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English language revision through the application of learning stations and educational escape rooms: The impact on 8th graders' motivation and engagement

Abstract. Activating teaching techniques have been increasingly applied in the EFL classroom since they foster motivation, promote independent learning, and add variety to a standard English class. Undoubtedly, learning stations and education escape rooms are representative examples of such techniques. Regarding their beneficial influence on the learning process, their application is an effective way to prepare students for tests and exams. This study attempts to evaluate how English language revision through the application of learning stations constituting one educational escape room influences students' motivation and engagement. Therefore, to gain insight into the students' outlook on the motivational impact of this revision, a class was held for 8th grade students that implemented such techniques. The students were carefully observed during the experiment. Subsequently, a questionnaire consisting of 22 questions was carried out among them. The results of the study are overwhelmingly positive in the sense of achieving a great number of positive answers concerning the motivational impact of the class conducted.

Keywords: learning stations, station rotation model, educational escape room, motivation, engagement

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1. Introduction

Teaching for tests or exams sooner or later becomes a necessity in the EFL classroom. As far as the Polish educational system is concerned, the first compulsory and standardized national exam is the final primary school exam for 8th graders (*Egzamin Ósmoklasisty).* It is a crucial exam for 8th grade students as its results influence admission to secondary schools. When it comes to English language skills, the exam consists of tasks which test their listening comprehension, reading comprehension, knowledge of language functions, and writing skills. Although some of the elements present in the exam do not seem out of place in a modern English lesson, many of them are at odds with what teachers believe is ideal classroom practice. Undoubtedly, a national exam which consists almost entirely of a discrete item indirect test fails to meet the expectations of advocates of communicative language methods. Teaching for such an exam means repeating the same task types from the course book over and over again in order to ensure students get good exam results. It illustrates clearly what Walker and Pérez Ríu (2008, p. 18) maintain, namely that writing tests demonstrate "the incoherence between a process-oriented approach to teaching and a product-based approach to assessment." Be that as it may, as exams are necessary, it is advisable to get the most out of exam classes. After all, while preparing for an exam, students eventually develop good exam skills, including the ability to work individually, recycle knowledge, or use various reference tools such as the Internet and dictionaries, which consequently leads to the particularly welcome phenomenon known as learner autonomy. However, just because students have to practise to prepare for the exam, this does not mean that this has to be done in a typical and thus boring and demotivating way. Burgess and Head (2005, p. 1) suggest that "it is as important to build variety and fun into an exam course as it is to drive students towards the goal of passing their exam." The following article takes a closer look at revising for the English language exam at the end of grade 8 of primary school through the application of learning stations and educational escape rooms. The aim of this paper is to evaluate the impact of such English language revision on 8th graders' motivation and engagement.

2. Activating techniques in the EFL classroom

Activating activities are meant to involve students in a lesson and help them make connections with what they already know, and thus link the existing knowledge to the new material in order to build on it (Dale et al., 2011, p. 15). In short, it is learning by acting, learning by doing and experiencing. As Rosenberg (2009, p. 10) maintains, "[a]ctivating techniques focus on the students in the classroom, on keeping them involved, on having them doing and producing rather than passively receiving information." Active learning is therefore "supposed to activate the student with hands-on activities followed by critical reflection and in this way give the student a deep understanding of the subject" (Christensen et al., 2009, p. 1). Following Bloom's taxonomy, through the application of this approach, students are more able to acquire higher-order skills, which are to analyze, synthesize, and evaluate ideas (see: Bloom et al., 1956).

Since activating techniques are described as "tools to make materials and tasks more interactive and more learner-focused, encouraging students to take more responsibility for their own learning" (Rosenberg, 2009, p. 2), it is worth taking a closer look at two prominent examples of such techniques, which were applied for the purpose of this study, namely learning stations and educational escape rooms.

2.1. Learning stations

The station rotation model, also known as learning stations, learning centers, or station rotations, is an activating technique used in ELT. In station rotation classroom students rotate among different learning stations which are activities such as small group or full-class instruction, group projects, individual tutoring or pen-and-pencil assignments (see e.g. Fulbeck et al., 2020).

What should be established at the outset is that learning stations must be carefully designed. The teacher divides the students so that each student, pair, or group works on a different task that targets an area that students need to practice, for instance, listening or reading. According to Osowski (2014, p. 3), the activities used at each station should "focus on a set of skills and deepen the students' knowledge and abilities in that area." In addition to the so-called classic learning station activities mentioned above, the teacher can apply any activities they find useful and meaningful to improve collaborative learning, which is one of the chief aims of such instruction. When learning stations are applied, full involvement of the students is the key. The role of the teacher is therefore limited to that of an observer, who, however, may give some hints or advice if necessary. In some cases, a teacher-led station is used, at which the teacher gives a brief instruction or lecture.

Learning stations have recently been reported to have a highly beneficial effect on a student's learning process (see, e.g. Kołodziejczyk, 2013). They support learner autonomy, appeal to different learning styles, influence motivation, foster teamwork abilities, and reduce stress, to name but a few. Most importantly, due to its flexibility, the model can be adapted to abilities and learning styles, and therefore is suitable for almost any age level or subject.

2.2. Educational escape rooms

Escape Room is an action game in real time where players in teams "discover clues, solve puzzles, and accomplish tasks in one or more rooms in order to accomplish a specific goal (usually escaping from the room) in a limited amount of time" (Nicholson, 2016, p. 1). An educational escape room is an example of gamification – an approach which applies game design elements to non-game contexts, in this particular case to an educational setting.

Games, comprising wildly popular video and non-digital games (such as board games, which are currently experiencing a renaissance), or even children's games like hide-and-seek, enjoy continuing popularity due to several benefits. Games in general are entertaining; they enhance creativity and strengthen bonds with other people, as they require players to engage with each other and reduce stress. Undoubtedly, a key element in explaining the value of games'

entertainment value is competition, which, combined with effective cooperation, seems to be a highly effective way to motivate students and facilitate the learning process.

Over recent years, teachers have demonstrated a willingness to reach for innovative teaching methods and expressed deeper interest in the psychology of learning, which resulted in an attempt to incorporate games into the educational field. Given its growing popularity in the entertainment industry, the educational escape room has consequently become a prominent pedagogical instrument. Although a relatively new phenomenon, a considerable amount of literature has already been published on the subject of gamification, and, especially, educational escape rooms in the EFL classroom (see e.g. Domínguez et al., 2013; Landers, 2014).

3. Purpose of the study and research question

As mentioned above, the use of activating techniques in the EFL classroom is considered to be effective and thus highly recommended. Examples of activating techniques such as learning stations or educational escape rooms are increasingly recognized as useful tools to promote autonomous learning and foster motivation. However, the research to date has mostly focused on either the general influence of learning stations and educational escape rooms on the learning process or the use of these techniques in the EFL classroom in order to introduce new material or practise selected language skills. It is worth mentioning that no research has been found on the simultaneous application of learning stations and educational escape rooms. In addition, researchers have not treated the use of learning stations and education escape rooms for revision purposes in much detail. Therefore, the key research question of the present study is: how does revising for the English language exam at the end of grade 8 of primary school through the application of learning stations constituting an educational escape room impact students' motivation and engagement?

4. Methodology

4.1. Participants

The research group consisted of 22 eighth-grade primary school students, aged 14-15, with 13 girls and 9 boys participating. Regarding the English language assessment for the semester prior to the survey, the results are as follows: 22.7% of the participants stated that their midterm grade was *bardzo dobry* "very good,", 4.5% achieved *dobry plus* "good plus", 9.1% were awarded the grade *dostateczny plus* "satisfactory plus", while 27.3% of the students scored *dostateczny* "satisfactory". It is essential to point out that the grading system in Poland is represented by a six-level scale: *niedostateczny* "unsatisfactory", *dostateczny* "satisfactory", *dobry* "good", *bardzo dobry* "very good", and *celujący* "excellent". The study also provided information on students' general attitude to English as a school subject, revealing that most of them are well-disposed to it (45.5% of the respondents answered that they *like English* and 45.5% of them *quite like* it, while only 9.1% *don't really like* it). As for 8th graders' stance on implementing language games

into English classes at school, most of them stated that they actively participate in language exercises that are game-like (27.3% *definitely yes*, 36.4% *yes*, 27.3% *I do not know/ I have no opinion*, 4.5% *not really*, 4.5% *definitely not*).

4.2. Setting

The students were divided into groups A, B, C, and D – two groups of five and two groups of six. The entire revision session followed the escape-room theme, which consisted of four learning stations, each representing language elements tested in the English eighth grade exam in Poland: station 1 – vocabulary and writing, station 2 – grammar, station 3 – reading, and station 4 – listening. The students solved the tasks simultaneously in three rooms. The goal for students was to obtain a password to get out of the escape room. After completing each station, the students were given one word to go to the next room to work on the next station. From the collected words, they were obliged to create a password. Each group had to select a leader who collected the keywords. Moreover, the person was responsible for making sure all team members were involved in solving the tasks.

The revision class was conducted as follows: group A and group B were placed in the same classroom to solve vocabulary, writing, and grammar tasks. When group A finished the vocabulary and writing exercises, they exchanged places with group B. In the second room, group C was solving the reading tasks. Meanwhile, group D was working on listening exercises in the third room. When group C finished the reading comprehension task, they swapped positions with group D. Each learning station was supervised by an instructor.

When it comes to the tasks performed at each learning station, at the writing station, students worked together to produce an email on a given topic. The tasks performed at each learning station were taken directly or based on the eighth-grade exam papers from previous years. At the writing station students worked together to produce an email to a friend from England suggesting a trip to the Polish mountains, in which they had to write why it is worth going to the Polish mountains, describe the person who will take care of them during the trip, and advise what they should take with them, and give reasons why. At the vocabulary station, they played a "10-second" vocabulary game. The vocabulary was selected from a list of the most frequently occurring words in the eighth-grade exam specially designed for this activity. After every three correctly scored questions, participants received a letter for that station's password. The grammar station, on the other hand, involved two stages. The first was transformation and translation tasks chosen from eighth-grade exam papers. Then the students started a quiz by scanning the QR code inside the box. To solve it, letters appeared consecutively on the participants' screens, which formed the rest of the password. At the reading station, students had to solve two tasks also chosen from previous eighth-grade exam papers. The first task consisted of five short texts for which the students had to choose the correct answer: A, B, or C. The second task was a gapped text. The gaps correctly formed a word. Each student was given a photocopy and worked individually. The final answers were given by the group leader. The listening station

comprised two stages. The tasks used were selected from past eighth grade exam papers. Stage 1 was listening without handouts. Students were given questions on cards with no answer options. These in turn were placed on realia. Firstly, illustrations were taped to the doors to three rooms. The students had to decide together as a group and enter the room with the correct picture on the door. Then, after listening to a recording, the students had to pick four objects with the right illustrations on them. After each chosen answer, the students took a card with them to form another keyword. In stage two, each student received a photocopy of a task from the selected eighth-grade exam paper and worked individually.

4.3. Research design and data collection instruments

In order to examine the impact of English language revision through the application of learning stations and educational escape rooms on 8th graders' motivation and engagement, a mixed-method research design was applied. As this research design allows various data collection instruments, in-class observation sheets, and a questionnaire filled out by the students after the revision class were used.

As far as the context of the observation is concerned, one of the authors was observing the revision class, and consequently, in this study, they will be referred to as the observer. The observer was nonparticipant, sitting at the back of the room taking notes. The observation sheets were mostly closed in nature and were determined in advance to ensure consistency and objectivity among all the students observed. The in-class observation sheet was designed by the authors as a structured tool divided into several key categories, each focused on specific behaviors or indicators of engagement and motivation, allowing for a systematic evaluation of student responses to learning activities. It tracked participation in group activities, student focus and attention, and task completion. In addition, motivation indicators such as initiative, problem solving, and persistence were evaluated. Behavioral analysis focused on peer collaboration and response to feedback. The sheet also identified any challenges encountered and potential organizational shortcomings, such as unclear instructions or time management issues.

When it comes to the questionnaire, an original self-assessment questionnaire which the participants filled out according to their feelings was designed by the authors to measure students' motivation and engagement. The questionnaire construction process was broadly based on Griffee's guidelines, which advise researchers to define the construct first, then examine any theory that discusses and analyses any previous questionnaires which measure the same or similar construct in order to finally proceed to the item writing stage (2012, pp. 139– 152). However, the advice which was primarily followed was that while designing one's own questionnaire "each step must be evaluated and implemented in light of the particular context and circumstances of its situation". As far as its structure is concerned, it was divided into two parts with fourteen closed-ended questions altogether, including single-choice options. The first six questions referred to personal information such as gender, the latest mid-term English grade, attitude toward learning English, preferred forms of reviewing the material, and a position on

implementing language games in English classes at school. The main body of the questionnaire consisted of attitude statements related to the experience of participating in the revision class that implemented an educational escape room that consisted of four different learning stations and its impact on students' motivation and engagement. To answer the questions, the Likert scale was used. Each statement was made with numbers one through five, labeled as follows: *definitely yes*, *yes*, *I do not know/I have no opinion*, *not really*, *definitely not*. Respondents were asked to choose the option that corresponded to their opinion. In terms of the language of the questionnaire, the pupils were given questions in Polish to expedite the process of data collection and allow the participants to express themselves unrestrainedly and thoroughly. Regarding the statistical analysis of the data from the questionnaire, correlations between ordinal or quantitative variables (due to unfulfilled conditions of using parametric tests) were made using Spearman's Rho coefficient, which reports the intensity of the relationship and its direction – positive or negative. The analysis was performed using the IBM SPSS 26.0 package with the Exact Tests module.

5. Research results and analysis

5.1. In-class observation

Close monitoring of the students by observers during the revision session allowed the survey data to be complemented in terms of emotions and spontaneous responses. With respect to the key categories of the in-class observation sheet described in the methodology section, high levels of engagement were observed in terms of active participation, focused attention, and task completion. It was noted that the pupils displayed considerable interest in the non-standard form of material repetition. They thoroughly followed the instructions given and eagerly posed questions, being especially curious about the next stages of the escape room. As for attitude, they showed an optimistic stance towards the revision class. They were emotionally involved in the tasks they performed: they demonstrated joy when the points were scored, and frustration when they failed.
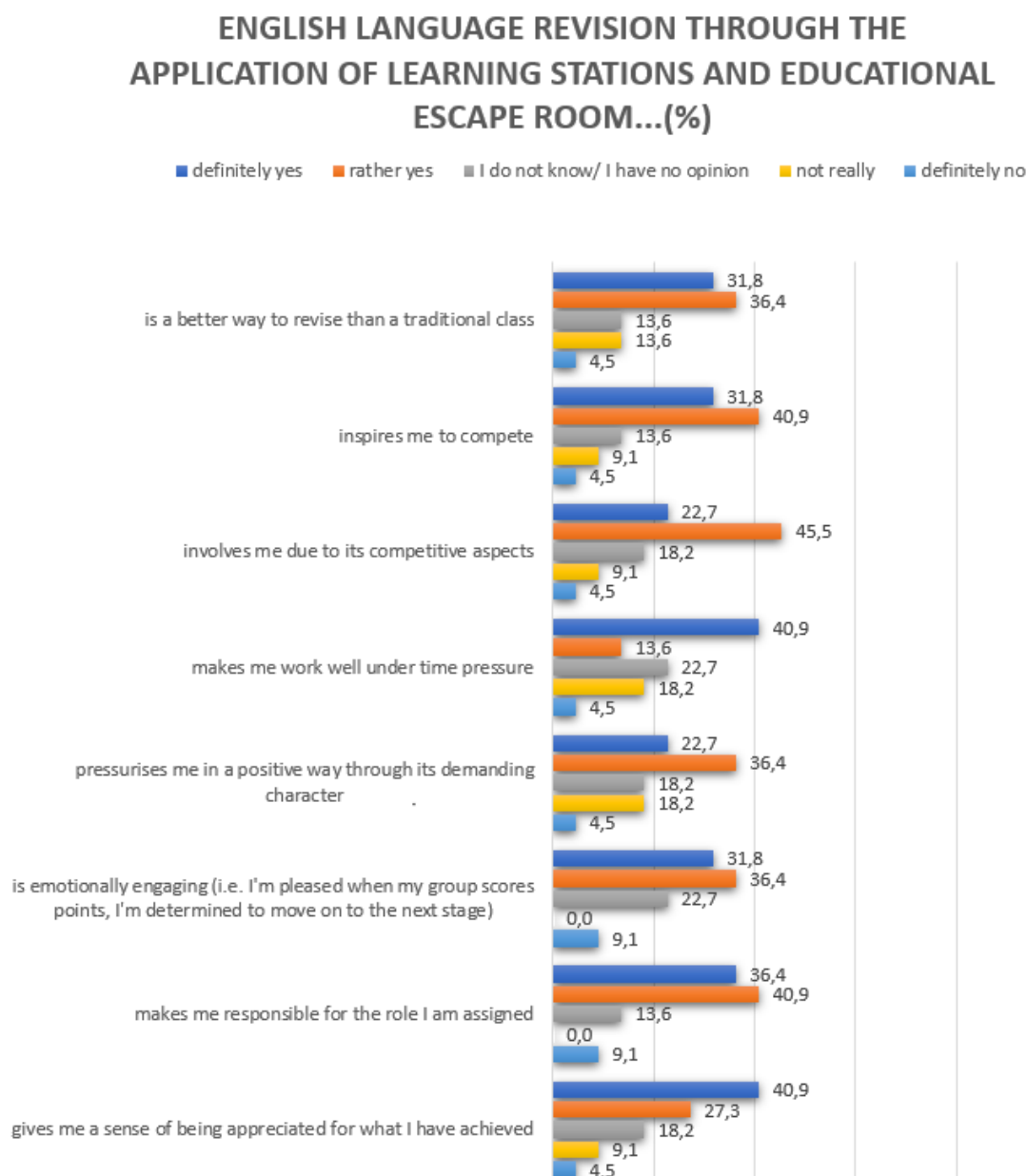
Regarding the form of work, students expressed their willingness to compete in groups. They skillfully organized the group work, which consequently allowed them to carry out activities that required more effort. Due to the competitive form, the students found it an additional source of motivation to complete the tasks correctly first. The more studious participants, who did the tasks without any significant problems, helped the weaker ones so that the whole group could complete the tasks and move on to the next stage. Furthermore, since there was little downtime, the students particularly avoided chatting in Polish for fear of wasting time.

It is also worth highlighting that the tasks presented to the students decidedly appealed to them as they were adjusted to different learning styles. During the experiment, students wrote, listened and spoke, but also moved and touched things. What needs to be stressed is the fact that being in motion proved to be extremely enjoyable – the pupils gladly moved from one learning station to another.

However, the whole experiment was obviously not without its complications. Most importantly, the students displayed problems with concentration due to external stimuli. As the learning stations were located in rooms which the students had not previously seen, they occasionally found themselves looking around the room or looking out the window, listening to the sounds outside, which consequently distracted their attention. In addition, there were some problems with discipline. The less diligent students, those who did not actively participate in completing the tasks, tried to interrupt the class. Ultimately, it occurred that some of the participants attempted to cheat for their group to win first place.

5.2. Questionnaire

Table 1. Results of the questionnaire

ENGLISH LANGUAGE REVISION THROUGH THE APPLICATION OF LEARNING STATIONS AND EDUCATIONAL ESCAPE ROOM...(%)

■ definitely yes ■ rather yes ▪ I do not know/ I have no opinion ■ not really ■ definitely no

is a better way to revise than a traditional class
- 31,8
- 36,4
- 13,6
- 13,6
- 4,5

inspires me to compete
- 31,8
- 40,9
- 13,6
- 9,1
- 4,5

involves me due to its competitive aspects
- 22,7
- 45,5
- 18,2
- 9,1
- 4,5

makes me work well under time pressure
- 40,9
- 13,6
- 22,7
- 18,2
- 4,5

pressurises me in a positive way through its demanding character .
- 22,7
- 36,4
- 18,2
- 18,2
- 4,5

is emotionally engaging (i.e. I'm pleased when my group scores points, I'm determined to move on to the next stage)
- 31,8
- 36,4
- 22,7
- 0,0
- 9,1

makes me responsible for the role I am assigned
- 36,4
- 40,9
- 13,6
- 0,0
- 9,1

gives me a sense of being appreciated for what I have achieved
- 40,9
- 27,3
- 18,2
- 9,1
- 4,5

According to the questionnaire results, most participants consider a class implementing learning stations and educational escape rooms a better way to revise than a traditional class (31.8% *definitely yes*, 36.4% *yes*. Regarding its competitive aspects, a vast majority of them claim that such technique inspires them to compete (31.8% *definitely ye*s, 40.9% *yes*). Furthermore, most of the respondents agree that the revision class fully involves them due to its competitive aspects (22.7% *definitely yes*, 45.5% *yes*). This only serves to confirm what has been mentioned above, namely that competition affects motivation and thus proves to be highly beneficial as far as effective revising is concerned. The results regarding time management also seem promising – 40.9% of the students are absolutely sure that this revision makes them work well under time pressure. According to 59.1% of the respondents in total (22.7% *definitely yes*, 36.4% *yes*), English language revision through the application of learning stations and educational escape rooms pressurizes them in a positive way through its demanding nature. A similar scenario can be observed in how working in a team creates positive pressure. Moreover, the vast majority, namely: 68.2% of the participants put together, are positive that such a revision class is emotionally engaging, which is a highly desirable outcome of applying game design to an educational setting. Although students were asked to do tasks similar to those they do during standard revision classes, these tasks were parts of learning stations that constitute the educational escape room. To complete the tasks, students had not only to solve them, but also to cooperate to get the password and leave the escape room. Consequently, each task was more of a puzzle, which develops the skill of problem solving and is decidedly more emotionally involving. Regarding the fact that such a revision class is also socially involving, as many as 77.3% of the respondents are convinced to some degree (36.4% *definitely yes*, 40.9% *yes*) that revision through the application of learning stations and educational escape rooms makes them feel responsible for the roles they were assigned. This leads to the belief that the revision of the English language through the application of learning stations and educational escape rooms is beneficial for teamwork and communication skills. One cannot fail to mention the fact that such revision gives a sense of achievement (40.9% *definitely yes*, 27.3% *yes*), which is a crucial element in developing students' positive wellbeing and, consequently, motivation and engagement.

Table 2. Correlation table

English language revision through the application of the station rotation model incorporating elements of educational escape room			Final grade	Attitude towards English	Eagerness to participate in language exercises which are game-like	
Spearman's rho	Is a better way to revise than a traditional class	Correlation coefficient	-0,002	-0,216	0,536[*]	
		Significance (two-tailed)	0,992	0,335	0,010	
		N	22	22	22	
	inspires me to compete	Correlation coefficient	-0,141	0,078	0,166	
		Significance (two-tailed)	0,531	0,730	0,461	
		N	22	22	22	
	involves me by its competitive aspects	Correlation coefficient	-0,216	0,093	0,305	
		Significance (two-tailed)	0,335	0,681	0,168	
		N	22	22	22	
	makes me work well under time pressure	Correlation coefficient	0,282	-0,436[*]	0,128	
		Significance (two-tailed)	0,204	0,042	0,571	
		N	22	22	22	
	pressurises me in a positive way through its demanding character	Correlation coefficient	-0,152	-0,184	0,358	
		Significance (two-tailed)	0,500	0,411	0,102	
		N	22	22	22	
	is emotionally engaging	Correlation coefficient	-0,516[*]	0,327	0,453[*]	
		Significance (two-tailed)	0,014	0,137	0,034	
		N	22	22	22	
	makes me responsible for the role I am assigned	Correlation coefficient	-0,141	0,129	0,073	
		Significance (two-tailed)	0,531	0,566	0,748	
		N	22	22	22	
	gives a sense of being appreciated for I have achieved	Correlation coefficient	-0,479[*]	0,483[*]	0,085	
		Significance (two-tailed)	0,024	0,023	0,706	
		N	22	22	22	

Furthermore, nine statistically significant relationships can be observed in the correlation table. The strongest coefficients concern two key correlations. First, a higher grade at the end of the last semester in English is associated with a stronger belief that the method of teaching stations, combined with an educational escape room, is emotionally engaging. This suggests that students with higher academic achievement in English may be more receptive to innovative teaching methods, potentially because they approach these activities with greater confidence or a stronger sense of capability. Second, respondents who are less willing to participate in game-like language exercises are less convinced that this method is a better way of reviewing material compared to traditional revision lessons. This finding highlights the importance of aligning teaching methods with student preferences. For some students, game-like activities may not align with their learning style or may be perceived as less effective or less serious than traditional methods, impacting their overall engagement.

Slightly weaker but still statistically significant correlations indicate that a higher grade in English at the end of the last semester is linked to a stronger belief that the escape room approach fosters a sense of appreciation for one's contributions. On the other hand, a worse attitude toward the English language corresponds to a stronger belief that the educational escape room and learning stations encourage working under time pressure but also a weaker belief that they provide a sense of being appreciated for participation. This duality suggests that while the method may help develop practical skills even for less motivated students, it may not resonate with them emotionally or foster a sense of achievement.

Additionally, lower motivation to learn English is associated with weaker beliefs that the method of teaching stations using an escape room is emotionally engaging and provides

a sense of appreciation for one's participation. This underscores the challenge of motivating less engaged students through innovative methods. While escape rooms are designed to be fun and interactive, they may not inherently address the deeper motivational barriers faced by some learners. Finally, respondents who are less inclined to participate in game-like language exercises are more likely to believe that an escape room does not help overcome personal limitations and does not foster emotional involvement. This finding highlights significant individual differences in how students perceive and respond to this teaching approach. For some students, alternative activities or adaptations of the method might be necessary to make it more inclusive and appealing.

6. Discussion

Based on in-class observation, the questionnaire results, and the correlational analysis, the station rotation method combined with an educational escape room, proves to be a particularly effective pedagogical tool for revising for English exams or tests. The findings indicate that this approach not only fosters student engagement and motivation but also appeals to a wide range of learning styles: auditory, visual, and kinaesthetic. This last style, often neglected in traditional classrooms, is particularly significant for iGeneration students, who benefit from motor stimulation and interactive involvement. The high degree of learner autonomy and teamwork involved in this method visibly increases interest in the subject and allows for self-organized study. Additionally, the escape room format promotes differentiation, enhances interpersonal skills through group activities and reduces stress by offering an immersive experience that temporarily removes students from everyday pressures.

The results of the correlation analysis further reinforce these findings. Yet, they also highlight the significance of individual differences in perceiving and responding to this approach, as is the case with most teaching techniques. Students with higher grades in English at the end of the last semester tend to view this method as emotionally engaging and believe it fosters a sense of appreciation for their contributions. However, students with lower motivation or negative attitudes toward English are less likely to perceive the method as engaging or rewarding, although they do recognize its practical benefits, such as encouraging work under time pressure. Similarly, those who are less willing to participate in game-like exercises are less convinced of the method's effectiveness compared to traditional revision lessons, underscoring the importance of tailoring such approaches to individual preferences.

Despite its advantages, the station rotation model and educational escape room are not without challenges. The implementation of these methods is time-consuming and requires a high level of preparation, organization, and attention from the teacher. The need for a lot of space and ideally more than one instructor for supervision also poses logistical challenges. Nevertheless, when executed effectively, this innovative approach has a profoundly positive impact on students. It promotes collaboration, competition, and a sense of belonging, all critical factors for adolescent motivation. By providing students with opportunities to debate, share

ideas, and work as a team, the method helps improve interpersonal skills and fosters a belief that every contribution matters.

Overall, while the method involves significant planning and resources, the overwhelmingly positive motivational and educational outcomes suggest that it is a highly beneficial tool for exam preparation. Its ability to break the classroom mold and provide an engaging, differentiated learning experience makes it a valuable addition to the repertoire of modern teaching strategies.

7. Conclusions and teaching implications

The results of the study align well with the literature on activating techniques, confirming that gamified learning environments, when thoughtfully designed, can lead to deep, meaningful learning experiences in the sense of achieving a great level of motivation and engagement among students (see, e.g. Christensen et al., 2009; Kołodziejczyk, 2013). The advantages of English language exam revision through the application of learning stations and educational escape rooms definitely outweigh the limitations and challenges. Although such a project, the one that was conducted for the sake of this study, requires a lot of planning, commitment and the participation of more than one teacher, the station rotation model and educational escape room can be successfully applied in everyday settings in the EFL classroom. It seems that the greatest advantage of activating teaching techniques, in general, is their flexibility. Such techniques can serve different purposes and be useful at different stages of working on class material. The fact that learning stations can be used successfully together with an educational escape room proves that other activating teaching methods can be freely combined. The flexibility and variety offered by the revision class applying learning stations and an educational escape room encourage students' full participation, consistently shattering the stereotype of boring and monotonous revision classes.

When it comes to the evaluation of the research itself, as with the majority of studies this one is also subject to several limitations. One concern is the size of the sample: it may be too small to generalize the results to the population. However, considering the survey situation, the whole group of 8th graders taking part in the experiment were surveyed – the conclusions drawn seem promising. Furthermore, the research instruments used, questionnaires and in-class observation, surely are not without their disadvantages. Yet, hopefully, the combination of the two is more authoritative. As for recommendations for further research, a study on the impact of activating methods on EFL students' motivation and engagement based on their personality, learning styles, or other individual differences would be a valuable asset for current SLA research.

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Appendix 1. Questionnaire

CZĘŚĆ I

1. Płeć

   ☐ Kobieta

   ☐ Mężczyzna

2. Ocena z języka angielskiego na koniec ostatniego semestru

   ☐ 5

   ☐ 4

   ☐ 3

☐ 2

☐ 1

3. Jaki jest Twój stosunek do języka angielskiego?
   ☐ Bardzo/zdecydowanie lubię język angielski
   ☐ Raczej lubię język angielski
   ☐ Nie wiem/nie mam zdania
   ☐ Raczej nie lubię języka angielskiego
   ☐ Zdecydowanie nie lubię języka angielskiego

4. Jestem zmotywowany/-a do nauki języka angielskiego
   ☐ Zdecydowanie tak
   ☐ Raczej tak
   ☐ Nie wiem/nie mam zdania
   ☐ Raczej nie
   ☐ Zdecydowanie nie

5. Nauka języka angielskiego sprawia mi przyjemność
   ☐ Zdecydowanie tak
   ☐ Raczej tak
   ☐ Nie wiem/nie mam zdania
   ☐ Raczej nie
   ☐ Zdecydowanie nie

6. Chętnie biorę udział w wiczyniach jzykowych majcych charakter gier i zabaw
   ☐ Zdecydowanie tak
   ☐ Raczej tak
   ☐ Nie wiem/nie mam zdania
   ☐ Raczej nie
   ☐ Zdecydowanie nie

CZĘŚĆ II

1. Czy uważasz, że powtarzanie materiału za pomocą stacji dydaktycznych i escape roomu jest lepszym sposobem niż tradycyjna lekcja?
   (Przykład: Czy w porównaniu do zwykłego rozwiązywanie zadań egzaminacyjnych w klasie ,według tradycyjnego przebiegu lekcji, ta interaktywna metoda pomaga Ci lepiej zapamiętać materiał?)
   ☐ Zdecydowanie tak
   ☐ Raczej tak

☐ Nie wiem / Nie mam zdania

☐ Raczej nie

☐ Zdecydowanie nie

2. Czy powtarzanie materiału za pomocą stacji dydaktycznych i escape roomu inspiruje Ci do rywalizacji?

   (Przykład: Czy czujesz się bardziej zmotywowany, by osiągnąć lepsze wyniki w rywalizacji z innymi grupami lub uczestnikami w ramach zadań escape roomu?)

   ☐ Zdecydowanie tak

   ☐ Raczej tak

   ☐ Nie wiem / Nie mam zdania

   ☐ Raczej nie

   ☐ Zdecydowanie nie

3. Czy aspekty rywalizacyjne w stacjach dydaktycznych i escape roomie angażują Cię?

   (Przykład: Czy takie elementy jak tablica wyników, punkty lub rywalizacja zespołów sprawiają, że bardziej skupiasz się na zadaniach i chętniej w nich uczestniczysz?)

   ☐ Zdecydowanie tak

   ☐ Raczej tak

   ☐ Nie wiem / Nie mam zdania

   ☐ Raczej nie

   ☐ Zdecydowanie nie

4. Czy ten sposób nauki sprawia, że dobrze radzisz sobie pod presją czasu?

   (Przykład: Czy odczuwasz, że limit czasowy, odliczanie na projektorze pomagają Ci lepiej się skoncentrować i efektywniej wykonujesz zadania?)

   ☐ Zdecydowanie tak

   ☐ Raczej tak

   ☐ Nie wiem / Nie mam zdania

   ☐ Raczej nie

   ☐ Zdecydowanie nie

5. Czy ta technika (połączenie stacji dydaktycznych i escape roomu) pozytywnie Cię motywuje poprzez swój wymagający charakter?

   (Przykład: Czy trudne zadania lub łamigłówki w escape roomie oraz sama forma ich przedstawienia sprawiają, że bardziej się starasz i myślisz intensywniej?)

   ☐ Zdecydowanie tak

   ☐ Raczej tak

   ☐ Nie wiem / Nie mam zdania

☐ Raczej nie

☐ Zdecydowanie nie

6. Czy ta metoda jest dla Ciebie emocjonalnie angażująca?
(Przykład: Czy odczuwasz emocje, takie jak radość, gdy Twoja grupa zdobywa punkty, albo determinację, by przejść do kolejnego etapu po rozwiązaniu problemu?)

☐ Zdecydowanie tak

☐ Raczej tak

☐ Nie wiem / Nie mam zdania

☐ Raczej nie

☐ Zdecydowanie nie

7. Czy ta metoda sprawia, że czujesz odpowiedzialność za przydzieloną Ci rolę?
(Przykład: Jeśli w escape roomie dostajesz określoną rolę lub zadanie, np. rozwizywanie zagadki albo koordynowanie działań grupy, czy czujesz się odpowiedzialny za jego wykonanie?)

☐ Zdecydowanie tak

☐ Raczej tak

☐ Nie wiem / Nie mam zdania

☐ Raczej nie

☐ Zdecydowanie nie

8. Czy ta metoda daje Ci poczucie docenienia za to, co osiągnąłeś?
(Przykład: Czy czujesz, że Twoje osiągnięcia, takie jak rozwiązanie trudnej zagadki lub pomoc grupie w osiągnięciu celu, są zauważone i docenione?)

☐ Zdecydowanie tak

☐ Raczej tak

☐ Nie wiem / Nie mam zdania

☐ Raczej nie

☐ Zdecydowanie nie

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