



University of Cyprus
Department of English Studies

MA in TESOL

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**TEACHING ENGLISH AS A FOREIGN LANGUAGE TO YOUNG
LEARNERS IN CYPRUS: THE IMPACT OF EMOTIONAL OR
AFFECTIVE FACTORS**

Thesis

by

Constantina Tziapoura

Supervised by

Dr. Spyros Armostis

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Abstract

The present study primarily investigated the role of emotions and affective domain in learning English as a foreign language, regarding primary-level young students in Cyprus. The study was based on Krashen's Affective Filter Hypothesis on English as a Foreign Language, which states that affective factors, such as fear, anxiety, and boredom, can have a significant effect on the acquisition of a second or foreign language. Thus, the aim of the MA thesis was to explore the role of emotions and the affective domain, as a result of the teaching method, on students' grammar performance. To this end, a quasi-experimental study was conducted in a Private Institute in Cyprus. A limitation of the study was that the sample was limited as only 21 students participated in the study. The participants were assigned to three different groups, according to their class. Each group was instructed and tested with a different teaching approach (Group A=Silent Way, Group B=Communicative Language Learning, Group C=Cooperative Learning). After the intervention lesson (60 minutes), the participants completed an evaluation form with five questions, in which they expressed their feelings about the lesson with a five-point Likert scale. Another research tool was the grammar test, which was administered pre and post-test. A limitation of the methodology was that the data were collected just from the questionnaire and the test. The results of the study showed that the application of the three methods did not lead to significant changes in the students' emotions or their grammar scores. Even though the study did not lead to significant results, it could be used as a preliminary indication of how the focus on emotions and the affective domain could be used in the classroom so that a positive learning atmosphere may be established.

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1. Introduction

1.1 Second and Foreign Language Acquisition

One could reasonably argue that Second Language Acquisition (SLA) and Foreign Language Learning are two very important subject areas in the broad and fascinating field of Applied Linguistics (Spada, 2015). Arguably, both SLA and foreign language learning can offer numerous benefits to learners. Learning a second or a foreign language does not only help learners gain new valuable knowledge, but it also helps them acquire new skills, boost their confidence, and become used to the complex process of learning (Hummel, 2021; Kersten et al., 2021). During the process of language learning, students constantly experience the feeling of striving to become better and ultimately succeeding and mastering a language. This feeling leads to an immense language knowledge gain, positive emotions, and numerous new ideas (Yufrizal, 2023). Learning, acquiring, and eventually knowing and mastering a language yield one with a great sense of fulfillment, satisfaction, and a boost of confidence and motivation (Hoang, 2021; Al-Wossabi, 2016).

Undoubtedly, teaching English as a Foreign Language (EFL), and especially teaching to young learners, can be a rather fulfilling but also challenging process. A question that frequently emerges regarding language acquisition is whether second or foreign language acquisition differs according to language learners' age (Abdullaev, 2021). Undeniably, over the years, teaching contexts, situations, and conditions have changed and adapted to the rapidly changing world. To be more specific, the rapid and rather extreme growth and development of technology have definitely led to massive and obvious changes in the vast world of second and foreign language teaching and learning (Li, Hiver & Papi, 2022). As the teaching and learning world has been changing and evolving, teachers and researchers have been challenged and faced with critical questions about language and language acquisition. One

of the most significant questions that researchers have been faced with is how learners may be facilitated to properly learn a second or a foreign language (Loewen, 2020; Hartshorne et al., 2018).

1.2 Language Acquisition and the Affective Filter Hypothesis

It is very important to note that, throughout the years, researchers, scholars, and language specialists all over the world have frequently posed and tested some interesting hypotheses about important topics regarding language acquisition (White, 2020). For example, researchers have paid much attention to how learners acquire language in general, how they acquire specific language areas such as grammar and lexis, and how they are able to remember and practice what they learn (Blair, 2019). These questions have gradually become more focused. The questions started addressing more specific issues about the process of language learning and the different types of learners. For example, Hummel (2021) examined in what ways young learners can acquire language through different practices like *self-assessment*.

Undoubtedly, language education, pedagogical contexts, conditions, and practices have massively changed and developed throughout the years. However, teaching practices still heavily rely on existing theoretical frameworks and ideologies (VanPatten, Keating & Wulff, 2020). One of these frameworks is Krashen's (1982) Five Hypotheses of SLA. The first hypothesis is the Acquisition-Learning Hypothesis, which distinguishes unconscious language acquisition from intentional language learning. The second hypothesis is the Monitor Hypothesis, which focuses on the intentional learning of language rules (VanPatten, Keating & Wulff, 2020). In other words, the second hypothesis analyses the process of learning different "given" structures. The third hypothesis is the Natural Order Hypothesis, which indicates that the process by which grammatical structures are learned is universal and fixed. The fourth hypothesis is the Input Hypothesis, which underlines the important role of the provision of interesting information to learners. Interesting information such as stories, and tasks inspires students to learn a

language. The final hypothesis is the Affective Filter Hypothesis, which emphasizes the role of affective factors such as *anxiety* and *motivation*, in the process of SLA. The affective factors, or variables may influence the learning process (Broad, 2020).

In other words, according to Krashen's (1982) theory of Five Hypotheses, learning a language is a complex process, which may be facilitated by engaging students in meaningful interactions and indulging their interest (Abdullaev, 2021). Hence, aiming to develop learners' foreign language learning, the teacher should create a relaxing, calm, and comforting atmosphere, which is suitable for learning and decreases the students' anxiety (Wang, 2020). The significance of exploring the emotional and affective factors that may have an impact on second and foreign language learners has been widely discussed in many studies throughout the years (Broad, 2020). For instance, Bao and Liu (2021), maintained that the study of the affective factors and their effect on learners is a particularly crucial research topic. Likewise, Dewaele and Li (2020) underline the importance of examining how learners' emotions mediate the process of learning a second language. Previous research provides a lot of useful information on the topic of the presence of affective variables in learning. However, there is a gap between the affective factors and the use of different teaching methods. Therefore, it was important to conduct the present study to explore further the relationship between the affective filter and teaching methods.

1.3 The Aim of the MA in TESOL Thesis

The primary aim of this study was to examine and obtain a better understanding of the role of emotions and the affective domain, as a result of the teaching method, on students' performance in the learning area of grammar, in the classroom setting of learning English as a foreign language. The study was based on Stephen Krashen's (1982) Affective Filter hypothesis, according to which students' emotions may impact the process of learning a foreign language, positively or negatively. To examine the above

hypothesis three different teaching methods were applied, which represented three different levels of teacher involvement, to three different groups of students. The groups were the following: Group A, where the Silent Way of teaching was applied; Group B where the Communicative Language Learning method was applied; and Group C, where Cooperative Learning was used. The three aforementioned groups corresponded with three EFL Junior level (A1) classrooms at an English Learning Private Institute in Nicosia, Cyprus.

The research study focused on the investigation of a) which method would create a more pleasant and relaxing atmosphere, measured with an evaluation form that was given after the lessons, b) which method would make language learning easier and increase students' performance in grammar, measured with the learners' scores pre-and post-test. The study focused more specifically on the grammar component of those scores, as the researcher wanted to examine specifically the students' grammatical competence development (grammar knowledge and grammar scores on the pre- and post-test), which often is related to increased feelings of anxiety (Oteir & Al-Otaibi, 2019). According to Krashen's (1983) affective hypothesis, anxiety is a negative emotion, which could interfere with effective learning of grammar (Dewaele & Dewaele, 2020). Moreover, when a teacher attempts to force students to learn or memorize grammar that is too advanced for their linguistic development, this creates anxiety and increases the barriers to effective learning (Park et al., 2014). Hence, it seems essential to use teaching methods that raise positive emotions in students, as a tool to facilitate learning of grammar of a foreign language.

2. Literature Review

2.1 Stephen Krashen's Hypotheses about Second Language Acquisition

Stephen Krashen's (1982) theory of second language acquisition consists of five main hypotheses that relate to different aspects of learning. As mentioned in the previous chapter, the first hypothesis that is part of the above theory is the Acquisition-Learning hypothesis. More specifically, according to Krashen (1982), there is an important distinction between learning and acquiring. The “learned system” and the “acquired system” are two distinct systems that are stimulated during language performance. As further discussed, and explained by Schütz (2007, p.14), *“The ‘acquired system’ or ‘acquisition’ is the product of a subconscious process which is very similar to the process children undergo when they acquire their first language”*. In contrast to the ‘acquired system,’ the ‘learned system’ is not a product of a subconscious process, but a product of formal instruction. The ‘learned system’ is a system that leads to the accumulation and gaining of valuable knowledge about language such as the knowledge of grammar rules (VanPatten, Keating & Wulff, 2020, p. 8).

The first hypothesis is closely related to the second Krashen's (1982) hypothesis, which is the Monitor hypothesis. The latter explains the relationship between acquisition and learning. The monitoring function comes as a result of one's learned grammar (Broad, 2020). According to Krashen (1982), the acquisition system is what initiates utterances, while the learning system acts as the ‘monitor’ or the ‘editor’ of the utterances. The ‘monitor’ is responsible for planning, editing, and correcting functions (Jegerski, 2021). In order for the monitor to work, three conditions have to be met. The first condition is that the second language learner has enough time (Hassan, 2022). The second condition is that the learner focuses on being consistent with the form and self-correction. The third condition is that the learner are familiar with the syntax and the grammatical rules of the language (Lichtman & VanPatten, 2021). The concept of ‘monitoring,’ in terms of the learners being responsible for their own learning,

has become a big part of language learning and teaching as many teachers have taken inspiration from the hypothesis and adjusted to the basic principles of monitoring in their classrooms (Bahruddina & Febrianib, 2020).

The third hypothesis by Krashen (1982) is The Natural Order Hypothesis. The Natural Order hypothesis suggests that the acquisition of grammatical structures follows a ‘natural order’ which can be seen as a predictable order of things (Taghizadeh, 2023). When it comes to language learning and speaking, some grammatical structures are said to be acquired earlier while others later. Factors such as the learner’s age, the L1 background, and the conditions of exposure do not seem to affect the learner’s Natural Order entirely. Regarding the Natural Approach, Krashen (1981, cited in VanPatten, Keating & Wulff, 2020) discussed the existence of other parallel “streams”, i.e., fixed processes, of acquisition, which take place while learners learn a foreign language. Thus, scholars have claimed that the acquisition does not occur in a linear order during the application of the Natural Order. Rather, acquisition occurs as a result of a parallel network of fixed learning processes that work and merge together to form grammatical structures (Taghizadeh, 2023).

The fourth hypothesis is the Input hypothesis. This hypothesis explains how the linguistic input is acquired. In other words, it explains how a second language may be developed naturally, like the first language (Alahmadi, 2019). According to this hypothesis, the learner improves and progresses along the ‘natural order’ when they receive ‘input’ that is comprehensible and one step beyond their current stage of linguistic competence (Schütz, 2007). The Input Hypothesis has been tested and criticized multiple times. Liu (2015) argued that “*as regards the Input Hypothesis itself, comprehensible input is not the single causal factor in acquisition*” (p. 144). More specifically, the study argued that the acquisition of structures does not only occur when there is input, but also when there is not. In other words, input is not the only factor behind the process of acquisition. Other internal factors such as the learner’s existing syntactic or lexical knowledge can also affect the acquisition process (Broad, 2020).

According to Alahmadi (2019) “*input alone cannot facilitate L2 learning, as learners cannot develop full linguistic ability in the target language without processing and practicing the transmitted information through interaction*” (p. 70).

Lastly, the fifth hypothesis developed by Krashen (1982) is the Affective Filter Hypothesis. Regarding its historical development, the hypothesis was first proposed by Dulay and Burt in 1977; in 1982 it was developed and used by Stephen Krashen (Dequina Jr., 2018). As mentioned above, this is the main hypothesis on which the present study is based. The hypothesis concerns a number of affective variables like *motivation*, *self-confidence*, and *anxiety*. More precisely, these affective factors may have a crucial influence on the process of second language acquisition, which may range from positive to negative. According to Krashen (1982), and as explained in the introductory part of the present study, learners with high motivation, self-confidence, and a low level of anxiety are more likely to succeed in second language learning. In contrast, learners with low motivation, low self-esteem, and high anxiety levels exhibit higher levels of the affective filter, which may act as a mental block that prevents their success (Oteir & Al-Otaibi, 2019). It is important to note that the boost of the students’ motivation can lower the affective filter (Mehmood, 2018).

Undoubtedly, there are a number of internal and external factors that may lead to the rise of a student’s affective block and their low motivation in class. One such factor may be the learner’s indifference or lack of interest in the lesson and the classroom (Rahman, Hamid & Gul, 2019). Moreover, another factor might be the constant comparison between students. Learners often tend to compare themselves with others, especially their peers while learning. This comparison frequently transcends the limits of healthy competition and becomes harmful to a student’s mental health. Especially for older or adult learners, comparing themselves to others often creates tension and pressure both in and out of the classroom (Chen, 2022). When learners surrender to this feeling of pressure, they lose their interest and willingness, and their motivation levels lower significantly (Zhang, 2023). This specific hypothesis was

chosen for this research study, as the researcher wanted to investigate the impact of emotional or affective factors on learning. Thus, the research revolved around the Affective Filter Hypothesis as it combines learning with emotion. The findings of the study showed that during listening tasks, students with higher anxiety levels avoided completing all tasks. Students with low anxiety levels were more eager to complete all learning tasks and challenges (Zhang, 2023). Thus, it was found that lower affective filters led to better performance in listening tasks.

2.2 The Affective Filter Hypothesis

Krashen's (1982) Affective Filter Hypothesis is an important element in a foreign language learning classroom setting; when students experience an affective or emotional block, their affective filters increase, and successful language acquisition is prevented. Therefore, it is the teacher's responsibility to find ways to lower the students' affective filter (Chen, 2022). In fact, highly motivated students feel confident and comfortable in the class, and do not hesitate to face new learning challenges (Rahman, Hamid & Gul, 2019). Regarding the mental block that occurs when the affective levels of a student are high, Bao and Liu (2021) claimed that "*when affective filters are strong, learners may also comprehend language input, but the input cannot get to the language acquisition device*" (p.485). In this way, the study showed that when the affective filter of learners is high, they are not able to properly absorb the linguistic input, and all the input that comes from language materials like textbooks. Therefore, the role of the Affective Filter and its presence in language acquisition became one of the primary research topics of the study. Thus, there was an examination of the impact of affective factors on language learning of high school and college students in terms of attitude, character, inhibition, and teacher-student empathy. The findings of the study showed that the students' anxiety in class can only be eliminated when they feel relaxed and comfortable. Hence, it is the teacher's responsibility to examine the students' characters or personality types. By considering the students' character, the teacher can

decide which is the most suitable teaching method to use in class, according to the students' needs Bao and Liu (2021).

The study and examination of students' affective factors and their impact on different dimensions of the language learning process became a crucial point of interest for many studies that focused on different educational contexts such as high school and college students. At this point, it is important to note that this research study only focused on primary-level young learners of English as a foreign language in Cyprus. Even though English can be taught as a foreign language to adult learners, there is a distinction between teaching adults and teaching children. Younger learners exhibit different characteristics and personality traits compared to adult learners (Nguyen, 2018). As Nguyen (2018) demonstrated, there are some specific factors that should be taken into account when teachers work in a young-learner EFL teaching environment.

The first factor is English language use. In other words, the teacher must be aware of the previous knowledge of the students, their current knowledge level and how they have dealt with language learning so far (Lin, 2019). The second factor is the different creative and physical instances and situations that are often created in the classroom such as the artistic components, meaningful contexts, and the real-life practice of dialogues and conversations (Cabrera-Solano et al., 2019). By presenting the factors that a young-learners EFL teacher must take into account, Nguyen (2018) argued that this is how age-appropriate pedagogies are constructed. Constructing particular pedagogies for young learners can provide teachers with an important source of reference. For example, primary school children are still in the process of learning and grasping the basic literacy skills of their first language (L1) while simultaneously acquiring a second language (L2), or a foreign language (Zayed & Al-Ghamdi, 2019). The findings of the study revealed that different affective factors such as motivation, anxiety, and attitude lead to better results in EFL. For example, the rise of motivation led to better results for Saudi Arabian students' EFL performance (Zayed & Al-Ghamdi, 2019).

Finally, young learners are in the process of experiencing cognitive, physical, emotional, and social development (Boniesta, Roberts & Taylor, 2020). The importance of the Affective Filter and the emotional factors in the classroom and the issues that arise if emotions are not taken into account were also adequately explained by Wang (2020). More precisely, the writer focused on the difficulties that Chinese junior-level students have when learning English as a second language. As Wang (2020) argued, the problems of junior-level Chinese students did not only have to do with their cognitive level, but also with the external and internal environmental factors that had indirectly affected their emotional image in the classroom. For instance, an external factor that influenced the students' learning experience was the reform of the school curriculum. Another external factor was the excessive use of technology for academic purposes. The internal factors concerned the students' affective filter during learning (Wang, 2020).

Lastly, another study that dealt with the different affective blocks students might experience during language acquisition was the one by Mehmood (2018). The study aimed to investigate whether 50 female, adult EFL learners at a selected institution in Saudi Arabia "*raise affective filters under the influence of certain affective factors not allowing input in the class, and whether a change in the classroom atmosphere can bring about a change in the negative learner self-evaluation to encourage them to lower their affective filters*" (Mehmood, 2018, p. 137). More precisely, the author argued that "*affective barriers may be multiple; individual-specific as well as common barriers affecting a larger learner population*" (Mehmood, 2018, p. 130). However, as further discussed in the above study, the most usual barriers students experience during the language learning process are lack of motivation, low self-confidence, and anxiety. As explained in the same study, students often experience anxiety because they are afraid of being judged by their peers for not being able to properly speak the target language. Furthermore, when it comes to older learners, the lack of knowledge of language fundamentals tends to be the most common affective block. That occurs because it may cause them to

display a low self-image and confidence. Additionally, as argued by the author, both young and older learners tend to experience a lack of motivation when they do not understand the importance and purpose behind the second or foreign language acquisition. Lastly, the influence of the learners' first language (L1) might be an underlying factor that leads to the rise of the affective barriers (Mehmood, 2018).

2.3 Role of the Affective Domain in Learning a Foreign Language

As mentioned above, the MA in TESOL thesis solely focused on young primary-level learners of English as a foreign language in Cyprus. In contrast to young primary-level learners, who are at the beginning stage of learning, adolescent or adult learners have reached a more advanced, complicated, or even completed state of their native-like development stage (Getie, 2020). However, emotions are still a powerful influence, which can be detected in all learners, irrespective of age and learning stage. Hence, students' emotions should always be considered by teachers in language teaching. According to Richards (2020, p. 225), *“teaching and learning a second language could both be seen as emotionally-charged activities”*. In this study Richards (2020) focused on the emotions that emerge during the process of teaching and learning English. Thus, the writer examined emotions that have to do with the experience of teaching, language learning, and the relation between teacher and learners.

Richards (2020) aimed to present a brief overview of emotions that tend to occur when teaching English to speakers of other languages (TESOL). The importance of emotion while teaching and learning was highlighted and expressed in the form of questions such as *“what sort of emotions do language teachers, language learners, and teacher-learners experience in their respective roles and teaching-learning contexts?”*, *“what circumstances prompt these emotions?”*, and *“how do they affect the processes of teaching and learning?”*. More precisely, previous research on the learning experience of college students show that emotions acquire an important role in language teaching. That is because

teaching is “*not only a rational activity but also a social one.*” (Richard, 2020, p.225). It seems then that teachers must pay close attention not only to the grades and performance of the students during the lesson, but also to their facial expressions, gestures, body language, and mood, since these are all parts of the students’ emotional world (Getie, 2020).

Teachers must be even more careful and considerate for delicate and emotionally fragile groups like young primary-level learners, because children’s emotions and feelings may be more strongly reflected in their work in the classroom and have a long-term impact on their performance (Zayed & Al-Ghamdi, 2019). Since, then, the current thesis mostly aimed to explore the different ways in which young students’ emotions and feelings may be reflected in the classroom and affect their work, the theoretical framework was the Affective Filter Hypothesis, which highlights the critical role of the emotional level and affection in learning English as a foreign language. Despite the fact that some researchers consider the above theory as old and outdated (Lichtman & VanPatten, 2021), on the other hand, it is frequently used as a theoretical base for modern, synchronous pedagogical approaches, teaching contexts, and research studies all over the world (Bahruddina & Febrianib, 2020; Chen, 2022).

For example, the importance of the affective filter as a critical factor in risk-taking exercises that take place in English-learning classrooms was highlighted in a study by Lin and Lin (2020), who adequately explained what risk-taking means in the classroom context of a university in China. The study focused on the thematic analysis and academic performance of risk-taking EFL learners. According to the authors, risk-taking denotes that learners are not afraid and hesitant to take risks in the classroom. More precisely, they are not scared to make mistakes and face unknown situations and challenges that might come up during the language learning lesson. Learners that are risk-takers are more likely to seize any opportunity that arises and enables them to practice the language skills they have learned in the classroom. Moreover, the above authors showed that there is a positive relationship between risk-taking and the emotional image of the students. Risk-taking in the classroom contributes to the creation of a

positive emotional attitude. Regarding the relationship between risk-taking and Krashen's hypothesis, it is important to note that, when students risk during the process of learning, their affective filter becomes relatively lower. Hence, the power that risk-taking activities offer could be seen as positive evidence for the validity of the Affective Filter Hypothesis (Lin and Lin, 2020).

Papalexatou and Zorbas (2020) conducted a qualitative study in a primary school in Greece to achieve a better understanding regarding the factors that may influence learning English as a foreign language. They found that two students' emotions were important factors for facilitating the learning process. As the authors note, being praised, and rewarded was a major motive, which could result in improved students' well-being and interest in learning English. Diakou (2015), in her research from Cyprus, highlights the importance of creating a positive learning environment, which may increase students' motivation and thereby lead to positive learning outcomes. She proposes using songs as a tool to render the English lesson more fun and interesting. In this way, she postulates that learners may have better results and learn English as a foreign language more easily.

Moreover, the Affective Filter Hypothesis is constantly used as a guiding line for "*the revindication and revaluation*" of literary texts in English as a Second Language (ESL) contexts (Baaqeel, 2020, p.44). When it comes to the concept of revaluing English literature according to the Affective Filter hypothesis, Baaqeel (2020) observed that most of the studies that showed how to revindicate and revalue literature as a tool for EFL contexts mainly dealt with how to match the selected pedagogy to the skills of the learners. However, the study by Baaqeel took a different approach to the topic as it provided new information about theories and methods that help with the enhancement of EFL outcomes. Baaqeel (2020) also demonstrated the importance of refocusing instruction of specific areas in English such as the instruction of grammar and vocabulary. The instruction of grammar and vocabulary in accordance with Krashen's (1982) theory helps in fostering student motivation, reducing

the students' anxiety, and increasing their self-confidence. As a result, reading and studying of literature becomes more pleasurable (Baaqueel, 2020).

In Wang's (2020) study, the importance of recognizing the learners' affective factors during vocabulary teaching was discussed. By focusing on the learning context in China, Wang (2020) discussed the pivotal state of the affective factors and touched upon a critical issue, namely, that the affective filter of Chinese Junior-level (A1) EFL students is not taken into serious account early, and that teachers start realizing the importance of affect much later. While discussing this issue, the writer also took the opportunity to refer to the role of the teacher in the class. In the past, the main role of the teacher was to be a leader whose instructions are obeyed by the students. By simply being leading figures in the classroom, teachers did not mind the affective filter of students and simply transferred language knowledge. Wang (2020) explained that, as the curriculum was reformed, teachers started to take a new role in the class. When teachers work with a curriculum that embraces and promotes multiple types of learning activities, they pay attention to the emotions of the students and consequently acknowledge the importance of emotional factors. The writer also proceeded with explaining how teachers can try to lower the affective filter in teaching English vocabulary via the use of technology and other innovative sources such as presentations, and role-taking activities, and flashcards that can make the lesson more interactive and efficient.

Lastly, other recent studies referred to the importance and impact of the affective domain on specific learning areas and topics such as teaching listening comprehension to college-level students (Xu, 2016).

In Xu's (2016) study, the importance of the Affective Filter Hypothesis is used to explain and further analyze the above relationship. More specifically, it was found that the impact of affective variables is evident in all stages of listening comprehension. The impact of emotions was mostly evident during the stage of a listening exercise, which often causes anxiety to students; hence, during the above stage, teachers should make efforts to boost the students' confidence and reduce their anxiety in order to

facilitate learning. As mentioned above, Krashen's (1982) Affective Filter hypothesis indicates that learners with more self-confidence and motivation can acquire language much easier than those who exhibit higher levels of anxiety (Dewaele & Dewaele, 2020).

Based on the negative impact of anxiety on students' language learning, Xu (2016) prompted teachers to fully comprehend that there are several emotional factors in the process of receiving listening input. In order for the teachers to improve the effects of the emotional factors on listening input, Xu (2016) prompted them to help college-level students aged between 18 to 22 years old improve their self-confidence, enhance their learning motivation, and minimize their affective filter. By doing all the above, teachers could ensure that listening exercises have the desirable effect on students, without the rise of their affective block (Xu, 2016). Therefore, it can be further argued that the Affective Filter Hypothesis could be seen as an interesting and common guiding line and theoretical base for studies that examine the teaching of a foreign language. The hypothesis can be examined by applying different teaching methods.

2.4. Teaching a Foreign Language

2.4.1 Silent Way as a Teaching Strategy

As mentioned in the introductory part of this thesis, the Affective Filter Hypothesis was used to design and apply three teaching methods. The first teaching method that was tested in this thesis is the Silent Way (Gattegno, 1963). The silent way is a methodology that is heavily based on the idea that teachers should be as silent as possible during classwork, but learners should be encouraged to speak as much as possible (Idris, Juddah, & Nurhamdah, 2020). The method of Silent Way consists of three principles. The first one is that the learner needs to discover or create. This means that the learner has to acquire responsibility and action in order to truly understand and learn (Ilmuddinovich, 2020). The second principle states that learning is made much easier and more interesting by the use of physical objects.

In other words, the use of physical materials such as notebooks, flash-cards, and other realia becomes absolutely necessary and crucial (Budiharto, 2018).

The final principle states that learning becomes much easier by doing problem-solving activities while using the target language as learners test their language knowledge while simultaneously working on other skills. That occurs because by engaging in problem-solving activities without any input or help from the teacher, learners are called to use their communication skills to reach a solution. By using their communication skills constantly, learners enhance their language competence and become responsible and learn how to take initiative (Idris, Juddah, & Nurhamdah, 2020). A classic description of the Silent Way method, albeit rather old, was given by Gyi (1994), who described the Silent Way as a method in which “[t]he teacher stands through much of the lessons but keeps the students concentrating all the time and says less and less while the students say more and more” (Gyi, 1994, p.41).

Despite the fact that the Silent Way has always been recognized and treated as a known teaching method, it has been criticized by some scholars and language specialists for being uncreative or oppressive, since students do not have the opportunity to actively take part in the learning process (Sasi, Haga & Chen, 2020). As Ali and Kadim (2022) explain, some teachers and researchers may be against the Silent Way approach, simply because they have been used to the idea that everyone should talk in the classroom. Hence, they may view the idea of silence in class to be challenging or even terrifying. Consequently, they assume that being silent does not encourage students to participate nor take the initiative to express their ideas, as they are not sure about whether they are correct (Negru, 2020).

However, this is not how the Silent Way Method is actually applied. In fact, several studies have discussed the benefits of the method and revealed that students who are instructed through the Silent Way have learned to adapt to various learning contexts (Idris, Juddah & Nurhamdah, 2020), have

managed to pay close attention to the teacher (Lestari & Martina, 2022), and realized that being in a classroom where the teacher is silent does not necessarily mean that they are unable to speak and express themselves when they want (Ilmuddinovich, 2020). Moreover, the above method has been used and applied with success in various recent studies (e.g., Kasman & Ariza, 2023; Loi & Afnita, 2023). For instance, the Silent Way was used by Ali and Kadim (2022) as the main method in the assessment of the learners' performance in an experimental classroom. The above research study revealed that through the use of the Silent Way Method, the learners managed to improve not only their language skills but also their confidence and social skills, as they were assigned to work on their speaking and listening skills (Ali & Kadim, 2022).

Moreover, another possible argument in favor of the Silent Way approach is that it could be interpreted as an "alternative" way to teaching foreign languages. That is because learners are not solely exposed to the linguistic input provided by the teacher. Therefore, they do not have to directly imitate the teacher or memorize phrases uttered by the teacher (Abdumuratovich, 2023). When it comes to the role of the teacher during the application of the Silent Way in the class, the teacher is not responsible for approving or disapproving the students' decisions (Kasman & Ariza, 2023). Rather, the teacher is the one who has to prompt the students to think carefully and use their judgment efficiently to work on the given tasks. When learners are not exposed to immediate input from the teacher and do not have to reproduce phrases, they are being exposed to a more authentic and "genuine" learning experience (Norboeva, 2023).

In addition, when it comes to the application of the Silent Way method in the classroom, the method is applied with the use of colorful, vibrant charts and rods like Cuisenaire rods. The use of vibrant charts, rods, and other figures in the classroom could be seen as a different and innovative way of learning as it goes beyond the use of spoken language (Syrymovna & Kanatovna, 2017). Furthermore, the figures are frequently used as an alternative way of introducing new vocabulary. For instance, new vocabulary

such as colors, numbers, adjectives, and verbs could be introduced through colorful charts and rods in a primary-level EFL classroom (Loi & Afnita, 2023). Charts could also be used for more advanced levels to introduce topics such as syntactic rules, past tenses, comparatives, superlatives, plurals, and word order (Barno, 2021).

Another study that investigated the possible positive impact of the Silent Way on learning was conducted by Lestari and Martina (2022). This study mainly focused on the long-term effect the method had on the vocabulary achievement of eighth-grade students in Singapore. As it was explained in the text, the method had been misinterpreted as a dull method in which no one is allowed to speak. The goal of the study was to show that this is not the case. Rather, as the authors explained, the Silent Way method can be used as an opportunity for the teacher to speak less. This gives students the opportunity to speak more and express themselves by asking questions. Furthermore, it gives students the chance to develop their independence, and their self-sufficiency skills as they learn to rely on themselves. The research method of the above study was based on the comparison of English vocabulary tests. The students were taught with both direct approaches and the Silent Way method (Lestari and Martina, 2022).

The results revealed that students had better scores on the tests that were based on the Silent Way. It was also observed that 20 eighth-grade students aged between 13 and 14 years old managed to develop language independence, autonomy, and responsibility during the Silent Way instruction. Consequently, the above study showed that the method is not obsolete. Rather, it can be effectively transformed and adjusted to modern language teaching settings (Lestari & Martina, 2022). Therefore, the existing studies about the Silent Way method prove that the method has several positive elements. One positive element is that Silent Way contributes to the students' critical thinking and elevates their cognitive and meta-cognitive skills. As was revealed by the studies, the method was particularly effective in some teaching contexts as it helped in the students' progress (Budiharto, 2018). Finally, one could reasonably

argue that the Silent Way method promotes the establishment of unity among the students. That is because when the teacher is silent and gives minimal input to the students, they start to depend on the feedback and comments they receive from their peers and they form a bond of trust and mutual respect (Raju, 2017).

2.4.2 Communicative Language Learning as a teaching method

Another method that was used to evaluate Krashen's theory is Communicative Language Learning (CLL) teaching method (Curran, 1976). The central idea behind this method is that language is successfully learned when learners communicate real meaning (Hiver et al., 2021). Similarly, to the Silent Way, CLL is not a recent method. However, it was used in this particular study as it is one of the most renowned methods of learning, and several teachers rely on it for successful language acquisition (Yenkimaleki & van Heuven, 2023). For example, previous studies have investigated the role of Communicative Language Learning in the improvement of students' oral skills (Toro et al., 2018). Communicative Language Learning could be seen as a method that equips students with a great number of abilities and responsibilities (Vitta & Al-Hoorie, 2023).

By being exposed to different communicative situations, students are able to boost their language performance, enhance their knowledge, and become better at skills such as decision-taking, multi-tasking, active listening, and giving feedback. In that manner, learners who are exposed to CLL go through several trials, learn that it is acceptable to make mistakes during speaking and learn to actively reflect on their errors to become better (Tursunovich, 2022). The sense of certainty and satisfaction that learners get from being active communicators enables them to enhance their learning skills and participate more happily, willingly, and devotedly in the classroom (Hiver et al., 2021). In fact, the Communicative Language Learning approach has been widely used in many different education contexts all over the world.

For example, the study by Toro et al. (2018) examined the improvement of the English curriculum in Ecuador in 2016. The English curriculum of Ecuador was created in relation to the basic principles and ideas of the Communicative Language Teaching Approach. The revision and improvement of the English curriculum came as a solution to a problem. The issue was that English learners in Ecuador exhibited more confidence when they had to read and write in English than when they had to speak. English learners in Ecuador believed that speaking was much more difficult than writing and reading. They also thought that they were not able to be in contact with the language outside of the classroom. This approach involves learning a language through interaction and communication, rather than learning it through memorization of different aspects of the language system.

After explaining the reason behind the improvement of the English curriculum in Ecuador, Toro et al. (2018) examined whether the Communicative Language Teaching approach would improve students' oral skills and also which strategies and resources would be used by teachers during the application of the method with a mixed-method approach. The sample of the study was 105 students enrolled in the 2nd, 3rd, and 4th grade at a public elementary school in the city of Loja, in Ecuador. The results of the study showed that the majority of the teachers who took part in the study created instances in which students had the chance to produce the target language and interact meaningfully with one another. While communicating with each other, it was observed that learners became more confident and motivated to participate and interact with others. The authors also highlighted the importance of using task-based activities in a Communicative Language Learning environment. As they suggest, task-based activities immensely help and motivate students to achieve language acquisition and lead to good scores (Toro et al., 2018).

That occurs because these kinds of activities and interactive tasks help students to become active learners and overcome the habit of being passive receivers of information (Yenkimaleki & van Heuven, 2023). Despite that fact, dramatizations of communicative instances are not the only activities that may

be used in the classrooms. Rather, other strategies such as modeling, repetition, pair, and group work may be used to develop English learners' communicative competence (Susanto, 2023). Of course, these strategies should be frequently used and applied in order for the teachers to lead students to success. As observed, when the strategies are not used frequently, they did not lead to the desired results, as students did not have many opportunities to communicate and interact (Bari, 2020).

Therefore, it is suggested that it is necessary to use communicative learning strategies more frequently. Thus, teachers are advised to incorporate more strategies that promote communication in order to help learners develop their communicative competence and boost their active participation in oral and communication activities (Rakasiwi et al., 2023). In fact, it was found that students who were provided with metalinguistic and elicitation feedback managed to improve their communicative skills. These skills allowed students to be more aware of their mistakes while receiving meaningful, comprehensible input from their teacher through oral interaction (Cheng, 2021). Furthermore, other recent studies have shown that Communicative Learning approaches can be incorporated into modern classrooms through interesting tasks such as role-playing activities (Yakubov, 2022).

The study by Yakubov (2022) explored the educational context in Uzbekistan, in which the Communicative Language Teaching and Learning has become a central part of language teaching. Different activities and games such as role-playing and simulations of real-life situations have become pivotal in the classroom. As discussed in the study, Communicative Language Learning tasks and activities could be beneficial for learners who want to be able to speak English on a daily basis, and especially to learners of English for specific purposes (ESP). According to this study, incorporating role-playing activities into CLL can *“add diversity and flexibility to existing methods and forms of classroom practice”* (Yakubov, 2022, p. 1007). That is because students are able to acquire different roles and practice their language skills in an innovative and interesting way (Susanto, 2023).

In this way, CLL can be seen as a great guiding line for teachers who want to make their lesson more diverse and multidimensional. During the application of CLL, teachers are responsible for not only listening to the students' thoughts and ideas, but also for promoting meaningful discussions among students and their peers (Bari, 2020). As suggested in Yakubov's (2022) study, interactive activities like role-playing tends to be more appealing to young language learners. That occurs because it is very interesting for them to acquire different roles while talking. By playing different roles and developing different scenarios, it is much easier for students to be more confident and express themselves in the classroom (Munir & Misbahul, 2019). The findings of Yakubov's (2022) study showed that the majority of the students acknowledged that their speaking and communication skills were developed and became better as a result of continuous use of role-playing activities in language learning.

The results of the study could be seen as positive evidence of the idea that during the application of CLL, teachers are responsible for not only listening to the students' thoughts and ideas, but also for promoting meaningful discussions among students and their peers. Lastly, the findings could also be interpreted as supporting the claim that role-playing is an efficient and fascinating speaking exercise. Yakubov (2022) proceeded to advise teachers to remember to implement this type of exercise during language teaching in offline EFL learning contexts. That was because the participants of the study claimed that they had found role-playing to be particularly beneficial for them. By creating meaningful discussions and interactions, teachers make sure that students learn to adjust to different communicative situations and practice their language skills by practicing communicative scenarios like (dis)agreeing with someone or asking questions (Magsalin, 2023).

In a mixed method study by Kourieos and Diakou (2019), which was conducted in Cyprus with pre-service education teachers, who answered a questionnaire firstly and then participated in interviews, it was found that teachers are not adequately prepared to teach English as a foreign language. Thus, participants in the above study believe that it is difficult to adapt teaching material to learners' needs,

motivate young learners and use the communicative approach to teach English as a foreign language. In a different study, Kalogirou, Beauchamp and Whyte (2019) explored how vocabulary of a foreign language may be acquired via drama activities. To this end, they conducted a quasi-experimental study. The study addressed 63 Welsh 10-year-old students. It was found that activities based on drama constitute effective communicative language learning approaches, which encourage students to use the foreign language to communicate in real-like situations. As a result, the foreign language may be learnt more effectively (Beauchamp and Whyte, 2019).

In a similar manner, the research study by Berezenko et al. (2022) underlines the positive elements of CLL and CLT (Communicative Language Teaching). In order for the authors to explain the positive aspects of the Communicative Language approach, they described how the approach works in the classroom context. Besides the important development of communicative skills, one equally important part of the approach is the development of grammatical competence (Mirzayev & Oripova, 2022). The development of grammatical competence is extremely vital as it is the most valid linguistic competence. Grammatical competence also acts as the basis for other communicative competences which occur as a part of the complex process of acquiring a foreign language (Ho, 2020). During a communicative language teaching classroom, students are expected to use various grammatical structures, which have to be understood by their partners of communication. Both the teacher and the other students become a student's partner of communication (Shamsiyev, 2022).

Before forming the main hypothesis of the study, the main approach for teaching grammar chosen at Kyiv National Linguistic University was discussed. As explained, the approach used in the educational context of the Kyiv National Linguistic University is a descriptive one. This descriptive approach contains a lot of advantages, such as the provision of real examples, and the coverage of language variation. The Communicative Language Teaching and Learning method was one of the key elements that were used for the formation of the hypothesis of the study. More specifically, the hypothesis of the

study was that in contrast to other more traditional teaching approaches, the communicative approach would be more effective and efficient for teaching grammar. It was also hypothesized that the approach would help 9 bachelor's degree students of Kyiv National Linguistic University students “to master the language and upgrade their linguistic competence in comprehending and processing spoken and written texts and become professionals after graduating from the University” (Berezenko et al. 2022, p. 89). According to the findings of the study, one of the most beneficial aspects of CLL is that it leads to linguistic competence. More specifically, it can contribute to the development of grammar competence. The development of grammatical competence is achieved as the interlocutors use different grammatical structures to achieve their goal of communication. The results of the above study revealed that classes who were exposed to CLL and CLT managed to increase their linguistic competence and exhibited higher results than classes that used TLT (Traditional Language Teaching) approaches (Berezenko et al. 2022).

2.4.3 Cooperative Learning as a Teaching Method

The final teaching method in question is Cooperative Learning. Like the other two teaching methods that were mentioned in the previous sections, it was chosen because a) it is widely used in contemporary classrooms, b) it may be easily applied, and c) it is suggested by the curriculum. Cooperative Learning can be defined as a type of instruction in which students are assigned to work in teams/groups to achieve a common goal (Chen, 2021). The cooperative method includes four main elements. The first one is *Positive interdependence*. This means that team members have to depend on each other to achieve the goal. The second element is *Individual accountability*. All students in the group have the responsibility of offering something to the group (Namaziandost, Homayouni & Rahmani, 2020).

Face-to-face promotive interaction is also an important characteristic of the method. This denotes that even though some learners might be shy, or reluctant to participate, they would have to face their doubts and work with others. Learners are also encouraged to use their collaborative skills. Students are

motivated to develop and practice trust-building, leadership, decision-making, communication, and conflict-management skills (Shi & Han, 2019). The final element is *Group processing*. The team members have to set goals and solve problems to reach a conclusion (Felder & Brent, 2007). In other words, Cooperative Learning can be defined as a teaching method that promotes the idea that students should be able to work together as a team. By working as a team, a sense of unity is established between the students (Berzener & Deneme, 2021). Additionally, by working in teams and discussing and analyzing ideas collectively, students also acquire a sense of certainty and comfort about presenting their work. Working in a cooperative setting could also be seen as a way to promote basic principles among learners such as honesty, trust, and dignity (Ehsan, Vida & Mehdi, 2019).

As is the case with the two other methods mentioned above, Cooperative Learning can be utilized and applied in various ways in learning and can be used as a test of the students' progress in the classroom (Yusuf, Jusoh & Yusuf, 2019). For instance, the study by Khair et al. (2021, p. 173) examines how "*an explicit type of cooperative learning model instructions chronological technique of events in writing narratives*". More specifically, the study investigated the use of the Cooperative Learning method in different learning contexts, e.g., how the use of cooperative learning model type can lead to the achievement of learning the Indonesian language and literature. The achievement was investigated in terms of the acquisition of linguistic competence and performance in writing and speaking. The students' progress was examined in different ways such as through the understanding of explicit instructions, and the narration of events in chronological order, which is a technique in learning narrative paragraph writing skills from texts like interview transcripts.

In that manner, Khair et al. (2021) conducted research on the ways in which students in Indonesia could improve their skills of writing narrative paragraphs from interview texts with the use of the cooperative learning method. The cooperative model was applied in different ways like typing explicit instructions and narrating chronological events technique for primary school students. Another study by Al-Malki

et al. (2022) highlighted the importance of Cooperative Learning pedagogy and adequately showed how the pedagogy influenced the outcome of the lesson in different ways. As in Cooperative Learning the success of a student is highly dependent on the success of their peers, students acquire a number of responsibilities, share a sense of belonging in a group, take part in different activities, and strive to make the group succeed by effectively communicating and working with their teachers and peers (Al-Malki et al. 2022).

The educational context of the study by Al-Malki et al. (2022) was a Saudi Arabian University. The data of the study was collected from ninety-one female undergraduate level EFL learners. The study aimed to investigate the students' views about the direct and indirect effect of Cooperative Learning on their academic skills and their understanding of the course they were undertaking. The results of the study revealed that the learners were highly satisfied with the technique of providing and receiving feedback while working and cooperating in a group. Moreover, the learners admitted that they had various opportunities and instances in which they could give and receive meaningful and useful feedback. They also admitted that the feedback they had received helped them with their better and clearer understanding of the course content.

Consequently, the findings of Al-Malki et al.'s (2022) study showed that Cooperative Learning could be one of the most helpful and useful teaching methods in the university educational setting. Additionally, the study could be seen as supporting evidence for the idea that Cooperative Learning is a highly practical and sufficient teaching practice. The study also provided scholars with useful advice and implementations of how Cooperative Learning could be even more effective in the classroom. One suggestion is that teachers should be responsible for creating a setting that is appropriate and suitable for cooperative work (Alhebaishi, 2019). Teachers are also responsible for establishing group activities during the lesson that promote values such as cooperation, respect, and patience, while simultaneously enhance the students' academic abilities and skills (Hidayati, Kharisma & Satriani, 2018).

Cooperative learning was also studied in the Cypriot context by Georgiou (2019), who underlined the challenge that language teachers face, when they try to keep students motivated and prompt them to practice language skills such as writing, grammar and vocabulary exercises. The above author conducted interviews with language learners to find out that working together was an enjoyable activity for students, who learnt better and easier the foreign language. Likewise, Kourieos and Evripidou (2013) in a previous mixed method study found that EFL teachers need to employ more effective teaching methods, such as cooperative learning, in order to engage students and facilitate language learning. Based on data gathered with semi-structured interviews and questionnaires, the above authors found that involving students in meaningful classroom interactions and group tasks related to real life topics and using authentic language may increase the effectiveness of teaching and learning a foreign language.

At this point, one could argue that Cooperative Learning is a teaching method that promotes positive emotions in the students. One such emotion is love, understanding and solidarity among peers (Renandya & Jacobs, 2017). By establishing communication and actively working together as a team, students learn valuable lessons such as caring for one another and respecting each other's beliefs and ideas (Zhang, Peng & Sun, 2017). Mutual respect is not only established among peers, but also among the students and the teacher. When the teacher is also actively participating in the cooperative discussions, they are setting a good example for their students and showing them that they are trying to reach a common goal. Cooperative learning also enables teachers to monitor the students' progress. Through teamwork and collective activities teachers can keep track of the students both individually and as a team (Alghamdy, 2019).

Regarding the positive effects of Cooperative Learning, Felder, and Brent (2007) claimed that there are numerous reasons behind the effectiveness of the teaching method. According to the writers, Cooperative Learning could be seen as an active method. This means that it is a method in which

students learn the language by participating in different activities, rather than simply listening to the directions of the teacher (Chen, 2021). The active participation of the students in the lesson and the teaching process enriches the learning activity and boosts the learners' linguistic competence and performance. Both strong and weak students could benefit from Cooperative Learning. More precisely, weak students could have the opportunity to work with their peers when they are faced with a difficulty. In a similar manner, strong students could effectively use their knowledge to clarify materials to weaker students (Shi & Han, 2019). Consequently, when students are called to work together, each one acquires a different role and contributes to the process in a different way. In addition, it was argued that when students have to work alone, they might delay doing some tasks or even skip some tasks they cannot understand. However, when students work together, they tend to be more motivated as they know that they have to find an efficient manner to complete a task as a group or team (Ehsan, Vida & Mehdi, 2019).

Another suggestion is that instructors who have not worked with Cooperative Learning before should not directly apply the method in their classes. Rather, they should work more gradually, experiment with different approaches, find different materials, adopt different methods, and eventually decide which are the most suitable methods for them and their students (Alhebaishi, 2019). By gradually testing and applying new methods, teachers ensure that the students feel comfortable and eager to learn and do different interesting tasks (Hidayati, Kharisma & Satriani, 2018). Finally, instructors should form teams in a Cooperative Learning context. As Felder and Brent (2007) demonstrated, it is preferable for teachers to form the teams rather than allowing the students to choose their teams on their own. That occurs because most students tend to form groups with their friends or with students whom they already know. As a result, some students are left behind (Renandya & Jacobs, 2017). Thus, it is important for teachers to be the ones responsible for forming the teams, in order to ensure that no

one is left behind. By forming the teams, teachers also have the opportunity to help the students socialize, get to know each other, and make new friends in the classroom (Alghamdy, 2019).

2.5 The Importance of the Present Study

The present study differs from previous recent studies on language learning because it compares three different teaching methods to explore the role of the emotions and affective domain on young learners' language acquisition, based on the theory about the Affective Filters. Previous research on the role of emotions and the effectiveness of the three selected teaching methods guided the formation of the hypotheses and research questions of the study. The primary aim of the research study was to understand how young Cypriot Greek-speaking learners of English better learn English as a foreign language. Moreover, the aim was to examine the emotional factors that may mediate the process of learning. To this end, Krashen's (1982) Affective Filter Hypothesis underpinned the study, which underlines the significant relationship between affective variables, such as anxiety and motivation, and language acquisition and performance. The above relationship was explored by applying three teaching methods with a different level of teacher involvement, namely Silent Way, CLL, and Cooperative Learning.

More specifically, in the Silent Way method the level of involvement of the teacher is minimum (Idris, Juddah, & Nurhamdah, 2020). In contrast, during the CLL method, the teacher has maximum involvement, having the role of an interlocutor, who has continuous communication with the students (Hiver et al., 2021). On the other hand, in the Cooperative Learning method, the teacher has a medium involvement, by acquiring the role of the facilitator that guides the students' groups during the completion of different tasks (Chen, 2021). The involvement was measured according to the students' *positive interdependence* and *individual accountability* and was included in the researcher's notes. Since the above methods have both advantages and disadvantages, the researcher tried to explore which

method a) is perceived by student as creating a pleasant atmosphere for learning, based on their evaluations of the lesson, and b) is related to better learners' leaning, based on their scores on a test.

Moreover, the above methods have not been compared, yet, in the Greek-Cypriot context of teaching EFL. Hence, this research seemed essential to provide data about the comparison of the three methods in the Greek-Cypriot EFL context. To this end, the researcher decided to conduct a quasi-experimental study, which is explained in detail in the next chapter. The intervention was conducted in three different classes with 21 Cypriot students in total, who attended EFL classes at an English Learning Private Institute. The researcher assumed that creating an interactive learning atmosphere would decrease students' anxiety regarding grammar, and thereby would result in better students' learning. Following the above assumption, three research questions were formulated:

1. Which teaching method (i.e., Silent Way, CLL and Cooperative Learning) is considered as the most interesting by school-aged, A1-level, Cypriot Greek-speaking EFL learners in Cyprus?
2. What is the interrelationship between teaching method (i.e., Silent Way, CLL and Cooperative Learning) and the students' scores in the grammar test?
3. What is the relationship between students' emotions about the lesson and their scores in the grammar test?

3. Methodology

3.1 Research design

Research refers to a systematic process undertaken to collect, analyze and interpret information for the purpose of discovering new knowledge, solving problems, and supporting or confirming existing theories and hypotheses. Research is an important means of advancing knowledge in various fields

(Bryman, 2015). Research may differ in form and objective depending on the scientific field and type of research (e.g., basic research, applied research, etc.). However, the main focus remains on developing and engaging in new knowledge (Creswell, 2018). For the purposes of this study, the researcher decided to conduct an intervention, so as to answer the research questions, which were related to the application of different lessons.

To this end, a quasi-experimental study was conducted, which refers to a type of scientific research that is conducted to test and evaluate hypotheses or theories through an experimental procedure. In this type of study, researchers test the effects of one or more independent variables on a dependent variable, while also trying to control for other factors that could affect the results. While in true experimental studies, the experiment is conducted under strictly controlled conditions, in a quasi-experimental study the prerequisite of random allocation to groups is not met (Robson & McCartan, 2016). Moreover, quasi-experimental studies are used to generate causal evidence when more randomly controlled trials cannot occur (Bärnighausen et al., 2017). Hence, the experimental study design allows researchers to infer causal relationships between variables, while quasi-experimental research allows researchers to draw conclusions only from relationships. Despite the above limitations, a quasi-experimental study is a useful tool for scientific research, as it allows for exploring how variables are interrelated (Panke, 2018).

The process of conducting a quasi-experimental study involves some basic steps, which were followed in this study, as explained below (Bryman, 2015):

- Definition of the Research Questions: firstly, clear research questions are formulated, which may be answered through the quasi-experimental study.

- Designing the Experiment: the independent variables (the ones the researcher changes) and the dependent variables (the ones the researcher measures) are defined. In addition, the conditions and procedures of the experiment are set.
- Selection of Participants: the participants in the study are selected.
- Data Collection: the experiment is conducted according to the design and the data are collected carefully.
- Data analysis: statistical methods are used to analyze the data and draw conclusions, based on statistically significant differences or correlations.
- Reference Syntax: all the information is gathered into a clear and concise report. The methodology, results, and conclusions are also described.
- Evaluation and Interpretation: the strengths and limitations of the study are evaluated and the results are interpreted in relation to the original research questions.

3.2 Participants

The study was conducted in an English-learning private institute in Nicosia, Cyprus, where Greek-speaking students go to learn English as a foreign language. This institute offers English lessons in the afternoon. The classes are divided according to the students' level of knowledge. Students at the institute are usually aged between six to eighteen years old. The target population for this specific study was young learners aged between six and eleven years old. The sample was selected with convenience sampling method, which allows the researcher to select sample that is easily accessible and available to participate in the study. On the other hand, because of the convenient sampling method, the findings of this study cannot be generalized to other students, which is a limitation of this study (Creswell, 2018).

The sample of this study was small as it consisted of 21 students, 10 girls and 11 boys, aged 7-11 years old. All students were at Junior level (A1) and started attending English lessons at the institute in September 2022. All participants were learners of English as a foreign language and had Cypriot Greek as their first language. The students' average performance throughout the year was assessed with tests and ranged between 89-99/100 (very good to excellent). All students were taught by the same teacher at the institute, i.e., the researcher, with a different teaching method, according to their group. Group 1 was taught with the Silent Way method (SW), group 2 with Communicative Language Learning (CLL) and group 3 with Cooperative Learning (CL). The groups had been taught by the teacher two months before the start of the study. The groups were formulated based on the pre-existing division of the particular students in classes, which resulted in three groups with seven students each. Since the allocation of students to groups-classes was done by the manager of the institute, the researcher was not allowed to change either the number of the students in each group, or the group of each student. Hence, this is a main limitation of this study. The participants' profile is presented in Table 1 below.

Table 1. Participants profile

STUDENT	AGE	GENDER	LEVEL	PERFORMANCE	GROUP	METHOD
1	9	boy	Primary/A1	91/100	1	SW
2	8	girl	Primary/A1	94/100	1	SW
3	8	boy	Primary/A1	99/100	1	SW
4	8	girl	Primary/A1	96/100	1	SW
5	8	boy	Primary/A1	98/100	1	SW
6	8	girl	Primary/A1	94/100	1	SW
7	8	boy	Primary/A1	98/100	1	SW
8	8	boy	Primary/A1	93/100	2	CLL
9	7	boy	Primary/A1	98/100	2	CLL
10	9	girl	Primary/A1	90/100	2	CLL
11	8	boy	Primary/A1	98/100	2	CLL
12	9	girl	Primary/A1	98/100	2	CLL

13	9	boy	Primary/A1	99/100	2	CLL
14	7	girl	Primary/A1	89/100	2	CLL
15	7	girl	Primary/A1	96/100	3	CL
16	7	girl	Primary/A1	92/100	3	CL
17	8	girl	Primary/A1	89/100	3	CL
18	8	boy	Primary/A1	91/100	3	CL
19	7	boy	Primary/A1	94/100	3	CL
20	8	boy	Primary/A1	97/100	3	CL
21	11	girl	Primary/A1	99/100	3	CL

3.3 Research tools

The research tools that were used in this study were a) a test, which was administered as pre-test (Appendix A) and post-test, the intervention and (Appendix B), b) a structured questionnaire, which was administered to the students after each intervention (Appendix C), c) researcher's notes (Appendix D), and d) the students' monthly report sample. In particular, the research tools had the following characteristics:

- The grammar tests and the questionnaires were the same for all the students, regardless of group. Since the study focused on the, the pre-test and the post-test gathered their scores in the grammar component, based on the number of correct answers the participants had.
- To evaluate the affective domain, the students had to answer a questionnaire, after each intervention. The questionnaire was designed in order to measure the affection levels related to each teaching method. Since the students were very young, the questionnaire was very short, aiming to attract them to answer it and avoid causing them anxiety, if it was long (Robson & McCartan, 2016). Thus, it consisted of five questions that evaluated the students' emotion with a five-point Likert scale. The questionnaire was written in Greek (L1 of the students) as the

students were primary-level learners of English. The English translation is provided in Appendix C.

- In addition to the above, the researcher's observations and notes were taken into consideration. The researcher's notes were based on the learners' performance in various tasks (reading, dictation, writing, grammar, homework, participation), on the grammar test scores, and on the behaviour and emotions of the students during the lesson.
- The researcher's observations were also based on the students' monthly report. The monthly report included information about each student's scores in (reading, dictation, writing, grammar, homework, participation, behaviour, tests, quizzes).
- Lastly, the students were assigned different tasks during the lesson such as picture naming tasks, word association tasks, small reading exercises, and grammar tasks.

3.4 The Intervention

Before starting data collection, the researcher tried to understand the level of knowledge of the participants based on picture naming tasks, word association tasks, small reading exercises, and grammar tasks (Appendix K). The tests and quizzes that were done throughout the school semester also provided the researcher with a clearer idea about the students' performance. Additionally, the student's knowledge level was evaluated by examining their monthly reports. These reports are created by the particular institute. They constitute the official form of the assessment of the learners' *Reading, Dictation, Writing, Grammar, Homework, Participation, Behaviour, Tests, and Quizzes* (Appendix J). Thus, studying the students' reports gave the researcher an initial idea of each student's academic performance in the classroom, and the learning level of each group. Moreover, it was confirmed that the academic characteristics of the students were equal.

The intervention aimed to compare three teaching methods with a different level of teacher involvement, namely Silent Way, CLL, and Cooperative Learning, in terms of their relationship with the students' scores and their affective filter levels. The three teaching lessons were gradually implemented from the beginning of the school year. Each teaching method was applied to each group for one teaching period, which lasted 60 minutes. Before the intervention, the researcher conducted the pre-test (Appendix A), to compare the students' scores, before the application of the aforementioned teaching methods. The comparison of the pre-test score was done because the researcher wanted to ensure that the three groups were of the same level before the application of the methods. Throughout the application of the interventions, all groups were taught the same language phenomena and were assessed on the exact same knowledge. The only factor that was manipulated in each group was the teaching method.

3.4.1 The Silent Way Group

The method that was evaluated in the first group was the Silent Way (Appendix E). During this lesson, the teacher (T) would be silent and would not give meaningful input or feedback to the students (ss). The duration of the intervention was 60 minutes (one teaching session). The activities were the following:

- **INTRODUCTION**

- **ACTIVITY 1**

- The T asks the ss to open their books. The T starts the lesson by playing the *New Words* audio.

- Jet A-Lesson 19 (p. 56)

- The T asks the SS to repeat the new words. (10 mins.)

- **DEVELOPMENT**

- **ACTIVITY 2:**

- The T asks the students to listen to the text below twice (ex. 1 p. 56). (10 mins.)

ACTIVITY 3:

The ss are asked to look at the pictures (ex 2, p. 56). The T reads the instructions and starts the listening task. The ss listen to the listening task again. They are asked by the T to choose which picture (from ex. 2) is suitable for the word (10 mins.)

ACTIVITY 4:

The T asks the ss to read a small box about forming questions with Present Continuous (ex. 3 p. 57) individually. (10 mins.)

ACTIVITY 5:

The ss complete a question activity. They are asked to choose the appropriate word (Am/Is/Are) (minimal input from the T) and write the verbs in the Present Continuous (clean-cleaning). (10 mins.)

- **CLOSURE / QUICK REVIEW**

ACTIVITY 6:

T asks ss what they have learned. Ss summarize what they think the main points of the lesson are (5 mins).

FOLLOW-UP: T writes homework on the board (WB p. 54-55) and the students write it in their notebooks (5 mins).

At the end of the intervention-lesson (60 minutes) the students had to complete the post-test and answer the questionnaire about their emotions.

3.4.2 CLL Group

The second group was taught through Communicative Language Learning (CLL) (Appendix F). The intervention lasted 60 minutes. For this method, both the teacher (T) and the students (ss) were interlocutors and tried to use the target language to convey meaning. More precisely, the researcher made a great effort to use the L1 (Cypriot Greek) as little as possible and test whether learners were

able to comprehend grammar task instructions in the L2 (English). The activities used were the following:

- **INTRODUCTION**

- **ACTIVITY 1**

- The T asks the ss to open their books. The T starts the lesson by playing the *New Words* audio. Jet A-Lesson 19 (p. 56)

- The T reads the words aloud and asks the SS to repeat the new words. Then, the T asks the ss questions and elicits the meaning of the new words. (10 mins.)

- **DEVELOPMENT**

- **ACTIVITY 2:**

- The T asks the students to listen to the text below and tells the ss to read the text aloud (ex. 1 p. 56). (10 mins.)

- **ACTIVITY 3:**

- The ss are asked to look at the pictures (ex 2. p. 56). The T reads the instructions and starts the listening task. The ss listen to the listening task again. They are asked by the T to choose which picture (from ex. 2) is suitable for the word (10 mins.)

- **ACTIVITY 4:**

- The T reads a small box about forming questions with Present Continuous (ex. 3 p. 57) and asks the ss questions about what they are doing now. (10 mins.)

- **ACTIVITY 5:**

- The ss complete a question activity. They are asked to choose the appropriate word (Am/Is/Are) (minimal input from the T) and write the verbs in the Present Continuous (clean-cleaning). (10 mins.)

- **CLOSURE / QUICK REVIEW**

ACTIVITY 6:

T asks ss what they have learned. Ss summarize what they think the main points of the lesson are (5 mins).

- **FOLLOW-UP:** T writes the homework for the lesson on the board (WB p. 54-55) and the students write it in their notebooks (5 mins).

3.4.3 Cooperative Learning Group

The Cooperative Learning group was working together as a group (Appendix G). The activities performed by the teacher (T) and the students (ss) were the following:

- **INTRODUCTION**

ACTIVITY 1

The T divides the students into groups. The T asks the ss to open their books. The T starts the lesson by playing the *New Words* audio.

Jet A-Lesson 19 (p. 56)

The T asks each group to read aloud three new words. (10 mins.)

- **DEVELOPMENT**

ACTIVITY 2:

The T asks the students to listen to the text below twice (ex. 1 p. 56). (10 mins.)

ACTIVITY 3:

The ss are asked to look at the pictures (ex 2. p. 56). The T reads the instructions and starts the listening task. The ss listen to the listening task again. They are asked by the T to choose which picture (from ex. 2) is suitable for the word. (10 mins.)

ACTIVITY 4:

The T asks the ss to read a small box about forming questions with Present Continuous (ex. 3 p. 57) individually. (10 mins.)

ACTIVITY 5:

The ss complete a question activity in their groups. They are asked to choose the appropriate word (Am/Is/Are) (minimal input from the T) and write the verbs in the Present Continuous (clean-cleaning). Each group presents their answers. Then, the T shows the correct answers on the board (10 mins.)

- **CLOSURE / QUICK REVIEW**

ACTIVITY 6:

T asks ss what they have learned. Ss discuss in their groups. Ss summarize what they think the main points of the lesson are (5 mins).

- **FOLLOW-UP:** T writes homework for the lesson (60 minutes) on the board (WB p. 54-55) and the students write it in their notebooks (5 mins).

3.5 Data Analysis

The collected data included a) the students' scores on the pre- (APPENDIX A) and post-test (APPENDIX B), which were extracted according to the number of correct answers in each test, b) the students' total scores in the questionnaire about their feelings after the lesson, and c) researcher's notes. The researcher took notes about eight learning areas (Reading, Dictation, Writing, Grammar, Homework, In-class Participation, Behaviour, Feelings) during and after the intervention-lesson. Quantitative data (the test scores, and questionnaire answers) was analyzed statistically using SPSS. Qualitative data (the researcher's notes) was analyzed with thematic analysis.

3.5.1 Quantitative Data Analysis

Firstly, the student's scores on the pre-test before the application of the three teaching methods were compared using One-way ANOVA. The reason behind comparing the students' pre-test scores was to ensure that before the application of the methods the groups were at the same knowledge level. Thus,

before the application of the methods, it was expected that there would not be significant differences among the three groups.

Secondly, the students' scores after the application of the three methods were compared using a Paired samples t-test to explore whether there were differences between the level of their knowledge before and after the intervention. Thirdly the students' scores after the intervention were compared with One-way ANOVA to explore whether there were significant differences between the three groups that were taught with a different teaching method, namely, Silent Way, Communicative Language Teaching (CLL), and Cooperative Learning.

Finally, the differences regarding the students' scores in the questionnaire about the affective filter that was delivered after the intervention were analyzed with One-way ANOVA. The aim was to explore likely differences between the three different groups that were taught with the three methods, namely, Silent Way, Communicative Language Teaching (CLL), and Cooperative Learning. In order to investigate the relationship between the students' feelings after each method and their post-test scores, a Pearson Correlation test was performed.

3.5.2 Qualitative Data Analysis

Thematic analysis was performed to analyze qualitative data. The researcher took notes during and after the lesson. To this end, the researcher first read the notes repeatedly. Then, underlined the main themes, were named after the predetermined categories of observation. After that, the researcher reached some conclusions about the content of the data (see APPENDIX D) .

3.6 Ethical Issues

Adherence to ethical principles and compliance with ethical rules are a fundamental part of research and are necessary to ensure reliability, sensitivity, and transparency. Ensuring ethical research is also essential to protect research participants, safeguard the reliability of results, and maintain a professional

code of conduct. To this end, the following steps were taken in this research, as recommended by Robson and McCartan (2016):

- Ethics Committee Approval: the research plan was submitted to the Ethics Committee for approval before starting the study (Appendix H).
- Information and Consent: participants were informed of the purposes of the research and provided their consent prior to participation. They had understood the nature of the research and the use of their data (Appendix I).
- Privacy Protection: the anonymity of participants was ensured, although there was no possibility of disclosure of personal information.
- Managing Conflicts of Interest: potential conflicts of interest that may affect the objectivity and ethics of research were managed.
- Respecting the Rights of Participants: participants benefitted from their participation, and their rights were respected.
- Protection of Sensitive Groups: since the research included sensitive groups, namely children, special measures were taken to protect them, such as no use of pressure or violence, acknowledgment of the existing power relations between the researcher and the students, and provision of essential information to parents during the research process.

4. Results

4.1 Participants' Demographics

In total, 21 students participated in this research, 11 boys (52.38%) and 10 girls (47.6%) (Figure 1). The students' mean age (M) was 8.10 years old (standard deviation (SD)=0.944), with minimum (min) age being 7 years old and maximum (max) age being 11 years old.

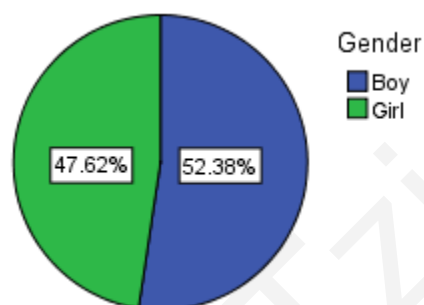


Figure 1. Participants' gender

The participants were students in three different groups, with each group having 7 students. The number of boys and girls and the mean age of students were similar among the three groups. Group A was taught with the Silent Way (SW) method, group B with Communicative Language Learning (CLL), and Group C with Cooperative Learning (CL) (Table 2).

Table 2. Number of boys and girls in each group

GROUP	BOYS (n)	GIRLS (n)	MEAN AGE
A (SW)	4	3	8.14
B (CLL)	4	3	8.14
C (CL)	3	4	8.00

4.2 Students' Pre-test Scores

Firstly, the students' mean pre-test (Test 1 Hello-Lessons 1-5 from book Jet Junior A) scores were calculated according to their group. It was found that students' scores in Group A had M=88.57, in

Group B had $M=90.47$ and in Group C had $M=89.52$. The mean for all the students was $M=89.52$ (Table 3).

Table 3. Mean scores of the pre-test

GROUP	MEAN	SD	MIN	MAX
ALL	89.52	14.385	66.67	100.00
A (SW)	88.57	15.258	66.67	100.00
B (CLL)	90.47	16.263	66.67	100.00
C (CL)	89.52	13.800	66.67	100.00

The statistical analysis that was conducted to check the extent to which the mean score of the pre-test was equal between groups was One-way ANOVA. No statistically significant differences were found between the three groups ($F(2, 18) = 0.028, p = .973$). Hence, it may be assumed that the three groups were academically equal before the intervention (60 minutes).

4.3 Participants' Perceptions of the Teaching Methods

The first research question focused on teaching method (i.e., SW, CLL, and CL) is considered the most interesting by school-aged, A1-level, Cypriot Greek-speaking EFL learners in Cyprus. To answer the above research question, descriptive statistics were used. It was found that, on average, participants felt happy after all types of lessons, with the highest score for the SW group ($M=4.29$, compared to $M=4.14$). Participants, on average, characterized the SW lesson (one session, 60 minutes) as neither boring nor interesting, the CLL interesting and the CL very interesting. On average, students from the SW group strongly agreed and students from the CLL and CL groups agreed that the teacher rendered the lesson interesting. However, none of the above-observed differences were statistically significant. Moreover, it was found that, during the obligatory exercises, students from the SW and CL groups felt very happy, while students from the CLL group felt neither sad nor happy. Based on One-way ANOVA, a statistically significant difference was observed between the SW and CLL groups, with the students from the former being happier than students from the latter group ($F(2, 18) = 3.944, p = .038$) during

the obligatory exercise. Finally, students from the SW and CL groups strongly agreed that it was easy to learn new things with the particular methods, while students from the CLL group neither disagreed nor agreed. However, the above differences were not statistically significant (Table 4).

Table 4. Participants' feelings about teaching methods

PARTICIPANTS FEELINGS	M (SD) – MEANING			One-way ANOVA
	SW	CLL	CL	
Feelings after the lesson	4.29 (1.25) – Happy	4.14 (0.90) – Happy	4.14 (1.46) – Happy	F (2, 18) = .032, p = .969.
Feelings about the lesson	3.71 (1.70) – Neither boring nor interesting	4.00 (1.41) – Interesting	4.43 (0.79) – Very interesting	F (2, 18) = .491, p = .620
The teacher rendered the lesson interesting	4.57 (0.79) – Strongly agree	4.43 (1.51) – Agree	4.00 (1.73) – Agree	F (2, 18) = .315, p = .734
Feelings during obligatory exercises	4.86 (0.38) – Very happy	3.14 (1.68) – Neither sad nor happy	4.43 (1.13) – Very happy	F (2, 18) = 3.944, p = .038 (SW > CLL)
Easiness to learn new things in class	4.71 (0.76) – Strongly agree	3.43 (1.51) – Neither disagree nor agree	4.57 (0.79) – Strongly agree	F (2, 18) = 3.000, p = .075

4.4 Students' Post-test Scores According to Teaching Methods

The second research focused on the interrelationship between the teaching method (i.e., SW, CLL, and CL) and the scores on the grammar test. Firstly, the students' grammar test scores were calculated. The highest mean score in the post-test (Quiz 8-Lessons 19-20 from book Jet Junior A) was observed in the CL group, followed by the CLL group and SW group (Table 5). However, based on the results of One-way ANOVA, it was found that the difference between the groups was not statistically significant ($F(2, 18) = .378, p = .691$).

Table 5. Mean scores of the post-test

GROUP	MEAN	SD	MIN	MAX
ALL	85.39	12.75	60.00	100.00
A (SW)	81.90	12.59	60.00	100.00

B (CLL)	86.66	10.88	66.67	100.00
C (CL)	87.61	15.60	60.00	100.00

In addition, the significance of the observed differences regarding students' scores in the pre-and post-test was explored with a Paired-samples t-test. Even though, on average, the students had lower scores on the post-test, all the observed differences were not statistically significant (Table 6).

Table 6. Differences between pre-and post-test

GROUP	PRE-TEST	POST-TEST	t-statistic	p-value
ALL	89.52	85.39	1.013	.323
A (SW)	88.57	81.90	1.146	.296
B (CLL)	90.47	86.66	.472	.654
C (CL)	89.52	87.61	.236	.821

4.5 Students' Emotions about the Lesson and Relation with their Scores

The third research question explored the relation between students' emotions about the lesson and their scores in the grammar test. To explore the above relation, Pearson's correlation was used. No statistically significant correlation was found between the overall students' scores in the post-test and their feelings. In addition, likely correlations were explored with the same test between students' scores and their feelings per group. The only statistically significant correlations were observed in the SW group, where students' feelings during obligatory exercises and perceived easiness to learn new things in class were positively correlated with students' scores in the post-test (Table 7). This means that the happier they felt students during obligatory exercises and the more they agreed that it was easy to learn new things in class the higher their scores were in the post-test.

Table 7. Correlations between students' feelings and scores in the Post-test

STUDENTS FEELINGS		SCORE IN POST-TEST			
		ALL	SW	CLL	CL
Feelings after the lesson	Pearson r	-.050	.734	-.227	-.493
	Sig. (2-tailed)	.829	.061	.625	.260
Feelings about the lesson	Pearson r	.221	.392	.000	.142
	Sig. (2-tailed)	.335	.385	1.000	.761
The teacher rendered the lesson interesting	Pearson r	-.013	.432	.270	-.288
	Sig. (2-tailed)	.956	.333	.558	.531
Feelings during obligatory exercises	Pearson r	-.066	.767*	-.183	-.027
	Sig. (2-tailed)	.775	.044	.695	.954
Easiness to learn new things in class	Pearson r	.154	.767*	.203	-.052
	Sig. (2-tailed)	.505	.044	.663	.912

* Correlation is significant at the 0.05 level (2-tailed).

4.6 Researcher's Observations

Based on the researcher's notes (taken during and after the intervention lesson) (Appendix D) and thematic analysis, the following observations occurred (Table 8):

- Reading: Students' performance was better in the CLL and CL groups. Moreover, students in these groups enjoyed reading activities more than students in the SW group, who stopped practicing at home.
- Dictation: Students' performance was similar in all groups.
- Writing: Students in the SW group did not enjoy the activity, while students in the CLL and CL liked the opportunity to talk about the activity or work together, respectively.
- Grammar: Students' performance improved, despite the different tasks they had to accomplish in each group, which were reading grammar rules (SW group), discussion of real-life examples (CLL group), and group work (CL group).

- Homework: Students' performance was similar in all groups.
- Participation: Students from the SW group participated less, compared to students from the CLL and CL groups, who had increased participation.
- Behaviour: Students' behaviour was similar in all groups.
- Feelings: Students in the CLL and CL group seemed to be more motivated and had more positive feelings about the lesson, compared to students from the SW group, who did not like the fact that the teacher was not making comments.

Based on the researcher's notes, it seems that each teaching method may be best used for the following teaching purposes:

- Silent Way: To improve dictation, teach grammar and assign homework.
- Communicative Language Learning: To improve reading, dictation, and writing, teach grammar, assign homework, and increase students' participation.
- Cooperative Learning: To improve reading, dictation, and writing, teach grammar, assign homework, and increase students' participation.

Moreover, to improve students' feelings and behavior in the classroom, the methods that may be best used are Communicative Language Learning and Cooperative Learning.

Table 8. Summary of the researcher's notes per theme

ACTIVITY	GROUP		
	SW	CLL	CL
Reading	Initially, the students performed well in reading activities, but did not receive direct input from the teacher. Therefore, they stopped practicing reading tasks at home and their reading skills decreased.	The students performed well in reading activities and enjoyed the continuous interaction with the teacher.	The students performed well in reading activities and enjoyed reading in their teams.

Dictation	Overall, the students performed very well at dictation activities. They were assigned three or four words for dictation.	Overall, the students performed very well at dictation activities. They were assigned three or four words for dictation.	Overall, the students performed very well at dictation activities. They were assigned three or four words for dictation.
Writing	Students complained that they received no feedback or direct input when asked to do writing exercises.	Students were hesitant to complete writing activities at first but then liked that they had to talk about what they had written.	Students were hesitant to complete writing activities at first but then liked that they had to complete writing activities in groups.
Grammar	An increase in grammar scores was observed, as students were assigned to read grammar rules during the lesson carefully.	An increase in grammar scores was observed, as students were exposed to real-life situations as examples of a new grammar rule.	An increase in grammar scores was observed, as students worked in groups to accomplish grammar exercises.
Homework	All students did their homework.	All students did their homework.	All students did their homework.
Participation	A decrease in participation was observed. Students were discouraged from actively participating because they did not receive immediate input from the teacher.	An increase in participation was observed. Students were motivated to actively participate because they discussed their ideas with the teacher and their classmates.	An increase in participation was observed. Students were motivated to actively participate because they felt confident to present their work. Each student had a different role in the group.
Behaviour	Most students behaved well during the lesson, except for two students who interrupted their classmates while speaking.	Most students behaved well during the lesson.	Most students behaved well during the lesson.
Feelings	Overall, learners adapted well to the learning method. They commented negatively on the lack of comments from the teacher (increase of negative feelings).	Overall, learners adapted well to the learning method. They commented positively about the opportunity to have discussions and claimed that the lesson became more interesting (decrease of negative feelings).	Overall, learners adapted well to the learning method. They commented positively about working with their classmates. They enjoyed that the groups were different for each lesson and they claimed that they had the chance to get to know each other better (decrease of the negative feelings).

Researcher's Notes Summary:

Firstly, regarding Reading, the students initially performed well in reading activities in all groups. However, in the Silent Way group, they did not receive direct input from the teacher. Therefore, they stopped practicing reading tasks at home and their reading skills decreased. When it comes to Dictation, all the groups performed very well in dictation activities. All groups were assigned three or four words for dictation. During the Writing exercises, the students were a bit hesitant at first. In the Silent Way Group, they complained that they received no feedback or direct input when asked to do the exercises. Regarding Grammar scores, there was an increase in all groups. Each group worked differently to complete the grammar tasks. Furthermore, all students did their homework. Concerning In-class Participation, an increase was observed in the Communicative Language Learning and the Cooperative Learning Group. In contrast, a decrease in participation was observed in the Silent Way Group. When it comes to the students' behaviour, all of them behave well, except for two students in the Silent Way Group. They interrupted their classmates while speaking. Lastly, regarding the students' feelings, all students adapted well to the instructed method.

5. Discussion

The aim of the MA thesis was to obtain a better understanding of the role of emotions and the affective domain, as a result of the teaching method, on students' performance in the learning area of grammar, in the classroom setting of learning English as a foreign language. The study was based on Stephen Krashen's (1982) Affective Filter hypothesis, according to which students' emotions may impact the process of learning a foreign language, positively or negatively. In total, 21 students aged 7-11 years old participated in the study, who were taught with three different teaching methods, i.e., the Silent Way, Communicative Language Learning, and Cooperative Learning.

5.1 RQ1: Which teaching method (i.e., Silent Way, CLL and Cooperative Learning) is considered as the most interesting by school-aged, A1-level, Cypriot Greek-speaking EFL learners in Cyprus?

The findings of the study suggest that all the above teaching methods are considered equally pleasant by the students, who felt happier with the Silent Way method but found more interesting the Cooperative Learning method. The above findings were not statistically significant. However, other research findings, support that learning is made much easier with the Silent Way method because of using physical materials such as charts, flash-cards, and other realia (Budiharto, 2018), and encouraging learners to discover through problem-solving activities (Idris, Juddah, & Nurhamdah, 2020). In addition, research findings of previous studies indicate that students may find Cooperative Learning particularly interesting because it involves working in groups to achieve a common goal (Chen, 2021). Thus, even shy, or reluctant to participate learners are prompted to work with others and become more engaged (Berzener & Deneme, 2021). As a result, not only do students find the lesson more interesting, but they may develop and practice trust-building, leadership, decision-making, communication, and

conflict-management skills (Shi & Han, 2019). Hence, the study by Shi & Han (2019) showed that Cooperative Learning is an appropriate method for EFL students that may raise their interest. According to the study, 50,9 % of the participants agreed that their interest and motivation were improved and increased through doing a group news-sharing task with their peers (Shi & Han, 2019, p. 33).

5.2 RQ2: What is the interrelationship between teaching method (i.e., Silent Way, CLL and Cooperative Learning) and the students' scores in the grammar test?

The only statistically significant difference found in this research was observed between the Silent Way and the Communicative Language Learning group, with the students from the former being happier than students from the latter group during the obligatory exercise they had to accomplish. Likewise, in a study by Lestari and Martina (2022), it was found that not only students perform well and are happy with the Silent Way method, but also there was a long-term positive effect of the method on the vocabulary achievement for eighth-grade students in Singapore. Moreover, in the same study, it was found that students managed to develop language independence, autonomy, and responsibility while working with the Silent Way method. Moreover, when the teacher is silent and gives minimal input to the students, the students form trustful relationships and mutual respect with their peers start from whom they get feedback and comments (Raju, 2017). It seems then that the Silent Way method of teaching may be useful for EFL students, particularly when the lesson involves doing exercises.

A possible reason behind the non-significant differences that were observed regarding the students' feelings after and about the lesson with the three different teaching methods might be the duration of the intervention (60 minutes) and the small number of students in each group (N=7). Likewise, Bao and Liu (2021) comment that having a larger number of participants is preferable when questioning the impact of emotions on learning. In fact, having a small intervention (60 minutes) and a small number

of participants may lead to biased results because of the low power of the statistical analyses and likely less variability among participants (Creswell, 2018). Even though experimental studies may have smaller numbers of participants compared to surveys, a sample that is not random, like the sample of this study, cannot give generalizable results, while the risk of biased findings is high (Bryman, 2015). Hence, it seems that further research is essential to confirm the findings of this study.

In this study it was found that the highest mean score in the post-test was observed in the Cooperative Learning group, followed by the Communicative Language Learning group and Silent Way group, even though the difference between the groups was not statistically significant. In addition, in this study it was found that the students had lower scores on the post-test compared to the pre-test, although the observed differences were not statistically significant. This finding is surprising since the students who participated in the study did not feel sad after or about any lesson and did not find any lesson boring. Hence, it was expected that the students' scores would be better after the intervention. The above contradiction may be explained by the small duration of the intervention and the small number of participants in each group that might have led to biased results, the unstandardized tools that were used in this research,. Hence, it seems that further research is essential to better explore the above issues

5.3 RQ 3: What is the relationship between students' emotions about the lesson and their scores in the grammar test?

In this study, no statistically significant correlation was found between the overall students' scores in the post-test and their feelings. On the other hand, it was found that students felt happier in the Silent Way group during obligatory exercises, and the more they agreed that it was easy to learn new things in class, the higher their scores were in the post-test. The lack of significant results could be explained in connection with the discussion about two major emotional dimensions of the affective variables: anxiety and motivation. As explained by Valerio (2022), it is not easy to detect a student's source of

anxiety and it is not easy for specialists to detect in what ways anxiety influences each student. However, negative students' feelings should be taken into account as they may prevent students' learning progress to a wide extent. Thus, in this study, the researcher observed that students from the Silent Way group did not feel as positive as the other studies, while they were complaining about not getting direct input or comments from the teacher. At the same time, the same students stopped practicing reading at home and reduced their participation in the classroom. Hence, it may be assumed that the above two phenomena may be connected with each other.

It has to be noted here that raising students' positive feelings is an important prerequisite to facilitate the learning process (Getie, 2020); hence teachers should employ teaching methods that encourage students to feel positive about and after the lesson, which, for the participants in this research, as indicated in the researcher's notes, seem to be Cooperative Learning and Communicative Language Learning. In agreement with the above findings, Al-Malki et al. (2021) showed that the process of interaction between learners reduces their negative feelings. Moreover, their meaningful interactions help them "work on their ability to exchange the language chunks with more confidence" (Al-Malki, 2021, p. 10). As for the motivation dimension, Krashen's (1982) Affective Filter Hypothesis can be seen as a useful framework in which the teacher can work to increase the student's motivation. When students experience an affective block, the students' affective filters (negative emotions) increase, and successful language acquisition is prevented (Chen, 2022). Therefore, the teacher ought to find ways to lower the students' affective filter, since highly motivated students feel confident and comfortable in the class, and respond successfully to learning challenges (Rahman, Hamid & Gul, 2019).

In contrast, as Valerio (2022) explains, low motivation could act as a crucial barrier that may prevent students from "*fully emerging themselves into the learning process*" (Valerio, 2022, p.116). In a similar vein, Bao and Liu (2021), conducted a second language acquisition study that maintained the relationship between affective filter and motivation. As they argue, learners' learning motivation and

overall confidence in language may have an impact on language acquisition. Therefore, when the barrier between affective factors and input of knowledge is smaller, language acquisition becomes easier. These views were confirmed in this study, where it was found that students' positive feelings during exercises and perceived easiness to learning were positively correlated with their scores in the post-test. Moreover, based on the researcher's notes, it was found that a teaching method that could motivate students was Cooperative Learning, which was perceived as a joyful and challenging experience.

In agreement with the above finding, Mećirović et al. (2022), who focused on the method of Cooperative Learning, support that the most dominant predictor in the method was motivation, as the students had acquired accountability and responsibility for their actions. Given this information, the motivation of the students may have arisen within the context of this study due to the application of the Affective Filter Hypothesis. When it comes to the Affective Filter Hypothesis and the comparison between the methods, the findings showed that students found Cooperative Learning very interesting, and Communicative Language Learning interesting. However, there was no statistical difference between the methods. Hence, it seems that the impact of the three teaching methods on students' feelings should be better explored with a larger sample, so as to reach safer conclusions.

6. Conclusion

6.1 Findings

Teaching English as a 2nd/foreign language is not a simple process, since student learning may be influenced by different factors. Even though students' personality and background may play a significant role in learning, it is the teacher who may facilitate or discourage students from being engaged, through the teaching method being used. Thus, appropriate teaching methods may render the lesson enjoyable and encourage students to feel comfortable and less anxious. As a result, some barriers to learning English as a 2nd/foreign language, which are related to the emotional state of students and the affective filter, may be removed. Even though in the present study most of the findings were not statistically significant, it was highlighted that different methods, such as the Silent Way, Communicative Language Learning, and Cooperative Learning may be used successfully for different purposes, such as grammar, reading, and writing, respectively. Hence, EFL teachers should consider how each method is perceived and experienced by the students and thereby decide which method to use on each occasion and which method may enable students to learn without feeling anxious or stressed.

Thus, the findings of the present study align with previous findings in the literature claiming that teaching methods and approaches that create meaningful communication between interlocutors in the classroom, significantly lower the students' affective block and augment their L2 knowledge (e.g., Bećirović et al. 2022; Berezenko et al. 2022; Doeur 2022). On the basis of the findings of the present study, teachers may consider using the theory of Affective Filter in combination with not only different teaching methods but also in accordance with other learning theories in order to examine more thoroughly the students' progress in specific areas of language acquisition such as grammar, which often is related to increased anxiety of learners (Oteir & Al-Otaibi, 2019). Hopefully, the findings

presented in this study will raise some questions regarding the direct and the indirect effect of the affective filter on young learners' scores, learning progress, and overall image in the classroom, and how a positive learning atmosphere may be created that may inspire students and facilitate learning.

6.2 Theoretical and Practical Implications

Taking all of the above into account, the present study could possibly be used as a guiding line for other future studies. Despite the fact that the study had several limitations, it led to some useful observations and future implications. More precisely, the current study, through testing Stephen Krashen's Affective Filter Hypothesis in a primary-level EFL learning context, contributes to the investigation of young learners' EFL acquisition by highlighting how different teaching methods may be used to influence the student's learning progress and language acquisition. For example, mutual peer support, such as peer review of writing tasks, as well as emotional support from the teacher, are important tools to enhance language learning, as students need to feel that they are in a pleasant and comfortable learning environment. Thus, both teacher and peer support that were evident in the CLL and CL groups of this study, may have contributed to the boost of language acquisition, since students felt positive emotions such as a sense of confidence and achievement after completing a challenging grammar task together.

Furthermore, this study indicated that motivation may become a useful tool, which a teacher should use carefully to stimulate the student's attention and eventually boost their performance. Hence, the findings of the present research may serve as a helpful reference to primary-level EFL teachers, especially those who are willing to experiment with a combination of teaching methods, such as the Silent Way, Communicative Language Learning, and Cooperative Learning, which in this study were found to be applicable for particular purposes. Teachers should design lesson plans, like the ones that have been used in this study, and exercises that correspond to different aspects of different methods, helping students to understand that the EFL lesson is not a dull lesson that is based on the textbook.

Rather, it may become a rich, vibrant, and multidimensional experience that aims to cultivate meaningful interactions and communication.

Based on the findings of this study, where it was found that students may have different feelings related to the different teaching methods, it seems that teachers should encourage students to talk about and evaluate their own emotions, and at the same time, motivate them to comment further and give more feedback on their learning experience. It is very important for young learners to learn how to efficiently evaluate their feelings in the classroom. That is because, during the evaluation of their feelings and emotions towards the lesson, young EFL learners have the chance to learn how to reflect on themselves and discover what they like about their learning environment (Getie, 2020). This is an important part of the teaching practice, since during the process of continuous reflection and evaluation of feelings in the classroom, students can detect their interests and weaknesses and eventually work on them (Bahruddina & Febrianib, 2020). The findings of this study might also give some preliminary explanations on how students may or may not adapt to different teaching methods and different levels of affect and emotion.

Undeniably, the present study alongside other previous studies (e.g., Mećirović et al., 2022; Valerio, 2022), could provide language specialists and teachers with a lot of valuable knowledge about issues that have always existed in EFL learning contexts like anxiety while learning, confidence while speaking and motivating students to boost learning. This could be achieved both theoretically and practically. From a theoretical point of view, the study could be used as a source of information for other research studies or future projects. From a practical point of view, the results and findings of the study could be further studied by specialists in order to eliminate issues like the rise of the affective block in a young learner EFL classroom.

6.3 Limitations

The present study was an attempt to apply Krashen's theory about affective filter, as a framework to perceive how primary-level EFL learners act under different teaching methods. However, it presented some limitations. Firstly, it was based on quantitative data from students and the researcher's notes; future studies on this topic may consider using a larger sample of participants, and not only participants from one tutor centre. Future studies may also consider using more qualitative sources of input such as semi-structured interviews, interview transcripts, verbal reports, artifacts, and videos so that more case-specific information on students' affective level and teaching methods experience can be investigated. Additionally, the present study focused exclusively on a specific offline learning context; future studies may have to adopt a comparative point of view, studying the role of affective in both offline, online, and blended learning contexts, in order to understand the factors of affect in different situations. Regarding the non-significant findings this might have occurred due to the small number of students that participated in the study, the non-probability sampling method, and the limited time of the intervention, as well as the very simple questionnaire that was used to collect information about the students' emotions.

Another limitation of this study could be the students' perception of the overall process. As the study addressed very young learners, it could be argued that the participants might not have completely understood the questions of the questionnaire, the directions explained by the teacher, or the point behind answering the questions. In that manner, there might have been miscommunication between the participants of the study. More specifically, the learners might not have properly grasped the change in learning methods, and the teacher's indications and comments on specific parts of the lesson. Even though the researcher tried to collect more information by keeping notes, this might not have been enough to reach safe results. Some limitations could also be mentioned in relation to the questionnaire, which was rather simple and did not use a scale for measuring students' emotions and affective filters.

Moreover, learners might have tried to give answers that their teacher expected while answering the questionnaire (social desirability bias). Despite the fact that the questionnaire was anonymous, learners might not have known that their answers were confidential and thereby might have given responses that did not reflect their true feelings. The results of the pre-and post-test might have been biased since students might have not been interested in completing the test and did not devote much time to carefully reading and comprehending the question, either because they believed that they did not know the answer or because they just wanted to hurry up and quickly finish with the questions. Finally, the study was conducted in small groups in a small private institute, which in the given situation means that most students knew not only each other but also the researcher, who was their teacher as well. Studies in the future might consider involving larger groups in which the selection of students will be random, and thus less limiting.

Lastly, the present study did not lead to significant results regarding the change in grammar scores with regard to the student's feelings. This might be the result of several external and internal factors. One reason behind the non-significance of the results might be that the participating students were very few, and the groups where the intervention was applied consisted of a very small number of students. One other reason might be that the intervention was applied only for one lesson (60 minutes); hence, the students did not have enough time to assess the method on the one hand, and on the other, their exposure to each method was limited. Also, the majority of the participants went to the same primary school; some of the participants who went to the same primary school were in the same class at school. Consequently, a lot of the participants knew one another and some of them were even classmates and friends. By being friends and already knowing each other, it was much easier for them to work together. They were familiar with one another and were not afraid of peer judgment. Therefore, it was not as challenging for students to work together as had been expected at the beginning of the study.

6.4 Suggestions for further research

To enrich the findings of this study, further research is essential. Firstly, research studies with a large and randomly selected sample of students may permit us to draw safe conclusions, based on generalizable findings. In addition, interventions should be better designed and last longer, so as to allow the students to be adequately exposed to each method. In addition, parents and teachers could be involved in future studies, so as to get answers from different optical angles. In this way, it would be possible to better understand the issues related to the impact of students' emotions and the affective filter on second language learning.

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Appendix A: Pre-test

Test 1 Hello! Lessons 1-5

1 Circle the odd word.

3 x 10 =

1. dog cat book bird
2. party pencil pen rubber
3. cake pet apple orange
4. look sing wash house

2 Match.

4 x 5 =

1. Stand up. c
2. We love you! d
3. Feed your cat. a
4. Wash your pet. e
5. Sing! b



3 Circle.

5 x 2 =

1. Look! It's a / an cake.
2. It's a notebook. A / The notebook is red.
3. It's a / an igloo. The igloo is small.
4. What's this? It's the / an egg.
5. Look! A bag. The / A bag is blue.
6. Look! It's an / a present. The present

4 Write. Use s.

5 x 4 = 20

girl ✦ pencil ✦ bird ✦ cake ✦ rubber ✦ dog



1. five rubbers



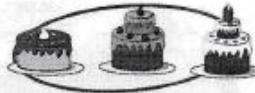
2. six



3. two



4. seven



5. three



6. four

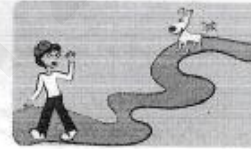
5 Complete.

5 x 4 = 20

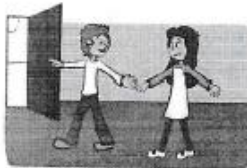
birthday ✦ go ✦ you ✦ no ✦ here ✦ like



1. I like birds. What about you ?



4. Come



2. Let's



5. Oh, !



3. Happy



6. I bananas.

Appendix B: Post-test

Quiz 8

Lessons 19-20

1 Write. night ♦ bottle ♦ phone ♦ bin ♦ rubbish ♦ throw 5

1. rubbish



4. bin



2. night



5. throw



3. phone



6. bottle



2 Write the words in plural. 5

1. brush brushes

3. baby babies

5. fish fish

2. woman women

4. mouse mice

6. potato potato

3 Write Is / Are. Then circle. 5



1. Is the woman reading a book?

Yes, she is. / No, she isn't.

2. Is the man riding a bike?

Yes, he is. / No, he isn't.

3. Are the children sitting?

Yes, they are. / No, they aren't.

4. is the turtle drinking water?

Yes, it is. / No, it isn't.

5. Are the girls talking?

Yes, they are. / No, they aren't.

6. Are the boys dancing?

Yes, they are. / No, they aren't.

Appendix C: Questionnaire about Emotions

Please answer the following questions, by circling the answer that best describes how you feel about the lesson you had today.

QUESTION	ANSWERS				
	1	2	3	4	5
1. <i>After the lesson today I feel:</i>	Very sad	Somewhat sad	Neither sad nor happy	Happy	Very happy
2. <i>The lesson today was:</i>	Very boring	Somewhat boring	Neither boring nor interesting	Interesting	Very interesting
3. <i>The teacher today made the lesson interesting:</i>	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
4. <i>When I had to do exercises today I felt:</i>	Very frustrated	Somewhat frustrated	Neither frustrated nor enthusiastic	Enthusiastic	Very enthusiastic
5. <i>It was easy to learn new things today in class:</i>	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree

Appendix D: Researcher's notes

Learners' performance on various tasks (observed as groups during and after the intervention lesson)

1. Silent Way Group

Reading: Initially, the students performed well in reading activities, but did not receive direct input from the teacher. Therefore, they stopped practicing reading tasks at home and their reading skills decreased.

Dictation: Overall, the students performed very well at dictation activities. They were assigned three or four words for dictation.

Writing: Students complained that they received no feedback or direct input when asked to do writing exercises.

Grammar: An increase in grammar scores was observed, as students were assigned to read grammar rules during the lesson carefully.

Homework: All students did their homework.

Participation: A decrease in participation was observed. Students were discouraged from actively participating because they did not receive immediate input from the teacher.

Behaviour: Most students behaved well during the lesson, except for two students who interrupted their classmates while speaking.

Comments: Overall, learners adapted well to the learning method. They commented negatively on the lack of comments from the teacher (increase of the affective filter).

2. Communicative Language Learning Group

Reading: The students performed well in reading activities and enjoyed the continuous interaction with the teacher.

Dictation: Overall, the students performed very well at dictation activities. They were assigned three or four words for dictation.

Writing: Students were hesitant to complete writing activities at first, but then liked that they had to talk about what they had written.

Grammar: An increase in grammar scores was observed, as students were exposed to real-life situations as examples of a new grammar rule.

Homework: All students did their homework.

Participation: An increase in participation was observed. Students were motivated to actively participate because they discussed their ideas with the teacher and their classmates.

Behaviour: Most students behaved well during the lesson.

Comments: Overall, learners adapted well to the learning method. They commented positively about the opportunity to have discussions and claimed that the lesson became more interesting (decrease of the affective filter).

3. Cooperative Learning Group

Reading: The students performed well in reading activities and enjoyed reading in their teams.

Dictation: Overall, the students performed very well at dictation activities. They were assigned three or four words for dictation.

Writing: Students were hesitant to complete writing activities at first, but then liked that they had to complete writing activities in groups.

Grammar: An increase in grammar scores was observed, as students worked in groups to solve grammar exercises.

Homework: All students did their homework.

Participation: An increase in participation was observed. Students were motivated to actively participate because they felt confident to present their works. Each student had a different role in the group.

Behaviour: Most students behaved well during the lesson.

Comments: Overall, learners adapted well to the learning method. They commented positively about working with their classmates. They enjoyed that the groups were different for each lesson and they claimed that they had the chance to get to know each other better (decrease of the affective filter).

Appendix E: Lesson Plan Silent Way

LESSON PLAN	
TEACHER: Constantina Tziapoura YEAR: 2022-2023 SCHOOL: Think Learning Centre CLASS: Junior THEMATIC UNIT: Lesson 19-Where are you Jet?	
CEFR LEVEL: A1 DATE: 21/3/23 TIME: 60'	
CEFR DESCRIPTORS	
1. Can understand basic vocabulary about where someone is (where, here, at the beach). 2. Can form questions in the Present Continuous (Is the woman reading a book?, Is Jet sitting?).	
ATTAINMENT TARGETS – LESSON OBJECTIVES & TEACHING TARGETS	
Attainment Targets: By the end of the lesson SS will be able to: 1. Identify words and learn new vocabulary about places where someone is. 2. Be able to write questions using the Present Continuous.	
Teaching Targets Reading Comprehension, talking about past experiences, and future possibilities 1.1.1 Reading strategy: skimming 2.1.1 New vocabulary on places. 3.1.1 New grammar on Present Continuous-Question form.	
PRIOR KNOWLEDGE: vocabulary on places (park, school, house,). Grammar: Present Continuous positive and negative form (The man is riding a bike. He isn't eating).	
PROCEDURE: *Activities have a direct and effective contribution to the achievement of the lesson objectives. (The number of activities may vary)	

Silent Way Group

ACTIVITY 1 – INTRODUCTION

The T asks the ss to open their books. The T starts the lesson by playing the *New Words* audio. Jet A-Lesson 19 (p. 56)

The T asks the SS to repeat the new words. (10 mins.)

DEVELOPMENT

ACTIVITY 2:

The T asks the students to listen to the text below twice (ex. 1 p. 56). (10 mins.)

ACTIVITY 3:

The ss are asked to look at the pictures (ex 2. P. 56). The T reads the instructions and starts the listening task. The ss listen to the listening task again. They are asked by the T to choose which picture (from ex. 2) is suitable for the word (10 mins.)

ACTIVITY 4:

The T asks the ss to read a small box about forming questions with Present Continuous (ex. 3 p. 57) individually. (10 mins.)

ACTIVITY 5:

The ss complete a question activity. They are asked to choose the appropriate word (Am/Is/Are) (minimal input from the T) and write the verbs in the Present Continuous (clean-cleaning). (10 mins.)

ACTIVITY 6: – CLOSURE / QUICK REVIEW.

T asks ss what they have learned. Ss summarize what they think the main points of the lesson are (5 mins).

FOLLOW-UP: T writes homework on the board (WB p. 54-55) and the students write it in their notebooks (5 mins).

****Differentiation:**

T implements differentiation with respect to the teaching approach, individual differences, and students' needs into consideration.

RESOURCES / MATERIALS:

Student's book, software Burlington Books Jet A
PC, Video projector
Whiteboard, markers

Appendix F: Lesson Plan CLL

LESSON PLAN	
TEACHER: Constantina Tziapoura YEAR: 2022-2023 SCHOOL: Think Learning Centre CLASS: Junior THEMATIC UNIT: Lesson 19-Where are you Jet?	
CEFR LEVEL: A1 DATE: 21/3/23 TIME: 60'	
CEFR DESCRIPTORS	
1. Can understand basic vocabulary about where someone is (where, here, at the beach). 2. Can form questions in the Present Continuous (Is the woman reading a book?, Is Jet sitting?).	
ATTAINMENT TARGETS – LESSON OBJECTIVES & TEACHING TARGETS	
Attainment Targets: By the end of the lesson SS will be able to: 1. Identify words and learn new vocabulary about places where someone is. 2. Be able to write questions using the Present Continuous.	
Teaching Targets Reading Comprehension, talking about past experiences, and future possibilities 1.1.1 Reading strategy: skimming 2.1.1 New vocabulary on places. 3.1.1 New grammar on Present Continuous-Question form.	
PRIOR KNOWLEDGE: vocabulary on places (park, school, house,). Grammar: Present Continuous positive and negative form (The man is riding a bike. He isn't eating).	
PROCEDURE: *Activities have a direct and effective contribution to the achievement of the lesson objectives. (The number of activities may vary)	

Communicative Language Learning Group

ACTIVITY 1 – INTRODUCTION

The T asks the ss to open their books. The T starts the lesson by playing the *New Words* audio. Jet A-Lesson 19 (p. 56)

The T reads the words aloud and asks the SS to repeat the new words. Then, the T asks the ss questions and elicits the meaning of the new words. (10 mins.)

DEVELOPMENT

ACTIVITY 2:

The T asks the students to listen to the text below and tells the ss to read the text aloud (ex. 1 p. 56). (10 mins.)

ACTIVITY 3:

The ss are asked to look at the pictures (ex 2. P. 56). The T reads the instructions and starts the listening task. The ss listen to the listening task again. They are asked by the T to choose which picture (from ex. 2) is suitable for the word (10 mins.)

ACTIVITY 4:

The T reads a small box about forming questions with Present Continuous (ex. 3 p. 57) and asks the ss questions about what they are doing now. (10 mins.)

ACTIVITY 5:

The ss complete a question activity. They are asked to choose the appropriate word (Am/Is/Are) (minimal input from the T) and write the verbs in the Present Continuous (clean-cleaning). (10 mins.)

ACTIVITY 6: – CLOSURE / QUICK REVIEW.

T asks ss what they have learned. Ss summarize what they think the main points of the lesson are (5 mins).

FOLLOW-UP: T writes homework on the board (WB p. 54-55) and the students write it in their notebooks (5 mins).

****Differentiation:**

T implements differentiation with respect to the teaching approach, individual differences, and students' needs into consideration.

RESOURCES / MATERIALS:

Student's book, software Burlington Books Jet A
PC, Video projector
Whiteboard, markers

Appendix G: Lesson Plan Cooperative Learning

LESSON PLAN	
TEACHER: Constantina Tziapoura YEAR: 2022-2023 SCHOOL: Think Learning Centre CLASS: Junior THEMATIC UNIT: Lesson 19-Where are you Jet?	
CEFR LEVEL: A1 DATE: 21/3/23 TIME: 60'	
CEFR DESCRIPTORS	
1. Can understand basic vocabulary about where someone is (where, here, at the beach). 2. Can form questions in the Present Continuous (Is the woman reading a book?, Is Jet sitting?).	
ATTAINMENT TARGETS – LESSON OBJECTIVES & TEACHING TARGETS	
Attainment Targets: By the end of the lesson SS will be able to: 3. Identify words and learn new vocabulary about places where someone is. 4. Be able to write questions using the Present Continuous.	
Teaching Targets Reading Comprehension, talking about past experiences, and future possibilities 1.1.1 Reading strategy: skimming 2.1.1 New vocabulary on places. 3.1.1 New grammar on Present Continuous-Question form.	
PRIOR KNOWLEDGE: vocabulary on places (park, school, house,). Grammar: Present Continuous positive and negative form (The man is riding a bike. He isn't eating).	
PROCEDURE: *Activities have a direct and effective contribution to the achievement of the lesson objectives. (The number of activities may vary)	

Cooperative Learning Group

ACTIVITY 1 – INTRODUCTION

The T divides the students into groups. The T asks the ss to open their books. The T starts the lesson by playing the *New Words* audio.

Jet A-Lesson 19 (p. 56)

The T asks each group to read aloud three new words. (10 mins.)

DEVELOPMENT

ACTIVITY 2:

The T asks the students to listen to the text below twice (ex. 1 p. 56). (10 mins.)

ACTIVITY 3:

The ss are asked to look at the pictures (ex 2. P. 56). The T reads the instructions and starts the listening task. The ss listen to the listening task again. They are asked by the T to choose which picture (from ex. 2) is suitable for the word. (10 mins.)

ACTIVITY 4:

The T asks the ss to read a small box about forming questions with Present Continuous (ex. 3 p. 57) individually. (10 mins.)

ACTIVITY 5:

The ss complete a question activity in their groups. They are asked to choose the appropriate word (Am/Is/Are) (minimal input from the T) and write the verbs in the Present Continuous (clean-cleaning). Each group presents their answers. Then, the T shows the correct answers on the board (10 mins.)

ACTIVITY 6: – CLOSURE / QUICK REVIEW.

T asks ss what they have learned. Ss discuss in their groups. Ss summarize what they think the main points of the lesson are (5 mins).

FOLLOW-UP: T writes homework on the board (WB p. 54-55) and the students write it in their notebooks (5 mins).

****Differentiation:**

T implements differentiation with respect to the teaching approach, individual differences, and students' needs into consideration.

RESOURCES / MATERIALS:

Student's book, software Burlington Books Jet A
PC, Video projector
Whiteboard, markers

Appendix H: Ethics Committee Approval



ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ

Αρ. Φακ.: ΕΕΒΚ ΕΠ 2023.01.152
Αρ. Τηλ.: 22809038/039, 22819101/122
Αρ. Φαξ: 22353878



ΕΘΝΙΚΗ ΕΠΙΤΡΟΠΗ ΒΙΟΗΘΙΚΗΣ ΚΥΠΡΟΥ

26 Ιουνίου, 2023

Δρ Σπύρος Αρμιοστής
Λέκτορας Γλωσσολογίας
Τμήμα Αγγλικών Σπουδών
Πανεπιστήμιο Κύπρου
Καλλιπόλεως 75
Τ.Κ. 20537
1678 Λευκωσία

Κυρία Κωνσταντίνα Τζιαπούρα
Δερβενακίων 11
2023 Στρόβολος
Λευκωσία

Αγαπητοί Δρ Αρμιοστή και κυρία Τζιαπούρα,

Αίτηση γνωμοδότησης για την πρόταση με τίτλο:
«Teaching English as a Foreign Language to Young Learners in Cyprus»

Αναφορικά με την αίτηση σας ημερομηνίας 07 Ιουνίου 2023 για το πιο πάνω θέμα, επιθυμώ να σας πληροφορήσω ότι από τη μελέτη του περιεχομένου των εγγράφων που έχετε καταθέσει η Εθνική Επιτροπή Βιοηθικής Κύπρου (ΕΕΒΚ) **γνωμοδοτεί θετικά υπέρ της διεξαγωγής της εν λόγω έρευνας.**

2. Η Επιτροπή επιθυμεί να τονίσει ότι παραμένει ευθύνη δική σας η διεξαγωγή της έρευνας με τρόπο που να τηρούνται οι πρόνοιες του νέου Ευρωπαϊκού Γενικού Κανονισμού Προστασίας Προσωπικών Δεδομένων (2016/679) και του περί της Προστασίας των Φυσικών Προσώπων Έναντι της Επεξεργασίας των Δεδομένων Προσωπικού Χαρακτήρα και της Ελεύθερης Κυκλοφορίας των Δεδομένων αυτών Νόμος του 2018 (Ν. 125(I)/2018), ως αυτός εκάστοτε τροποποιείται.

3. Σας ενημερώνουμε ότι για σκοπούς καλύτερου συντονισμού και αποφυγής επανάλιξης ερευνών με το ίδιο θέμα ή/και υπό εξέταση πληθυσμό μέσα σε σύντομο σχετικά χρονικό διάστημα, η ΕΕΒΚ δημοσιεύει στην ιστοσελίδα της το θέμα της έρευνας, τον φορέα και τον υπό εξέταση πληθυσμό.

4. Κατά τη διάρκεια εκπόνησης της έρευνας, ο συντονιστής / επιστημονικός υπεύθυνος θα ενημερώνει την ΕΕΒΚ για κάθε τροποποίηση των αρχικά κατατεθειμένων εγγράφων (πρωτόκολλο ή άλλα ερευνητικά έγγραφα) και θα υποβάλλει τις απαιτούμενες έντυπες τροποποιήσεις στην Επιτροπή.

.../2

Λαίρτου 22, 2365 Άγιος Δομέτιος, Λευκωσία

Ηλεκτρονικό Ταχυδρομείο: cnbc@bioethics.gov.cy, Ιστοσελίδα: www.bioethics.gov.cy

-2-

5. Σε περίπτωση διακοπής της έρευνας, ο συντονιστής / επιστημονικός υπεύθυνος θα ενημερώσει γραπτώς την Επιτροπή κάνοντας αναφορά και στους λόγους διακοπής της έρευνας.

6. Ο συντονιστής / επιστημονικός υπεύθυνος θα ενημερώσει την Επιτροπή σε περίπτωση αδυναμίας να συνεχίσει ως συντονιστής και θα υποβάλει τα στοιχεία επικοινωνίας του αντικαταστάτη του.

7. Με το πέρας της ερευνητικής πρότασης, ο συντονιστής / επιστημονικός υπεύθυνος θα ενημερώσει εγγράφως την Επιτροπή ότι το υπό αναφορά ερευνητικό πρωτόκολλο ολοκληρώθηκε.

8. Σας ευχόμαστε κάθε επιτυχία στη διεξαγωγή της έρευνάς σας.

Με εκτίμηση,

Κ Ν. Φελλάς

Καθ. Κωνσταντίνος Ν. Φελλάς
Πρόεδρος
Εθνικής Επιτροπής Βιοηθικής Κύπρου

Appendix I: Parental Consent



Έντυπο ενημέρωσης και συναίνεσης/ συγκατάθεσης γονέων/κηδεμόνων για την έρευνα

«Εκμάθηση των Αγγλικών ως ξένη γλώσσα στην Κύπρο».

Είμαι μεταπτυχιακή φοιτήτρια και διεξάγω μια έρευνα που σκοπός της είναι να κατανοήσει τα συναισθήματα των παιδιών αναφορικά με την εκμάθηση Αγγλικών ως ξένη γλώσσα. Με ενδιαφέρει ιδιαίτερα το πώς τα συναισθήματα των μαθητών επηρεάζουν τη ροή του μαθήματος. Για τους σκοπούς της έρευνας, το παιδί σας να συμπληρώσει ένα ερωτηματολόγιο. Το ερωτηματολόγιο είναι ανώνυμο και η συμμετοχή του παιδιού σας είναι εθελοντική. Ο χρόνος που χρειάζεται για να συμπληρωθεί το ερωτηματολόγιο είναι περίπου 2-5 λεπτά. Ό,τι μοιραστεί το παιδί σας μαζί μας θα είναι εμπιστευτικό. Επίσης, είναι σημαντικό να γνωρίζετε ότι τα δεδομένα που θα συλλεγούν θα χρησιμοποιηθούν μόνο για σκοπούς της συγκεκριμένης έρευνας.

Ελπίζω ότι θα συναινέσετε στην συμμετοχή του παιδιού σας σε αυτό το ερευνητικό έργο που στόχο έχει να κατανοήσει καλύτερα το πώς το μάθημα των Αγγλικών μπορεί να γίνει καλύτερο και πιο αποτελεσματικό.

Αν έχετε οποιεσδήποτε ερωτήσεις ή αν χρειάζεστε επιπρόσθετες πληροφορίες για αυτή την έρευνα παρακαλώ επικοινωνήστε με τον:

- Δρ. Σπύρος Αρμοστής-Λέκτορας Γλωσσολογίας στο Τμήμα Αγγλικών Σπουδών Πανεπιστημίου Κύπρου- armosti.spyros@ucy.ac.cy

ΔΗΛΩΣΗ ΠΛΗΡΟΦΟΡΗΜΕΝΗΣ ΣΥΓΚΑΤΑΘΕΣΗΣ ΓΟΝΕΑ

Έχω διαβάσει τις παραπάνω πληροφορίες σε σχέση με την έρευνα «Εκμάθηση των Αγγλικών ως ξένη γλώσσα στην Κύπρο» και δηλώνω υπεύθυνα ότι έχω κατανοήσει τα πιο πάνω.

	ΝΑΙ	ΟΧΙ
Δέχομαι να συμμετέχει το παιδί μου (συμπληρώστε το όνομα του παιδιού) _____ στο έργο που περιγράφεται πιο πάνω.		
Δέχομαι οι απαντήσεις του στο ερωτηματολόγιο να χρησιμοποιηθούν από την ερευνήτρια.		

Όνομα γονέα/κηδεμόνα

Υπογραφή κηδεμόνα

.....

.....

....

Ημερομηνία

Αντίγραφο Γονέα/Κηδεμόνα

Appendix J: Student Monthly Report Sample

Class (Lesson Hours)

Student's name:

Reading:	Dictation:	Writing:	Grammar:
Homework:	Participation:	Behaviour:	Tests:
Comments:			Quizzes:

Marking ranks: The marking ranks are instructed to the teachers by the director of the private institute.

- Excellent (91-100/100)
- Very Good (85-90/100)
- Good (75-84/100)
- Fair (60-74/100)
- Pass (50-59/100)
- Study more (0-49/100)

Appendix K: Quizzes and tests

Burlington
Jet!
Junior


Quiz 1: Hello! Lessons 1-3

Name: _____

Class: _____

Date: _____



Mark: _____ /100







9

Quiz 1 Hello! Lessons 1-3

1 Write. 5 x 5 = 25
house • pencil • dog • party • bag • cat

1. _____  4. _____ 

2. _____  5. _____ 

3. _____  6. _____ 




2 Write a / an. 5 x 5 = 25




1. It's a cake. 4. Look! It's _____ apple.

2. Look! It's _____ umbrella. 5. What's this? It's _____ rubber.

3. What's this? It's _____ present. 6. It's _____ orange.

3 Complete. 5 x 10 = 50
name • come • stand • no • sit • I like

1.  1. What's your _____ name... ? 2.  2. _____ cake. 3.  3. Oh, _____ I

4.  4. _____ here. 5.  5. _____ up. 6.  6. _____ down.

10

Burlington
Jet!
Junior A

Quiz 2: Lessons 4-5

Name: _____

Class: _____

Date: _____

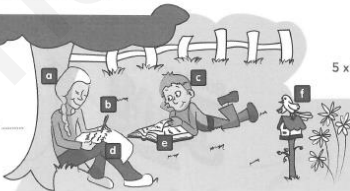
Mark: _____ /100



Quiz 2 Lessons 4-5

1 Match.

1. boy c 5. pen _____
 2. girl _____ 6. notebook _____
 3. book _____
 4. bird _____



5 x 5 = 25

2 Write a / an / the.

1. What's this? It's @ / the book. 4. Look! A / An pencil. The pencil is green.
 2. Look! An apple. A / The apple is red. 5. It's a / an egg.
 3. It's a / an orange. 6. Look! A rubber. A / The rubber is green.

5 x 5 = 25

3 Count and write. Use s.

✓ pet + present + book + boy + pen

1. three _____ pets
 2. two _____
 3. six _____
 4. four _____
 5. seven _____



4 x 5 = 20

4 Complete.

✓ go + Thanks + Look + see

1. Let's _____ go _____  3. _____ ! 
 2. I can _____ a big dog.  4. _____ after your pets. 

3 x 10 = 30

Burlington
Jet!
Junior A

Quiz 3: Lessons 6-8

Name: _____

Class: _____

Date: _____

Mark: _____ / 100



Quiz 3 Lessons 6-8

1 Write.

grandma • student • mum • brother • grandpa • teacher • dad • sister

7 x 5 = 35

1. grandma

5. _____

2. _____

6. _____

3. _____

7. _____

4. _____

8. _____

2 Write This / That.

4 x 10 = 40



1. That is a school.

2. _____ is a tree.

3. _____ is ice cream.



4. _____ is a ball.

5. _____ is a park.

3 Write am / is / are.

5 x 5 = 25

1. The flower is red.

4. It is a bad cat!

2. I am happy.

5. We are hungry.

3. They are sad.

6. She is a good teacher.