Critically Assessing and Adapting a Course Book

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Dedication

I would like to dedicate this final report to my wonderful husband José, who was a constant source of support and encouragement. I am truly grateful for his unshakable faith in my new professional choice. I am truly blessed for having you in my life for the past fifteen years. To my son Miguel for the time I did not spend with him even when he demanded my attention, and for his sense of understanding.

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Abstract

This study tries to perceive whether mentally engaging activities, which provide opportunities for active use of language, promote affective engagement (i.e. fun and enjoyment) and help to create conditions for the acquisition of English. It took place from September to December 2016 and involved a group of twenty-five grade four students and their course book. In order to choose which activities I ought to use in my class for my study, I firstly did an appraisal of the course book activities to perceive if they needed to be adapted or supplemented, with a view to answering my research questions. I used different types of approaches that allowed students to work independently, in pairs and in groups. Data collection tools included questionnaires, oral follow-up and a teacher diary. Taking into account the findings of this research I learned that I need to consider the involvement and affective engagement of learning when designing activities. Both are very important for English language acquisition.

I believe this study might be helpful to other teachers as it gives further understanding on how to approach the English language to improve teaching and increase the students’ interest and motivation. It is also important for teachers, in general, to be actively engaged in the process of a better understanding about their own classroom context and, whenever needed, to make informed decisions for development or change in practices.

Keywords: mentally engaging activities, affective engagement, course book appraisal, language acquisition.
Avaliar criticamente e adaptar o livro do aluno

Sandra Marina Andrade Saraiva

Resumo

Este estudo procura entender se as atividades mentalmente envolventes, que dão oportunidade para o uso ativo da linguagem, promovem um envolvimento afetivo (i.e. diversão e prazer) e ajudam a desenvolver condições para a aquisição da língua Inglesa. Esta pesquisa teve início em Setembro até Dezembro de 2016 e envolveu um grupo de vinte e cinco alunos que frequentam o 4º ano de escolaridade e o seu livro de Inglês. Para poder escolher as atividades a utilizar no meu estudo, em primeiro lugar fiz uma avaliação das atividades do livro para avaliar se estas precisavam de ser adaptadas ou suplantadas, de forma a responderem às questões do meu estudo. Utilizei diferentes formas de abordagens que permitiram aos alunos trabalhar de forma individual, aos pares e em grupo. A recolha de dados foi efectuada com recurso a questionários, “oral follow-up” e um diário. Tendo em consideração o que descobri com este estudo aprendi que tenho de ter em consideração o envolvimento e a afetividade na aprendizagem quando preparo uma atividade. Ambos são importantes para a aquisição da língua inglesa.

Espero que este estudo possa ajudar outros professores ao dar um melhor entendimento sobre como abordar a língua inglesa para melhorar o seu ensino, aumentar o interesse dos alunos e motivação o que levará a um melhor desempenho destes na aprendizagem. Também é importante para os professores, em geral, que estejam ativamente empenhados num melhor entendimento sobre o seu próprio contexto escolar e, sempre que necessário, tomarem decisões devidamente informados no sentido do desenvolvimento ou mudança das práticas existentes.

Palavras-chave: atividades mentalmente envolventes, envolvimento afetivo, avaliação do livro, aquisição de uma língua.
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Chapter 1- Introduction

Children who are learning English as a foreign language usually do not have enough exposure to it outside the classroom and their exposure in class is restricted to the course book. Together they do not provide many opportunities for real language use.

Course books are a useful resource for the teachers and the students but frequently contain similar activities throughout the units (e.g. yes/no answers, listen-repeat exercises or matching) which do not provide much opportunity for active language use in class. So, how can the students acquire a second language with so little practice? To accomplish this I have to ask myself what can I do better than the course book. I believe it is the role of the teacher to provide the students with opportunities to participate in a variety of activities with frequent exposure to English language in each lesson and make it an enjoyable experience. According to Halliwell (1992) this can be achieved through a variety of activities that allow students to be mentally engaged (i.e. engage children’s minds) and thinking in the process of acquiring it, and at the same time practise the English language. But if these activities are to be of any value to the students, they need to provide an affective engagement (i.e. fun and enjoyable experience). As Tomlinson (2015) mentions “without affective engagement there is no chance of effective and durable acquisition” (p. 284) of the target language.

Therefore I need to have a better understanding about how to help my students to acquire the English language in an effective way and ultimately improve my own teaching by ensuring activities are mentally engaging.
Chapter 2- Literature review

2.1- Focus

This review focuses on factors that influence second language acquisition together with a discussion around the attributes children bring with them into the classroom. These need to be taken into account by teachers when using a course book along with the importance of selecting, adapting, rejecting or supplementing (Graves, 2003) a course book.

2.2- Rich and meaningful input and affective engagement

It is generally agreed that there are many factors which influence the acquisition of a second language. Recent research has demonstrated that learners need to be exposed to comprehensible input which must be rich, containing implicit information about how the language is actually used to achieve a communicative effect and meaningful (relevant to the learner) in order to facilitate second language acquisition. “Affective engagement is vital for second language acquisition” (Tomlinson, 2013:12). Positive feelings and emotions make the teaching-learning process an exciting and joyful affair and learners who are stimulated to laugh, smile or feel joy “are more likely to acquire communicative competence than others restricted to bland, safe materials which do not stimulate any emotional response” (Tomlinson, 2013:12). It is important to use materials that achieve an affective engagement if they are to be of any value to the learners. Such engagement can be reached through games, songs, stories, jokes and tasks which set an achievable challenge.

The use of enjoyable and interesting activities which motivate students to want to continue so they get more practice must be provided by the teacher. However, if these activities do not give plenty of opportunities for students to be exposed to the language for real use, it “might achieve an affective engagement but will not facilitate acquisition of a second language” (Tomlinson, 2015:285). It is also important that these activities all have a clear language learning purpose so that they are not done just to keep students amused.

2.2.1- Acquisition of communicative competence using games

Activities which respond to the children’s natural urge to communicate need to be set up by the teacher to continuously encourage them to communicate on their own. Oral
interaction in a second language creates conditions for its acquisition and helps to make input more comprehensible. Games serve this purpose because they are very popular and are easily adaptable in a variety of language learning contexts, allowing teachers to promote the development of the learner’s “interactive competence, confidence and fluency” (Sharpe, 2001:146). They are also “useful (...) not just because they are fun” but “because the fun element creates a desire to communicate” (Halliwell, 1992:5) and young learners are more likely to acquire communicative competence when they are stimulated to laugh or feel joy, which fosters “high levels of motivation to learn more” (Sharpe, 2001:146). Games promote interaction between students, creating situations of real use which demand their engagement. To learn a language it is necessary to repeat structures and vocabulary, but in itself repetition is boring. However, in the context of a game the “tediousness of endless repetition can be transformed into excitement” (Sharpe, 2001:147). They can be played with the whole class, in groups or in pairs and can be used for teaching new materials, for reinforcement or for revision.

2.2.2- Reinforcing a positive attitude through songs, rhymes and chants

Like games, songs, rhymes or chants can also provide real language and reinforce positive attitudes towards learning the foreign language. Naturally children enjoy music, rhythm and movement and their use in English language learning contributes to an “overall social, linguistic, physical, cognitive and emotional development” (Read, 2007:182).

The use of songs or rhymes help children to produce language in a natural, spontaneous and enjoyable way. Building on the children’s pleasure in rhythm and sounds, they engage them in responding to and producing language in ways which develop their confidence, self-esteem and lead to a sense of achievement and success. Through singing songs or saying rhymes and chants, students gradually “internalize the structures and patterns of the language” (Sharpe, 2001:148) due to the repetitive nature which is viewed with pleasure instead of as boring.

2.2.3- Building imagination and enjoyment through stories, drama and role play

Using stories is a natural and effective way of introducing children to “continuous spoken discourse” (Ellis & Brewster, 2014:3) and helps teachers to introduce or revise new vocabulary and structures (e.g. chunks or short sentences) by familiarizing children with the
sounds, rhythm and intonation of English. Stories are motivating, enjoyable and foster positive attitudes towards the English language, culture and language learning. They are an effective way to learn a foreign language because it is presented in a repetitive and memorable context and introduces a continuous and coherent spoken discourse. The frequent repetition of key vocabulary and structures help children to acquire and reinforce certain language items.

Storytelling and drama build on children’s “innate capacity for fantasy and imaginative play” (Read, 2007:114) and they take “delight in imagination and fantasy” (Halliwell, 1992:7). These help students to develop understanding of themselves and the world around them and at the same time create an environment with conditions for language learning. Drama provides opportunities for multi-sensory responses to stories and engages children in “learning by doing” (Read, 2007:115) through short drama activities using gestures, mime, sounds or imitation. This helps children memorize key language in a natural and enjoyable way by associating actions, words and meanings. As Read (2007) points out, this gives children the opportunity to use some language from the story in an independent way and at the same time contributes to building their own self-esteem and confidence.

In addition to drama, there is a technique that gives opportunities for children to go beyond the story and explore its issues, problems or moral dilemmas, which is role play. It adds variety and provides opportunities to develop language production. This encourages students to use language previously attained (i.e. beyond the story), develop critical and creative thinking skills and to work with peers in a collaborative way. It offers opportunities for students to use imagination and become anyone they like, which ultimately is fun and motivating.

2.3- Children’s capacity for indirect learning

As Halliwell (1992) mentions, a teacher needs to make the most of the young learners’ well established set of instincts, skills and characteristics which help them learn a new language. At primary level, the students’ capacity for conscious learning of forms and grammatical patterns is not fully developed, so we need to make the most of their enormous “instinct for indirect learning” (Halliwell, 1992:6) and set up different forms of real language use tasks as a part of the process of learning to “let their subconscious mind work on the processing of language while their conscious mind is focused on the task” (Halliwell, 1992: 6).
But direct learning is also important because it helps “internalise a new language”. Therefore both should be used in the classroom because “ideally we want both accuracy and fluency to develop” (Halliwell, 1992:5). However, as Tomlinson (2013) mentions, the inclination to learn the simple structures first is reinforced by the learner’s initial prioritizing of meaning (implicit learning) over form (explicit learning).

2.3.1- Children’s instinct to talk

Together with their capacity for indirect learning young children “take great delight in talking” (Halliwell, 1992:3). This could be considered the most important instinct for me, as a language teacher, and it is the most powerful motivator for using the foreign language. As Halliwell (1992) points out, without talking young learners cannot become good at talking because the only way to learn to use it is by using it. Teaching English to young learners should gradually cover the four classical skills but starts as an oral process with an initial emphasis on listening and speaking skills (Eksi, 2010). However, a problem for most students is that there is little opportunity to use English outside the classroom and as mentioned, an effective acquisition requires frequent and varied exposure to the language, which means that opportunities must be provided by the materials chosen in each lesson. Students must be invited to explore the language as much as possible in the classroom to provide them with opportunities to use the target language for real communication and not just practise it.

2.4- Mental engagement and actual occupation

In order to acquire a second language learners need to be mentally engaged by activities they are given to do because they need to think in the process of “acquiring it” (Tomlinson, 2013:12). Being challenged with such mentally engaging activities enables learners to use high-level mental skills which enable them to process language more deeply. However, to achieve this mental engagement, teachers need to set up tasks which are appropriate for their students, avoid the risk of having a difficult cognitive analysis which could prevent the acquisition of the target language, and that are within their students’ areas of interest and curiosity in order to enable students to develop “their social literacies and maintaining their motivation” (Alexiou & Mattheoudakis, 2015: 79). These mentally engaging activities which are fun, and at the same time lead students to think, “are very effective and popular” (Halliwell, 1992:22). In contrast with mentally and emotionally engaging activities there are others which do not require such a level of cognitive involvement.
Halliwell refers to these as “actual occupying activities”. Whereas in the former the students need to think in order to accomplish the activities, with “actual occupying activities” they do not have to think very hard. Each student is “physically doing something” (Halliwell, 1992:22) and it usually involves the whole class doing something at the same time (e.g. reading aloud, writing, drilling, drawing or colouring). According to Tomlinson (2015), both types of involvement have a different impact on second language acquisition. He mentions that “meaningless activities such as drills (…) seem to have very little impact” on second language acquisition. However, if the students are cognitively engaged by “willingly investing thought in a language activity, there is a likelihood not only of facilitating cognitive development but also of facilitating L2 acquisition” (p. 285).

2.5- Course books

2.5.1- Course books and the teacher’s role

Tomlinson (2015) suggests that “nobody has ever successfully acquired a language without either needing or wanting to” (p. 279) and so the teacher’s approach and the resources she uses play a significant role in creating a reason and a need to use English. Usually course books provide these teaching materials but it is “the teacher who can best organise the events which turn that material into a real language exchange” (Halliwell, 1992:117). Sometimes it is a good idea to adapt or supplement some of the course book activities which can be done easily by giving the activities “a little communicative ‘twist’” (Halliwell, 1992:118). Although coursebooks are the most often used materials in English teaching they should never be a ‘straight jacket’ in the language classroom. Whenever the course book activities are not in tune with the students’ needs and the teacher’s teaching goal, they can be adapted in order to develop a suitable environment for language learning. Therefore it is important for the teacher to carefully analyse the course book activities and decide upon their worth to “select” what parts to keep, “adapt” the parts to keep but need to change in some way and “reject” the parts to definitely leave out or “supplement” with something else to fulfill the requirements of the syllabus and respond to the needs of particular students (Graves, 2003:230).

Teachers need to use or design cognitively challenging and meaningful activities, allowing students to be exposed to the target language, have plenty opportunities to use the language for communication, encourage cooperation and respect among students and sustain
students’ interest and motivation by making them more fun and ultimately resulting in more learning.

2.6- Summary

In this literature review I have tried to show how there are factors that influence the acquisition of a second language such as rich and comprehensible input, a meaningful use of the English language and affective engagement. To facilitate the acquisition of a foreign language some activities play an important role such as games, songs, rhymes, chants, stories, drama or role play. These activities provide oral communication, promote affective engagement, build imagination and foster positive attitudes towards the English language, culture and language learning. But children also have instincts, skills and characteristics that they bring with them to the classroom that help them learn a foreign language, such as their capacity for indirect learning and instinct to talk. However, it is important for students to think and be mentally engaged by the activities they are given in order to help develop their competence in the English language. In contrast, actually occupying activities that only keep students physically occupied with no need to think have a different impact on language learning. Despite being the most often used materials in English teaching, course book activities need to be carefully analysed by teachers in order to perceive whether they need to be selected, adapted, rejected or supplemented to make them more suitable for the students’ particular needs, the teacher’s teaching goal and the requirements of the syllabus.

The topic of this research study is based on how it is possible to ensure that course book activities are mentally engaging in order to effectively improve students’ language learning. This study also aims at responding to the question of whether mentally engaging activities promote affective engagement and have a positive influence on language learning as well as whether interaction promotes cooperation.
Chapter 3- The Action Research Project

3.1- Context

The school was situated in a residential area in the suburbs of Lisbon. It is one of the five primary schools from the group. It had a free-time centre (atelier tempos livres) and its main building had a ground floor and first floor, with a library, a canteen, a small pavilion for indoor activities such as judo, and several classrooms. Outside there is a one-floor wooden building with some classrooms and an ATL room, an open air gym and a large playground.

The classroom was situated on the first floor of the main building. Tables were set in rows, with one row perpendicular to the board and four rows running and parallel to the board and each other which made the space difficult to manage (see Appendix 1). There was natural light due to several windows. It had a board with an interactive device and computer, with access to the internet. There was a small space on the wall for a display of the students’ English work.

The participants in this study were from grade 4. There were twenty-five students, fourteen boys and eleven girls, aged between nine and ten years old. They learned English in grades 1 and 2 as an extra-curricular activity and were starting the second year of mandatory English. There were two students with special educational needs but without adapted activities or tests and who were highly motivated by learning English.

Lessons were on Tuesday at nine o’clock and on Friday at eight o’clock and each was sixty minutes long. The Friday lesson, due to the early start, had a direct influence on the students’ behaviour as they were a bit sleepy, which influenced, in a negative way, their initial performance. I tried as much as possible to use a student-centred approach to increase the students’ active learning with activities which promoted aural and oral skills and opportunities for interaction.

The school cluster adopted “Start! 4” as the course book for grade 4, but in grade 3 they used “Let’s Rock 3”.

3.2- Methodology
3.2.1- The importance of action research in language teaching

According to Farrell (2008), within second language acquisition action research has usually been associated with the study of classroom actions. Because teachers are valuable sources of knowledge regarding their own classroom situations, action research generally involves inquiring into one’s own practice, through a process of self-monitoring. This process usually includes a cycle of planning, acting, observing and reflecting on an issue, which gives teachers new knowledge and understanding about how to implement the changes required to improve the quality of the learning process (i.e. practice). This empowers teachers because they are able to learn a lot about themselves, their teaching and the learning environment, enabling them to collect and use data to make informed decisions about their classroom. By doing so, student achievement is enhanced and classrooms become a more effective learning place. Action research encourages teachers to become continuous learners within the classroom. They are encouraged to examine the dynamics of their classrooms, regarding the actions and interactions of students, validate and challenge existing practice and take risks in the process.

3.2.2- Collecting informed consent

Before the students got involved in my research I had to get informed consent to implement my study in the school with that group of children, from the director of the school group (see Appendix 2), the parents (see Appendix 3) and the children themselves (see Appendix 4).

Concerning the children, prior to the delivery of the informed consent letter, I read it to them and explained that they were being asked to participate in a research study. I also explained the purpose of my study and afterwards I reinforced that their participation was voluntary, therefore they were free to choose whether to participate or not and if they did they could stop at any moment. I used some smileys they had to colour with their answer ‘SIM, eu aceito participar’ (Yes, I agree to participate) or ‘NÃO, eu não aceito participar’ (No, I do not agree to participate) and I got consent from all the students.

3.2.3- Data collection methodology and analysis

My research had three different stages:
• Stage 1 (pre-classroom practice) - I analysed the course book activities using a set of criteria to analyse the suitability of the different activities.

• Stage 2 (during classroom practice) - After the course book analysis and the results of the analysis I decided whether to select, adapt, reject or supplement materials accordingly.

During the activities I observed the students’ reactions, focusing on affective engagement and behaviour. After each activity, I collected the students’ feedback using a variety of student-centred techniques such as questionnaires and an oral follow-up.

Then calmly, after each lesson, I reflected on the lesson, my observations and the students’ responses and wrote my observations in a diary.

• Stage 3 (post-classroom practice) - Finally, I analysed the data collected, reflected and wrote my report.

3.2.4 - Stage 1

3.2.4.1 - Course book analysis

Concerning the quantitative data collection tools, I needed to analyse any particular activity from the course book to perceive why I needed to adapt or supplement it. The appraisal of a course book was a valuable exercise for me as it provided a greater perception of its strengths and weaknesses which enabled me to focus on the weak points and adapt or supplement them accordingly. Therefore I used a set of criteria with some questions and points to consider (see Figure 3.1). This helped me: perceive and decide what parts of the course book activities to select and keep; adapt what needed a change to make it more suitable for my students; reject the parts I definitely wanted to leave out; or supplement by bringing to the course book other elements to fulfil the requirements of the syllabus and respond to the particular needs of particular students (Graves, 2003). It became easier to guide my decision when I considered criteria with certain explicit questions and points and not just based on a “vague feeling or hunch but on clearly articulated criteria” (Moon, 2000:98).
3.2.4.2- Course book assessment criteria

1. Did the activity cover the four classical skills starting with oral emphasis and moving gradually to cover the other skills?

2. Was the activity stirring or settling in terms of behaviour? This point was divided into two different moments, the first one, ‘expected behaviour’, I filled in while analysing the activity and ‘observed behaviour’ which I completed after the activity was done. Activities that are stirring, in a positive sense, mean that the students are “stimulated” by them, whereas in a negative sense they “over-excite” students. Others have the opposite effect and in a positive way “calm a class down” but in a negative way “bore the class into inertia” (Halliwell, 1992:20).

3. Did the activity promote mental engagement which made students think or did it just keep them physically occupied?

4. Was the activity purposeful, resulting in the students discovering and using English to do things socially (e.g. group activities)?

5. Was the activity enjoyable (achieve affective engagement)?

6. Did the activity provide students with opportunities to use the target language for real communication?

7. Were the students encouraged to cooperate and respect each other?

8. Was the activity appropriate for the actual stage of students’ cognitive development?

This is the final analysis grid with the above questions and points:
3.2.5- Stage 2 (from September to December)

In this stage I planned and taught the lessons using the selected course book activities (i.e. as they were) or adapted or supplemented them with other activities. During all the activities I observed and wrote my observations in a diary and paid particular attention to those about which I asked my students’ opinion.

3.2.5.1- The students’ feedback

To collect information about some of the activities that the students had completed, I asked them to give me their feedback and opinions in three different ways, through questionnaires and oral follow-up discussion.
• **Questionnaires.** These are a very common method of collecting data in second language research because they are a “quick way to collect reliable and valid data” (Dörnyei, 2010:6), and easy to develop. Due to the students’ age and considering that the time children are willing to spend working on filling in a questionnaire is rather short, I kept it simple with only a maximum of only three or four direct questions with ‘yes’, ‘no’ and ‘more or less’ answers - these were in the form of a smiley face which they had to colour (see Appendix 5). In one case, I added an open-ended ‘why?’ question (see Appendix 6).

• **Oral follow-up discussions** using direct questions which required a simple ‘yes’ or ‘no’ answer followed by a ‘why?’ question, the answers to which I registered in my notebook in Portuguese.

### 3.2.5.2- Teacher’s diary

I decided that I would record my experiences and observations in a diary because this is a “vehicle for reflection” (Moon, 2006:1). After I finished my lessons, I wrote what I observed during my lessons and the possible reasons for this, with particular emphasis on behaviour (i.e. whether students were settled or stirred) and the affective engagement towards the activities chosen for my study.

### 3.2.6- Stage 3 (after classroom practice)

In the end I compared my diary reflections and the data collected from the students’ feedback and looked for similarities or differences. The occasional ‘why?’ questions helped me to find a reason for the students’ answers.
Chapter 4- Results and Discussion

4.1- Research questions

The main question designed for my research study was the following “How can I ensure that activities are mentally engaging when using a course book?”. I also aimed to answer the following three sub-questions:

1. Do mentally engaging activities promote affective engagement?
2. Do mentally engaging activities have a positive influence on language learning?
3. Does interaction promote cooperation?

During my research study I collected data from eight activities but for the purpose of this report I will analyse five activities to demonstrate what I did. Each of these activities focused on the act of selecting, adapting, rejecting and supplementing.

To present my results I first show my analysis of the original activity. I then explain how I adapted or supplemented it to ensure it was mentally engaging. Then I describe what I observed about the children’s response to the activity concerning their affective engagement, behaviour and interaction. I also highlight some of the difficulties I felt. Lastly I present my analysis of the results from the children’s feedback with a short discussion.

4.2- Activity 1
I selected this course book activity as an opening routine. The introduction of a routine in the classroom was to promote a positive learning environment and, as Read (2007) mentions, to give students opportunities for a natural language acquisition, help them feel confident and encourage cooperation. The Password game allowed students to revise previously learned vocabulary using memory skills. To play it, students had to be lined up outside the classroom and one by one whisper to me the word they were given in the previous lesson to get into the classroom. If a student could not remember the password I asked another question related to previously learned structures (e.g. what is your favourite colour?”).

4.2.2- Results and discussion for activity 1

<table>
<thead>
<tr>
<th>SET OF CRITERIA</th>
<th>Original activity (selected)</th>
<th>Supplemented/Adapted activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of activity</td>
<td>Memory game (whole class)</td>
<td></td>
</tr>
<tr>
<td>Language skills</td>
<td>Speaking</td>
<td></td>
</tr>
<tr>
<td>Aim of the activity</td>
<td>Revise vocabulary, practise pronunciation</td>
<td></td>
</tr>
<tr>
<td>Expected behaviour</td>
<td>Settling</td>
<td></td>
</tr>
<tr>
<td>Observed behaviour</td>
<td>Stirring</td>
<td></td>
</tr>
<tr>
<td>Type of involvement</td>
<td>Mentally engaging</td>
<td></td>
</tr>
<tr>
<td>Type of interaction</td>
<td>Teacher → Student</td>
<td></td>
</tr>
<tr>
<td>Materials</td>
<td>n.a</td>
<td></td>
</tr>
<tr>
<td>Enjoyable activity?</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Language exercise or real language use?</td>
<td>Real language use</td>
<td></td>
</tr>
<tr>
<td>Encourages cooperation?</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Activity at students’ current developmental stage?</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

Figure 4.1- Analysis of the Password game
a) Affective engagement

I observed that initially the students were excited to play the game because it did not take too long for them to line up. However, only a few remembered the password and responded correctly. Whenever this happened I praised their effort. In return they smiled which confirmed they were enjoying it.

**Difficulties:** Most students could not remember the password nor the answer to the alternative question and I noted in my diary a statement made by one of them “Teacher, desculpe mas eu não me lembro.” [Teacher, sorry but I cannot remember] (diary, 30 September 2016). I felt they were frustrated. This confirmed that they did not feel any affective engagement towards the game.

b) Behaviour

This type of routine is used to establish a pattern of behaviour in which students know what it is expected from them and what they should do.

**Difficulties:** I observed that during the activity students quickly became restless. Although it was easy to line them up it took a while for them to get into the classroom and they became restless. The noise level increased and disturbed other classes. The students who entered the classroom were also talking to each other which increased the noise level. The behaviour became difficult to manage. I decided to stop the game.

After carefully analysing what I could do to make the students enjoy the game and learn with it I decided to explain to them the purpose of the Password game. I also told them they had to sit down quietly as they entered the class until the end of the activity. I then implemented it again.

a) Affective engagement

The students lined up and it did not take much time for them to get into the room because the majority knew the password. Only four students responded to an alternative question. These were students who had some learning difficulties.

I observed their enthusiasm whenever I praised them for saying the password correctly which helped motivate them.
b) Behaviour

The students were able to line up without disturbance and the noise level was minimal because they were concentrating on whispering the password correctly. As they were entering the classroom I observed they quietly sat down. After the end of the game behaviour became easy to manage because they were already calm.

Key questions used to collect students’ opinion on the Password game:

Question 1- “Did you enjoy saying the password?”
Question 2- “Did you enjoy playing the password game?”
Question 3- “Did it help you remember words or sentences in English?”

c) Questionnaire

Concerning question 1 “Did you enjoy saying the password?” 18 students responded positively, three negatively and four more or less. To question 2 “Did you enjoy playing the password game?” 22 students answered they enjoyed playing the game whereas only three indicated more or less. These results show that most of the students felt an affective engagement towards the game.

On the learning outcome, question 3 “Did it help you remember words or sentences in English?” 20 students agreed that the game helped them remember words or structures in
English, four indicated more or less and only one responded it did not help. These results reveal that students think that remembering words or sentences helps them learn.

Results show that if students have a real understanding of the language learning purpose of an activity it might influence them to willingly invest time and effort in playing it. I believe it is important that they feel that a game is not done just to keep them amused. Whenever this happens, it might influence positively the students’ affective engagement towards an activity and as a consequence it might increase their learning outcome.

However, I could not continue the Password game as an opening routine because I could only do it once a week, when English was the students’ first lesson of the day (Friday). Therefore I had to reject it. I learned that course book activities do not take into consideration all the classroom contexts, and may fail to meet the particular needs of particular groups of students. Whenever this happens, teachers must critically assess the course book and select, adapt, reject or supplement according to their own particular circumstances.

### 4.3- Activity 2

<table>
<thead>
<tr>
<th>SET OF CRITERIA</th>
<th>Original activity (rejected)</th>
<th>Adapted activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of activity</td>
<td>Matching game (whole class)</td>
<td>Matching game (pair work)</td>
</tr>
<tr>
<td>Language skills</td>
<td>Reading</td>
<td>Listening, speaking and reading</td>
</tr>
<tr>
<td>Aim of the activity</td>
<td>Practise reading with newly learned vocabulary and pronunciation</td>
<td>Practise interaction with newly learned vocabulary, revise structures, pronunciation practice-speaking</td>
</tr>
<tr>
<td>Expected behaviour</td>
<td>Settling</td>
<td>Stirring</td>
</tr>
<tr>
<td>Observed behaviour</td>
<td>n/a</td>
<td>Settling</td>
</tr>
<tr>
<td>Type of involvement</td>
<td>Mentally engaging</td>
<td>Mentally engaging</td>
</tr>
<tr>
<td>Type of interaction</td>
<td>Teacher → Student</td>
<td>Student → Student</td>
</tr>
<tr>
<td>Materials</td>
<td>Poster and word cards</td>
<td>Mini-cards (6 sets of picture and 6 of word cards)</td>
</tr>
<tr>
<td>Enjoyable activity?</td>
<td>More or less</td>
<td>Yes</td>
</tr>
<tr>
<td>Language exercise or real language use?</td>
<td>Language exercise</td>
<td>Real language use</td>
</tr>
<tr>
<td>Encourages cooperation?</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Activity at students’ current developmental stage?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Figure 4.3- Analysis of the Poster game and the Matching card game
4.3.1- The original activity (rejected): The *Poster game*

This activity helped to introduce the written form of the new words and associate it to the pictures, allowing memorization. However, it only promoted reading skills without opportunities to use the English language for real communication. To play it, one student at a time had to come to the board and match the poster word cards to the corresponding picture. According to Brewster, Ellis & Girard (2002) this course book activity was “low on the occupational scale” (p. 235) which could possibly promote a negative settling environment, due to the boredom of the rest of the class. After a careful analysis I decided it should be adapted.

4.3.2- The adapted activity: The *Matching card game* (lesson: 14 October 2016)

I kept the original matching element but adapted it to make it more suitable to promote language acquisition; to push the students to develop other skills besides reading and to keep them engaged emotionally as well as mentally. To promote the students’ communicative competence I added a little communicative ‘twist’ as mentioned by Halliwell (1992) with the introduction of oral communication between peers (i.e. questions and answers). I transformed the activity into a pair activity with the whole class playing at the same time to avoid boredom. The materials used were mini-cards (see Figure 4.4). The game required some concentration skills to memorize where the matching cards were, it supported reading as each child had to be able to associate the word with the picture and provided opportunities for interaction as the learners had to ask questions and respond saying the newly learned words. Each pair was assigned one set of picture and word cards and interacted with each other using questions and answers (e.g. What’s this? It’s the [...]). Each correct match scored 1 point. This competitive element increased the students’ motivation.
4.3.3- Results and discussion for activity 2

a) Affective engagement

This activity became student centred with a friendly competition that kept them involved and actively participating in this learning activity. During the game I observed the students’ enthusiasm in using the language which reassured me they were enjoying it. At the end of the game, as students finished it they wanted to play it once more but due to time constraints it was not possible.

Whenever possible I praised the students’ efforts to use the English language in order to increase their motivation.

b) Behaviour

This type of interaction and communication can lead to noise but encourages cooperation and respect among peers. Therefore the expected behaviour was stirring with a possible increase in the level of noise. However, I observed a calm class but in a positive way because they were using the target language all together. Overall, students were extremely concentrated on the game and the noise level was easy to control. During the course of the game the class settled into it and gradually took it more seriously. As the activity proceeded, I observed they were talking in the target language and were therefore motivated, which affected positively how they participated in the game.
c) Interaction

I observed students helping each other remember the structures. They felt proud to help each other and verbalized it to me saying “Oh teacher, eu ajudei-o.” [Oh teacher, I helped him] (diary, 14 October 2016). Students felt a sense of accomplishment. Communication was at their own pace which might have contributed to reducing anxiety and decreasing tension in the classroom, enabling students to help each other. Students felt encouraged to cooperate and respect each other. This type of interaction (i.e. pair work) promotes learner engagement and hence participation in the activity. I added a competitive element which did not affect the students’ mood.

I can conclude that a shift into a student-centred approach helps students to learn from and with each other. This cooperative learning allows students to solve any problems that might arise during the game (e.g. remember a sentence or word) which encourages cooperation.

Key questions used to collect students’ opinion on the Matching card game:

Question 1- “Did you enjoy playing the matching card game?”

Question 2- “Did it help you remember words or sentences in English?”

Question 3- “Did you enjoy playing in pairs?”

Question 4- “Did you help your partner playing the game?”

d) Questionnaire

Figure 4.5- Results of questionnaire on the Matching card game
In question 1, “Did you enjoy playing the matching game?”, 21 students answered positively, two indicated that they more or less enjoyed it and only one responded in a negative way. These results clearly demonstrate that the majority of the students enjoyed playing the game, confirming an affective engagement. This confirms that I succeeded in my intentions to create an enjoyable learning environment for my students and that working in pairs played an important role in promoting student engagement and hence participation in the activity.

On the learning outcome, question 2, “Did it help you remember words or sentences in English?”, 15 students agreed that the game helped them learn the words and structures in the target language, whereas seven indicated more or less and two disagreed. This result shows that they think they learned from the game and that activities with this type of involvement should be included in future lessons.

The role of interaction between peers is also important. In question 3, “Did you enjoy playing in pairs?”, 20 students responded positively, three enjoyed it more or less and only one answered negatively. When asked “Did you help your partner playing the game?”, despite enjoying the game with this type of interaction, only 12 students indicated they helped their partner play the game, whereas nine did not and three responded more or less. Maybe because some pairs had the same level of difficulties in English which did not help in developing cooperation. I noted in my diary that it was important to consider choosing pairs with different levels of knowledge to increase cooperation.

I planned for this activity to last longer. However, it was not possible due to time constraints. I learned that when students are exposed to the target language and use it in an affective and engaging way, enough time should be given so they are motivated to learn more.

4.4- Activity 3
<table>
<thead>
<tr>
<th>SET OF CRITERIA</th>
<th>Original activity (selected)</th>
<th>Supplemented activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of activity</td>
<td>Self-correction</td>
<td>Peer correction</td>
</tr>
<tr>
<td>Language skills</td>
<td>Writing</td>
<td>Writing</td>
</tr>
<tr>
<td>Aim of the activity</td>
<td>Revise structures and vocabulary</td>
<td>Practise autonomy and cooperation</td>
</tr>
<tr>
<td>Expected behaviour</td>
<td>Settling</td>
<td>Settling</td>
</tr>
<tr>
<td>Observed behaviour</td>
<td>Settling</td>
<td>Settling</td>
</tr>
<tr>
<td>Type of involvement</td>
<td>Mentally engaging</td>
<td>Mentally engaging</td>
</tr>
<tr>
<td>Type of interaction</td>
<td>Student</td>
<td>Student→Student</td>
</tr>
<tr>
<td>Materials</td>
<td>Formative exercises</td>
<td>Formative exercises</td>
</tr>
<tr>
<td>Enjoyable activity?</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Language exercise or real language use?</td>
<td>Language exercise</td>
<td>Language exercise</td>
</tr>
<tr>
<td>Encourages cooperation?</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Activity at students’ current developmental stage?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Figure 4.6- Analysis of *Self-correction* and *Peer correction*

4.4.1- The original activity (selected): *Self-correction* (lesson: 21 October 2016)

This activity was a traditional correction approach. In this activity students volunteered to correct one of the exercises from the formative assessment (see Figure 4.7) and I gave them guidance as to the location of their errors.

4.4.2- The supplemented activity: *Peer correction* (lesson: 21 October 2016)

The course book’s formative assessment gave me the opportunity to promote a shift in the usual form of correction and increase the students’ autonomy using a more student-centred approach. After the self-correction activity, the students traded their course books with peers and corrected exercise number two (see Figure 4.7). This activity allowed me to promote cooperation and turn it into a more positive learning experience.

During this activity I anticipated that some problems might arise. In this type of correction students might compare themselves with their peers, point out errors, criticize and consequently feel inferior. To prevent this, before the activity started I had a conversation with the whole class to reinforce the importance of respecting others.
Figure 4.7– Formative assessment exercises (Start, page 14)

4.4.3- Results and discussion for activity 3

a) Affective engagement

When students were told about peer correction I observed they became enthusiastic instead of being reluctant to trade course books with their peers. However, after the trade they did not immediately begin checking the exercise and asked me if they had to do corrections in writing directly on their peers’ course book. The reason for this reaction was due to the fact that it was not something they usually did. However, after being told they had to pretend to be the teacher they began actively doing the activity.
b) Behaviour

During the activity I observed that the whole class was concentrating on checking and correcting their peer’s exercise. They were actively engaged in the activity. During the correction I observed a positive atmosphere: all were actively checking the responses and there was respect among peers because no one compared or pointed out others’ errors.

c) Questionnaire

To get the students’ opinion on both activities I used an oral follow-up discussion in Portuguese with two closed questions to which they responded by putting their thumbs up or down and a ‘why?’ question to which they could volunteer to answer. I counted the answers to question one “What was your favourite activity?” and 17 students out of 25 enjoyed peer correction, four enjoyed self-correction while the remaining four enjoyed both. These results show that most students felt an affective engagement towards peer correction. When asked “Which activity helped you learn words better in English?”, 13 students considered that peer correction helped them learn better, nine thought self-correction and three indicated with their thumbs they learned with both. Question three was an open-ended question and helped me to perceive “why?” the students thought they learned better with one activity over the other. Some of those who chose peer correction mentioned that correcting peers’ errors was an opportunity to revise the words; other said that as it was a major responsibility and so the level of attention increased; another remarked that he did not have time to finish his own exercises therefore checking other exercises was an opportunity to revise and most of them mentioned they enjoyed being the teacher. The students who chose the traditional correction approach justified their choice by highlighting a problem they had in understanding their peer’s handwriting or because it was less constraining correcting their own errors.

Evidence collected from the first two questions and later supported by the discussion demonstrate that assuming the role of teachers might have increased the students motivation, which ultimately might have influenced, in a positive way, their language learning preference. It may also help students feel more independent and make a positive atmosphere as they perceive that the teacher is not the only source of correction and they can learn a lot from one another. Peer correction is another way to involve students in the learning process but it must be carefully used because at this language level some students might not be knowledgeable enough to detect and correct all mistakes. If students are directly and actively more involved in the process of correction it might have a positive effect on their memory.
4.5- Activities 4 and 5

I selected one activity from the course book and supplemented another one because I wanted to compare activities with different types of involvement.

<table>
<thead>
<tr>
<th>SET OF CRITERIA</th>
<th>Original activity (selected)</th>
<th>Supplemented activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of activity</td>
<td>Language introduction (whole class)</td>
<td>Follow-up (whole class/student-student)</td>
</tr>
<tr>
<td>Language skills</td>
<td>Listening and speaking</td>
<td>Listening, speaking and reading</td>
</tr>
<tr>
<td>Aim of the activity</td>
<td>Practise newly learned words, intonation and pronunciation</td>
<td>Practise, memorize newly learned vocabulary (spoken/written words)</td>
</tr>
<tr>
<td>Expected behaviour</td>
<td>Settling</td>
<td>Stirring</td>
</tr>
<tr>
<td>Observed behaviour</td>
<td>Negative settling</td>
<td>Settling</td>
</tr>
<tr>
<td>Type of involvement</td>
<td>Actually occupying</td>
<td>Mentally engaging</td>
</tr>
<tr>
<td>Type of interaction</td>
<td>Audio→Student</td>
<td>Teacher→Student</td>
</tr>
<tr>
<td>Materials</td>
<td>Audio CD and course book</td>
<td>Flashcards</td>
</tr>
<tr>
<td>Enjoyable activity?</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Language exercise or real language use?</td>
<td>Language exercise</td>
<td>Real language use</td>
</tr>
<tr>
<td>Encourage cooperation?</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Activity at students’ current developmental stage?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Figure 4.8- Analysis of the Listen-repeat exercise and Missing card game

4.5.1- The original activity (selected): The Listen-repeat exercise (lesson: 11 November 2016)

According to Halliwell (1992) the Listen-repeat exercise was an actually occupying activity where the students had to concentrate in order to accurately repeat the listened words but there was no need for them to make an effort and “think very hard” (p. 22).

It was a drilling exercise I selected to introduce new vocabulary which is frequently used throughout the course book (see Figure 4.9). This repetitive and mechanical teaching exercise focused on two classical skills, listening and speaking, and had the support of the audio material on CD which provided a model of how to pronounce the new words, helping students to memorize them through repetition.

The students had to listen to the vocabulary from the CD and repeat it chorally while looking at the pictures in their course book.
4.5.2- The supplemented activity: The Missing card game (lesson: 11 November 2016)

To reinforce nine words newly introduced, I chose this game as a follow-up activity to the Listen-repeat exercise. The original activity was not sufficient to memorize all the new words and it lacked mental engagement as well as a fun element. Adding this game allowed me to practise familiar vocabulary in a rhythmic way, improve pronunciation and use memory skills to remember the correct sequence. Flashcards were displayed on the board (see Figure 4.10). Students had to chant the words according to each flashcard. They had to do it repeatedly but each time I removed one (with their eyes covered) they had to remember what the sequence was. The game ends with an empty board with the students chanting all the words.
4.5.3- Results and discussion for activity 4 and 5

a) Affective engagement

In my observations concerning the drilling exercise, I noticed the students were not attentive when listening to the audio CD as several did not repeat the new words. Overall, the students appeared to lack motivation. To change this, before playing the CD for a second time I reminded them of the importance of this activity for language learning. Afterwards their participation improved with all the students orally repeating the vocabulary.

In the Missing card game I observed that the students enjoyed covering their eyes with their hands because they all collaborated. The missing flashcard element increased their sense of achievement because whenever they completed a sequence, they would cheer. I believe they were highly motivated as all of them actively participated in all the repeated chanting sequences using the target language. Initially I decided to involve the whole class at the same time and when I felt the students were more confident with the new words, I asked for volunteers. Most of them wanted to participate which also shows how motivated they were.
b) Behaviour

The fact that in the *Listen-repeat* activity not all the students were actively doing the exercise led to some distraction of those who were not engaged in the exercise as well as those around them. After my intervention explaining the importance of the drill their behaviour improved as they became more concentrated on doing the repetition activity.

In the *Missing card* game I observed that students with some learning problems and behavioural issues were able to concentrate on saying the words correctly. The missing flashcard element helped keep them more attentive to succeed in saying the sequence correctly.

Activities which use memory skills and enhance concentration might help me in future with classroom management. Contrary to the stirring behaviour I initially expected while playing it, students were engaged in this learning activity and focused their attention on the memorization of the flashcards to complete the task successfully and it provided them with enjoyment which ultimately reflected on the students’ behaviour. Because it was successful, I will definitely do it again.

Key questions used to collect students’ opinion on the *Listen-repeat* exercise and the *Missing card* game:

Question 1- “Did you enjoy playing the listen-repeat exercise?”

Question 2- “Did you enjoy playing the missing card game?”

Question 3- “Which activity helped you remember words in English?”

Listen-repeat exercise?

Both?

The Missing card game?

c) Questionnaire
Responses to question 1 and question 2 were equal, showing that the students have the same affective engagement towards activities with different types of involvement, which means they appear to enjoy both equally. Although the Listen-repeat exercise led to distraction and lack of motivation, enthusiasm and participation, the results taken from the students’ opinions did not confirm my assumption based on the observed behaviour. On the contrary, the students enjoyed it. For the third question they had to choose “Which activity helped you remember words in English?”. The Listen-repeat exercise was chosen by eight students and five preferred the Missing card game, whereas 12 students thought that both activities helped them remember the new words in English.

The results of the questionnaire clearly indicate that students’ opinions about these two different involvement activities are similar. Activities commonly used in the course books might be less student-centred and mentally engaging but it does not mean that students do not enjoy or learn from them. Maybe affective engagement is not defined by the level of involvement of an activity.

Students think they learned with both. The Listen-repeat activity may have helped them to get a feel for intonation through the imitation of the sounds of the new words, while the Missing card game aided memorization because the students had to develop skills to memorize which cards were in the blank spaces on the board and repeat them sequentially. Even though students seem to enjoy both types of activities and think they learned from both, teachers should opt for more mentally engaging activities because they challenge learners more.
4.6– Summary

In this Chapter I presented the results of the students’ feedback on some of the activities performed followed by a brief discussion. This enabled me to answer the questions I initially designed for my research study. On the main question “How can I ensure that activities are mentally engaging when using a course book?” I was able to adapt and supplement activities to ensure it. Students had to use memorization skills to remember previously learned vocabulary (activity 1); concentration skills to memorize cards (activity 2); correct errors with increased autonomy in a more student-centred approach (activity number 3) or use memory skills (activity 5) to remember a sequence.

I also aimed at answering three sub-questions related to the activities’ affective engagement, language learning and cooperation.

Concerning the promotion of affective engagement by mentally engaging activities, results demonstrate that the majority enjoyed the proposed activities. In activity number 2, where both activities were mentally engaging, students preferred peer correction over self-correction. However, when the activities have different types of involvement, as in activity 3 and 4, results demonstrate that students enjoy both equally. During the proposed activities I observed that the students’ had enthusiasm for using the English language to communicate; they had a sense of achievement (e.g. in the Missing card game students’ cheered) and respect between peers; and the noise level that was easy to control; and I believe they were highly motivated as they actively participated in completing the activities. In activity number 2, where both activities were mentally engaging, students preferred peer correction over self-correction.

For the learning outcome, the results collected show that the students think that mentally engaging activities have a positive influence on language learning because it helps them learn new words or structures. In activity number 2 most of the students considered learning better with peer correction, the main reason being that they enjoyed being the teacher, which might have increased their motivation and influenced this preference. But in activities 3 and 4 with different involvement, students think they learned with both.

Finally, on the promotion of cooperation, students enjoyed interacting with peers but not all helped their partner playing the game, probably because some pairs had similar levels of difficulties in English which might not have helped develop cooperation.
5- Conclusion

The results from this research study contributed to my development as a teacher trainee because they gave me a better understanding of how to approach the English language to improve my teaching and increase the students’ interest and motivation, which will allow students to acquire the language more effectively.

I learned that affective and mental engagement are very important because when students are stimulated to feel and think, they are more likely to learn a language. A positive and enjoyable language learning experience helps to increase students’ confidence and self-esteem which makes them want to continue doing it. Alongside this, is also important to challenge students to make them think so that they are more engaged and process language more deeply.

Games provide this engagement because they are fun, can be used in a variety of language learning situations (i.e. different vocabulary and structures), create situations of real language use, involve autonomous learning, provide exposure to the language, facilitate necessary repetition of language and develop interactive competence, confidence and fluency. However, I learned that in order for the students to be engaged with games it is necessary for them to know the purpose of the activities. If not it can lead to a restless class and not achieving the teacher’s purpose.

During my research study I was surprised by the students’ feedback on the Listen-repeat exercise and the Missing card game. Results demonstrated they enjoyed them and learned from both. The results were completely different from the observed behaviour. While in the Missing card game they were highly motivated and actively participating, in the Listen-repeat exercise they were bored. However, despite repetition being tedious, without repetition the foreign language cannot be assimilated. Therefore to make it more exciting and fun I believe that introducing a challenging element (e.g. guessing) will create an exciting and fun environment for language learning. I was also surprised by the students’ behaviour while playing the Matching card game. Contrary to the restlessness I expected from a game played in pairs, the noise level was easy to control because the students were concentrating on the game and using the English language.

It is important to analyse the course book activities and perceive if they are suitable for the students’ needs and our learning goals. Because a course book is not inflexible, if necessary one must select (i.e. keep), adapt (i.e. change), reject or supplement (i.e. add to) its
activities. I used a set of criteria with questions and points as a support to analyse the suitability of the different activities, which could also be useful for other teachers.

Students’ opinions, together with my observations, gave me an insight on how to use activities to help students to acquire the English language in an effective way.

Initially I looked at the importance that games, songs and stories have in English language learning. I was able to include them in my planning even though in my study I only focused on game-like activities that promoted real and meaningful language use of the target language, interaction and cooperation. However, in the future, when I am teaching, I will give more focus to songs and stories.

Even though many foreign language teachers are already familiar with young learners methodology, I believe the findings of someone who shares the same day-to-day doubts and difficulties are always useful. I hope my findings can also be useful for other teachers whose goal is to find ways to help students to learn in an effective way.
List of References


Appendix 1  Diagram of the layout of the tables in the classroom

- 1st row
- 2nd row
- 3rd row
- 4th row
- 5th row

- Computer desk
- Teacher’s desk
- Whiteboard/Interactive board
Caro Diretor do Agrupamento de Escolas Agualva Mira-Sintra,

Chamo-me Sandra Marina Andrade Saraiva e é com muito gosto que irei estar a estagiáriar na escola básica Dr. António Torrado durante o 1º período deste ano letivo.

Como sabe, estou a fazer um Mestrado em Ensino de Inglês no 1º Ciclo na Faculdade de Ciências Sociais e Humanas na Universidade Nova, Lisboa, e o mestrado implica que durante o estágio faça um pequeno projeto de investigação. Este projeto será incluído no meu relatório final. O meu trabalho intitula-se: “Critically assessing and adapting a course book” (Avaliar criticamente e adaptar o livro do aluno).

Venho, por este meio, solicitar a sua autorização para poder recolher dados para este projeto que vai decorrer entre setembro e dezembro de 2016 durante o meu estágio na sua instituição.

A recolha de dados será efetuada mediante questionários, observações em sala de aula, por vezes com registo fotográfico, e excertos do meu diário de professor. As informações obtidas serão referidas no meu relatório final de mestrado e eventualmente em artigos académicos e conferências.

A instituição, todos os seus funcionários e as crianças permanecerão anónimas em qualquer circunstância.

Se tiver questões a colocar agradeço que me contacte pessoalmente.

Agradeço que dê autorização para que eu possa fazer o meu projeto de investigação na sua instituição completando o destacável em baixo para que posteriormente possa pedir a autorização dos pais.

Cacém, 23 de Setembro 2016
Sandra Marina Andrade Saraiva
___________________________
Professora Doutora Sandie Mourão
Orientadora de Estágio
FCSH, Universidade Nova Lisboa
_______________________________

Eu, __________________________________________________________________________,
diretor do agrupamento de escolas Agualva Mira-Sintra, declaro que fui informado(a) dos objetivos do projeto intitulado: “Critically assessing and adapting a course book” (Avaliar criticamente e adaptar o livro do aluno) e autorizo a estagiária a fazer o seu projeto de investigação na escola básica Dr. António Torrado.

Data: __________________________
Assinatura: ____________________________________________________________________
Appendix 3  Informed consent from parents

Pedido de autorização aos Encarregados de Educação

Caros pais e encarregados de educação,

Chamo me Sandra Marina Andrade Saraiva e é com muito gosto que irei estar com o seu educando a estagiarp durante o 1º período deste ano letivo.

Estou a fazer um Mestrado em Ensino de Inglês no 1º Ciclo na Faculdade de Ciências Sociais e Humanas na Universidade Nova, Lisboa, e o mestrado implica que durante o estágio faça um pequeno projeto de investigação. Este projeto será incluído no meu relatório final. O meu trabalho intitula-se: “Critically assessing and adapting a course book” (Avaliar criticamente e adaptar o livro do aluno).

Venho, por este meio, solicitar a sua autorização para poder incluir o seu educando neste projeto que vai decorrer entre setembro e dezembro de 2016 durante o meu estágio.

Depois de pedir autorização ao seu educando para a/o incluir no meu estudo, a recolha de dados será efectuada mediante questionários, observações em sala de aula, por vezes com registo fotográfico e excertos do meu diário de professor. A qualquer momento o seu educando pode escolher não participar. As informações obtidas serão referidas no meu relatório final de mestrado e eventualmente em artigos académicos e conferências.

A instituição, todos os seus funcionários e as crianças permanecerão anónimas em qualquer circunstância.

Se tiver questões a colocar agradeço que me contacte pessoalmente através da professora titular de turma.

Agradeço que dê autorização para que o seu educando possa participar no meu estudo. Peço que entreguem esta autorização assinada até ao dia 23 de Setembro.

Cacém, 19 de Setembro 2016
Sandra Marina Andrade Saraiva
_____________________________
Professora Doutora Sandie Mourão
Orientadora de Estágio
FCSH, Universidade Nova Lisboa
_____________________________

Eu, ________________________________, encarregado de educação de ________________________________________________________________,
declaro que fui informado(a) dos objectivos do projeto intitulado: “Critically assessing and adapting a course book” (Avaliar criticamente e adaptar o livro do aluno) e autorizo o meu educando a participar no estudo.

Data: __________________________
Assinatura: ___________________________________________
Autorização do aluno

Como sabes, frequento um Mestrado em Ensino de Inglês no 1º Ciclo para poder aprender a ensinar crianças como vocês, e assim estou a fazer um pequeno estudo sobre os vossos manuais. Quero saber quais são as atividades que ajudam a pensar bem para aprenderes melhor inglês.

Este estudo vai beneficiar-te porque vamos experimentar novas atividades para te ajudar a aprender inglês.

Durante o meu estudo vou pedir que preencham questionários, vou observar-vos e por vezes faço registos fotográficos enquanto estão a trabalhar, também vou escrever um diário de professor sobre as nossas aulas.

Depois vou analisar todos os questionários e as minhas anotações no meu diário e usar esta informação no meu relatório final e eventualmente em artigos académicos e conferências. Depois posso explicar algumas das conclusões.

O teu nome e a tua imagem nunca serão usados ou vistos em nenhuma parte do meu trabalho. Vão ficar sempre incógnitos, como espiões.

A tua participação não é obrigatória e podes desistir em qualquer altura.

Achas que me podes ajudar e fazer parte do meu trabalho? Só tens de participar nas aulas com empenho e alegria.

Agradeço que me entregues esta autorização até ao próximo dia 27 de Setembro de 2016.

Usa um lápis de cor à tua escolha e pinta a cara que corresponde à tua resposta:

SIM, eu aceito participar

NÃO, eu não aceito participar

Assinatura do aluno: ___________________________ Ano/Turma: _____

Data: ____________

Appendix 4  Informed consent from the students
Appendix 5 Example of a questionnaire with closed-response questions

QUESTIONÁRIO

Nome: ________________________________________________________________

Data: ________________

Pinta com lápis de cor, à tua escolha, o boneco com a tua resposta:

Sim  Mais ou menos  Não

<table>
<thead>
<tr>
<th>Gostaste de jogar ao jogo dos pares?</th>
<th>😊  😐  😞</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achas que o jogo te ajudou a lembrar palavras ou frases em inglês?</td>
<td>😊  😐  😞</td>
</tr>
<tr>
<td>Gostaste de jogar a pares?</td>
<td>😊  😐  😞</td>
</tr>
<tr>
<td>Ajudaste o teu par a jogar o jogo?</td>
<td>😊  😐  😞</td>
</tr>
</tbody>
</table>

Obrigado pela tua colaboração.
**Appendix 6  Example of questionnaire with an open-ended question**

**QUESTIONÁRIO**

Nome: ________________________________________________________________

Data: ________________

Pinta com lápis de cor, à tua escolha, o boneco com a tua resposta:

<table>
<thead>
<tr>
<th>Sim</th>
<th>Mais ou menos</th>
<th>Não</th>
</tr>
</thead>
</table>

| Gostaste da atividade de repetição das palavras do CD divertida? | | |
| Gostaste da atividade da imagem desaparecida divertida? | | |

**Assinala com um X a tua resposta. Escolhe apenas **uma** das opções.**

Qual das atividades achaste que te ajudou a aprender melhor as novas palavras em inglês:

- A atividade da repetição de palavras do CD ... ☐
- A atividade da imagem desaparecida .......... ☐
- Ambas ......................................................... ☐

Explica porquê?

________________________________________________________________________

________________________________________________________________________

Obrigado pela tua colaboração.