answer: _____

3. study / Chinese _____

Answer: _____

4. travel / to Malaysia _____

Answer: _____

1. _____

2. _____

3. _____


4. _____

M606

Instructions: Notice these examples of 'just', 'already' and 'yet' in present perfect simple tense.

Practice the dialogues with your partner.

I've just ...




They **have just arrived**.

just = a short time ago

- A: Are Diane and Paul here?
- B: Yes, they've **just arrived**.
- A: Are you hungry?
- B: No, I've **just had** dinner.
- A: Is Tom here?
- B: No, I'm afraid he's **just gone**. (= he **has just gone**)

I've already ...



John, this is Mary.

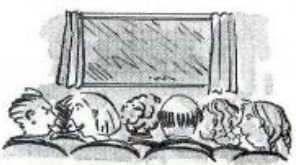
Yes, I know. We've **already met**.

already = before you expected / before I expected

- A: What time are Diane and Paul coming?
- B: They've **already arrived**. (= before you expected)
- It's only nine o'clock and Ann **has already gone** to bed. (= before I expected)
- A: John, this is Mary.
- B: Yes, I know. We've **already met**.

I haven't ... yet / Have you ... yet?

yet = until now
You can use **yet** in negative sentences and questions. **Yet** is usually at the end.



The film **hasn't started yet**.

yet in negative sentences:

- A: Are Diane and Paul here?
- B: No, they **haven't arrived yet**. (but B expects Diane and Paul to arrive soon)
- A: Does John know that you're going away?
- B: No, I **haven't told him yet**. (but B is going to tell him soon)
- Margaret has bought a new dress but she **hasn't worn it yet**.

yet in questions:

- A: **Have** Diane and Paul **arrived yet**?
- B: No, not yet. We're still waiting for them.
- A: **Has** Linda **started** her new job **yet**?
- B: No, she starts next week.
- A: This is my new dress.
- B: Oh, it's nice. **Have you worn it yet**?

M607

Instructions: Use the words to make a sentence about each picture. Use the present perfect with 'just' and 'yet'.

1. get a letter / open _____

2. go to bed / switch off the light _____

3. buy a new bike / ride _____

4. eat dinner / do the dishes _____

5. make a fruit smoothie / drink _____

6. score goal / win _____



M608

Instructions: Make three sentences using present perfect tense from this list of statements about your teacher's life. Then make three similar statements about your own life.

- 2010 - Mike and Lia got married.
- 2013 - Mike and his family moved to Narathiwat.
- 2014 - Mike started teaching at Attarkiah Islamiah Institute.
- June 2017 – Mike met a new friend named Ahmad.

1. _____
2. _____
3. _____

1. _____
2. _____
3. _____

M609

Instructions: Dan is on vacation in New York City. Listen to his conversation with Maggie. Check the things he has already done and put an X next to the things he hasn't done yet.

Tapescript

Maggie: Hello?

Dan: Maggie? Hi, it's me, Dan.

M: Dan? But you're in New York, aren't you?

D: That's right. I'm on holiday here!

M: Lucky you! Are you having a good time?

D: Brilliant, thanks! I've seen lots of things. It's great!

M: So, tell me. Have you been up the Empire State Building yet?

D: Yes, I have. It was wonderful. And the lift is great. It goes up really fast!

M: Have you had a ride in a yellow cab yet?

D: No, not yet. But I've already traveled on the subway a few times.

M: And what about baseball? Have you see a baseball game yet?

D: No, not yet. I think we're going tomorrow. And Maggie, something else, you won't believe it!

M: What?

D: I haven't eaten an American hamburger yet!

M: What? Dan, I don't believe it! But you love hamburgers, don't you?

D: Yeah, well, I'm here for another four days so I've got time.

M: Do you like the people there? Have you met many New Yorkers?

D: Oh, yes. I've met lots of wonderful people. They're great.

M: And Dan, I want to see the photos when you come back. Have you taken lots of photos?

D: Sorry, Maggie. I haven't taken many photos yet, but I will. I promise! Oh, and one more thing.

M: What?

D: I've bought you a present.

M: Dan! How nice. Thanks Dan...

1. ____ go up the Empire State building
2. ____ take a ride in a cab
3. ____ ride on the subway
4. ____ see a baseball game

5. ____ eat a hamburger
6. ____ meet any nice American people
7. ____ take a lot of photos of the city
8. ____ buy a present for Maggie

M610

Instructions: Make a question for each picture starting with 'How long.....?' Then write an answer for each question.



1. Question: _____
Answer: _____
2. Question: _____
Answer: _____
3. Question: _____
Answer: _____
4. Question: _____
Answer: _____

M611

Instructions: Mary is 65 years old. She had an interesting life. What has she done?



travel	have
do	be
write	meet

all over the world	a lot of interesting things
many different jobs	a lot of interesting people
ten books	to thirty different countries

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

M612

Instructions: Put a C in the blank if the sentence is correct and I if it is incorrect. If the sentence is incorrect, rewrite it correctly below. (there are 4 incorrect sentences)

- | | |
|--|---|
| 1. ____ Have you ever see Mount Fuji? | 5. ____ I have already put my books into the bag. |
| 2. ____ How long has you had a headache? | 6. ____ My son has start school already |
| 3. ____ We have taken all our exams already. | 7. ____ I have had three bowels of rice soup already. |
| 4. ____ It hasn't rained for two months. | 8. ____ I not finished my homework yet. |

- | |
|----------|
| 1. _____ |
| 2. _____ |
| 3. _____ |
| 4. _____ |

Week 7

Lesson Overview

Length of lesson (including review)	Each stage is 35 minutes total (2 minutes of review + 33 minutes of instruction) 6 stages = 210 minutes total (12 minutes of review + 198 minutes of instruction)		
Target language item	- Direct speech versus indirect speech		
Main lesson aims (i.e. what you hope the learners will achieve/be able to do better after your lesson)	Students will be able to: - recognize the differences between direct and indirect speech - form statements correctly in indirect speech - report on what others said - identify errors in indirect speech		
Scope	This lesson on direct versus indirect speech focuses only on converting simple present, simple past, present perfect, past perfect and simple future tense statements into indirect speech. It does not teach other tenses or questions.		
Materials used	Stage 1: Grammar exercise (M701), 4 sentences on slips of paper (M702) Stage 2: List of verbs (M703), past simple conversations (M704) Stage 3: Tape script (M609), grammar exercise (M705) Stage 4: Grid (M706), grammar exercise (M707) Stage 5: Dialogue and paragraph with gap-fill (M708), sheet for interview activity (M709) Stage 6: List of sentences for teacher and students (M710), grammar exercise (M711)		
Review	Stage 1: M115 Stage 2: M210	Stage 3: M314 Stage 4: M412	Stage 5: M511 Stage 6: M612

Lesson Procedure

Stage	Activities	Interaction	Time
1	<p>Simple present becomes simple past</p> <ul style="list-style-type: none"> • Ask students what they usually do on the weekend. Make a list of about 5 things the students say. Put the name of the student that said it in parenthesis. <ul style="list-style-type: none"> ○ “If I want to tell someone else what my students just said, how will I say it?” Convert the three sentences on the board into indirect speech ○ Draw attention to the pronouns and the verb form that changes. • (M701) Grammar exercise. Students fill in the blanks with the correct verbs and pronouns. Check for accuracy. • Students get into groups of four. (M702) Each person in the group gets one sentence (two of them are direct speech and two of them are indirect speech). Each student also gets a piece of A4 paper. They write their sentence on the bottom of the paper. Then they pass their paper to the person on their right. If the sentence is in direct speech that student will convert the sentence into indirect speech and vice versa. After the second student writes a sentence they will fold up the bottom of the paper to cover the first sentence. Then they pass the paper to their right and the activity continues. After each student in the group has written a sentence on each paper they unfold the paper and see if the sentences are correct. If the first and third sentences are not the same the student stands up and the teacher will assist with identifying the problem. <ul style="list-style-type: none"> ○ Repeat as time allows 	<p>T > Ss</p> <p>Ss</p> <p>Ss</p>	<p>8 min.</p> <p>10 min.</p> <p>15 min.</p>
2	<p>Simple past becomes past perfect</p> <ul style="list-style-type: none"> • Elicit five sentences about what students did yesterday and write them on the board. Make sure they are in past simple tense and also write the name of the student that said it. <ul style="list-style-type: none"> ○ Convert the sentences to indirect speech. Draw attention to the past perfect in indirect speech. ○ Review the structure of past perfect tense (had + past participle) • Be sure the students know the past participle form of these past tense verbs (M703) Show these words on the screen, point to the one by one and have students call out the past participle form in unison. Drill until students are confident. 	<p>T > Ss</p> <p>T > Ss</p>	<p>7 min</p> <p>4 min.</p>

	<ul style="list-style-type: none"> • Divide students into two groups (group A and B). Each student gets a sheet with two conversations (M704). <ul style="list-style-type: none"> ○ ‘A’ students look at conversation #1 and write 4-5 sentences in indirect speech about what someone said in that conversation. ○ ‘B’ students do conversation #2. ○ Have some students from group A stand and read their sentences. Students in group B listen and underline the place in conversation #1 where someone said that. ○ Group B students read their sentences while group A students underline parts of conversation #2 	Ss Ss > Ss	12 min.
3	<p>Present perfect and past perfect both become past perfect</p> <ul style="list-style-type: none"> • Ask questions (i.e. Have you eaten breakfast? Have you been to Malaysia? etc.) and write students’ answers on the board in sentence form. <ul style="list-style-type: none"> ○ Convert these sentences into indirect speech ○ Briefly talk about past perfect tense. (students don’t need to know the function of past perfect, they just need to know that past perfect tense in direct speech does not change form in indirect speech) • Show the tape script from M609 with present perfect sentences highlighted. Students work in pairs to make sentences (indirect speech) to talk about what Dan said. <ul style="list-style-type: none"> ○ Call on random students to read their answers. Check for accuracy. • Grammar exercise (M705) Students convert the direct speech into indirect speech. 	T > Ss Pair work Ss	8 min. 10 min. 5 min.
4	<p>Simple future (‘will’ becomes ‘would’).</p> <ul style="list-style-type: none"> • Ask students what they will do tomorrow / next week / next year. Write their responses on the board in complete sentences. <ul style="list-style-type: none"> ○ Convert the sentences into indirect speech ○ Draw special attention to ‘will’ changes to ‘would’ • Tell the students that they just won a grand prize and they can travel to any country they want to for free. Students turn to a partner and ask this question, “Where will you go?” Then write down their partner’s response. Go around the room. Each student reports on what their partner said. (i.e. Nur said she would go to Italy). Students fill in the grid (M706) as they listen to their classmates. • Grammar exercise (M707) Students convert the direct speech into indirect speech. 	T > S Ss > Ss Ss	7 min. 18 min. 8 min.

5	<p>Practice</p> <ul style="list-style-type: none"> • Ask a good female student to come to the front. Teacher and student read the dialogue. Students takes the role of ‘woman’ Students follow on their worksheet (M708). <ul style="list-style-type: none"> ○ Explain that the paragraph is written from the teacher’s perspective of the conversation they just heard. Students complete the paragraph using indirect speech. ○ Call on random students to read a sentence at a time. Check for accuracy. • Each student gets a copy of (M709). Divide the class into two groups (A and B). Each ‘A student’ goes to a ‘B student’, asks the questions and writes down their answers. When they are finished they go to another ‘B student’ and report on the first student’s answers (‘A students’ do not write indirect speech on their own papers). The ‘B student’ writes down the indirect speech on their sheet. • Switch roles of the groups and repeat the activity. This time ‘B students’ fill in the direct answer column and report to an ‘A student’. The ‘A student’ fills in the indirect column on their sheet. 	<p>T > Ss</p> <p>Ss</p> <p>Ss > Ss</p> <p>Ss > Ss</p>	<p>10 min.</p> <p>12 min.</p> <p>11 min.</p>
6	<p>More practice and error recognition</p> <ul style="list-style-type: none"> • Read a list of 40 sentences in direct speech one at a time. Students have a list of corresponding indirect speech sentences (M710). When the teacher reads a sentence they race to find the corresponding sentence. The first student who calls out the letter of the correct sentence stands up. Only students who are still sitting can call out the next letter. Every student puts the number of the direct speech sentence in front of the corresponding indirect speech sentence. <i>Teacher: “Number one. I live in Bangkok.”</i> <i>Student: “Letter G” (if correct that student stands and cannot call out a letter again)</i> <i>All students write number 1 in front of sentence G.</i> <i>Teacher: “Number two.....”</i> • Grammar exercise (M711). Half of the sentences contain errors. Students work individually to identify the incorrect sentences and rewrite them correctly. <ul style="list-style-type: none"> ○ When students are finished randomly call on students to read their answers. Check for accuracy and give feedback as necessary. 	<p>T > Ss</p> <p>Ss</p>	<p>18 min.</p> <p>15 min.</p>

MATERIALS: WEEK 7**M701**

Instructions: Fill in the blanks with the correct verbs and pronouns.

1. Ahmad: "I work in Dallas." _____ said _____ in Dallas.
2. Sara: "I take a shower at 6:00 every day." _____ said _____ a shower at 6:00 every day.
3. Abdul: "I ride my bike to school." _____ said _____ his bike to school every day.
4. Jenny: "I want an Iphone." _____ said _____ an Iphone.
5. Nisreen: "I am very tired." _____ said _____ very tired.

M702

Instructions: Convert the direct speech sentences into indirect speech and convert the indirect speech sentences into direct speech.

1. Nurul: "I like beef soup."
2. Faisol: "I take the bus to Bangkok every week."
3. Ben said he played football with friends.
4. Fatima said she enjoyed taking care of my sister.

M703

Instructions: Call out the past participle form of the following past tense verbs.

went	helped	took	arrived	thought
had	stopped	took	borrowed	ran
was	met	waited	parked	put
won	spoke	felt	said	saw

M704

Instructions: 'A' students report on what people said in conversation #1. 'B' students report on what people said in conversation #2.

Conversation #1

Andy: What did you do yesterday?
 Ben: I wrote an email to my friend
 Andy: Did you go to the park after that?
 Ben: Yes, I did. I went to the park with my friends.
 Andy: What did you do there?
 Ben: We played football for one hour.
 Andy: That's good exercise. I got exercise too.
 Ben: What did you do?
 Andy: I played tennis with my uncle.
 Ben: That sounds like fun.

Conversation #2

Ana: What did you do this morning?
 Sara: I worked in the garden.
 Ana: What did you plant in the garden?
 Sara: I planted roses.
 Ana: Where did you buy the roses?
 Sara: I bought them in Chiang Mai.
 Ana: Did you go to Chiang Mai last week.
 Sara: Yes, I went there with my mother.
 Ana: Did you go by plane?
 Sara: No, we went to Chiang Mai by bus.

M705 *Instructions: Convert the these sentences into indirect speech.*

1. "It's my birthday," Mary told us.

2. "We have to go to our English class," said David.

3. "I wanted to buy a new motorbike," said Theron.

4. "I have worked hard all my life," said Amy.

5. "I had gone to bed already," said Robert.

M706

Instructions: Listen to your classmates. Fill in the chart with the names of your classmates and the country they will travel to.

Name:								
Country:								

Name:								
Country:								

Name:								
Country:								

Name:								
Country:								

Name:								
Country:								

M707

Instructions: Convert the direct speech into indirect speech.

1. "I have already waited three hours," said Ben. _____
2. "My mom will arrive at 8:00 AM," said Linda. _____
3. "I go running at the park every day," said Linda. _____
4. "I have lived here for a long time," said Thomas. _____
5. "I will open the door," said Ana. _____
6. "They bought a new car," said Nadia. _____

M708

Instructions: Listen and read the dialogue then complete the paragraph using indirect speech.

Woman: Excuse me. I need some help.

Me: Oh, ok. I'll be happy to help you.

Woman: I've never been here before, and someone stole my purse this morning.

Me: Well, I'm sorry. I don't have any money.

Woman: No, that's ok. I don't want money. I want to find the police station.

Me: Oh, I see. Well, I will go that way, so I can take you there.

Woman: Great! Thank you very much.

Yesterday a woman came up to me in town. She looked worried and she said she _____ some help. I felt sorry for her, so I said I _____ happy to help her. She told me she _____ to this town before, and she said that someone _____ her purse that morning. I said I _____ sorry but I _____ any money. That woman said that she _____ money and that she _____ to find the police station. So I told her that I _____ that way, and that I could take her there. She was very happy!

M709

Instructions: Fill in the table as instructed.

Questions:	Direct answers (write down your partners answers in sentence form and then report to someone else in the class)
1. What did you eat for breakfast?	1.
2. What is your favorite sport?	2.
3. What will you do after English class?	3.
4. How do you come to school?	4.
5. Have you ever been to Kuala Lumpur?	5.

Indirect speech (report on what your classmate tells you about their interview with another classmate)
1.
2.
3.
4.
5.

M710 *Instructions: Listen to the direct speech and find the corresponding indirect speech statement. Put the correct number in the blank.*

Direct speech (for teacher only... teacher reads)
1. My sister is older than Susan.
2. I worked in a hospital.
3. I have already waited for three hours.
4. I think I have met the manager before.
5. I will work in a hospital.
6. I will borrow some money from my friend.
7. I went to Vietnam last month.
8. I will do my homework.
9. I will go to Vietnam next month.
10. I work in a hospital.
11. She will arrive at 8:00 AM tomorrow.
12. I have taken two pills for headache.

Indirect speech (student's copy)
a. _____ You said that you worked in a hospital.
b. _____ You said that you had worked in a hospital.
c. _____ You said that someone had parked their car in the yard.
d. _____ You said that your team would win a football match.
e. _____ You said that you had to do your homework.
f. _____ You said that your sister is older than Susan.
g. _____ You said that you wouldn't buy a new phone.
h. _____ You said that you had had two cats.
i. _____ You said that you had taken two pills for headache.
j. _____ You said that you would stop at the post office.
k. _____ You said that you would borrow some money from your friend
l. _____ You said that you would work in a hospital.

13. I had two cats.
14. My mother hasn't met his teacher yet.
15. Someone parked their car in the yard.
16. I won't buy a new phone.
17. I will borrow some money from your friend.
18. If I fail the test, I will take it again.
19. My team will win a football match.
20. The most boring teacher in our school is Miss Ana.
21. I have to do my homework.
22. I don't feel better yet.
23. I bought a new phone.
24. I helped you after school.
25. My mother hasn't met my teacher yet.
26. I have won a prize.
27. I love bananas.
28. I will eat fried rice for lunch.
29. I have been to Australia.
30. I will stop at the post office.
31. My team has just won a football match.
32. I don't like papaya.
33. I have had four motorbikes.
34. I will help you after school.
35. I have never been to Kuala Lumpur.

m. _____ You said that you didn't feel better yet.
n. _____ You said that your mother hasn't met your teacher yet.
o. _____ You said that she would arrive at 8:00AM tomorrow.
p. _____ You said that you would borrow some money from my friend
q. _____ You said that you had gone to Vietnam last month.
r. ____ You said that the most boring teacher in your school is Miss Ana.
s. _____ You said that you would do your homework.
t. _____ You said that if you failed the test you would take it again.
u. _____ You said that you had been to Australia.
v. _____ You said that your team had just won a football match.
w. _____ You said that you thought you had met the manager before
x. _____ You said that you had bought a new phone.
y. _____ You said that you had never been to Kuala Lumpur.
z. _____ You said that your mother hasn't met his teacher yet.
aa. _____ You said that you would help me after school.
bb. _____ You said that you had had four motorbikes.
cc. _____ You said that you loved bananas.
dd. _____ You said that you had already waited for three hours.
ee. _____ You said that you would eat fried rice for lunch.
ff. _____ You said that you would go to Vietnam next month.
gg. _____ You said that you didn't like papaya.
hh. _____ You said that you had won a prize.
ii. _____ You said that you had helped me after school.

M711

Instructions: Put a C in the blank if the sentence is correct and I if it is incorrect. If the sentence is incorrect, rewrite it correctly below. (there are 4 incorrect sentences)

Ana: "I need new shoes."

1. ____ Nada: Ana said that I needed new shoes.

Ana: "My computer has been broken for two weeks already."

2. ____ Nada: Ana said that her computer had been broken for two weeks already.

Ana: "I went to my friend's house after school."

3. ____ Nada: Ana said that she had gone to her friend's house after school.

Ana: "It hasn't rained for two months."

4. ____ Nada: Ana said that it had rained for two months.

Ana: "I will go to Bangkok to join an English camp."

5. ____ Nada: Ana said that she will go to Bangkok to join an English camp.

Ana: "My father takes me to school every day."

6. ____ Nada: Ana said that her father took her to school every day.

Ana: "I had talked to my sister before she went to school."

7. ____ Nada: Ana said that she had talked to her sister before she went to school.

Ana: "I will open the door."

8. ____ Nada: Ana said that her would open the door.

1. _____
2. _____
3. _____
4. _____

Week 8

Lesson Overview

Length of lesson (including review)	Each stage is 35 minutes total (2 minutes of review + 33 minutes of instruction) 6 stages = 210 minutes total (12 minutes of review + 198 minutes of instruction)		
Target language item	- Gerunds and infinitives		
Main lesson aims (i.e. what you hope the learners will achieve/be able to do better after your lesson)	Students will be able to: - choose whether to use gerunds or infinitives - distinguish continuous tense from gerunds - produce sentences with gerunds and infinitives - recognize errors in sentences with gerunds and infinitives		
Scope	This lesson only teaches the basic aspects of gerunds and infinitives. An exhaustive lesson on this grammar point is beyond the time limit of this lesson. When gerunds and infinitives appear in object position, the choice of which to use depends on the main verb. This lesson only teaches a selected list of verbs (see M803).		
Materials used	Stage 1: Sheet for grammar practice (M801) Stage 2: Sample text with errors (M802), list of verbs (M803) Stage 3: Grammar exercise (M804) Stage 4: List of verbs (M803), Worksheet with columns (M805), grammar exercise (M806) Stage 5: Story (M807), story with errors (M808) Stage 6: Interview worksheet (M809), grammar exercise (M810)		
Review	Stage 1: M116 Stage 2: M214	Stage 3: M312 Stage 4: M408	Stage 5: M505 Stage 6: M607

Lesson Procedure

Stage	Activities	Interaction	Time
1	<p>Introduction to gerunds and infinitives</p> <ul style="list-style-type: none"> • Explain what gerunds are (a noun made from a verb by adding –ing). It can be used as the subject or object of a sentence. <ul style="list-style-type: none"> ○ Give examples. (i.e. Reading is fun. I enjoy reading). ○ Ask students what they think is fun and what they enjoy. Elicit a few more activities from the class. Demonstrate how they can use gerunds to talk about their hobbies and things they enjoy. ○ Introduce the negative form of gerunds (i.e. He enjoys not working. Not smoking will make you healthier.) • Explain what infinitives are (the ‘to’ form of the verb). They can also be used as the subject or the object of a sentence. <ul style="list-style-type: none"> ○ Give examples (i.e. To learn is important. He wants to learn) ○ Ask students what activity they think is important and what one activity is that they want to do. Demonstrate how infinitives can be used in this context. ○ Introduce the negative form of infinitives (i.e. Not to drink water is unhealthy. The most important thing is not to give up.) • Grammar practice (M801). <ul style="list-style-type: none"> ○ Each student turns to a partner and asks them four questions. ○ Each student writes down the response of their partner with a gerund or infinitive. ○ Call on random students to read the response that they got from their partner. Check for accuracy. 	<p>T > Ss</p> <p>Ss > T</p> <p>T > Ss</p> <p>Ss > T</p> <p>Pair work</p>	<p>10 min.</p> <p>10 min.</p> <p>12 min.</p>
2	<p>More explanation about form and position of gerunds and infinitives</p> <ul style="list-style-type: none"> • Explain that most times we use gerunds in subject position. Infinitives in subject position sound very formal. • Stress the fact that verb + ‘to’ is never followed by a gerund. (Note: This is a common problem for Thai students.) <ul style="list-style-type: none"> ○ <i>Example: I enjoy to swimming.</i> • Show sample text with errors (M802). Students identify and correct the errors. 	<p>T > Ss</p> <p>T > Ss</p> <p>Ss</p>	<p>5 min.</p> <p>5 min.</p> <p>10 min.</p>

	<ul style="list-style-type: none"> • Explain that when using gerunds and infinitives as objects, they are not usually interchangeable. <ul style="list-style-type: none"> ○ Example: ‘enjoys’ must be followed by a gerund and ‘wants’ must be followed by an infinitive ○ Give students a short list of verbs that can be followed by gerunds, infinitives and both (M803). • Students choose one word from each list and try making a sentence using gerunds or infinitives. <ul style="list-style-type: none"> ○ Teacher monitors and checks for accuracy. 	T > Ss	8 min.
		Ss	5 min.
3	<p>Practice gerunds and infinitives as objects and teach gerunds after prepositions</p> <ul style="list-style-type: none"> • Drill the list of verbs (M803) to memorize if they are followed by a gerund or an infinitive <ul style="list-style-type: none"> ○ Teach points to a verb, students call out “swimming” or “to swim” or “both are correct” • Grammar exercise (M804). Choose the gerund or infinitive form in object position based on the verb. <ul style="list-style-type: none"> ○ Call on random students to read their answers. Check for accuracy. • Teach prepositions followed by gerunds <ul style="list-style-type: none"> ○ Elicit a list of prepositions (about, of, with, for, to, in). These are always followed by gerunds. ○ Explain the difference between verb + to and adjective + to. <ul style="list-style-type: none"> ▪ Verb + ‘to’ can not be followed by a gerund (i.e. I like to swimming.) ▪ Adjective + ‘to’ is always followed by a gerund (i.e. She is addicted to smoking.) ○ Give more examples of prepositions followed by gerunds. (i.e. She is afraid of speaking in public. I am worried about being late. I am interested in painting. She is famous for helping people. I am content with staying at home.) 	T > Ss Ss > T Ss	7 min. 10 min.
		Ss > T T > Ss	8 min.
		T > Ss	8 min.
4	<p>Distinguishing gerunds from continuous tense</p> <ul style="list-style-type: none"> • Put the word list (M803) on the screen again. This time students put the words into the correct columns (M805) by themselves. Check for accuracy. • Explain the difference between continuous tense and gerunds. <ul style="list-style-type: none"> ○ Focus on the placement of the words in a sentence (e.g. following verb ‘to be’ or following a preposition) ○ Provide example sentences that contain both continuous tense and a gerund (i.e. Larry was planning on hiking after lunch.) 	Ss	5 min.
		T > Ss	10 min.

	<ul style="list-style-type: none"> Grammar exercise (M806). For each underlined word students determine whether it is continuous tense or a gerund. Give the students two verbs (i.e. go and study). For each word, students work in pairs to make one sentence using that verb in continuous form and one sentence using that word as a gerund. 	Ss	10 min.
		Pair work	8 min.
5	<p>Gerunds and infinitives in context</p> <ul style="list-style-type: none"> Read the story (M807) twice with lots of expression. Students listen. On the whiteboard write 'verb + infinitive' on the one side and 'verb + gerund' on the other side. Read the story the third time. This time pause after each verb and let the students elicit the gerund or infinitive that follows. After students say the word, write the verb on the board in the correct column. <ul style="list-style-type: none"> When finished, go back over the verbs in each list. Are there any that are interchangeable? Now give the worksheet (M808) with the story to the students. This story has 4 mistakes. Students work in pairs to identify the mistakes and correct them. Students choose three verbs from the board and make their own sentences with those three words. Teacher monitors and checks for accuracy. 	T > Ss	7 min.
		T > Ss	7 min.
		Pair work	10 min.
		Ss	9 min.
6	<p>Grammar practice and error recognition</p> <ul style="list-style-type: none"> In pairs students take turns asking each other questions by following the prompts on their worksheet (M809). Student A asks five questions then writes Student B's responses. (Note: Their answers can be imaginary if that makes it easier for them to complete the activity.) Switch roles and repeat. Grammar exercise (M810). Half of the sentences contain errors. Students work individually to identify the incorrect sentences and rewrite them correctly. <ul style="list-style-type: none"> When students are finished randomly call on students to read their answers. Check for accuracy and give feedback as necessary. 	Pair work	10 min.
		Pair work	10 min.
		Ss	13 min.

MATERIALS: WEEK 8**M801**

Instructions: Ask a partner these questions and record their answers.

1. What is your favorite hobby? _____
2. What did you enjoy doing when you were 6 years old? _____
3. What is the most important activity in your life? _____
4. What is one activity that you want to do next year? _____

M802

Instructions: Find the errors and rewrite those sentences correctly.

Ana loves to traveling. She began traveling when she was a young child. She remembers visiting new places every school holiday. Ana enjoys going to shopping when she visits another country. Her father loves to traveling too. But her father doesn't enjoy to shopping. He often goes to hiking up in a national park. Last year he went diving at Lanta Island. He said he enjoyed to seeing all the different kinds of fish. Ana and her father plan to going to Chiang Mai next year.

M803

Instructions: Memorize the verbs that are followed by gerunds or infinitives. Some verbs can be followed by both.

Followed by a gerund	Followed by an infinitive	Can be followed by a gerund or infinitive
quit	plan	love
enjoy	want	begin
go	decide	like
practice	need	remember
miss	learn	hate
dislike	prepare	start
suggest	hope	

M804

Instructions: Fill in the blank with a gerund or infinitive.

1. Dan enjoys _____ (read) science fiction.
2. I learned _____ (speak) Chinese when I was in high school.
3. Debbie _____ (plan) to go abroad next year.
4. I hope _____ (get) grade 4.0 in English this year.
5. What do you want _____ (do) tonight?
6. Stephane dislikes _____ (sit) in front of a computer every day.
7. I decided _____ (study) at Prince of Songkla University.
8. I go _____ (shop) with my friend every week.

M805

Instructions: Look at the verbs on the screen. Put the verbs into the correct columns.

Followed by a gerund	Followed by an infinitive	Can be followed by a gerund or infinitive

M806

Instructions: Read each sentence and determine if the underlined word is in continuous tense or a gerund. Put 'C' or 'G' in the blank.

- | | |
|---|---|
| 1. _____ He likes <u>reading</u> books. | 5. _____ He wasn't <u>listening</u> . |
| 2. _____ He is <u>reading</u> books. | 6. _____ <u>Learning</u> English is fun. |
| 3. _____ He will practice <u>reading</u> books. | 7. _____ He enjoys <u>learning</u> English. |
| 4. _____ His hobby is <u>reading</u> books. | 8. _____ We are <u>learning</u> English. |

M807

Instructions: Teacher reads this text to the students.

My friend Bernardo liked to eat McDonald's hamburgers. But he had a problem. He was gaining weight. He decided to go on a diet. He stopped eating fast food and started buying more fruit and vegetables. After a month, he had lost a few pounds. But he wanted to lose more. I suggested joining a gym. Bernardo disliked exercising, but he agreed to try it. Now he exercises every day and he looks better. He wants to lose more weight.

M808

Instructions: Find four mistakes in this story. Rewrite those sentences correctly.

My friend Bernardo liked to eat McDonald's hamburgers. But he had a problem. He was gaining weight. He decided to go on a diet. He stopped eating fast food and started to *buying* more fruit and vegetables. After a month, he had lost a few pounds. But he wanted to lose more. I suggested *to join* a gym. Bernardo disliked *to exercise*, but he decided to try it. Now he exercises every day and he looks better. He wants *losing* more weight.

M809

Instructions: Ask your partner about the topics on your sheet. Write their answers in sentence for using gerunds or infinitives.

Student A

1. What is something you want to do in the future?

2. What is something you are not very good at doing?

3. What is something you would like to learn to do?

4. What is something you plan to do next weekend?

5. What is something you love doing on the weekend?

Student B

1. What is something you need to do tomorrow?

2. What is something you plan to do today?

3. What is something you are good at doing?

4. What is something you are afraid of doing?

5. What is something you forgot to do this week?

M810

Instructions: Put a C in the blank if the sentence is correct and I if it is incorrect. If the sentence is incorrect, rewrite it correctly below. (there are 4 incorrect sentences)

1. ____ I don't want to finish this exam.
2. ____ I miss to live in Bangkok
3. ____ My friend really enjoys reading books and magazines.
4. ____ Do you like to eating Italian food?
5. ____ Being a teacher is not an easy job.
6. ____ Do you want waiting for the next bus?
7. ____ You need to be more careful when you drive your motorbike.
8. ____ I love go fishing in the evening.

1. _____
2. _____
3. _____
4. _____

8. A: Have you ate one of those bananas yet?

a b c

B: No, I haven't.

d

9. Tom is the tallest student in our school. Have you meet him?

a b c d

10. Ben: "My sister is older than Susan."

a b

Jess: Ben said that his sister is older than Susan.

c d

11. It was a sunny day in June. We walking home from school. Suddenly a car stopped in

a b c

front of us and I saw it was my father.

d

12. You didn't see my sunglasses when you were over at the pool, were you?

a b c d

13. A: Where was the child taken?

a b

B: The child was took to the hospital by the police.

c d

14. A: Are Toyota cars make in Japan or in Korea?

a b

B: Toyota cars are made in Japan.

c d

15. A: What language is spoken in Mexico?

a b

B: The Spanish language is spoken of most Mexicans.

c d

16. You need being more careful when going up the stairs. If you fall, you will break the jars.

a b c d

17. The chair was broke while they were fighting yesterday, wasn't it?

a b c d

18. If we don't go now we will be late for the bus. Do you want waiting for the next bus at 1:00?

a b c d

19. The Math lesson we studied this morning was difficultier than the lesson we studied yesterday.

a b c d

20. Cheetahs are faster of lions. In fact, they are the fastest animals in the world.

a b c d

21. If you don't want to go out, I will cooking dinner at home.

a b c d

22. More cars is produced in Japan than in India, aren't they?

a b c d

23. Your son has start school already, hasn't he?
 a b c d

24. Cycling is great exercise. It's great to cycle every day but don't forget wearing a
 a b c d
 helmet.

25. Felisa and I arriving at Mary's house a little before 9:00PM but she wasn't there. Her
 a b
 mother said she was studying at a coffee shop.
 c d

26. Yesterday it was raining. We were walking under an umbrella when we were seeing a
 a b c d
 coin on the road.

27. All the children that went to the competition were very intelligent but my little
 a
 brother was the more intelligent of them all. He won first prize.
 b c d

28. The water is higher than it was this morning. If it keeps raining, our house to be
 a b c d
 flooded.

29. My phone has been broken for two weeks already but I have told my mother yet.
 a b c d

30. Doi Inthanon is the highest mountain in Thailand, isn't that?
 a b c d

31. A: Have you ever been to Chiang Mai?

B: Yes, I have. But I'm never been to Chiang Rai.

32. Fatima is younger than Zulfa, hasn't she?

33. It was a clear day in the summer. I was cut the grass when suddenly I heard a strange noise.

34. The phone rang while I was taking a shower, wasn't I?

35. Bangkok is more crowded than Chiang Mai. If you went to Bangkok you will see traffic jams every day.

36. If you go to Hatyai tomorrow, I will go with you but if you didn't go to Hatyai I will stay in Narathiwat.

37. I will go to Malaysia tomorrow. I will buy a new dress if I had enough money.

38. Ben: I have already waited for three hours.

Jess: Ben said that he has already waited for three hours.

39. When you were sick last week you didn't go see the doctor, weren't you?
 a b c d

40. Ben: "I have taken two pills for headache."

a
 Jess: Ben said that he have taken two pills for headache.
 b c d

Multiple choice / fill in the gap: Choose the best answer for each blank.

41. Out of all the students in my class, I am _____.

1. shortest 2. shorter
 3. the shortest 4. short more than

42. My father is on the way. He _____ home yet.

1. hasn't arriving 2. isn't arrived
 3. hasn't arrived 4. not arrived

43. Ben: "I will go to Vietnam next month?"

Jess: Ben said that he _____ to Vietnam next month.

1. will go 2. will gone
 3. would gone 4. would go

44. When _____ your homework?

1. did you finish 2. were you finish
 3. did you finishing 4. were you finished

45. I was sleeping when my father _____ to work at 6:00 this morning.

1. going 2. was going
 3. went 4. go

46. _____ a video on Youtube this year?

1. You have posted 2. Have you post
 3. Have posted you 4. Have you posted

47. Unless my father _____ me money I can't go with you to Hatyai on Saturday.

1. was giving 2. gave
 3. doesn't give 4. gives

48. I miss _____ in Bangkok.
- | | |
|--------------|------------|
| 1. living | 2. to live |
| 3. will live | 4. live |
49. _____ rice _____ in China?
- | | |
|-------------------|--------------------|
| 1. Are..... grown | 2. Is..... grown |
| 3. Is..... grow | 4. Does..... grown |
50. I have never _____ to Paris.
- | | |
|---------|---------|
| 1. been | 2. went |
| 3. go | 4. was |
51. I cried when I saw my Math score. It was the _____ score I ever got in my life.
- | | |
|-------------|------------|
| 1. worse | 2. baddest |
| 3. most bad | 4. worst |
52. Do you like _____ Italian food?
- | | |
|-----------|--------------|
| 1. eat | 2. to eats |
| 3. to eat | 4. to eating |
53. A very expensive jar _____ by the maid.
- | | |
|---------------|-----------|
| 1. was broken | 2. broken |
| 3. was broke | 4. breaks |
54. I _____ tennis yesterday because I had a headache.
- | | |
|----------------|----------------|
| 1. wasn't play | 2. didn't play |
| 3. don't play | 4. not to play |
55. You've read that book, _____ you?
- | | |
|------------|-----------|
| 1. haven't | 2. have |
| 3. didn't | 4. hadn't |
56. The light _____ after dark.
- | | |
|------------------|--------------|
| 1. was turned on | 2. turn on |
| 3. was turn on | 4. turned on |
57. Ben: "I have never been to Kuala Lumpur."
 Jess: "Ben said that he _____ never been to Kuala Lumpur."
- | | |
|-----------|---------|
| 1. hadn't | 2. have |
| 3. had | 4. has |

58. Mount Everest is _____ Mount Fuji.
 1. more higher 2. than higher than
 3. highest than 4. high more than
59. If the phone rings while I'm in the shower, _____ it?
 1. will you to answer 2. you will answer
 3. won't you answer 4. will you answer
60. The Petronas Towers _____ by many tourists every year.
 1. see 2. seen
 3. are saw 4. are seen
61. _____ you study hard, you won't pass your exams.
 1. Unless 2. When
 3. While 4. If
62. Unless she helps me, I _____ her to the party.
 1. don't invite 2. might invite
 3. will inviting 4. won't invite
63. Ben: "I have won a prize."
 Jess: "Ben said that he _____ a prize."
 1. has won 2. had won
 3. have won 4. have win
64. Yesterday my father told me that unless I get a higher score in English he _____ me to buy a new phone.
 1. won't allow 2. didn't allow
 3. not allowed 4. won't allowed
65. I started _____ English when I was four.
 1. learning 2. learned
 3. learn 4. to learning
66. He _____ a book for his birthday.
 1. was give 2. give
 3. was given 4. was gave

67. Ben: "I am feeling sick today."
Jess: Ben said that he _____ feeling sick today.
1. am 2. had been
3. isn't 4. was
68. Ben: "I have to do my homework."
Jess: "Ben said that he _____ to do his homework."
1. have 2. haven't
3. had 4. has
69. I _____ when the teacher told us about our homework for this week.
1. not listening 2. not to listen
3. was not listened 4. was not listened
70. This isn't _____ book I ever read.
1. most interesting 2. the most interesting
3. the more interesting 4. more interesting
71. Eighty years ago Malaysia was a British colony, _____ it?
1. doesn't 2. wasn't
3. hadn't 4. isn't
72. You can hear me at the back of the room, _____ you?
1. can't 2. can
3. don't 4. do
73. So far on our trip we have _____ on an airplane and _____ a bus.
1. flew.....ridden 2. fly....ride
3. flown....ride 4. flown.....ridden
74. Tom wants _____ his friend in Patani next week.
1. visit 2. to visiting
3. to visit 4. visiting
75. How long _____ at this school?
1. have you studied 2. have you study
3. you are study 4. you have studied

76. Arifeen and Ahmad are students at Attarkiah School, _____?
 1. are they 2. aren't them
 3. aren't they 4. isn't he
77. _____ a teacher is not an easy job.
 1. To being 2. Being
 3. Been 4. Be
78. A: I called you this morning but you _____. What were you doing?
 B: I was taking a shower.
 1. didn't answered 2. didn't answer
 3. wasn't answering 4. weren't answering
79. Tony and Sarah have just moved to London, _____ they?
 1. aren't 2. haven't
 3. have 4. didn't
80. My English is _____ now than it was before I went to Malaysia for the summer.
 1. good 2. gooder
 3. better 4. best

Appendix C: English version of student self-report questionnaire

Student name: _____ Date: _____

A. Behavioral engagement	Not at all true	Mostly not true	Neutral	Mostly true	Totally true
• I try hard to do well in class.					
• I participate in class discussions.					
• I listen very carefully to everything the teacher says.					
• I take notes during class.					
B. Behavioral disaffection					
• I don't always pay attention when the teacher is talking.					
• I don't try very hard in this class.					
• I do just enough to get by.					
• When I'm in class, I am easily distracted.					
C. Emotional engagement					
• When we work on something in class, I feel interested.					
• I don't give up when it's difficult to understand					
• I enjoy the class activities.					
• I enjoy when I meet a challenge in the classroom.					
D. Emotional disaffection					
• I am bored in class.					
• I don't really enjoy class.					
• I don't care if I miss class.					
• I can't wait until it's time for class to finish.					

Additional questions:

1. If you cannot join the class tomorrow, how will you feel?
2. What causes you to feel tired or bored in this class?
3. What made it easy to keep your attention on the teacher or the task throughout the class today?
4. What made it difficult to keep your attention on the teacher or the task throughout the class today?

Appendix D: Thai version of student self-report questionnaire

รายงานความมุ่งมั่นและความท้อแท้ของนักเรียนในชั้นเรียนวิชาภาษาอังกฤษโดย
นักเรียน

ชื่อ-สกุลนักเรียน..... วันที่..... เดือน..... พ.ศ.

	ไม่เป็น ความจริง เลย	ค่อนข้าง ไม่เป็น ความจริง	ปาน กลาง	ค่อนข้าง เป็น ความจริง	เป็น ความจริง ที่สุด
ก. ความมุ่งมั่นเชิงพฤติกรรมในการเรียนรู้					
1. ฉันพยายามอย่างมากเพื่อให้ดีในห้องเรียน					
2. ฉันมีส่วนร่วมในการอภิปรายในห้องเรียน					
3. ฉันฟังอย่างตั้งใจทุกคำพูดที่ผู้สอนพูด					
4. ฉันจดบันทึกสิ่งในห้องเรียน					
ข. ความท้อแท้เชิงพฤติกรรมในการเรียนรู้					
5. ฉันไม่สนใจในขณะที่ผู้สอนพูด					
6. ฉันไม่ได้พยายามมากในการเรียน					
7. ฉันทำส่งๆเพื่อให้ผ่าน					
8. เมื่อฉันอยู่ในห้องเรียน ฉันเหม่อลอยได้ง่าย					
ค. ความมุ่งมั่นเชิงอารมณ์ความรู้สึกในการเรียนรู้					
9. เมื่อฉันทำงานในห้องเรียน ฉันรู้สึกสนใจ					
10. ฉันไม่ยอมเลิกเมื่อกิจกรรมหรือเนื้อหายากที่จะเข้าใจ					
11. ฉันสนุกกับกิจกรรมในห้องเรียน					
12. ฉันสนุกกับการทำงานในเรื่องที่ทำทนายเมื่อฉันเจอในห้องเรียน					
ง. ความท้อแท้เชิงอารมณ์ความรู้สึกในการเรียนรู้					
13. ฉันรู้สึกเบื่อเมื่ออยู่ในห้องเรียน					
14. ฉันไม่สนุกจริงๆในห้องเรียน					
15. ฉันไม่สนใจหากฉันขาดเรียน					
16. ฉันไม่สามารถที่จะรอเวลาให้ชั้นเรียนเลิก					

คำถามเพิ่มเติม:

1. ถ้านักเรียนไม่สามารถเข้าเรียนได้ในวันพรุ่งนี้ นักเรียนจะรู้สึกอย่างไร
2. อะไรเป็นสาเหตุ ให้นักเรียนรู้สึกเหนื่อยหรือเบื่อในชั้นเรียนวันนี้
3. อะไรเป็นสาเหตุ ให้นักเรียนรู้สึกง่ายที่จะสนใจในสิ่งที่ครูสอน หรือสนใจบทเรียนตอนเวลาในการเรียน
4. อะไรเป็นสาเหตุ ให้นักเรียนรู้สึกยากที่จะสนใจในสิ่งที่ครูสอน หรือ สนใจบทเรียนตอนเวลาในการเรียน

Appendix E: Teacher report questionnaire

Student name: _____ Rater: _____ Date: _____

	Not at all true	Mostly not true	Neutral	Mostly true	Totally true
A. Behavioral engagement This student.....					
1. tries hard to do well in class.					
2. voluntarily participates in class discussions					
3. listens carefully to everything the teacher says.					
4. focuses his/her attention on the person speaking or on the assigned task.					
5. shows positive facial expressions and body language (smiling, nodding etc.)					
B. Behavioral disaffection This student.....					
6. doesn't try very hard in class.					
7. does just enough to get by (only contributes when called on)					
8. doesn't always pay attention when the teacher is talking					
9. is easily distracted					
10. makes little eye contact with the teacher (or with classmates while doing group work)					
C. Emotional engagement This student.....					
11. is enthusiastic when something new is started in class. (new content or tasks).					
12. seems interested when working on a task.					
13. enjoys the class activities.					
D. Emotional disaffection This student.....					
14. doesn't really take an interest when new material is being explained.					
15. is bored in class.					
16. doesn't really enjoy class.					

Additional questions:

1. What were some of the clearest signs of engagement that you noticed?
2. What were some of the clearest signs of disaffection that you noticed?
3. From your observation, what were some of the main factors that seemed to be the cause of engagement?
4. From your observation, what were some of the main factors that seemed to be the cause of disaffection?

Paper 1

Distribution of Instructional Time in Secondary, Non-intensive Thai EFL Classes: Effects on Grammar Acquisition

Abstract

In order to bring clarity to the optimal distribution of instructional time in non-intensive EFL grammar courses, this study investigates whether 3.5 hours of weekly instructional time should be massed (a single session once a week) or distributed (short, daily sessions). A quasi-experimental design with pre-test, immediate post-test and delayed post-tests was used to measure gains on a range of eight grammar topics. The exams included two grammar tasks at varying levels of conceptual difficulty. Results show that distributed practice produced significantly higher results on immediate post-tests. Distributed practice also resulted in higher scores on the delayed post-test although the difference was less outstanding. Performance on tasks of varying conceptual difficulty was affected equally by massed and distributed practice. These findings can inform decisions regarding the scheduling of weekly instructional time for optimal outcomes in non-intensive grammar courses. Short, daily instructional sessions are more beneficial to achieve language gains for short- and long-term recall than long sessions held once a week.

Keywords

distributed practice; grammar learning, spacing effect; instructional time distribution; foreign language learning

1 Introduction

In order for a learner to master any new skill an investment of time for practice is essential. Becoming fluent in a second language demands a substantial amount of practice time. In answer to precisely how many hours are needed, 'the more the better' is a simplistic idea that leaves many questions regarding practice time unanswered. When designing a course, it is inevitable that decisions be made about the frequency and length of instructional sessions. Too often these decisions are based merely on convenience and pre-arranged class period allocations ignoring research which has shown that the way in which instructional time is distributed can have significant effects on language gains (Cepeda, Coburn, Rohrer, Wixted, Mozer & Pasher, 2009; Stern, 1985; Wallinger, 2000).

In non-intensive EFL courses in Thai secondary schools, for example, students commonly receive approximately 3.5 hours of instructional time per week. While this type of language course is considered by many to be ineffective for reaching fluency in English (Collins & White, 2011; Netten & Germain, 2004; Rifkin, 2005), most students in Thailand as well as in many other outer circle countries still receive most if not all of their English instruction in such courses. The distribution of this small amount of weekly instructional time for achieving highest possible language gains needs further research.

Previous studies on the distribution of instructional time are not in agreement on whether instructional time should be massed (concentrated) or distributed (spread out) over a longer period of time. Studies in the field of cognitive psychology have repeatedly found robust evidence for a phenomenon known as the spacing effect where higher gains are achieved when total instructional time is separated by one or more gaps as opposed to being carried out in one continuous session (Dempster, 1988). These studies, first conducted in memory labs, have been cautiously extended into classroom-like learning environments. In a recent review of such studies, Rohrer (2015) concludes that distributing instructional time over a longer rather than shorter period of time results in increased post-test scores. However, the second language acquisition (SLA) studies included in Rohrer's review only measured gains on discrete language items (e.g. vocabulary building and a narrow range of target grammar points) with treatment periods of only a few hours. Stark differences remain between these studies and authentic language learning programs. As a result, the relevance of findings from such studies for language programs has been questioned (Serrano, 2011).

In contrast, another set of research concerned more with overall fluency and complex language tasks (Collins & White, 2011; Serrano & Munoz, 2007; Serrano, 2011; Spada & Lightbown, 1989; White & Turner, 2005) argues that massed practice (intensive courses) yields higher language gains than distributed practice (non-intensive courses). However, most of these studies lack a delayed post-test, which is a significant gap due to the fact that the benefits of distributed practice are far more pronounced for long-term retention (Rohrer, 2015). Many of these studies are also known to suffer from confounding variables and inconclusive findings (Collins & White, 2011).

Standing somewhere between well defined, concise memory tasks measured in many cognitive psychology studies and the more complex, global proficiency nature of the language program studies is grammar competence (Bird, 2010). Mastery of a wide range of grammar points is crucial for the success of Thai secondary students on standardized tests and university entrance exams. The effect of time distribution on gains in a set of grammar skills needed for such exams is still largely unexplored (Miles, 2014).

Therefore, the present study is concerned with finding the optimal distribution of 3.5 hours of weekly instructional time for learning a range of grammar items as measured on an immediate post-test and a delayed post-test. This study also sought to discover how performance on grammar tasks of varying conceptual difficulty is affected by distributed versus massed practice. Findings from this study can inform course schedule planning to maximize success in non-intensive EFL grammar courses.

2 Literature review

2.1. The spacing effect in cognitive psychology research

Discussion of the spacing effect started with Ebbinghaus (1885/1913). Since that time a large amount of research has been conducted to determine its strength and reach. According to this theory, skills are better learned and retained when a practice period is spaced with intersession intervals rather than occurring in one uninterrupted session. The superior outcome of spaced (distributed) practice has been consistently observed for a wide range of skills including a few

related to SLA such as; vocabulary building (Küpper-Tetzel, Erdfelder, & Dickhäuser, 2014), reading comprehension (Reder & Anderson, 1982), text processing (Seabrook, Brown, & Solity, 2005) and grammar learning (Miles, 2014).

Evidence for the benefits of gaps between instructional sessions leads to questions concerning the length of intersession intervals. According to Pimsleur's (1967) graduated interval recall theory, a learner needs frequent subsequent exposures soon after material is first presented followed by additional exposures at increasingly longer intervals. Various scholars have investigated the impact of varying intersession intervals on skills acquisition (Bird, 2010; Cepeda, Pashler, Wixted, & Rohrer, 2006; Rohrer & Pashler, 2007). They have found that the optimal length of intersession intervals (ISI) depends on the length of time between the final session and the test, also known as the test delay or retention interval (RI). In other words, in order to determine the length of ISI, one should first determine how long they wish to retain the knowledge or skill being learned. Based on their research, Cepeda et al. (2006) proposed that ISI should be roughly 10% to 30% of the RI, a finding supported by Bird and Rohrer & Pashler. For example, if RI is 10 days, 1-3 days is the optimal ISI. Long ISIs are beneficial for long-term retention provided that what has been learned can still be recalled when subsequent learning sessions occur (Rohrer, 2015).

2.2. Defining massed and distributed practice

Massed practice, as defined in the cognitive psychology studies, is a condition where the entire chunk of instruction is given in one continuous session (Dempster, 1988). Since no language program follows purely massed practice, the relevance of cognitive psychology studies on time distribution to foreign language programs has been questioned (Serrano, 2011). According to Rohrer (2015), every language program is a variation of distributed practice. In spite of this, there have been repeated calls to extend studies on the spacing effect (massed versus distributed practice) from a laboratory environment into more authentic language learning contexts (Bird, 2010; Dempster, 1988; Miles, 2014).

In fact, when going about language learning, it is possible to imagine a wide range of time schedules including various lengths of study sessions, intersession intervals, test delays and overall instructional periods. The terms massed and distributed practice, then, have been borrowed from cognitive psychology and are used to describe conditions where instructional time is relatively more concentrated (massed) or spread out (distributed) over a period of time. For example, in a well-referenced study by Collins, Halter, Lightbown and Spada (1999), massed practice is used to refer to an intensive program where instructional time was concentrated into a 5-month versus a 10-month period. This definition of massed practice sharply contrasts that used in a study by Miles (2014) where the same term refers to a condition in which 65 minutes of instruction is given non-stop (a pure form of massed practice). Therefore, since these terms are relative, caution must be taken when comparing the results of various studies on instructional time distribution.

2.3. The spacing (distributed practice) effect in foreign language programs

Most time distribution studies done so far on foreign language programs offer results that appear to conflict with the cognitive psychology studies mentioned in Section 2.1. They have found that students in massed practice (intensive programs) achieve slightly greater gains than students in distributed practice (extensive programs) when the total hours of instructional time remain

constant (Collins et al., 1999; Collins & White, 2011; Serrano & Munoz, 2007; Serrano, 2011; Spada & Lightbown, 1989; White & Turner, 2005).

For example, Serrano (2011) compared two different distributions of 110 hours of instructional time with intermediate and advanced level students. The distributed practice group studied 2 hours per week for 7 months while the massed practice (intensive) group studied 25 hours per week for 4.5 weeks. The results of an immediate post-test showed that massed practice resulted in higher gains in grammar, vocabulary knowledge, listening and writing skills for intermediate level students. However, this study lacked a delayed post-test which is a significant gap due to conclusions from cognitive psychology studies which posit that distributed practice yields greater benefits primarily for long-term retention.

In addition to the lack of delayed post-tests, many of the studies done so far in foreign language programs suffer from a lack of strict control of confounding variables. Spada & Lightbown (1989) compared two groups with differing initial proficiency levels. In the study by Collins et al. (1999), students in the massed group had substantially greater opportunities to use English outside the classroom. Furthermore, students with higher academic performance are generally more likely to be admitted into intensive programs (massed practice) which could account for their higher success rate in comparison to regular programs (distributed practice) (Rice, Udagawa, Thomson, & McGregor 2008).

These studies also lack clear, unambiguous results. Advanced learners in the Serrano (2011) study did not attain higher gains in massed practice as did their intermediate counterparts. In a study by Xu, Padilla and Silva (2012) in an intermediate level Mandarin context, 80+ hours of instruction were given across a 22-week semester and a 4-week intensive course. In contrast to Serrano, this study showed no difference in gains in oral comprehension, vocabulary, pronunciation and grammar usage as a result of massed versus distributed practice.

In spite of these challenges, the general consensus of researchers observing language learning programs is that intensive programs are more effective for improving overall proficiency in English. Therefore, how research on the spacing effect from the field of cognitive psychology can inform scheduling decisions in foreign language study programs remains unclear.

2.4. Comparing the two sets of research

A commonly referred to explanation for the discrepancy between the two sets of research mentioned above is the marked difference in the tasks measured to indicate language gains in terms of their conceptual difficulty level (Bird, 2010; Serrano, 2011). The cognitive psychology studies have often been conducted in laboratory environments using concise, well-defined tasks (e.g. memory of word lists or concrete facts) that require minimal cognitive processing. Even the studies that have attempted to cross over into language learning environments are usually focused on a narrow range of grammar or vocabulary building skills. On the other hand, studies of foreign language programs often measure highly cognitive and conceptually difficult tasks such as writing and general communication.

Results of a study by Donovan and Radosevich (1999) show that the benefits of distributed practice decrease with an increase in the complexity of a task. In other words, when learning a list of words (low conceptual difficulty) the positive effect of distributed practice is greater than it is for puzzle solving skills (high conceptual difficulty). In conclusion of his research giving evidence

for the benefits of distributed practice for learning grammar concepts, Bird (2010) points out that these results cannot be easily compared to studies measuring global proficiency and it is possible that the ability to produce grammatically correct sentences in conversation could benefit from massed practice.

As mentioned in Section 2.3, another noteworthy difference in the two sets of research is the lack of delayed post-tests in the studies on foreign language programs. Most of the cognitive psychology studies do not claim superior outcomes on immediate post-tests since it is only on delayed post-tests that the benefits of distributed practice become evident. Therefore, it is possible that if delayed post-tests were included in a study of distributed practice in a foreign language program, the perceived benefits of massed practice would disappear.

2.5. Time distribution research with a focus on grammar acquisition

A few recent studies are similar to the present study in that they measured the effects of distributed practice on grammar gains with an attempt to closely control all confounding variables (Bird, 2010; Miles, 2010; Miles, 2014; Year & Gordon, 2009).

Year and Gordon (2009) conducted a study comparing three groups of Korean middle school students. One group received 200 minutes of instructional time over a 4-day period (massed practice). The two remaining groups received the same amount of treatment in spaced distribution treatment following 4-week or 8-week study schedules. Elicited production and acceptability judgement tasks were used to measure students' acquisition of the English ditransitive verb construction. Both distributed practice groups outperformed the massed group on the immediate post-test as well as on a 6-week delayed post-test used to measure longer-term retention.

In a study by Miles (2010), two grammar points, namely, word order of frequency adverbs and *almost* as an adverb, were taught explicitly to 55 Korean undergraduate students. The massed group received one continuous 60-minute lesson and the distributed group received 4 shorter lessons with a total of 60 minutes of instructional time spread out over a one month period. The results show that the distributed group significantly outperformed the massed group ($p < .05$) on error recognition/correction tasks as well as translation tasks on a 6-week delayed post-test. A similar study was conducted four years later (Miles, 2014) which included an immediate post-test to measure the effects of massed versus distributed practice on surface level gains. Results indicated equal gains in both experimental conditions on the immediate post-test, however, the benefits of distributed practice for longer-term retention were again evident by significantly higher scores on a 5-week delayed post-test.

Bird (2010) compared two groups of students who spoke Malay as their native language that received roughly 5 hours of instructional time at 3-day and 14-day ISIs. The grammar focus in this study was on learning simple past, present perfect and past perfect tenses. Instruction was given using isolated, form-focused materials. Error recognition and correction exercises were used in assessment. The purpose of the study was to investigate the relationship between ISI and RI. The findings indicate that there was little difference between the groups on immediate post-tests, however, gains made in massed practice declined sharply on the 60-day delayed post-test while gains made in distributed practice were significantly more durable.

While these studies shed some light on the acquisition of decontextualized grammar, doubts remain as to whether the results can be applied to non-intensive EFL grammar courses for

two reasons. Firstly, each of these studies focused on a very narrow range (maximum of three) of grammar concepts. Students preparing for high stakes exams need to master a wide range of grammar skills. It is possible that a course including a range of grammar points would more closely resemble the studies on general proficiency where there is less evidence for the advantages of distributed practice (Miles, 2010). A second and more important limitation of these studies is a treatment period which is far shorter than any normal language course. The longest treatment period in the four studies reviewed in this section was only 5 hours. A few of these studies compared purely massed practice with distributed practice. As was mentioned in Section 2.2., no language program employs purely massed practice. Therefore, these studies are unable answer the question as to whether weekly instructional time in an authentic grammar course designed for high stakes exam preparation should be massed or distributed.

The purpose of the current study is to further clarify the effects of distributed versus massed practice for grammar gains in foreign language programs. The length and quality of the treatment as well as the range of target grammar items was chosen to reflect authentic EFL language learning conditions in a Thai secondary school.

2.6. Research questions and hypothesis

This study sought to answer the following research questions:

1. When given 3.5 hours of weekly instructional time over a period of 8 weeks, what are the effects of distributed versus massed practice on grammar gains in immediate post-tests?
2. When given 3.5 hours of weekly instructional time over a period of 8 weeks, what are the effects of distributed versus massed practice on grammar gains in delayed post-tests?
3. Is performance on grammar tasks of varying conceptual difficulty equally responsive to distributed versus massed practice?

Based on the findings from previous studies we can expect to find equal gains between both groups on immediate post-tests. However, the gains made by the distributed group should be more resistant to decay. This prediction is moderated though by the fact that students are tested on a range of grammar items which requires a higher level of cognitive processing, a condition known to be less effected by distributed practice. Distributed practice is expected to provide lesser benefits for grammar tasks with higher conceptual difficulty (error recognition/correction) than for those of lower conceptual difficulty (multiple choice).

3 Methods and design

3.1. Participants and context

Sixty, grade 9, low-proficiency students were the participants in this study. There were 7 males and 53 females all of which were 14 or 15 years of age. The participants were enrolled at a private Islamic school in deep southern Thailand, a region where English is not widely used. English is a compulsory subject in the Thai basic education core curriculum starting from grade 1; consequently, they have already studied English in school for at least eight years. None of the participants were enrolled in the intensive English program at their school. In addition to the treatment, students also took their regular English classes during school hours which consisted of 3.5 hours of instruction weekly.

In order to recruit participants, sign-up sheets were posted in four different grade 9 classrooms. Students voluntarily signed up for classes held outside of regular school hours. They also chose their preferred study timetable which determined whether they were part of the massed or distributed experimental group.

To ensure that both groups were on the same level prior to treatment, the results of the pre-tests were analyzed with an independent samples t-test. Although the massed group scored a bit higher, the difference was not statistically significant. Therefore, both groups were considered to be at an equal proficiency level in regard to target language items.

3.2. Grammar selection and instructional materials

Thai students in grade 9 are preparing for several high stakes tests at the end of the academic year, a substantial part of which contains isolated grammar items. Grammar items on exams from previous years were observed and eight grammar points were chosen, all of which appeared in more than one of those tests. Based on the researcher's experience after teaching in Thailand for 5 years, preference was given to grammar points which were frequently found to pose a problem for Thai students. The eight grammar points chosen, one as the focus for each week of treatment, were the following:

- | | |
|---|---|
| 1. Past continuous versus past simple tense | 5. Active voice versus passive voice |
| 2. Comparative and superlative adjectives | 6. Present perfect simple tense |
| 3. If / unless + first conditional | 7. Direct speech versus indirect speech |
| 4. Question tags | 8. Gerunds and infinitives |

Lesson plans were created using a combination of form-focused instruction and communicative activities. (See Appendix A for a sample lesson plan.) The sole use of explicit grammar teaching has been shown to be less effective in SLA (Krashen, 2003). However, since the exam was made up of isolated grammar items in imitation of grade 9 level standardized tests, it seemed rational to incorporate some explicit grammar instruction into the lessons. Both groups were taught by the researcher using identical content and lesson sequence.

3.3. Experimental conditions

Each group had 3.5 hours of instructional time per week for a period of 8 weeks with a total of 28 hours of instructional time. For both groups, one of the eight grammar points was presented each week. After the first week, grammar points already taught in the course were reviewed at the beginning of subsequent sessions.

The only difference between the groups was the distribution of 3.5 hours of weekly instructional time throughout each week (see Table 1). In the massed group this weekly amount of instructional time was massed into a single session whereas in the distributed group it was distributed across 6 sessions. Therefore, the two differences between massed and distributed practice in this study were the length of intersession intervals (6 days in the massed condition versus 1 day in the distributed condition) as well as the length of instructional sessions (3.5 hours in the massed condition versus 35 minutes in the distributed condition). For the massed group a 15-minute break (not included in the total 3.5 hours) was given in the middle of each study period.

Table 1. Weekly study timetable

Day	Distributed group instructional time	Massed group instructional time
Wednesday	35 min.	-
Thursday	35 min.	-
Friday	-	3.5 hours
Saturday	35 min.	-
Sunday	35 min.	-
Monday	35 min.	-
Tuesday	35 min.	-
Total	3.5 hr. (210 min.)	3.5 hr. (210 min.)

Regular classes are held 6 days a week at the school where the research was conducted with Friday being the only day of the week that the school is closed as is common in Islamic schools in deep southern Thailand. Students in the massed group agreed to come to school on Friday mornings for 3.5 hours of instruction during the treatment period while students in the distributed group agreed to stay for 35 minutes after each school day for their instruction.

It is important to note that the massed condition in this study does not follow purely massed practice in cognitive psychology terms. Instruction that occurs within a single continuous study session without subsequent review has long been proven to be ineffective for skill acquisition and is not true of either condition in this study.

3.4. Procedure and assessment

A pre-test, immediate post-test and delayed post-test design was followed for this study. Both groups took the pre-test on the day before treatment began. The immediate post-test was administered to both groups on the day after treatment ended which was one day after the final session for the distributed group and five days after the final session for the massed group. The delayed post-test was taken by both groups exactly one month after the immediate post-test. All exams were announced in advance and students were allowed two hours to complete each exam.

Table 2. Exam item details

Topic	Exam type	
	ER/C	MC
1. Past continuous versus past simple tense	5	5
2. Comparative and superlative adjectives	5	5
3. If / unless + first conditional	5	5
4. Question tags	5	5
5. Active voice versus passive voice	5	5
6. Present perfect simple tense	5	5
7. Direct speech versus indirect speech	5	5
8. Gerunds and infinitives	5	5
Total	40	40
	80	

The pre-test, immediate post-test and delayed post-tests were identical. This exam had a total of 80 items made up of two parts, each with a unique type of grammar task (see Table 2). The

first part was error recognition/correction tasks (ER/C). One or two sentences were given for each item with four underlined words, one of which was grammatically incorrect. Students received one point for identifying the error and one additional point if they were able to fix the error correctly. The second part was multiple choice tasks (MC). Students merely needed to choose the correct answer to fill in the blank in each item. Students were awarded one point for each correct answer. (See Appendix B for sample exam items.) These two types of grammar tasks represented two levels of conceptual difficulty. The ER/C task was considerably more difficult due to students being required to produce words or phrases that were grammatically correct. Both types measured students' ability to perform discrete, decontextualized grammar tasks such as are commonly found on high stakes English exams taken by Thai secondary students.

Each part of the exam consisted of 40 items made up of five items from each of the eight grammar points. Total points for the entire exam was 120. Prior to their use in this study all test items were piloted with a separate group of grade 9 students and found to be reliable.

4 Results

4.1. Effects of distributed versus massed practice on immediate post-tests and delayed post-tests

Table 3 shows descriptive statistics for the scores of both groups on the pre-test, immediate post-test and delayed post-test. The scores displayed in this table are the total of both exam types. On the immediate post-test, both groups made significant gains from the pre-test. The increase from pre-test to immediate post-test for the distributed group was 55.4 points while the increase for the massed group was only 38.4 points.

Table 3. Descriptive statistics for pre-test, immediate post-test and delayed post-test (total of both exam task types)

	Distributed (n=30)		Massed (n=30)		Sig.
	Mean	S.D.	Mean	S. D.	
Pre-test	27.70	8.75	31.93	9.68	.081
Immediate post-test	83.13	17.91	70.30	23.38	.020*
Delayed post-test	76.97	18.05	69.07	22.63	.140

* significant at $p < .05$

The distributed group scored 12.8 points higher than the massed group on the immediate post-test. In order to answer the first research question, an independent samples t-test was conducted to find the difference between the means of both experimental groups on the immediate post-test. The results showed that the distributed group scored significantly higher on this test than the massed group ($p < .05$) with a large effect size ($d = .62$). See Figure 1.

On the delayed post-test the distributed group outperformed the massed group by 7.9 points. When comparing delayed post-test scores with immediate post-test scores within groups the massed group only lost 1.2 points while the distributed group had a greater loss of 6.1 points.

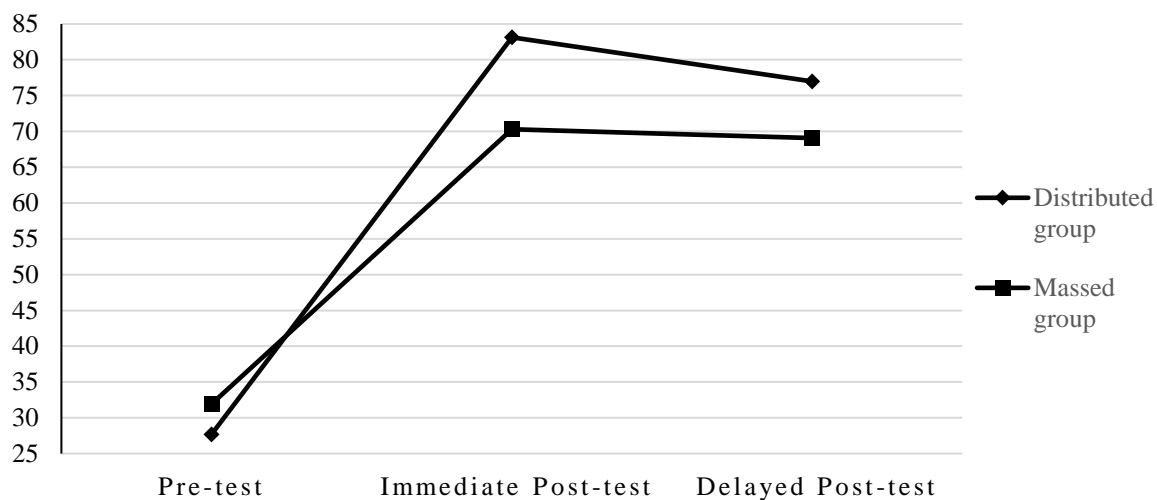


Figure 1. Total scores on pre-test, immediate post-test and delayed post-tests.

In order to answer the second research question, another independent samples t-test was conducted to find the difference between the means of both experimental groups on the delayed post-test. The results showed that although the distributed group still outperformed the massed group on this test, the difference in mean scores ($p = .14$) failed to reach statistical significance at $p < .05$ level.

Furthermore, a paired samples t-test was conducted to shed light on the rate of decline in scores from the immediate post-test to the delayed post-test within groups. When total scores including both exam task types were taken into consideration, the declines were statistically insignificant for both experimental groups.

4.2. Comparison of effects of distributed and massed practice on performance in two grammar task types

In order to answer the third research question, the exam scores were divided by exam task types and analyzed independently. (See Table 4.) Paired samples t-tests were conducted to find the effect of distributed versus massed practice on the increase and decline of scores on both exam task types.

Table 4. Descriptive statistics for immediate post-test and delayed post-test by exam type

		Distributed (n=30)		Massed (n=30)		
		Mean	S.D.	Mean	S.D.	Sig.
Immediate post-test	ER/C	53.40	13.98	43.97	16.81	.021*
	MC	29.73	4.70	26.33	7.13	.034*
Delayed post-test	ER/C	49.47	13.35	43.80	16.09	.143
	MC	27.50	5.32	25.27	7.22	.178

*significant at $p < .05$

On the immediate post-test, the superior gains made by the distributed group in comparison to the massed group were equally significant ($p < .05$) for both task types. The differences on scores from the delayed post-tests between groups were statistically insignificant for both task types.

When considering the rate of decline in scores from immediate post-test to the delayed post-test within groups, the distributed group had statistically significant losses ($p < .01$) on both ER/C and MC tasks. The massed group did not have a statistically significant loss on either task type. (See Table 5.) These results indicate that performance on grammar tasks on both levels of conceptual difficulty was equally affected by distributed and massed practice. (See Figures 2, 3.)

Table 5. Descriptive statistics for the decline in scores from immediate post-test to delayed post-test

		Immediate post-test		Delayed post-test		Sig.
		Mean	S.D.	Mean	S.D.	
Distributed group	ER/C	53.40	13.98	49.47	13.35	.002**
	MC	29.73	4.70	27.50	5.32	.001**
Massed group	ER/C	43.97	16.81	43.80	16.09	.906
	MC	26.33	7.13	25.27	7.22	.134

**significant at $p < .01$

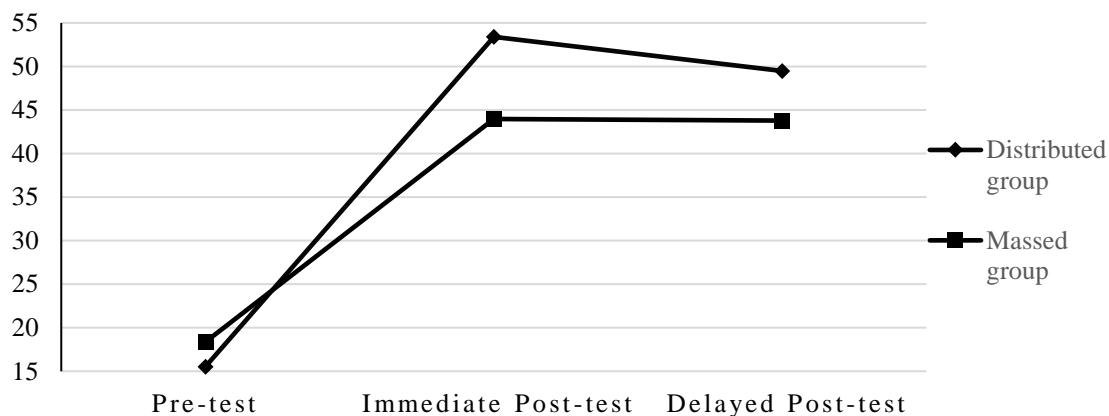


Figure 2. Scores on pre-test, immediate post-test and delayed post-tests for ER/C tasks.

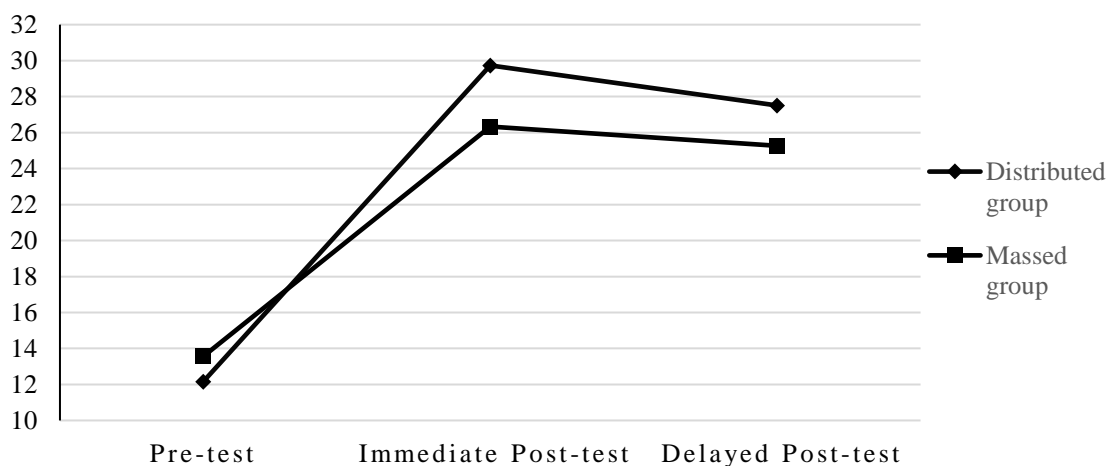


Figure 3. Scores on pre-test, immediate post-test and delayed post-tests for MC tasks.

5 Discussion

In regard to the first research question (effects of distributed versus massed practice on immediate post-tests), the results from this study show that the distribution of instructional time has significant effects on grammar learning for short-term recall. On immediate post-tests, participants benefited significantly from distributed practice. This lends support to previous studies which have suggested that the benefits of distributed practice found in cognitive psychology studies on the spacing effect are relevant to language learning programs (Miles, 2014; Seabrook et al., 2005).

The results of this study contrast with the studies of foreign language programs, most of which have found superior gains in massed (intensive) instruction (Collins et al., 1999; Collins & White, 2011; Serrano & Munoz, 2007; Serrano, 2011; Spada & Lightbown, 1989; White & Turner, 2005). It is worth repeating the ways in which this study differs from those done on foreign language programs as these differences may account for the contrasting outcomes. In addition to the fact that this study measured only grammar gains in isolated, decontextualized tasks as opposed to overall second language proficiency, the distributed practice condition in this study also differs from the distributed practice condition in the foreign language program studies. Only students in the distributed group in this study had daily instructional sessions, a characteristic of the massed condition of the foreign language program studies. It is possible that frequent daily practice, albeit in small amounts, is the common factor for the success of intensive language programs and that of distributed practice in non-intensive programs such as the one in this study.

This study found significant benefits of distributed practice for performance on immediate post-tests unlike a few recent studies on the spacing effect in grammar learning (Bird, 2010; Miles, 2014; Year & Gordon, 2009) all of which reported nearly equal performance on immediate post-tests by students in distributed and massed conditions. As mentioned before in section 2.5, those studies focused on a very narrow range of grammar points (maximum of three) and had a short treatment period (less than 5 hours total). While other studies have found that distributed practice results in higher scores in delayed post-tests, the results of this study show that when the treatment is extended in terms of overall time and in the range of grammar topics, the benefits of distributed practice become apparent for immediate post-tests as well.

When analyzing the results of the immediate post-test in comparison with the delayed post-test within groups, less decay was observed in the massed group than in the distributed group. However, the distributed group maintained higher scores in relation to the massed group on both exams. In regard to the second research question, then, the results of this study confirm the benefits of distributed practice for higher scores on delayed post-tests. This adds strength to previous studies which have investigated the effects of distributed versus massed practice on grammar gains in closely controlled experiments with shorter amounts of instructional time and a narrower range of grammar focus (Bird, 2010; Miles, 2010; Miles, 2014; Year & Gordon, 2009) and suggests that findings from such studies can be applied to more authentic language learning programs.

On the other hand, it is important to note the lack of statistical significance in the difference between mean scores on the delayed post-test. This indicates that the benefits of distributed practice over massed practice in this study were weaker for long-term retention than they were for short-term recall.

In regard to the ISI/RI ratio presented by Bird (2010), the results of this study show that study conditions with ISI/RI ratios well outside of the suggested optimal ratio of 10 to 30% can still be effective for short- and long-term recall. In this study the delayed post-test of the massed group is the only condition that falls within the proposed optimal ISI/RI ratio (see Table 6). Students in this condition, however, had lower scores than students in the distributed group where the ISI was only 3% of RI. The ratios presented in Bird's study likely have relevance to the frequency at which target language points are presented throughout a course but may have little to offer in terms of how instructional sessions should be scheduled over a period of time.

Table 6: Ratios of intersession intervals to retention intervals

	Immediate post-test Massed = 5-day RI Distributed = 1-day RI	Delayed post-test Massed = 35-day RI Distributed = 30-day RI
Massed (6-day ISI)	120%	17%
Distributed (1-day ISI)	100%	3%

In regard to the third research question, this study found that distributed versus massed practice had equal effects on two tasks of varying conceptual difficulty. This contrasts with the study by Donovan and Radosevich (1999) which found greater benefits of distributed practice for tasks of lower conceptual difficulty. On the other hand, this finding confirms the claims of a few researchers who have suggested that the benefits of distributed practice (i.e. spacing effect theory) are not isolated to tasks requiring lower cognitive processing (e.g. memorization tasks) but are also relevant to those tasks which require a higher level of cognitive processing (e.g. editing tasks) (Bird, 2010; Miles, 2014).

6 Conclusion

There is growing evidence that the spacing effect theory has implications for real-life language courses. This study was conducted in an authentic non-intensive secondary grammar course and found that when there is an allotted schedule of a few hours of weekly instructional time, the distribution of that instructional time over the course of a week is important for short-term and long-term recall on grammar tasks of varying conceptual difficulty levels. In light of the superior gains on immediate and delayed post-tests, course designers and students preparing for high stakes exams should pay attention to the need for a weekly schedule that distributes instructional time across a number of days. Although these frequent instructional sessions may be short, this type of scheduling yields greater results than when those few hours are crammed into a single day.

The results of this study also have implications for the sequence in which content is presented throughout a language course. Instructors who find themselves teaching grammar in massed scheduling conditions should incorporate elements of distributed practice in their lesson plans. For example, rather than focusing on one grammar topic for the duration of a long instructional session, class time should be divided into segments each with a unique grammar topic or type of task. Grammar topics taught earlier in the course should be reviewed frequently. If a

target grammar point is only taught during one or a few closely concentrated study sessions and not reviewed later in the course, it is less likely to be remembered. Frequent and repeated exposure to target content will result in faster learning.

6.1 Limitations and recommendations for further research

Studies on how spacing effect theory applies to real life language classrooms have just begun. Among many possible distributions of weekly instructional time, this study only took two into account. A study schedule where students have short daily learning sessions may be impractical in some cases. Distributing 3.5 hours of study time over two days per week may be equally beneficial but needs further research.

This study found that the decline in retention from immediate post-tests to delayed post-tests of the distributed group was slightly steeper than that of the massed group. If that rate of decline continues after another month the benefits of distributed practice may disappear. Another delayed post-test held at the end of 2 or 3 months could shed more light on how well knowledge is retained after instruction in distributed versus massed practice for longer term recall.

Finally, this study considered only two tasks of varying degrees of conceptual difficulty, both of which were grammar-related tasks. This represents a narrow range of task conceptual difficulty. Overall language proficiency requires a higher level of cognitive processing than do editing tasks. Therefore, the possibility remains that when a greater range of conceptual difficulty is taken into consideration, performance may vary as a result of distributed versus massed practice. It is also possible that the benefits for distributed practice found in this study would not be found on tasks of higher conceptual difficulty, for example, communicative tasks or discourse level writing tasks.

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Appendix A

Exam type: Error recognition/correction (ER/C)

Instructions: Identify the error and rewrite the sentence(s) correctly.

81. A: Have you ate one of those bananas yet?

a b c

B: No, I haven't.

d

82. Tom is the tallest student in our school. Have you meet him?

a b c d

Exam type: Multiple choice (MC)

Instructions: Choose the best answer for each blank.

1. My father is on the way. He _____ home yet.

1. hasn't arriving

2. isn't arrived

3. hasn't arrived

4. not arrived

2. Ben: "I will go to Vietnam next month?"

Jess: Ben said that he _____ to Vietnam next month.

1. will go

2. will gone

3. would gone

4. would go

Appendix B

Sample lesson plan (week 3)

Lesson Overview

Length of lesson (including review)	Each stage is 35 minutes total (2 minutes of review + 33 minutes of instruction) 6 stages = 210 minutes total (12 minutes of review + 198 minutes of instruction)		
Target language item	<ul style="list-style-type: none"> - If + first conditional - Unless 		
Main lesson aims (i.e. what you hope the learners will achieve/be able to do better after your lesson)	Students will be able to: <ul style="list-style-type: none"> - Improve their fluency in both components of first conditional sentences; present simple and future simple - Produce first conditional sentences correctly - Identify errors in first conditional sentences - Recognize the correct use of the word ‘unless’ 		
Materials used	Stage 1: Present simple story (M301), present simple grammar exercise (M302), word lists for making sentences (M303) Stage 2: None Stage 3: Slips of paper with sentence parts (M304), slips of paper with individual words (M305), grammar exercise (M306) Stage 4: Cards (M307), sentence prompts (M308), grammar exercise (M309) Stage 5: ‘If sentences’ for demonstration (M310), slips of paper with sentence parts (M311), grammar exercise (M312), grammar exercise (M313) Stage 6: Five sentences with errors (M314), grammar worksheet (M315)		
Review	Stage 1: M207 Stage 2: M112	Stage 3: M210 Stage 4: M115	Stage 5: M214 Stage 6: M116

Lesson Procedure

Stage	Activities	Inter-action	Time
1	Review simple present tense <ul style="list-style-type: none"> • Students get into pairs. Each student gets a sheet with the “Hank and Ginger” story (M301). Teacher reads the story. Students listen and underline all the verbs. 	T > Ss	5 min.

	<ul style="list-style-type: none"> ○ Elicit subject-verb agreement for simple present. “What do you notice about the verbs in this story? When do we need to add an ‘s’?” ○ Make a column of nouns and pronouns on the board. Drill students by pointing at the words one by one and having student give the correct form of the verb that follows. 	Ss > T	7 min.
	<ul style="list-style-type: none"> • Write the first three sentences of paragraph 3 on the board. Demonstrate how to change these sentences into negative sentences. <ul style="list-style-type: none"> ○ Students choose two more sentences from the story and change them into their negative form. Teacher monitors and helps with problems. 	T > Ss	5 min.
	<ul style="list-style-type: none"> • Students complete the grammar exercise to reinforce present simple (M302). After students are finished, teacher calls random students to read their answers. Check for accuracy. 	Ss	5 min.
	<ul style="list-style-type: none"> • Put three columns of words on the board (M303). Students use words from the list to make three true sentences. 	Ss	6 min.
2	<p>Review simple future tense</p> <ul style="list-style-type: none"> • Ask students what they will do this afternoon. Write a few of their responses on the board. Then ask what they won’t do and write a few of their responses on the board. Draw attention to the form of simple future tense. Also review the question form. • Students get into pairs. They ask each other what is one thing they will do when they are fluent in English. Encourage them to keep it simple. Then teacher calls on a few random students to report on what their partner will do when they are fluent in English. • Tell students to imagine that they have been living in a foreign country for one year. Now they are ready to go back to Narathiwat. Make a list of 4 things that you will do when you arrive in Narathiwat. <ul style="list-style-type: none"> ○ After students have written their responses, teacher calls on random students to read their answers to the class. ○ Have the students change the sentences they have written into question form and negative form. Teacher monitors and helps with problems. 	Ss > T T > Ss	5 min.
		Pairwork Ss > T	7 min.
		Ss	6 min.
		Ss > T	5 min.
		Ss	10 min.

3	<p>First conditional</p> <ul style="list-style-type: none"> • Explain that some of our future plans are dependent on other circumstances. Elicit two things that students plan to do tomorrow. Suggest something that each of these plans are dependent on. Use this information to write two first conditional sentences on the board. (Example: I will go to school tomorrow if I don't get sick.) Draw attention to the 'if clause' versus the 'main clause'. • Students get into pairs. Give each pair a set of paper slips (M304). Students match two halves of the sentence to make conditional sentences. Teacher monitors. When students finish the rearrange the slips to make the sentences wrong. Then they switch with another group and correct those sentences. • Cut the sentences into individual words. Give each pair three sets of paper slips (M305). Students put the words in order to make first conditional sentences. Call on random students to read their sentences to check for accuracy. • Grammar exercise (M306). Students complete the exercise individually. When they finish teacher calls on random students to read each sentence to check for accuracy. 	T > Ss	8 min.
4	<p>More practice with first conditional</p> <ul style="list-style-type: none"> • Card game (M307) <ul style="list-style-type: none"> ○ Students get into groups of 4. Each group gets a set of cards. Match the 'if clauses' with the 'main clauses'. If students finish early they can make a new 'main clause' for each 'if clause' or vice versa. • Students use the sentence prompts to make four first conditional sentences (M308). • Students fill in the blanks with their own ideas to complete the sentences (M309). <ul style="list-style-type: none"> ○ Collect the worksheets. Divide the class into two groups. Teacher reads the answers that a student from Group 1 wrote. Group 2 tries to guess whose answers the teacher is reading. Keep score for a competition between the groups. Teacher points out any mistakes that come up. 	Groups of 4	10 min.
5	<p>'Unless' in first conditional sentences</p> <ul style="list-style-type: none"> • Demonstrate the meaning of 'unless' by rewriting two sentences using 'unless'. (M310) 	Ss	5 min.

	<ul style="list-style-type: none"> • Cut up the slips of paper and give one set to each pair (M311). Students work in pairs to match the two sentence halves. • Grammar exercise (M312). Choose 'if' or 'unless' to complete the sentences. When students are finished, teacher calls on random students to read their answers. Check for accuracy. • Rewrite sentences by using the word 'unless' but keeping the same meaning. (M313) When students are finished, teacher calls on random students to read their answers. Check for accuracy. 	Pairwork	8 min.
		Ss	10 min.
		Ss	10 min.
6	<p>Production and error recognition</p> <ul style="list-style-type: none"> • Conditional chain game. Second student uses the last part of the previous student's sentence as the first part of their sentence. • Error recognition exercises <ul style="list-style-type: none"> ○ Show five sentences with errors on the screen (M314). Ask which word in the sentence is incorrect. Teacher elicits a correct sentence and writes it on the board. ○ Grammar worksheet (M315). Half of the sentences contain errors. Students work individually to identify the incorrect sentences and rewrite them correctly. <ul style="list-style-type: none"> ▪ When students are finished randomly call on students to read their answers. Check for accuracy and give feedback as necessary. 	Ss	10 min.
		T > Ss	5 min.
		Ss	18 min.

Paper 2

ผลกระทบของระยะเวลาเรียนต่อการเอาใจใส่ในการเรียนในชั้นเรียนไวยากรณ์ของนักเรียนไทยที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ

The Impact of Class Length on Student Engagement in Thai EFL Grammar Classes

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บทคัดย่อ

งานวิจัยครั้งนี้มีวัตถุประสงค์เพื่อศึกษาผลกระทบของระยะเวลาเรียนต่อการวัดความเอาใจใส่ในการเรียนเชิงพฤติกรรมและอารมณ์และความไม่พอใจการเอาใจใส่ในการเรียนศึกษาจากการกระจายเวลาเรียนโดยแบ่งห้องเรียนเป็นสองห้อง คือ ห้องเรียนที่ใช้เวลาเรียน 35 นาที เรียนทุกวัน กับห้องเรียนที่ใช้เวลาเรียน 3.5 ชั่วโมง เรียนสัปดาห์ละครั้ง ประชากรที่ใช้ในการศึกษาคือนักเรียนชั้น ม. 3 ในโรงเรียนแห่งหนึ่งทางภาคใต้ จำนวน 70 คน และครู 2 คน เครื่องมือที่ใช้คือแบบรายงานตนเอง และแบบรายงานของครู สถิติที่ใช้ในการวิเคราะห์ข้อมูลคือ ค่าเฉลี่ย ค่าเบี่ยงเบนมาตรฐาน และค่าสหสัมพันธ์ ผลการศึกษาพบว่านักเรียนซึ่งเรียนในห้องเรียนที่มีระยะเวลาเรียนสั้นกว่า มีความเอาใจใส่ในการเรียนมากกว่านักเรียนอีกกลุ่มอย่างมีนัยสำคัญจากแบบรายงานของครูและแบบรายงานตนเองของนักเรียนในเรื่องการเอาใจใส่ในการเรียนพบว่ามีความคลาดเคลื่อนทำให้เกิดข้อสงสัยเรื่องความน่าเชื่อถือของแบบรายงานของครูในการวัดความเอาใจใส่เชิงอารมณ์ นักเรียนในห้องเรียนที่มีระยะเวลา 3.5 ชั่วโมง สัปดาห์ละครั้ง แสดงอาการล่า และเบื่อหน่ายเมื่อเลิกเรียน นักเรียนซึ่งเรียนในห้องเรียนที่มีเวลาเรียนสั้นกว่าและเรียนทุกวัน แสดงความไม่พอใจน้อยมาก และรายงานว่าไม่มีสาเหตุของความไม่พอใจในขณะที่เรียน ประเด็นสำคัญที่นำไปประยุกต์ใช้ในการจัดตารางเรียนคือ ชั้นเรียนที่มีเวลาน้อยกว่าช่วยเพิ่มการเอาใจใส่ในการเรียน

คำสำคัญ: ความเอาใจใส่ในการเรียน ตารางเรียน ระยะเวลาของห้องเรียน

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Abstract

The objective of this study is to investigate the impact of class length on measures of behavioral and emotional engagement and disaffection at a classroom level. Student engagement was measured in two varying distributions of 3.5 hours of weekly instructional time: short daily classes and longer classes held only once a week. The subjects of this study were 70 students and two teachers in one of the schools in the south of Thailand. The instruments were student self-reports and teacher reports. The statistics used to analyze the data were mean, standard deviation and correlation. Results indicated that students studying in shorter class periods were significantly more engaged according to teacher reports and slightly more engaged according to student self-reports. Discrepancies between student and teacher reports of engagement in this study cast doubts on the reliability of teacher reports particularly for measuring emotional engagement. Students in longer classes showed more frequent signs of tiredness and boredom toward the end of class. Students in shorter classes showed fewer indications of disaffection and frequently reported no awareness of causes for disaffection during class. An important implication for course scheduling is that shorter classes can serve to boost student engagement.

Keywords: Student Engagement, Course Scheduling, Class Length

Introduction

Successful academic outcomes are critically dependent on the level of students' engagement (involvement in and attraction to learning) in school [1]. Thus, it is essential that educators strive to engage students. Student engagement, a multidimensional construct involving both how students feel and behave [2], has enjoyed increased attention in recent years. This is due not only to how essential student engagement is for learning but also to how highly responsive it is to various kinds of intervention [3]. The effects of student engagement and disaffection (lack of engagement) are far-reaching. Previous studies show that engagement leads to higher grades [1], increased attendance [4] and well-satisfied teachers less prone to burn out [5].

The model of student engagement adhered to in this study was developed by Skinner, Furrer, Marchand, and Kindermann [6]. This conceptualization of student engagement proposes a bi-dimensional concept of engagement comprised of behavioral and emotional aspects. These two dimensions are further broken down into the following four components; behavioral engagement, emotional engagement, behavioral disaffection, and emotional disaffection. Student engagement in this study is defined as a meta-construct that combines behavioral and emotional dimensions and refers to active, energized, persistent, focused, emotionally positive interactions with the teacher and classroom activities [6].

Indicators of behavioral engagement include effort, attention, persistence, and involvement (e.g. participating in class discussion). Indicators of emotional engagement include energized emotional states such as enthusiasm, enjoyment, satisfaction and interest (e.g. having fun in class). Disaffection can be rendered as a lack of engagement (lack of positive indicators) but goes beyond that to include negative actions and emotions. Thus, indicators of behavioral disaffection include passivity, giving up, and withdrawal (e.g. being easily distracted), whereas, emotional disaffection

includes boredom, sadness, disinterest and anxiety (e.g. feeling frustrated when unable to answer a question) [6].

Facilitators of student engagement are factors that predict student engagement levels. In a very influential model of school learning, Carroll [7] proposed that the primary facilitator of student motivation and engagement was time. The implication was not to increase instructional time without regard to other factors, but rather to match the time allocated for learning to the amount of time the learner is willing to spend learning [8]. While that amount of time is undoubtedly highly dependent on the quality of instruction as found in a recent study on the relationship between instructional time and classroom quality [9], students do not have unlimited attention spans. Therefore, it is of value to ask what the optimal class length is for fostering high engagement levels.

Studies on the effects of block scheduling are generally a comparison between long instructional sessions (intensive programs or block schedules where students attend fewer but longer classes) and shorter instructional sessions found in traditional programs. Despite the purported benefits of block scheduling for greater academic gains, research fails to make a strong case for its superiority to traditional scheduling [10]. One reason for this may be that advantages in terms of less chaos and favorable perceptions by teachers [11] have failed to outweigh disadvantages inherent to longer classes such as concentration difficulty and boredom [12].

In a study measuring how long students can pay attention in class, Bunce, Flens and Neiles [13] found that during lectures student attention lapses begin as early as within the first 15 minutes and occur in ever-shortening cycles thereafter. While lecturing is known to be less engaging and there are plenty of pedagogical approaches that are more conducive to an engaging classroom environment, the problems of tiredness and decreasing attention have been reported in numerous studies on student perceptions of block scheduling [14,15]. The strongest disadvantage of block scheduling found by Kaya and Aksu [12] in their study on 1,100 middle and high school students was ‘boredom at the end of the courses’, indicated by 88% of the participants. They also reported that students in block schedules suffered from loss of concentration and were less attentive overall.

In a study by Reardon, Payan, Miller, and Alexander [16] student perceptions of three class formats (1 hour/three times a week, 1.5 hours/twice a week and 3 hours/one time a week) were investigated. They found that undergraduate students prefer the twice a week format. Students disliked the once a week format due to its lengthy instructional sessions. According to Henebry [17], meeting once a week for a lengthy class session tends to cause problems such as information overload and attention deficiency especially toward the end of classes.

Conversely, some scholars have argued that block scheduling (longer classes) does not negatively affect student engagement. Through interviews with teachers on their perceptions of block scheduling, Kilpatrick [11] found that teachers believed students in block schedules were no less engaged than they were in traditional schedules. In addition, intensive programs where students meet for longer periods of instructional time per day have been found to increase group cohesion [18], a facilitator of student engagement [2].

These previous studies are not in agreement as to whether or not long class periods negatively affect student engagement. Therefore, the impact of instructional time distribution (i.e. class length and frequency) on student engagement is still largely unknown. This is a glaring gap

in light of the fact that scheduling is known to have significant effects on various aspects of teaching and learning [19].

Studies on managerial strategies for promoting student engagement are not abundant; consequently, there have been calls for more research into such practices [2]. In regard to the study of student engagement facilitators, Corno and Mandinach [20] argue for the importance of focusing on situated, classroom contexts to discover the degree to which they can enhance or reduce engagement. The current study measured student engagement in authentic classrooms to shed light on how student engagement is affected by class length. Unlike previous studies, the variables of course content and instructional style were closely controlled with class length remaining the only variable between experimental groups.

The amount of total weekly instructional time allotted for English instruction in traditional non-intensive language programs in Thai secondary schools is approximately 3.5 hours. This instructional time is commonly divided between 2 or 3 sessions throughout the week. However, it is also common to organize special tutoring particularly for Grade 9 students in preparation for high stakes exams (e.g. national standardized tests and entrance exams for upper secondary school admission) where students meet for longer instructional sessions lasting 3-4 hours. Previous studies give reason to question the effectiveness of such long instructional sessions especially in regard to their potentially negative impact on student engagement levels. The purpose of the current study is to shed light on the optimal length of class time for maintaining a healthy level of engagement in the Thai secondary school context.

Objectives

The current study focuses on the impact of class length on student engagement in order to inform instructors and course designers regarding best practices for enhancing student engagement. Engagement is assessed using student self-report and teacher report questionnaires in two variations of instructional time distribution (35-minute classes on six days a week versus 3.5 hour classes once a week). A comparative analysis of the results of student self-reports and teacher reports sheds light on the correlation of the research instruments employed in this study. This study also investigates the causes of student engagement based on qualitative data collected with open-ended questions.

The current study sought to answer the following research questions:

1. What are the differences in students' engagement in long versus short instructional sessions?
2. What are the differences between the results of student self-reports and teacher reports of engagement?
3. What are the primary causes of student engagement and disaffection as reported by students and teachers?

Methods

1. Participants and instruction

The participants in this study were 70 Grade 9 students aged 14 or 15 years old. They were enrolled at a private secondary Islamic school in deep southern Thailand, a region where English is not widely used. All of them had been learning English in traditional non-intensive school language programs for at least 8 years.

Prior to the commencement of their grammar instruction all participants took a grammar test designed for A2 level of CEFR. This test included 5 error recognition/correction (ER/C) items and 5 multiple choice (MC) items for each target grammar point that was used in the subsequent treatment (See Table 1.) The total amount of points on the exam was 120. An overall mean score of 29.82 indicated that the students were at a low proficiency level. Furthermore, an independent samples t-test indicated that both groups were at an equal proficiency level in regard to target grammar topics ($p = .081$).

Notices about a special grammar course held outside of normal school hours were posted in four different Grade 9 classrooms to recruit participants. Students voluntarily signed up for the classes and also chose their preferred study schedule which determined the experimental group they were in.

37 of the participants (6 males and 31 females) signed up for a class that met once a week on Friday, the only day off for students at this school where they study regular classes 6 days a week. The duration of instructional sessions for this group was 3.5 hours not including a 15-minute break. This group is referred to in this study as Group A. 33 students (3 males and 30 females) signed up for a class that met 6 days a week after school. The duration of instructional sessions for this group was 35 minutes each day for 6 days a week. This group is referred to in this study as Group B. Both experimental groups studied a total of 3.5 hours per week. The researcher was the teacher for both groups in this course which lasted for 8 weeks with a total of 28 hours of instructional time. Both groups were taught using identical content and teaching style.

Table 1 Exam details and target grammar points

Topic	Exam Type	
	Error recognition/correction	Multiple choice
1. Past continuous versus past simple tense	5	5
2. Comparative and superlative adjectives	5	5
3. If / unless + first conditional	5	5
4. Question tags	5	5
5. Active voice versus passive voice	5	5
6. Present perfect simple tense	5	5
7. Direct speech versus indirect speech	5	5
8. Gerunds and infinitives	5	5
Total	40	40

Eight grammar topics known to be challenging for Thai secondary students were chosen as the content for the treatment period. (See Table 1.) In order to boost a sense of relevance, the participants were told that knowledge of these topics is important for several high stakes exams

that they would take at the end of the current academic year. Each week a new grammar topic was presented along with a review of topics already covered in previous weeks. The content was taught using communicative, focus-on-form activities in order to create a stimulating yet objective learning experience in the classroom [21]. The instruction for each week was divided into 6 stages. Group A received all 6 stages in succession on a single day. Group B received one stage per day on 6 days throughout the week. (See Table 2.)

Table 2 Weekly study timetable

Day	Stage	Group A	Group B
Wednesday	1	-	35 min.
Thursday	2	-	35 min.
Friday	1-6	3.5 hr.	-
Saturday	3	-	35 min.
Sunday	4	-	35 min.
Monday	5	-	35 min.
Tuesday	6	-	35 min.
Total		3.5 hr. (210 min.)	3.5 hr. (210 min.)

2. Instruments

In order to identify suitable data collection instruments a recent review of instruments used to measure student engagement was consulted [22]. A set of questionnaires developed by Skinner, Kindermann, and Furrer [23] to measure student engagement at the classroom level and established as a reliable tool to measure the construct was found to be most suitable for the context of this study. According to this model, the student engagement scale is a composite of four subscales: behavioral engagement, behavioral disaffection, emotional engagement, and emotional disaffection. The assumption of Skinner et al. [23] is that students are competent reporters of their own engagement but also that a teacher report is a healthy compliment to reach maximal reliability. Hence, two questionnaires are used to measure the engagement construct, a student self-report and a teacher report, each including the four subscales.

Measures of student engagement should be evaluated carefully and adapted if necessary to fit each unique context [22]. Due to the participants' low English proficiency, the student self-report questionnaire was translated into Thai to avoid linguistic difficulties. A 5-point Likert-type rating scale was used to collect quantitative data on both questionnaires. Four open-ended questions were added at the end of each questionnaire to provide qualitative data that could complement and expand on the quantitative data. The original questionnaires each had a total of 20 Likert-scale items. Both questionnaires were piloted in order to detect any shortcomings.

Reliability analyses found that data from the student self-report pilot questionnaire was internally consistent at a high level ($\alpha=0.88$). 4 items that were irrelevant, ambiguous, or unnecessarily redundant were eliminated to create more compact instruments. The final version of the student self-report questionnaire used in this study consisted of 16 Likert-scale items with four items under each subscale of student engagement. A few open-ended questions were reworded to enhance their clarity and potential to elicit interesting information related to the engagement construct. These questions were designed to allow students to express their attitudes about class length and the causes of their engagement or disaffection.

Reliability analyses found that the data from the teacher report questionnaire was internally consistent at a high level ($\alpha=0.99$). During the pilot phase, the 2 teacher raters reported difficulties in assessing some indicators of emotional engagement and disaffection (e.g. for this student, learning seems to be fun). This affirmed previous researchers who reported the difficulty of assessing internal states directly [1,22]. Therefore, 4 items were eliminated. The final version of the teacher report questionnaire used in this study consisted of five items each under behavioral engagement and behavioral disaffection subscales but only three items each under emotional engagement and emotional disaffection. Four open-ended questions were included to allow the raters to elaborate on and clarify their observations regarding the causes of engagement and disaffection as well as what the clearest indicators were of those phenomena. Results from the pilot teacher report questionnaire analysis showed a very high level of inter-rater correlation (Pearson's $r = .91, p < .01$).

3. Procedure

Participants from both groups independently completed the student self-report questionnaires twice during the 8-week course, once at the end of the second week and once at the end of the seventh week. Questionnaires were completed at the end of class to reflect engagement levels at the end of short and long instructional sessions. The use of two measurement points provides a better picture of engagement over the duration of a language course than a one-time assessment [6].

The teacher reports were completed by two raters neither of which was the teacher for the course. The first rater had 3 years of teaching experience while the second rater had seven years of teaching experience. Employing external raters provided highly objective results. Moreover, they were able to give undivided attention to observing and recording indicators of engagement and disaffection during real class time. Collecting data from two raters eliminated one-rater bias. Prior to piloting the questionnaires, the raters were given a short training by the researcher to ensure their understanding of the engagement construct and their competence in its assessment.

The raters attended the class during the fifth stage of instruction each week throughout the course to evaluate students. Indicators of engagement and disaffection can easily be overlooked when evaluating an entire class of more than 30 students simultaneously. Therefore, each week only 9-11 students from each group were evaluated. These students were randomly selected each week before class from among the students which had not yet been evaluated up to that point. They were asked to sit in the front row but were not told that they were being evaluated. Both raters were seated at the front of the classroom facing the students, one on either side of the classroom. This gave them a clear, unobstructed view of the students they were evaluating. Both raters completed a set of the Likert-scale items in relation to each individual student under evaluation and they completed one set of open-ended questions in relation to the entire group of students being evaluated on that day. Each student had a turn to be evaluated by teacher raters twice throughout the course, once during the first half of the course and once during the second half of the course.

4. Analysis

The goal of the analysis was to find the difference in student engagement between Group A and Group B. In order to analyze the quantitative data from the questionnaires, items under behavioral and emotional disaffection were reverse coded so that a higher score indicated a higher level of engagement. The scores on items across both points of measurement were averaged to arrive at a score between 1 and 5 indicating student engagement for that item. Mean scores of 1.00 – 1.49 indicated the lowest level of engagement, 1.50 – 2.49 indicated low engagement, 2.50 – 3.49 indicated medium engagement, 3.50 – 4.49 indicated high engagement, and 4.49 – 5.00 indicated the highest level of engagement. On teacher reports the final mean score included an average of scores given by both raters at both points of measurement. Then the scores across all four subscales were averaged to find an overall value of student engagement for each group on student self-reports and teacher reports. Skinner et al., [6] report that the four subscales in their assessment instruments are correlated highly enough so that their combined value can be used to form a single internally consistent measure of engagement. Finally, independent samples t-tests were conducted to find the differences between scores on each item as well as the difference between overall total scores between the two groups as measured by students and teachers.

In order to answer the second research question, the quantitative data from student self-reports and teacher reports analyzed in each of the four subscales. Independent samples t-tests were conducted using the average score for each subscale on the student self-reports and the average score for each subscale on teacher reports to find whether or not the differences between them were statistically significant.

Qualitative data from the open-ended questions were considered using descriptive and thematic analysis. The answers on student self-reports were translated into English. All responses were grouped according to key words and carefully evaluated to identify recurrent themes. Finally, responses from both groups were compared to identify outstanding and interesting differences especially in regard to the effects of class length on student engagement.

Results

Reliability coefficients were calculated for both questionnaires used for data collection. The student self-report and the teacher report questionnaires both had a very high level of internal consistency ($\alpha = 0.92$ and $\alpha = 0.98$ respectively). Inter-rater correlation was also high between the two teacher raters employed in this study (Pearson's $r = 0.58$, $p < .01$).

The results in regard the first research question concerning the differences between student engagement levels in short versus long classes can be seen in the quantitative data shown in Tables 3 and 4. The results from student self-reports on engagement are displayed in Table 3. The average scores across all 16 items for both groups were higher than 4.2 indicating that both groups were highly engaged. There was only one item (#11) where there was a statistically significant difference between Group A ($M = 4.46$, $SD = 0.69$) and Group B ($M = 4.74$, $SD = 0.42$). Group B had slightly higher student engagement overall, however, the overall difference between groups failed to reach statistical significance ($p = .742$).

Table 3 Results of student self-reports on engagement

Student self-report questionnaire items	Group A (<i>n</i> =37)		Group B (<i>n</i> =33)		<i>p</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	
A. Behavioral engagement	4.06	0.52	4.06	0.54	.996
1. I try hard to do well in class.	4.16	0.69	4.29	0.59	.416
2. I participate in class discussions.	3.69	0.82	3.53	0.67	.382
3. I listen very carefully to everything the teacher says.	4.32	0.64	4.35	0.73	.883
4. I take notes during class.	4.05	0.79	4.06	0.88	.974
B. Behavioral disaffection	4.42	0.50	4.36	0.58	.673
5. I don't always pay attention when the teacher is talking.	4.49	0.59	4.39	0.74	.563
6. I don't try very hard in this class.	4.43	0.60	4.48	0.68	.733
7. I do just enough to get by.	4.50	0.60	4.45	0.67	.765
8. When I'm in class, I am easily distracted.	4.26	0.71	4.12	0.74	.438
C. Emotional engagement	4.16	0.65	4.24	0.47	.560
9. When we work on something in class, I feel interested.	4.18	0.66	4.29	0.61	.465
10. I don't give up when it's difficult to understand.	3.85	0.72	3.65	0.69	.240
11. I enjoy the class activities.	4.46	0.69	4.74	0.42	.040*
12. I enjoy when I meet a challenge in the classroom.	4.15	0.86	4.27	0.71	.517
D. Emotional disaffection	4.26	0.46	4.30	0.43	.342
13. I am bored in class.	4.16	0.72	4.33	0.70	.318
14. I don't really enjoy class.	4.55	0.60	4.70	0.47	.273
15. I don't care if I miss class.	4.64	0.63	4.53	0.75	.527
16. I can't wait until it's time for class to finish.	4.26	0.73	4.52	0.52	.092
TOTAL	4.26	0.46	4.30	0.43	.742

Note. *M* = Mean, *SD* = Standard deviation * *p* < .05

Table 4 displays the results from teacher reports on engagement. Average scores across all 16 items for both groups were higher than 3.7 indicating that both groups had a high level of engagement. The engagement level of Group B was significantly higher than that of Group A on 11 out of 16 items. The overall engagement level of Group B ($M = 4.04$, $SD = 0.29$) was significantly higher ($p < .01$) than that of Group A ($M = 3.79$, $SD = 0.42$).

Some of the qualitative data obtained from the open-ended questions are also helpful in answering the first research question. In response to one question on the student self-report (if you cannot join the next class, how will you feel?), feelings of sadness, regret or disappointment were expressed by all students in Group B across both points of measurement. For example, a student wrote: "Not happy because I want to study." Another student wrote: "I would feel sad because maybe I could not keep up with the course content." The majority of students in Group A also expressed feelings of sadness or regret, however, feelings of indifference were mentioned four times and two students reported that they would feel happy.

In response to the question, 'what are some of the clearest signs of disaffection that you noticed?', teacher raters noticed students with their heads on the table 7 times in Group A whereas this sign of disaffection was not mentioned once in Group B. During 6 out of 16 observations teachers were unable to identify any signs of disaffection in Group B. In contrast, no signs of disaffection were noticed in Group A during only two of the observations.

Table 4 Results of teacher reports on engagement

Teacher report questionnaire items	Group A (<i>n</i> =37)		Group B (<i>n</i> =33)		<i>p</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	
A. Behavioral engagement This student.....	3.67	0.45	3.90	0.30	.014*
1. tries hard to do well in class.	3.84	0.49	4.05	0.38	.063
2. voluntarily participates in class discussions.	3.27	0.54	3.47	0.55	.133
3. listens carefully to everything the teacher says.	3.81	0.48	4.08	0.30	.006**
4. focuses his/her attention on the person speaking or on the assigned task.	3.68	0.46	3.98	0.31	.001**
5. shows positive facial expressions and body language (smiling, nodding etc.).	3.77	0.58	3.95	0.51	.182
B. Behavioral disaffection This student.....	3.83	0.43	4.11	0.31	.002**
6. doesn't try very hard in class.	3.94	0.45	4.22	0.37	.007**
7. does just enough to get by (only contributes when called on).	3.55	0.54	3.84	0.49	.023*
8. doesn't always pay attention when the teacher is talking.	3.78	0.47	4.16	0.38	.000**
9. is easily distracted.	3.95	0.48	4.20	0.38	.019*
10. makes little eye contact with teacher (or with classmates during group work).	3.93	0.50	4.14	0.40	.054
C. Emotional engagement This student.....	3.97	0.42	4.25	0.29	.024*
11. is enthusiastic when something new is started in class.	3.44	0.44	3.56	0.41	.235
12. seems interested when working on a task.	3.89	0.53	4.19	0.35	.007**
13. enjoys the class activities.	3.86	0.45	4.11	0.38	.015**
D. Emotional disaffection This student.....	3.79	0.42	4.04	0.29	.002**
14. doesn't really take an interest when new material is being explained.	3.72	0.46	4.01	0.39	.007**
15. is bored in class.	4.14	0.45	4.44	0.31	.002**
16. doesn't really enjoy class.	4.04	0.44	4.30	0.27	.004**
TOTAL	3.79	0.42	4.04	0.29	.004**

* *p* < .05** *p* < .01

As for the second research question, students reported that they were more engaged than teachers judged them to be in each one of the four dimensions. (See Table 5.) In fact, results of independent samples t-tests on the average of means in each dimension showed that student self-reports varied significantly in comparison to teacher reports in both experimental groups in nearly every category. The only category where there the difference was not statistically significant was in behavioral engagement in Group B. Differences in student and teacher reports overall reached strong statistical significance ($p < .01$).

In order to answer the third research question and to bring deeper insights into the first research question, we turn to more of the qualitative data obtained through open-ended questions included in the questionnaires.

The main cause of engagement identified by students had to do with the teacher's style of teaching which included characteristics such as helping students understand, a variety of fun activities in class, and using an instructional flow that was easy to follow. Over 80% of participants from both groups considered teaching style to be the primary cause of engagement. Responses like "the teacher has a fun, interesting way of teaching" and "I can understand the lesson and follow the teacher. I am not confused" were common.

Table 5 Comparison between student self-report and teacher report

Variables	Student self-report		Teacher report		<i>p</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	
Behavioral engagement					
Group A	4.06	0.52	3.67	0.45	.001**
Group B	4.06	0.54	3.90	0.30	.162
Behavioral disaffection					
Group A	4.42	0.50	3.83	0.43	.000**
Group B	4.36	0.58	4.11	0.31	.034*
Emotional engagement					
Group A	4.16	0.65	3.73	0.45	.001**
Group B	4.24	0.47	3.95	0.35	.006**
Emotional disaffection					
Group A	4.40	0.53	3.97	0.42	.000**
Group B	4.52	0.49	4.25	0.29	.009**
Overall					
Group A	4.26	0.46	3.79	0.42	.000**
Group B	4.30	0.43	4.04	0.29	.007**

* $p < .05$ ** $p < .01$

Observations by teacher raters were similar in relation to causes of engagement. The role of an animated, engaging teacher and the incorporation of a variety of class activities into the instruction were highlighted. Rater 1 reported “the teacher asks lots of questions and encourages the students to interact.” Rater 2 noticed that the teacher was “engaging and enthusiastic.” “Clear instructions” and “giving opportunities for students to speak” was also frequently mentioned. On teacher reports, short classes were mentioned twice as a cause for engagement in Group B. However, class length was not mentioned as a cause of engagement by students in either group on student self-reports.

In response to the question about causes for disaffection, class length was a more outstanding factor. “Classes are too long” was the second most frequently reported cause for disaffection in Group A following “difficult lesson content.” In addition, “feeling tired during class” was mentioned more frequently by students in Group A than by students in Group B. This is especially significant when taking into consideration the fact that Group A studied in the morning while Group B studied after a long day of school.

Teacher reports on causes of disaffection complemented student reports. Tired students in Group A did not go unnoticed by the teachers. Tiredness was mentioned as the main cause for disaffection in Group A five times while it was only mentioned once of Group B. In relation to Group A, Rater 1 wrote: “It seems like the students have been sitting too long” while Rater 2 reported that “students appeared sleepier as time progressed.” At times the raters found it impossible to notice any causes of disaffection. “No observable causes” was mentioned in 9 of the observations for Group B in contrast to it being mentioned only twice in regard to Group A.

Discussion

1. Engagement in long and short classes

In answer to the call for research into managerial practices for enhancing student engagement [2] the current study provides insights into the management of class scheduling to maintain a greater level of student engagement during grammar classes. Overall the findings of this study lend support to the premise that class length is a significant factor that affects student engagement. Students are more engaged during short rather than long instructional sessions. According to teacher reports, students in the short classes were significantly more engaged on measures of their behavior and displayed emotions. This brings empirical evidence to other research which has found that students tend to get bored and disengaged by the end of long classes [12,15,17]. The findings from this study challenge the findings of Kilpatrick [11] which indicate that students in longer classes (block scheduling) are no less engaged than students in traditional schedules (shorter classes).

Data from the open-ended questions yielded some interesting observations. Negative feelings toward long classes were easier to detect from the qualitative data. Long classes were mentioned as a significant cause of disaffection in Group A. A few students from this group reported that they would feel indifferent or even happy if they could not attend the next class which indicated some degree of disaffection. This attitude differs from that of students in Group B who only reported feelings of regret or sadness in relation to not being able to attend class. The qualitative data from student self-reports add strength to the evidence for the advantages of shorter classes seen on the teacher reports and affirms previous research which found that students dislike lengthy instructional sessions [16].

Although length of classes was found to be a factor in engagement levels, it was not the primary cause of engagement or disaffection as observed by students and teachers. Instructional methods and teacher style play a greater role than class length in determining students' engagement level. Therefore, adjusting class length to maximize student engagement is not as important as employing engaging instructional methods and teacher style. This confirms previous research that has found such factors to play a defining role in engagement [2,8].

2. Differences between student and teacher reports of engagement

Significant differences between scores on student self-reports and teacher reports of engagement were found in this study. Teachers are less optimistic about students' engagement level than students are themselves. Researchers and educators should be aware that students and teachers may perceive their level of engagement and disaffection differently as it could lead to confusing outcomes in engagement assessment. This study found that teachers primarily look for body language as an indication of whether or not students are engaged. While this is likely a good indication of engagement level, it may not always be accurate. Some students are more expressive while others tend not to show their feelings by laughing, clapping or nodding. This may be a cause for some of the difference in student and teacher perceptions of engagement.

As pointed out in previous studies, it is difficult to measure internal states by direct observation [1,8,23]. The discrepancy between student and teacher reports particularly in relation to emotional engagement is of concern. For example, if a teacher reports that students are uninterested in the class but the same students report that they are interested we would need to take

the latter as an accurate evaluation due to the fact that students are more accurately aware of how they feel. Measures of emotional engagement may best be left to students.

3. Implications for learning and teaching

There are a few clear implications from this study for teaching and learning grammar. Lengthy classes are less conducive to student engagement, in fact, we can expect students in long classes to be less engaged and therefore make less language gains per hour of study time. The result is wasted instructional time, a costly loss for academic institutions as well as for students. Shorter and more frequent classes can serve to boost students' engagement levels and lead to greater academic gains.

Tutoring for exam preparation in Thai secondary schools is particularly of concern. It is common for such classes to be arranged with intensive schedules which include lengthy instructional sessions. Rather than cramming many hours of study into the final weeks before high stakes exams, the findings of this study indicate that spreading the instructional time over a few months with shorter instructional sessions will result in a higher level of student engagement during class thereby increasing their retention of grammar knowledge.

For many instructors rearranging class schedules may not be an option. In that case an attempt to incorporate features of shorter classes into a lengthy instructional sessions could be worthwhile. This could include things like breaking long instructional sessions into segments each with a distinct but related type of activity or language focus, frequent breaks, or occasional pauses in instruction for reviewing previously taught content. Thereby the weaknesses of lengthy classes may be minimized.

Limitations and recommendations for further research

A variable that may be confounding in this study was the time of day for instruction. Group A met in the morning while Group B met after school in the evening. The cause for disaffection most frequently mentioned by Group B was the fact that this grammar class was held at the end of a long day of school. It is possible that the higher levels of engagement in Group A would be even more outstanding had both groups been able to meet in the morning.

This study only took two possible distributions of instructional time into account. Many more variations of class scheduling exist. For example, it is possible that distributing 3.5 hours of study time over two days per week may provide a suitable middle ground where classes are neither too long nor too short. Other variations of weekly class scheduling should be taken into account in future studies.

Finally, the context taken into consideration in this study was relatively narrow. Instruction was focused only on grammar and all participants were in Grade 9. Future studies on the impact of class length on student engagement should include a wider language focus (e.g. speaking or writing) as well as a broader range of participants in terms of age and proficiency level. College level courses would be of particular interest since courses with 3-4 hours of daily instructional time are common in such settings.

Conclusion

Research on student engagement is incomplete by the lack of a clear consensus on reliable instruments for its measurement and the lack of empirical studies at the classroom level. The aim of the current study was to find the differences between student engagement in short and long instructional sessions. A two-month grammar course in a Thai secondary school was used as the context and two variations of class scheduling for 3.5 hours of instructional time were investigated. This study contributes to student engagement research by highlighting the differences between student self-report and teacher report measures of engagement. Teachers look to behavioral signs particularly body language to assess engagement and are more critical of engagement levels than students are. Teacher reports on emotional engagement can differ significantly from student self-reports reports and therefore needs to be taken with caution as students are more aware of their own feelings. In spite of these challenges, this study found evidence that short classes are more conducive to student engagement while lengthy classes are a threat to engagement levels needed for positive academic outcomes.

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