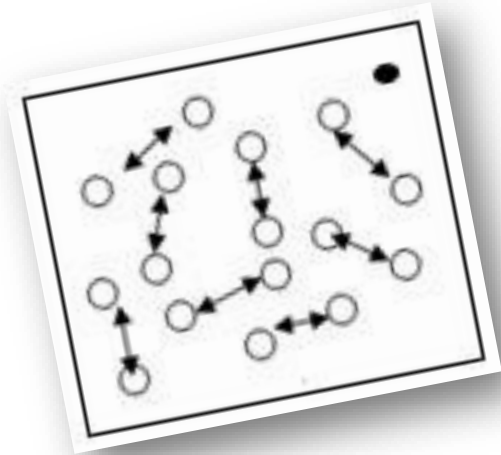
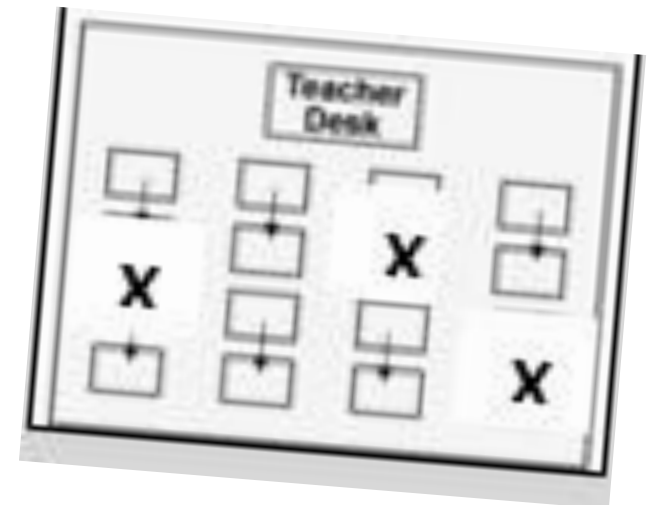


Engage(d)! - interactive workmodes in action



Uwe Pohl
ELTE/DELP Budapest



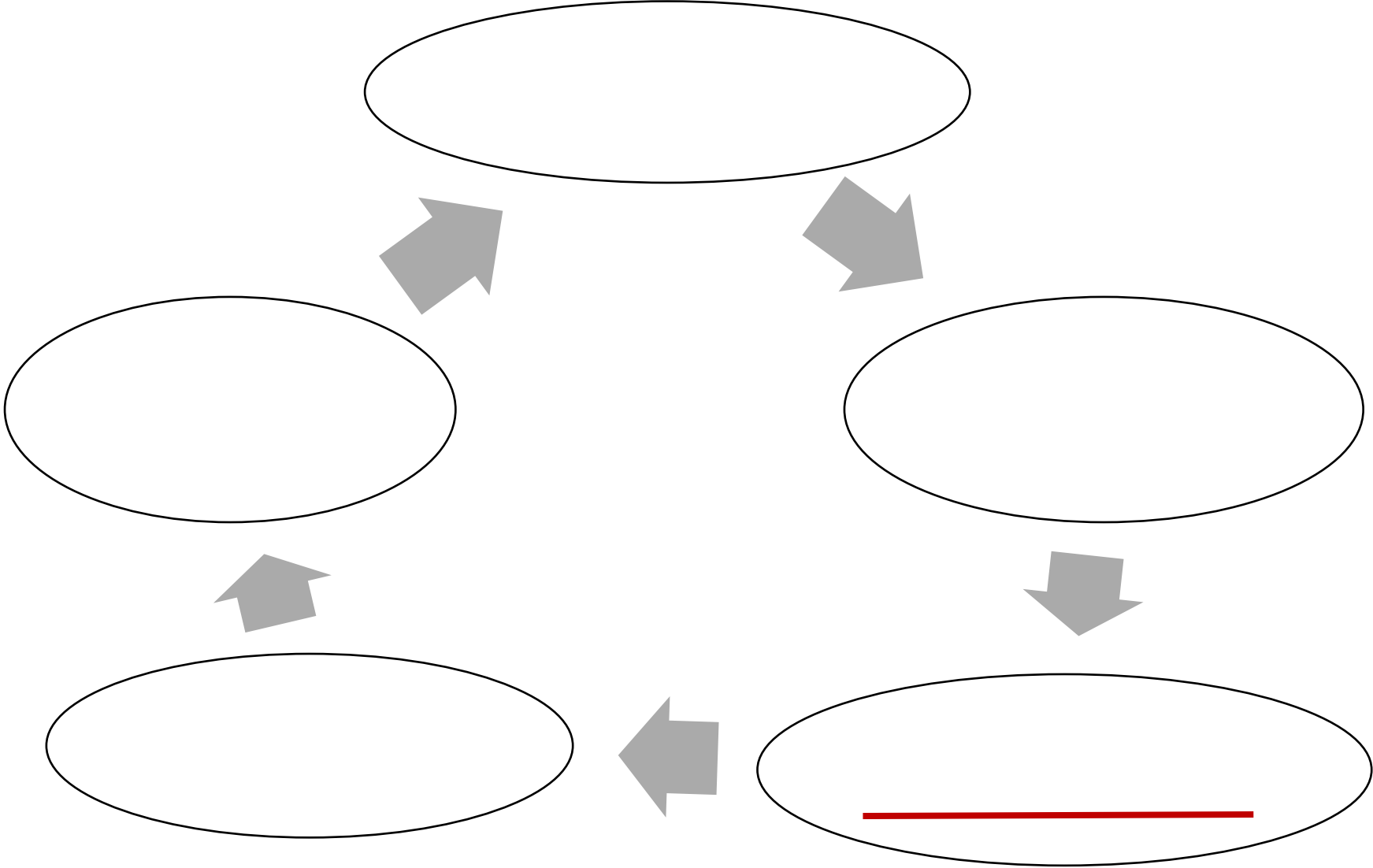
Group picnic

H
A
M



C
U
L

Some key conditions for (second language) learning



Student engagement – Why?

- to maximise opportunities for *communication*
- to encourage active *participation and involvement*
- to tap into the potential of *group energy*



Continuous Partial Attention (CPA)



ENGAGEMENT = active participation and involvement

Stages of engagement

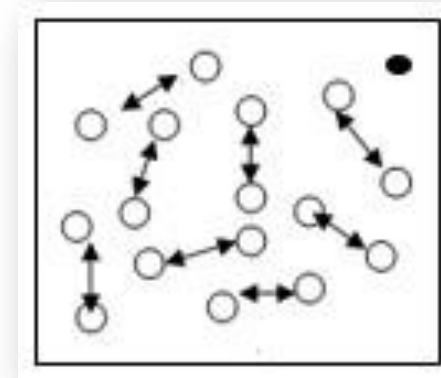
1. Create learner willingness to engage
2. Trigger active engagement
3. Keep them engaged

Cambridge University Press ELT. (2019, December 13). *Sarah Mercer – The foundations of engagement: a positive classroom culture* [Video]. YouTube. <https://youtu.be/lsODNoIbbVY>

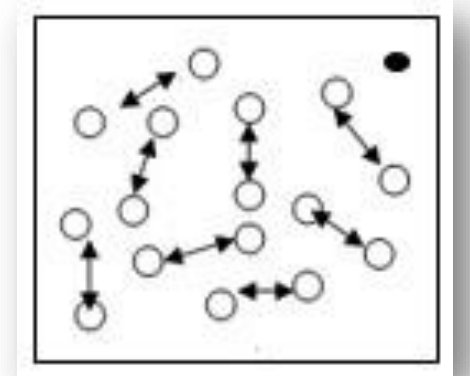
Creating willingness to engage – **Relating**



Group picnic
activity



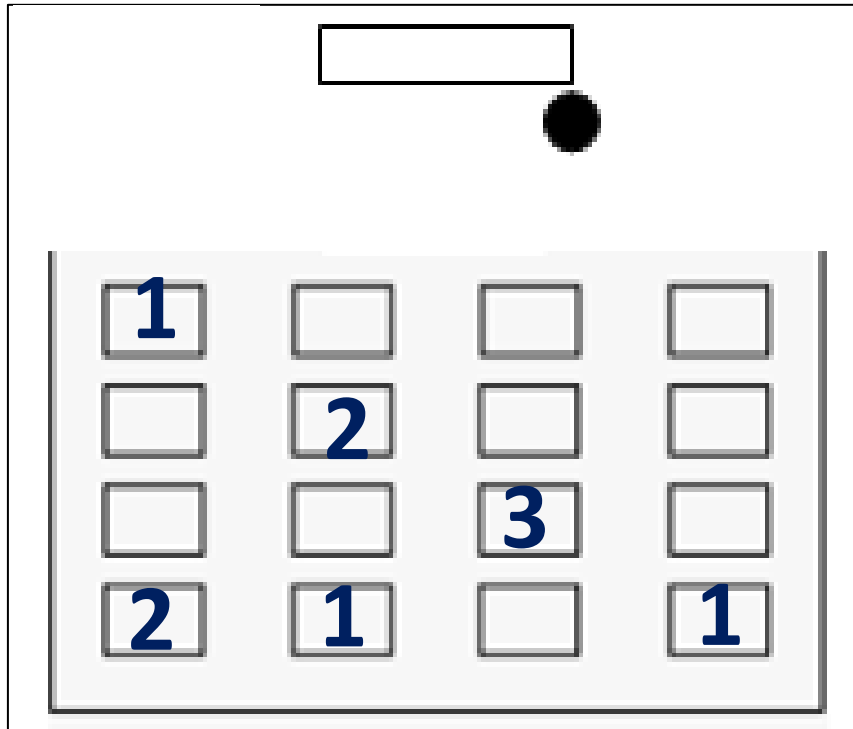
Mingle
work mode



Put your hand on the shoulder
activity

Mingle
work mode

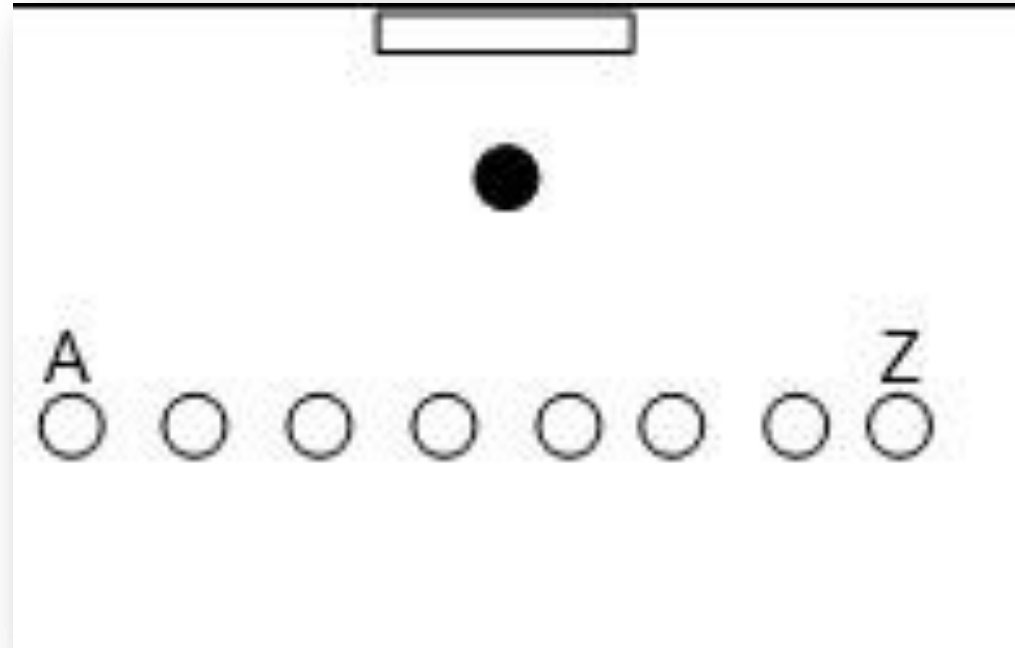
Stand up & look around, if...
activity



- you haven't slept well last night
- you haven't had breakfast today
- you have your birthday ...

Random response

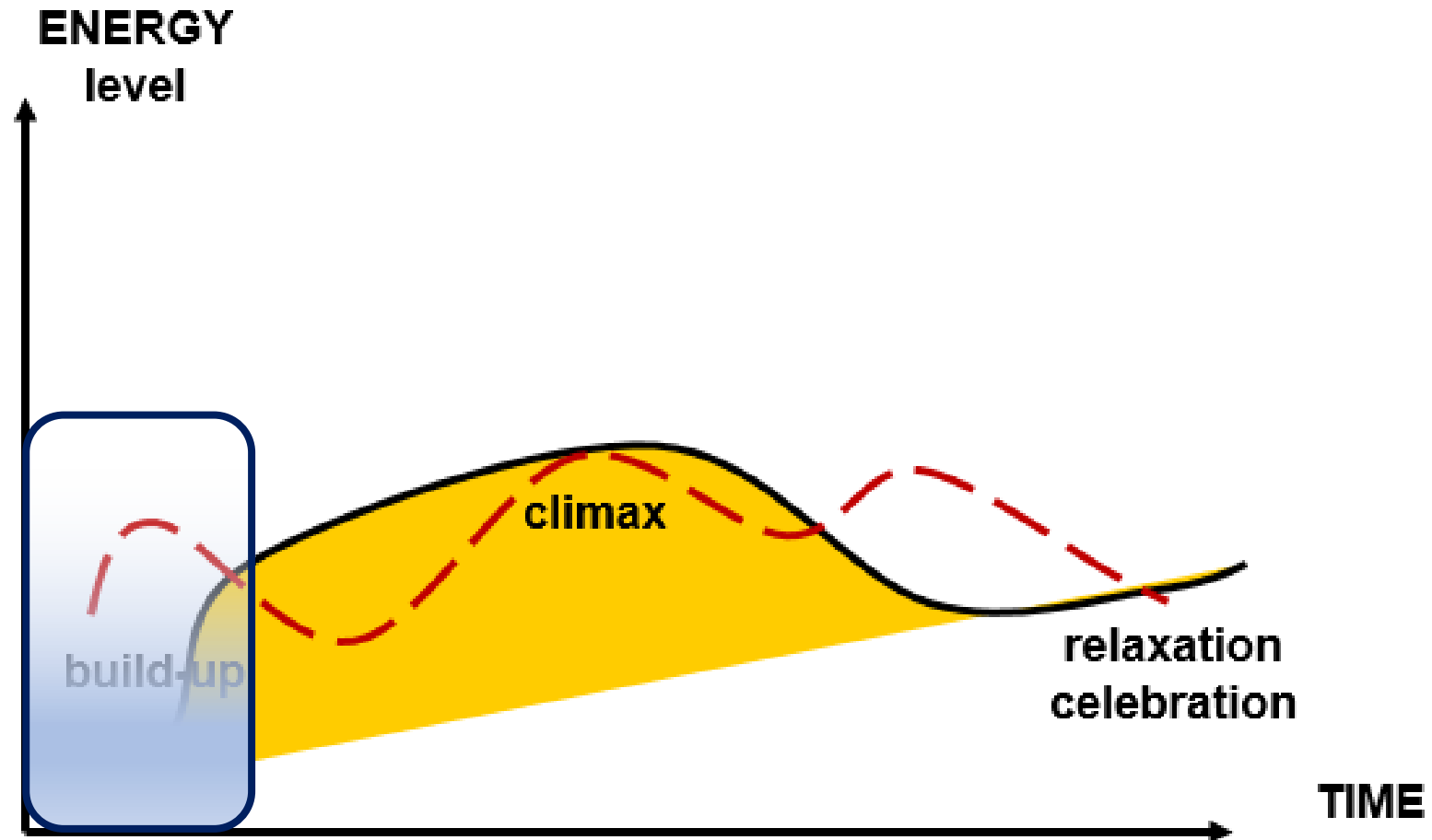
work mode



Find your place
activity

(Partial) line-up
work mode

Trigger active engagement - an energetic start



I **usually** have coffee in the morning.

I **often** sing.

I **sometimes** argue with my dad.

I **normally** wear a jacket at work.

I **never** smoke.

I **always** prepare for class.



That's ME!

activity

Physical response

work mode



Using pictures as prompts



What is going on in this picture?!



- A. The baby in the picture is picking a thing that she likes to play with.
- B. This baby is a genius musician, she tries to play the guitar.
- C. The baby receives a lot of gifts on her birthday from the whole family.
- D. The objects are placed there to predict this baby's future by what she picked.
- E. She was surrounded by all the things her parents want her to learn about.

A story in 50 words activity



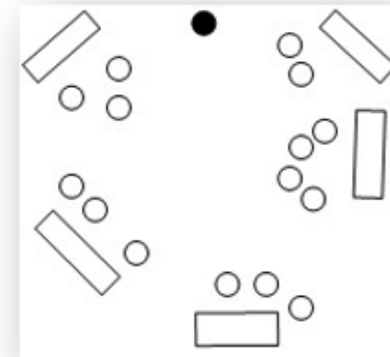
Meet Tom Parks.

He is the one on the right.

He did something yesterday that
he is now regretting.

He wishes that he hadn't

Can you tell his story in **50** words?



Groupwork (with roles)

work mode

Useful resources

Meta-fox picture cards

<https://metafox.eu/deep-pictures/>



A collection of photos for teachers by teachers

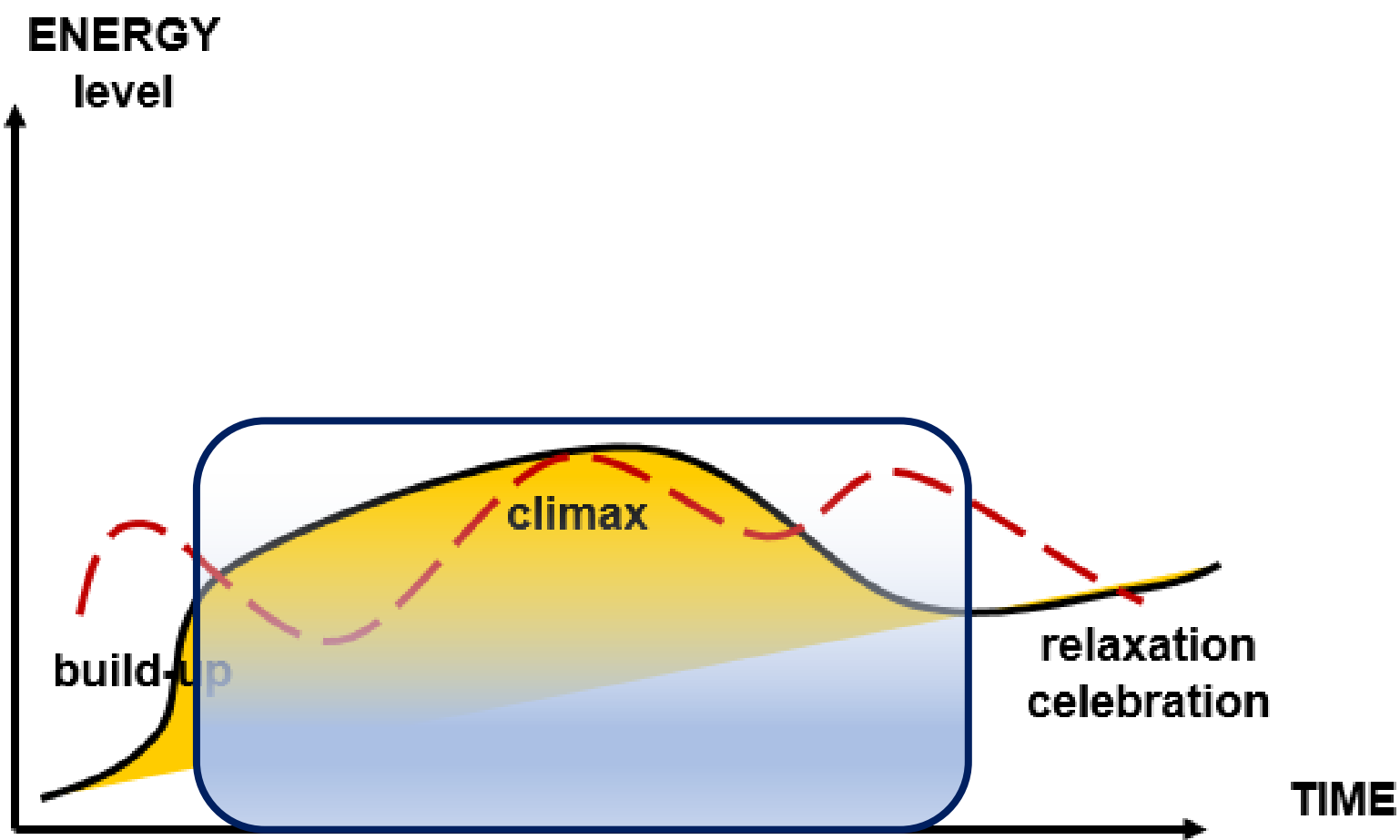
<https://www.flickr.com/photos/ELTpics>

What's going on in this picture?

<https://www.nytimes.com/column/learning-whats-going-on-in-this-picture>



Keeping them engaged



Speed interviews activity

Buzz pairs

Work mode

FOOD and DRINK

Coke or water?

Beer or wine?

Tea or coffee?

Vegetables or meat?

Sweet or savoury?

Eating out or eating at home?

LEISURE HABITS

Going shopping or doing sports?

Going to the movies or going to the theatre?

Wellness weekend or walk in the wilderness?

Reading a book or playing cards?

House party or dance club?

Being with friends or on your own?

Do you prefer X or Y? Which do you like more/better X or Y?

Tennis dialogues

Uwe: Hi!

Ping: Hello!

Uwe: Baseball?

Ping: **Boring.**

Uwe: Table-tennis!

Ping: Not **bad.**

Uwe: **Water** polo?

Ping: No **way!**

Uwe: Why **not!**

Ping: Too **cold.**

Uwe I see.

Ping: Then **what?**

Uwe: Don't **know!**

Ping: Badminton?

Uwe: **Great!**

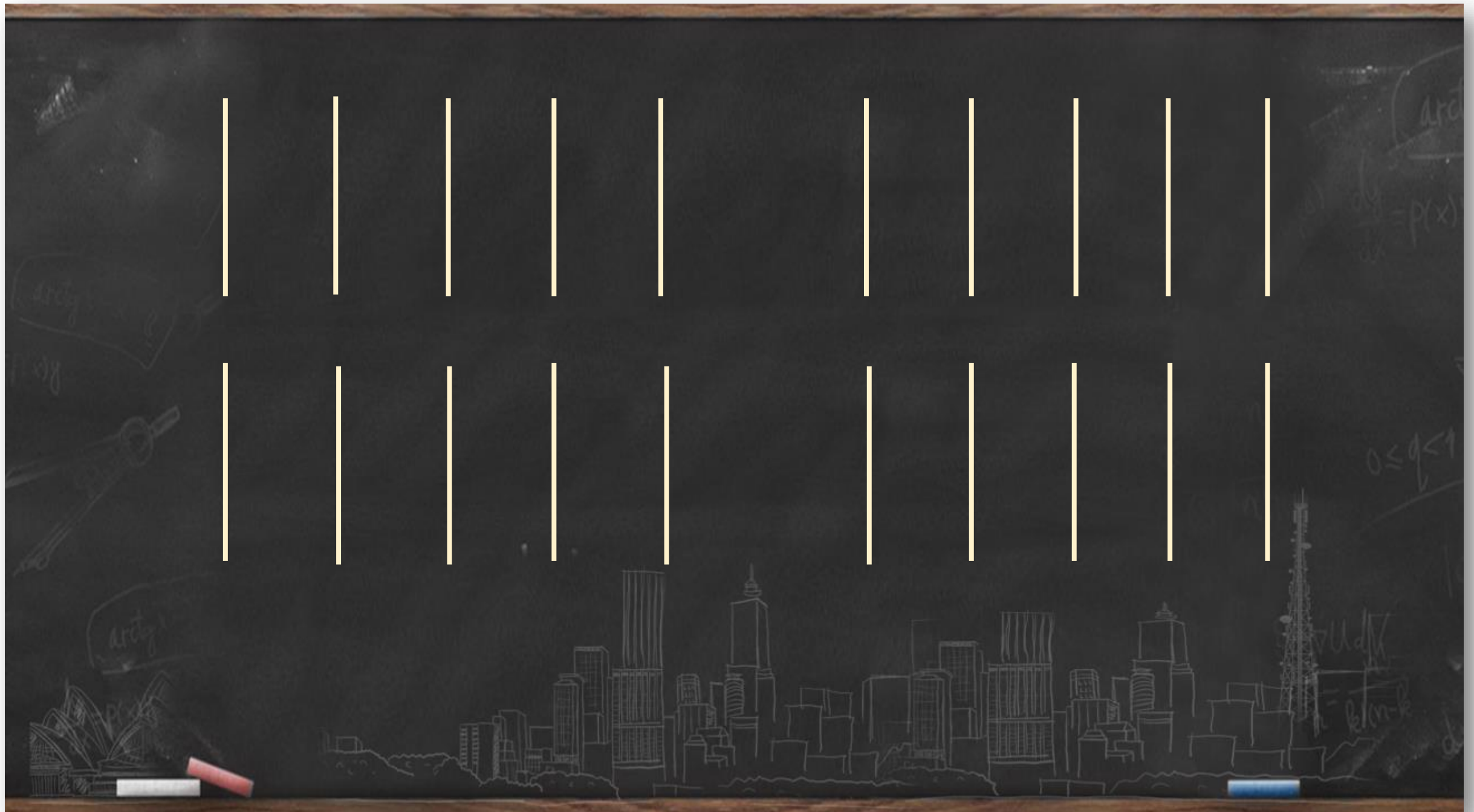
Ping: Let's **roll!**

Over to **YOU!**

- Choose a topic that interests YOU and your partner.
- Write up a similar dialogue with a greeting and an end.
- Practise your dialogue once.





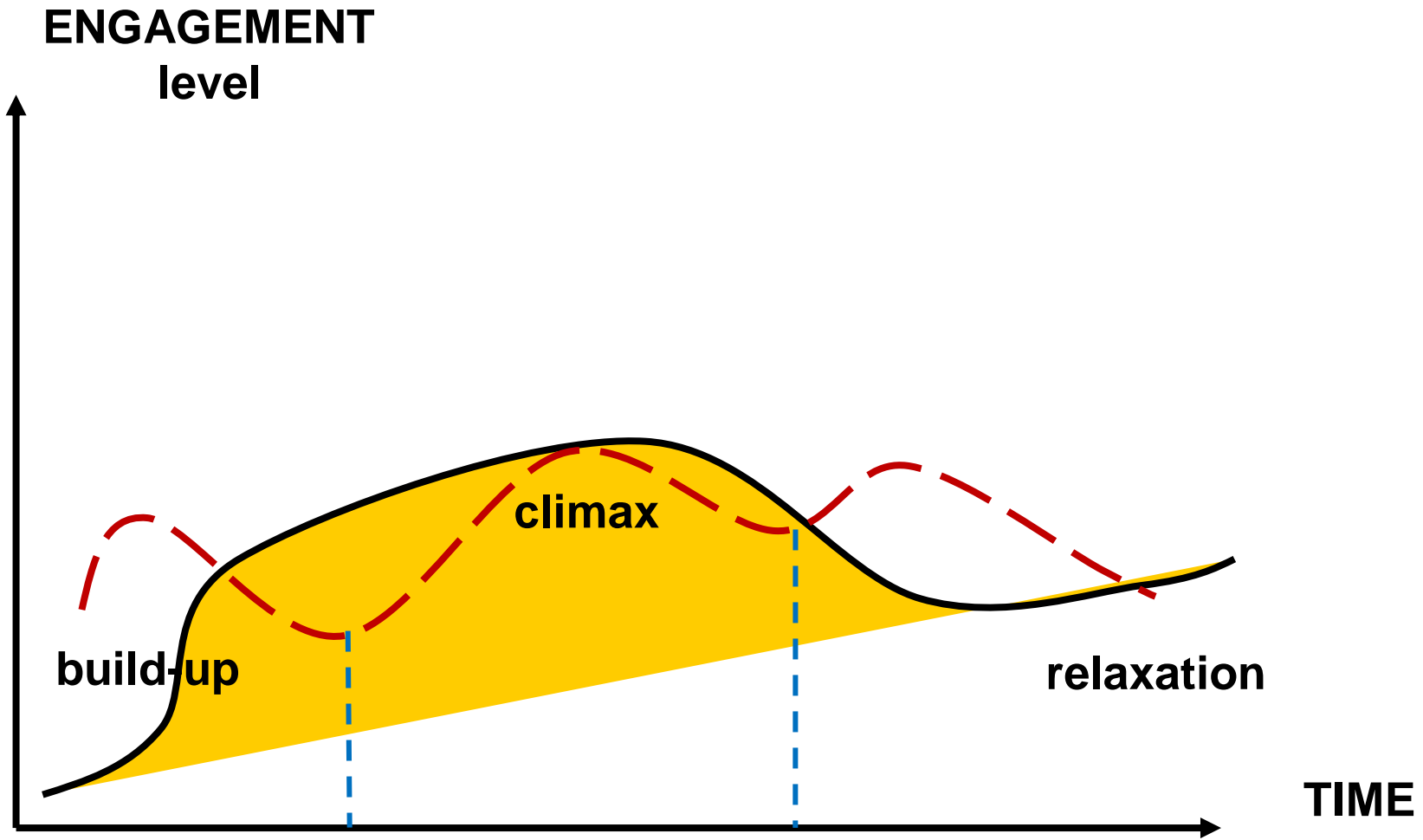


Two monks were traveling together.
At one point, they came to a river with a strong current.
As they were preparing to cross it, they saw a woman who looked very worried.
She also wanted to get to the other side.
When she noticed the monks she asked if they could help her.
One of the monks put the woman on his shoulder and walked with her through the water.
The other monk looked upset, but said nothing.
They walked on. The first monk noticed that his companion was still silent.
So he asked: “Is something the matter, you seem very upset?”
The monk replied: “You know that, as monks, we are not allowed contact with women.
How could you then carry that woman on your shoulders?”
His friend replied, “I put that woman down an hour ago.
But you seem to be carrying her still.”

20 questions
activity

Group challenge
work mode

DIS - ENGAGE





One-moment meditation



One moment meditation

activity

Round

work mode

Recharge and relax activity

1. What helps you to recharge your batteries?
2. How do you relax after a long and busy day?
3. What will you do in the next break to relax and recharge?



Buzz pairs

work mode



Word Swap revision
activity

Mingle
work mode

ENGAGING STUDENTS: THE ROLE OF INTERACTIVE WORK MODES

Uwe Pohl

Abstract

This article puts interactive work modes at the centre of getting students involved in the communicative language classroom. It provides a rationale for considering such modes in the context of student engagement, offers a visualisation of the different work formats and describes why this approach to planning and implementing EFL classes is beneficial.

Keywords: interaction, engagement, lesson planning

Engaging students: the role of interactive work modes. In: Tratnik, Alenka (Ed.). (2022). Conference proceedings of the International IATEFL Slovenia Conference – *Teaching... it's a kind of magic!* 10-13 March 2022, Terme Vivat, Slovenia.

Thank you!

